

## **The Perspectives of Faculty Members about faculty educational evaluation, a case study in Zabol University of Medical Sciences**

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**Abstract:** Background: Higher education has a fundamental and pivotal role in the development of societies. The main elements in the university include professors, students and the educational environment. In this research, we seek to examine the Perspectives of faculty members on the evaluation of professors.

Methods: This is a cross-sectional descriptive case study. The research tool is faculty evaluation questionnaires that were used in zbm. content validity method was used for validity of the questionnaire, and the reliability was 0.88 by Cronbach's alpha method. The population of the study was 125 people of faculty members of zbm who entered the research by census method. for analyze the data, descriptive statistics was used.

Results: Based on the findings, 83.7% of the professors agree that administrators evaluate faculty. Colleague with 67.4% and students with 55.4% were in the next ranks. Promotion rank with 85.9%, and annual promotion with 75% was the evaluation objectives. Mastery of scientific topics and knowledge, educational and research counseling, physical attendance in classes and answer to students' problems were accepted from the student, group leader, colleague and vice chancellor, respectively.

Conclusion: The educational evaluation of faculty members has complexities and is challenging. According to professors, each source of information in a particular field is more worthy of comment. It seems that the use of several resources will be able to better evaluate the educational activities of faculty members.

**Keywords:** faculty educational evaluation, educational evaluation, Zabol educational evaluation.

### **Introduction**

#### **Background and Objectives:**

Higher education system is an undeniable capital of any country and has great benefits for individuals and society. The institutions of this system have a special place in creating opportunities and promoting social justice and have different and important roles in today's societies. Higher education is a factor of scientific, economic, technological development and at the same time a place of cultural and individual development and finally in a general views the origin of the culture of citizenship and democracy (1). Improving the quality of teaching and learning is primarily central to the value of academic institutions. Hence, evaluation programs are an important part of their activities (2). Human resources are the most important resource in organizations and in higher education centers; faculty members are the most important and expensive pillar (3). Determining the quality of teaching-learning in academic systems requires a serious look at all the factors involved in this process. Certainly, university faculty members are among the major and effective factors in the teaching-learning process. To improve such a process, both the continuous individual development of faculty members and the evaluation of the tasks they perform in this process are among the hallmarks of a successful university (4).

The evaluation of faculty members is considered by universities as an important strategy for improving the quality of education. Therefore, higher education centers set criteria for determining the competence

of their professors and thereby evaluate their performance through a codified process. . The purpose of this type of evaluation is to improve teaching and enhance its effectiveness. (5).

There are various models for evaluating faculty members, such as evaluation by officials, evaluation by peer groups, evaluation and opinion polls by students and self-evaluation of professors, evaluation of students' learning and evaluation of the content of educational materials (6). Meanwhile, the evaluation of faculty members by students is more common, so that some researchers believe that this method of evaluation can be effective in improving the teaching method and helping the student (7). While some researchers oppose evaluation by students because they believe that many personality traits and general environmental characteristics can affect people's perceptions and judgments, and this issue in students' judgment in their evaluation of teachers and professors. It can be effective (8).It is important to know that evaluation information is very useful for planners and professors. With this information, they will improve their teaching methods and become more aware of their success in teaching (9).However, there is evidence that the lack of credibility and inaccuracy of the tools and methods of measurement used can make the evaluation of the teacher face additional challenges and complexities (10). Although evaluating the performance of faculty members in most colleges and universities is an annual event and a time-consuming process, it may not lead to desirable results such as goal recognition and comprehensive evaluation (11).The university community has always been faced with the question of what is the appropriate model for evaluating faculty members and to what extent this model should.

