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The Opinion of Students and Faculty Members about the Effect of the Faculty Performance Evaluation

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ABSTRACT

Background: One of the most common ways that in most countries and Iran in determining the status of teacher training is the evaluation by students. The most common method of evaluation is the survey questionnaire provided to the study subjects, comprised of questions about educational activities. The researchers plan to evaluate the opinion of students and faculty members about the effect of the faculty performance evaluation at Mazandaran University of Medical Sciences in 2014-15. **Methods:** In this descriptive cross-sectional survey of attitudes of students and professors base their evaluation on the impact on their academic performance, have been studied. The populations were 3904 students and 149 faculty members of basic sciences Mazandaran University of Medical Sciences. Sample of 350 students and 107 students using Cochran formula faculty members through proportional stratified random sampling was performed. The data of the questionnaire with 28 questions on a Likert Spectrum, respectively. Statistical Analysis Data are descriptive and inferential statistics using Kruskal-Wallis and Mann-Whitney U test is done. **Results:** Based on the results obtained from total of 350 students, 309 students and from total of 107 faculty members, 76 faculty of basic sciences, participated in this study. The most of the students, 80 (25.9%) of the Faculty of Allied Medical Sciences and most of the faculty of basic sciences, 33 (4.43) of the medicine science faculty. Comments Mazandaran University of Medical Sciences in comparison to the scope of the evaluation should test using Binominal test; we can conclude that in the field of regulatory, scientific, educational, and communications arena, there were no significant differences between the views of students. The greatest supporter of the education of 193 (62%) and most challengers of exam 147 (48%), respectively. Regarding the viewpoints of the faculty members at Mazandaran University of Medical Sciences towards the evaluation domains, using binomial test, it could be concluded that only on the regulation domain with the significance level of 0.000, significant different was observed. So that, 30(23%) and 50(53%) supported of the effect of evaluation on the effect of evaluation of situation. Evaluation to improve the regulatory status of teachers and 70% (53 patients), the effects are positive. Students and faculty evaluations to compare the Mann-Whitney U test was used. The results show, only within the rules, with a significance level of 0.01 considered statistically significant relationship between teachers and students there. **Conclusion:** considering the viewpoints of students and faculty members about the impact of teacher performance evaluation of the students, most of the students believed that the greatest impact assessment has been on the improve educational performance entitled as responsibility of the faculty member for education, interest in presenting lessons, using audio-visual tools, having lesson plans, faculty members participate interest and enthusiasm in presenting lessons the use of teaching aids, lesson plans, faculty members participation in seminars, creating interest in students to participate in class discussions and expressing the importance of learning lessons perspective of teachers, but the faculty members viewpoints indicate the impact of evaluation on the regular attendance and discipline, the greatest impact assessment in the area of regulatory and compliance with the timely and orderly and thus their activities.

Key words: Opinion, Students, Faculty Members, Faculty Performance Evaluation

1. INTRODUCTION

Educational activities of a country are in fact investment for the next generation. The main goal of this investigation is man power development. On the other words, the purpose of the educational activities is the knowledge growth and creating

potential capability of man. Man spends all of his energy and facilities in achieving the predetermined goals. For this reason, always tries to clear his position towards the goals. He needs having feedback, and by collecting data on the development and the way of progress assesses his position (1). Certainty achieving

these goals is known evaluation, which is type of motivation and awards for the responsibility. Evaluation correction, simply, is said to the determination of evaluation for everything or judgment of the evaluation.

The more comprehensive definition of evaluation is “the systematic process for data collection, interpretation and the previous data analysis”.

To determine to what degree the expected aims are obtained or are going to be obtained (2).

