

**EXPLORING STUDENTS' EVALUATION OF THE TEACHING
AND LEARNING PROCESS AT A SELECTED NURSING CAMPUS IN
KWAZULU-NATAL: LECTURERS' AND STUDENTS' PERSPECTIVE**

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By

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DECLARATION

I declare that this dissertation titled “**Exploring Students’ Evaluation of the Teaching and Learning Process at a Selected Nursing Campus in Kwa-Zulu Natal: Lecturers and Students’ Perspective**” results entirely from my own work and has not been previously submitted for a degree or examination at this or any other university. Caution was exercised by acknowledging sources of information within text and reference list appropriately.

Signed:

Student: _____ Date: _____

Supervisor _____ Date: _____

DEDICATION

This dissertation is dedicated to my late Father Sefoloko Houghton-Gray Pakkies who passed on when I was about to complete this study, “*Robala ka kgotso Mohlakoana*”.

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ABSTRACT

Background: The World Bank realizes the significance of investment in higher education for economic growth and social development, and greater focus is placed on quality assurance to ensure educational relevance. Most Governments and Institutions of Higher Education have executed policies and practices intended to determine, promote and reward good teaching.

Institutions of Higher Education around the world collect some type of feedback from students, either in a structured and controlled manner or informally, as part of their strategies to improve the quality of their teaching practices. In South Africa, the Higher Education Quality Committee requires Higher Education Institutions to provide proof of the mechanisms in place to monitor and evaluate teaching as part of their accreditation process, and considers students as important role players in quality promotion and quality assurance in higher education.

Purpose: The purpose of this study was to determine the views of lecturers and students regarding the students' evaluation of teaching and learning process, with the aim of improving its' utilisation as one of the quality assurance mechanisms at a selected KwaZulu-Natal nursing campus.

Methodology: A quantitative descriptive approach was employed in this study. Convenience sampling was used to select one campus from seven of the KwaZulu-Natal College of Nursing for the study. All lecturers and students that met the criteria to participate were selected. A total of 173 lecturer and student participants from one campus of the KwaZulu-Natal College of Nursing gave their views on the subject of the students' evaluation of the teaching and learning process in their institution. The lecturer sample was comprised of 28 participants while the student sample had 145 participants, and the overall response rate for the study was 82%. Data was collected using two questionnaires, one for each participant group, and the data was analysed using the SSPS Package Version 19.0. The Pearson chi-square tests were conducted and where inappropriate, Fisher's exact

tests were used to test association between categorical variables. The level of significance was set at 0.05.

Findings: The findings of the study revealed that students and the majority of lecturers were not involved in the development and evaluation of the block evaluation tool. Participants believed that there was neither a clear system, nor guidelines to ensure proper management of data obtained from the evaluation, resulting in students often not receiving feedback from their evaluation of the teaching and learning process. It also emanated from this study that any changes which did occur as a result of the block evaluation were minor. Most of the tests showed no statistically significant differences between the views of the lecturers and those of the students.

Recommendations: Students' evaluation of teaching and learning is not a clear cut process and therefore necessitates reflection on what to evaluate, how to elicit views from target groups, analyse information obtained and what action to take, so as to implement required changes. Recommendations included establishment of: an organisational structure with a neutral person delegated that is fully involved in the evaluation process; a structured process to conduct students' evaluation of teaching and learning with written supporting policies that have clear guidelines for all stakeholders. The purpose of the evaluation should be made explicit to all. The administration, implementation procedures and reporting of results should be transparent and communicated to all concerned. A clear consultative and counselling process where lecturers are supported and assisted in improving their teaching skills and addressing outcomes of the evaluation needs to be in place. Student feedback should be taken seriously and action should be taken as mandated. Students' concerns should be addressed promptly and they must be informed of action taken as a result of their input.

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1.1. Introduction and Background to the Study

The World Bank realized the importance of investment in higher education for economic growth and social development, resulting in a greater focus on quality assurance as a critical factor to ensuring educational relevance (World Bank, 1994a). Most Governments and Institutions of Higher Education have executed policies and practices intended to determine, promote and reward good teaching, according to Arthur (2009), Ramsden (1991), Smith (2008) and Szwelnik (2005). Soliciting feedback from the students by making them evaluate their programmes and modules is one of the efforts of maintaining a quality education and for making the voice of the students more noticeable in their education. The more that students are involved in a course, the better the quality of that course (Rush and Hart, 2005). The student voice has gained a substantial reputation in the assessment and monitoring of educational quality in Institutions of Higher Education. According to Chen and Hoshower (2003), and Lekena and Bayaga (2010), the improvement of the quality of teaching was the most important reason for collecting feedback from students.

Coughlan (2004) asserted that most Institutions of Higher Education around the world collected some type of feedback from students, either in a structured and controlled manner, or informally, as part of their strategies to improve the quality of their teaching practices. The evaluation of learning experiences by the students, as well as the effective use of feedback obtained from these evaluations could benefit all those with a stake in high quality teaching and learning, namely, students, teaching staff and the Institutions of Higher Education at large (Coughlan , 2004).

The students' evaluation of teaching was viewed as an on-going process of exploration, and the analysis of the students' views on their learning experiences was aimed at integrating their views into their management's strategic decision making processes (Van Der Merwe, 2007). The rationale underpinning this practice was the assumption that if the evaluation process was properly planned

and introduced, it would lead to the enhancement of the quality of the teaching and learning practices (Kember, Leung and Kwan, 2002). The instructors supposedly took note of any weaknesses or areas needing improvement, as revealed by the data obtained from the evaluation, and made efforts to improve subsequent teaching practices (Kember et al., 2002). Harvey (2003) referred to feedback as the expressed opinions of students about the service that they received as students.

Students' evaluation of teaching practices dates back to medieval universities in Europe. Remmers and his colleagues were the first to use the Purdue Teacher Rating Form that was published by the Purdue University in 1927, in the initial investigations regarding the student evaluations of teaching effectiveness (Algozzine, B., Beattie, J., Bray, M. & Flowers, C., 2004.; Campbell and Bozeman, 2008; and Centra, 1993). Nair and Shar (2011) reported that in Australia, the evaluation of teaching practices by students is becoming increasingly important, and that the Australian government plans to use the student feedback collected by the Australian Graduate Survey and University Experience Survey to assess the students' experiences and to reward universities that performed well. Maiwada (2001) and Iyamu and Adamu-Oglebaen (2005) recommended that students' evaluation of classroom teaching be made mandatory and be conducted regularly in Nigerian Universities due to the deteriorating quality of their graduates, and AbdulRaheem, AbdulRahman, Ayorinde & Olubode (2010) reported that such evaluations had only recently been introduced in many Nigerian Universities. Iyamu and Aduwa (2005) considered students as the direct beneficiaries of instruction, and claimed that they could offer useful inputs in identifying flaws during instruction and ways of remediation, given the fact that they spent a great deal of time with their teachers. Similar to other countries in the world, Institutions of Higher Education in South Africa are under pressure as a result of the growing demand for equity, accessibility, relevance, accountability, efficiency and contributions to socioeconomic development (Pretorius, 2003). In the preamble to the Higher Education Act (Act no.101 of 1997) of South Africa, The Council of Higher Education

(CHE) indicated the desirability to engage in promoting excellence and realising the potential of every student. The Higher Education Quality Committee (HEQC), a subcommittee of the CHE, has as its main function the monitoring of accountability requirements and the promotion of quality in higher education institutions (CHE, 2004c). The Improving Teaching and Learning (ITL) Project founded by the HEQC oversees quality assurance systems, as mandated by the legislation (CHE, 2004c). The ITL Resource 2 from this project on Programme and Course Review iterates that students, as key participants in the teaching and learning process, should be given the opportunity to participate in the quality review by means of student evaluation surveys. Students' opinion on teaching, courses and programmes is therefore viewed as one of the most direct measures of evaluating teaching and learning quality and should be obtained regularly.

Richardson (2005) indicated that obtaining feedback on individual teachers and course units was a widespread, relatively swift, simple and convenient process for both students and teachers in North America. Feedback from students could be obtained from different levels and these included; individual teacher, module, semester, programme, subject and department or faculty, and the level accessed was based on the purpose of the evaluation (Brennan and Williams 2004).

Keane and MacLabhrainn (2005) and Coughlan (2004) identified clear aims and objectives of the evaluation process as an essential element in ensuring that an appropriate strategy and tool was designed. A failure to set clear aims and objectives resulted in tension and conflict. Students' evaluation of teaching and course evaluation has been used for: (a) providing diagnostic feedback to teachers about the effectiveness of specific aspects of their teaching or that of a course to help improvement in performance (formative) ; (b) providing a measure of teaching effectiveness to be used in administrative decision making; (c) providing information for students to use in the selection of course units and teachers (summative); and as a means for providing outcomes or process descriptions for research on teaching. This was advocated by Brennan and Williams (2004), Centra (1993), Harvey (2005) and Smith (2008). Huxham, Laybourn, Cairncross, Gray, Brown,

Goldfinch and Earl (2008) and Lekena and Bayaga (2010) consider the students' evaluation of teaching as an essential requirement for reflective teaching, and for providing a channel for participation between students and teachers in the learning process, thereby raising instruction to a whole new level (Lekena and Bayaga, 2010, and the Task Force on Higher Education and Society, 2000).

Benefits associated with the use of students' evaluation of teaching have been noted by several studies. The Lekena and Bayaga (2010) study revealed that feedback received from students was useful for lecturers' professional development, in that it helped to make teaching a self-reflective process and enabled corrective action so that its results were further reflected in the content of lectures, and brought changes in lecturer approach to teaching practices. More importantly, positive feedback from students actively maintained and also promoted good teaching practice while negative feedback instigated changes in the practice (Nicholson, Cook, Cason, & Carter, 2005). The study by Van Wyk and McLean (2007) showed that students' comments provided specific direction for improvement on their shortcomings as facilitators. However, a delay in receiving students' evaluation results led to deferment of attempts to rectify or improve practice (Van Wyk and McLean, 2007). Recommendations were that feedback should to be provided timeously to allow for timeous reflection and activity modification by facilitators.

Coughlan (2004) pointed out that the evaluative instrument used is often a questionnaire and is also referred to as students' rating of teaching, teacher rating, students' evaluation of teaching or students' evaluation of faculty questionnaire. This author however pointed out that more often than not, badly designed questionnaires were distributed to students as a lip service to eliciting student feedback, rather than giving students real opportunities to express their views and that this limitation could, in fact, become a barrier to collecting information. One example is what Race (2001) described as the 'ticky-box' syndrome where respondents become conditioned to make responses on surface level thinking, rather than through reflection and critical thinking. However,

Coughlan (2004) acknowledged the advantages of questionnaires as quick, cost effective, feedback was acquiescent to statistical analysis, afforded anonymity, permitted respondents time to consider their responses without interference from the interviewer, and could address a number of issues and questions of concern in a relatively efficient way with the possibility of a high response rate. Harvey (2001) stated that qualitative discussion between staff and students about instructional practices and modules provided an in-depth understanding of both positive and negative aspects, while Fife (2007) asserted that focus groups encouraged students to reflect on the instructional process much more seriously. However, data analysis was often found to be problematic in cases of large samples.

Issues on the development and validity of the evaluation instruments, bias, concerns regarding statistical reliability and the students' ability to accurately measure the teaching effectiveness of lecturers have been raised broadly (Abrami, 2001; Emery, Kramer & Tian, 2003). In addition to this, the usefulness of feedback provided by students' evaluations in effectively promoting or enhancing teaching quality has been questioned (Campbell, 2007), citing the failure of research in demonstrating a relationship between the use of student ratings and an improvement in the student learning process (Marsh, 1987). A common concern was the possibility that factors other than teaching effectiveness influenced the evaluation scores. Although there was no consensus on most of these issues, the majority of researchers considered students' evaluation of their instructors and courses to be highly reliable and at least moderately valid, revealed that students took the process of evaluating their instructors and courses seriously, that students surveys were a valuable method of evaluating instructors, that students provided a fair evaluation of their instructors and that students knew the qualities of effective instructors, according to Abrami (2001), Beran, Violato & Kline (2007), Campbell (2007), Marsh (1987) and Schmelkin, Spencer & Gellman (1997).

Leckey and Neil (2001) and Watson (2003) assert that the feedback loop is closed when feedback provided by the students is acted upon. If students do not see any action being taken from the

feedback they provide from their experiences, they become sceptical and unwilling to participate in future surveys. Tucker, Jones and Straker (2008) also assert that lack of closure of the feedback loop could cause students not to take existing feedback processes seriously. Harvey (2003) questioned the clarity on how views collected from students were incorporated into institutional improvement policies and processes, and further suggested transformation and assimilation of information collected into a constant and standard cycle of analysis, reporting action and feedback, to ensure that the process was effectual.

Nair and Shar (2011) reported a lack of consistency towards timely improvements resulting from survey data, adding that while universities have actively conducted feedback, the extent to which improvements have been implemented and communicated to students is questionable. Hence these authors recommended further investigations into issues regarding the management of students' evaluations. Heine and Maddox (2010) explored students' perception of the faculty course evaluation process, with a focus on gender and class difference, faculty members were not explored. Heine and Maddox (2010) recommended further research, indicating that there is relatively scant attention regarding faculty and students' perception of the evaluation process. A study by Brown (2008) examined how students perceived official student's evaluation of teaching and unofficial mid-semester evaluations; the focus was on whether completing the mid-semester evaluations affected students' perceptions of the course and the instructor. The faculty was not part of the study, and Brown (2008) recommended further research on faculty views. Reviewed literature shows that there is a considerable need for further research with regard to lecturers' and students' opinion of the whole students' evaluation of teaching and learning process.

1.2. Study Context

The KwaZulu-Natal Department of Health has twenty five Nursing Education Institutions comprising of eleven campuses and fourteen sub-campuses, and these form the KwaZulu-Natal

College of Nursing (KZNCN). This College achieved full accreditation in October 2004 and was duly recognized by The South African Nursing Council (SANC) on that day. The KZNCN is affiliated to two Universities, namely the University of KwaZulu-Natal and the University of Zululand. This College offers one unified curriculum in its eleven Campuses for the four year Diploma in Nursing (General, Psychiatric, Community) and Midwifery. Of the eleven campuses, four are in the northern region and seven are in the southern region of the KwaZulu-Natal Province.

The study was conducted in one of the seven southern region campuses of the KZNCN in the eThekweni District. This Campus offers a four year Diploma in Nursing (General, Psychiatric, Community) and Midwifery, a two-year Bridging Course leading to Registration as a General nurse and One-year Diploma leading to Registration as a Midwife. Students' evaluation of teaching, known as block evaluation, was introduced fifteen years ago to provide lecturers with feedback to assist in providing quality teaching and learning. At the end of the block students are requested to complete a detailed, standard questionnaire eliciting views about satisfaction with the activities of that block, with the aim of improving teaching and learning. The questionnaire is administered by a class teacher and takes approximately forty five minutes to complete. The questionnaire was developed by the lecturers in consultation with the then affiliating university, and was last reviewed six years ago. Although the curriculum for the four year Diploma in Nursing (General, Psychiatric, Community) and Midwifery is standardized across the board, the method in which the students' evaluation of teaching is assessed is not standardized, and each campus therefore approaches the process differently.

1.3. Problem Statement

Institutions of Higher Education invest time, personnel, and money into the process of the students' evaluation of teaching and learning, through the use of various forms of feedback (Campbell, 2007). This data provides one measure of evaluating the quality and effectiveness of instruction,

module, and course or programme responsiveness. The complexity of the student feedback system, and the necessity to sustain the validity and reliability of the data collected, requires the establishment of a fundamental mechanism to conduct, coordinate and monitor the survey, as well as provide an unbiased reporting system (Palermo, 2004). The theoretical background to the present study, although highlighting a number of benefits associated with student evaluations and feedback, also highlights a number of gaps and challenges. The background to the study also revealed that the majority of the existing studies were conducted mainly in general education, and there were very few, if any, conducted in the field of nursing education. A gap was also noted in the studies evaluating the whole feedback process, also referred to as feedback loop, by both the students and the lecturers. The existing studies focus on one aspect of the feedback process and use one group, either the students or the lecturers. More importantly, the campus of choice in this study has been in existence for more than 20 years and this area has never been investigated empirically. It is on this premise that this study is based, to make a scientific inquiry into the students' evaluation of the teaching and learning process from the lecturers' and students' perspective at a selected KZNCN Campus.

1.4. Purpose Statement

The purpose of this study was to determine the views of lecturers and students about the students' evaluation of teaching and learning process, with the aim of improving its' utilization as one of the quality assurance mechanisms at a selected KZNCN Campus.

1.5. Research Objectives

To determine the views of lecturers and students about the students' evaluation of teaching and learning the research objectives were:

1.5.1. To describe the process of students' evaluation of teaching and learning.

1.5.2. To explore the management of feedback obtained from the students' evaluation of teaching and learning.

1.5.3. To explore how the students' evaluation of the teaching and learning process can be improved.

1.6. Research Questions

1.6.1. How is the students' evaluation of teaching and learning conducted?

1.6.2. How is the data obtained from students analyzed and interpreted?

1.6.3. How is the feedback obtained from the evaluation utilized?

1.6.4. How is the feedback from the evaluation communicated to students?

1.6.5. What mechanism is in place to ensure that action is taken and monitored as a result of feedback from students?

1.6.6. How can the students' evaluation of the teaching and learning process be improved?

1.7. Significance of the Study

Although students' evaluation of teaching has been researched worldwide in institutions of higher education, especially universities, there is limited published research on studies of this nature being conducted in the field of Nursing Education, particularly at the Nursing Colleges level. In South Africa, The Improving Teaching and Learning (ITL) Resources document compiled by the Higher Education Quality Committee (HEQC) focuses the attention of higher education institutions on the importance of quality-related capacity development initiatives and internal audit systems, of which student evaluation of teaching and learning is one. The significance of the study was secured in the conviction that the student evaluation process contributes to the enhancement of teaching and

learning practices, which could result in an improvement in the quality of nursing graduates from these programs and the nursing education fraternity at large. The findings from this study and recommendations thereof will perhaps result in the improvement on the process of student evaluation, the continued personal development of lecturers at the College of the study, and also serve as a baseline for future research studies for other Nursing Colleges and relevant Institutions of Higher Education.

1.8. Conceptual Framework

The conceptual framework that guides this study was adopted from Harvey's model of a full feedback–action cycle, called The Satisfaction Cycle, Harvey (2003). This feedback–action cycle is a result of work by Harvey and colleagues entitled 'The Student Satisfaction Approach' (Harvey, 1995, 1997) and was developed at the University of Central England. This cycle has been adopted by a number of institutions both in Britain and abroad (Watson, 2003; William, 2002). This section will present the eight stages of this cycle, as conceptualized by Harvey (2003), and then incorporate the work of other researchers to support its significance in guiding this study.



Figure 1.1. Conceptual Framework: The Satisfaction Cycle, Harvey (2003)

Harvey (2003) contends that in practice it is sometimes not evident whether there is a means to close the loop between data collection and operative action, let alone provide feedback to students on action taken. On this premise, this author affirms a need for institutions to place a structure designed for identifying and delegating responsibility for action, encouraging ownership of plans of action, accountability for action taken or not taken, feedback to generators of the data and committing appropriate resources. Harvey (2003) perceives this as a complex task which sometimes does not succeed, resulting in rare effective changes irrespective of good intentions by those who instigate the investigation.

Stakeholder determined questions: According to Harvey, students as ‘customers’ in the education process are believed to be the main stakeholders in the process. Therefore they should be consulted in determining the questions for the evaluation. *Student determined questions* ensure that the evaluation process focuses on the total learning experience, as defined by students, to ensure

relevance to matters of their concern. Determination of these questions for the evaluation can be sought from students via focus groups (Harvey, 2003; Watson, 2003), telephone interviews and comments from the previous years' questionnaires (Harvey, 2003). In this way the questionnaire reflects students' concerns and is pertinent to the respondent. Teaching staff also have a stake in the process as they are the people whom the evaluation is about, and they should therefore be included in the development of the evaluation forms. To ensure improvement in the quality of the education which academic staff provide, their input is integral. Additionally, issues of validity and reliability of the instruments used in the process require the expertise of the academic staff involved in the teaching and learning process.

Questionnaire distribution: Timing of distribution of the questionnaire is also an important aspect of the process. Questionnaire distribution and evaluation done in the middle of a course or module makes it possible to make changes if there is a need for them, and therefore influences the rest of that course or module. However, when distributed at the end of the course or module, it evaluates the experience of the entire particular activity at completion (Richardson, 2005). Narasimhan (2001) points out that this does not benefit the respondents themselves but rather subsequent groups. It is crucial that the aim of the evaluation is clear to ensure that the timing is appropriate.

Analysis of results: Best practice prescribes that *data collection and analysis* is done by a person other than the lecturer or facilitator who is the subject for evaluation (Coughlan, 2004). This is to prevent influencing the data provider, if the lecturer or facilitator is present during the survey, and bias in analyzing the data. Coughlan (2004) adds that involving others in the interpretation is beneficial in the sense that they bring expertise from previous experience. In fact, Harvey (2001) suggests that using someone other than the teacher helps demonstrate a commitment to independence and promotes confidence in the process. However, he warns of an alternative view

that using an independent person makes the process appear to be a bureaucratic exercise and can easily disengage teaching staff. Hounsell (1999), on the other hand, indicates that “...no one is better placed than the teacher most directly concerned to make sense of feedback and to weigh its significance against a knowledge of the subject matter in question, the teaching aims and objectives, interests, aspirations and capabilities of the students who provided the feedback” (Hounsell, 1999: 170). Prompt and proper analysis is important in order to ensure correct interpretation of student responses.

Report noting areas for action: Harvey (2003) considers it significant for each institution to put systems in place that will compile the outcomes of the investigation in a simple, accessible manner which clearly indicates areas of concern and is accompanied by a commentary identifying main issues that are important for students. This then allows all concerned parties to make sense of *the report* and facilitates *utility* of the data. This statistical data collected is then transformed into management information designed to identify clear areas of action.

Consultation process and action plan: An extensive period of consultation, based on the report, is a substantial part to ensure continuity and effective incorporation of student views into institutional quality improvement policies (Harvey, 2003). Harvey asserts how crucial it is that during this consultation process, the review of actions from previous investigations and priority action based on current student views are linked to available resources. According to Harvey (2003), although feedback from students is devotedly collected by many institutions, it is less evident whether its’ use is maximized. Harvey expresses a lack of clarity on how student views are incorporated into institutional quality improvement policies and processes.

Implementation and monitoring: Action resulting in an improvement in the student learning experience is the expectation from the providers of the data. Without evident action, students grow cynical about the process and are less willing to take part in the quality enhancement process (Powney and Hall, 1998). Harvey (2003) notes that the intention is that there is a process that identifies responsibility for action and subsequent follow up, to ensure that action takes place as discussed during the consultative process.

