

## STUDENTS' EVALUATION ON TEACHERS' PERFORMANCE

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## ABSTRACT

The study provides an insight into teachers' perceptions regarding students' evaluation about their performance in their respective courses and on supervised clinical practice. A Qualitative, descriptive exploratory design was used to answer the research question: What are faculty's perceptions regarding students' evaluation of their performance and teaching courses? A convenience sample of 12 Nursing faculty-7 from University A and 5 from University B was selected. Data were collected through faculty interview till data saturation was achieved. Data was analyzed and then categorized to evaluate the comparisons and variations. The findings of the study revealed three main categories and six related sub categories. The study emerged as 'faculty perception related to student evaluation' and the related three categories were: (i) factors influencing on faculty performance, (ii) contextual factors, (iii) and faculty's alternate practices. The study focused on the perception of nursing faculty in relation to their performance and course evaluations. The findings of the study revealed that participants acknowledge students' evaluation, and tried to modify their teaching strategies as per their suggestions for their personal and professional development. The participants also expressed concerns about the timeliness of the received evaluation; i.e. its giving (by students) and receiving (by faculty members) on time. The faculty perception of student evaluation on their performance and courses was not homogenous due to diverse factors; these were: motivation, demotivation, contextual factors, and alternate practices used by members of faculty to get student evaluation.

Keywords: Students, Faculty, Student Evaluations, Faculty Opinions.

## INTRODUCTION

Evaluation process is considered significant to improve the quality of any system (Pepe and Wang, 2012). In academia, students' evaluation is used to assess the effectiveness of curriculum (Campbell and Bozeman, 2007) within the institutions (Hunt, Baldwin, Tsui, and Matthews, 2013). Effectiveness of any curriculum depends on how it was implemented by the individual faculty; therefore, it is essential to evaluate faculty performance. In this context, students' evaluation is one of the forms of evaluation through which the effectiveness of a faculty in a classroom, as well as on clinical settings can be measured (Nowell, Gale, and Handley, 2010). Students' evaluation of

courses can be considered instrumental in improving the standards of teaching, learning and students' satisfaction as consumers (Campbell and Bozeman, 2007). Bastable (2008), McNabola and O'Farrell (2014), and Smithson, Birks, Harrison, Nair, and Hitchins (2015), define students' evaluation of faculty as essential reference needed to refine and improve teaching strategies to deliver course contents to students with better learning outcomes. Murphy, MacLaren, and Flynn (2009) claim, that if the purpose of evaluation is to improve teaching within a particular module, then it should be sought on faculty members and their activities within that module.

However, Shirbagi (2007) points out that students'

evaluation motivates teachers to reflect on their facilitation and helps them to improve their courses. Yet, Griffin et al., (2014) found that certainly students' evaluations do not confirm that faculty will utilize this evaluation to refine their own teaching learning strategies. Hence, many faculty members believe that there is a strong association between faculty performance's rating and the grades students receive on a course (Campbell and Bozeman, 2007; Gal and Gal, 2014). Moreover, Annan et al., (2013) found that faculty members are doubtful about student evaluation because students could remain biased to favorite faculty members because of their soft communication skills, facilitation, respect, concern, and empathy for students (Griffin, Hilton, Plummer, and Barret, 2014; Pepe and Wang, 2012; Abdel Raheem and Al Musawi, 2013) in a private University in Karachi, where faculty members continue to question the validity of students' evaluation of courses, because of their level of maturity (Abdel Raheem and Al Musawi, 2013). Kogan, Schoenfeld-Tacher, and Hellyer (2010) report that faculty raise questions regarding the validity and reliability of interpretations of these rating scales because many of them are self-made and are used without any standardized psychometric analysis.

## 1. Purpose of the Study

The purpose of the study was to assess the importance of student evaluation and to discover the faculty members' opinions regarding student evaluation at the undergraduate and graduate programs. The study addressed the questions:

- What are the faculty's opinions regarding the effects of students' evaluation of their performance?
- What are the faculty's opinions regarding the effects of students' evaluation of their teaching courses?

## 2. Methodology

### 2.1 Design

A qualitative, descriptive exploratory design was used to discover the faculty's opinion of students' evaluation of their courses and teaching performance.

### 2.2 Subject

The study settings were two private Nursing Universities in

Pakistan. To keep the confidentiality, these Universities were given Pseudonyms-University A and B. The population for study was full time Nursing faculty members teaching undergraduate and graduate Nursing programs for three to five years.

### 2.3 Ethical Consideration

Approval for the protection of human subjects was taken by the Aga Khan University Ethical Review Committee. Anonymity, autonomy, and confidentiality of the participants were ensured. Permission was also taken from the head of the departments to contact their faculty members for data collection. A written informed consent was signed by each participant prior to conducting the interview.

### 2.4 Sample Size

Sample of 12 Nursing faculty 7 from University A and 5 from University B was selected by using convenience sampling technique. The diversity in the selection of participant was based on their demographic characteristics, including gender, age, education, years of experience and teaching one or more than one subject. The data saturation status (Polit and Beck, 2012) was used to decide the actual sample size in each setting.