Zabol University of Medical Sciences in southeastern Iran is one of the relatively young medical universities in the country. The university has faculties of medicine, nursing and midwifery, health, pharmacy and paramedical, which employ about 125 faculty members. The method of conducting educational evaluation of faculty members is based on the approval of the Supreme Council of the Cultural Revolution and by Sama educational software (for students) and with paper form for colleagues and officials. in this study, we seek to assess the perspective of faculty members of Zabol University of Medical Sciences about this matters:

- 1- the perspective about the sources of faculty educational evaluation
- 2- the perspective about the category and goals of faculty educational evaluation.
- 3- the perspective about the student evaluation of faculty.
- 4- the perspective about the evaluation by the collegeous

**Methods** :This is a descriptive-analytical and a cross-sectional case study . The research tool is faculty evaluation questionnaires that are currently used in Zabol University of Medical Sciences. This questionnaire has 4 sections: 1- Educational evaluation by students (18 questions) 2- Evaluation by colleagues (10 questions) 3- Evaluation by the group manager (14 questions) 4- Evaluation by Vice Chancellor (12 questions).

**Validity:** the content validity by experts was used To evaluate the validity of the questionnaire. The total CVR of the questionnaire was 0.70 and alpha Cronbach's was 0.88, which showed the reliability of the components of the questionnaire.

**Statistical Society:** The statistical population of this study was 125 faculty members of the University of Medical Sciences that selected with census method.

**Statistical methods:** In this study, descriptive statistics including analytical report of findings including frequency, mean, median, standard deviation and variance and percentage were used. A summary of the tables extracted from SPSS was also provided.

## Results:

**Table 1,** Research Sample Information

Title		Number	Percent
	Clinical faculty member	34	37

Kind of work			
	Non-clinical faculty member	53	56.7
Gender	Men	53	57.6
	Women	39	42.4
work experience	1 -5	15	16.3
	6 -10	34	37
	11 -15	33	35.9
	16 -20	6	6.5
	>21	4	4.3
Total		92	100

1- the perspective of faculty members about the sources of faculty educational evaluation?

Based on the information in Tab 2; 83.7% of the professors agree with the evaluation of the faculty members by the administrators. Other sources include colleagues with 67.4% and student with 55.4%. 73.6% of professors do not consider the current resources of evaluation sufficient, and 77.2% agree with observing the classroom and 73.9% agree with self-evaluation.

**Table 2:** faculty members' views on the sources of professors' educational evaluation

Component	Yes		No	
	fr eq	%	fr eq	%
Do you think that the resources for evaluating the quality of education are sufficient?	24	26.4	67	73.6
Do you consider students evaluation appropriate ?	51	55.4	41	44.6
Do you consider peer review appropriate?	62	67.4	30	32.6
Do you consider evaluation by the head of the department is appropriate?	77	83.7	15	16.3
Do you agree with self-assessment by faculty members?	68	73.9	24	26.1
Do you agree with the peer review of the classroom?	71	77.2	21	22.8

2- the perspective of the faculty members about the category and goals of faculty educational evaluation? Based on the information in Tab 3; 27.2% of the professors were not aware of the areas of educational evaluation. Also, the teaching component with 50%, educational guidance and counseling

with 43.5%, educational planning with 41.3% and educational management and leadership with 40.2% are in the next categories. 85.9% of professors believe that evaluation should be used to improve academic rank.

**Table 3:** faculty members' views on the areas of professors' educational evaluation

Areas of evaluation	Area	frequency	percent
	Educational Planning	38	41.3
	Classroom teaching	46	50
	Educational and research consulting	40	43.5
	Student assessment	61	66.3
	Educational management and leadership	37	40.2
	educational responsibilities and services	6	6.5
	Transformation in education	5	5.4
	educational scholarship	8	7.8
	Research in education	7	7.6
	I do not know	25	27.2
Evaluation Objectives	Annual Promotion	69	75
	Promotion of scientific rank	79	85.9
	Annual selection of outstanding teacher	69	75
	Increase in incentive payments resulting from evaluation	62	67.4
	Awarding an educational grant	63	68.5
	Granting special welfare privileges	50	54.3
	Not necessary	7	7.6
Total respondents		92	100

### 3- the perspective of faculty members about the student evaluation of faculty?

According to Table 4, 72.8% of the teachers in the question (Extent of mastery of the subject ) chose the very positive option. The question (The impact of the assigned task) with an average of 4.41 had the lowest scores among the teacher's educational evaluation questions by the Students. the total score of this questionnaire had an average of 4.53 out of 5.

