

POINT OF VIEWS OF FACULTY MEMBERS AT UNIVERSITY OF BAHRI TOWARDS THE ASSESSMENT OF THEIR STUDENTS

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Abstract

The study aimed to identify point of views of faculty members at University of Bahri towards assessment done by their students. The analytical descriptive method was used. The sample consisted of (110) faculty members. A questionnaire was developed. It consisted from three parts. Results showed that: Evaluation helps faculty members in improvement of teaching performance, Faculty member are trust and not fear from student assessment for their teaching performance, Point of Views of the students have an role in evaluation of teaching performance of faculty members. Numbers of recommendations are emphasized.

Keywords: student, faculty members, assessment, evaluation, higher education.

1. Introduction:

There is general Agreement that assessment of faculty Member leads to enhance teaching process and confirms its effectiveness, because the main objective from this process is to judge the standard and of faculty Member performance, and identify the weakness and strength points in his performance. Most studies conducted in this field mentioned that, method used for assessing faculty member performance based on student assessment for faculty member, self-assessment, colleague assessment, and direct leaders. The last objective is to help the faculty member on self-development in his teaching and searching tasks up to excellence down to the high level of achievement considering that assessment provides indications about level of this achievement according to faculty member function and university objectives.

many institutions in higher education relied on student assessment for faculty members and became part of the evaluation process in general to improve teaching performance of faculty members, for example, universities and colleges in the United States has developed many models and methods to examine students opinion of the members of the teaching The researcher indicates that, there are many studies that emphasize the advantages of student assessment of faculty members, not less than students carry responsibility in supporting creative faculty member and help others to improve their teaching performance and educational practices (Tanash,1994, p 90). The researcher emphasizes that student point of views is very important since is considered one of education inputs, on top of that, he receives educational services directly from a faculty member, There for he has ability of good judgment.

1.1 Problem Statement:

Through a participating of the researcher as trainer in a course of developing university curricula arranged by administration of Quality and Occupational Development about assessment of curricula. He noticed varied opinions among the thirty participating faculty members, since some is agreed and others disagreed accordingly the researcher conducting this study to know opinion of rested faculty members.

1.2 Questions of the study:

1. What is the point of view of faculty members at University of Bahri towards their student's assessment?
2. Does the point of views of faculty members at University of Bahri towards assessing students differ according to college, scientific degree and years of experience?
3. What are the suggestions and recommendations about developing assessment of faculty members?

1.3 Importance of the study:

The importance of this study is that it is one of the early studies that discuss issue in the Sudan, The researcher hopes that the administration of quality benefit from the result of the study in modernizing and developing tools for assess the faculty member at the University of Bahri and enrich the university experience and informing other Sudanese universities and ministry of Higher Education and Scientific Research.

1.4 limitations of the study:

This study is limited to know the viewpoint of the faculty members who holds master's and doctorate degree in the University of Bahri towards their students assessment in the first semester for the year 2013 - 2014.

1.5 Methodology and tools:

The study used the descriptive analytical method.

1.6 Study population and size:

Study population is represented from faculty members at University of Bahri in academic year 2013 - 2014 who holds master's and doctorate degree of a number of (864) distributed on the faculties of the university. The study sample was selected randomly and represented all university college by proportional wildy representation. The sample size was 110.

1.7 Study Terminologies:

1.7.1 Faculty member: Professor, Associate Professor, Assistant Professor and Lecturer at the University of Bahri for the academic year 2013 – 2014

1.7.2 .Performance Evaluation: Is an estimate of the value of any element of the educational system, and judgment on the quality of this system (Hashim, and Caliph, 2011, p 21), and the operational definition of performance evaluation means the process by which knowledge of the validity of a faculty member in burdens of doing his job, and the level of performance of its duties.