Evaluation should be a potential responsive about the selection, validity of the program, the use and support of the educational activities. May be the most complex evaluation is the evaluation of the faculty members' performance. The reason of complexity of the evaluation method is the inaccuracy of the tools used and the method of assessment (1). The faculty members play main role in educational system; therefore their performance should be evaluated. Different methods are used for evaluation of the educational performance of faculty members; one of them knows the view points of the students (3). Evaluation of the faculty members' for the first after the Second World War was done at the Pardo, Washington and Michigan Universities, Brooklyn College, and the other higher education institutions. No doubt, evaluation due to its nature and specific performance in each educational system is one of the most extended and most clamorous issues of educational process, in a way that, correction of educational system at the universities and establishment of the educational activities based on researches are the items that are depended to the issue of evaluation in the faculty members (4-7).

One of the most common methods in determining educational status of a faculty member is the evaluation by the students in many countries (8, 9). Different methods are available for evaluation of the faculty members' educational performance that is by the students, by the colleagues and the educational authorities.

The evaluation tool is questionnaire on the theory, practical and clinical practice, the results are used in promotion of the faculty members, educational programming, and general evaluation of department and the faculties (10).

Evaluation of faculty members' educational performance has agreeing and disagreeing. The agreeing believe that the students have certain meta-cognition that lead them having correct evaluation, while the agreeing individuals believe that the judgment of students is subjective, therefore is not reliable (11, 12). Despite knowing the students' view point on the faculty members' performance is the main source of evaluating the quality of performance.

This evaluation process is simple and reliable tool and is used for rewarding and promoting of the faculty members' performance (13-16).

At Mazandaran University of Medical Sciences, evaluation from the faculty members' performance started from 1995, till 2009 was done manually and till 2012 was as web, but, then on under SAMA system of Maiandra University of Medical Sciences. Evaluation increases the quality of education, and the latest available paper on the view points of the faculty members' and students' in the manual system of evaluation is in 1995. The author of the present paper tried to study the view points of the faculty members and the students towards the effect of evaluation on the educational performance of faculty members and

the improvement of the performance at the basic science level at the Mazandaran University of Medical Sciences. It is hoped that the results of the present investigation have a role, though little, in enrichment of the educational system, particularly at the Mazandaran University of Medical Sciences.

2. MATERIALS AND METHODS

In this descriptive study, The researchers plan to evaluate the opinion of students and faculty members about the effect of the faculty performance evaluation at Mazandaran University of Medical Sciences in 2014-15. The study subjects were 3904 students and 149 basic science faculty members at Mazandaran University of Medical Sciences. Sampling in the students was done randomly in stratified method, proportionate to the sample size.

The sample size by referring to **Cochran's** sample size **formula** determined 350 students of faculties of medicine, pharmacy, Dentistry and health allied except the registered students of 2014-15 academic year, and 107 basic science faculty members.

The data collection tool was questionnaire determining on the view points of the faculty members and students about the effect of evaluation on the performance of faculty members. It comprised 28 questions designated in 6 sections as follows: Regulation, with two questions about on time attendance of faculty members and observing the discipline; scientific, with 9 questions on the skill, interest, willing to answer the question of the students, the proper sequence of the teaching materials, application of the contents, guiding the students in presenting the article, solving the scientific problem and instructing the students to the study; educational, with 7 questions on the tendency of the faculty members to teaching, interest in teaching, using audio-visual in presenting the lesson plan, participation on the seminar, creating interest in students and giving validity to the learning of the teaching subjects; communication, with 4 questions on creating interest and respect between the faculty members and students, accepting the logical view, accepting the students personality and accepting the mistakes faithfully; examination, with 3 questions on the faculty members' skill in preparing questions, correlation between the questions and the teaching subjects, informing about the method of taking examination and the basis of giving score to the students; practical, with 3 questions on creating correlation between the theory and practical, and continuous evaluation on learning the practical skills, and presenting feedback. Based on the Likert Scale, the answer was designated as “completely agreed”, “agreed”, “neutral”, “disagreed”, and “completely disagreed”. It was prepared by Arboni et al., in Zanjan University of Medical Sciences and approved by the researchers' expert on the relevant subject.