**Table 4.** Faculty members' views on the student evaluation questionnaire

	percent	
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How much do you agree with the following questions	Opposition 1	does not matter 2	Slightly agree 3	Agree 4	Very agree 5	mean	Standard deviation	Variance
The power to understand and convey lesson concepts	0	1.1	7.7	23.1	68.1	4.58	0.68	0.46
Extent of mastery of the subject matter	0	0	5.4	21.7	72.8	4.67	0.57	0.33
Teaching methods	0	0	5.5	27.5	67	4.62	0.59	0.35
using teaching equipments	0	0	8.7	27.2	64.1	4.55	0.65	0.42
interest of the teacher in teaching	0	1.1	12	18.5	68.5	4.54	0.74	0.55
Interest and desire in solving students' scientific problems	0	1.1	8.8	18.7	71.4	4.6	0.69	0.48
Acceptance of students' opinions	0	0	14.6	20.2	65.2	4.51	0.74	0.54
educational activities, class attendance and class duration	0	0	9.9	22	68.1	4.58	0.66	0.44
Observe the curriculum	1.1	0	16.5	17.6	64.8	4.45	0.84	0.71
Extent of new content and information	0	0	1.1	20.9	68.1	4.57	0.68	0.46

scientific application of the taught materials	0	2.2	9.8	23.9	64.1	4.5	0.76	0.58
The impact of the assigned task	0	0	17.4	23.9	58.7	4.41	0.77	0.59
Introduce references in connection with the lesson	0	0	13	21.7	65.2	4.52	0.71	0.51
Conclusion rate of laboratory and workshop courses	0	2.2	10.9	27.2	59.8	4,45	0.77	0.59
The amount of activity in this course compared to other courses	0	0	12	29.3	58.7	4.47	0.7	0.49
The level of interest in this lesson	0	1.1	11	24.2	63.7	4.51	0.73	0.54
The interest in passing another lesson with this teacher	0	1.1	6.7	30	62.2	4.53	0.67	0.45
Accuracy in answering the questions of this questionnaire	0	1.1	11	23.1	64.8	4.52	0.73	0.54
total	4.53							

#### 4- the perspective of the faculty members about the evaluation by the collegeous?

Based on the information in Tab 5, 64.8% of the teachers chose a very agreeable option for the question (effective participation in educational activities according to the program) and this question with an average of 4.56 received the highest score among this group of questions. The average total score of the questionnaire was 4.46.

**Table 5 :** faculty members' views on peer review questionnaire of professors' educational evaluation

How much do you agree with the following question from a colleague's point of view	percent							
	Opposition 1	does not matter 2	Slightly agree 3	Agree 4	Very agree 5	mean	Standard deviation	Variance
efforts to increase the quality and up-to-dateness knowledge	0	1.1	13.2	30.8	54.9	4.4	0.75	0.57
Effective presence in educational activities	0	0	8.8	26.4	64.8	4.56	0.65	0.42
Quality of educational activities	1.1	0	8.8	30.8	59.3	4.47	0.75	0.56
Observance of scientific principles in services and activities	1.1	1.1	9.9	31.9	56	4.41	0.8	0.64
Observance of ethical principles and professional behavior	1.1	1.1	7.8	31.1	58.9	4.46	0.78	0.6
Positive and constructive interaction with others	1.1	0	7.6	30.4	60.9	4.5	0.73	0.53
Responsibility in tasks	1.1	1.1	10.9	26.1	60.9	4.45	0.81	0.66
Effective participation in the assessment of learners	1.1	0	9.8	29.3	59.8	4.47	0.76	9.58
Your general opinion on the academic merits of the faculty member	1.1	0	10.9	26.1	62	4.48	0.77	0.6
Efforts to promote the educational activities of the group	1.1	0	7.6	31.5	59.8	4.49	0.73	0.53
total	4.46							