2. Theoretical framework and previous studies

2.1 Theoretical framework:

Evaluation of faculty members is one of the most important criteria for academic accreditation for universities; a lot of universities and higher institution in different countries seek to develop the faculty member's performance through follow-up and evaluation of teaching performance (Abdel Razek, 2014.p 204). There are several methods for evaluating teaching faculty members performance, e.g. by deans or heads of department, or by urging faculty member assessing himself, or by colleagues or by students assessing (Painter, 2000, p12 -14). Researcher believes that evaluation of faculty members performance contribute in determining the positive and negative aspects in their performance, and thus helps them developing their teaching performance by using electronic means and objective methods for students evaluation and interaction with them on scientific basis. Evaluation objectives can be summarized in the following points:

1. Improving faculty member's performance in the classroom.
2. Providing faculty members with kind of feedback that will enable them to diagnose the strengths or weaknesses of their performance.
3. Providing the administrators with necessary information to make administrative decisions related to the occupational aspects for faculty members.
4. Providing good data base about faculty members performance in university that teaching is the one of the main functions of the universities (Holi: 2007, p803-833).

2.1.1 Methods of assessing faculty member performance:

The objective of evaluating faculty member's performance is to improve the level of teaching performance continuously and the development of all the associated process of teaching both inside and outside classroom by using several methods, including:

2.1.1.1 Students assess the faculty member performance:

Students will evaluate performance of faculty members using for this purpose a questionnaire or special forms to find out the opinions of students in teaching practices, and personality traits for faculty members (Elmahbob,2000), worth mentioning this method dating back to the early twentieth century. Watkins, David, adds that this method is used in the present time in many universities around the world (Watkins, 1994, 55) also Marsh confirms that students assess the performance helps in development and improvement of teaching (Marsh,1993,p217-250). Some might doubt about fairness and objectivity of the criteria upon which students' established their opinions, Wilson 1998, pointed that student evaluation for faculty members connected positively and negatively with which they obtains in the course that taught by faculty member, we can summarized disadvantages of students evaluation for faculty members in the following points:

A. Some studies showed that students who give high grades for faculty members to ones who are getting high marks from them (Kerlinger, 1971, 356).

B. Students of the university do not have sufficient expertise and necessary objectivity to enable them to assess teaching performance.

C. students focus on the character and personality traits of faculty members more than scientific aspects and teaching skills.

D. Students assessment affected by a number of variables in the classroom, such as the number of students in the college or department and specialization and the type of subject is it a requirement or compulsorily.

E. Some researchers believes that assessment of students for faculty members often leads to the destabilization of confidence in the faculty members and reduce their status (Raskin,1979,p381-383). *Selden* confirms that students are not qualified to judge the scientific level of the faculty members and that it is wrong to rely on students when evaluating this aspect in the faculty members (Selden, 1988). While proponents to students assess for faculty members see this method is characterized by honesty and consistency because students are closer to their professors. Murray and others showed that evaluation of students to faculty members affects positively in improving teaching process (Murray & Other,1996), Albawardi study also confirmed this result, while a study of Shmelkin,1997 which conducted on (346) faculty members at a university pointed to less opposition of faculty members to the method of students evaluating for them. Features of this method can be summarized in the following points:

A. This method is characterized by high degree of stability.

B. it characterized by good degree of sincerity.

C. The results of this method is objective and non-biased.

D. It considered one of the best methods of evaluating faculty members' performance (Abdul Raziq: 2014.210).

2.1.1.2 Self-assessment:

Self-assessment is one of the methods of evaluation that can be considered. It intended that faculty member should look after evaluation his teaching performance by himself during lectures, foundations that depend upon the use of this method, self-evaluation of faculty members, and university leadership is based on that individual skill and their mental aptitudes helps always in self-criticism for continuing education. the researcher point out that the use of self-evaluation method leads to encourage faculty members, through knowledge to explore of strengths and weaknesses point in teaching practice, in order to improve their teaching performance level and thus improve performance professionally, especially in the field of teaching. Yunus, 2003 sees that increase in performance level required review from faculty members which make them gains continuous experiences and knowledge, and help them know the strengths and weaknesses points in their performance. Self-assessment is to done through use of standardized questionnaire similar to Student assessment questionnaire, where faculty members fill out the questionnaire then gathered and analyzed by the concerned authority in the university. Selden found that there is an increase in use of this method, where the proportion of the deans who applied this system rose from 36% in 1978 to 42% in 1983 (Althbyta,1996, 28), and for the most important advantage of the self-assessment, (Shehata,2002) believed that self-assessment contributes to the development of faculty members in comprehensive manner aspects not in academic and professional and skills, but also other aspects of sense of personal responsibility and deepen spiritual, social sensitivity, and critical thinking. This method helps faculty members to form their judgments by themselves (Shehata, Elmazroow, 2002.164),