The reliability was approved by $\alpha=0.96$. The obtained data were analyzed by descriptive and inferential statistics using **Kruskal-wallis**, Binomial and quantities of the **Mann-Whitney** tests using the SPSS-18.

3. FINDINGS

This study was conducted at the Sari Medical Faculty in 2014-15. Of total 350 students, 309, and of 107 faculty members at the basic science, 76 participated in this study. Highest number of the students participants 80 (25.9%) were from the Sari Health Allied Faculty and highest number of the basic science faculty member participants 33 (43.4%) were from the Sari

Medical Faculty. The highest numbers of student participants were females 223 (72.9%) and the highest numbers of faculty member participants were the males 47 (64.4%).

It was found that, 181 (59.9%) of the students were in the age range of 18-21 years, and the faculty members 43 (60.6%) with age range of 45-55 years. Also 253 (84.6%) of the students were in their 2 to 4 academic term course and 31 (43.1%) of the faculty members with 10 to 20 years' experience.

Since based on the results of normal test, all variable were with the significance level of 0.05. Therefore the non-parametric tests of **Kruskal-Wallis**, Binominal and the **Mann-Whitney U** test were used for comparison of the viewpoints.

Comparing the view points of the students with the evaluation items at the Mazandaran University of Medical Sciences, and using the Binominal test, it could be concluded that there is significant difference on the view points of the students towards the scientific, educational and communication field.

Also most of the agreeing 193 (62%) and most of the disagreeing 147 (48%) were on the field of education and test respectively. Comparing the view points of the Mazandaran University of Medical Sciences on the field of evaluation used **the binomial test**. It could be concluded that only on the item of regulation and discipline, with the significance level of 0.001, there is significant difference between the view points of the faculty members, so that, 23 (30%) disagreed with the effect of evaluation on the improvement of regulation condition of the faculty members and 53 (70%) agreed with the positive effect (Table 1 and Figure 1).

Kruskal-wallis test was used to compare the view points of the students at different facilities regarding the evaluation areas. It shows significant differences between the viewpoints of different faculties on the scientific, educational, communicative, test and area domains.

So that, in the scientific domain with the significance level

Figure 1. The percentage of the agreed students and faculty members on the effect of faculty members' difference performances evaluation

Evaluation areas	Students					Faculty members				
	Agreeing		Disagreeing		Significance level	Agreeing		Disagreeing		Significance level
	%	N	%	N		%	N	%	N	
Regulation	59	183	41	126	0.001	70	53	30	23	0.001
Scientific	59	181	41	198	0.003	58	44	42	32	0.207
Educational	62	193	38	116	0.001	57	43	43	33	0.302
Communicative	57	176	43	133	0.017	58	44	42	32	0.207
Test	52	162	48	147	0.426	49	37	51	39	0.909
Area	57	176	43	133	0.017	50	38	50	38	1.000
Total of domains	64	197	36	112	0.001	55	42	45	34	0.422

Table 1. The results of Binomial test for the comparison the faculty members' and students' view points at the Mazandaran University of Medical Sciences towards evaluation

Evaluation domain	The mean grade										Significance level
	Sari Medical Faculty	Ramsar international Faculty	Pharmacy Faculty	Dentistry Faculty	Sari Allied Medical Sciences Faculty	Sari Nursing Midwifery	Health Faculty	Amol Allied Medical Sciences Faculty	Amol Nursing Faculty	Behshahr Nursing Faculty	
Regulation	131.29	164.32	154.17	132.16	150.96	181.37	146.99	157.97	217.50	122.67	0.119
Scientific	139.67	150.08	146.37	106.22	158.64	168.20	149.8	183.20	239.00	126.83	0.032
Educational	142.86	140.08	149.52	104.75	157.12	177.34	146.40	150.55	260.30	142.33	0.005
Communicative	150.09	148.62	155.54	95.35	152.56	178.63	151.51	195.83	240.75	150.50	0.013
Test	138.61	155.45	148.43	82.59	150.05	182.43	155.29	174.83	238.35	178.00	0.002
Areas	131.96	152.00	158.9	108.44	155.62	171.14	150.50	195.17	240.70	155.17	0.035
Total of domain	138.75	148.25	150.10	99.59	155.26	176.78	147.40	167.93	254.40	141.83	0.005

