



*Students' Feedback and Administrators' Class Observation as Determinants of Faculty Members Teaching Effectiveness at University of Tripoli, Faculty of Nursing: A Correlational Study.

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ABSTRACT

The study aimed to determine the teaching effectiveness of Faculty members at University of Tripoli, Faculty of Nursing based on Students' Feedback and Administrators' Class observation visits. Specifically, this study answered the following questions: 1) What are the Faculty members performance evaluation based on students' feedback? 2) What are the Faculty members performance evaluation based on Administrators' class observation visits? 3) Is there any significant relationship on the Faculty member performance evaluation based on students' feedback and Administrators' class observation visits?

The findings that the researcher was able to extract from the study were: 1) that based on students' feedback, 93.3% got the rating of "Good", 6.6% "Fair". It is worthwhile to note that there was no Faculty member who were able to get a rating of Poor. 2) that based on Administrators' evaluation, 20% got the rating of "Excellent", 33.3% "Very Good", 33.3% "Good" and 13.3% "Fair". It is worthwhile to note that there was no Faculty member who were able to get a rating of Poor. 3) there is a weak positive correlation between the students' feedback and administrators' evaluation as statistically analysed utilizing pearson momentum correlation which yielded a result of $r=.35$. Based on the findings of the study, the following conclusions were drawn: It can be said that the Faculty Evaluation at University of Tripoli, Faculty of Nursing, based on Students' Feedback and Administrators' Evaluation showed effectiveness on the Faculty member provision of quality education to students. However, it proves that there is weak positive relationship among variables and that students' feedback should be treated as different entity as that of Administrators' evaluation.

Keywords:

Faculty Evaluation, Students' Feedback, Class observation, Teaching Effectiveness

Introduction

In order to prepare tomorrow's professionals for challenging and rewarding careers, the role of faculty in higher education is of exceptional importance. A professional teacher should possess essential competencies that develop as a result of changing needs of our educational community, diversity of student groups and rapid industrial growth. These competencies will serve as basis for one's development as a teacher. Most important is the teachers' passion for continuous learning and self-improvement. In this era of knowledge expansion, globalization, high technology and rapid social transformation,



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the belief in effective learning as a continuous process is a fundamental belief of professionalism in teaching. ⁽¹⁾

Every year, administrators and department chairs are responsible for evaluating faculty performance. During the annual review process, these stakeholders will review the information and feedback they've gained about each professor in order to see who is eligible for promotion, tenure, and pay increases. While there are factual pieces of information that play a role in the faculty evaluation process—such as years of service and scholarly publications—other more subjective factors hold significant weight in evaluation. In order to properly evaluate the more ambiguous elements of faculty performance, universities should have an unbiased faculty evaluation system in place. A high-quality platform can help improve the quality of faculty reporting, making annual reviews more fair. ⁽²⁾

How should faculty of our colleges and universities be evaluated? What criteria should evaluation committees, chairs and deans use to assess faculty performance? The faculty evaluation process within institutions of higher education is of utmost importance in determining progress towards tenure, promotion, and salary.

Accrediting bodies require faculty evaluation. "Principles of Accreditation" states, "The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status." It requires that the faculty evaluation "process should extend beyond student evaluations of teaching and include expectations for continuous improvement". Faculty evaluation is mandated by various accreditation bodies, and if done effectively, can provide clear expectations for performance and assist with faculty development. ⁽³⁾

As University of Tripoli, Faculty of Nursing struggles to provide quality education, the Quality Assurance & Performance Assessment Office deemed it necessary to conduct a faculty supervisory evaluation to ensure qualified delivery of lectures by providing an objective assessment of the Faculty member strong points and weaknesses and provides avenue for self-improvement. The evaluation is composed of a Team which includes Dr. Tilda Lesaca (Program Coordinator), Dr. Cristina Arboleda-Tinay (QA Head), Dr. Mohammed Ibrahim Abogria (Head, Foreign faculty) and Prof. Amjed Shaktour (Dean), utilizing the Evaluation form issued by the Quality Assurance main office. There were two (2) sets of evaluation that were conducted. One is evaluation by the Heads and the other is evaluation by the students. Keeping Research Utilization in mind, the data gathered by the Quality Assurance Office was then utilized that form this study.

METHODS

This study employed the Descriptive Correlational method of research. The Faculty evaluation by the Administrators was conducted utilizing an observation checklist where actual supervisory visits were done and the following points were measured



Personality (20%), Teaching content and skills (45%) and Organization and classroom management (35%). The data were tallied, analyzed and interpreted as Excellent, Very Good, Good, Fair and Poor.

For the Faculty evaluation by the students, the 3 point likert scale of Good, Fair and poor was utilized. Questionnaires were distributed, retrieved, tallied and statistically analyzed utilizing the weighted mean. The instrument used for both the students' feedback and Administrators' evaluation were adopted on the official forms issued by the Quality Assurance Office of University of Tripoli.