Disadvantages of this method are:

A. Faculty members tend to give themselves highest grades.

B. This method cannot be used in promotion of faculty member (Centera, 1980, 47-49).

2.1.1.3 colleague-assessment:

In this method member faculty evaluates their colleagues individually or by forming committees. In many universities in the Arab world, we find that faculty members at colleges and different departments are assess their colleagues performance in the field of scientific research, and university and community service, through promotion committees appointed by the universities where these committees are assess research faculty member quantitatively and qualitatively and his scientific activity, as well as contribution in the field of community and university service, but either in terms of colleague-assessment of teaching requirements for faculty member there is a difference in the viewpoint of researchers about use or not use the method of evaluating faculty members through colleague-assessment proponents of this method, such as (Selden, 1984),believe that the co-workers because they are specialists in the same profession they are able to evaluate the faculty member in many aspects such as:

A. Scientific knowledge.

B. The appropriateness of the objectives and course content to the goals of the program and the department.

- C. Method of organizing prescribed topics.
- D. Different ways and methods of teaching.
- E. Required reading in terms of its type and suitability of the goals.
- F. Methods which used to evaluate students. (Selden, 1984, 195).

This method of evaluation will be achieved as follows:

2.1.1.3.1 Visits:

It is frequent visits carried out by more than one faculty member from the same department or other departments of the college, and maybe the head department or dean of the college for the faculty member and recording their observations about teaching process during lectures directly. We used questionnaire for this evaluation. After each observation, discussion with evaluated faculty member individually in order to determine strengths and weaknesses in his teaching performance and discuss suitable methods and ways to develop and improve this performance (Abu shikha, 2005), Selden sees that even visits have a positive impact on improving teaching performance level for faculty members there must be several conditions as follows: (Selden, 1984)

- A. Existence of the mutual trust between faculty members.
- B. Training the observed faculty member well on the effective observation.
- C. Observed faculty member should use certain assessment questionnaires.
- D. Discuss written observation in as objective and friendly faculty member (Selden, 1984, 142-143).

2.1.1.3.2 Inspection and review of educational courses:

In this method some faculty members from department or college are reviews course that taught by faculty member in an individual way or by forming committees. this method include reviewing content of the course, how it organize and method of display themes, teaching methods, the references and duties of the students, and tests used by the faculty member to evaluate the students. This revision is made in light of the programs and department and objectives, and the students' abilities and their academic levels (Abuarab and Issa, 2008), most important characteristic of this method are:

- A. This task are done by Colleagues for their knowledge of the scientific content of the course to give them goals, reading, and appropriate teaching methods (Althby and Qarni, 1993).
- B. This method is utilized in the development of teaching and professional performance of faculty member, and in promotions (Weeb Kathleen, 1995).

Disadvantages of this method, especially visits are:

- A. Observations which recorded are just personal impressions.
- B. results of visits are not objective.
- C. Visits are Lead to the low morale of the faculty member.
- D. Visit of officials is make faculty member in a not good situation.
- E. Presence of an external observer in the lecture leads to confuse the general atmosphere of the lecture.
- F. Comment affected by personal courtesy and friendships (Cole, 1982, 21).

2.1.1.4 Assessment of administrative or head of department:

This evaluation is usually used to takes administrative decisions, such as promotion and allowances. (Cole, 1982), we find that writing on the assessment of heads of the departments of the faculty members is very limited, especially when compared to assessment of the students, in spite of this, Selden believes that the assessment of the head of the department come first place among all methods of assessment (Selden, 1984).

2.1.2 Previous studies:

Study of Alian Holi (2007), which entitled: Trends of faculty members in Islamic University in Gaza toward students evaluate for them, where the study aimed to identify trends of faculty members toward students evaluate for them, as well as experience of the University in evaluating the performance of faculty member, the researcher used descriptive analytical method and questionnaire, the sample of the study is (131) members, and the most important results was that the experience of the University was rich in evaluation of faculty members and varied it is tools results, and that trends of faculty members were entirely neutral towards the students evaluation for them.