Feedback to stakeholders: Harvey (2003) specifies that at the center of the process is the action and feedback cycle. The outcomes of action are intended to be reported back to the originators of the data, namely the students. Watson (2003) identifies that giving feedback from research respondents or other stakeholders provides several functions: encouraging participation in further research, increasing confidence in results of the research if tangible action is evidenced and finally, it is ethical to debrief respondents. As far as students are concerned, it is vital that the results of the feedback process are conveyed to them in order to give them assurance that their contribution matters and their views are taken seriously. This also improves the response rate and therefore the validity of the results. Any changes that will transpire from the process should be pointed out, and clarification of proposals or concerns that will not result in the execution of new practices acknowledged. Each institution develops its own system to manage the evaluation system and therefore guarantees closing the *feedback loop*. The cycle is a continuous cycle; the next cycle begins with references to input from the results of previous evaluations.

The student satisfaction approach model assumes that students have a right to quality education and should act responsibly to ensure their optimum participation in their education (Naidoo, 2004). Naidoo (2004), however, suggests that the student satisfaction approach may perhaps undermine the collegial governance of institutions. In line with this view, Ramsden (1991) regards the student

satisfaction approach as a management approach that is characterised by a shift from academics as ‘professionals’ to academics as ‘proletarians’. According to Douglas and Douglas (2006), managerialist approach links university standards to the needs of consumers, namely: students; funding agencies and governments. This author further indicates that it may accelerate litigation, promote greater uniformity and compliance with safe, tried and tested approaches within institutions thus, reducing innovation on the part of lecturers. Moreover, it treats higher education as a commodity and students as consumers and advances the individual rights rather than the collective rights of social groups or the public good.

According to Harvey (2003); Williams (2002), in some developed countries, although student feedback is becoming more important in assessing quality, there is little standardisation in how it is collected or, perhaps more significantly, what is done with it. Although the student feedback approach model takes student views seriously, students are still seen as consumers or clients that have to be satisfied with “educational services’ provided, and are not active participants and co-constructors that are empowered to shape the quality of the education process at institutions Douglas and Douglas (2006).

This study will use all of the concepts of the conceptual framework to explore if these essential and consecutive steps are being followed during the students’ evaluation of the teaching and learning process at the selected campus.

1.9. Operational Definitions

Student

This term refers to a person undergoing education and training at an approved school. In this study, students are those that are currently studying the four-year Diploma in Nursing (General, Psychiatric, Community) and Midwifery, the two-year Bridging course leading to Registration as a General nurse and the one-year Diploma leading to Registration as a Midwife.

Lecturer / Nurse Educator

These terms will be used interchangeably and refer to those practitioners who have undergone formal training as Nurse Educators, according to R118 of 1/87 of the South African Nursing Council (SANC), certified as such by the SANC and are involved in the education of student nurses at the selected campus.

Students' evaluation of teaching and learning

In this study, this refers to an approach where students' views are obtained regarding the quality of teaching and their learning experiences. This is an ongoing process which includes the exploration and analysis of student views with the aim of quality improvement.

Block evaluation

This is a students' evaluation of the teaching and learning process that occurs in the context of the present study. The campus where the study was conducted adopts a block system for theoretical placements. The duration of the block can be one calendar month or up to six weeks of continuous attendance, constituting five days a week for eight hours per day. The terms students' evaluation of teaching and block evaluation will be used concurrently in this study.

Block evaluation tool (questionnaire)

A block evaluation tool (questionnaire) is an instrument that is used to conduct the students' evaluation of teaching and learning.

Student feedback

Refers to data which has been obtained from the students' evaluation of teaching and learning process.

Feedback process

Refers to the process by which students and lecturers are informed of the results of the evaluation.

1.10. Dissertation Outline

Chapter One: This chapter presented the overview of the study. The background was presented followed by the study context, problem statement, purpose, research objectives, research questions, the significance, conceptual framework and operational definition of concepts. The dissertation outline is also illustrated.

Chapter Two: This chapter presents reviewed literature relevant to the students' evaluation of teaching and learning. A brief historical overview of students' evaluation of teaching and learning, purpose of students' evaluation of teaching and learning, methods of collecting feedback, how the process is conducted, and utilization of the results obtained from the process will be presented. Relevant stakeholder views will also be addressed and lastly, limitations and gaps in literature will be highlighted.

Chapter Three: Presents the research methodology. A positivist paradigm and quantitative research design was employed in this study, and an outline of how data was collected and analysed is presented.

Chapter Four: Presents the analysis of research findings which was done through the use of the SPSS package, Version 19.0.

Chapter Five: Presents the interpretation and discussion of research finding. Recommendations based on the results of the study are described.

2. LITERATURE REVIEW

2.1. Introduction

The purpose of a literature review in this chapter was primarily to obtain in-depth knowledge about student evaluation of teaching and learning, and acquaint the researcher with studies already conducted by other researchers in the area (Burns and Grove, 2009). It would also contribute to establishing a basis for comparison when interpreting the findings from the current study. This chapter will present an accumulated body of knowledge related to the students' evaluation of the teaching and learning process, and the following areas will be addressed: clarification of the concept of students' evaluation of teaching and learning, a brief historical background of students' evaluation of teaching and learning, its' purpose, methods of collecting feedback from students, how the process was conducted, and utilization of results obtained from the process. Lecturers' and students' views will then be addressed and lastly, limitations will be outlined.

The University of KwaZulu-Natal Library Service was used in the process of identifying databases. A computer-based literature search was conducted on EBSCOhost databases. The databases used for the literature search included: Cumulative Index to Nursing and Allied Health Literature (CINAHL), Medline, Educational Resource Information Centre (ERIC), Africa-wide and Health Source: Nursing /Academic Edition and JSTOR. Other articles were also accessed through Science Direct.

The search for articles used a combination of the following key terms and phrases: students' evaluation of teaching and learning , teaching effectiveness, teaching quality, nursing education , feedback about teaching and learning, course evaluation, lectures perceptions, academic staff views, student's views. A limited number of articles were obtained on students' evaluation of teaching in

Nursing Education and none were found in Nursing Education from the South African context. This could suggest that little research has been conducted in this area.

2.2. Students' Evaluation of Teaching and Learning

Students are considered core participants in higher education and have an unquestionable stake in the learning process (Richardson, 2005). There is enormous research literature on students' evaluation of teaching by far, according to Nasser and Fresko (2002), this could be attributed to the fact that academics often rely on the process to provide them with fair and accurate assessments of their teaching. As mentioned earlier in the study, Van Der Merwe (2007) views students' evaluation of teaching and learning as an on-going process of exploration and analysis of students' views on their learning experience, with the aim of integrating them into management's strategic decision making processes. Saroyan and Amundsen (2001) consider evaluation as a vehicle for the improvement on the quality of teaching. This process is often also referred to as: students' evaluation of instruction, student ratings of teaching quality or evaluation of teaching effectiveness (these terms will be used interchangeably throughout this dissertation). The name also varies depending on the level at which the evaluation is conducted, for example, individual teacher, module, semester or course. Wright (2006) recommends that appropriate vocabulary that accurately matches the instruments be used in the process when discussing evaluations. For example if evaluations require students to rate instruction, as opposed to course, content, the name selected for the instrument should reflect this focus and should recognize that the title by which the instrument is referred to can influence how it is used.

Harvey (2003) defines 'feedback' as expressed opinions of students about the service they receive as students. He further refers to 'an evaluation' as a process by which various information gathered is thoroughly examined and valued so as to provide overall judgment about effectiveness. Despite widespread criticism and debate surrounding student evaluation of teaching; the relentless emphasis

on quality, accountability and the value of reflective practice in Higher Education Institution teaching, there is an upsurge in literature endorsing recognition of student evaluation of teaching as an important source of data in evaluating the quality of teaching . Consequently, Ramsden (2003: 84) points out: “*Good teaching and good learning are linked through the students’ experiences of what we do. It follows that we cannot teach better unless we are able to see what we are doing from their point of view*”.

There are other approaches that are in use for assessing the quality of teaching. Berk (2005) conducted a critical review of surveying 12 strategies to measure teaching effectiveness, namely; student ratings , peer rating , self-evaluation , videos, student interviews, alumni ratings , employer ratings, administrator ratings, teaching scholarship, teaching awards , learning outcome measures and portfolio. Berk (2005) proposed that multiple sources of evidence be sought in order to provide an accurate and reliable platform for either formative or summative decisions. Due to the complex nature of evaluating the act of teaching, Berk (2005) recommended triangulation of sources, noting that multiple sources build on the strengths of all sources, while compensating for the weakness that could arise from any single source.

Huxham et al. (2008) and Brennan and Williams (2004) indicate that amongst the three major approaches to students’ evaluation of teaching effectiveness namely: students’ evaluation of teaching and learning; peer evaluation and self-assessment, the students’ evaluation of teaching and learning is the most extensively utilized approach.

The questionnaire has been identified as the most structured, systematic, and cost-effective way of obtaining feedback on students’ responses to instructors and courses (Agbetsiafa, 2010). There is consensus amongst researchers that student ratings are the most valid source of evaluating teaching effectiveness, and little evidence supports the validity of any other source (McKeachie, 1997; Penny, 2003; and Zhao and Gallant, 2012). According to these authors, student evaluation of

instruction is certainly more valid than many personnel committees. In support of this view, Centra (1993) stated that other methods of evaluation, such as evaluation by colleagues or trained observers, had not been found to be reliable and were therefore not valid.

Although there is unending debate, a general belief stemming from previous research suggests that students are capable of providing essential data with regard to the quality of teaching strategies used by teachers that could influence learning (Balam & Shannon, 2010). Consequently their feedback could supplement teachers' self-appraisal of their own teaching (Stalmeijer et al., 2010). Hassnein, Abdrbo and Al Ateeq (2012) consider students as the best indicators, who play a vital role in assessing various teacher behaviours related to effective teaching and student learning, are a good source with regard to assessing the teacher's instructional skills, the academic quality of the course, and teacher's availability for consultation as well. However, Balam and Shannon (2010) reckon that teachers' competency with regard to the content of what is taught can be accurately determined by their own peers.

Conversely, literature concerning student evaluation of teaching routinely points out cynicism about the validity of results obtained from these evaluations as indicators of teaching effectiveness (Aleamoni, 1999, and Kulik, 2001). The most common criticism of student evaluations is that they can possibly be biased by a number of factors unrelated to teaching, such as age, gender, rank and popularity of the teacher, class size, workload and grading leniency (Centra, 2003; Moore and Kuol, 2005). However, this discourse stirred numerous efforts to empirically examine the validity of students' evaluation of teaching as a measure of teaching effectiveness, according to Al-Issa & Sulieman (2007), and the matter remains unresolved to date. Additionally, the lack of clarity on what constitutes effective teaching, since no single criterion of this construct has been identified, has fuelled this continuing controversy (Olivares, 2003). Most researchers view teaching as a multifaceted activity that combines several aspects of effectiveness, therefore requiring an instrument that has undergone rigorous testing to capture its multidimensionality (Campbell, 2005).

According to Theall & Franklin (2001:49), “*The most acceptable criterion for good teaching is student learning. There are consistently high correlations between students’ ratings of the amount learned in the course and their overall ratings of the teacher and the course*”.

2.3. Historical Background of Student Evaluation of Teaching

Algozzinne et al. (2004: 134), drawing from the work of Centra (1993), presented the students’ evaluation of instruction in four phases: “(a) 1927-1960 which was dominated by the work of Remmers and his colleagues at Purdue University, who developed the Purdue Rating Scale for Instructors. Some of their studies investigated the relationship of the students’ grades to their ratings of their teachers reliability and the construct validity of student ratings ; (b) During the 1960’s, use of student evaluations was totally voluntary; (c) The 1970’s was the period of validating student ratings for both formative and summative purposes; and (d) from the 1980s to the present era, research focus being on clarifying and amplifying previous findings, including meta analyses that synthesized the results of other studies”.

According to Moore and Kuol (2005), in the USA, UK, Australia and many European countries, students’ evaluation of teaching appeared to be an established part of the university feedback system. Harvey (2003) noted that in the 1980’s, feedback from students about their experience in higher education was quite infrequent. Harvey believed that its’ prevalence was brought about by concerns regarding quality and expanding enrolments in higher education. He added that initiatives undertaken by the Higher Education Quality Council (HEQC) and its successor organization, the Quality Assurance Agency (QAA), played a role in the significant growth of processes designed to elicit students’ views about services they received as students in the United Kingdom. These bodies designated to support institutional quality assurance provided a framework covering guidelines to institutions on the collection of feedback from students as a mechanism for monitoring and reviewing the quality of the teaching and learning process (Arthur, 2009).

The Review Committee on Higher Education Financing and Policy in Australia emphasized the importance of high quality learning experiences, maintaining that this should be at the core of university ventures. The New Zealand Tertiary Advisory Commission recommended that the needs of learners be recognized as central to the design of the tertiary education system (Hay and Van Der Merwe, 2007). According to Dunrong and Fan (2009), the initial experimentation with student evaluation of teaching activities in China's Higher Education Institutions surfaced in the early 1980's. These researchers reported that with the universal application of teaching standards evaluations in Higher Education Institutions and an increased focus on quality control measures for teaching and administration, student evaluations became systematized and standardized in China. In South Africa, the Higher Education Quality Committee requires Higher Education Institutions to provide proof of mechanisms in place to monitor and evaluate teaching, as part of their accreditation process, and considers students as important role players in quality promotion and quality assurance in higher education (Van Der Merwe, 2007).

2.4. Purpose of Students' Evaluation of Teaching and Learning

Brennan and Williams (2004) emphasized the significance of clarity regarding the purpose and intended uses of data obtained by those involved in the collection and the use of student feedback data. This supposedly ensured that an appropriate strategy and tool was designed to fit the purpose and context (Keane and MacLabhrainn, 2005). Systematic reviews of literature by numerous authors identified a number of interrelated purposes of the evaluation of teaching. Researchers Abrami, Theall and Mets (2001); Harvey (2003); and Richardson (2005) perceived the purpose of student evaluation of teaching as: serving as tools for providing diagnostic feedback to teachers about the effectiveness of their teaching for instructional improvement; used as a measure of teaching effectiveness to be used as evidence for promotion and tenure decisions; a means for student course selection, considered as one criterion of programme effectiveness; and as the continuing focus of active research and intensive debate. Hounsell (2003) stated the purpose of

evaluations as: ascertaining how well a course or programme of study was doing, therefore evaluating the extent to which it met its' stated aims and objectives or outcomes; identifying both its chief strengths and its main weaknesses so that the strengths could be acknowledged appropriately and capitalised upon, while weaknesses could be resolved whenever possible.

Similar to other researchers in higher education contexts, Iyamu & Aduwa-Oglebaen (2005) outlined two broad purposes for students' evaluation of teaching, namely formative and summative. Formative evaluation refers to a process where results are used to inform the teacher, with the aim of assisting the individual to be more effective as an instructor (Iyamu & Aduwa-Oglebaen, 2005) and improving course content and structure (Campbell, 2007). Previous literature attests formative evaluation as the original purpose for the evaluation of the teaching process, which is seemingly largely accepted by academics. Summative evaluation refers to a process where results from an evaluation are used for administrative or personnel decisions, for example decisions like promotion, salary increase, demotion, dismissal, awards and/or meeting accountability demands by the government or the public (Iyamu & Aduwa-Oglebaen, 2005). This purpose is generally the most controversial and is often refuted by lecturers. They argue that students are neither competent nor qualified to make reliable and accurate judgments that affect a lecturer's academic future (Spencer and Schmelkin, 2002).

In order to address the controversy in question, Iyamu & Aduwa-Oglebaen (2005) conducted a study to explore how Nigerian university lecturers perceived the importance of the students' evaluation of their teaching effectiveness when the purposes for the evaluation were formative or summative. These authors hypothesized that the perceptions of lecturers would not differ significantly whether the purposes for the evaluation were formative or summative. The findings of their study, however, indicated a significant difference in the lecturers' perception of the importance of the student evaluation when it was meant for formative and when meant for summative purposes, and therefore rejected the null hypothesis. The conclusion reached in that

study was that Nigerian university lecturers were more accepting of student evaluations for formative than for summative purposes. An almost similar study was conducted by Idaka and Joshua (2009), exploring attitudes of academic staff in Nigerian tertiary educational institutions to students' evaluation of instruction. The results from Iyamu and Aduwa-Oglebaen's (2005) study were confirmed with university academic staff showing a significantly positive attitude to student evaluation of instruction. Their attitude was more positive when evaluations were for formative purposes than when for summative purposes. These studies confirmed the reservations lecturers had on evaluations from students being used for summative purposes.

Obtaining feedback from students also provides a vital opportunity for reflective teaching, enables teachers to explore the complex factors that involve teaching and their implications, and allows lecturers to assess their strengths and weaknesses (Huxham et. al., 2008 and Lekena and Bayaga, 2010). This, in essence, permitted teachers to fulfill their intention of improving their practice in order to advance as professionals (Lekena and Bayaga, 2010).

The extensive study conducted by Van Der Merwe (2007) on the students' evaluation of the teaching process identified the role of student evaluation in the South African higher education context as: (a) determining the quality of teaching performance and improving the quality of teaching by lecturers at the level of the module; (b) determining whether learning outcomes were reached, the coherence and viability of the programme, review or revision of the programme, if necessary, and improvement of the student learning experience in general, all done at module or programme level by a programme or curriculum committee; and (c) for use at Departmental/School or Faculty level to comply with external audit requirements and to comply with institutional policies and procedures at the programme level.

Schiekirka et al. (2012) conducted a qualitative study through focus groups involving undergraduate medical students. The researchers' concerns were that, although there was extensive

utilization of a variety of evaluation tools little was known about student perceptions of the purpose and desired consequences of the evaluations. These researchers considered such knowledge vital in facilitating interpretation of the findings. Their study was aimed at determining student views with regard to the purpose of the evaluation, the evaluation tool and possible results depicted by the evaluation data. The findings from their study revealed that students regarded the evaluation process as enabling them to express their views on courses, therefore providing specific feedback to the teacher. As a result, they perceived the main goal of the evaluation as improving the teaching process and furthermore, as an assessment measure of whether learning objectives had been attained.

2.5. Methods of Soliciting Student Feedback

According to Brennan & Williams (2004) and Hounsell (2003), students' views collected in a variety of ways were recognized as the best research evidence. This was highly recommended in generating reliable data, while guaranteeing suitable responses from students (Coughlan, 2004; Richardson, 2005). Van Der Merwe (2007) indicated that each feedback mechanism had certain implications with regard to the planning, administration, implementation, analysis and feedback processes. Depending on Institutional Policy and the purpose for the evaluation, the student feedback was collected either by individual lecturers, Quality Promotion Units, Administrators or Teaching and Learning Units (Campbell, 2007; Gravestock and Gregor-Greenleaf, 2008 and Van Der Merwe, 2007).

2.5.1. Quantitative Feedback Tools

Quantitative methods are frequently used to collect feedback from students in current practice. Methods in common use are paper-based questionnaires and on-line tools (Brennan and Williams, 2004; Harvey, 2003; and Szwelnik, 2004). Questionnaires for quantitative data are usually close-ended; however quantitative approaches also utilize a few open-ended questions, usually at the end

of an instrument, to get more information or recommendations. This section will only deal with questionnaires from a quantitative perspective.

Questionnaires

Reviewed literature suggests that questionnaires are the main quantitative mechanism utilized for obtaining feedback from students, and probably the most widely used instruments in the evaluation of the teaching process in Higher Education Institutions, according to Crumbley and Fliedner (2002) and Huxham et al. (2008). Rush and Hart (2005) described the questionnaires as varying in form, some simple with a few questions written by a module teacher, while others were extensive and were nationally determined questionnaires. A questionnaire compiled by a module teacher addressed concerns specific to that teacher and module, while wide-ranging survey questions were likely to have a wider scope and focus on generic issues. In addition, Rush and Hart (2005) found that single module questions were unlikely to have been tested for reliability and validity, whereas national survey questions were constructed taking those factors into consideration.

Most studies emphasized student consultation and involvement in the formulation of questionnaires for the evaluation tool, to ensure that the evaluation was based on matters of concern to them (Coughlan, 2004; Harvey, 2003, and Richardson, 2005). This could be achieved through focus groups, discussions with groups as well as comments from previous evaluations (Harvey, 2003). Morgan (2009) found that questionnaires in common use were those that yielded numerical scores and that those questionnaires collected data on an array of teaching and course attributes. Morgan noted that open-ended questionnaires were often used to supplement data from numeral scores, and that the open-ended questionnaires were seen as a valuable source of input, hence themes regarding students' satisfaction and perceptions were obtained.

The following advantages of questionnaires were reported by Coughlan (2004) and Brennan & Williams (2004): feedback from questionnaires was quick; questionnaires were cost effective, that is, they could cover a large number of participants at one time; results could be statistically analyzed quickly without adding excessively to the workload; they could be anonymous; respondents could be given adequate time to respond without interference from the interviewer; they allowed uniformity in the sense that respondents got the same questions and standardized response options to ease interpretation; questionnaires addressed a number of issues of concern in a relatively efficient way and had the possibility of a high response rate.

Nevertheless, there were also limitations noted by Coughlan (2004), some of which were that; because of the ease of ticking in the relevant boxes, responses were sometimes made on a surface level of thinking rather than following reflection and critical thinking by the respondents ; questionnaires often did not completely cover aspects of importance, thus limiting input from respondents since they could not respond to what was not asked, even if they so wished ; badly designed questionnaires could be misleading; they were unsuitable if probing was required ; the quality of the data was probably not as high as with other methods of data collection such as personal interviewing, and finally that anonymity could be compromised in instances where a class was small and the lecturer could identify student's hand writing.

Online Tools

With the intensifying use of information technology in education, there is a possibility of Higher Education Institutions depending more on online administration and reporting of students' evaluation of teaching and learning than on the paper-based option (Chang, 2004; Fike, Doyle & Connelly, 2010). According to Richardson (2005), it would be more practical to conduct an evaluation of teaching in the same manner as that used to deliver the course content. For example, administration of paper-based evaluations would be delivered where face to face teaching had taken

place, postal surveys could be used for correspondence courses and electronic surveys used for online courses (Richardson, 2005). Although the use of online evaluations of teaching and courses gained momentum, it was reported that the system was still relatively limited in higher education (Anderson, Cain, and Bird, 2005). The comprehensive literature review by Anderson et al. (2005) on online course evaluation reported both advantages and disadvantages of online tools for the evaluation of courses.

Advantages of online evaluations identified were: cost- effectiveness, as there were no printing costs and less staff time was required in terms of distribution, collection, scanning, typing of comments and storing of data; they did not use time for teaching purposes since they were not conducted during class time; they were less vulnerable to influence by an instructors' presence or immediate actions; students were not restricted with time and could therefore give the questions a lot of thought and provide extensive feedback; and they could also provide rapid feedback (Anderson et al., 2005).