Table 2. The mean grade and significance level of Kruskal-wallis test, for comparison of the student view points at different Faculties on the evaluation of domains

of 0.032, the Students at Amol Nursing Faculty, and the students at the Sari Dentistry Faculty had the highest mean grade (239.00) and the lowest mean grade 106.22 respectively. On the educational domain, with the significance level of 0.005, the students at the Amol Nursing Faculty and Sari Dental Faculty had the highest mean grade (260.30) and the lowest mean grade (104.75) respectively. On the communicative domain, with the significance level of 0.013, the students at the Amol Nursing Faculty and Sari Dental Faculty had the highest mean grade (240.75) and lowest mean grade (95.38) respectively.

On the educational domain, with the significance level of 0.002, the students at Amol Nursing Faculty and Sari Dental Faculty had the highest mean grade (238.35) and lowest mean grade (82.59) respectively.

On the area domain, with the significance level of 0.035, the students at Amol Nursing Faculty and Sari Dental Faculty had the highest mean grade (240.70) and lowest mean grade (108.44) respectively (Table 2).

The Kruskal-wallis test was used in comparing the basic science faculty members' different domains performance from different faculties under study.

Significant difference found between the view points of the faculty members on the scientific, educational, communicative test and area domains. So that, on the scientific domain with the significance level of 0.000, the faculty members at Health and Amol Health Allied Faculties with the highest mean grade (62.60) and lowest mean grade (7.67) respectively. On the educational domain, with the significance level of 0.000, the faculty members at the Health Faculty members and Amol Health Allied Faculty had the highest mean grade (60.30) and lowest

Evaluation domain	The mean grade								X ²
	Medicine Faculty	Pharmacy Faculty	Sari Health Allied Faculty	Sari Nursing Midwifery Faculty	Health Faculty	Amol health allied Faculty	Amol Nursing Faculty	Significance level	
Regulation	41.82	40.25	42.69	33.43	44.00	14.33	23.67	7.404	0.285
Scientific	46.58	40.85	27.75	24.04	62.60	7.67	28.67	24.924	0.000
Educational	47.95	44.35	23.62	22.32	60.30	10.00	22.33	29.626	0.000
Communicative	47.14	39.20	28.75	24.79	57.80	8.00	29.50	22.409	0.001
Test	49.45	34.65	28.75	23.23	53.50	17.00	24.17	23.538	0.001
Areas	46.77	39.60	30.94	25.14	52.30	15.00	26.83	17.334	0.008
Total domain	47.85	41.35	25.50	23.43	66.10	7.00	26.67	27.190	0.000

Table 3. The Kruskal-wallis mean grades and significance level, in comparing the view points of the faculty members about evaluation on different domains of performance at different Faculties under study

mean grade (10.000) respectively.

On the communicative domain, with the significance level of 0.0001, the faculty members at the Health Faculty and the Amol Health Allied Faculty had the highest mean grade (57.80) and lowest mean grade (80.00) respectively. On the test domain with the significance level of 0.001, the faculty members at the Health Faculty and Amol Health Allied Faculty had the highest mean grade (53.50) and the lowest mean grade (17.00) respectively. On the areas domain, with the significance level of 0.008, the faculty members at the Health Faculty and Amol Health Allied Faculty, had the highest mean grade (52.30) and lowest mean grade (15.00) respectively (table-3).

The Mann-Whitney U-test was used in comparing the view points on the faculty members and students about the evaluation.

The obtained data indicate that with significance level of 0.01, there is significant difference between the view points of the faculty members and students towards the regulation domain. So that, mean grade on the faculty members and students viewpoints were 222.03 and 185.86, respectively (table-4).

