STUDENT EVALUATION ON EDUCATOR'S TEACHING: A
RETROSPECTIVE STUDY AT KOLEJ KEMAHIRAN TINGGI MARA SRI
GADING (KKTMSG), BATU PAHAT, JOHOR

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"In the name of Allah, Most Gracious, Most Merciful"

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ABSTRACTS

Student Evaluation on the Educator's Teaching is a well-known method in higher learning institutions for student to evaluate their educator. This method is commonly known as a Student Evaluation of Teaching (SET). However, there have been different conclusion on how personality and ability characteristics were used to describe effective teaching. There is insufficient studies regarding the criteria that influence Student Overall Rating (SOR). Furthermore, results from the previous study is unable to accommodate with Kolej Kemahiran Tinggi MARA Sri Gading (KKTMSG) teaching environment where the data obtained was inefficiently analysed, interpreted, visualized, and acted upon. This study aims to explore the relationship between SET and an educator's performance, along with the motivation that encourage knowledge delivery. The research design is a retrospective study where existing data is used. The population of this study is the student's data collection consisting of the SET data from 36,762 students who studied at KKTMSG from 2015 to 2019. The descriptive statistics analysis includes mean, standard deviation, frequency, and percentage, while inferential statistics analysis includes correlation analysis and Friedman Test. As an outcome, there is correlation for all criteria with Type of Rating, and students give a higher rating for instructors who are excellent in the teaching compared to the personality. This in turn, could motivate the instructor to improve their teaching style.

ABSTRAK

Penilaian pelajar ke atas pengajaran pengajar adalah kaedah yang kebiasaannya digunapakai di institusi pengajian tinggi bagi pelajar untuk menilai pengajar mereka. Kaedah ini dikenali sebagai Penilaian Pelajar ke atas Pengajaran (SET). Walaubagaimanapun, terdapat beberapa pandangan berkenaan bagaimana personality dan juga kaedah pengajaran mewakili tahap keberkesanan pengajaran. Terdapat kurang kajian berkenaan kriteria yang mempengaruhi Markah Keseluruhan Pelajar (SOR). Tambahan lagi, kebanyakan kajian yang terdahulu tidak sesuai digunapakai dengan suasana pembelajaran di Kolej Kemahiran Tinggi MARA Sri Gading (KKTMSG) di mana data yang diperolehi tidak dianalisis, diterjemahkan, digambarkan dan di ambil tindakan dengan sewajarnya. Tujuan kajian ini adalah untuk meneroka hubungkait diantara SET dan juga prestasi pengajar, di samping mengenalpasti motivasi yang mendorong kepada penyampaian ilmu pengetahuan. Rekabentuk kajian yang digunakan adalah kajian rektrospektif yang menggunakan data yang telah tersedia. Populasi kajian adalah data pelajar yang terdiri dari data SET daripada 36,762 pelajar yang menuntut di KKTMSG dari 2015 sehingga 2019. Analisis statistik deskriptif iaitu purata, sisihan piawai, kekerapan dan peratusan telah digunakan, manakala analisis statistik inferal menggunakan analisis kolerasi dan Ujian Fredman. Hasil kajian menunjukkan terdapat kolerasi bagi semua kriteria terhadap Jenis Penilaian, dan pelajar memberi penilaian yang tinggi terhadap Jenia Penilaian Pengajaran berbanding Jenis Penilaian Peribadi. Ini akan memberi motivasi kepada pengajar untuk mempertingkatkan cara pengajaran mereka.

