

Investigation of Academic Staff Members and Students' Viewpoints about Current and Desired Teaching Evaluation Methods of Academic Staff Members at University of Guilan, Iran

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Abstract

The goal of present study is to investigate the academic staff members' evaluation methods, at University of Guilan from academic staff members and students' viewpoints. In this study, current status has been compared to its desired status. Research instrument was research-made questionnaire and its validity was confirmed through content validity. For measuring the reliability of questionnaire, Chronbach's Alfa was applied that 0.82 was acquired. This study is practical in terms of goal and is descriptive_ analytical in terms of data collecting. Statistical population was 1700 students and 400 professors in educational year 2010_2011 at university of Guilan that 250 students and 40 professors were studied through stratified sampling. The main results of study showed that there is no significant difference between faculty members and students' attitudes toward current evaluation methods. In the other words, faculty members and students have different opinions toward current and desired evaluation method. Regarding the results of Pearson correlation coefficient and significant level of current and desired evaluation, it can be said with 95% of confidence that faculty members and students have different attitudes toward current and desired evaluation method. In the other word, there is a negative and significant correlation between current and desired evaluation from academic staff members' perspective, and positive correlation from students' perspective. Mentioned case's could remove specified weakness points and are helpful way for specialists and course, educational planners and evaluators.

Keywords: evaluation, teaching, university.

Introduction

Teaching has been the main mission of a university and important task of academic staff members and improving its quality results in improving the teaching quality in the university. The issue of improving teaching quality in universities and world educational centers in the past few decades has been considered such that more than 70 specialized agencies of this area have been established in 48 countries of world in 2005 (Hashemi, 2011).

In this case, one of the most important methods of improving the educational quality is teaching quality assessment that it's the main technique is continuous educational evaluation by students; this method has been the most common method and has been applied in universities and higher education center from 1920. In the other words, one of the processes which are conducted for improving the quality is teacher's evaluation. Then, doing academic research about academic staff members' evaluation is one of the main concerns of higher education expert's (Naser, et.al 2011). Because the faculty member has a very close relationship with students, importance of student's attitude towards professor's performance and his teaching quality and getting it's involve in decision-making process could provide the continuance of academic survival of university and this itself has been regarded by higher education expert's.(Marsh 1986, quoting from Naser.et.al 2011). Despite the extent of implementation of students teaching evaluation, there are also challenges about this, for example, It seems that students giving score to teaching, more than measuring the effectiveness' of teaching, indicator of students satisfaction, their attitude towards teacher, educational period, student's personality and mental-social needs (Ghazi Tabatabaei and Yousefi Afrashteh, 2012).

Yet, various forms have been designed for evaluating in the country. The common feature of these forms is scoping the options in such a way that in professor's evaluation forms by students, discipline scopes, evaluation method and academic staffs' methodology are common in all people. However, teacher's qualifications should emphasize on ability, experiences, attitude, knowledge and skill which result from formal training of people and are extendable during the professional life. But for doing so, it's necessary to recognize criteria exactly which could provide acceptable measures in the process of teaching and meeting the society needs (Javadi and Arab Baferani, 2014).

Teacher's evaluation is a kind of teaching evaluation that is In this case it's important to develop clear methods and proper instruments. Also it's necessary to design and psychometric the evaluation criteria in accordance with the culture.(Kashani.et.al 2013).For doing evaluation, first it's necessary to identify successful teaching criteria and then to determine that what index exist for the amount of teacher's success in achieving to these criteria. In this regard, the most important necessary information for evaluating the teacher's teaching is to present a definition of good teaching and characteristics of effective teaching. Importance of faculty member's evaluation has long been known for managers, so that through the years it is used in administrative system and this itself could be a reason for its importance. Since the evaluation plays the role of a mirror for higher education system, decision makers and related authorities could achieve an image of how it works and faculty member's activity and by using it make necessary decision to improve teacher's development and their effective activities. In this regard, conditions should be provided in university which all individuals identify their abilities and by taking responsibility, apply all their power to achieve higher education goals. Also a suitable context should be created to decrease negative attitudes and reactions toward evaluations and academic staff members, staff identify strength and weak