### 2.5 Instrument

A semi-structured questionnaire for interview was used as research instrument.

### 2.6 Data Collection

Data was collected from December 2014 to April 2015. Data was recorded and transcribed. Data analysis was carried out using the coding and theming approach of Richard and Morse (2002).

## 3. Participants' Demographic Characteristics (Table 1)

A total of fourteen participants agreed for an interview; however, because of their busy schedules two of them later refused to participate in the study. All of the participants were full time Nursing faculty members. The interview was conducted in Urdu or English, according to the preference of the participants. In addition, the medium of instruction in both the Nursing schools was reported as English. Moreover, to maintain consistency and for better readability, participants' quotes are given in italics with pseudonyms.

Demographic characteristics of 12 Nursing faculty members teaching in two Nursing schools are mentioned in Table 1.

## 4. Categories

The data analysis from the participants' interviews revealed three main categories: contextual factors, influence on faculty performance, and faculty's alternate practices to initiate students' evaluation on an ongoing basis. Each of these categories also had some sub categories, as

Variables	n	%
Gender		
Male	02	16%
Female	10	84%
Age		
25-30 years	01	8.33%
31-40 years	06	50%
41-50 years	05	41.66%
Place of Institution		
Karachi	07	58.33%
Lahore	05	41.66%
Teaching Experience		
3-5 years	01	8.33%
6-10 years	09	75%
≥11 years	02	16.66%
Nursing program they are teaching		
Undergraduate	11	91.66%
Both (Undergraduate/Graduate)	01	8.33%
Teaching subject/s since last two years		
Same subjects	01	8.33%
Different subjects	11	91.66%
Maximum Qualification		
4-Years BSCN	01	8.33%
Masters	11	91.66%
PhD	01	8.33%

**Table 1. Demographic Characteristics of 12 Nursing Faculty Members Teaching in Two Nursing Schools**

Categories	Contextual Factors	Influence on Faculty Performance	Faculty's Alternate Practices
Sub-categories	University Practices	Motivation	Ongoing evaluation
	Faculty Student	Demotivation	

**Table 2. Categories and Sub-categories of Data on Faculty's Perceptions**

illustrated in Table 2. The categories are described below with relevant excerpts from the participants' interviews. For the readers' clarity and understanding, the grammatical errors in the quotes have been corrected; however, it has been ensured that the meaning of the content is not sacrificed in doing so.

### 4.1 Contextual Factors

The participants' descriptions acknowledged various contextual factors that influenced faculty evaluation given by students. These contextual factors comprise University practices, and faculty and students' interpretations, respectively. These factors can be grouped as time (giving and receiving), mode (online/pen paper), tool (quantitative/qualitative), and inadequate administrative support (environment/class) under the umbrella of University practices; faculty's views in terms of subject speciality; and students' in terms of grades and maturity.

#### 4.1.1 University Practices

Most of the participants shared that their organizations have a formal online faculty evaluation system and it is mandatory for every student to fill the evaluation form upon completion of their semester. Appreciating the practice Noreen asserted that:

*"I used to share with my students that this university will improve, if its students share equal responsibility to improve it by telling me what to do, when something is not working for their learning. So when they do it, I make sure that in response I will do it too".*

Although, both schools of nursing had a system of online faculty evaluation from students, most of the participants complained that the administration paid least attention towards its timely completion because of some technical issues, as one of the participants, Zubeda, shared, *"It [student evaluation] was on time previously but now we get it very late may be because of software issues or whatever".* Moreover, sometimes the organization failed to maintain confidentiality in the process, as another participant, Noreen, asserted: *"Evaluation needs a proper system. It should be on time, should be confidential, and should be received by the concerned faculty in a sealed envelope".*

In addition, some organizations do not share evaluation directly with the faculty, as it is evident from the following information shared by Fozia: *"Although we have regular student evaluation for faculty we never receive it directly from the organization. Indirectly, may be our Principal is provided with the faculty feedback received online, but directly nothing, and nothing received"*. Similarly, another participant, Hassan, shared the same thoughts: *"Our University gets annual feedback from the students but they never discuss with the faculty. I never get feedback from the organization, but we receive it occasionally from our principal's office"*.

### 4.1.2 Evaluation Time

Almost all the study participants pointed out that the 'time' at which students are asked to give evaluation to faculty is a crucial factor impacting a faculty's evaluation. They pointed out the fact that students are always in a hurry and do not bother to give evaluation on time or even fill it properly, sincerely, honestly, and correctly. One of the participants, Salma, expressed her views stating: *"Evaluation should not be at the end because at the end of the semester everyone [students] is in a hurry and wants to go away as all the assignments are over and then there is no need to spend time on this evaluation"*. It was also observed by most of the participants that at the end of the semester, when the students are asked to fill faculty evaluation forms they forget faculty members' hard work and the teaching strategies they used in the class.