### Discussion and Conclusions:

faculty evaluation is a type of educational evaluation that determines the success of faculty members in achieving educational goals. Using students' opinions is a common method in universities in different countries and Iran. Other sources of evaluation include faculty member evaluation through a colleague, department head, and faculty assistant. According to the findings of this study, 83.7% of the professors

agree with the evaluation of faculty members by the administrators and officials of the faculty. Other sources of acceptance include peer review with 67.4% and students with 55.4%. Regarding students' evaluation of teaching, arabe kheradmand (1997)( 12). believes that students do not have a correct understanding of the teaching process, so their judgment is not valid and students may involve personal opinions in evaluation instead of judging the quality of teaching. Some also consider student intentions to be involved in evaluations (Shakoori Nia and Motlagh 1381)(13).(Tavakoli, Rahimi and Torabi 1377 Quoted from Rezaei 1389: 122)(14). In this study, evaluation by students was the last priority in the selection of professors, which differs from Joyner (2008: 136)(15). Also, 73.6% of the professors do not consider the current sources of evaluation sufficient, which is offer with Abdollahi's research (2013)(16).The results of this study showed that 27.2% of professors did not know the areas of educational evaluation, which was also consistent with [Hanauer](#) and [Bauerle](#)(2015)(17). Students assessment with 66.3%, teaching with 50%, educational guidance and counseling with 43.5%, educational planning with 41.3% and educational management and leadership with 40.2% are in the next categories of areas recognized by professors. Research findings in the evaluation objectives says 85.9% of professors believe evaluation should be used to improve academic rank. Annual promotion and the best educational professor of the year with 75%, educational grants and increase of annual payment with 68.5% and 67.4%, respectively, and finally welfare points with 54.3% are in the next ranks of educational evaluation application. These findings are in line with Khatibian research(2013)(18). 7.6% of the professors believed that there is no need to give special points for educational evaluation.

A review of the teacher evaluation questionnaires by the students shows that mastery of the teacher's subjects and scientific knowledge is one of the criteria that, in the opinion of professors, students are more qualified to comment on, 72.8% of professors in the question (mastery In subject of the lesson) chose the option very agrees with an average of 4.67, which was consistent with the research of Ion Punk (2015)(19). but in the field of home work, (the impact of homework) with The average of 4.41 was the lowest score (58.7% of the teachers chose the very agree). the total score of this questionnaire had an average of 4.53 out of 5.

Examination of teacher evaluation questionnaires by colleagues showed that faculty members consider their colleagues more qualified to comment on physical presence in college and classes. For example, 64.8% of professors agree with the question (effective presence in activities) with the average of 4.56. Also, only 56% of the professors chose the very agreeable option for the question (observing scientific principles in services and activities) with an average of 4.41. Indicates the lowest acceptance among faculty educational evaluation questions by a colleague. The average total score of the questionnaire was 4.46. These results show that faculty members consider their colleagues worthy of comment on physical presence rather than content or even academic ability.

Educational evaluation of faculty members is complex and challenging. The acceptability of the questionnaire questions varies in terms of data collection sources. Professors consider each resource worthy of comment in certain areas, which seems to vary depending on the position of individuals and the degree of proximity and type of relationship with the resource. For example, colleagues find themselves more qualified to comment on physical presence, and students play a prominent role in assessing the quality of teaching and the academic ability of professors. It seems that the use of multiple resources with different fields in the evaluation of faculty members can better evaluate the educational activities of faculty members, which are classified into 7 areas according to the regulations.

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