points of their performance and university curriculums with a positive view and attempt to correct and strengthen them. In this case, evaluation is an important tool for constructive changes in higher education Institutes on the other hand, lack of attention, negligence, or making mistakes and disorder in evaluation could result in destruction and poor working methods, destruction of human, material and financial resources, reduction of student's learning experiences under normal standard level and reduction of positive attitude in faculty members and students. Series of educational activities are the center of higher education systems and teaching is the center of educational activities. These days in the process of importance and attention to educational process, Teaching evaluation, quality and its effectiveness has got special place. Policies related to this important principle of higher education could be improved by teaching evaluation (Ghazi Tabatabaei and Yousefi Afrashte, 2012). So with regard to importance of this issue, achieved results from evaluation could reinforce the strength point and improve the weakness points and also to be a base for many decisions and educational programs and provide the necessities of promoting the academic level of university.

In a research by Kashani.et.al (2013) as designing and psychometric the teacher's teaching evaluation scale, teacher's teaching evaluation scale has been designed as having 33 phrases and the results show that teacher's teaching evaluation scale has proper validity and reliability and can be applied as one of the teaching evaluation tools.. Javadi and Arab Baferani (2014) in their research as pathology of teacher's teaching quality evaluation methods through student's with local approach showed that teaching quality evaluation through student's suffers from weaknesses and serious damages which should be reviewed. With regard to this point that evaluation has passed ups and downs and has had many pro's and cons in various levels of management, then to evaluate the effectiveness' of the method it's necessary to do exact review of faculty members and students in order to determine their perspective in this case and take effective step for improving the quality of evaluation. Therefore, the problem of this research is that whether the current evaluation is agreed by faculty members and students and how can present a suitable and desired method by using their perspectives which all are agreed.

Generally, in this research, current and desired evaluation methods of academic staff members at the University of Guilan have been examined from faculty members and student's perspective. In this case, research questions have been proposed as following:

- 1) How is the current teaching evaluation method, from academic staff members and students' viewpoints?
- 2) How is the desired teaching evaluation method, from academic staff members and students' viewpoints?
- 3) How is the current and desired teaching evaluation method, from academic staff members' viewpoints?
- 4) How is the current and desired teaching evaluation method from students' viewpoints?

Methodology

Regarding the proposed objective and questions, the method of this research is descriptive – analytical and is practical research in terms of goal. Statistical population of this research is all faculty members and student's who have studied and taught in academic year 2013_2014 and their total number has been 15400 students, that among them 400 were academic staff

members and 1500 were students and 250 students and 40 academic staff members were selected and studied by using stratified random sampling method. Researcher-made questionnaire was used to collect information that 46 questions of replying package has five factors and is set in Likert five-point scale of very low to very high. A few academic staff members confirmed the content validity of measuring instrument. Reliability of research questionnaire was achieved equal to 0.82 by Chronbach's Alfa Coefficient. After collecting and achieved data from questionnaire, it was analyzed by software SPSS. Based on research questions in descriptive statistics level, statistics such as mean, standard deviation and criterion error and in inferential statistics level, t parametric test and Pearson Correlation coefficient were used.

Findings

Resaerch Questuin 1: How is the current teaching evaluation method, from academic staff members and students' viewpoints?

Research first question has examined the academic staff member's current evaluation method from their and students' viewpoints. Achieved results, indicate that state of all items in academic staff members' current teaching evaluation methods is a little significant from statistical aspect.