Furthermore, all of the participants shared that faculty should get their evaluation before starting the new classes. In this regard, one of the participants, Afsheen, shared her views saying: *"Institutional compulsion for faculty evaluation should not be limited to the end of the semester; it should be somewhere in the middle of the semester, having formative, summative, or both evaluations to ensure that if there is something that needs to be integrated, can be done on time"*. Likewise, most of the participants also reported that because of the delay in getting online evaluations, it is not possible for them to modify their teaching strategies or contents for the next course. A few participants, like Anila and Rizwana, raised the same concern, saying *"We should get evaluation on*

*time, i.e. upon completion of the semester or before starting the new semester, but it is an issue that we get it after two to three months or even after the end of the next semester"*.

### 4.1.3 Mode of Evaluation (Paper Pen)

Almost half of the participants articulated that students do not give a true picture of faculty's teaching in verbal or face-to-face evaluation, as one of the participants stated: *"If you ask direct feedback from students, I don't think they will be honest in front of you; they will say everything is good but behind your back they would be talking about teachers being biased"* (Fozia). Further, it was also highlighted by the participants that in front of teacher students behave in a very sophisticated way; however, while filling online forms they have no inhibitions about venting their feelings. Similarly, one of the participants, Noreen, remarked: *"Students are not candid in case of face to face evaluation, but when they get an online evaluation opportunity to be anonymous then they just speak their hearts out"*. In addition, sometimes students use very insulting language in online evaluation forms which definitely adversely affects faculty morale, as Noreen, further explained: *"when students speak their hearts out sometimes they become violent or abusive in their languages, and sometimes they do not even know how to write it, as they wrote we don't want this faculty ever"*.

### 4.1.4 Mode of Evaluation (Online Evaluation)

Most of the participants shared that online evaluation ultimately affects their evaluation ratings negatively, as stated by, Afsheen, in the following quote:

*"Nowadays, faculty evaluation returning rate is quite low because of the online evaluation system. Suppose, in a class of 100 students, hardly 20 or 30 students turn up for evaluation. Therefore, evaluation will not present a true reflection of my performance"*.

Further, all the participants also felt that students are least interested to fill the faculty evaluation forms on time. Rizwana, shared *"In the online system, when the students have the option that any time they can give evaluation, and it's not mandatory, they take it very lightly and, sometimes, they even avoid giving the evaluation"*. Similarly, another participant, Afsheen, shared:

*"It is really not important for them to give evaluation because they have to fill all concerned faculty's evaluations of one semester, which will take them one hour. So, rather than sitting one hour and filling evaluation forms, they just avoid it and prefer to chat with their friends".*

Moreover, one of the participants, Salma, shared her own student life experience, which shows students' lack of interest towards the faculty evaluation process: *"As a student, I was least bothered about faculty evaluation. I did this personally and I am sure that every student is doing the same thing. They just fill the evaluation form without any concentration".* While recalling their own student life experiences most of the participants agreed that they used to give student evaluation on time as it was on hard copies and they had to give it back immediately, a practice that had a positive effect on faculty evaluation. This was confirmed by another participant, Afsheen, *"We used to give evaluation on hard copies rather than online. So, in that case the response rate was 100%, because everybody was supposed to fill it and give it back there and then".*

However, a few of the participants expressed that online evaluation system makes their life easy and comfortable. As shown in the following participant's dialogue *"I prefer the online evaluation system because it's easy for me to compile and save it on my computer, forever"* (Tahseen).

#### 4.1.5 Evaluation Tool

A few of the participants voiced that the present quantitative tool cannot assess faculty performance and cannot give constructive feedback to faculty, as Noreen, tried to explain: *"I cannot get exact student evaluation because of the brief descriptions in the evaluation tool that does not give me constructive feedback about what I am teaching".* This shows that faculty would like to receive qualitative student evaluation on their performance. The same participant further elaborated:

*"The numeric evaluation tool doesn't give qualitative student evaluation. On a scale of four or five, the quantitative points cannot cover all the aspects of my teaching. Students always fill the rubric on the evaluation form, but what they want to say actually is not mention over there"* (Noreen).

In contrast, only one participant articulated that the evaluation tool being used in her organization was good and covered almost all the components required for faculty evaluation on their practices. She stated: *"It is a good tool that does not have any negative affect on faculty evaluation"* (Tahseen).

#### 4.1.6 Inadequate Administrative Support

Nearly half of the participants revealed that their work environment was not conducive to teaching or preparing lectures which eventually affected their performance and, later, their evaluation. One of the participants, Anila, stated, *"A number of organizational factors always irritate me that affect our evaluation also".* The participant recalled an event which negatively influenced her evaluation for classroom teaching, by articulating in this manner: *"during one of the lectures, light went off three times in the auditorium. However, there was no backup plan or alternative arrangement to cover this issue by the administration".* She further elaborated: *"this led to frustration among the students as well as the faculty; we all were distracted due to this electricity issue that compromised students' learning and faculty's motivation".*

Similarly, most of the participants also agreed that not only the teachers' performance, but the environment or the resources provided by management also played a contributing role in faculty evaluation. As one of the participants, Rizwana, articulated:

*"If a student says that the faculty is good at teaching but the multimedia always creates problems, or the faculty is good at teaching CPR (Cardio Pulmonary Resuscitation) but the mannequins are not good, then, of course, the students will write these issues in my evaluation, rather focusing on how well I taught".*

A few participants also reported that the enrollment of an increased number of students in a class by the management also affects faculty evaluation, as now they have to teach large classes, which has its own challenges. For instance, Zubeda, shared:

*"If quantity increases obviously quality will be compromised. It is feasible to teach 60 students as compared to 180 and to handle their attendance or queries in a limited time. Thus, it affects students' learning*

and, ultimately this results in negative effects on faculty evaluation”.

