

**Perspectives of Students' and Faculty on Student Evaluation of Teaching at
Institute of Management Sciences Peshawar**

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This paper sets out to determine the perceptions of students and faculty regarding students' evaluation of teachers' teaching and seeks their suggestions for improvement in the Student Evaluation of Teaching (SET) process. The purpose of this research is to investigate the differences between faculty and student perceptions about SET. Using quantitative and qualitative approaches, the data was collected from faculty members and students from undergraduate and master programs at Institute of Management Sciences Peshawar Pakistan. Data was collected through an online questionnaire on 14 different aspects related to SET process. The sample includes 36 full time faculty members and 239 students from BBA, MBA and MS-Management programs. Descriptive statistics and inferential statistics using t-test techniques are used for data analysis. Results indicated significant variations among students and faculty in terms of various aspects of SET process. Overall, faculty members appear to be considering students as mostly non-serious about SET process. Findings suggested that Students are more concerned about the lack of SET suggestions in policy implementation and decision making. The findings showed variation among all stakeholders suggesting more emphasis needs to be done in terms of awareness and implementation of the SET process in institutions.

Keywords: SET process; evaluation; feedback; students; faculty perspectives

Students' Evaluation of Teachers (SET) is one of the most important evaluation techniques used around the globe for evaluating teachers' performance (Naseer & Fresko, 2002; Alhija, 2017). SET is important for both cost benefit analysis and aligning the teaching component with university objectives. It also plays a vital role in synchronizing the teaching level of students' capabilities and appreciating good teaching. SET has a long history with considerable number of research publications with fruitful insights (Feldman, 2007; Marsh, 2007). The SET is a vital

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2. Noor said, did literature review, and collected data.
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component in HEIs of teachers' performance appraisal. It helps the management to know about the strength and weakness of its teaching staff and take corrective actions thereof. Students are the only reliable source of evaluating teachers, but they are generally criticized due to their lack of abilities to judge the capability of their teachers (Sproule, 2000). There are many other grounds on which the SET process is criticized, for example time of evaluation, students' grades, course difficulty level, seniority, students' seriousness, etc. Similarly, there are various approaches to learning across different regions due to which students' evaluation of teaching is measured with different instruments, like Students evaluation of teaching questionnaire (SET), course experience questionnaire (CEQ), student feedback questionnaire (SFQ), SEQ37, evaluation of teaching and courses (ETC) questionnaire.

This study is aimed to explore the perspectives of business school students' and faculty members on essential issues relating SET process. Mainly, the purpose of this study is to find out students' and faculty perceptions about various aspects of SET process and to obtain students' and faculty members' suggestions for improvement in the current process of the SET to enhance teaching and learning experience of students' and teachers.'

Literature Review

Rationale of Students' Evaluation of Teachers':

A large and growing body of literature has investigated Students' evaluation of teachers'(Feldman, 2007; Marsh, 2007) and is considered to be the highly accurate measure of students' satisfaction for evaluating teachers' (Huemer, 2011). There is a considerable amount of evidence supporting the usefulness of SET (Marsh & Roche, 1997). In response to the growing concern over the quality of teaching and increasing public accountability from stakeholders', the HEIs are forced to establish a system of collecting summative feedback from students. The purpose of the system is to evaluate and subsequently appraise good teaching. The underlying assumption of the SET process is to improve the teaching and overall academic quality (Kwan, 2001).

In addition to this, SET also serves as an important component of university performance management system (PMS). The feedback through SET is vital for teaching and overall academic quality, for the reasons that findings from SET enables instructors to take notes of their strengths and weaknesses and make appropriate changes to their teaching methods and course delivery if required. It also helps management in HR related decisions, such as promotion, demotions, contract renewal, pay and benefits (Spooren, 2012; Boring, Ottoboni, & Stark, 2016). Although, most researchers such as Koper et al., (2014) and Marsh (2007) are of the view that SET is a productive activity, it is associated with enormous risk in terms of money, time, commitment and motivation. On the one hand, it is a financial investment from HEIs as well as it is considered an investment of students' precious time. Every HEI needs to carefully conduct its cost benefit analysis before going into the process of SET (Kwan, 2001). Students and faculty positive attitude and motivation are also important, because it costs an organization more than financing and time. There is ample cost associated with the conduct of SET process; therefore, the process must be handled carefully. If the process is carelessly managed then it will not achieve the desired objective and will result in the wastage of precious resources (Kwan, 2001).