The most important disadvantage of online student course evaluations was poor response rate, so much so that a variety of incentives were suggested to improve participation, for example grade elevations (Fike et al., 2010). Other disadvantages included that they required computer access, and were considered less accurate by instructors who were not familiar with online methods or with those who preferred a traditional paper based system (Anderson et al., 2005). There was also the fear that because these evaluations were completed outside the class with no supervision at all, students could collaborate with each other on responses; could complete evaluations under the influence of drugs; and additionally that student could complete an evaluation even if they had never attended the course (Stowell, Addison and Smith, 2011).

2.5.2. Qualitative Feedback Tools

There are a range of qualitative tools used to collect feedback from students. These include: (a) informal discussions and conversations; (b) individual interviews; and (c) focus groups. Researchers involved in the evaluation of teaching have insisted for decades that the assessment of teaching effectiveness can be achieved best through the use of multiple, qualitative measures of teaching effectiveness in addition to student ratings (Ory, 2001).

In the study conducted by Brennan and Williams (2004) on the institutional processes for collecting feedback, they indicate that informal discussions or conversations between staff and students may also be used in the collection of feedback from students. Van der Merwe (2007) asserts that through this avenue, opportunities for extensive exploration of teacher and learner related issues would be realized and further, that students' propositions on the improvement of the educational process would be assessed. However, Van Der Merwe warned that these discussions should be well managed in order to prevent them from fragmenting into complaint sessions by providing students with an agenda prior to the meeting, specifying points of discussion. Other disadvantages of discussion groups cited by Brennan and William (2004: 74) were that: "groups may not be representative; and can be intimidating for less articulate and self-effacing individuals". Furthermore, their very nature did not guarantee confidentiality and anonymity (Brennan and William, 2004).

Focus groups have also been successfully utilized in the evaluation of teaching and learning. Harvey (2003) supported the use of focus groups in determining issues of importance to be addressed in the evaluation process. Fife (2007) argued that faculty members who were committed to improving their teaching could use focus groups as a way of receiving additional feedback from students beyond what could be addressed by a questionnaire, irrespective of whether it was open or closed. Reflecting on his previous work, Narasimham (2001) assumed that professors in his study

did not utilize student evaluations effectively because half of the qualitative comments on the evaluations were ‘two words’ which were of no real value. Fife (2007) found out that focus groups allowed researchers to explore predetermined topics in depth, and could allow for the emergence of previously unconsidered topics as well. Focus group interviews were most efficiently carried out with groups of students in a semi-structured interview format, allowing for a deeper exploration of issues (Fife, 2007; Morgan, 2008).

Nonetheless, Fife (2007) admitted that although the use of focus groups supplemented the traditional quantitative process, the process was fraught with its’ own drawbacks. For example, unlike the simplicity of handing out the forms at the end of the semester in a questionnaire survey, the focus group was time consuming for the researcher, since it required extra time to construct a set of questions, recruit students, meet with groups and transcribe their interactions.

The method selected for obtaining feedback from students depends on the purpose of the evaluation. Several researchers have suggested that a combination of mechanisms be used to collect feedback from students (Brennan and Williams, 2004; Keane and MacLabhrainn, 2005; and Richardson, 2005). This is recognized as the best practice in generating reliable data and ensuring that appropriate responses are obtained (Coughlan, 2004).

A study conducted by Huxham et al. (2008) compared feedback results received from students in the same class using different methods of teaching evaluation. The participants were students from twelve first- year and second-year undergraduate modules, selected from seven different schools within a single university. Students from each module were allocated into questionnaire and comparator groups. The comparator methods used were: rapid semi-structured feedback, H forms, focus group and reflective diaries. The questionnaire students completed a standard end-of-module questionnaire while the comparator H form consisted of three open-ended questions in the form of an ‘H’ shape drawn on a paper. A question to be addressed appeared on the top, one side for positive

comments and the other for negative comments. The middle section was for means of improvement and the horizontal bar allowed for a quantitative ranking scale of 1-10. Responses from a total of 335 students who were in the questionnaire group were compared those of 160 in the comparator methods group. There were no results obtained from the reflective diary students. The questionnaire covered only a few issues raised by students using the comparator methods, and the comparator methods showed different rankings of the issues in common. The key difference between the questionnaire and the comparator methods was the use of closed and open questions respectively, with comparator methods being more appropriate for formative evaluation. The researchers' report revealed that student diaries proved too difficult to use, focus groups and H forms needed considerable time to organize and analyze whilst rapid feedback was very easy.

Regardless of these differences, the results from the comparator methods shared the characteristics of specificity (ability to identify aspects particular to individual tutors and classes) and discretion (allowing clear indication of what students considered most important) that were lacking from the standard end-of-module questionnaire. It was concluded by these researchers that while closed questions may have been more statistically favourable for managers, giving rise to convenient 'summative evaluations', they often failed to give the focused feedback required for instructors to improve their teaching.

2.6. The Process of Students' Evaluation of the Teaching and Learning

The process of evaluation is complex, while teaching is in effect an obscure, comprehensive and exclusive encounter (Morgan, 2008). Evaluation requires a clear understanding of what needs to be evaluated, how to go about evaluating it, the proper collection and analysis of data obtained, that action is taken as necessary and feedback is communicated to the relevant stakeholders. Palmer (2008) noted that even well-developed, long-standing student evaluation of teaching instruments and processes deemed fit for purpose could still require re-assessment in cases where external

environmental factors or institutional aims and objectives evolved over time and therefore posed a threat to their validity.

Leckey and Neill (2001) reported on an institutional review undertaken by the Educational Development Unit of the University of Ulster with regards to activities around student feedback and their approach to the process, targeting 156 Higher Education Institutions across the United Kingdom. The focus of the review was to identify current mechanisms in place, with particular reference to the use of questionnaires at both local and institutional level. Only 55(35%) of the approached institutions responded. It emerged from the review that module evaluation questionnaires were commonly used. Other mechanisms in use were course evaluation questionnaires, student assessment of course and teaching questionnaires, questionnaires seeking opinion on the year just completed and surveys of student satisfaction with their overall experiences. In the same study, it also transpired that several institutions utilized a standard questionnaire for both the assessment of teaching and student satisfaction; however, majority were adopting a more flexible approach of decentralizing the feedback strategy and therefore allowing specific questionnaires such as module evaluation questionnaires to be constructed and distributed.

Brennan and Williams' (2004) work revealed that feedback from students could be collected at a number of different levels. These included at individual teacher, module, semester, programme, subject, department and faculty level, and the module level form of feedback was the most commonly used by programmes with modular structures. Brennan and Williams stated that module feedback was perceived to be the most effective in obtaining relevant information for relatively immediate implementation of improvements to the teaching and learning process. Kember and Leung (2009) reported an almost universal evaluation of teaching at the level of instructor and course, and evaluation at the level of degrees, programmes, majors and departments was less prevalent and received less attention in literature.

With regard to timing of the evaluation, Spencer and Schmelkin (2003) reported that evaluations were of more benefit for formative purposes when collected in the middle of a module, course or semester so that the results could be used in the remaining period. These researchers however emphasized that the best effectiveness of evaluations in improving teaching was achieved through constant, analytic assessment which was aligned with the instructor's personal goals for teaching improvement.

Salsali (2005) conducted a study to determine the perceptions of Iranian nurse educators regarding the evaluation of teaching effectiveness in university based programmes. The findings of the study revealed that the nurse educators were in favour of self-evaluation of their teaching compared to being evaluated by students. Further, nurse educators showed a lack of enthusiasm regarding involvement of administrators in the evaluation process. Concerning the evaluation questionnaire components, the study participants were of the opinion that the following items should be included: instructor motivation, clear explanations by the instructor, instructor knowledge of subject, instructor commitment to teaching, management and control of the class, as well as student motivation.

Students should be provided with thorough information about the purpose of the evaluation and how the results of the evaluation would be utilized. Ory (2001), citing previous research, suggested that when students had been educated about the goals and uses of evaluations, they provided more constructive, thorough, accurate and positive feedback. Instructors should also communicate changes made as a result of their input with students.

Palermo (2004) argued that collecting students' views on its own was not adequate to provide information on what needed to be done, but that rather a proper analysis of meaningful data before dissemination was of utmost importance. Lack of feedback to students has been shown to limit the impact of evaluation processes. Watson (2003) identified the efficiency of mechanisms to close the

feedback loop as being of particular importance with regard to evaluation of the teaching process, for example that feedback provided by students was analyzed, acted upon by academics and results communicated to students as soon as possible. Tucker, Jones and Straker (2008) supposed that since most evaluations were done at the end of a unit, students would not have any mechanisms to determine whether anything was done, and to what extent their information influenced changes, if any, for themselves or the next group. The importance of closing the feedback loop was one of the crucial stages of the evaluation system and could not be underestimated, according to Walker-Garvin (2005) and Symons (2006). Watson (2003) warned that not receiving feedback and reports on action taken from evaluations which students participated in made them sceptical and discouraged them from responding in future surveys. It was therefore important that feedback was communicated to all who had a stake in the process.

Previous studies suggested supplementation of feedback with proper supportive structures to assist academic staff in recognizing their inadequacies and identifying how to improve was an integral part of a successful evaluation system. Penny and Coe (2004) found that receiving results from an evaluation had more impact with regard to improving teaching and courses when supplemented with proper counselling and consultation through an organized system.

2.7. Utilization of Feedback From the Evaluation of Teaching and Learning

Literature portrays a dramatic increase in the use of student evaluation of faculties and courses over the years as a result of a concerted effort made by numerous Higher Education Institutions worldwide to assess and improve the quality of teaching. Feedback obtained from these evaluations is supposedly used by faculty members to make changes to their teaching or courses. Among the three major approaches to faculty evaluation, namely student ratings, peer ratings, and self-assessment, student ratings are the most widely used because they provide a structured, systematic, and economical way to obtain feedback on students' reactions to instructors and courses.

AbdulRaheem, Ayorinde and Olubude (2011) conducted a quantitative study aimed at investigating the perceived effects of students' evaluation of teachers' instructional practices. The participants in this study were university lecturers from three Nigerian universities. The findings revealed that while in general lecturers did accept students' evaluation of teaching, the senior lecturers perceived that student evaluation of teaching would bring about positive changes. The study recommendation was that students' evaluation of classroom teaching be mandatory and be conducted regularly in Nigerian universities.

Some critics of student evaluation contested the suitability of students as an effective source for teacher evaluation. The criticism was based on the impression that students did not have expert knowledge of what constituted good teaching, what teaching strategies were relevant for which activities and the contents of a course (Moore and Kuol, 2005). Wen, Carline, Zhong and Shen (2011) conducted a research study to identify the effects of the evaluation of teaching on academic staff performance, the speed at which feedback was provided after the evaluation and the quality of the feedback. Teaching evaluation data from 2006 to 2009 was collected and analyzed and further students and faculty members, peer reviewers and deans were surveyed. The teaching evaluation data showed an improvement in the ratings of more than half of the faculty members in subsequent evaluations. It was observed that the junior lecturer ratings increased significantly compared to those of their senior counterparts. With regards to the effect of the evaluation on teaching, students, peer reviewers and faculty members believed that evaluations resulted in an improvement of teaching. It emanated from the study that feedback received promptly, within a week of the evaluation, was of more assistance to the faculty than delayed feedback. It was also worth noting that faculty staff found more detailed and high quality comments more enlightening and provided them with direction on how to respond and what changes to make. It was concluded by the researchers of this study that the teaching evaluation at that specific institution was perceived to improve both the teaching quality and classroom behavior.

Nicholson et al. (2005) found that academic staff often compared their performances, which acted as an incentive. These researchers also established that both negative and positive feedback was beneficial; positive feedback upheld good teaching practice whereas negative feedback incited a need for changes. Van Wyk and McLean (2007) found that facilitators generally preferred qualitative comments provided by students in open-ended sections of a questionnaire to the Likert scale responses. The findings of this study showed that in order for feedback to be more useful, facilitators believed that more students needed to complete the evaluation forms and that the students should have taken more time to critically engage with the criteria and reflect more honestly on their experiences.

A study conducted by Stalmeijer et al. (2010) sought views from physicians involved in clinical teaching regarding the effectiveness of feedback from students about teaching, when supplemented with the teacher's own assessment. The findings showed that the physicians thought self-assessment on its own was ineffective in instigating change, whereas written feedback based on student ratings was taken seriously. In agreement with results from the study of Van Wyk and McLean (2007), respondents from the study by Stalmeijer et al. described written feedback from students as "*specific, informative and illuminating*" (2010:323). Physicians admitted that disparities between the results of written feedback and self-assessment stimulated a desire to change.

2.8. Lecturer's Perceptions of Student Evaluation of Teaching and Learning

Research has, over the years, revealed mixed opinions that varied widely among faculties with regard to students' evaluation of teaching, both negative and positive (Schmelkin et al., 1997). According to Gravestock & Gregory-Greenleaf (2008), anecdotal evidence and empirical studies illustrated opposition to the use students' evaluation of teaching systems. On one hand, students' evaluation of teaching came across as a source of anxiety for some lecturers, while for some it provoked outright hostility (Franklin & Theall, 1989) and rejection (Braskamp & Ory, 1994)

towards the use of results from these evaluations. This attitude emanated from constant reports from literature that evaluations were invalid, unreliable, biased, that ratings were influenced by student grade expectations and that students did not possess the expertise and experience to evaluate teaching effectiveness or quality (Nasser & Fresko, 2002). Several studies from the literature, for example Arthur (2009), Gravestock & Gregory-Greenleaf (2008) and Moore & Kuol (2005), indicated that some academic personnel did not regard student ratings as an important source to establish what interventions are required, and moreover these studies indicated that teachers did not always make use of feedback from evaluations (Nasser & Fresko, 2002; Spooren & Mortemans, 2006).

Arthur (2009) stated that responding to student feedback was undoubtedly a complex procedure that necessitated appropriate evaluation questions, accurate analysis and interpretation of the data as well as expert judgment with regard to the validity of criticisms and appropriate ways to address them. Further, Arthur noted that lecturers' feelings when they received feedback and their decision on how to respond were based on their views about the purpose and acceptability of the student evaluations.

Arthur's (2009) investigation of factors influencing the response of individual lecturers to student evaluations revealed that teaching, learning and assessment strategies encouraging student engagement, as well as ensuring that teaching was linked to the assessment, lead to positive evaluations. Other factors identified as leading to positive evaluations were: a good relationship between lecturer and students; if delivery of course content, whether teaching styles and assessments exceeded student expectations; the type of students, course type and student experience of the course. Unmet student expectations, the nature of the group and the level of challenge were some of the factors that were linked with negative feedback.

Moore and Kuol (2005) conducted a study investigating university teachers' perceptions of and reaction to feedback reports from students' evaluation of various aspects of their teaching. These researchers used open-ended questions to elicit individual lecturer perception and more importantly, their reaction to the report of results. Respondents who received more negative than positive results reported some commitment to changing their teaching. The findings revealed that positive evaluations pleased the lecturers and helped to boost their morale, while negative evaluations resulted in feelings of distress, embarrassment, disappointment, discomfort and hurt. Most respondents described changes they had made as a result of student feedback, for example modifying the teaching material, increasing the academic depth, supporting skill levels through a variety of activities, and introducing different assessments. On the other hand, some lecturers reported not making any changes on occasions when they deemed it inappropriate in their professional integrity and judgment (Moore and Kuol, 2005).

Nevertheless, the study conducted by Beran, Violato and Kline (2007) revealed that while faculties considered teaching evaluations beneficial in assessing teaching, they seldom employed the results of their own evaluations in course or professional development decisions. Several researchers have raised concerns that both faculties and students could possibly not take the student evaluation process seriously, which could be a major threat to the validity of the process (Campbell, 2007; Richardson, 2005; and Spencer and Schmelkin, 2002).

2.9. Students' Perceptions of Student Evaluation of Teaching and Learning

According to Spencer and Schmelkin (2002), although there was a plethora of research on student evaluation of teaching (SET), minimal focus had been directed to what perceptions students held on evaluations. Students were the ones who completed the student evaluation of teaching questionnaires and were the most likely to benefit from evaluation of teaching information via improved instruction in the class room, it was important that their perceptions regarding the

evaluation be considered. Kwan (2000:66) quoted, *“we need to understand more about how students make sense of evaluations, what influences their attitudes towards evaluations, how they react to the rating process, and what goes in their minds while making their ratings....”*

Campbell and Bozeman (2008) assessed the perceptions regarding student course evaluations. The participants in this study were 320 students, 21 academic staff and 17 administrators. The majority of the surveyed students were generally of the opinion that they were capable of assessing teaching effectiveness, took the process seriously, could provide fair evaluations and therefore should be involved in course evaluations. Students also believed that evaluations were a valuable source of information for academic staff, but did not consider them as having an impact on personnel decisions (summative). The majority of students in the study conducted by Al-Issa and Sulieman (2007) felt that the students' evaluation of teaching enabled them to voice their opinions about teaching and their courses; however they did not think that teachers took the evaluations seriously.

Spencer and Schmelkin (2003) strongly emphasized the issue of the respect that researchers and lecturers had for student evaluations. Findings from their study revealed that students were generally willing to participate in evaluations and provide feedback, and moreover had no particular fear of repercussions. Nonetheless, similar to the results from Campbell and Bozeman's study, students reported little confidence that faculties and administrators paid attention to the results and possibly did not even consult the ratings themselves. In another study by Colford (2004), students doubted whether lecturers bothered to carry out any significant analysis of the data collected, but did perceive module evaluations as important tools in improving the quality of education at their university.

A study conducted by Brown (2008) examined how Undergraduate Psychology students perceived official student evaluations of teaching and unofficial mid-semester evaluations. The results of the study revealed that participants considered SET's as valid measures of teaching, and believed that

students were honest in their evaluation. Similar to Moore's (2008) study, students were not convinced that lecturers and students took the process seriously.

2.10. Limitations of the Evaluation of the Teaching and Learning Process

Some of the criticisms directed towards students' evaluation of teaching as a source of performance information were based on the idea that students were not capable of evaluating their teacher's performance (Moore and Kuol, 2005). Moreover, it was assumed that student's perspectives and motivations gave rise to them evaluating their lecturers based on their own sense of comfort and satisfaction and that this would covertly encourage teachers to lower their standards so that students remained comfortable and rated them highly (Moore and Kuol, 2005). Additionally, inconsistencies in literature exist regarding the relationship between students' satisfaction with the quality of educational programmes and academic performance as well as achieving learning outcomes. Some authors, for example Abbassi & Malik (2011) and Pike (1991) observed a moderate relationship between grades and satisfaction, while Bean and Bradley (1986) found no relationship at all. According to Umbach and Porter (2002), students' expression of satisfaction frequently seems to be related to factors other than the educational experience itself. These are demographic characteristics and outcomes such as the age of the student, gender, programs type and having a training-related job were found influence satisfaction levels.

Kwan (2000) summarized the shortcomings of students' evaluation of teaching, more especially for summative purposes as follows: (a) students were an inappropriate measure of teaching effectiveness for they lacked the maturity and expertise to judge the performance of their teachers; (b) the instruments used in the evaluation were biased and affected by factors which were unrelated to teaching; (c) the evaluation instruments usually contained items that were vague, ambiguous and subjective; (d) and, finally that the evaluation process was detrimental to academic quality and standards, and could lead to lecturers inflating grades or lowering or lightening their workload.

According to Shapiro (2002), students could use the inferred threat of giving a faculty member a low evaluation, or could complain about their teaching effectiveness, in an attempt to intimidate them into accepting overdue assignments, sloppy work, and all forms of excuses for substandard performance. By inflating grades and reducing course rigor, an instructor could “game” the system, and thereby position herself/himself to be more likely to receive a favourable teaching evaluation (Crumbley & Hughes II, 2009).

Findings from the qualitative study by Simpson & Sigauw (2000) exploring the Academy of Marketing Science faculty, responses to student evaluation of teaching revealed that faculty members admitted having or knowing of someone who had attempted to influence student evaluations of instruction by inducement, for example giving students food before the evaluation; or manipulation, for example administering the evaluation after a lecture or film, or watching students while they completed the questionnaire, as a means of obtaining lenient evaluations.

Other shortcomings of the formative use of teaching evaluations were often attributed to a lack of resources for interpreting the evaluations and identifying teaching strategies to address problems that emerged and consequently reducing the ability of evaluations to improve teaching (Beran et al., 2005, Spencer and Schmelkin, 2002). These researchers contended that the availability of appropriate resources to ensure the accurate interpretation and implementation of the evaluation results would result in teaching evaluations being extremely valuable as a professional development tool. In support of that notion, Smith (2008) asserted that quality assurance in teaching and learning entailed not just data collection, but rather the existence of a structure that assured the proper interpretation and reporting on that data.

Penny (2003) was of the impression that research regarding student evaluations needed to take account of the shift that had occurred in higher education. Penny stated that the transition from teacher-centred to student-centred teaching and learning orientation was not necessarily

accompanied by a flexibility of the evaluation instruments in recognizing the shift. Thus teachers could be unfairly judged and receive negative feedback from students who held different beliefs and were less motivated to work towards self-directedness.

Another concern for most in higher education, noted by Shah and Nair (2011), is the infringement of academic autonomy with the focus directed on outcomes and less weight focused on the resources required to produce excellence in teaching, learning and research. These researchers pointed out that the emphasis on student satisfaction as a measure of educational quality raised the questions on whether high student satisfaction would strengthen academic rigor and improve student achievement of learning outcomes and standard skills viewed as crucial aspects required for graduation. Student evaluation of teaching and learning remains problematic, however if identified shortcomings are addressed, it increased the practical usefulness of the process (Penny .2003).

2.11. Conclusion

This chapter presented an accumulated body of knowledge related to the students' evaluation of the teaching and learning process. The discussion conceptualized students' evaluation of teaching and learning and gave a brief historical overview of the students' evaluation process. This was followed by discussions on the purpose, methods of collecting feedback, how the process was conducted, and utilization of results obtained from the process. Lastly, lecturers' and students' views and limitations were dealt with. The literature review indicated that student evaluation of teaching was a widely researched area and that research continued to grow. However it was noted that there were numerous disagreements among researchers with regard to the process. Although sometimes a general agreement backed up by strong research could be accomplished, subsequent studies were often brought back into the discourse and approached from different contexts. Even though there was agreement that student evaluations were a vital source of feedback for lecturers and

administrators, with the fundamental aim of maintaining and improving teaching and educational programmes, it was not clear how the results were utilized to achieve the aim, and that it was not without limitations.

Gaps identified were that the existing studies were conducted mainly in general education, and that there were very few in the field of Nursing Education, and that none were found in South African Nursing Education. It was also noted that gaps existed in the studies evaluating the whole evaluation of the teaching and learning process by students from both the students' and lecturer's perspective. The existing studies focussed on one aspect of the feedback process and on using one group, either the students or the lecturers.