The evaluation domain	Mean grade		Z statistics	Significance level
	Students	Faculty member		
Regulation	185.86	222.3	-2.580	0.010
Scientific	189.41	207.61	-1.279	0.201
Educational	189.96	205.36	-1.083	0.279
Communicative	190.75	202.16	-0.805	0.421
Test	191.39	199.54	-0.576	0.565
Area	192.88	193.50	-0.044	0.965
Total domain	189.88	205.70	-1.111	0.267

Table 4. Comparison of the students' and faculty members' viewpoints using the Man-Whitney U test

4. DISCUSSION

This study was performed to determine the view points of the students and basic sciences faculty members of Mazandaran University of Medical Sciences on the effect of evaluation on the faculty members' performance in 2013.

In comparing the viewpoints of students at Mazandaran University of Medical Sciences towards the evaluation domains, in summing of the domains, 197 (64%) agreed on the

effect of evaluation on the teaching process of the faculty members, which is in agreement with the data given by Shakornya et al., at Jondishapour Ahwaz University indicating agreement of (68.8%) students and Arboni in Zanjan (85%), (10, 16).?

But disagree with the report given by Mosavi in Gilan showing disagreement in (60%) of the students (17)? In comparison of the Mazandaran University of Medical Sciences Faculty members' view point on valuations of the domain, it could be concluded that, in summing, 55 (42%) agreed on the effect of evaluation on the teaching process of faculty members which is in agreement with the data 70.9% given by Amini et al., in Jahrum (11).

Also Ranjbar et al., showed that 50% of the faculty members agreed with the effect of the evaluation on educational performance (18).

In comparing the view points of the students and faculty members on the evaluation, in summing the evaluation domains, insignificant difference is observed between the view points of the faculty members and the students ($P=0.267$).

It worth mentioning that the data of the present study, corresponds with the report of Ali Asgharpour et al in Tehran (19).

Considering the rate of the students and faculty members participation in this study, it was cleared that the faculty members unwilling to participate in the research project and no belief on the effect of the evaluation on the educational performance. In this regard, 31 (28%) of the faculty members did not participate in this research. Considering the view points of the students and faculty members on the effect of evaluation on the faculty members' performance, majority of the students believed that, most of effect on evaluation was attributed to the improvement of faculty members' educational performance entitled as: feeling responsibility of the faculty members toward education, interested in teaching, using audio-visual having lesson plan, attendance of faculty members in seminars, creating motivation in the students. But from the faculty members' viewpoints, the above mentioned performances are under the influence of the other factors such as, demand of the students and the class condition. They believe that the most effective factors on the evaluation are on regulation and on time attendance of the students in the class and discipline in their activities.

Considering the results of the present study and the domains used, the following proposals are suggested in the effectiveness of the faculty members' evaluation improvement.

- It is necessary that, the faculty members observed there on time class attendance to have better educational activities
- The faculty members should increase their skills of the subjects and topics in order to increase the students' scientific performance. Also it is necessary the faculty members create a correlation between the lesson and practical examples.
- In order to increase the scientific and research knowledge in the students, it is necessary that proper instruction be given to students and suitable reference be introduced to the students.

- For educational improvement, the faculty members should use audio-visual instruments to present the teaching subjects and take part in the educational seminars and scientific conferences.
- It is necessary that, in order to increase the instructor students' relationship, logical suggestions by the students' be accepted
- Also it is necessary that, in preparing the questions, the relevance between the study subjects' contents and the questions be considered.
- A relationship between the theory and practical should be created in order to improve the theory and practical knowledge.
- The students learning must be continuously evaluated and the feedback be presented.
- To show the significance of the faculty members' performance evaluation by the students, it is necessary that the proper workshops be conducted by the University Deputy of Education, to show the significance of evaluation to the faculty members.

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CONFLICT OF INTEREST: NONE DECLARED.

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