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LIST OF SYMBOLS AND ABBREVIATIONS

ABM	-	Akademi Binaan Malaysia
AHP	-	Analytical Hierarchy Process
ANOVA	-	Analysis of Variance
BEM	-	Board of Engineers Malaysia
BKT	-	Bahagian Kemahiran Teknikal
CIDB	-	Construction Industry and Development Board
DSD	-	Department of Skills Development
DTC	-	Department of Advanced Construction Technology
DTE	-	Department of Green Building
DTF	-	Department of Building Forensic
DTG	-	Department of Geo Structure
DTH	-	Department of Highway and Pavement
DTM	-	Department of Building Maintenance and Services
DTV	-	Department of Building Information Modelling
EO	-	Educational Officer
FSK	-	Faculty of Health Sciences
GS	-	Department of General Studies
HVAC	-	Heating, Ventilation and Air Conditioning
IEM	-	Institute of Engineers Malaysia
IKBN	-	Institut Kemahiran Belia Negara
IKM	-	Institut Kemahiran MARA
KKTM	-	Kolej Kemahiran Tinggi MARA
KKTMSG	-	Kolej Kemahiran Tinggi MARA Sri Gading
KPLB	-	Kementerian Pembangunan Luar Bandar
MARA	-	Majlis Amanah Rakyat
MANOVA	-	Multivariate Analysis of Variance

MBOT	-	Malaysia Board of Technologists
MJII	-	MARA - Japan Industrial Institute
MoHE	-	Ministry of Higher Education
PRT	-	Personality Rating Type
RIDA	-	Rural Industrial Development Authority
SET	-	Student Evaluation of Teaching
SOR	-	Student Overall Rating
SPM	-	Sijil Pelajaran Malaysia
SPSS	-	Statistical Package for the Social Sciences
TLRT	-	Teaching Rating Type
TVET	-	Technical and Vocational Education of Training
UNESCO	-	United Nations Organisation for Education, Science and Culture
UiTM	-	Universiti Teknologi MARA Malaysia
UKM	-	Universiti Kebangsaan Malaysia
UniKL	-	University Kuala Lumpur
UPM	-	Universiti Putra Malaysia
UTM	-	Universiti Teknologi Malaysia
UUM	-	Universiti Utara Malaysia
VTO	-	Vocational Training Officer

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CHAPTER 1

INTRODUCTION

This chapter introduces the background of this study and the primary research aims which are addressed. The focus of the study is to investigate an approach for educator's evaluation from the Student Evaluation of Teaching (SET) and extracting its critical factors. Consequently, the potential factors could significantly influence teaching evaluation by improving it. This study also aims to explores the relationships between Student Evaluation of Teaching (SET) and the educator's performance, along with the motivation that encouraged them to deliver knowledge to students. The chapter starts by outlining the growing need to understand better the related issues on Student Evaluation of Teaching (SET) and relevant factors that are critical for educator's performance in the teaching process either for theory class or during a practical session in the laboratory and workshop. It then goes on to specify the problem statement, the purpose of study, research objective, the scope of research, conceptual framework, the significance of the study and operational definition of the terms applied throughout this study with a summary at the end of the chapter to set out a structure for the subsequent chapters of the study.

1.1   Motivation

Students' assessment or educator performance evaluation in teaching is a widespread phenomenon in higher learning institutions where the initiative employed is used to evaluate educators starting in 1915, as reported by Wachtel (1998). The first study of students' evaluation of educator's effectiveness was written in the 1920s; later the outcome of students' evaluation becomes an important tool to measure the effectiveness of teaching quality and has been used to reflect on qualities associated with good teachings such as educators' knowledge, clarity, classroom management and course organization.

Some discussions on the exact factors of the most effective ways to use feedback in educational settings have been reviewed. However, there is no quick or easy answer to solve this issue; though some researchers on this topic have highlighted five research-based tips for providing students with that kind of feedback that will increase motivation, build on existing knowledge, and finally could help them reflect on content that they have learned by which Hattie and Timperley (2007) gave the first tip as "to be as specific as possible".

Their findings focus on the importance of supplying learners with specific information regarding whether they are doing right or wrong. The example is given if a student obtained feedback such as "Great job!", where this quote doesn't tell the student what he did right, also; if the student obtains a statement such as "Not quite there yet" doesn't give her any insight into what she did wrong and how she can do better the next time around. They suggested educators taking some time to provide students with information on what exactly they did well and what they may still need to improve besides, it could be helpful to tell the student what he is doing differently than before.