Faculty members' and Students' Perceptions about the SET Process:

Validity and Reliability Issues of SET: Literature on establishing the reliability and validity of SET is inconclusive (Olson, 2012). The reasons might be due to cultural and social values, economic

conditions, and objectives of universities, its usefulness in decision making, seriousness and motivation of students and faculty and others. Also, the number of different questionnaires indicated the absence of a uniform, valid and reliable questionnaire for the SET purpose (Kember & Kwan, 2002). Kwan (2001) is of the view that universities need to shift their focus from instrumentation towards changing the culture and systems of SET. The trend of SET is new to Pakistani HEIs and the focus should be on the instrumentation and validation of the SET questionnaire used for faculty performance evaluation in HEIs. In Pakistan, faculty members seem discouraging the process of SET (Ali & AL-Ajmi, 2013). There is a dire need to inculcate the opinion of all stakeholders such that the process might be handled carefully and effectively implemented (Ali & AL-Ajmi, 2013).

Grades effects on SET Score: Mostly, challenging tasks and lower grades are observed as the source of students' dissatisfaction from teachers. Students' expectations of higher grades for faculty members have been found positively correlated with SET (Olson, 2012). Marsh and Dunkin (1992) termed this effect as a leniency hypothesis. An instructor who is generous in grading is likely to receive a higher SET score (Johnson, 2003).

Course workload and challenging task effects on SET: Studies have shown an inverse relationship between course workload and students' ratings of faculty members. Faculty members who are strict in marking and do not compromise on quality are usually observed to be the victim of the students' evaluation (Greenwald, 2002). Therefore, faculty members usually compromise on quality for receiving higher evaluation (Koper, Felton, Sanney & Mitchell, 2014). Conversely, Marsh and Roche (2000) found that SET were not biased towards low workload and grading leniency, but found that as the workload become higher the students' rating also increase.

Students' Ability to Evaluate Teachers: Teachers assume that most students do not have the knowledge and understanding of the questionnaire and, therefore, mostly failed to give accurate and reliable feedback (Beran & Rokosh, 2009). Olshavsky and Spring (1995) also considered that students are lacking the capacity and knowledge necessary to properly evaluate faculty members' performance. Researchers also raised concerns over the students' capability to evaluate teachers. In case of SET, due to lack of being trained, students are unable to provide factual and reliable data (Charles & Emery, 2003). Generally, students are considered as incapable to assess the instructor updated knowledge of the field as well as incapable of giving objective judgment.

Students' Anonymity/Identity Disclosure: Identity disclosure is the major concern of students' in the evaluation process. Students rate faculty members higher when the evaluation is not anonymous as compared to evaluation conducted in anonymous and safe conditions where students feel that their identities will not be disclosed (Marsh & Roche, 1997). Therefore, the department responsible for evaluation should make sure the assurance of not sharing their identities with faculty concerned and an environment where the faculty members are not present when evaluation is conducted.

Students Awareness/Explanation of SET: Students generally consider an improvement in the teaching of the instructor as the most attractive outcome of an evaluation process (Yining & Hoshower, 2003). Therefore, the results and information about the use and usefulness of the SET process must be communicated to students. This will positively influence students' participation in

SET process. Similarly, when students' are assured and communicate that the instructors have read and considered their feedback improved their engagement (Iqbal, Lee, Pearson, & Albon, 2015).

Use of SET results for Salary and Promotion: The use of teaching evaluations by management for tenure, promotion and salary decisions and students for making decisions about course and instructor selection were less important (Yining & Hoshower, 2003). The majority of the students consider the use of SET as important and necessary for salary and promotion (Ahmadi, Helms & Raieszadeh, 2001).

Motivation to Participate in SET: The students' motivation is subject to many factors. The students consider improvement in the teaching due to result of SET process as the most attractive and important outcome (Yining & Hoshower, 2003). In other words, students actually are interested in having their opinions heard (Ahmadi et al., 2001). Consequently, the students seem discouraged due to invisible outcomes of the SET process (Iqbal et al, 2015). Therefore, as a result of SET there should be a visible change in teaching methodology and course contents of teacher so that the students' feel motivated that their feedback is important.