Study Wafa Mahmoud Nassar Abdel Razek (2014), which entitled Trends of Faculty members in faculty of Education in King Saud University, about methods and ways for evaluating their performance, study is aimed to identify trends of the Faculty members of Education and of King Saud University, about methods and ways of evaluating faculty member and to identify extent of agreement and disagreement in trends of faculty members in education college about methods and ways of evaluating faculty member depending on, scientific degree, expertise, department, gender and nationality, as well as to identify new method which faculty members find it

suitable to evaluate their performance. The study was conducted on a sample consisted of (93) members. the study tool was measuring trends toward methods and ways of evaluating faculty member performance. Researcher used the averages, ranks, frequencies, percentages, Mann-Whitney test and Kruskal-Wallis test to test the significance differences. The researcher has found that consensus of the study the methods were ranked according to sample viewpoint as follow: heads of the department method 46%, self-evaluation method 72%, students evaluate faculty members method 53 %, evaluation of colleagues is 49%, also study found that there is no statistical differences between the trends of faculty members towards methods and way of evaluation between males and where she found differences in the method of students evaluation, Study of Ahmed Suleiman Odah (1988), which entitled trends of faculty members about teaching practices, where the study aimed to identify the trends of faculty member towards student assessment of teaching practices, sample size was (158) faculty members. The study revealed that, teachers who have short teaching experience show stronger positive trend than those who have long teaching experience. Student assessment influenced by characteristics the of teacher who became easier in giving grade, and his popularity among the student, also student assessment of teaching practice influenced by their liking for the university. As well as faculty members believe that students are emotionally immature in their judging of faculty member. Study of Shehata, and Elmazroo (2002) aimed to find out the main aspects of the importance of the means of self-evaluation from the viewpoint of faculty members, and leaders of the women's colleges, sample has been selected from (236) member from of faculty members who obtained a doctorate degree, and from leaders of the colleges of the heads of departments and deans in women's faculties affiliated to the General head quarter for girls. A questionnaire has been applied about method of self-evaluation. The study found that there is no statistically significant differences between faculty members and leaders of women's colleges in terms of literary and scientific specialization in their view points toward self-evaluation, where all stressed on importance of self-evaluation, also there is no statistically significance differences between Saudi and non-Saudi faculty members in the practicing self-evaluation.

2.1.2.1 Comment on previous studies:

Through the findings of the previous study it is became clear to the researcher that there is no study dealt with the viewpoint of faculty members toward assessment Student. where study of Oada explains that faculty members believe that students are emotionally immature in their judgment of faculty members, and they are not objective in judging them. Based on the study of (, 1988) staff members with short experience have had the strongest manner to the way students evaluate the of faculty members of long-experienced. The above studies note that it addressed the faculty members, through job satisfaction, effectiveness of teaching and productivity for faculty members. (Shehata and Elmazroo 2002) study highlighted the importance of self-evaluation of faculty member. The researcher has benefited from previous studies in the formulation of questions for the current study, as well as the measurements that were used in these studies and identification about the various aspects of the problem.

3. Trustiness of study tools:

3.1 Trustiness of arbitrators:

The study tool was presented to a number of arbitrators With good experience in educational disciplines in some education faculties in the Sudanese universities to express their viewpoints, comment about the questionnaire on the themes that have been identified and goals that have been formulated for it, as well as to determine extent and clarity of ferns ideas and it accuracy Grammatically. Comments and guidance that are shown by arbitrator has been included.

3.1.1 The stability of the questionnaire:

Using the Spearman Brown equation, the stability of the resolution and coefficient has been account which reached 0.94.

3.1.2 Statistical processing:

Percentages were extracted and the arithmetic mean and standard deviation to reach the degree of importance of scientific research and its obstacles and judging each phrase in the resolution axes.