The second tip by Opitz, Ferdinand, and Mecklinger (2011) presents "the sooner, the better" statement as the feedback is most effective if it is given immediately, rather than a few days, weeks or months later where participants who were given immediate feedback shows a significant huge increase in performance than those who received delayed feedback. Subsequently, the third tip by Hattie and Timperley (2007) suggested to "address the student's advancement toward a goal", where they agreed that effective feedback is most often oriented around a specific

achievement that students are (or should be) working toward. Besides, giving feedback should be clear to students how the information they have received will help them progress toward their final goal.

Students' satisfaction is identified as an essential aspect of education institutions' strategy in a competitive education sector. Student satisfaction can be related to students' total acceptance, happiness, relief, excitement, and delight (Frimpong Fosu & Poku, 2014). One of the factors that drive students' satisfaction and retention is the excellent teaching and learning process. An increasing of complex teaching and learning processes with the current environment and various issues in the higher learning of institutions is giving attention to the government to reach the excellence of the quality level. In addition, Agricola, Prins, and Sluijsmans (2020) present the fourth tip sound, "present feedback carefully". The way feedback is presented could leave a positive or negative impact on how it will receive students. Or in other words, sometimes even one has the most well-meaning feedback, but it was delivered in the wrong way, which could reduce the student motivation.

An American Social Psychologist, James W. Pennebaker, stated the fifth tip where students must be given access to information on their performance or in other word, "to involve students in the process". This could guide them to obtain information whether they actually have mastered the material besides providing them information about studying, reading and searching for information, or preparing to answer all the questions.

Deci and Cascio (1972) had presented three situations in which feedback could be counterproductive. Firstly, if students feel too strictly monitored, they feel that they are being too closely monitored, they might become nervous or self-conscious where the result could disengage from learning. Secondly, suppose students interpret feedback as an attempt to control them. In that case, they may sometimes interpret feedback as an attempt to control them or tell them how they should be doing something rather than guidance on improving. Finally, if students feel an uncomfortable sense of competition if the feedback has been shared in a group setting, that could cause them to feel like they have to compete with their peers. Some suggestions to explain the purpose of any monitoring and to ensure each student understand how the feedback is meant to help them compete against their own personal bests rather than each other.

The most common term used for teaching evaluation tools for student feedback is a Student Evaluation of Teaching (SET). Mcfadzien (2015) stated that Student Evaluation of Teaching (SET) is an important method to improve teaching that contributes to achieving effective learning development by bridging the gap, creating a responsive learner enhancing teachers teaching. He also concluded that to increase the student learning and classroom practice to serve the different needs of the students, teachers should continuously assess and evaluate their teaching routine. The student needs are different based on their region, race, educational level, and course types. However, at the end, the student's needs will lead to student satisfaction by the end of each semester or at least on the course's engagement.

More research has previously shown the main point of the higher learning institution is to provide students with an effective educator. Frimpong Fosu and Poku (2014) found that by providing a high calibre and effective educators are the top essential factors that influence students' choice of both public and private higher learning institutions together with other factors like courses offered, well stock library and internet, flexible lecture timetable and recognition of qualification by employers.

The survey research method is the sensible approach to obtain the student's response on their satisfaction towards the educator or the course taught. Check and Schutt (2012) revealed that survey research collects information from a sample of individuals through their responses to questions. It allows for a variety of methods to recruit participants, collect data, and utilize multiple instrumentation methods. Generally, there are two categories of feedback being used nowadays in Student Evaluation of Teaching (SET), known as quantitative, representing the numerical output (for example, the Likert scale) and qualitative, which have the subjective comment from the respondent. Both have their own advantages which will be discussed in the next chapter.

Luis and Cañadas (2014), in their study confirmed that both qualitative and quantitative methods have different impacts and should be analysed separately for any potential recommendation because both methods provide different results for the same categories. In the quantitative method, they found that the student has the feeling of being influenced to answer the question which the instrument (indicators, categories, and dimensions) was designed for them by administration such as faculty or school which have unrolled as a current student. Meanwhile, for the qualitative method, students who come from diverse backgrounds and have different factors (such as

cognitive style, thinking style, personality, level of education, teacher-student empathy, and expectations) have the opportunity to express their opinion sincerely without constraint from the questionnaire provided.