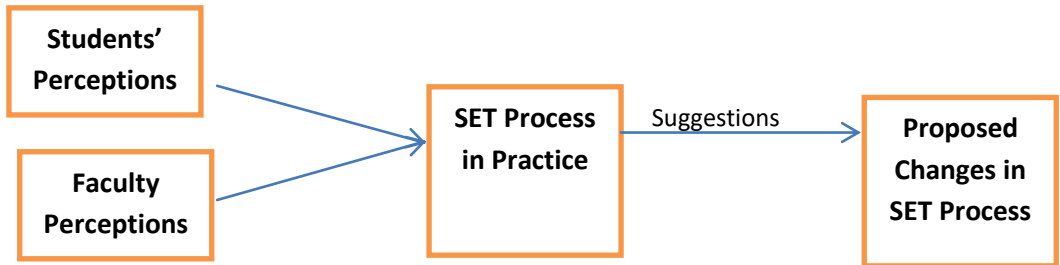
Types of SET: There are two types of evaluation techniques i.e. formative evaluation and summative evaluation. Summative evaluation is useful for promotion, contract renewal, reward, demotion etc. While formative evaluation is important for training needs assessment, aligning the activities with objectives, etc. (Penny, 2003). The use of SET results for summative evaluation instead of formative is considered as a major flaw in the SET process. Similarly, the importance of formative assessment in student learning is generally acknowledged, but it is not well understood across higher education. Keeping in view the importance of formative evaluation the higher education institutes needs to have a space to be made in curricula for more and better formative assessment (Yorke, 2003). SET is one among the most important internal quality assurance techniques. Therefore, HEIs needs to implement the process in its true sense if committed in heightening the quality of its academic programs (Blackmore, 2009). Researchers have pointed that less research has been devoted to the perspective of those involved, i.e. (a) the students who are doing the evaluation, (b) the faculty who are being evaluated, and (c) the management who use the SET feedback for summative and formative decisions (Naseer & Fresko, 2002: 187).

Keeping in view these factors and their varying effects across different settings and disciplines, the current study is designed to explore the perceptions of students' and faculty members on critical issues regarding the SET process at a business school i.e. Institute of Management Sciences, Peshawar. The study is expected to help in capturing the faculty and students' feedback on a survey questionnaire consists of closed and open-ended questions. It is expected from this study that it will help in strengthening the SET Process for collecting important information about teachers' teaching for improving the overall academic quality of the Institute.

Students' evaluation of teachers (SET) is an important component of Higher Education Institutions. To date, there is a lack of consensus about a comprehensive and reliable tool and procedure for conducting the SET process. Studies have suggested that students are of the view that instructors and administration take these evaluations less seriously (Brown, 2008). Mostly, it has been observed that faculty members do not believe in students' abilities to evaluate their performance. In view of Andrews (2004), the problem with SET is that no evidence exists that suggest that it leads to improved teaching. Furthermore, there are no face-to-face meetings to discuss

findings with the students. The role of students as evaluators remains anonymous and there is no follow-up conducted if students' grievances are found. Several other concerns of students and faculty regarding the SET process are reported in literature. However, SET is the most, if not the only influential measure of teaching effectiveness. Meaningful input from students and seriousness of faculty in taking the SET for improvement can be critical in the success of such teaching evaluation system (Chen & Hoshower, 2003). Based on the above discussion, this study is designed to tap the perceptions of students and faculty members on 14 different aspects of SET process. The purpose was to find similarities and differences in students and faculty perceptions. Similarly, with the help of a mix method research design suggestions are sorted from students and faculty about the SET process. Based on their perceptions, recommendations are drawn to the management of the Institute for making the process meaningful and more effective. Figure 1 presents the schematic diagram of the study.