#### 4.1.7 Faculty (Subject Specialty)

Based on the study analysis, subject specialty is another major factor that the faculty thought impacted their evaluation by the students. Almost all of the participants agreed that if a faculty is an expert in any subject then he or she will get good evaluation from students, and vice versa. One of the participants, Afsheen, stated: *“if I am teaching a subject since a long time, have command over it and sure I have read enough, consequently, the delivery of the concept is not an issue and that definitely affects my evaluation”*. Similarly, one more participant, Anila, also expressed her views: *“If a new faculty is offering the course for the first time, she would receive a lot of feedback. Faculty should teach those courses in which they are experts. But as the school is running, people are coming and going, the faculty should also be ready for the organization's needs”*.

#### 4.1.8 Students

Most of the participants agreed that the grades that the students receive and also their level of maturity are factors that influence faculty evaluation by students.

#### 4.1.9 Grades

Most of the participants believed that there was a close relationship between faculty evaluation and students' grades, with regard to their response to faculty evaluation. Participant Zubeda, articulated, *“I have been observing from my experiences; if you are teaching well and satisfy the students' learning needs, they give good evaluation to faculty. On the other hands if they will get low marks in their presentation, or in assignments, they will pick up those things and give you a low evaluation”*. While another participant, Ahmad, also stated: *“If students are satisfied by our teaching and they get good grades, they, will give good feedback to faculty as well”*. Similarly, Fozia, another participant, shared *“It does have a great effect; as per my observation teachers give good grades to students to get the best teacher award, whether there was any learning or not”*. Likewise, Rabia, another participant, said *“faculty who give good grades to students or, may be, are not strict markers, students like them, and faculty who follow the*

*rules and policies, are careful about contents and give grades accordingly, students really don't like those faculty members”*.

Study participants also shared that some faculty members could “buy” good evaluation ratings as a primary gain from students by giving them good remarks, as well as good ratings in a course, while the secondary gains would be winning the best teacher award, promotion, or any other incentive from the organization. Hassan, one of the participants, stated, *“Sometimes I think faculty manipulates the results and the wrong person gets better marks and the deserving person may not get the appropriate grade”*. Likewise, another participant, Rizwana, commented: *“Sometimes faculty members have this apprehension that negative or low marks in student assignments will not get them a good evaluation in return from the students. Consequently, those faculty members are lenient in marking students' assignments or presentations”*.

#### 4.1.10 Maturity

Nearly everyone reported that it is not just grading, but students' maturity level also affects faculty evaluation. Afsheen, one of the participants, stated:

*“Although two years PRN and four years BSCN both are undergraduate students, but PRN evaluation seem to be more based on reality, like improving learning and enhancing content delivery, rather than four years BSCN evaluation, i.e. personal comments on faculty members”*.

In addition, most of the participants also agreed that the four years BSCN student's comments focus more on faculty's personality, as Anila, one of the participants, said, *“Many times students give personal and biased feedback and say, Madam you were unprepared and your dress was not good. You should change your style [teaching and dressing]”*.

Besides, students are very demanding and try to take extra advantage from faculty. Another participant, Afsheen, verbalized: *“BSCN students want lectures prior to class because they are busy in other social activities and want a cooked meal from the faculty and if faculty does not provide it he/she will be titled as “bad faculty”*. Likewise, Zubeda, another participant, also shared *“The most*

*important point is generation gap. These students are not as receptive as we used to be as students. Their attention span is very short. We took a three hours' class very easily but they can't. So, the evaluation criteria should be flexible according to them".*

However, most of the participants agreed that mature students always prefer sharing learning needs, as Afsheen, one of the participants, elaborated her views by sharing, *"with years of experience PRN BSCN students become more mature and understand; if they are receiving some feedback, it is for their benefit, and learning. They also value that it is their own money that they are paying to the institution".* As the mature students always focus on faculty's strength only, therefore, Zubeda, another participant, recalled and shared her own student life experience *"We gave feedback according to the faculty's theoretical knowledge, competency, and delivery of content. How the faculty manages the class, gives responses to students' queries, or involves them in new learning concepts, like blended learning, or on their use of technology in class".*

## **4.2 Influence on Faculty Performance**

Students' evaluations influence faculty performance both positively and negatively. However, the analysis of faculty's interviews indicated that faculty members perceived students' evaluations as a source of motivation and at the same time as a great source of demotivation, as one of the participants, Salma, shared *"when someone [students] evaluates you as faculty, you might find it positive or negative or it might be a threat for you [in terms of job status]"*.