Nevertheless, the Student Evaluation of Teaching (SET) could use another quantitative research technique such as questionnaires with numerically rated items, qualitative research strategies such as open-ended questions or could be both of strategies. In addition, Singleton and Straits (2009) presented that surveys could describe and explore human behaviour therefore frequently used in social and psychological research. However, an overall strategy for quantitative feedback adopted the survey method, which gathers specific information with straightforward responses and turns out to be the most popular technique since it can instantly give the responses (Mathiyazhagan & Nandan, 2010). Although, Student Evaluation of Teaching (SET) is typically focused and extracted from the quantitative data and analyses to obtain the percentage for the overall result. This was agreed from a study by Ponto (2015), who found that survey research is a valuable and legitimate approach to research with clear benefits to describe and explore variables and constructs any of interest. It has clear potential for a variety of sources of error, but several strategies exist to reduce the potential for error.

Assessment of Student Evaluation of Teaching (SET) is one of the most crucial evaluation components for the teaching and learning process in various stages of education. However, student and educator dissatisfaction with feedback practices continues to remain a significant problem in higher education. Barnum (2010) and Fitzsimmons et al. (2014) indicated that the best feedback should also come with the qualitative comments by the student due to transparent comments for the course that obtained from the qualitative feedback and one that can often be more reliable and revealing more responses from open-ended questions on questionnaires.

Currently, only a few studies present the students' commented on the Student Evaluation of Teaching (SET). Brockx, Van Roy, and Mortelmans (2012) summarised, based on their study, that a student can act as a commentator and seriously took the task and showed specific and consistent feedback on the course and how to improve it. However, the present number of written comments in Student Evaluation of Teaching (SET) surveys which is 70% of the Student Evaluation of Teaching (SET) surveys received with a comment inside compared to studies by Abu Alhija and Fresko (2009) which received moderate comments between 10-70% only. Even though the

difference is slight, this study also concluded that the findings of the study by Abu Alhija and Fresko (2009) received more positive comments (59%) than negative comments (41%).

Student and educator dissatisfaction with feedback practices remains a significant problem in the higher education level, as highlighted by Henderson, Ryan, and Phillips (2019) study exploring student feedback challenges consisting of 3,807 students and 281 educators from two Australian universities. An inductively derived coding framework and thematic analysis have been used to analyse the open-response data obtained. The result shows that three major themes related to student feedback challenges are feedback practices, contextual constraints, and individual capacity. They also found out that both students and educators' attitudes and capabilities are the challenge to dissatisfaction in feedback practices. Furthermore, the constrained nature of educators' working time and also other challenges to dissatisfaction in feedback practices.

However, specific student feedback issues remain unsolved. A qualitative study to determine what educators and students think the purpose of feedback and what makes student feedback effective by Dawson et al. (2019). His study aims to assist future researchers, educators, and academic developers in focusing more efforts on improving the feedback obtained from various survey research. The result shows that staff mainly discussed feedback design matters such as timing, modalities, and related tasks. Meanwhile, students mostly wrote that high-quality feedback comments make feedback effective. This result shows that both students and educators have a different complicated views of the feedback rather than what they could have in return from the feedback analysis afterwards.

In general, student feedback provides an opportunity for the student to express their opinion towards the educator. However, there are various feedback or responses from educators once the result is revealed. This phenomenon occurred due to specific educational institutions that have considered evaluation result by the student for the staff's promotion and salary increment. Therefore, it produced a poor perception among educators, as Adeyemo (2015) reported, and educators were found to be stressed and demotivated after receiving their evaluation results (Roxå & Mårtensson, 2011). Subsequently, by exploring seven educators responses in student feedback, Lutovac et al. (2017) have made an argument in their research that the educator who attends the pedagogy training, they could deal with the student feedback and

evaluation because they have the ability to broaden their belief as a response to have positive emotions and give them a motivation to develop their teaching and in the end encourage the educators' professional growth.