RESULTS

Detailed analysis of Figure 1 showing the frequency and percentage of the students' feedback, 93.3% got the rating of "Good", 6.6% "Fair". It is worthwhile to note that there was no Faculty member who were able to get a rating of Poor.

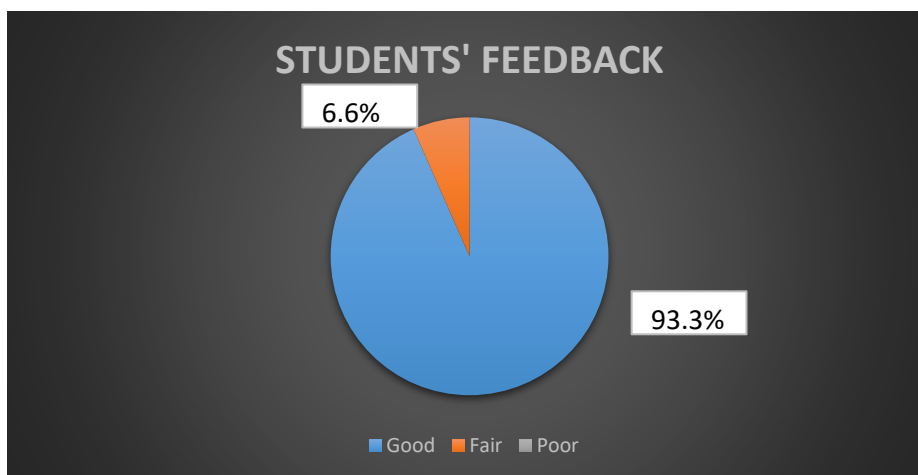


Figure 1. Student's Feedback

Cursory inspection of Figure 2 reflecting the results of the Frequency & Percentage of Administrators' evaluation disclosed that 20% got the rating of "Excellent", 33.3% "Very Good", 33.3% "Good" and 13.3% "Fair". It is worthwhile to note that there was no Faculty member who were able to get a rating of Poor.

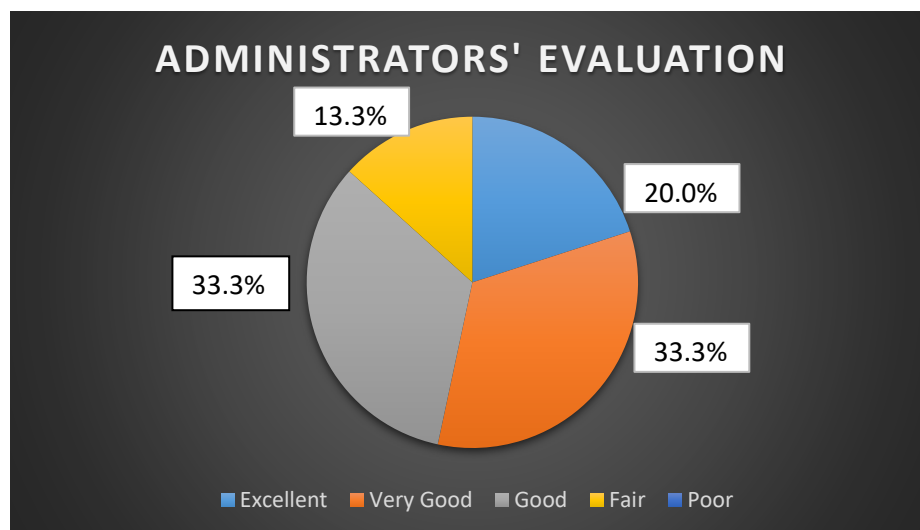


Figure 2. Administrator's Evaluation
Pearson Momentum Correlation between the Students' Feedback and
Administrators' Evaluation of Faculty member at University of
Tripoli, Faculty of Nursing

Variables		
National Crisis effects on the Mental health of students (X)	Pearson Correlation	0.35
	Level of Sig	.426
	N	15
Academic Performance in Major Nursing Subjects (Y)	Pearson Correlation	0.35
	Level of Sig	.426
	N	15

There was a positive weak correlation between the two variables, $r=0.35$ $n=15$, $p=.426$

Detailed analysis of Table 1 reflecting the pearson momentum correlation of $r=.35$ depicting a weak positive relationship between the variables of students' feedback and administrators' evaluation.

DISCUSSION

School of Nursing prepares the professional practitioner of nursing, must be concerned with the development of a nurse who will be interested in the health and other related aspects of the community. This means that the college must provide opportunities for the development of Knowledge, Skills and Attitudes which will make this possible.