Table (1) Explains frequencies and the percentage of respondents at the University of Bahri By sex

Gender	Male	Female	Total
Frequencies	71	39	110
Percentage	%64.5	%35.5	100%

Table (2) Explain frequencies and percentage of respondents by faculty

Faculty	frequencies	Percentage	Faculty	Frequencies	Percentage
Law	3	% 2.7	Veterinary Science	1	% .9
Engineering	7	% 6.4	Arts	11	%10.0
Natural resources	5	% 4.5	Human Medicine	1	% .9
Economic and Social Studies	7	% 6.4	Nursing	9	% 8.2
Administrative Sciences	5	% 4.5	Computer Science	0	% 0.0
Education	17	% 15.5	Community Development	7	% 6.4
Agriculture	9	% 8.2	Applied Science	17	% 15.5
Animal Production	8	% 7.3	Public Health	3	% 2.7

Table (3) Explains frequencies and the percentage of respondents by Scientific Degree

Degree	Professor	Associate Professor	Assistant Professor	Lecturer	Total
Frequencies	2	5	47	56	110
Percentage	%1.8	%4.5	%42.7	% 50.9	%100

Table (4) Explain frequencies the percentage of respondents by years of experience

Years of Experience	1- 5	6 -10	11 -15	16 -20	21 -25	Total
Frequencies	17	33	37	18	5	110
Percentage	%15.5	%30.0	% 33.6	%16.4	%4.5	%100

Table (5) Explains point of view of respondents about evaluation teaching performance

No	Phrase	Agree	Neutral	Disagree
1.	The evaluation process helps faculty member in developing teaching performance.	103 %93.7	3 %2.7	4 %3.6
2.	Student evaluation for faculty member is useful for quality department in the developing assessment process.	81 %73.6	18 %16.4	11 %10.0
3.	Taking student opinion in faculty member performance is importance in the assessment process.	67 %60.9	26 %23.6	17 %15.5
4.	The process assessment of faculty member performance by students is essential in improving student learning.	74 %67.3	19 %17.3	17 %15.5
5.	Students are not objective in their assessment of the faculty member.	32 %29.1	43 %39.1	35 %31.8
6.	Faculty member is convinced by student evaluation for teaching performance.	70 59.1	29 %26.4	17 %14.5
7.	Faculty member is acknowledges of importance of students' evaluation for his performance.	63 %57.3	24 %21.8	23 %20.9
8.	Faculty member is tenses from student's assessment for his performance.	27 %24.5	28 %25.5	55 %50.0
9.	Assessment process of teaching faculty member performance by students provides him with useful back reading.	84 %76.4	11 %10.0	15 %13.6
10.	Faculty member feared results of students' evaluation for his teaching performance.	17 %15.5	36 %23.6	67 %60.9
11.	Faculty member is confident of the results of students' evaluation for his teaching performance.	35 %31.8	51 %46.4	14 %21.8
12.	Faculty member was pleased from students assessment for his teaching performance.	65 %59.1	34 %30.9	11 %10.0

From Table (5) it's clear that viewpoints of the faculty members in Bahri University about evaluation of students for them were generally positive in many terms contained in this field. Where 93.7% of the study sample agreed that assessment helps faculty members develop teaching performance, so you find that 57.3% of the sample acknowledge importance of students' assessment of teaching performance because this assessment provides faculty members with good feedback, where 76.4% of study sample agreed on that. accordingly faculty members are pleased of evaluation teaching performance by students' by 59.1%, and therefore find them do not fear and nervous when students evaluate their teaching performance despite lack of confidence of students assessment, where 46.4% of faculty members were neutrals, and so researcher concludes from this analysis conviction of faculty members of students evaluation for their teaching performance, and this findings is consistent with Holi findings (2007), Alamayreh (2003) and Schmelkin, Spencer and Gellman, 1995) and Tanash (1994) that evaluation students for faculty member performance urging them to review their teaching practices.