3. RESEARCH METHODOLOGY

3.1. Introduction

In this chapter, the research approach, research design, research setting population, sampling approach and sampling process will be discussed. Data collection, analysis and management process, validity and reliability of the instruments and ethical considerations will be presented.

3.2. Research Paradigm

The positivist paradigm, sometimes known as logical positivism, was used to guide this study. The positivist scientific approach involves the use of orderly, disciplined procedures with tight controls over the research situation (Polit and Beck, 2008). This paradigm is appropriate because data was collected using a measurable instrument and there was no subjectivity towards the values and personal views of the respondents.

3.3. Research Approach

A quantitative research approach was adopted for this study. According to Burns and Grove (2009) quantitative research is a formal, objective, systemic process in which numerical data are used to obtain information about the phenomenon under study and is therefore based upon a positivist position. This research method is used to describe variables, examine relationships and determine the cause and effect interaction between variables. A quantitative approach uses deductive reasoning, whereby the researcher develops specific predictions from general principles (Polit & Beck, 2008). It is conducted to describe new situations, events or concepts in the world (Burns and Grove, 2009), which makes it appropriate to this study which is exploring a phenomenon for the first time; namely, exploring the views of lecturers and students about students' evaluation of teaching and learning process at a selected nursing campus in KwaZulu-Natal.

3.4. Research Design

A non-experimental, descriptive, exploratory design was used in this study. According to Burns and Grove (2009), a descriptive design can be used to identify problems with current practice, justify current practice, make judgments and determine what others in similar situations are doing. The exploratory component is critically important for acquiring knowledge in an area in which little research has been conducted (Burns and Grove, 2009). The descriptive explorative design was selected for this study in order to describe the students' evaluation of the teaching practice as it truly existed at the selected nursing campus. The descriptive design was viewed as appropriate for this study, because according to the researcher's knowledge, no study of this nature had been conducted at the selected campus previously. More importantly, the study also intended to uncover ways to improve the process by exploring perceptions of both lecturers and students on the phenomenon.

3.5. Research Setting

The research was conducted in one of the seven southern region campuses of the KwaZulu-Natal College of Nursing in the eThekweni District. This Campus offered a four year Diploma in Nursing (General, Psychiatric, Community) and Midwifery; a two-year Bridging course leading to registration as a General Nurse, and one-year Diploma leading to registration as a Midwife. This setting was selected for reasons of convenience and to feed into improving the quality of the teaching, as this researcher was working at this campus where the students' evaluation of teaching was conducted. Burns and Grove (2009) stated that descriptive studies are often conducted in their natural settings. Only one institution was selected from the seven campuses because all of these campuses approach students' evaluation of teaching differently and use different tools.

3.6. Study Population

The population refers to all elements that meet a certain criteria and can possibly be included in a study (Burns and Grove, 2009:344). The population for this study included 34 lecturers who were teaching at the Campus, and a total of 177 students, 83 of whom were registered for the four-year Diploma in Nursing (General, Psychiatric, Community) and Midwifery, and 94 of whom were registered for the two-year Bridging course leading to registration as a General Nurse. Of the 34 lecturers making up the population, 2 lecturers were requested to participate in the pilot study and were therefore not included in the main study. 4 students for the pilot study were taken from the first year students, who had participated in at least two end-of-block evaluations. The inclusion criteria for a lecturer were that they should (a) have practiced as nurse educators for a year and (b) have been involved in at least three block evaluations by students. Inclusion criteria for students were that they should have participated in at least three end-of-block evaluations of teaching and learning. This was to ensure that the students had adequate exposure and observation of the process at different levels of their training. Accordingly, the first year students from the four-year Diploma course, the first year students from the two-year Bridging course as well as the one-year students from the Diploma in Midwifery course were not included in the population because they did not meet the inclusion criteria. They had only done two evaluations.

3.7. Sampling and Sample Size

Burns and Grove (2009: 343) defined sampling as a selection of elements within a population that are considered to accurately reflect the population, so that inferences about the population can be made. These authors defined a sample as a subset of the population selected to participate in the study. Occasionally the researcher could study the entire population when there were only few persons with the characteristics that the researcher was interested in. The entire population of 32 lecturers (excluding 2 used for pilot study) was included in the study, due to their limited number

on the campus. For students, the researcher included the entire population of 177 students as a sample as well, because these students were heterogeneous. They were at different levels of their training and maturity and were from two different programmes.

3.8. Data Collection Instrument

Data was collected through questionnaires. When drafting the questionnaire, themes within the questionnaire, objectives of the study and concepts from the conceptual framework were taken into consideration. Two questionnaires were used to collect data; one for the students and the other for lecturers. Some of the questions for the study were modified by the researcher using instruments developed by Colford (2007) and Chang (2001), as guidelines to suit the context of the study. Student questions; 1, 2, 13, 15, 17 and 22 were guided by Colford (2007)'s questionnaire while questions 3, and 6, 10 and 12 were guided by Chang (2001)'s questionnaire. Other questions were generated from the literature. Lecturer's questions; 1, 19, 27, 29, 31, and 35 were guided by Colford (2007)'s questionnaire while questions 4, 7, 11, 13, were guided by Chang (2001)'s questionnaire. However, no information was available on the reliability and validity of these instruments.

Instrument 1 was the student questionnaire. Section A had four questions, and students were required to complete demographic questions which regarding their gender, age, course and year of study. Section B had four subsections, with a total of twenty-three questions which included seven open-ended questions. These questions collected data about the purpose of the students' evaluation of teaching, development and administration of the questionnaire for the evaluation, feedback to students and the last question requested students' suggestions on how the process could be improved.

Instrument 2 was the questionnaire for lecturers. Section A had six questions where lecturers were asked to complete demographic questions regarding gender, age, years of experience as educators, highest teaching qualification, subjects they were teaching and what year or level they were teaching. Section B had eight subsections that corresponded with the concepts in the conceptual framework, with a total of thirty-six questions. These questions collected data on the purpose of the students' evaluation of teaching, the development and administration of the questionnaire for the evaluation, analysis and interpretation of the data, report writing, the consultation process, action plans, implementation and monitoring action, and feedback to stake holders. There were ten open-ended questions, and the last question asked lecturers for suggestions on how the process could be improved. The questions were sequenced in a meaningful manner to encourage understanding and co-operation. Open-ended questions were used to allow respondents to motivate their answers and close-ended questions allowed for selection from provided responses, with an option to add whatever relevant information on the subject if the respondent so required.

3.9. Validity and Reliability of the Instruments

Burns and Grove (2009: 380) defined the validity of research tools as a determination of the extent to which the tool reflects the abstract construct under investigation. The validity of this study was determined through cross validation, namely content validity and face validity. Content validity examines the extent to which the method of measurement includes all the major elements relevant to the constructs being measured while face validity verifies that the instrument gives the appearance of measuring the appropriate construct (Burns and Grove 2009: 381). To determine the validity, the researcher checked the items in the data collection instruments against research objectives and concepts in the conceptual framework to determine whether they measured all of the elements of interest in the study see Table 3.1 below. In addition, the questionnaire was subjected to scrutiny by a panel of experts in Nursing Education and Research and the UKZN research

committee. Adjustments to the tool were made according to their suggestions, before data collection.

Table 3.1. Content Validity Table

Research objectives	Research questions	Concepts in Conceptual Framework	Items in Data Collection instrument
1. To describe the process of students' evaluation of teaching and learn	1.1. How is student evaluation of teaching and learning conducted?	Stakeholder determined questions, questionnaire distribution	S1,S3,S5,S7,S9,S10,S11, L1,L3,L5,L6,L8,L10 L12
2. To describe the management of feedback from student evaluation of teaching and learning as perceived by lecturers and students.	2.1. How is data obtained from students analyzed and interpreted?	Analysis of results, report noting areas of action	L14,L15,L16,L17, L19
	2.2. How is feedback obtained from students utilized?	Implementation and monitoring	S18,S19,S20,S21, S22,L25,L32,L33, L34,L35
	2.3. How is feedback from the evaluation communicated to students and to lecturers?	Feedback to stakeholders	S13,S14,S15,S16, L19,L25,L26,L27 L28,L30
	2.4. What mechanism is in place for ensuring implementation, monitoring of action taken as a result of feedback from students?	Implementation and monitoring, consultation, action plan	L20,L22,L24
3. To determine how the whole students' evaluation of teaching and learning process can be improved.	3.1. How can management of feedback from students be improved?	Questionnaire distribution, Analysis of results, report noting areas of action, Implementation and monitoring, consultation, action plan, Feedback to stakeholders.	S4,S5,S6,S8,S10, S12,S15,S17,S23 L4,L7,L9,L11,L13, L16, L17,L18, L19, L21,L23,L26,L29 L31,L36

S – Student question, L – Lecturer question

Reliability refers to the accuracy and consistency of measures obtained in the use of a particular instrument (Burns and Grove 2009: 381). Reliability was obtained by constructing simple and easy to interpret questions, in an easy to follow format. Further, a pilot study administered twice to test consistency was done. The questionnaire was administered to four students and two lecturers who were not included in the study; this was carried out at two weeks intervals. Items in the questionnaire that were answered differently in the two sessions were restructured in order to obtain consistent results.

3.10. Data Collection Process

The data collection process began after by the researcher obtained ethical clearance from the University of KwaZulu-Natal, the KwaZulu-Natal College of Nursing, the KwaZulu-Natal Department of Health and the Principal of the selected campus. The Principal of the campus was approached in order to gain access to lecturers and students who were eligible for the study. To ensure administration to the correct students, the students were identified by group and year of study. The researcher then approached the lecturers and students separately to explain the nature and purpose of the study and the rights of participants. Questionnaires were distributed to the students during their tea times and lunch times. The students were requested to complete and drop the questionnaires into the box provided, by the end of the same day if possible; however some took two to three days to return the completed questionnaires. Lecturers' questionnaires were either personally handed to them after their team briefing in the morning, or were delivered to their respective offices with a request to drop them in the provided box as soon as they could. Before participants completed the questionnaires, their rights were re-enforced and they were requested to sign the consent to be part of the study. The data collection process took approximately two weeks.

3.11. Data Analysis

Each item of the questionnaire was coded and computerized, with assistance from the statistical department of the University of KwaZulu-Natal. Data was analyzed using the Statistical Package for Social Science (SPSS), Version 19, with the assistance of a statistician. Descriptive statistics were employed with the use of frequency and percentage distributions, standard deviations, as well as cross-tabulation. The Pearson chi-square tests were conducted and where inappropriate, Fisher's exact tests were used to test association between categorical variables. The level of significance was set at 0.05. Findings were presented with graphs, bar charts and tables. The responses from open-ended questions and comments were analyzed using content analysis. All responses were scrutinized to establish the main ideas or themes. These were then categorized according to their characteristics and information from literature.

3.12. Data Management

Data was used solely for the purpose of completing this study. During the process of data analysis, crude data was kept by the researcher in a locked place to ensure confidentiality. The data which had been captured electronically was in a computer that was protected with a password during the analysis and processing of the report, after which the office of the research supervisor at the University of KwaZulu-Natal will safe guard the data for a period of five years. After five years, the data on hard copies will be disposed of by means of a paper shredder at the University's School of Nursing.

3.13. Ethical Considerations

According to Polit and Beck (2008), when humans are used as study participants, care must be exercised to ensure that their rights of are protected. Therefore, prior to conducting the study, the research proposal was presented to the University of KwaZulu-Natal Ethics Committee for

approval. Permission was also sought from the KwaZulu-Natal College of Nursing, the KwaZulu-Natal Department of Health and the Principal of the selected nursing campus. To obtain the participant's approval, a letter explaining the purpose and nature of the study was given to each participant and written informed consent was obtained. The participants were informed that they could withdraw from the study at any time if they no longer wanted to participate. They were informed that they would not receive any monetary benefits for completing the questionnaires. All participants were assured that no information given by them would be shared with other persons without their authorization, in order to ensure confidentiality. Furthermore, participants' identities were protected since no names were written on questionnaires that could identify respondents, and numbers were used as codes to ensure anonymity. A copy of the final report will be sent to the campus Principal.

3.14. Dissemination of Findings

Research findings will be presented in the form of a hard copy dissertation that will be submitted to the University of KwaZulu-Natal Faculty of Health Sciences and the Library. Two copies will be sent to the University library for public use. The findings will be published in journals and presented in conferences.

3.15. Conclusion

This chapter presented the methodology of this study, data collection, management and analysis, ethical consideration and how the information will be disseminated. The next chapter will present the findings of this research project.

4. DATA PRESENTATION AND ANALYSIS

4.1. Introduction

In this chapter the results of the study will be presented and interpreted. The purpose of this study was to explore students' evaluation of teaching and learning from the perspective of lecturers and students at a selected KwaZulu-Natal nursing campus, with the aim of improving its' utilization as one of the quality assurance mechanisms. The objectives of this inquiry were: (a) to describe the process of students' evaluation of teaching and learning, (b) to explore the management of feedback obtained from students' evaluation of teaching and learning, and (c) to explore how the process of the students' evaluation of teaching and learning process can be improved. Two questionnaires were the primary source of data collection. The results from the lecturers will be presented and interpreted first, followed by those of the students. Lastly some of the data of interest to the researcher from lecturers will be compared with that of students to identify similarities and discrepancies through cross-tabulation.

Data was analyzed using the Statistical Package for Social Science (SSPS), Version 19, with the assistance of a statistician. Descriptive statistics such as frequencies, percentages, mean and standard deviation were used to summarize results. The Pearson Chi-square or Fishers Exact tests where appropriate were used to test for association between categorical variables. The level of significance was set at 0.05. Findings are presented using graphs, bar charts and tables.

4.2. Sample Realisation

There were 32 eligible lecturers who agreed to participate in the study. Of those, 28(87.5%) returned properly completed questionnaires. Of the 177 students who were eligible to participate in this study, only 145(81.9%) returned properly completed questionnaires. Therefore the total sample was 173 and the overall response rate was 82.7%.

4.3. LECTURER DATA

4.3.1. Demographic data

Lecturer's Gender

This question was responded to by 26(92.9%) of the lecturers who were female, while 2(7.1%) participants did not indicate their gender. The nursing profession is to a large extent female dominated, so it is therefore not surprising to obtain such a majority response from this gender.

Age of Lecturers

The age of the participants ranged from 33 to 59 years. The majority group (60%) was from the 50 to 59 year age group. This is expected, as according to the South African Nursing Council (SANC) statistics, 30% of Registered Nurses and Midwives comprise the age group 50 to 59 years (South African Nursing Council, 2011) and is one of the two largest age groups for lecturers in this study. The median age was 50, the mean 50.2 and the standard deviation 7.15. Figure 4.1 below shows the age distribution for the lecturers.

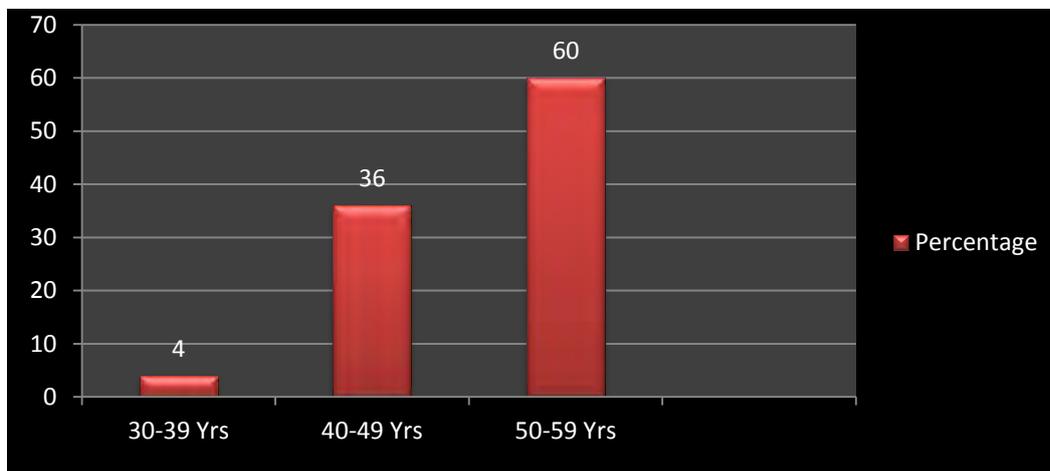


Figure 4. 1: Age Range of Lecturers

Lecturer's Teaching Experience

The findings showed that of the 28 lecturers, 7(25%) had teaching experience of between 0 to 5 years while 17(60.7%) had 6 to 11 years of experience and 4(14.3%) had 12 years or

above. It is clear that a larger group had 6 to 11 years of experience and would provide valuable input from their experience into this inquiry. This is indicated in Figure 4.2 below.

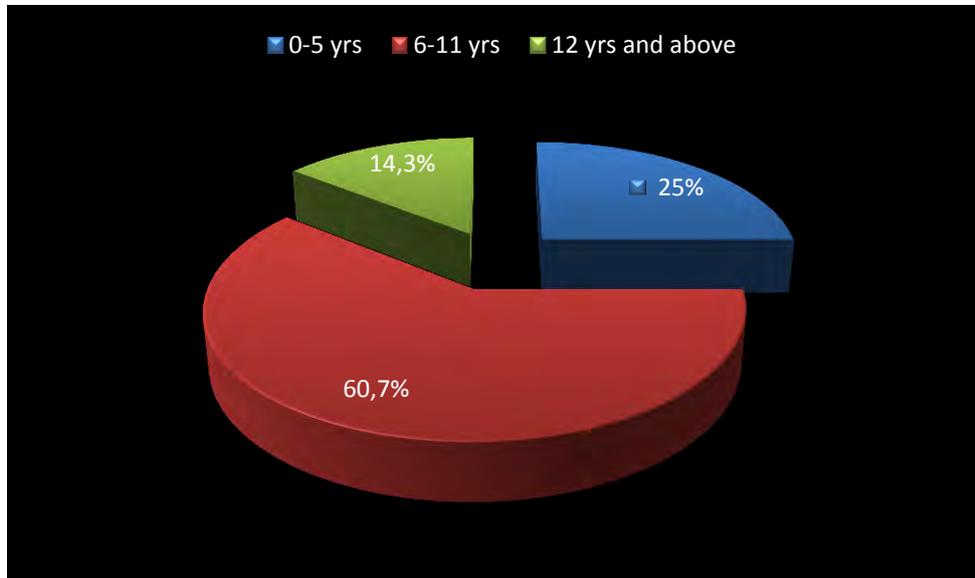


Figure 4.2: Lecturer's Teaching Experience

Teaching Qualification

Five lecturers (17.9%) reported having attained a Masters' Degree; 4(14.3%) attained their Nursing Education Honours; while 17(60.7%) had a Nursing Education Degree and 2(7.1%) a Nursing Education Diploma.

Subjects Taught by Lecturers

Most lecturers reported teaching a variety of subjects across both programmes, namely the four-year Diploma and two-year Bridging course, while some were also involved in the post basic programmes which are Midwifery and Clinical Nursing Science.

Year of Students Taught by Lecturers

This question was asked to determine the year of study of the students which the lecturers were involved with. The findings revealed that most lecturers taught at almost every level, that is first, second, third and fourth year as they taught a combination of subjects.

4.3.2. The Purpose of a Block Evaluation

According to Brennan and Williams (2004), all involved in the collection and use of student feedback data need to be clear about the purposes and intended uses of the data. Lecturers were requested to select what they perceived as the purpose of block evaluation. Lecturers were allowed to select more than one item. Amongst the six items provided, the majority of the lecturers, 26(92 %) selected “to improve quality of teaching” as the leading purpose. This was followed by “to improve student’s learning experience” at 21(75%), and “to provide opportunity for democratic practices between lecturer and students” and “to satisfy institutional requirements” were both selected by 18(64.3%) of the lecturers. The less popular items were “to identify staff development needs” which received only 15(54.6%) and to increase student learning motivation” with 13(46.4%). It is therefore evident that lecturers perceived improving the quality of teaching as the main purpose of student evaluation and did not share the same enthusiasm for “increasing the student learning motivation”. Table 4.1 below illustrates these findings.

Table 4.1: The Purpose of a Block Evaluation

Purpose	Frequency	Percentage
To improve quality of teaching	26	92.9%
To improve student’s learning experience	21	75%
To provide opportunity for democratic practices between lecturer and students	18	64.3%
To satisfy institutional requirements	18	64.3%
To identify staff development needs	15	54.6%
To increase student learning motivation	13	46.4%

4.3.3. The Process of Students’ Evaluation of Teaching and Learning

This section will present the development and review of the block evaluation questionnaire, components of the block evaluation questionnaire, and administration of the block evaluation questionnaire.

Development and Review of the Block Evaluation Questionnaire

Szwelnik (2005) stated that lecturers and students were identified as key stakeholders in the teaching and learning evaluation process and therefore their full engagement was essential for achieving the required improvement. The findings of this study revealed that 8(28.6%) of the lecturers reported having been involved in either the development or review of the block evaluation questionnaire at one time, while most of the lecturers 20(71.4%) claimed non-involvement in the process. Clearly, the majority of lecturers indicated that they had never been involved in the development or review of the block evaluation questionnaire. The results are illustrated in Figure 4.3 below.

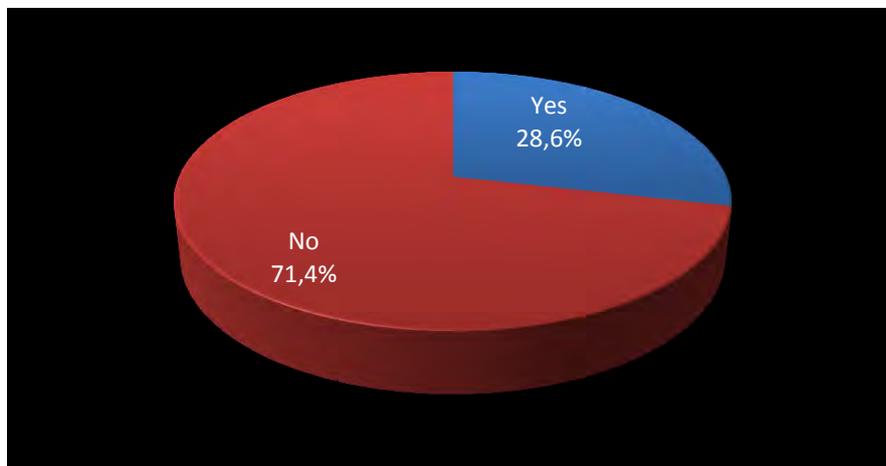


Figure 4.3: Development or Review of the Block Evaluation Questionnaire

With regard to when the block evaluation questionnaire was last reviewed, the majority of the respondents 16(57.1%) were either unsure or did not know, 5(17.5%) did not respond to the question, while 3(10.7%) stated that the questionnaire was never reviewed during their presence. Only 4 (14.3%) lecturers indicated that it was reviewed approximately 5-6 years ago. This showed an acceptable degree of consistency since the results of the previous question revealed that the majority of the respondents were never involved in the development and review of the block evaluation tool. However; it also revealed that the evaluation tool had not been reviewed for approximately the last five to six years.