Figure 1: Schematic diagram of the study



1. Current Study

This study was undertaken at Institute of Management Sciences (IMSciences), Peshawar, Pakistan, a top ranking business school in the country. The purpose of this research study was to know the faculty members' and students' perceptions about the SET process at IMSciences, Peshawar. Furthermore, with the help of students' and faculty members' suggestions, this research study attempts to help the Institute's management in improving the SET process for its effective use in faculty development, appraisal, enhanced teaching, learning experience of students and improve the quality in the academic sphere of the institute. Specifically, the main objectives are:

- To find out students' and teachers' perceptions about different aspects of SET process. For instance, time needed to complete the evaluation, sufficient time given to students' for SET, frequency of evaluation in each semester, purpose of evaluation, seriousness of students and faculty in evaluation process, grades effects on SET, course and students' workload effects on SET, importance of SET, relevance of question in SET questionnaire, reporting of SET results, students' ability to evaluate teachers, importance of comments in evaluation and overall judgment of the SET process.
- To obtain students' and faculty members' suggestions for improvement in the current process of the SET to enhance teaching and learning experience of students' and teachers.'

The current study will help the management of the Institute to take corrective actions on the basis of the study recommendations for improving the SET process by collecting reliable feedback from students.

Method

Data collection method: This study was conducted in IMSciences Peshawar Pakistan. The respondents included students and faculty members of IMSciences, Peshawar. In order to assess the perspectives of teachers regarding the SET process, all teaching faculty in the Institute of Management Sciences, Peshawar were selected to complete the survey. IMSciences is home to 90 full time faculty members and 37 visiting faculty. It has been ranked as the 4th and best business school in Pakistan and Khyber Pakhthunkhwa by Higher education Commission of Pakistan in its ranking of public and private institutes. IMSciences offers degree programs in business administration, management, information technology and recently added allied discipline including public health and social sciences. Many of these faculty members teach modules in their respective departments as well as courses in other programs.

Faculty members were selected through census. Census is widely used in quantitative research in which all the members of the population are counted. On the other hand, sampling is mostly used in research where in a data set is drawn as a subset from the large population representing the whole group. In census, complete enumeration is done where each and every unit of population is considered in data collection, providing accurate and reliable results. Census is also best suited over sampling in cases where population is of heterogeneous nature. Since, the full time faculty members are 90 at IMSciences, it was best suited to use Census method (Wetzel, Bohnke, & Brown, 2016).

Students were selected through simple random sampling. An inclusion criteria was determined that consisted of 1) to include Fall semester; 2) BBA, MBA and MS programs that constitute major portion of the students; 3) all sections of BBA, MBA and MS programs. Using simple random sampling, in the first step, sections were selected resulting in four and two each from BBA, MBA and MS. In the second step, all students present in the class on survey day were asked to fill a questionnaire regarding SET. Prior approval was solicited from both module instructor and faculty as well as a short briefing was provided about the purpose and how to fill the survey. This process resulted in a sample of 250 students from BBA, 99 students from MBA and 68 students from MS programs. The response rate for BBA, MAB and MS programs were 62, 52 and 57 percent. Overall, 239 usable questionnaires were returned making a response rate of 57 percent.

These comprised students from business administration programs, i.e.BBA (Hons), MBA (1.5) and MS-Management and faculty members from business school Table 1 provides details about sampling and response rate.

Table 1

Sampling of Faculty and Students

S.No	Program	Semester	Groups	Respondents	Response	Rate (%)
1	BBA (Hons)	Third	A, B	80	53	66.2%
		Fourth	A,C	75	38	51%
		Sixth	B,D	70	46	65.7%
		Eight	HRM	25	20	80%
Total/Average				250	156	62.4%
2	MBA	First	D, E	84	43	51.2%
		Third	HRM	15	9	60%
Total				99	52	52.5%

		First	A	38	14	36.8%
3	MS- Management	Third	A	30	17	56.7%
Total				68	31	45.5%
Grand Total				417	239	57.3%

In this study, survey instrument comprising 28 items was adopted from Naseer and Fresko, (2002); Ahmidi, Helms and Raieszadeh, (2001); Chen and Hoshower, (2003); and Mukherji and Rustagi, (2008). To include both open ended and closed questions following MMR design, the questionnaire was designed as per the pattern of the questionnaire used by SEBCON Pvt limited for "Students' Satisfaction Survey" in HEIs which includes both closed and open-ended questions for the explanation of their quantitative part responses. The questionnaire was designed in Google docs. To guide the students' prior approval was taken from course instructors. During the class time the students were briefed about the process of giving their online feedback. Their anonymities and confidentialities were ensured to them. Questionnaire link was emailed to participants. Among 417 students, 239 completed the questionnaires, making a response rate of 57.3%. Similarly, among 90 faculty members, 36 completed the questionnaire with a response rate of 41%.