Table 1. Comparison the mean of respondents' statements to current teaching evaluation method

Position	Number	Mean	Standard deviation	Standard error of the mean
Faculty members	40	2.7109	0.4884	8.029 E_02
students	230	2.8667	0.5178	3.414 E_02

Regarding to the above table, it is observed that 40 academic staff members with mean 2.7109, standard deviation 0.4884 and standard error 8.29 compared to current teaching evaluation, expressed their opinions, while in this table 230 students with mean 2.8667 which is higher than mean of faculty members and also with standard deviation higher than 0.5178 and standard error 3.414 compared to current teaching method, expressed their opinions.

Table 2. t test results

T test for equality of means				
Differences between means	Significant level	Degree of freedom	Calculated T	
-0.1558	0.088	265	-1.712	In the case of equal variances

With regard to the above table achieved finding, it can be said with 0.95 of confidence that there isn't any significant difference between faculty members and student's perspective

towards current teaching evaluation in the case of equal variances (with regard to Leven's test).

Research Question 2: How is the desired teaching evaluation method, from academic staff members and students' viewpoints?

Research second question has examined the faculty member's desired teaching evaluation method from their and students' perspective. Achieved results are shown in table 3 and 4.

Table 3. comparison the mean of respondents' statements about

Position	Number	Mean	Standard deviation	Standard error Of the mean
Faculty members	37	4.2949	0.3924	6.451 E_02
students	230	4.1344	0.4202	2.771 E_2

With regard to the above table, it's observed that in replying to second main question, total number of managers 37, with mean 4.2949, standard deviation 0.3924 and standard error 6.451 compared to desired teaching evaluation method have had opinions, while the number of students 230 persons, with the mean of less than academic staff members' Mean, that is 4.1344, Standard deviation 0.4202 and standard error 2.77 which is less than faculty members compared to desired teaching evaluation method, have expressed their opinions.

Table 4. t-test results

t_test for Equality of Means				
Differences between Mean	Significant level	Degree of Freedom	Calculated T	
0.1605	0.030	265	2.176	In the case of equal variances

Regarding above table, it ca be said with 95% of confidence that there is a significant difference between faculty members and student's perspective towards desired teaching evaluation method in the case of equal variances (with regard to the Leven's test).

Research Question 3:

How is the current and desired teaching evaluation method, from academic staff members' viewpoints?

Research Question 4:

How is the current and desired teaching evaluation method from students' viewpoints?

Third and fourth research question has examined the relationship of academic staff members' and student's perspective towards their current and desired teaching evaluation method. Achieved results are shown in table number 5 and 6.

Table 5: Relationship of academic staff members' perspective about current and desired teaching evaluation methods.

		Current evaluation	Desired evaluation
Current teaching evaluation	Correlation coefficient	1.000	-0.198
	Significant level	0	0.240
	number	37	37
Desired teaching Evaluation	Correlation coefficient	1.000	-0.198
	Significant level	0	0.240
	number	37	37

With regard to above table that Pearson correlation coefficient and significant level of current and desired evaluation has been calculate, it can be said with .95 of confidence that faculty members have various opinions about current and desired evaluation method. In the other words, there is no significant correlation between current and desired teaching evaluation.

Table 6: Relationship of academic staff mmbers' evaluation methods.

		Current evaluation	Desired evaluation
Current teaching evaluation	Correlation coefficient	1.000	0.090
	Significant level	0	0.176
	number	230	230
Desired teaching evaluation	Correlation coefficient	0.090	1.000
	significant level	0.176	0
	number	230	23

Regarding to the above table, it can be said with .95 of confidence that they have various opinions about current and desired evaluation method. In the other words, there is no correlation between current and desired teaching evaluation.

Conclusions and Discussion

It is safe to say that the most important and sensitive part of each research is related to result and research findings in order to determine that to what extent reassuring answers are achieved for proposed questions in research and based on achieved results what conclusion could drawn and finally what suggestion could be offered.

The first research question that was proposed about faculty members and student's attitude towards current teaching evaluation method, Achieved results indicate that: there isn't any significant difference between faculty members and student's attitude towards current teaching evaluation method.