Components of the Block Evaluation Questionnaire

Lecturers were then asked to select what they perceived as components of the block evaluation questionnaire from a list of items which were provided. Respondents were allowed to select multiple items. Of the 11 items listed, 26(92.9%) of the lecturers selected “Appropriateness of teaching methods”, followed by “Lecturer’s teaching skills” at 6(78.6%) and “Support and guidance provided” at 20(74.1%). “The overall rating of the Lecturer” and “Lecturer’s personal characteristics” was the least selected at 6(21.4%) and 1(3.7%) respectively. The rest of the responses appear in Table 4. 2 according to popularity.

Table 4.2: Components of the Block Evaluation Questionnaire as Perceived by Lecturers

Item	Frequency	Percentage
Appropriateness of teaching methods	26	92.9%
Lecturer’s teaching skills	22	78.6%
Support and guidance provided	20	71.4%
Assessment of learning	20	71.4%
Feedback following assessment	20	71.4%
Students’ self-evaluation of learning	13	46.4%
Course material	10	35.7%
Workload (subject content)	9	32.1%
Relationship between students and lecturers	9	32.1%
The overall rating of the lecturer	6	21.4%
Lecturer’s personal characteristics	1	3.7%

Administration of the Block Evaluation Questionnaire

The study findings revealed that the present block evaluation was done at the end of the block, according to the majority of the respondents 26(92.9%). However 1 respondent reported that the evaluation took place at the end of the module and 1 other respondent reported it occurring in the middle and at the end of the block. Overall, almost all the lecturers attested to the evaluation taking place at the end of the block. According to 27(96.4%) of the respondents, the class teacher distributed and collected the block evaluation questionnaires. Only 1 lecturer reported subject teachers as responsible for this activity.

4.3.4. Management of Feedback Obtained From the Evaluation Process

Analysis, Interpretation of Data and Report Writing

The majority 24(85.7%) of the lecturers reported that analysis and interpretation of results obtained from the evaluation process and report writing was done by the class teacher, while one lecturer identified a special committee as being responsible for this task, although no further explanation was given of such committee. The findings are displayed in Figure 4.4.

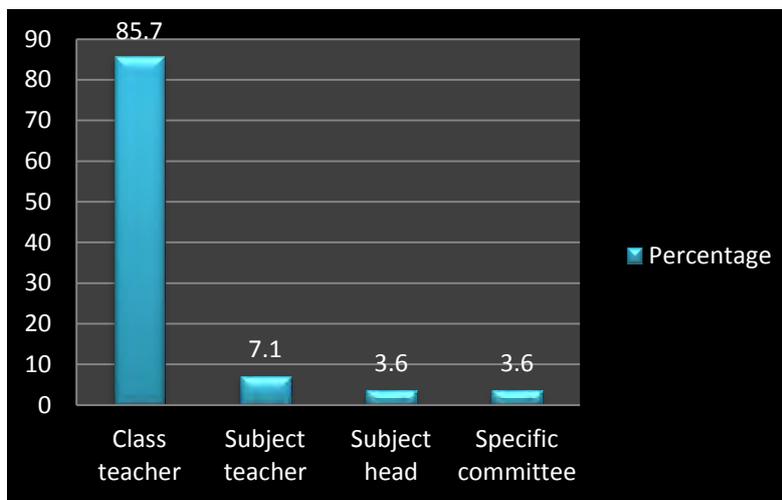


Figure 4. 4: Analysis, Interpretation of Data and Report Writing

In order to gain further insight into how the process was handled, lecturers were further asked if there were any guidelines on the process of analysis, interpretation and report writing of students' block evaluation of teaching data. According to 24(85.7%) of the lecturers, there were no guidelines for this. On the contrary 4(14.3%) reported the presence of guidelines, although they did not give a further explanation of the nature of these guidelines. It is worth noting that a large majority believed that there were no guidelines for the process of analysis, interpretation and report writing of the students' block evaluation of teaching data.

Dealing with Results Obtained From the Evaluation

Half of the lecturers 14(50 %) reported that they received a report on the block evaluation done by the students they were involved with, while 12(42.9%) claimed that the report was only “sometimes” received. It therefore appears that there is a slight difference of opinion amongst the lecturers. Two (7.1%) of the lecturers however, reported not receiving any report after a block evaluation. The findings are depicted in Figure 4.5 below.

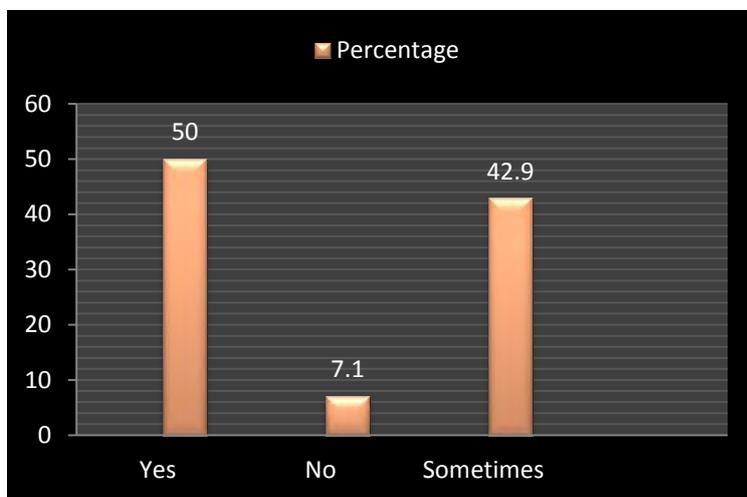


Figure 4. 5: Lecturers’ Perception of Report Following a Block Evaluation

Regarding the existence of a consultation procedure for dealing with results obtained from the evaluation process, there seemed to be conflicting responses. The majority of the lecturers 17(60.7%) reported that there was no consultation procedure for dealing with results from the evaluation. One lecturer further explained that after the report had been compiled; it was read to all of the lecturers by the Principal, Deputy Principal or class teacher. Nevertheless, 11(39.3%) reported the existence of a consultative process. These lecturers stated that the Campus Principal, Deputy Principal or Subject Head made an appointment with a lecturer or team who had received a negative review and discussed it with them, with the aim of resolving the issues that arose from the evaluation.

A total of 11(39.3%) believed that the Principal was responsible for devising a plan of action upon receipt of the results, while 7(25.9%) thought it was either the Principal or the HOD’s responsibility, or the Principal and the Class Teacher, concerned teams, or did not know who was responsible.

The lecturers lacked agreement as to what mechanisms were in place to ensure that appropriate action took place following an evaluation. As illustrated in Figure 4.6 below, 9(32.1%) of the respondents revealed that the responsibility rested with the Principal while 8 (28.6%) reported that the Subject Head took this responsibility. Ten respondents (35.7%) selected the “other” option and upon elaboration, 3 of them reported that the class teacher ensured that the appropriate action took place, while 2 stated that they didn’t know, 2 reported that no one did it, and 1pointed out that the onus rested on the Principal together with the Deputy Principal and the HOD. Additionally, 2 lecturers (7.1%) reported the Deputy Principal as the person responsible. This indicated that there was no well-defined system in place or there was poor communication, otherwise all lecturers would be aware whose responsibility it was since they were all involved in the evaluation of the teaching and learning process.

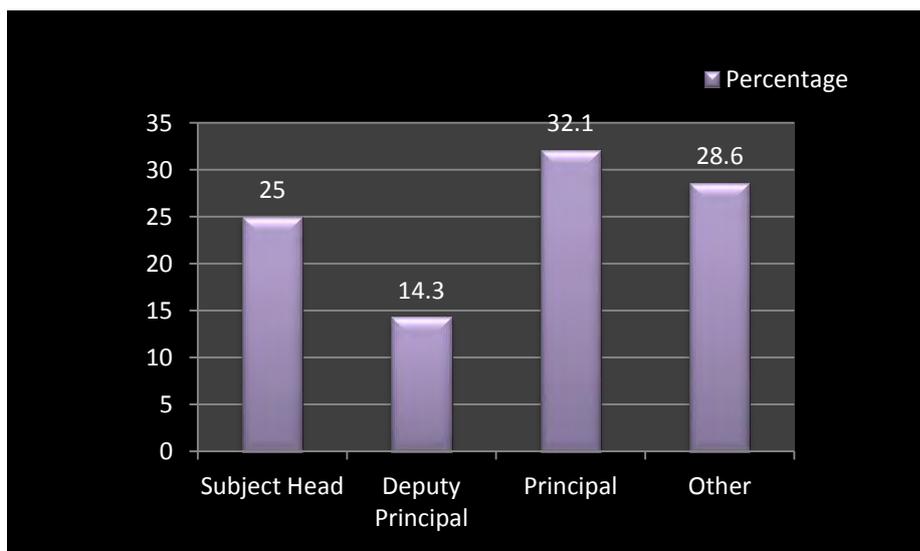


Figure 4.6: Implementation and Monitoring Action

Feedback to Students

Reviewed literature affirms the significance of feedback to students following their evaluation of teaching. Twenty one lecturers (75%) reported that students were sometimes provided with feedback while 6(21.4%) reported that students did receive feedback following an evaluation. One lecturer however stated that no feed-back was given to students following an evaluation. Although it would seem reassuring that feedback was communicated to students, the “sometimes” reported by the majority was not quite measurable, and therefore denoted inconsistency which is cause for concern.

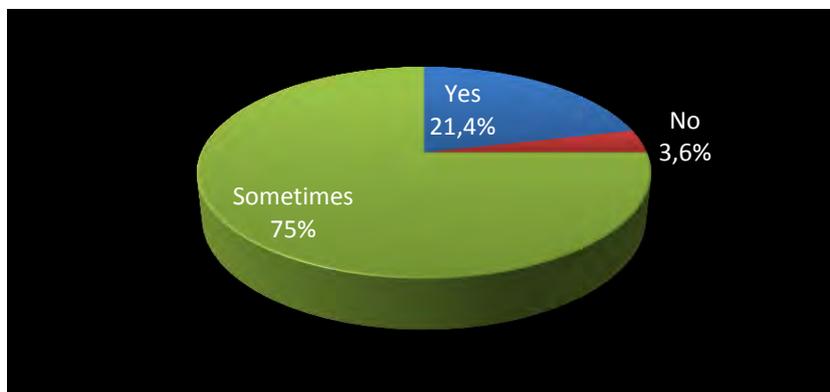


Figure 4.7: Feedback to Students as Perceived by Lecturers

Most lecturers, 23(82.1%) stated that the class teacher was responsible for giving students feedback following a block evaluation. Only 1 lecturer believed that the subject teachers were responsible for giving feedback to students. Three lecturers (10.3%) stated that it was given by the Principal, while 1lecturer did not know who carried out that task. Almost all of the lecturers (96.4%) reported that feedback to students was communicated orally. Only 1 lecturer reported not knowing how feedback was communicated to students.

Utilization of Results from the Block Evaluation

In response to the item regarding changes that had occurred as a result of the block evaluation, 15(53.6%) of the lecturers stated that they were not aware of any changes that had occurred as a direct result from the evaluation. In support of this view, 1 of the respondents stated that the complaints were almost always the same with each evaluation. On the contrary, 13(46.4%) of the lecturers reported having observed some changes, for example, extra time was allocated for practical skills and library time, and more equipment was provided for demonstrating practical procedures. It was also noted that lecturers who allegedly gave students a lot of topics to present had cut down on that and were using other teaching strategies.

To further find out how results from the evaluation were used in the teaching and learning process, lecturers were asked to rate four statements in this regard on a scale of 1 to 5 where: 1=strongly disagree, 2= disagree, 3= neither agree nor disagree,4= agree and 5=strongly agree.

The majority of lecturers, 11(39.3%), agreed that lecturers used the results from block evaluations as a basis for planning changes in teaching, while 5(17.9%) strongly agreed. Nine (32.1%) neither agreed nor disagreed. Only 1 lecturer strongly disagreed with the statement while 2 disagreed, as shown in Table 4. 3. Overall, the majority of lecturers believed that lecturers used results from block evaluations as a basis for planning changes in their teaching.

Table 4.3: Utilization of Feedback from Students as Perceived by Lecturers

ITEM	Strongly disagree	Disagree	Neither Agree or disagree	Agree	Strongly Agree
1. Lecturers use results from block evaluation as a basis for planning changes in teaching.	1 (3.6%)	2 (7.1%)	9 (32.1%)	11 (39.3%)	5 (17.9%)
2. Lecturers improve their treatment of students as a result of block evaluation.	2 (7.1%)	4 (14.3%)	8 (28.6%)	11 (39.3%)	3 (10.7%)
3. Results from block evaluation help focus on the weak points of a course.	1 (3.6%)	5 (17.9%)	5 (17.9%)	14 (50%)	3 (10.7%)
4. Lecturers use block evaluation feedback to improve their teaching	0 (0%)	2 (7.1%)	5 (17.9%)	17 (60.7%)	4 (14.3%)

As far as “lecturers improve their treatment of students as a result of block evaluation” was concerned, lecturers showed reasonable enthusiasm similar to that of the previous statement. 11(39.3%) of the lecturers agreed with the statement, while 3(10.7%) strongly agreed. 8(28.6%) of the lecturers appeared doubtful, since they neither agreed nor disagreed. Overall, 14(50%) of the lecturers believed that block evaluation results improved the way that lecturers treated students, as shown in Table 4.3.

The majority of lecturers were of the view that results from a block evaluation helped to focus on weak points of a course. This was evident since 14(50%) agreed with this statement while 3(10.7%) strongly agreed. This statement was strongly refuted by only one lecturer; while 5(17.9%) merely disagreed. A further 5(17.9%) were neutral because they neither agreed nor disagreed.

With regards to whether lecturers used block evaluation feedback to improve their teaching or not, the majority 17(60.7%) were of the affirmative, as they agreed, and 4(14.3%) strongly agreed with

the statement. Only 5(17.9%) were unsure, while 2(7.1%) disagreed. Overall, the majority of lecturers agreed that they used block evaluation feedback to improve their teaching.

4.3.5. Lecturers' Views on How the Students' Evaluation of the Teaching and Learning Process Could be Improved.

In order to explore how the students' evaluation of the teaching and learning process could be improved, lecturers' were asked to give their views.

Development and Review of the Block Evaluation Tool

The majority 18(64.3%) of the lecturers were of the opinion that it was only academic staff who should be involved in the development or review of the block evaluation questionnaire, while 10(35.7%) were in favour of involvement of both academic staff and students.

Components of the Block Evaluation Tool

Lecturers were further asked to select items which they thought should be included in the block evaluation questionnaire, multiple selections were allowed. Feedback following assessment received greater priority at 25(89.3%), closely followed by appropriateness of teaching methods at 24(85.7%) and increased support and guidance provided at 23(82.1%). Half of the respondents 14(50%) believed that the overall rating of a lecturer should be included. Only 5(17.9%) felt that a lecturer's characteristics should be part of the evaluation process. An illustration of the items appears on Table 4.4 below, according to popularity.

Table 4.4: Components of the Block Evaluation Questionnaire as Suggested by Lecturers

Item	Frequency	Percentage
Feedback following assessment	25	89.3%
Appropriateness of teaching methods	24	85.7%
Support and guidance provided	23	82.1%
Assessment of learning	22	78.6%
Relationship between students and lecturers	21	75%
Students' self-evaluation of learning	21	75%
Lecturer's teaching skills	20	71.4%
Workload (subject content)	16	57.1%
Course material	15	53.6%
The overall rating of the lecturer	14	50%
Lecturer's personal characteristics	5	17.9%

Specificity of the Block Evaluation Tool

The majority of the lecturers thought that the evaluation tool did not allow students to be specific in their evaluation, stating that there were too many activities by different individuals. As such, it would therefore not be easy to address everything objectively, and as a result the whole evaluation appeared superficial at times. Most lecturers suggested that each lecturer and subject should be evaluated separately.

Administration of the Block Evaluation Questionnaire

With regards to when an evaluation of the teaching and learning should take place, results below indicate how the lecturers responded. Half of the lecturers, 14 (50 %) preferred an end-of-block evaluation, 2 (7.1%) of the lecturers felt that it should be done in the middle of the block, while another 2(7.1%) preferred middle and end of module evaluations. Overall, the majority showed preference for the existing timing which was end-of-block. A few lecturers commented that doing an evaluation during the block and at the end of the block could be beneficial in terms of allowing concerns to be addressed early and providing time to correct any issues arising, however they were also doubtful of the feasibility of such timing. The majority of lecturers, 46.4 % (13), considered the class teacher as the best person to distribute and collect block evaluation questionnaires.

However, 7(25%) felt that it should be the Subject Head (HOD)'s task. 4(14.3%) thought the Subject teachers were most appropriate persons, while 3(10.7%) believed that non-teaching college staff should be responsible. Only 1 lecturer preferred a senior student to undertake the activity.

Management of Data Obtained from the Process

A total of 22 lecturers (78.6%) undoubtedly expressed a need for improvement in the data review and action planning and implementation process. Only 6(21.4%) appeared content with that aspect of the process. The improvement suggested was that a policy regarding the student evaluation process needed to be put in place, additionally the appointment of committees to overlook the whole process was found necessary. Lecturers also indicated a need for proper orientation of lecturers on how to handle the evaluation process and the establishment of proper consultation and support lines, to ensure that all stakeholders benefited from the exercise.

Feedback to Students

Thirteen (46.4%) lecturers were of the opinion that students should be given feedback by their class teacher after the evaluation of the teaching and learning. Four (14.3%) thought the subject teacher was the best person, while another four (14.3%) preferred the subject head for the task. Two lecturers (7.1%) did not answer that question. Therefore the majority of lecturers would like the class teacher to communicate the feedback to the students.

Most lecturers 14(50%) preferred oral communication of feedback to students, while 6(21.4%) would rather have students get written feedback. Another group of 6 (21.4%) selected the 'other' option. From this group, 2 preferred that the Principal address students and the other 4 suggested written and oral reports, either from the class teacher, subject teacher or subject head.

4.4. STUDENT DATA

4.4.1. Demographic Data

Participants included in the study were males and females. The majority (80%) were females while males comprised of only 29(20%). The majority of students who participated were between 20 and 29 years of age, (59.3%). The minimum age was 20 years, the median 29 and the maximum was 59. The majority of students, 104(71.7%), were at the second year level of their training, the reason being that it was the only level that included both four year course and bridging course students in this study. First year bridging students did not meet the criteria for participation in the study.

Table 4.5: Characteristics of Student Sample

Characteristic	Frequency	Percentage
Female	116	80%
Male	29	20%
Bridging Course	76	52.4%
4 Year Course	69	47.6%
Second year of study	104	71.7%
Third year of study	10	6.9%
Fourth year of study	31	21.4%

4.4.2. The Purpose of a Block Evaluation

Amongst 6 items concerned with what students perceived as the purpose of a block evaluation, “To improve the quality of teaching” was selected by the majority of students, 128(88.3%), and was closely followed by “To improve student’s learning experience” which was selected by 117(80.7%) of the students. “To identify staff development needs was selected by 96(66.2%) of the students. It was interesting to realise that quite a considerable number of students, namely 88(60.7%) believed that block evaluation was done to satisfy institutional requirements and also “To provide opportunity for democratic practices”. Approximately half of the student respondents identified “To increase student learning motivation” as one of the purposes of a block evaluation. Results appear in Table 4.6.

Table 4.6: The Purpose of a Block Evaluation from the Students' Perspective

Purpose	Frequency	Percentage
To improve the quality of teaching	128	88.3%
To improve student's learning experience	117	80.7%
To identify staff development needs	96	66.2%
To satisfy institutional requirements	88	60.7%
To provide opportunity for democratic practices	88	60.7%
To increase student learning motivation	86	59.3%

4.4.3. Findings on the Process of Students' Evaluation of Teaching and Learning

Development and Review of the Block Evaluation Questionnaire

According to Harvey et al., 1997, any surveyed group was more likely to respond to a relevant survey than one that appeared to miss the point. Students, according to this author, were more likely to provide detailed information about issues that were important to them (students) than those that teachers thought ought to be important (Harvey et al., 1997). In view of that statement, students were asked whether they were ever involved in the development or review of the block evaluation tool. All participants 145(100%) denied ever having been involved.

Components of the Block Evaluation Questionnaire

Students were asked to select from listed items what they considered as components of the existing block evaluation questionnaire. Respondents were allowed to select multiple items. Similar to the results from lecturers, the majority of students selected the following in the top four; "Appropriateness of teaching methods" 136(93.8%), followed by "Feedback following assessment" 116(80%), then "Lecturer's teaching skills" at 114(78.6%) and "Assessment of learning" at 106(73.1%). Students did not believe that they were required to comment on their Lecturer's personal characteristics as only 15(10.3%) selected this item as a component of the existing tool. The rest appear in Table 4.7, according to popularity.

Table 4.7: Components of the Block Evaluation Questionnaire as Perceived by Students

Item	Frequency	Percent
Appropriateness of teaching methods	136	93.8%
Feedback following assessment	116	80%
Lecturer's teaching skills	114	78.6%
Assessment of learning	106	73.1%
Support and guidance provided	100	69%
Workload (subject content)	77	53.1%
Course material	64	44.1%
Students' self-evaluation of learning	64	44.1%
Relationship between students and lecturer	49	33.8%
The overall rating of the lecturer	24	16.6%
Lecturer's personal characteristics	15	10.3%

Administration of the Block Evaluation Questionnaire

According to the majority of student respondents 130(90.9%) the block evaluation takes place at the end of the block, 9 students (6.3%) reported that it took place in the middle of the block, 9 (6.3%) while 1 respondent insisted that it occurred at the middle and end of the block. It was established that, depending on the duration of the block, the evaluation sometimes took place during the fourth week of the block, with 2 weeks still remaining of the block. An evaluation done during that period could have been considered as being in the middle of the block by some respondents.

Almost all students 140(98.6%) reported that the class teacher distributed and collected the block evaluation questionnaire, while only 2(1.4%) stated that this was done by the subject teacher. In view of the fact that a class teacher is also a subject teacher, confusion could have resulted and the respondents might have confused the latter.

Feed-Back to Students

Respondents were asked if they received feedback from the evaluation they participated in. From the results of this study, it transpired that students did receive feedback from the evaluation because

53(36.8%) were adamant that they definitely received feedback, while 51(35.4%) stated that they sometimes received feedback. Forty students (27.8%), however, claimed that feedback was not given following a block evaluation. Figure 4.8 shows how students responded to this question.