### **4.2.1 Motivation**

The term motivation comprises practices that give incentives to allow an individual to concentrate on the proposed struggles in achieving a specific task (Muqtadir, Haque, and Anam, 2012). Positive feedback in student evaluation encourages faculty and motivates them, energizing them for future teaching and learning experiences. Participants in this study also acknowledged the importance of student evaluation and the role it plays in promoting faculty motivation in various ways, such as, boosting faculty morale, giving them opportunities for self-reflection, promoting personal development, improving

their pedagogy in courses, and increasing their chances of promotion and receiving salary increments.

Most of the participants viewed student evaluation as an opportunity for self-reflection. One of the participants, Noreen, remarked, *"I always seek evaluation from students and every time I find it helpful to see myself, whether I did it right or wrong and how it will be helpful for me in the future".* Another participant, Afsheen, added, *"student evaluation gives an insight into my performance and identifies my weak areas; so I ask to myself, have I done something wrong, could I have presented myself in a different way?"* Similarly, a few of the other participants shared that student evaluation helped faculty to realize their mistakes and to improve their teaching learning strategies in the future, as reflected in this quote by one of the participants, Ahmad, who stated: *"when I was a novice teacher, I usually gave examples along with the lectures, but, sometimes, students shared that these examples were not relevant. Now, I always try to give examples that are appropriate for students' learning".*

All of the participants agreed that students' evaluation is a great source of development for faculty both professionally and personally. As participants, Noreen, expressing her views, said, *"Feedback is very helpful for your professional development. My professional development has occurred only because of the major contribution of my students' evaluation. I always try to improve myself according to their feedback".* Likewise, another participant admitting her weakness, said,

*"I have improved a lot because before, I was not able to control the class, but now I have overcome this problem after my students' evaluation; as I think if you are prepared for class it is very easy to control the students. Considering the time of the class we should have tactics about how to respond to their questions" (Anila).*

In addition to professional development, student evaluation also facilitated faculty's personal development, as one of the participants, Salma, shared her views by saying, *"it [student evaluation] gives me room for improvement and makes me aware about what is my weakness and it also enhances my critical thinking horizon; to teach specific content in different ways next time".*

Moreover, Rabia, also highlighted that *"This [student evaluation] allows me to change my [strict] behavior; and, basically, they are giving what I am lacking. So I need to improve my teaching quality, knowledge, and skills"*.

Almost all of the participants shared that students' evaluation helped them improve their courses and pedagogy. Afsheen, shared her views related to the role of evaluations in improving pedagogy by saying *"whatever the strategy I used, it was based on student needs and concern; as I re-shuffled some dry topics with the interesting ones, which I was supposed to teach later, but I taught them earlier to develop their interest"*. Similar thoughts shared by another participant also reflect in this view *"If I give lectures through the power point and students ask me to perform that skill in front of them, or to use the white board and give some manual work and exercises, I always appreciate that the students give such types of practical evaluations"* (Hassan).

Furthermore, some faculty members also mentioned that student evaluation impacts their tenure, promotion, and salary; in fact, almost half of them shared that student evaluation directly affected their job status. The following quotes clearly establish the faculty's perceptions about the relationship between their professional and financial stability and students' evaluation. Zubeda, one of the participants, shared: *"Yes it affects the salary and the promotion of faculty; keeping in view your rating either you [faculty] are improving or not"*. Another participant, Tasneem, expressed her views by commenting, *"Yes it affects everything. It affects tenure, promotion, and salary of the faculty. It also affects the over-all image of the faculty"*. Similarly, Anila, another participant, also expressed, *"Yes, students' evaluation affects faculty awards for best performance"*.

#### 4.2.2 Demotivation

In contrast, it has also been observed that negative evaluation from students can demoralize faculty. The term demotivation can be taken as some specific external power, or the lack of motivation, produced by the absence of initial interest and the individual's ongoing feelings of inability and powerlessness related to a continuing action (Fattash, 2013). The participants' narratives have revealed

that negative comments from students' evaluation tend to demotivate the faculty, which may affect their performance directly or indirectly. Faculty members feel that students' evaluation is demotivating when students give low ratings and write unfavorable personal comments in a negative tone. In addition, in some cases, student evaluation is also found to be threatening to the faculty members.

Faculty feels demoralized when their rating on students' evaluation is low and they feel bad about it, as one of the participants, Anila, remarked: *"I feel sad because I am a person who commits to do my level best, but when students perceive it differently [low rating or personal comments] it simply hurts me"*. In addition, half of the participants felt that even when they receive satisfactory rating, any unfavorable comment disheartens them and they lose the motivation to teach the same course in future; as one of the participants, Fozia, commented, *"if there is no positive feedback [from students], teachers are reluctant to accept the same course [in future]"*. Furthermore, the analysis revealed that, in order to produce better outcomes on the future courses, faculty requires some encouraging feedback. The same participant further elaborated her reaction, related to students' evaluation that had no encouraging comments for her and the course, by saying, *"next time I won't work hard for it and I cannot produce better output"*. Another participant, Ahmad, shared his reaction to his colleague's experience of gathering poor feedback on her performance: *"one of my colleagues got poor feedback [from students], so it made me think how she could be motivated or encourage herself to teach the same students with similar motivation in the future"*. Another participant shared how depressed she felt after receiving a very bad evaluation from her students, *"because of only one class who gives bad marks in your evaluation, you can imagine where the motivation level of the faculty would go. I used to be afraid of what to say; as I used plenty of humor with students in class, but I have stopped everything which I was doing with my students since the past few years"* (Tasneem).