Teaching and learning are two elements in education that depend on educator capabilities, where an effective educator could describe as a person who could deliver the content and learning outcomes according to the lesson plan. Micheal Theall and Franklin (2001) stated that the incompetence of each educator in the classroom interaction with students could be a reason for the poor observation performance evaluated by students. Long, Ibrahim, and Kowang (2014a) have made a statement that the students are the most appropriate and qualified source to determine to the extent the learning output from an educator that is productive, informative, satisfying or meaningful to them. Even though the ideas on this matter are direct measures of educator teaching effectiveness, it provides valid indications for student academic performance and satisfaction.

There are many researchers who focused on whether students are authentic judges of teaching effectiveness. Theall (2009) highlighted that the students could answer questions about the educators' teaching quality, the value of readings and assignments, and the clarity of the instructor's explanations. This means they are absolutely the right person to express an opinion either the teaching or learning process fulfil their satisfaction through their own experience. This is the best opportunity for them to express their opinion sincerely to improve the teaching and learning process if the management and the educator itself really concern with the data obtained.

Hattie and Timperley (2007) found that student feedback is a powerful tool to enhance the learning process if combined with effective instruction in the classroom. It could be a sustainable learning tool if educators took the challenge to embody this idea and departing from the traditional role as director of feedback, and focus on creating a student disposition that seeks and uses feedback (Molloy & Boud, 2014). In addition, Capko (2003) defines performance evaluation as a process of management and compulsory in the management of organizations because it could encourage growth and development, promotes a perception of self-esteem in your employees' contributions to the practice, and makes sure fairness and accountability if the evaluation or assessment could be implemented efficiently.

Besides, a performance evaluation system could motivate educator to work hard and focus on their primary tasks and practice the knowledge by promoting staff

recognition and improving communication. However, the evaluation process should be conducted fairly, consistently, and objectively to protect each employee. In other issues, educational institutions put incentive systems based on research involvement, which negatively impacts the teaching quality and, consequently, student satisfaction (Berbegal-Mirabent, Mas-Machuca, & Marimon, 2016). In addition, the study on 229 various subjects concluded that high-quality teaching and high levels of research intensity are both equally important. Furthermore, universities would like their lecturers to do exceptionally well in both dimensions, even so, there was less knowledge on how to accomplish the idea to achieve both conclusions realistically.

Even though there is previous research reported with many similar approaches that could benefit and improve using student feedback which is similar to practice by Kolej Kemahiran Tinggi MARA Sri Gading (KKTMSG), however, this institution handles the data output less efficiently that unsuccessful in interpreting and translating in the form of real data visualisation which could help to improve the educator teaching and learning approach even they have used and utilises the effort to run the process in obtaining and gaining original feedback from the student but, it is a waste to ignore the output from this effort without huge improvement shown so far. A research output by Sánchez, Gilar-Corbi, Castejón, Vidal, and León (2020) reported controversial results on the relationship between Student Evaluation of Teaching (SET) represented by prior academic achievement and academic achievement in higher education. They applied four data analyses: a calculation of group-class mean and their relationship with the group-class mean academic achievement, correlation and hierarchical regression techniques, a multilevel path analysis, and a multi-section analysis. Overall, the results revealed that SET was low related to academic achievement. Once the effect of previous academic achievement was controlled and the conclusions made, the use of SET as a measure of educators' effectiveness for making administrative decisions remains controversial.

As a crucial aspect of educational value, teaching performance is considered the most significant source of student satisfaction (Barrie, Ginns, & Prosser, 2007; Danish, Malik, & Usman, 2010). Duque (2013) states in her paper that factors such as teacher competencies, communication skills, attitudes, likability, and appropriate use of humour were positively correlated with student ratings. Furthermore, innovativeness and engagement also could promote student satisfaction (Duque & Weeks, 2010). This means more than one criterion's that predict student feedback

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