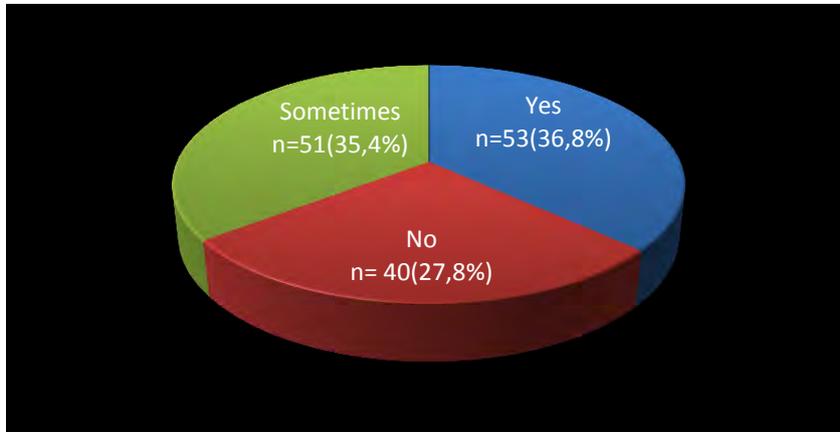


Figure 4.8: Students' Views on Feedback

The majority of students, 104(71.7%), indicated that feedback was communicated orally to them by the class teacher 1 student reported having received the report from the subject teacher. Forty students (27.6%) indicated that they did not receive feedback at all. The majority of the students, 49(34.3%) reported receiving feedback on the last day of the block, while 40(28%) revealed that they had received it at the beginning of the following block. Some student respondents, 10(7%), indicated having received feedback within two weeks of the evaluation. However, 40 students (30.8%) reported that they had never received feedback.

4.4.4. Management of Feedback Obtained from the Student Evaluation of Teaching and Learning

In response to the item based on changes that occurred as a result of the block evaluation, the majority of students, 82(57.3%), reported that none had occurred as a result of the evaluation. Nevertheless, 61(42.7%) of the student respondents reported that some changes had occurred as a result of their evaluation. Changes that were identified were that students were given more study

and library periods, more assistance with projects, and hence their complaints in the evaluation were addressed. However most students did not elaborate on the nature of changes made.

Utilization of Results from the Block Evaluation

To further gain insight into the impact of the students' evaluation of the teaching and learning process on the quality of the teaching and learning, students were asked to rate four statements in this regard on a scale of 1 to 5 where: 1=strongly disagree, 2= disagree, 3=neither agree nor disagree, 4= agree and 5=strongly agree.

Most students, 55(37.9%) agreed that lecturers used results from the block evaluation as a basis for planning changes to their teaching, while 14(9.7%) strongly agreed that this was the case. Twenty-eight (19.3%) students strongly disagreed with this statement; while 26(17.9%) disagreed. The remaining 22(15.2%) were those who neither agreed nor disagreed. Although there is a small margin in the difference between those that agreed and those that disagreed, overall the majority of students believed that lecturers used the results from block evaluations as a basis for planning changes in their teaching.

As far as lecturers improving their treatment of students as a result of block evaluations, there was a very slight difference of opinion amongst students. Fifty-four (37.2%) students agreed with the statement, while 13 (9 %) strongly agreed. A further 43 (29.7%) disagreed and 18(12.4%) strongly disagreed. The last group of students, 17(11.7%) neither agreed nor disagreed. Overall, students seemed uncertain as to whether block evaluation results brought about any improvement in how lecturers treated them.

From the analysis shown in Table 4.8, it is not clear whether the evaluation assisted lecturers to focus more on weak points of a course. The majority of the students 43(29.7 %) were unsure; as

they neither agreed nor disagreed with the statement. 37 students (25.5%) agreed and 27 (18.6%) strongly agreed with the statement. The findings of the current study also revealed that just over half of the respondents, 73 (50.3%) thought that lecturers used block evaluation feedback to improve their teaching as 63(43.3%) agreed with the statement while 10(6.9%) strongly agreed. However, 24(20.7%) neither agreed nor disagreed.

Table 4.8:Students’Views on the Utilization of Feedback from Block Evaluations

ITEM	Strongly disagree	Disagree	Neither Agree or disagree	Agree	Strongly Agree
1. Lecturers use results from block evaluation as a basis for planning changes in teaching.	28 (19.3%)	26 (17.9%)	22 (15.2%)	55 (37.9%)	14 (9.7%)
2. Lecturers improve their treatment of student as a result of block evaluation.	18 (12.4%)	43 (29.7%)	17 (11.7%)	54 (37.2%)	13 (9%)
3. Results from block evaluation help focus on the weak points of a course.	15 (10.3%)	23 (15.9%)	43 (29.7%)	37 (25.5%)	27 (18.6%)
4.Lecturers use block evaluation feedback to improve their teaching	18 (12.4%)	30 (20.7%)	24 (16.6%)	63 (43.3%)	10 (6.9%)

4.4.5. Students’ Views on How the Evaluation of Teaching and Learning Process Can Be Improved

To determine how the students’ evaluation of the teaching and learning process could be improved, students were asked to give their views.

Development and Review of the Block Evaluation Tool

Students were asked if they thought that students should be involved in development or review of the block evaluation tool. Almost all of the students, 141(97.2%) were affirmative, adding that as the evaluation was about them their input regarding the focus should be of importance.

Components of the Block Evaluation Questionnaire

Respondents were further asked to select from a list of items those which they thought should be included in the block evaluation questionnaire. Selection of more than one item was allowed. From the findings, students ranked “Support and guidance provided” the highest as the majority of students, 119(82.6%), selected this item. “Lecturer’s teaching skills” also received considerable liking from students, scoring 112(77.8%). The item that received the least approval from students was “Lecturer’s personal characteristics” as it received just below 40% of the students’ approval. All of the results for the students’ item choices appear in Table 4.9.

Table 4.9: Components of the Block Evaluation Questionnaire as Perceived by Students

Item	Frequency	Percentage
Support and guidance provided	119	82.6%
Lecturer’s teaching skills	112	77.8%
Appropriateness of teaching methods	107	74.3%
Feedback following assessment	106	73.6%
Workload (subject content)	106	73.6%
Assessment of learning	99	68.8%
Students’ self-evaluation of learning	89	61.8%
The overall rating of the lecturer	84	58.3%
Relationship between students and lecturer	77	53.5%
Course material	76	53.1%
Lecturer’s personal characteristics	57	39.3%

Specificity of the Evaluation Tool

Student respondents were asked if the evaluation tool enabled specific evaluation of the block and its’ activities. Ninety respondents (66.2%) felt it was not possible to be thoroughly specific, considering that there were many activities and different lecturers involved in each block. Some respondents further added that this resulted in students just making general comments. The majority of these students suggested that each lecturer and subject be evaluated separately. Nevertheless, forty- seven respondents (32.4%) indicated that it was possible to be specific because questions

were based on specific activities of that block and teaching that occurred during that period. Two respondents did not answer this question. Overall, when considering the majority views, the present questionnaire does not allow specificity in the evaluation.

Administration of the Student Evaluation Questionnaire

Students were asked when they thought was the best time to evaluate teaching. The results showed that the end-of-block time slot was preferred by 60(47.7%) of the students, the middle and end-of-block time slot by 42(29.6%) while 6(18.3%) favoured middle of the block evaluations. The rest of the respondents (8.5%) were distributed between the middle and end-of-module, and end-of-module evaluations.

Just above half of the students (51.5%) were of the view that the distribution and collection of the questionnaire should be the responsibility of the class teacher, while 29(20.1%) thought it should be carried out by the subject teacher. Twenty-seven students (18.8%) considered the subject head as the ideal person while 12(8.3%) suggested that a non-teaching college staff member was more appropriate. Only 2 students (1.4%) opted for a student representative. It could be concluded therefore that students preferred the status quo, whereby the class teacher distributed and collected the block evaluation questionnaires.

Feedback

Students' opinion on how they preferred to receive feedback was further elicited. The majority of students (41.4%) indicated that they preferred feedback to be communicated by their class teachers, while 33.1% preferred the subject teacher. Only 1 student selected a student representative for that task. As far as the mode of communication, students had no objection to feedback being

communicated orally as 78.1% selected this option for receiving feedback while 15.3% opted for a written report.

The student respondents were requested to suggest when it would be appropriate to receive feedback. The majority of the students, 64(44.8%), thought the last day of the block would be more suitable, while thirty-eight students (26.6%) did not object to receiving feedback within two weeks of the evaluation. Thirty-four student respondents (23.8%) felt that the beginning of the following block was still acceptable. Seven students, 4.9% indicated no concerns regarding the time frame for receiving feedback.

4.5. Comparison Between Lecturer Responses and Student Responses

This study used person triangulation by collecting data from lecturers and from students with the aim of validating this data through multiple perspective phenomena. Responses from lecturers were therefore compared to those from students.

The Purpose of Block Evaluation

Lecturers and students were requested to select what they perceived as the purpose of a block evaluation. Amongst the 6 items provided, it was evident that “to improve the quality of teaching” was viewed as very important by both groups, receiving 92.9% from the lecturers and 88.3% from the students. This was followed by “improving the student’s learning experience”, which acquired 80.7% from the students and 75% from the lecturers. ‘To increase students learning motivation’ was selected the least by students at 59.3%, while ‘identifying staff developmental needs’ was less popular with the lecturers as this item received 53.6%. A chi-square test carried out on the variables under the purpose of the block evaluation for the two groups showed no statistical significance with p values > 0.05 . It could therefore be concluded that there was no significant difference between the views of students’ and lecturers with regard to the purpose of the block evaluation.

Components of the Block Evaluation Tool

Lecturers and students were requested to select items which they believed should be amongst the contents of the block evaluation tool. Of the eleven items provided, both groups were in strong agreement (above 68%) that the following items should be included in the block evaluation tool: “Feedback following assessment”, “appropriateness of teaching methods”, “ support and guidance provided” and “ assessment of learning and lecturer’s teaching skills”. Although the “Relationship between students and lecturer” was rated highly by lecturers (75%), students did not share the same view because only 54.2% selected the item. Interestingly, both parties lacked commitment towards “lecturer’s personal characteristics” featuring in the content for evaluation since only 17.9% of the lecturers and 39.6% of the students wished for that aspect to be evaluated. The Pearson chi-square tests, with the p values > 0.05, showed no statistically significant difference between the lecturers’ and students’ data. This suggested that there was no substantial difference between the views of the two groups in respect to what the contents of the students’ evaluation of teaching and learning tool should be.

Specificity of the Evaluation Tool

Table 4.10 illustrates a comparison of responses from lecturers and students with regard to whether the block evaluation tool allowed students to be specific in their evaluation. The majority from both lecturers (71.4%) and students (67.1%) reckoned that the block evaluation questionnaire did not allow the respondents to be specific in their evaluation.

Table 4.10: Comparison on Specificity of the Block Evaluation Questionnaire

Group	Yes	No	p value
Lecturers N=28	28.6%	71.4%	Fisher’s Exact Test 0.656
Students N= 145	32.9%	67.1%	

Administration of the Block Evaluation Questionnaire

The majority of thelectures and students agreed that the end of the block was the best time for a block evaluation to take place, although the percentage of agreement was low namely 50% and 44.1% respectively. Lecturers and students agreed that the class teacher should distribute and collect the block evaluation tool. Only 25% of the lecturers felt that the HOD should be given that responsibility, while 18.8% of the students were of that opinion.

Feedback to Students Following the Evaluation

Only 21.4% of the lecturers reported that students received feedback from evaluations, while 36.8% of the students confirmed that they did receive feedback. The majority of lecturers claimed that students sometimes got feedback, while almost 35.4% of the students confirmed that statement. One lecturer reported that no feedback was given to students while 28.8% reported that no feedback was given to them after an evaluation. Results are depicted in Table 4.11.

Table 4.11: Comparison Regarding Feedback Received by Students Following Block Evaluations

Group	Yes	No	Sometimes
Lecturers (N=28)	21.4%	3.6%	75%
Students (N=145)	36.8%	28.8%	35.4%

Utilization of Feedback from Block Evaluation

To further find out whether the students' evaluation of teaching brought about any changes to the teaching and learning process, lecturers were asked to rate four statements in this regard, on a scale of 1 to 5, where 1=strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5=strongly agree.

Most lecturers (57.2%) agreed that they used results from a block evaluation as a basis for planning changes to their teaching. Although 47.5 % of the students also agreed with this statement, a competitive percentage (37.2%) disagreed. Moreover, The Fisher's exact test with a p value of 0.029 revealed a statistically significant difference between the two groups. This suggested a recognizable difference amongst the views of the lecturers and students, and there was also a considerable difference of opinion amongst the students themselves. Table 4.12 displays the results.

Further, the results also indicated that more students disagreed with the statement that lecturers improve their treatment of students as a result of block evaluation, than lecturers. Approximately (42.1%) of students disagreed with this statement while only 21.4% of the lecturers disagreed. However a Fisher's exact test with a p value of 0.133 showed no statistically significant difference between the two groups. Although the students were not convinced, it could be concluded that there was no remarkable variance amongst the opinions of the two groups with regard to whether lecturers improved their treatment of students as a result of block evaluations.

The majority (60.7%) of the lecturers agreed that results from a block evaluation helped focus on the weak points of a course while 44.1% of the students disagreed, showing a slight difference of opinion. There were fewer lecturers (17.9%) who were uncertain and neither agreed nor disagreed, than students (29.7%). The Fisher's exact test with a p value 0.122 obtained suggested no significant difference between the views of students and those of the lecturers with regard to this statement (see Table 4.12).

Table 4.12: Comparison of Utilization of the Students' Evaluation Results

Item	Group	S/D	D/A	N/A or D/A	Agree	S/A	Chi-Square value	p value
Lecturers use results from block evaluation as a basis for planning changes in teaching	<i>Lecturers</i> N=28	3.6%	7.1%	32.1%	39.3%	17.9%	Fisher's exact test 10.338	0.029
	<i>Students</i> N=145	19.3%	17.9%	15.2%	37.9%	9.7%		
Lecturers improve their treatment of students as a result of block evaluation	<i>Lecturers</i> N=28	7.1%	14.3%	28.6%	39.3%	10.3%	Fisher's exact test 6.802	0.133
	<i>Students</i> N=145	12.4%	29.7%	11.7%	37.2%	9%		
Results from block evaluation help focus on the weak points of a course	<i>Lecturers</i> N=28	3.6%	17.9%	17.9%	50%	10.7%	Fisher's exact test 7,030	0.122
	<i>Students</i> N=145	10.3%	15.9%	29.7%	25.5%	18.6%		
Lecturers use block evaluation feedback to improve their teaching	<i>Lecturers</i> N=28	0%	7.1%	17.9%	60.7%	14.3%	Fisher's exact test 9.313	0.042
	<i>Students</i> N=145	12.4%	20.7%	16.6%	43.3%	6.9%		

The majority (75%) of lecturers agreed that they used the block evaluation feedback to improve their teaching while only half of the students (50.3%) believed that. It was noted that quite a considerable number of students (33.1%) did not believe that lecturers used block evaluation feedback to improve their teaching; hence they disagreed with this statement. The Pearson chi-square with a p value of 0,063 revealed no significant difference of opinion between the lecturers and the students. Table 4.12 above displayed the results.

4.6. Conclusion

In this chapter data obtained from the lecturers and students was presented, analysed and interpreted, with the utilization of frequency and percentage distribution, and mean, median and standard deviations. Pearson Chi-square or Fishers Exact tests were used to test for association between categorical variables. Comparison between lecturers' and students' responses was made in some areas. The findings of the study revealed that students and the majority of lecturers were not involved in the development and evaluation of the block evaluation tool. Participants believed that there was neither a clear system nor guidelines to ensure the proper management of data obtained from the evaluations. Most students did not believe that the process was taken seriously as they rarely received feedback on evaluations that they participated in. It also emanated from this study that changes, if they did ever occur as a result of the block evaluations, were minimal. Most of the tests showed no statistically significant differences between the views of the lecturers and those of the students. Suggestions were to a larger extent about the setting of policies and guidelines for the process, the provision of feedback to students about the evaluation, and consultative and supportive structures for lecturers to ensure that envisaged changes did occur as a result of the evaluation. The next chapter will present the discussion of the findings, recommendations and the conclusion.

5. DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter provides a discussion of the most significant findings in line with reviewed literature, and in relation with the conceptual framework. An overview of the demographic profile of the respondents precedes the discussion. The study explored students' evaluation of teaching and learning from the perspective of lecturers and students at a selected KwaZulu-Natal nursing campus. The objectives of this inquiry were to: describe the process of students' evaluation of teaching and learning; explore the management of feedback obtained from the students' evaluation of teaching and learning, and to explore how the process could be improved at the selected campus.

Since the researcher had personal experience with the evaluation process, both as a subject teacher and class teacher, these individual experiences were deliberately suppressed when conducting the research project, so as to understand the data interpretation and discussion through the experiences of the participants.

5.2. Discussion of the Findings

5.2.1. Sample and Demographics

Burns and Grove (2009) described demographic variables as attributes of the subjects that were measured during the study and used to describe the sample. Although demographic data was not the focal point of the study, it could assist the researcher's interpretation of the findings. The demographic data was therefore analysed to provide a picture of the sample.

A total of 173 respondents participated in this study. The lecturer sample was comprised of 28 participants while the student sample had 145 participants. The overall response rate in the study was 82%. 52.4% of the students were from the two-year Bridging programme while 47.6% were

from the four-year Diploma programme. The majority of respondents were female, with 92.9% from the lecturer group and 80% from the student group. Male respondents comprised 20% of the student group. This was in line with findings from previous studies that indicated that the nursing profession is dominated by the female gender.

The age of lecturer participants was between 33 to 59 years, with the median age of 50. One lecturer was in the range of 30 to 39 years. About 36% were aged between 40 and 49 years while the majority of 60% was from the oldest group of lecturers. Reports from literature (SANC, 2011) confirm that a substantial number of nursing professionals are above 30 years of age. The majority of students who participated (59.3%) were between 20 and 29 years while those between 30 and 39 years comprised 13.9% of the sample, and only 1.4 % were between 40 and 49 years of age. The minimum age was 20 years, the median 29, while the maximum was 59. Most students above 30 years of age were from the two-year Bridging Course leading to Registration as a General Nurse. The reason being, most of the students in this category had been in practice as enrolled nurses for quite a while before registering for the course.

The findings showed that of the 28 lecturers, 25% had teaching experience of between 0 to 5 years while 60.7% had 6 to 11 years of experience and 14.3% had 12 years or more. It is clear that a larger group had 6 to 11 years' experience and would provide valuable input from their experience in this inquiry. Five lecturers (17.9%) had attained a Masters' Degree, 14.3 % had attained their Nursing Education Honours, while 60.7% had a Nursing Education Degree and 7.1% a Diploma in Nursing Education. There is empirical evidence that experience in teaching and further academic development in teaching affect the way that lecturers view and respond to feedback from student's evaluations of teaching (Nasser and Koul, 2002 and Arthur, 2009).

5.2.2. Purpose of Student Evaluation of Teaching

An accurate understanding of a clearly articulated purpose of an evaluation of teaching and learning process by stakeholders is a pre-requisite to the effectiveness of the process (Brennan and Williams, 2004). This is especially important for the students and lecturers as the main participants, if their commitment and enthusiasm to the process is to be intensified (Coughlan, 2004). Lecturers and students were requested to select what they perceived as the purpose of the students' evaluation of teaching and learning in their institution from a list of items provided. Among 6 items provided that concerned the purpose of students' evaluation of teaching and learning, "to improve the quality of teaching" was the most commonly selected option by both the lecturers (92.9%) and students (88.3%). "To improve the student's learning experience" was suggested as the purpose by 75% of the lecturers and 80.7% of the students. The results of this study on these items were in line with those of Colford (2007) where it was reported that students agreed that evaluation of teaching was an important tool in improving the quality of teaching and improving the student's learning experience at an Institution of Higher Education. Similarly, Chang (2001) stated that faculty members agreed that "improving instruction" was one of the main purposes of students rating their lecturers and which should be included in the evaluation tool.

The respondents of this study also believed that "to satisfy institutional requirements" was one of the reasons why the institution elicited their views on the evaluation process, as demonstrated by selection of this item by 64.3% of the lecturers and 60.7% of the students. It was not surprising to establish that both lecturers and students felt that way about the evaluation process since several respondents from both groups had commented in the open section that they often got the impression that the evaluation was only done because it was a requirement of the institution, and as a result, no one really cared what happened after the data had been collected.

Harvey (2003) drew attention to allegations that staff frequently perceived evaluation systems as instruments of control, and the collection of student feedback as another activity intended rather to *'feed the beast'* of quality inspection and audit, and not necessarily to improve teaching and learning. Additionally, in the study conducted by Colford (2007), the respondents there had suggested that the process was probably carried out as a conciliatory exercise. From these findings, a conclusion could be drawn that the views of this study's respondents were not any different from the views of other respondents in this category from other parts of the world, in not trusting that the stated aims were actually the reason for eliciting student views.

Both lecturers and students in the present study agreed with the purpose "to provide opportunity for democratic practices between lecturers and students". There was an almost equal selection of this item between the two groups, with 64.3% for lecturers and 60.7% for students. This option also emerged as the top-ranking purpose selected. In support of these findings, Leitch et al. (2007) disclosed that students were given space to voice their opinion; they were given a voice (the questionnaire) and an audience (faculty and management of the institution). Similarly, the study by Smith and Pollack (2008) on teacher educators accepted that the students' evaluation of teaching was a democratic right that students had as part of the institution's quality assurance policies. Clearly there was agreement between lecturers and students with regard to the purposes of the evaluation of teaching by students. This is an encouraging revelation, more significantly so if they agree that the aim is to improve teaching and learning, since reviewed literature acknowledges the belief that if students are involved in the evaluation of teaching and learning in a course, it results in the improvement of the quality of that course (Coughlan, 2004).

5.2.3. Development and Review of the Block Evaluation Questionnaire

From the findings of this study it was established that the majority of lecturers (71.4%) were never involved in either the development or review of the block evaluation questionnaire, while all of the students who responded (100%) were never involved. As noted earlier in the data presentation, 60% of the lecturers had been teaching in that institution of the current study for a period between 6 and 11 years, while 14% had been teaching for 12 years and longer, one would have expected a positive response on this aspect. Not involving stakeholders in this regard was identified as a shortcoming which often occurred in many institutions of higher education, according to Harvey (2003) and Richardson (2004). Coughlan (2004) highlighted the importance of engaging and sharing the design and content of the evaluation tool with the stakeholders (students and teachers).

Harvey (2003) believed that students were more likely to provide well thought out information about issues that were important to them than teachers who had decided what ought to have been important for students. Almost all of the students (97.2%) were of the opinion that they should be involved in designing or reviewing the block evaluation tool, and most advocated their involvement in reviewing the contents of the questionnaire when asked for suggestions on improving the process. Some of the students argued that the tool currently in use was not accurate in addressing their concerns. In support of this argument, Gravestock and Gregory- Greenleaf (2008) noted even evaluation instruments which had passed psychometric tests might require re-examination when used in different contexts. Harvey (2003) identified focus groups and comments from previous years' questions as an example of a strategy that could be utilized to determine the items which students felt should be included in the evaluation. However, the results of the present study showed that lecturers were not so keen that students be involved in the development or review of the evaluation tool, since only 35.7% suggested that students be involved in the development and review of the evaluation tool.