The data were analyzed using descriptive and inferential statistics. Qualitative data were analyzed using thematic analysis. The qualitative part of this study consists of faculty members' and students' comments which were shorter and less complex. Using Ryan and Bernard (2003), this study used *cutting* and *sorting* as processing technique, while *repetitions* and *similarities* as scrutiny techniques for identifying codes and subsequent themes using XMIND software (Ryan & Bernard, 2003). The major commonalities and differences were identified. Suggestions were accumulated from both students' and faculty data for improving the SET process at IMSciences, Peshawar. Table 2 provides reliability values for the items. An overall reliability was 0.78.

Table 2*Instrument sources and Reliability Values*

Variables	Questions/Items	Alpha
Time needed to Complete the SET	How many minutes do you think the students' needs to complete the SET form	NA
Sufficient Time Given	Students are given adequate time to Complete the SET	
Frequency of Evaluation	How many time SET should be conducted in each semester	
Purpose of Evaluation	The students are provided with sufficient guidance about the purpose of evaluation prior to the evaluation?	0.67
	The explanation of the purpose of evaluation is important for Students	
	Students' are satisfied with the guidance provided by QEC office prior to the evaluation	
Seriousness of Students in SET	Students are unbiased in completing the teachers' evaluation form?	0.68
	The students exert serious efforts in completing the evaluation form	

Seriousness of Faculty in SET	The teachers treat the results of teaching evaluations seriously	NA
Importance of SET	The evaluations of teachers' are important and necessary	0.64
	The teachers' future teaching performance should improve due to the results of the student evaluations	
	The teacher's salary and promotion must be affected by the student evaluations	
	The Student evaluation should be the primary source of feedback to the teachers' on their teaching performance	
Relevance of Question in SET Form	The questions in the SET Form are appropriate	0.93
	The questions in the SET form serve the purpose of evaluation	
Grades effects on SET	Students are biased in evaluation, since they are afraid that it could affect their grades in their current course	0.91
	Students are biased in evaluation, since they are afraid that it could affect their grades in any future course with the same teacher	
	The teacher who gives easy exams, little or no homework and is known for giving better grades get higher evaluation	
Course and Students' workload effects on SET	The teacher who gives challenging task to their students always gets low evaluation?	0.80
	The difficult course always gets low evaluation score	
Reporting of SET result	The teachers evaluation results must be shared with students	0.71
	When the results of teachers evaluation need to be shared with teachers	
Students' Ability to Evaluate Teachers'	The students' evaluation reflect the quality of teaching well to the concerned teacher	0.67
	The students have the ability to judge the capability of teachers	
Importance of Comments in SET	Writing comments on the evaluation form are important and necessary	0.88
	Writing Comments on the evaluation form must be mandatory in filling SET Form	
Overall Judgment	The performance of teachers' can be judged effectively with the help of current evaluation system at IMSciences	NA
Overall reliability		0.78

Results and Discussion

Description of the Sample: A total of 36 faculty members provided their feedback through online questionnaire. Out of those 36 faculty members, 66.8% were male and 33.2% were female. In terms of qualification, 53% were holding PhD degrees while the remaining 8% were MS/MPhil degree holders. Among 239 students, a large percentage (65%) were from bachelor of business administration program, 22 % were from MBA program, while the remaining 13% were from MS-Management program. In terms of gender, 78% were male students, while 22% were female students.

Students' perceptions about SET process:

Data obtained from 239 students was analyzed using descriptive statistics of mean and standard deviations. Table 3 provides details for the mean and S.D of key variables of SET process. Results indicated that students showed reluctance in giving their objective feedback because they feared that their grades will be affected not only in current course(s) but also in future course(s) with the same faculty member. Similarly, the students also considered faculty members as non-serious in considering their feedback for improvement.