The negative tone of student comments was also considered to be distressing and disheartening for the

faculty members. They felt that the tone of students' comments on their course and faculty evaluation was at times rude and aggressive; as one of the participants, Noreen, mentioned, *"Feedback for the faculty in a negative tone reflects how rude and violent the students are"*. She provided an example from her experience of reading an evaluation that the students had written for a faculty. She shared that they wrote, *"We don't want this faculty ever"*. She further shared her reaction to this rude comment by stating *"it [the above comment] is just like a blow. It demotivated us"*. Similarly, another participant, Tahseen, shared that if a student is reprimanded, even for their own good; they take revenge and give negative feedback. She then revealed what they had to say: *"they [students] wrote I am a biased teacher; not supportive, and not maintaining students' confidentiality"*. She further shared her feelings related to this negative feedback *"I became so deeply depressed because the entire class gave me a bad evaluation. Then, I kept fighting myself internally, as it was not easy for me at all to maintain professionalism with the same class"*.

It has been observed that faculty feels demotivated when, instead of receiving a true picture of their teaching efforts, they get evaluation in the form of biased personal comments. This comes as an unpleasant surprise to them, as reported by one of the participants, Tasneem: *"students often used to write she [faculty] wears black color that does not suit her so, she shouldn't wear it. Earlier, I used to take it seriously but not now. However, the administration uses this [against faculty] whenever they want to use it"*. Likewise, another participant, Zubeda, also shared the same feelings, by saying *"many times students give biased feedback and say, Madam you were unprepared and your dress was not good; or faculty should change her dressing and teaching style"*. She further elaborated that *"students never give feedback on our teaching strategies; they just mention that the presentation slides or the way of communication was good. But the teaching strategies that we use for their learning are never reflected upon in the evaluation"*. Another participant, Anila, shared the same feelings by saying, *"if they [students] give feedback on my personal things, for instance, the way I naturally speak, sometimes it hurts me"*.

In addition, negative evaluation from students can also undermine a faculty member's job security; as one of the participants, Ahmad, explained: *"once for my own job security I asked [evaluation] from students, whether they are satisfied or not with my teaching learning strategies. I thought if they were not happy why I shouldn't ask them at the beginning of the semester instead of at the end of the semester by the organization"* (Ahmad).

Related to this, another participant, Tasneem, recalled one of her colleagues' experiences' whose evaluation was held very seriously against her by the administration. She shared *"I know one of the faculty members who was asked by the administration to leave the institute because of a bad evaluation by her students"*. Furthermore, one of the participants also recalled her own experience as a student, when one of her faculty members was terminated by the administration because of the students' negative feedback. Recalling the incident she said:

*"One of our faculty members was very unethical. Despite all our best efforts, having worked hard day and night, we did not get good grades in assignments. So, we decided to give her negative feedback for having done no good to us in four months. Later, we came to know that because of our feedback, she was terminated by the administration"* (Fozia).

### 4.3 Faculty's Alternate Practices

#### 4.3.1 Ongoing Evaluation

The analysis of the participants' narratives indicated that, despite having a formal students' evaluation system in both the institutions, faculty did not receive their final evaluation on courses and on faculty performance from the organization on time. They sometimes received it either in the middle of the next semester and sometimes even after the end of the next semester. Therefore, all of the participants mentioned that they used alternate practices to get timely student evaluation on their courses and their performance. Hence, most of the faculty members sought students' feedback either after or during their classes, about their teaching methods or contents in order to improve their teaching learning strategies in the future. As one of the participants, Afsheen, expressed *"it's my usual habit that I do ask students what teaching learning"*

*strategies they prefer. So whatever strategy I use, it has to consider their needs and interest”.*

Hence, it was found that the faculty was engaged in obtaining either verbal or written students' evaluation within their courses. Most of the participants were found taking evaluation during class, because they felt that students may have difficulty in recalling the events later. As stated by Noreen:

*“I do not know if by the end of the semester, the students be able to remember those efforts that I put in class preparation for their learning. So I take evaluation on the spot, to make sure that evaluation is integrated in the next class”.*

Similarly, Zubeda, another participant, reported, *“I usually take feedback during class after three slides; either I sit with the students, ask their queries, and try to solve them or I modify my teaching strategies as per their feedback”.*

A few of the participants mentioned taking written evaluation and preparing a self-made checklist as an alternate practice to obtain students' evaluation. As Ahmad articulated, *“I have used and would like to have, an objective evaluation in the form of checklist (likert scale) that tells me where I am lacking, what are my strengths, what are my areas of weakness”.* Likewise, another participant, shared:

*“Usually, after three or four days, at the end of class, I pass on a paper to my students and ask them to write their comments anonymously. They give both positive and negative comments, these will surely be my few weak points, which will help me in developing a new strategy to overcome them”* (Khalida).