Evaluation of teaching effectiveness involves assessment of teaching strategies (including instructional materials), assessment of methods used to evaluate student performance, and assessment of student learning. ⁽⁴⁾

Evaluation of university faculty members which aims to improve teaching quality is performed through several methods. One of the most common and conflicting methods



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is evaluation of the faculty by students. This method is commonly used in most universities in spite of controversy over its validity. Another method is self-assessments of the faculty. There has been debate for decades as to what should be the subject of evaluation of faculty for higher education institutions. Although evaluation of students is a necessary part of educational performance, it is not the only and gold standard method to evaluate the role of the faculty. Physical environment, facilities, higher level of managers, and even university personnel should be taken into account in systematic evaluation of the faculty's training performance.

Altman believed that evaluation of the faculty by students could be a key component of educational performance for quality improvement of the training methods. He believed it necessary to have a continuous and formative evaluation of the faculty by students. He suggested that assessment of these results could provide immediate change to improve training methods, learning, and educational performance. Finally, he believed that evaluation should not only be performed at the end of courses. ⁽⁵⁾

Most faculty are evaluated, in part, on their teaching effectiveness. This is typically measured with student evaluations of teaching (SETs), instruments that ask students to rate instructors on a series of mostly closed ended items. Because these instruments are cheap, easy to implement, and provide a simple way to gather information, they are the most common method used to evaluate faculty teaching for hiring, tenure, promotion, contract renewal, and merit raises. "It is recommended that student evaluation scores should not be given undue weight in faculty evaluations, since these scores are easily manipulated and reflect many attitudes that extend beyond the successful accomplishment of the faculty member's teaching duties."

SETs should not be used to compare individual faculty members to each other or to a department average. As part of a holistic assessment, they can appropriately be used to document patterns in an instructor's feedback over time.

Gathering student feedback on their experiences in the classroom is an important part of student centered teaching. This feedback can help instructors to refine their pedagogies and improve student learning in their courses. However, student feedback should not be used alone as a measure of teaching quality. If it is used in faculty evaluation processes, it should be considered as part of a holistic assessment of teaching effectiveness. ⁽⁶⁾

The evaluation of courses and faculty is of vital importance in all higher education institutions including medical schools. Student Evaluations of Teaching (SETs) commonly take the form of completion of anonymous questionnaires and even though they were originally developed to evaluate courses and programmes, throughout the years they have also been used to measure teaching effectiveness and subsequently to guide important decisions related to the faculty's career progression. Nevertheless, certain factors and biases may influence SET rates and may not measure teaching effectiveness objectively. Although the literature on course and faculty evaluations is well-researched in general higher education, there are concerns with regards to the use of the same tools for evaluation of courses and teachers in medical programmes. ⁽⁷⁾



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A faculty member's ability to coordinate classroom dynamics and plan out their courses throughout an academic year is an important element of the faculty evaluation process. Although student evaluations can provide useful information, evaluators may want the perspective of someone familiar with the challenges of teaching. This typically involves another educator — most likely the department chair — sitting in on a few class sessions and receiving certain materials, including syllabi, assignments, and exams.

Classroom observation is one of the key methods used to study and assess teaching, i.e. to measure and evaluate the quality and effectiveness of teaching. The data gathered from classroom observations are usually supplemented by evidence drawn from other sources, such as student evaluations or performance, review of teaching materials, administrative reviews, the instructor's own self-assessment, etc. However, classroom observation is the assessment method that provides the most direct data about the instructor's act of teaching.

A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment Typically conducted by fellow teachers, administrators, or instructional specialists, classroom observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques. School administrators also regularly observe teachers as an extension of formal job-performance evaluations.

Classroom observations may be called *learning walks*, *teacher observations*, *walkthroughs*, and many other things, and they may be conducted for shorter or longer periods of time—from a few minutes to a full class period or school day. Educators may also use a wide variety of classroom-observation methods—some may be nationally utilized models developed by educational experts, while others may be home grown processes created by the educators using them. In many cases, observation notes are recorded using common templates or guidelines that describe what observers should be looking for or what the observed teacher would like feedback on. Increasingly, educators are conducting and recording classroom observations using digital and online technologies—such as smartphones, tablets, and subscription-based online systems—that can provide educators with observational functionality and data analytics that would not be possible if paper-based processes were used. ⁽⁸⁾

SETs should not be used as the only evidence of teaching effectiveness. Rather, when they are used, they should be part of a holistic assessment that includes peer observations, reviews of teaching materials, and instructor self-reflections. This holistic approach has been in wide use at teaching-focused institutions for many years and is becoming more common at research institutions as well. Student ratings should never be used in isolation and should be part of a broader assessment of teaching effectiveness. ⁽⁹⁾



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CONCLUSION

It can be said that the Faculty Evaluation at University of Tripoli, Faculty of Nursing, based on Students' Feedback and Administrators' Evaluation showed effectiveness on the Faculty member provision of quality education to students. However, it proves that there is weak positive relationship among variables and that students' feedback should be treated as different entity as that of Administrators' evaluation.

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