However, the students considered the SET process as important and necessary for improving the faculty members teaching in the future delivery of courses. Therefore, students are in favor of the idea of linking the SET score with faculty members' salaries and promotion. The mean values indicate that overall the students' were satisfied with the SET process at IMSciences, Peshawar The findings also suggest that students considered SET as an important and necessary process which shall be the primary source of feedback on teachers' performance. It might be due to the fear of grades inflation by faculty members as a consequent of the low SET score. Therefore, the students perceived themselves biased in SET. The students are also of the view that teachers who give challenging tasks or teaching difficult subjects gets low evaluation score as compared to lenient teachers and those who do not give challenging tasks.

Table 3
Students' Perceptions about SET Process

Variables	Mean	S.D
Purpose of Evaluation	3.60	0.75
Seriousness of Students in Evaluation Process	2.78	0.82
Importance of Students' Evaluation of Teachers'	4.03	0.67
Relevance of Question in SET Form	3.85	0.69
Grades effect on Students' Evaluation of Teaching	3.18	1.03
Course and Students' workload effect on SET	2.86	1.24
Students' Ability to Evaluate Teachers'	3.68	0.76
Importance of Comments in Evaluation	3.71	0.98
Overall Judgment	3.34	1.04

Faculty Perceptions about SET Process

Results from faculty perceptions highlighted certain important points that need proper attention from management. Similar to the students, faculty members also considered them as non-serious and biased who do not exert serious efforts in SET process. However, faculty members considered easy exams, little homework and lenient marking and vice versa as critical factors in deciding students' evaluation score. Interestingly, conversely to students' perceptions, the faculty members considered themselves as serious in considering students' feedback for improvement, while students as non-serious and biased who do not exert serious efforts in SET process.

Furthermore, faculty members considered SET process as important and necessary for improving their teaching in the future delivery of courses. However, they have little agreement with the abilities of students' to judge their faculty members. Therefore, the faculty members were seemed to disagree with the idea of linking the SET score with faculty members' salaries and promotion. When participants were asked about use of SET, most of faculty members also opposed the use of SET as a primary source of feedback for faculty members' performance evaluation. Overall the faculty members were slightly disagreed and looked unsatisfied from the current SET process at IMSciences, Peshawar. Table 4 presents details about faculty perceptions.

Table 4
Faculty Perceptions about SET Process

Variables	Mean	S.D
Purpose of Evaluation	3.35	0.68
Seriousness of Students in Evaluation Process	2.48	0.70
Seriousness of Faculty in SET	3.49	1.07
Importance of SET	3.53	0.78
Relevance of Question in SET Form	3.46	0.78
Grades effects on SET	3.43	0.73
Course and Students' workload effects on SET	3.41	0.93
Reporting of SET Result	3.74	1.36
Students' Ability to Evaluate Teachers'	3.20	0.75
Importance of Comments in SET	3.42	1.12
Overall Judgment	2.97	0.96

Comparison of Students' and Faculty Perception:

Results obtained from t-test showing comparison between students' and faculty perceptions are shown in Table 5. Results indicated significant differences in the mean values as the p value of significance was less than 0.05 for students and faculty on seriousness of students and teachers in SET; importance of SET; relevance of question in SET questionnaire; Course and Students' workload effect on SET; reporting of students' evaluation of teachers' results; students' ability to evaluate teachers'; and overall judgment of stakeholder about the current set process.

On the other hand, there were no significant differences in the mean scores as p. value were greater than the recommended level of 0.05 for students and faculty at the time needed to complete the evaluation; sufficient time given to students' for teachers' evaluation; frequency of evaluation in each semester; grades effect on set; and the importance of comments in the evaluation. Besides the significant difference in perceptions of the two groups on students' ability to evaluate teachers' they considered the students as capable of evaluating their teachers. The faculty members and students considered the comments as important and necessary in SET questionnaire.