Most of the participants used verbal evaluation after or during class from students to make their teaching learning strategies more effective. As Noreen, one of the participants, said: *“I always try to get student evaluation on my own. I listen to them, make sure that it is improved in the next class, and, definitely its effects are very obvious”.* Similarly, another participant, Tahseen, expounded *“I always try to ask the class if they have any query, any problem, because, I need to take care of students to make them really comfortable with my teaching style”.* Another participant, Salma, shared an interesting example

highlighting the assertiveness of the new generation, *“Usually, at the end of the class, I ask how the content was and if everything was clear? Surprisingly, students are very bold and identify where they need more clarifications. So, based on that feedback, I prepare for the next class accordingly”.*

In addition, a few of the participants felt that students do not give evaluation, as it is not mandatory for them to fill out their online evaluation for the courses. Thus, a few of the participants used modern technology, like social forums (face book) in a course which they are teaching, in an online format as an alternate practice to get students' evaluation on time, for further modification in their courses or teaching styles. As one of the participants shared:

*“I am sure students will not give evaluation promptly, so, I need to find some alternatives to get student evaluation on time. In blended courses, I always use the social forum for student evaluation, to find out what else we can improve within the course with new strategies”* (Noreen).

## 5. Discussion

Based on the objective, the discussion on significant findings is organized into three segments, i.e., motivation, demotivation, and alternate practices (informal evaluation) used by the faculty to get students' evaluation.

### 5.1 Motivation

Motivation give praises to permit an individual to essence on the proposed struggles in attaining a particular task (Muq̄tadir, Haque, and Anam, 2012). The participants in the existing study acknowledged the effectiveness of students' evaluation in increasing their motivation for their professional development. It was also observed that there are variations in the participants' understanding about the quality of comments, or the way students evaluated them in terms of personal or professional remarks.

However, the existing literature (Blair and Noel, 2014; Bradley, Kirby, and Madriaga, 2015; Chen and Hoshower, 2014; Adams, 2012; Kite, 2012) and the present study analysis have shown that student evaluation motivates faculty towards improving their teaching style, enhancing their pedagogy, and honing their skills to perform well in the future. In addition, most of the participants appreciated

that they amended their teaching strategies as per the students' level and understanding, which ultimately produced good results in terms of student satisfaction and their learning attitudes.

The level of motivation among participants ranged mostly from moderate to high, due to intrinsic rewards, like students' positive comments and faculty's personal improvement. The extrinsic incentives, such as salary, job status, or achievement of best teacher award (professional development), which are also mentioned in the literature (Muqtadir, Haque, and Anam, 2012), are also crucial for motivating and keeping faculty members dedicated to their work.

The study analysis also revealed that students' evaluations helped most of the members of the faculty to modify their personal skill sets, (changing from fast pace of lecture delivery to the normal speed), attitude and behavior (strict to friendly) with students, which made them more adept and successful as a teacher.

## 5.2 Demotivation

Demotivation, produced by the absence of initial interest, individual's feelings of inability and powerlessness related to an ongoing deed (Fattash, 2013). The study findings echo those described by other researchers (Blair and Noel, 2014; Bradley, Kirby, and Madriaga, 2015; Chen and Hoshower, 2014; Adams, 2012; Kite, 2012) that students' feedback is the main source of motivation and demotivation for faculty members in higher academic organizations.

The existing study was done in two different schools of Nursing, therefore, the perception of the participants was different from one another. Interestingly, one organization has a kind of hidden policy of faculty evaluation that does not allow sharing of the results with the teachers; therefore, the participants of this institution were free of stress, as there they did not feel any direct effect of the evaluation on their promotion, tenure, or salary. On the other hand, they voiced that such hidden policy of faculty evaluation definitely affected faculty's internal satisfaction related to their personal and professional development. In contrast, it was quite obvious that participants belonging to the organization which always shares evaluations with its members on a regular basis, tended to experience more

job stress, as the stability of their job depended on how they were evaluated by their students.

Almost all the participants specified that many times students' comments are vague in content and their notions are unclear. The study analysis revealed that almost all the participants felt demotivated when the students' comments were more personal rather than constructive in terms of their teaching strategies. The study participants asserted that students, at times, evaluated members of faculty on their personality, caring attitude, and manner of speech, rather than on their teaching skills and expertise, thus rendering the evaluation rather biased or ineffective.

The study also revealed that students certainly find evaluations to be painfully routine and burdensome, because they need to fill out evaluations forms several times in a year during their academic period. Moreover, the evaluations given, they tend to depend on Likert Scales and the same questions, which do not show a variance among courses or faculty members, except the name of the faculty member on the form. This routine practice promotes a one-size-fits-all attitude towards the faculty evaluation that most organizations take. Hence, if organizations wish to bring students out of this routine, they must find a way to make the evaluation experience valuable and unique for both students and faculty members.

The existing study also raised a red flag to organizations in which students are always asked to evaluate their faculty and courses at the end of the semester. Common sense finds it difficult to accept that such an evaluation practice provides a solid foundation on which decisions regarding faculty promotions and course improvement can be based. In addition, the study findings also revealed that negative comments or low ratings affected faculty's promotion, salary, or tenure as well. Hence, at times such negative comments led to instability, in terms of employment, for the faculty, which may even lead faculty to termination of their jobs. There is evidence in literature which also shows that organizations are in favor of students' evaluations as these serve as a method of administrative control on faculty's salary, promotion, and tenure decisions (Golding and Adam, 2014). However, a few of the

participants discussed that the organization's role should be one of leadership, even with certain economic realities, and they should not be customer oriented.