5.2.4. Components of the Evaluation Tool

According to the reviewed studies of Brennan and Williams (2004), Coughlan (2004) and Skowronek et al. (2011), components of the evaluation tool depended on the purpose of the evaluation and the level at which the evaluation took place. Brennan and Williams (2004) stated that the evaluation of teaching and learning in higher education institutions could take place at the level of the individual teacher, course unit, course module, semester, year of study, subject, or the entire programme, and at other levels which were not relevant to the study. The findings of the present study revealed that of the eleven items concerned with students' evaluation of teaching and learning, most lecturers and students perceived the following components as imperative for the evaluation tool: feedback following assessment, appropriateness of teaching methods, support and guidance provided, the assessment of learning and the lecturer's teaching skills, as they received higher selection percentages and were the top five from both groups. Similarly, in a study by Chang (2002) on faculty attitudes towards student ratings, faculty members in Teacher Colleges in Taiwan also rated these items highly and found their inclusion necessary in an evaluation form. Respondents of the current study suggested inclusion of items relating practical evaluations such as Objective Structured Clinical Examinations (OSCEs).

Colford (2007) regarded the students' evaluation process having a teaching and learning focus which indicated both teacher and learner-centredness. It could be pointed out that the top five items selected by both lecturers and students were more teacher centred, because it was all about what the teacher could or should do. Kember et al. (2002) considered instruments used to elicit feedback from students as favouring a transmission model of teaching over a student centred one, and therefore lacking the flexibility and appropriate focus needed to identify innovative teaching. As a result of this notion, Barr and Tagg in Langley (2007) called for a shift in the belief that a college was an institution that existed to provide instruction to one of an institution that existed to produce

learning. Langley suggested the necessity for changes in questionnaire statements to student centredness, so as to assist students in examining their role as learners. However with the transition from teacher centred to student centred teaching, Penny (2003) envisaged the likelihood of a discord between teacher's styles and students' preference. Penny argued that when teachers chose to adopt strategies and activities that could enhance students' learning experiences, in response to directives by the higher education institution and students who wanted development of understanding and meaning in the learning process, they could be unfairly judged for choosing innovative strategies, by students who simply wanted a transmission kind of teaching method so as just to pass their examinations.

5.2.5. Specificity of the Evaluation Tool

The majority of lecturers (71, 4%) and students (66.2%) reported that the block evaluation tool did not allow them to be specific in their evaluation because they were expected to evaluate the activities of the whole block, which involved different subjects and lecturers in one tool. Most lecturers were of the opinion that it was possible that only the assertive students were specific while others feared victimization in case their hand writing was recognized by the lecturers. Some of the lecturers argued that the evaluation was not meant to be specific in the first place, but rather, a general evaluation of activities of the whole block was expected. Therefore, it appears that there is no clarity regarding whether students should comment about the individual lecturers' teaching. Lekena and Bayaga (2010) recommended that Institutions of Higher Education ought to ensure that the source of feedback and the methodology used were sensitive to their particular teaching context and were appropriately customized to best accomplish the envisaged purpose. Nonetheless, both lecturers and students suggested that each lecturer and subject be evaluated separately.

5.2.6. Administration of the Block Evaluation Questionnaire

The results of the present study showed that the students' evaluation of teaching was done at the end of the block, with the majority of lecturers (43.7%) and students (50%) in favour of this timing. This was consistent with Richardson (2005)'s suggestion that it would be most appropriate to seek feedback on students' views of a particular educational venture, at the end of that particular course unit or programme, given that they would have had a complete experience and therefore be in a better position to provide a richer input. However, 29.6% of lecturers and 28.6% of students expressed their preference for the evaluation taking place in the middle and at the end of the block. This would enable them to identify problems or concerns early and still have enough time to institute changes. This agreed with the findings by Colford (2007) where 55% of the students in a modular system felt that evaluations should be carried out during the module and at the end thereof, stating that this would allow implementation of improvements for the remainder of that module. Tucker and Straker (2008) challenged this view, pointing out that when feedback was obtained on completion of a unit of study, students had no mechanism for determining whether the information they had provided had resulted in any changes for themselves or the next cohort of students. Spencer and Schmelkin (2003) attested that literature spoke enchantingly of the benefits of mid-term students' evaluation of teaching and learning, where students got the opportunity to express their views and then see possible changes during the remainder of the term. It could therefore be concluded that the present study could not establish consensus with reviewed literature regarding the best time for conducting an evaluation.

Concerning who should distribute and collect the questionnaire, the respondents in the current study reported no objection to the class teacher distributing and collecting evaluation questionnaires. However, it became apparent from some students' comments that occasionally there was a bit of discomfort and fear of victimization, as a result of a possible lack of anonymity, if a class had fewer

students and the lecturer could identify their handwriting. This concern by students was also raised by Spencer and Schmelkin (2003: 399), where a student had indicated “*I don’t write negative comments in an evaluation because I’m afraid the professor will recognize my writing*”. On the basis of the right to privacy; “*the research respondent has a right to anonymity, and the right to presume that the data collected will be kept confidential*” (Burns and Grove, 2009: 196). Therefore it is only ethical to ensure that researchers act responsibly by applying measures ensuring anonymity and confidentiality, to the best of their ability. According to Coughlan (2004), it was often argued that anonymity increased the rate of response and could increase the likelihood that responses reflected genuinely held opinions.

Opposing this opinion, Meagher and Whelan (2011) argued that confidentiality and anonymity were generally well understood as a potential source of bias in data collection, since this could cause irresponsible, untruthful responses from students. These authors contended that, in that context, confidentiality could be thought of as a situation in which identifiable student evaluations were only revealed to the data collector and not to the teacher being assessed, while anonymity implied that the respondent could not be identified by either the data collector or the individual being assessed. Meagher and Whelan (2011) further alleged that the practice of anonymity was being eroded by a number of students’ evaluation practices since many teaching professionals advocated for the use of more in-depth data collection methods. These methods such as such as face-to-face discussions/focus groups would assure confidentiality to participants but did not guarantee effective anonymity because the source of the responses could be identified by the data collector. Absolute anonymity might be difficult to accomplish at the setting of the current study because the class teacher is often a subject teacher and might actually be in a position to unintentionally trace the originator of the input.

5.2.7. Analysis, Interpretation of Data and Report Writing

Data obtained from an evaluation of teaching requires careful interpretation if the results are to be fairly and effectively used for the improvement of the teaching and learning (McKeachie, 1997). According to Jara and Mellar (2010), the absence of a clear and effective strategy for processing data from an evaluation resulted in responses left unattended or superficially analysed, so much so that the potential to illuminate the evaluation and the ultimate improvement of the teaching and learning process was lost. The findings of the present study reflected that the analysis and interpretation of data was the responsibility of the class teacher, but lecturers indicated much concern with regard to this task. On exploration of the source of this concern, it transpired that there were no guidelines whatsoever on how to proceed with the analysis, interpretation and report writing. The lecturers reported that they either asked their seniors or did as they saw fit. Cashin (1990), in Keane and MacLabhrainn (2005), mentioned that there was a need to develop a clear written guide and explanation of how the results from the students' evaluation of teaching should be interpreted by an individual staff member. In fact, this author suggested the appointment of an instructional consultant to assist staff in the proper analysis and interpretation of survey results.

Another point of contention in literature is whether a teacher whose subject or course was being evaluated should do the interpretation and analysis of that data. On that notion, Coughlan (2004), and Keane and MacLabhrainn (2005) pointed out that best practice mandated that data be collected, analyzed and interpreted by a neutral person, since a second opinion could assist in exploring how best strengths could be capitalized on and how weaknesses could be addressed. In line with that idea, in a number of Higher Education Institutions, the students' evaluation of the teaching and learning processes are handled by Quality Promotion and Assurance Units, and not by lecturers. Van Der Merwe (2007) revealed that, of the 3 South African universities that were researched, the student evaluation process was handled by the Academic Developmental Centre, the Centre of Teaching and Learning or by the involvement of an independent person.

5.2.8. Consultation and Plan of Action Following the Evaluation Process

Contradictory responses emerged from lecturers with regard to whether a clear consultation procedure on dealing with results obtained from the evaluation process existed. The majority of the lecturers (60.7%) reported that there was no consultation procedure for dealing with results from the evaluation; while 29% reported the existence of such a procedure. It was reported by some of these respondents that the Principal, Deputy or Subject Head met with a lecturer who had received a negative review, to discuss the results and explore intervention options. As the results showed, the majority of lecturers seemed unaware of the availability of the procedure, therefore suggesting a lack of clarity on the consultation procedure when dealing with results obtained from the evaluation process amongst the lecturers in this study. Although it can be argued that the lecturers who did not know about it were those who had never been evaluated negatively, still, a policy should be in place, communicated to all lecturers so as to guide the process.

5.2.9. Implementation and Monitoring Action

This study also exposed a lack of agreement amongst lecturers with regard to whether there was a mechanism in place to ensure that appropriate action took place as planned, and also if monitoring of action occurred following an evaluation. About 32% of the lecturers claimed that it was the responsibility of the Principal while 28.6% believed that it was the Subject Head's responsibility. Other responses distributed the responsibility between the class teacher (10%), the Deputy Principal (7%) and the rest of the respondents either did not know or claimed that no one held that responsibility. One of the students commented that they doubted that lecturers read their evaluations because nothing ever happened with regards to the problems that were raised. Lack of clarity regarding who is expected to do the task could fuel a lack of accountability amongst lecturers. It is apparent from these findings that implementation and monitoring action requires intervention.

Brennan and Williams (2004) revealed that a vast majority of institutions used annual monitoring and review processes and committee cycles as a means for following upon results, deciding what action needed to be taken, checking whether action was actually taken and monitoring the effect it had. These researchers also pointed out that individual teachers or Heads of Department did have the power to rectify problems when they occurred or were identified, and that some issues, depending on their nature, would not necessarily wait for formal committees. Walker-Garvin (2004) recommended putting an appropriate policy in place to guide activity in the area of student feedback, which would serve a vital primary step in strengthening the feedback system and developing co-ordination between student service providers. Additionally, this researcher sees a need for transparency in the allocation of clear roles and responsibilities to individuals and committees in relation to monitoring and implementing improvement within institutional governance structures.

5.2.10. Feedback to Stake Holders

One of the crucial stages of a student evaluation of the teaching process is to ensure that students' views are translated to action and that students are subsequently provided with feedback on results of the evaluation, as well as proposed action resulting from their input (Harvey, 2003; and Walker-Garvin, 2005). This process often referred to as "Closing the feedback loop" has been the cause for concern in many studies. The findings of this study indicated that although students received feedback, the process was not consistent. This was confirmed by the majority of lecturers (75%) and almost 35.4% of students who reported that feedback was received only "sometimes". 53% of the students reported receiving feedback while almost 28% said they never received feedback. 42% of lecturers reported that they did not receive feedback on block evaluations done by the students they were teaching. This is consistent with findings from Colford (2007), where 94% of students raised the issue of the lack of feedback regarding their evaluations of teaching. Watson

(2003) warned that if students became accustomed to filling evaluation questionnaires and yet rarely, if ever, received any feedback on the process, they would become less inspired to take part in future evaluative processes. Literature indicated that students were less likely to take time and effort to complete questionnaires if they felt that it was simply a meaningless, result-less, ritual that the institution went through in order to meet quality requirements. Powney and Hall (1998) found out that where agreed procedures for the systemic collection of feedback were treated seriously, students co-operated in providing feedback. It is therefore essential that all who are involved are made aware of the outcomes of the process, including the lecturers involved.

Watson (2003) believed that students would always have a range of expectations of their course and institutions' resources. This author suggests that when collecting feedback, the emphasis should be on responding to students' expectations rather than meeting them directly, that is, even if expectations are not met, there is a need to give students feedback to explain the consideration of their views.

5.2.11. Changes That Occur as a Result of Students' Evaluation of Teaching and Learning

Earlier in this chapter, the majority of lecturers and students identified the main purpose of student's evaluation of teaching as improving the quality of teaching, improving the student's learning experience, satisfying institutional requirements and providing opportunities for democratic practices between lecturers and students. Respondents were then asked if there were any changes that had occurred as a result of students' evaluation of teaching. Just above half of the lecturers (53.6%) and students (57.3%) reported no changes occurring as a result of the evaluation while some changes were reported by 46.4% of the lectures and 42.7% of the students. The changes identified by lecturers and students were that some lecturers made changes and improved on their teaching strategies, more assistance was provided with projects, more time was allocated for

practical skill and study time and library visits. Moore and Koul (2005) reported that in their study exploring university teachers' reaction to feedback, respondents reported making changes to their teaching and subjects as a result of student feedback but that the extent to which changes were made varied. Some of the changes were; using more visual aids, putting more emphasis on learning outcomes, valuing the personal dimension of teaching and re-thinking the module structure and content, all these changes depended on the individual teacher (Moore and Koul, 2005).

As reflected earlier in the study, Lekena and Bayaga (2010) investigated the impact of the student evaluation of teaching on university academic staff members, who confirmed that the feedback received from students was useful for their professional development, helped to make teaching a self-reflexive process and enabled corrective action so that its results were further reflected in the content of lectures, their behaviour, their style and method choice. This was also supported by the researchers Nicholson et al. (2005) who reported that General Practitioners who participated in their study felt positive feedback from students actively maintained and also promoted good teaching practice, while negative feedback incited a need for making changes in their practice and a determination to effectively respond to their students' needs. They however did not specify the changes they made. Likewise, Van Wyk and McLean's (2007) study respondents identified that students' feedback, more especially qualitative comments, provided specific direction for improvement on their shortcomings as facilitators. However, it also emanated from both Nicholson et al. (2005) and Van Wyk and McClean's studies that a delay in receiving students' evaluation results led to the deferment of attempts to rectify or improve practices. Both studies recommended prompt provision of feedback to allow adequate time for facilitators to reflect and then modify their activities.

Taking into consideration that the majority of respondents; lecturers (53.6%) and students (57.3%) reported not being aware of any changes that occurred as a result of the feedback from the evaluation, Kember et al. (2002) noted that routine collection of students' feedback did not in itself

lead to lead to any changes and improvement in the quality of teaching. Roche and Marsh (2002) believed that feedback from evaluations of teaching made a better impact in the professional development of individual teachers, primarily if reinforced by a proper consultation and counseling process. This was supported by Hampton and Reiser (2004), and Lang and Kersting (2006), who indicated that feedback from students, supplemented by discussion afterwards, made a better impact in improving the quality of teaching. Based on the results of their study, Rindermann, Kohler and Meisenberg (2007) reported that teaching at their institute improved substantially after the use of a consultative procedure where instructors were given individual feedback about the evaluation of their teaching, followed by a supportive counseling and consultative process with suggested changes. They also discovered that these improvements were stable across semesters and even when assessments were done by another cohort of students. In support of this view and based on their literature review, Hendry and Dean (2002) and Trowler and Bamber (2005) concurred that improvement of teaching quality is best served through a consultation and counselling procedure after an evaluation, as part of the academic and institutional development programme to enhance the culture of teaching and learning, and that evaluation without counselling and acknowledging external conditions was neither effective nor justifiable.

A significant percentage of lecturers (75%) agreed that they used evaluation feedback to improve their teaching while about half of the students (50.3%) agreed that this occurred. This seemed contradictory and quite questionable, especially for the lecturers, since only 46.4% from this group reported having seen changes as a result of the students' evaluation of the block. One would expect changes to occur if lecturers utilized this information. However, it is understandable for students not to see any changes even if lecturers did use the information to improve their teaching, if the results and actions taken were not communicated to them. Some students would have moved to another level, and would not have been aware of the next group benefiting from their input. Campbell's (2007) study revealed that although a majority of students believed that student

evaluations were important to the instructors and college administrators, and that their Professors cared about their opinions, it was evident that they (students) did not know how the results of those evaluations were being used. Harvey (2003) and Richardson (2005) found that delay and lack of feedback to students about actions planned for or done as a result of their input could result in them not recognizing the improvements, let alone benefiting from them. Instructor respondents from Nasser and Fresko (2002)'s study recorded overall mildly positive attitudes towards the usefulness of student evaluation of teaching ratings in improving instruction , however a few reported making changes as a result of the evaluations.

Tucker et al. (2008) reported that in their study, students' evaluation of teaching was made successful by having a quality enhancement cycle within their school where an open discourse pertaining to student feedback was encouraged among lecturers. They were encouraged to reflect on the feedback, identify strengths and areas for improvement and, where possible, instigate changes in the next teaching cycle. Peer mentoring by experienced academics was also provided.

5.3. Limitations of the Study

“One challenge to the generalizability of research findings is the diversity of course evaluation instruments, policies and processes, as well as the diversity of institutional and instructional contexts” (Gravestock and Gregory-Greenleaf, 2008: 11). The current study was limited to lecturers and students at a specific nursing campus where the evaluation process might be totally different from other institutions of that kind, and therefore findings cannot be generalized to other contexts. The post basic students were not included in the study as they didnot meet the inclusion criteria, therefore only the four-year Diploma and two-year Bridging Course students participated in the study. The researcher was part of the academic staff involved with the evaluation process, which might have influenced both students' and lecturer's responses and, to a certain degree, the interpretation of open-ended responses.

5.4. Conclusion

This study set out to explore student's evaluation of teaching and learning from the perspective of lecturers and students at a selected nursing campus. In light of the research objectives, this study provided some useful insights into the students' evaluation of teaching and learning process used at the selected nursing campus. There were very few statistically significant differences between the views of lecturers and students with regard to the students' evaluation of teaching and learning process.

It can be concluded from the results of this study that while students' evaluation of teaching and learning has become an acclaimed practice, both internationally and nationally, and which is consistent with practice, the system is nonetheless fraught with various challenges which cannot be disregarded. Respondents highlighted the importance of the articulation of a clear purpose of the evaluation to all stakeholders. The entire evaluation system should be designed to meet the specific set of goals and needs of the institution and should have a clear connection to the learning process. Lecturers in particular should be concerned regarding the development of the entire process as they are more likely to utilize the data if they assist in the development process. Involvement of students in devising or reviewing of block evaluation questionnaire was highly favoured by students.

Lack of guidelines and support regarding the management of data obtained from the evaluation and the subsequent execution of action plans was identified as a barrier by lecturers. Failure to close the feedback loop was expressed as a major concern by both parties. Students undoubtedly feel that the process as it is presently operated is explicitly one-way, with them providing feedback on their experiences during the block but receiving little or no corresponding feedback on the outcome of the exercise. This probably explains why some of the respondents felt that the purpose of the evaluation was to satisfy institutional policy.

On the positive side, both lecturers and students see end-of-block evaluation as a vital tool in improving the quality of teaching and learning, although it is not entirely clear how these respondents saw the improvements since the majority reported that no changes were noted as a result of the evaluation.

Harvey (2003) noted that too often, questionnaires evaluating teachers reflected on what teachers or managers viewed as important to students. Harvey believed that; students should be allowed to raise issues of significance to them; that an assessment should pertain what is important as well as satisfactory; and that an explicit action cycle with clear structures for delegating responsibility for change and for providing feedback on action to students should be made available.

Recommendations

Students' Evaluation of Teaching and Learning

Students' evaluation of teaching and learning is not a clear cut process and therefore necessitates reflection on what to evaluate, how to elicit views from target groups, analyse information obtained and what action to take, so as to implement required changes. Preparation for an evaluation entails considering the aims of the evaluation, the context, participants who will be involved, resources for the investigation and how to deal with the results (McCormack, 2005).

Institutional Organization

There should be a clear organisational structure with a neutral person delegated and therefore fully involved in the evaluation process.

Process

There should be a structured process to conduct students' evaluation of teaching and learning; with written supporting policies that have clear guidelines for all stakeholders. The purpose of the evaluation should be made explicit to all. The administration, implementation procedures and

reporting of results should be transparent and communicated to all concerned. The level at which the evaluation is targeted should be identified for example; individual lecturer, subject, module or course, so that an appropriate evaluation tool is used. Results of the evaluation need to be discussed with the relevant stakeholders and feedback must be given promptly to all concerned.

Lecturers

There should be a clear consultative and counselling process where lecturers are supported and assisted in improving their teaching skills and addressing outcomes of the evaluation.

Students

Students must be orientated on how to better provide constructive feedback. Their feedback should be taken seriously and action should be taken as mandated. Students' concerns should be addressed promptly and they must be informed of action taken as a result of their input.

5.6. Future research

More research in the area of nursing students' evaluations of teaching and learning is advocated as it would begin to resolve the anonymity of the evaluation process in the field. It is recommended that a large scale study eliciting the views of lecturers and students from the entire college, focusing on all 12 campuses, be undertaken. A mixed methodological approach to these research issues would provide an in-depth exploration into the students' evaluation of the teaching and learning process.

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Annexure 1

CODE	
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Annexure 1: Student Questionnaire

Study Title: Exploring Students' Evaluation of the Teaching and Learning Process at a Selected Nursing Campus in Kwa-Zulu Natal: Lecturers and Students' Perspective

Instruction: At the end of each block the Campus asks you to complete a written evaluation of teaching and learning that occurred during that block (block evaluation). Please answer the following questions by placing an X in the appropriate box or respond provide an answer as requested.

Section A: Demographic Data

1. What is your gender?

1	Female	
2	Male	

2. What is your age in years? _____

3. Which course are you currently studying?

1	4 year Diploma(R425)	
2	2 year Bridging Course(R683)	

4. What year of study are you currently busy with? _____

Section B

Thinking about that survey process, please answer the following questions, indicate as per instruction.

Purpose

1. Why do you think the College asks for your evaluation? Please tick all relevant boxes.

1.	To improve quality of teaching	
2	To identify staff development needs	
3.	To improve student's learning experience	
4.	To provide opportunity for democratic practices between lecturer and students	
5.	To increase student learning motivation	
6	To satisfy institutional requirements	
7	Other	

If 'other' please elaborate.....
.....
.....

Development of evaluation tool

2. During your time at this Campus, how many times have you participated in the evaluation of a block that you have attended? _____

3. Were you ever involved in developing or reviewing the block evaluation questionnaire? Please tick one box.

1	Yes	<input type="checkbox"/>
2	No	<input type="checkbox"/>

4. In your own opinion, should you be involved in the development or review of the block evaluation questionnaire? Please tick one box.

1	Yes	<input type="checkbox"/>
2	No	<input type="checkbox"/>

Please elaborate on your response.....