In the second research question which was related to faculty members and student's attitude towards desired evaluation method, after analyzing the answers, achieved results indicate that we can say with high confidence that there is a significant difference between faculty members and student's attitude towards desired teaching evaluation method.

In the third research question about faculty member's attitudes toward current and desired teaching evaluation method, after analyzing the answers and calculated correlation coefficients, we came to conclusion that faculty members have different opinions about

current and desired teaching evaluation method. In the other words, faculty members argue that there is no significant correlation between current and desired teaching evaluation.

In the fourth research question which reviews student's attitude towards current and desired teaching evaluation method, we conclude that generally students have different opinions about current and desired teaching evaluation and there is a positive correlation between current and desired teaching evaluation. In comparing the achieved results in this research with previous research findings, it's necessary to say that similar research in the field of research topic has been mentioned. As we can say that, this research results are consistent with Ghazi Tabatabaei and Yousefi Afrashteh's research (2012), as analyzing some parts of variables related to teaching evaluation by students, Kashani.et.al research (2013) as designing and psychometric of teacher's teaching evaluation scale and Raoofi,et.als' research (2011). They argue that in a direct and positive relationship with student's evaluation of teacher's teaching, effort and conflict have positive effect on student's interest in course and their evaluation to teacher's teaching. Teacher's teaching evaluation scale could be applied as one of the teaching evaluation tools. Also Maden, et.al's research (2010) that have introduced student's ranking about teacher's teaching quality as the most transparent evaluation method, have been emphasized in this research hypothesis. This research is not consistent with Javadi and Arab Baferani's research results (2014) as pathology of teacher's teaching quality evaluation methods through students with local approach. Although teaching quality evaluation through students suffers from weakness and serious damages which should be reviewed, generally we can say that achieved results in this research are consistent with Naghavi (1990) Farzam Fard (1990), and Famborn and Loud's research results. With regard to achieved results because students and faculty members have different opinions about current and desired evaluation method, more comprehensive examinations should be conducted in current method and apply necessary changes and revisions. Regarding the inner and deep effect of teaching on student's is final goal of evaluation, it seems that common methods in teacher's teaching quality evaluation by students do not have innate abilities for discovering the quality and it's necessary to complete this method with more exact and precise methods because the initial solicitation about educational evaluation by the common methods although could result in the real aspect of education quality or to put it more correctly to be successful in some cases, about most of the time such an image won't be achieved. One of the supplementary methods in teacher's teaching quality evaluation which could help to complete the process of supplementary methods is innovative methods that are referred to as evaluation by prominent teachers. Designing and explaining the details of this method needs more time which we consider it in another opportunity.

Researcher concluded that for proper evaluation, following five factors should be put together: Evaluators motivation, proper and honest method, knowledge to evaluation areas beside the mastery to relevant indexes by evaluator, resource and enough information and data from teaching process, lack of outcome and later damages in the process of evaluation and increasing the accuracy of evaluation and improve its quality by adding the prominent professor's opinion and adding the portion of this evaluation compared to other common effective techniques.

There fore, some strategies to deal with damages of current evaluation

Suggestions

- Informing the educators, teachers and students about effectiveness of modern teaching methods especially cooperation teaching method.
- Creating positive attitude in students and academic staff members about this method and other methods.
- Using more experienced academic staff members and creating short term scholarship training classes (in service) and creative teaching workshops for all educational elements, independent of any majors with providing appropriate and effective incentives in order to decrease the ideal state.
- Attention and giving importance to the process of teaching instead of conclusion and applying evaluation in the process of teaching and learning.
- Regular visit of authorities and educational group from classes and teacher's guidance and advice to them for desired evaluation.
- Promoting the culture of continuous evaluation and this concept that evaluation is part of teaching_ learning process.
- Regarding the measurements of practical learning skills instead of measuring theoretical learning.
- Holding justification meeting for authorities in order to change the attitude towards the types of evaluations.
- Clarification the various types of evaluation especially formative and continuous.
- Requiring the continuous evaluation and its methods and tools in schools.

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