In addition, the study findings, and the literature, affirms (Cook-Sather, 2014; Lama, Arias, Mendoza, and Manahan, 2015) that when it comes to evaluating their teachers, students, at times, behave in an immature manner and do not have enough sense of responsibility to do the right thing, with logical justification. It is also possible that students may not be aware of or mindful of the fact that their evaluations, comments, and tone can hurt a faculty to such an extent that they eventually become reluctant to teach the same class or course in future at least not with the same enthusiasm.

Furthermore, as mentioned earlier, the literature (Golding and Adam, 2014) and the findings reveal that the negative comments or low ratings affect faculty's promotion, salary, or tenure decisions. Hence, at times such negative comments might jeopardize the employment status of the faculty member and, ultimately, lead to their termination from the job.

Faculty's job termination decisions should not be merely based on students' evaluations, since the students are rarely ever made aware of the serious consequences of their statements. Mostly the students are not properly instructed about the possible use of their feedback. However, termination from job definitely affects a person's reputation, status, and level of social interaction within the community. Therefore, serious decision making related to faculty's career just based on students' evaluations should not be encouraged by any organization.

### **5.3 Alternate Practices**

An interesting fact revealed in the present study, which was not encountered in the reviewed existing literature, was the alternate practice of faculty members commonly seeking student evaluations in the middle or at the end of class or course/s. In order to reform their attitudes or course content, all the participants claimed that they made intensive efforts to make student learning constructive and their teaching effective. They had their own way of collecting their feedback and were not inclined to wait for the final evaluation shared by the organization. Thus, the faculty in

the existing study used different informal or alternate practices; such as verbal/face-to-face evaluations after each class or during class, self-made checklist for student evaluation of their respective course/s, and use of social forums to get their teaching strategies evaluated, etc.

The most common alternate practice of evaluation found in this study was that participants usually preferred verbal or face-to-face student evaluation, after or during class, as also mentioned in the literature (Faranda, 2015). This practice of enquiring from students on the spot, and answering their queries or modifying their own teaching style is indeed a good practice. In addition, these self-evaluation strategies give faculty valuable information about what students have learnt and what their expectations are from the faculty and the course.

Another interesting alternate practice that was found in the study was the use of a 'self-made checklist'; which is a time consuming, but beneficial approach, for the participants, that enables them to ascertain the level of students' understanding and learning within a class or course. This, in turn, helps them to evaluate their own teaching capacities and strengths.

Literature confirms that in this era of advanced technology, social media is also penetrating in the educational field (Tudor, 2015). The online social networks are gradually being used by organizations, students, and also by teachers for diverse reasons (Chen and Bryer, 2012). In this regard, the study findings revealed that a few of the participants used social forums like Facebook or Twitter outside the class for evaluation by the students as an optional tool and considered it to be the best mode of interaction that helped them receive student evaluation on time.

Though all these self-made strategies are very much appreciated, they have their downside. The study participants affirmed that all the students submitting evaluations do not have similar competencies. Moreover, students often alter their true feelings when asked face-to-face and give a false image of the faculty's performance when the faculty is in front of them. They never give negative evaluation to a faculty during face-to-face interaction, or on social forums like Facebook or Twitter etc.

where their identity is openly visible, even if they do, in fact, have some trouble or negative concerns regarding the faculty or about a course.

Secondly, students' incorrect representation of faculty's performance can be due to their fear of offending the faculty member, resulting in a biased treatment towards them in the future. However, these findings might be particular to the context of Pakistan, as the researcher did not find any relevant literature in this context. Another possibility is that it may also be prevalent in other contexts but not explored or documented.

## 6. Recommendations

- Institutions should realize the role of evaluation in students' learning and faculty's professional development.
- Organizations must share faculty evaluation with the concerned faculty in a confidential way.
- Briefing should be given to the novice students regarding the evaluation process during the orientation week.
- Student evaluation should be conducted well on time, so that it is shared with the faculty at a stage where it is useful.
- Faculty and administration should work together to facilitate the learning environment and to enhance the proportion of positive faculty evaluation.
- Students should give constructive and unbiased evaluation of the faculty.
- This study can be utilized for further research by using online original faculty evaluation forms to make readers more clear about the statement of online faculty evaluation questions.
- This study can be further utilized for research by asking students' perception on faculty evaluation via interview or by using a questionnaire.
- The study can also be conducted by comparing students' feedback with the instructors' feedback to look for similarities and differences by using a questionnaire.

## Conclusion

The study concluded that the participants acknowledge students' evaluation, and try to modify their teaching strategies as per their suggestions for their personal and professional development. The participants also expressed concerns about the timeliness of the received evaluation given by students and received by faculty on time. The faculty opinion of student evaluation on their performance and courses was not homogenous due to diverse factors like motivation, de-motivation, contextual factors, and alternate practices.

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