5. What questions are included in the block evaluation questionnaire? Please tick all relevant boxes.

1	Lecturer’s personal characteristics	<input type="checkbox"/>
2	Lecturer’s teaching skills	<input type="checkbox"/>
3	Appropriateness of teaching methods	<input type="checkbox"/>
4	Support and guidance provided	<input type="checkbox"/>
5	Relationship between students and lecturers	<input type="checkbox"/>
6	Assessment of learning	<input type="checkbox"/>
7	Feedback following assessment	<input type="checkbox"/>
8	The overall rating of the lecturer	<input type="checkbox"/>
9	Workload (subject content)	<input type="checkbox"/>
10	Course material	<input type="checkbox"/>
11	Students’ self-evaluation of learning	<input type="checkbox"/>
12	Other	<input type="checkbox"/>

If ‘other’ please elaborate.....

6. In your opinion, what questions should be included in the block evaluation questionnaire? Please tick all relevant boxes.

1	Lecturer’s personal characteristics	<input type="checkbox"/>
2	Lecturer’s teaching skills	<input type="checkbox"/>
3	Appropriateness of teaching methods	<input type="checkbox"/>
4	Support and guidance provided	<input type="checkbox"/>
5	Relationship between students and lecturers	<input type="checkbox"/>
6	Assessment of learning	<input type="checkbox"/>
7	Feedback following assessment	<input type="checkbox"/>
8	The overall rating of the lecturer	<input type="checkbox"/>
9	Workload (subject content)	<input type="checkbox"/>
10	Course material	<input type="checkbox"/>
11	Students’ self-evaluation of learning	<input type="checkbox"/>
12	Other	<input type="checkbox"/>

If ‘other’ please elaborate.....

7. The current block evaluation questionnaire requires you to evaluate activities of the block and teaching which is done by different lecturers in that block.

Does this allow you to be specific in your evaluation?

1	Yes	
2	No	

Please elaborate on your answer.....

8. How can this aspect of the evaluation be improved?

Administration of Evaluation tool

9. When does the block evaluation take place? Please tick one box.

1.	Middle of block	
2	End of block	
3.	Middle of module	
4.	End of module	
5.	Middle and end of block	
6.	Middle and end of module	
7.	Other	

If 'other' please specify-----

10. In your opinion, when should the block evaluation take place? Please tick one box.

1.	Middle of block	
2	End of block	
3.	Middle of module	
4.	End of module	
5.	Middle and end of block	
6.	Middle and end of module	
7.	Other	

If 'other' please specify-----

11. Who distributes and collects block evaluation questionnaires?

1.	Class teacher	
2.	Subject teachers	
3.	Subject head (HOD)	
4.	Non-teaching college staff member	
5.	Student representative	
6.	Other	

If 'other' please specify.....

12. In your opinion, who should distribute and collect block evaluation questionnaires? Please tick one box.

1.	Class teacher	
2.	Subject teachers	
3.	Subject head (HOD)	
4.	Non-teaching college staff member	
5.	Student representative	
6.	Other	

If 'other' please specify.....

Feedback on evaluation

13. Do you receive feedback from the Campus for your block evaluation?

1	Yes	
2	No	
3	Sometimes	

14. How is feedback communicated to you following a block evaluation?

Please tick one box.

1.	Report by Class teacher	Oral	Written
2.	Report by Subject teachers	Oral	Written
3.	Report by Subject head (HOD)	Oral	Written
4.	Through student representatives	Oral	Written
5.	Other		

If 'other' please specify-----

15. In your opinion, how should you receive feedback about the evaluation?

Please tick one box.

1.	Report by Class teacher	Oral	Written
2.	Report by Subject teachers	Oral	Written
3.	Report by Subject head (HOD)	Oral	Written
4.	Through student representatives	Oral	Written
5.	Other		

If 'other' please specify-----

16. When do you receive feedback regarding block evaluation that you participated in?

Please tick one box.

1	On the last day of that block	
2.	Within 2 weeks of the evaluation	
3	Beginning of the following block	
4	Other	

If 'other' please specify-----

17. In your opinion, when should you receive feedback regarding block evaluation that you participated in? Please tick one box.

1	On the last day of that block	
2.	Within 2 weeks of the evaluation	
3	Beginning of the following block	
4	Other	

If 'other' please specify.....

Implementation

18. Are there any changes that have ever occurred as a result of your evaluation?

1	Yes	
2	No	

Please elaborate on your response.....

Please indicate your response with a tick in one block.

The numbers range from 1 to 5. A score of 1 indicates that you strongly disagree with the statement while a score of 5 indicates that you strongly disagree with the statement.

19. Lecturers use results from block evaluation as a basis for planning changes in teaching.

1	Strongly Disagree	
2	Disagree	
3	Neither Agree or Disagree	
4	Agree	
5	Strongly Agree	

20. Lecturers improve their treatment of student as a result of block evaluation.

1	Strongly Disagree	
2	Disagree	
3	Neither Agree or Disagree	
4	Agree	
5	Strongly Agree	

21. Results from block evaluation help focus on the weak points of a course.

1	Strongly Disagree	
2	Disagree	
3	Neither Agree or Disagree	
4	Agree	
5	Strongly Agree	

22. Lecturers use block evaluation feedback to improve their teaching

1	Strongly Disagree	
2	Disagree	
3	Neither Agree or Disagree	
4	Agree	
5	Strongly Agree	

Recommendations

23. Please write additional suggestions on how the block evaluation process can be improved.

.....
.....
.....
.....
.....

THANK YOU FOR PARTICIPATING IN THIS SURVEY.
YOUR RESPONSES WILL BE USED TO PROMOTE TEACHING AND LEARNING EXCELLENCE

Lecturer's Questionnaire

Study Title: Exploring Students' Evaluation of the Teaching and Learning Process at a Selected Nursing Campus in Kwa-Zulu Natal: Lecturers and Students' Perspective

Instruction: At the end of each block the College asks students to complete a written evaluation of teaching and learning that occurred during that block. Please answer the following questions and tick in the appropriate box where applicable.

Part 1: Demographic Data

1. What is your gender?

1	Female	
2	Male	

2. What is your age in years? _____

3. For how long have you been teaching in a Nursing Education Institution? _____

4. What is your teaching qualification?

1	Nursing Education Masters	
2	Nursing Education Degree	
3	Nursing Education Honors	
4	Nursing Education Diploma	
5	Other	

If 'Other' specify.....

5. Which of the following subjects do you teach?

1	Anatomy and Physiology	
2	Fundamental Nursing Science	
3	General Nursing Science	
4	Community Nursing Science	
5	Sociology	
6	Psychiatry	
7	Midwifery	
8	Other	

If other specify.....

6. What year of students are you teaching?

1st	
2nd	
3rd	
4th	

Section B

Thinking about that survey process, please answer the following questions, indicate as per instruction.

Purpose

1. Why do you think the Campus asks students for block evaluation? Please tick all relevant boxes.

1.	To improve quality of teaching	
2	To identify staff development needs	
3.	To improve student's learning experience	
4.	To provide opportunity for democratic practices between lecturer and students	
5.	To increase student learning motivation	
6	To satisfy institutional requirements	
7	Other	

If 'other' please elaborate.....

Development of tool

2. During your time at this College, how many times have you been involved in block evaluation?

3. Were you ever involved in developing or reviewing the block evaluation questionnaire? Please tick one box.

1	Yes	
2	No	

4. In your own opinion, who should be involved in the development or review of the block evaluation questionnaire? Please tick one box.

1	Academic staff	
2	Academic staff and students	
3	Other	

If other please specify.....

5. When was the block evaluation questionnaire reviewed last?

6. What questions are included in the block evaluation questionnaire?
 Please tick all relevant boxes.

1	Lecturer's personal characteristics	
2	Lecturer's teaching skills	
3	Appropriateness of teaching methods	
4	Support and guidance provided	
5	Relationship between students and lecturers	
6	Assessment of learning	
7	Feedback following assessment	
8	The overall rating of the lecturer	
9	Workload (subject content)	

10	Course material	
11	Students' self-evaluation of learning	
12	Other	

If 'other' please elaborate.....

7. In your opinion, what questions should be included in the block evaluation questionnaire? Please tick all relevant boxes.

1	Lecturer's personal characteristics	
2	Lecturer's teaching skills	
3	Appropriateness of teaching methods	
4	Support and guidance provided	
5	Relationship between lecturer and students	
6	Assessment of student learning	
7	Feedback following assessment of students	
8	The overall rating of the lecturer	
9	Workload	
10	Course content	
11	Students' self-evaluation of learning	
12	Other	

If 'other' please elaborate.....

8. The current block evaluation questionnaire requires students to evaluate activities of the block and teaching which is done by different lecturers in that block.

Does this allow you to be specific in your evaluation?

1	Yes	
2	No	

Please elaborate on your answer.....

9. How can this aspect be improved?

.....

Administration of Evaluation tool

10. When does a block evaluation take place? Please tick one box.

1.	Middle of block	
2	End of block	
3.	Middle of module	
4.	End of module	
5.	Middle and end of block	
6.	Middle and end of module	
7.	Other	

If 'other' please specify-----

11. In your opinion when should the block evaluation take place? Please tick one box.

1.	Middle of block	
2.	End of block	
3.	Middle of module	
4.	End of module	
5.	Middle and end of block	
6.	Middle and end of module	
7.	Other	

If 'other' please specify-----

12. Who distributes and collects block evaluation questionnaire? Please tick one box.

1.	Class teacher	
2.	Subject teachers	
3.	Subject head (HOD)	
4.	Non-teaching college staff member	
5.	Student representative	
6.	Other	

If 'other' please specify.....

13. In your opinion, who should distribute and collect block evaluation questionnaire? Please tick one box.

1.	Class teacher	
2.	Subject teachers	
3.	Subject head (HOD)	
4.	Non-teaching college staff member	
5.	Student representative	
6.	Other	

If 'other' please specify.....

Analysis, interpretation and report writing

14. Who is responsible for analysis of data obtained from the evaluation process?

Class teacher	
Subject teachers	
Subject head (HOD)	
Specific committee	
Other	

If 'other' please specify.....

15. Who is responsible for interpretation of data obtained from the evaluation process?

Class teacher	
Subject teachers	
Subject head (HOD)	
Specific committee	
Other	

If 'other' please specify.....

16. Who is responsible for report writing?

Class teacher	
Subject teachers	
Subject head (HOD)	
Specific committee	
Other	

If 'other' please specify.....

17. Are there guidelines on the process of analysis, interpretation and report writing of students' block evaluation of teaching data?

1	Yes	
2	No	

Please elaborate on your response.....

.....

18. Are there any areas on the process of analysis, interpretation and report writing of student block evaluation where improvements can be made?

Please elaborate.....

.....

Consultation

19. Do you receive a report on block evaluations involving students you were teaching? Please tick one box.

1	Yes	
2	No	
3	Sometimes	

20. Is there a consultation procedure on dealing with results obtained from the evaluation? Please tick one box.

1	Yes	
2	No	

Please elaborate on your response.....

21. Do you have any suggestions on how consultation about evaluation results can be improved?

.....

Action plan

22. Who is responsible for devising the action plan with regards to the results obtained? Please tick one box.

Class teacher	
Subject teachers	
Subject head (HOD)	
Deputy Principal	
Principal	
Other	

Please elaborate on your response.....
.....
.....

23. Is there a need for improvement in the process of reviewing data from the evaluation and planning for action?

1	Yes	
2	No	

Please elaborate on your response.....
.....
.....

Implementation and monitoring actions

24. Who is responsible for assuring implementation and monitoring of appropriate actions?

Subject head (HOD)	
Deputy Principal	
Principal	
Other	

Please elaborate on your response.....

25. Are there any changes that have ever occurred as a result of block evaluation evaluation?

Yes	
No	

Please elaborate on your response.....
.....

26. What are the challenges faced in the implementation process?

.....
.....
.....

Feedback on evaluation

27. Do students get feedback on their evaluations?

1	Yes	
2	No	
3	Sometimes	

28. How is feedback about the evaluation of teaching and learning communicated to students?
Please tick one box.

1.	Report by Class teacher	Oral	Written
2.	Report by Subject teachers	Oral	Written
3.	Report by Subject head (HOD)	Oral	Written
4.	Through student representatives	Oral	Written

If 'other' please specify-----

29. How should students receive feedback about the evaluations? Please tick one box

1.	Report by Class teacher	Oral	Written
2.	Report by Subject teachers	Oral	Written
3.	Report by Subject head (HOD)	Oral	Written
4.	Through student representatives	Oral	Written
5.	Other		

If 'other' please specify-----

30. When are students given feedback regarding their evaluation of teaching and learning? Please tick one box.

1	On the last day of that block	
2.	Within 2 weeks of the evaluation	
3	Beginning of the following block	
4	Other	

If 'other' please specify-----

31. When should students be given feedback? Please tick one box.

1	On the last day of that block	
2.	Within 2 weeks of the evaluation	
3	Beginning of the following block	
4	Other	

If 'other' please specify.....

Please indicate your response with a tick in one block.

The numbers range from 1 to 5. A score of 1 indicates that you strongly disagree with the statement while a score of 5 indicates that you strongly disagree with the statement.

32. Lecturers use results block evaluation as basis for planning changes in teaching.

1	Strongly Disagree	
2	Disagree	
3	Neither Agree or Disagree	
4	Agree	
5	Strongly Agree	

33. Lecturers improve their treatment of students as a result of block evaluation.

1	Strongly Disagree	
2	Disagree	
3	Neither Agree or Disagree	
4	Agree	
5	Strongly Agree	

34. Results from block evaluation help focus on the weak points of a course.

1	Strongly Disagree	
2	Disagree	
3	Neither Agree or Disagree	
4	Agree	
5	Strongly Agree	

35. Lecturers use block evaluations to improve their teaching

1	Strongly Disagree	
2	Disagree	
3	Neither Agree or Disagree	
4	Agree	
5	Strongly Agree	

Recommendations

36. Please write any additional suggestions on how the block evaluation process can be improved.

.....
.....
.....
.....
.....

THANK YOU FOR PARTICIPATING IN THIS SURVEY.
YOUR RESPONSES WILL BE USED TO PROMOTE TEACHING AND LEARNING EXCELLENC

Annexure 3

INFORMATION DOCUMENT

STUDY TOPIC: Exploring Students' Evaluation of the Teaching and Learning at a Selected Nursing Campus in Kwa-Zulu Natal: Lecturers and Students' Perspectives

Researcher: Ms E. N. Pakkies

Dear Participant,

I, Edith Ntefeleng Pakkies (Student No. 210527388), will be conducting research Students' Evaluation of the Teaching and Learning Process from the lecturers and student perspectives. I hereby invite your participation and feedback in this research study. The purpose of the study is to explore students' evaluation of teaching and learning process from the lecturers and students' perspectives.

The study will might benefit you as a student and Institution in improving the quality of teaching and learning. The study is conducted as part of the requirements for Masters Degree (Nursing Education) and does not carry any risk or discomfort.

Your anonymity is guaranteed which means that your name will not appear in the documents. No remuneration will received, however your participation will be of great value in the improvement of the quality of teaching and learning. Your participation in the study is totally voluntary and you can withdraw at any time without any penalty. You may cancel your participation at any time even after signing the consent.

Please note that once the questionnaire has been completed and submitted to the researcher it is not possible to withdraw the data as the researcher will be unable to identify your response from those of others. All material used for the collection of data will be destroyed by incineration after five years. Before then, the data will be stored in a safe place under lock and key. Captured data will be stored in a computer which requires login by a password known only by the researcher.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please feel free to contact me at the following numbers:

Home: 031 7085145

Work: 031 2685888 Cell No: 0832701177

If you have questions or concerns regarding the manner in which the study is conducted, you may contact

Professor NG Mtshali (Research Supervisor): Cell No: 0794872187

Thank you,
Yours truly,

.....
Ms E. N. Pakkies

Annexure 4

DECLARATION

Researcher : Edith Ntefeleng Pakkies
Student Number : 210527388
Cell number : 0832701177
E-mail : epakkies@yahoo.com

DECLARATION

Title: Exploring Students' Evaluation of the Teaching and Learning Process at a Selected Nursing Campus in Kwa-Zulu Natal Province: Lecturers and Students' Perspective

I..... (Full names of the participants) hereby confirm that I understand the contents of this document and the nature of this research project and I consent to participating in the research project.

I understand that my participation is voluntary and I may withdraw my consent without penalty and fully understand the conditions and time commitment involved in my participation.

Participant's signature:

Researchers name: Ms E. N. Pakkies

Researcher's signature:

Date:

Annexure 5

Letter of Request to Conduct Research at Prince Mshiyeni Nursing Campus of the Kwa-Zulu Natal College

28 September 2011

23 Booysen Road
Northdene
4094

The Principal
Kwa-Zulu Natal College of Nursing
Pietermaritzburg
3200

Dear Madam/Sir

RE: REQUEST FOR PERMISSION TO CONDUCT A STUDY

TITLE OF THE STUDY: Exploring Students' Evaluation of the Teaching and Learning Process at a Selected Nursing Campus in Kwa-Zulu Natal Province: Lecturers and Students' Perspective

RESEARCHER: E.N.Pakkies (Student No: 210527388)

SUPERVISOR: Professor NG. Mtshali

I hereby request the permission to undertake a research project at Prince Mshiyeni Nursing Campus. The purpose of the study is to explore Students' Evaluation of Teaching and Learning Process from the perspective of lecturers and students.

The study might benefit the institution in improving the quality of teaching and learning at the institution. The study does not have any risk or discomfort and is conducted as a requirement for Master's Degree purpose.

Yours Sincerely

Ms E.N.Pakkies

Tel: 031 2685888

Cell: 0832701177

E-mail: epakkies@yahoo.com

Supervisor: Professor NG. Mtshali

Cell: 0794872187

E-mail: mtshalin3@ukzn.ac.za

Annexure 6



Research Office, Govan Mbeki Centre
Westville Campus
Private Bag x54001
DURBAN, 4000
Tel No: +27 31 260 8350
Fax No: +27 31 260 4609
snymanm@ukzn.ac.za

02 December 2011

Ms EN Pakkies (210527388)
School of Nursing

Dear Ms Pakkies

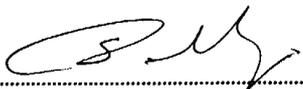
PROTOCOL REFERENCE NUMBER: HSS/1243/011M
PROJECT TITLE: Exploring Students' Evaluation of the Teaching and Learning Process at a selected Nursing Campus in KwaZulu-Natal Province: Lecturers and Students' Perspective

In response to your application dated 24 October 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



.....
Professor Steven Collings (Chair)
Humanities & Social Science Research Ethics Committee

cc Supervisor – Prof NG Mtshali
cc Mr Sugan Reddy

Annexure 7



health

Department:
Health
PROVINCE OF KWAZULU-NATAL

Prince Mshiyeni Campus

Private Bag X10, Mobeni, 4060
Mangosuthu Highway, Umlazi
Tel: 0319078313 Fax: 0319067772
E-mail: sindisiwe.mthembu3@kznhealth.gov.za
Web-site: www.kznhealth.gov.za

Date: 30/05/2012

Dear Ms Pakkies,

Re: Permission to Conduct a Research Study at Prince Mshiyeni Campus

I have pleasure in informing you that the permission to conduct research at this Campus has been granted. The title of the study is: "Exploring student evaluation of the teaching and learning process at a selected nursing campus in KwaZulu-Natal Province".

Please make sure that you:

- Adhere to the Department of Health policies, procedures and guidelines.
- Do not disturb the functioning of the campus or academic activities when collecting data.
- Make prior arrangements with the relevant staff members and/or group coordinators.

The campus wishes you all the best of luck in your studies. It will be appreciated that you share the findings or provide feedback on your findings.

Thank you,

Dr SZ Mthembu
Campus Principal

uMnyango Wezempilo . Department of Health
Fighting Disease, Fighting Poverty, Giving Hope

Annexure 8



health

Department:
Health
PROVINCE OF KWAZULU-NATAL

KWAZULU- NATAL COLLEGE OF NURSING

P/Bag X9089, Pietermaritzburg, 3200
Tel.: (033) 264 7800, Fax: (033) 394 7238
e-mail: lulama.mthembu@kznhealth.gov.za
www.kznhealth.gov.za

Enquiries: Mrs. S. Maharaj
Telephone: 033 – 264 7806
Date: 19 December 2011

Principal Investigator:
Ms. EN Pakkies (210527388)
School of Nursing
University of KwaZulu-Natal

Dear Madam

RE: PERMISSION TO CONDUCT RESEARCH AT PRINCE MSHIYENI CAMPUS

I have pleasure in informing you that permission has been granted to you by the Principal of the KwaZulu-Natal College of Nursing to conduct research on

Title: "Exploring Students Evaluation of the Teaching and Learning Process at a selected Nursing Campus in KwaZulu-Natal Province: Lecturers and Students perspective".

Please note the following:

- 1) Please ensure that you adhere to all policies, procedures, protocols and guidelines of the Department of Health with regards to this research.
- 2) This Research will only commence once this office has received confirmation from the Provincial Health Research Committee in the KZN Department of Health.
- 3) Please ensure this office is informed before you commence your research.
- 4) Prince Mshiyeni Campus will not provide any resources for this research.
- 5) You will be expected to provide feedback on your findings to the Principal of the KwaZulu-Natal College of Nursing.

Thanking You.

Sincerely

Dr. LL. Nkondo-Mtembu
Principal: KwaZulu-Natal College of Nursing

uMnyango Wezempilo. Departement van Gesondheid
Fighting Diseases, Fighting Poverty, Giving Hope.

Annexure 9



health

Department:
Health
PROVINCE OF KWAZULU-NATAL

Health Research & Knowledge Management
10 – 103 Natalia Building, 330 Langalibalele Street
Private Bag x9051
Pietermaritzburg, 3200
Tel.: 033 – 395 2895
Fax.: 033 – 394 3782
Email.: hrkm@kznhealth.gov.za
www.kznhealth.gov.za

Reference : HRKM 008/11
Enquiries : Mr X. Xaba
Telephone : 033 – 395 2805

Dear Ms EN Pakkies

Subject: Approval of a Research Proposal

1. The research proposal titled '**Exploring students' evaluation of teaching and learning process at a selected nursing campus in KwaZulu Natal Province: Lecturers and students perspective**' was reviewed by the KwaZulu-Natal Department of Health.

The proposal is hereby approved for research to be undertaken at Prince Mshiyeni Nursing Campus.

2. You are requested to take note of the following:
 - a. Make the necessary arrangement with the identified facility before commencing with your research project.
 - b. Provide an interim progress report and final report (electronic and hard copies) when your research is complete.
3. Your final report must be posted to **HEALTH RESEARCH AND KNOWLEDGE MANAGEMENT, 10-102, PRIVATE BAG X9051, PIETERMARITZBURG, 3200** and e-mail an electronic copy to hrkm@kznhealth.gov.za

For any additional information please contact Mr X. Xaba.

Yours Sincerely


Dr E. Lutge
Chairperson: Provincial Health Research Committee
KZN Department of Health
Date: 21/01/2012

uMnyango Wezempilo . Departement van Gesondheid

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