Table 5
Comparison of Students and Faculty using T-test

Questions/Items	Students Mean	Faculty Mean	t-test.	P. Value	Decision
Time Needed to Complete the Evaluation	3.97	4.02	-0.28	0.78	Not Supported
Sufficient Time Given to Students' for Teachers' Evaluation	3.73	3.51	1.12	0.26	Not Supported
Frequency of Evaluation in Each Semester	1.77	1.73	0.50	0.62	Not Supported
Purpose of Evaluation	3.60	3.35	1.88	.062	Not Supported
Seriousness of Students in SET	2.86	2.48	2.30	.022	Supported
Seriousness of Teachers in SET	2.64	3.49	-4.26	.000	Supported
Importance of SET	4.03	3.53	4.09	.00	Supported
Relevance of Question in SET Questionnaire	3.85	3.46	3.18	.002	Supported
Grades effect on SET	3.18	3.43	-1.85	.069	Not Supported
Course and Students' workload effect on SET	2.86	3.41	-3.14	.003	Supported
Reporting of Students' Evaluation of Teachers' Results	3.74	2.64	4.57	.00	Supported
Students' Ability to Evaluate Teachers'	3.68	3.20	3.62	.00	Supported
Importance of Comments in Evaluation	3.71	3.42	1.67	0.10	Not Supported
Overall Judgment of Stakeholder about the Current SET Process	3.34	2.97	2.03	.044	Supported

The findings emerged from the qualitative data analysis using thematic analysis regarding Students' and faculty feedback for improving the SET Process suggested that the students' concerns of anonymity and its negative consequences in the form of low grades by faculty members as a result of participating in SET should be addressed properly and should be assured, because sometimes the feedback is compromised because the students' worries about the lack of anonymity (Iqbal et al., 2015). In terms of sharing SET results, one of the faculty member reply was "you know the reason well, we are human, so being 100% ethical is a rarity". The majority of the students and faculty think that the results should be shared immediately. The findings also suggest that most students are curious about their grades, therefore, they lose interest because of possible retaliation from teachers as a result of bad evaluation. Faculty gives the idea of 360° degree feedback instead of using students' evaluation of teachers' (SET) as the only feedback in their performance evaluation by inculcating peers and top management inputs.

Regarding biased evaluation, faculty members identified, such factors like; maturity level of the students, the difference between the teaching level and student level, the students' personal grudges with faculty and the fear of identity disclosure as few of the many factors that inflate and disrupt evaluation. Students are usually biased. A faculty member was of the opinion "If you give them good grades and mark their attendance besides their absentees, they will always make you good in evaluation". On the question of relevance, the findings suggest that it is easy to mark teachers on a scale of 1 to 5 but students' must also explain reasons for their rating because the teachers also want to know about their weaknesses. It would only be possible if students respond with detailed explaining of reasons why they have rated a teacher high or low. For instance, one of the faculty members mentioned "as the students think that since it is evaluation therefore bad evaluation shall always result in punishment for teacher and since it doesn't happen the way they perceive, therefore, the students ultimately lose faith in the process". The majority of faculty members considered grades and workload as key factors in messing the evaluation data, however, one of the faculty member commented "yes, coordinators and highest office holders and their friends get better evaluation" had pointed to something very critical and astonishing. Similarly, the faculty members with bad evaluation will feel depressed and embarrassed in the eyes of students and it would affect their performance. It has been repeatedly discussed that majority of students and faculty were perceived as non-serious regarding SET. Faculty members thought that students' are inept to judge the ability of teachers' especially when they are intended to punish a teacher for giving them comparatively low marks. One of the faculty member replied "son never judges his father". Therefore, all students shall be encouraged to give their comments. In terms of an overall judgment, the majority of students agreed while faculty members disagreed and neutral with the statement "the performance of teachers' can be judged effectively with the help of the current evaluation system at IMSciences, Peshawar". These findings suggest that the SET process will be effective only when the students are not biased and assess teachers solely on their teaching efforts and professionalism, rather than giving leverage to the students' in terms of attendance, grades, and behaviors. There is always room for improvement, so the process of SET should be improved by incorporating the students and faculty concerns.

Conclusion

The results of this study show that there was noted trust deficit between students and faculty members, while on the other side, both considered the SET as important and necessary for improving the teaching quality. This research has also shown that there is a need for formal orientation sessions, lectures and trainings to communicate SET importance and significance to faculty and students'. Results also indicated that SET is an important component for improving the teaching skills of teachers and learning of students, and should be conducted twice in a semester and linked with faculty salaries and promotion decisions. It is vital to communicate the process of SET and its benefits should also get published in the prospectus. The findings of this study sheds new light on issues related to SET process, including the flexible time and comfortable environment to complete the evaluation. These findings provide several insights for future research such as considering both survey and qualitative methodologies based on case studies approach covering perspectives of all major stakeholders including students, faculty and university administration.

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