Table (6) Explain the point of view of faculty members toward evaluation teaching performance

No	Phrase	Agree	Neutral	Disagree
1.	There are better ways than questionnaire in assessing faculty member performance.	71 %64.5	21 %19.1	12 %16.4
2.	Questionnaire is the most important means for assessing teaching performance for faculty member.	52 %47.2	36 %32.7	22 %20.0
3.	Faculty member acknowledges relieved to nature of the terms included in the evaluation questionnaire.	51 %46.4	44 %40.0	15 %13.6
4.	Phrases contained in the assessment questionnaire are clearly formulated.	72 %65.5	31 %28.2	7 %6.4
5.	Phrases contained in the assessment questionnaire are comprehensive for teaching performance elements.	44 %40.0	44 %40.0	22 %20.0
6.	Students are aware of the phrases contained in the evaluation questionnaire.	31 %28.2	49 %44.5	30 %27.3
7.	Number of phrases contained is sufficient in assessing teaching performance for faculty member.	27 %24.5	46 %41.8	37 %33.6
8.	The questionnaire of assessing faculty member contains guidance for students explain how to fill it.	54 %49.1	43 %39.1	13 %11.8
9.	Student assessment works to improve the performance of the faculty member.	69 %62.7	25 %22.7	16 %14.5

In table (6) there are terms connected with evaluation of faculty members' questionnaire. terms (1) refers to that study sample sees there is best mean than questionnaire for evaluation teaching performance by 64.5%, this findings connected with the term states that faculty member is confident in the results of students assessment of his teaching performance mentioned in Table (5) where the result was negative in the opinion of the researcher, because 46.4% of the sample is neutral, there for researcher suggests that questionnaire is used besides comments of the head of the department, or one of colleagues in addition to the report of Dean of the College in order evaluation process to be integrated and comprehensive. What researcher confirms is that faculty members see the importance of the opinion of the student because he is the first beneficiary of the process of teaching, where 60.9% of sample was agreed about this trend. Study sample also see evaluation process is necessary to improve student learning and faculty members performance, this finding is consistent to the finding of Abdul Razek (2014) and Holi (2007) and Selden (1993). Researcher is indicating experience of faculty members evaluation in Bahri University and procedure of applying or not applying the questionnaire for faculty member, so the result was that neutrality of the sample toward clarity number, comprehensiveness and awareness of students' of the terms mentioned in the questionnaire. Researcher attribute this result to the lack of knowledge of many of the faculty members of assessment questionnaire, despite of that sample is relieved to the terms mentioned in the questionnaire because it trust in the entity which applied and conducted evaluation process. In the thought of the researcher sample must take evaluation process seriously because it acknowledged before that this process leads to the development of performance and improvement of teaching process in general, and its useful for them, and this what Anderson and Jalōta (1986) confirmed that 73.0% of education faculties professors in Scotland believe there is a need to evaluate faculty members performance by any form of evaluation which referred to before in the theoretical framework.

Table (7) Explain the point of view of faculty members toward evaluation management

No	Phrase	Agree	Neutral	Disagree
1.	Time of application of the questionnaire is appropriate to conduct evaluation process.	53 %48.2	40 %36.4	17 %15.5
2.	Time of Evaluation which is the questionnaire applied on is suitable.	50 %45.5	38 %34.5	22 %20.0
3.	It Prefer to participate administrator to provide faculty member from college when conducting assessment process for.	55 %50.0	25 %22.7	30 %27.3
4.	It Prefer to the university administration to provide the faculty member with feedback about his teaching performance.	95 %86.0	13 %11.8	2 %1.8
5.	Preferred that each faculty member applying assessment a questionnaire to student by himself.	68 %61.8	20 %18.2	22 %20.0

In the viewpoints of the researcher result No (1) in table (7) is unsatisfactory and this indicates that faculty members are dissatisfied of the time of implementation of evaluation process which is often at the end of the course, and though the discussion of some of faculty member researcher found the desire of the most of the sample is that this evaluation must be more than once, for example in the third week and the sixth and the ninth of the course, in order assessment process be scientific and useful for faculty members. Researcher is confirms result of the term No (2) where approval rate reaches 45.5%, also result of term No (3) describes dissatisfaction of the sample way in which evaluation process conducted, so we find it consensus on the term No (5) an a satisfactory degree. In order faculty member reassure and get more usefulness from this process, university administration must provides faculty members outcome of evaluation process continuously, and in the views of the researcher the percentage 86.0% is high and most of faculty members is from lecturers as it explained from table No (3).

Table (8) explain (one way –ANOVA) test analysis to compare between means of faculty members views in Bahri university towards assessment of student for their teaching performance according to college variable.

Variance Source	Sum of Squares	Df	Mean Square	F value	Sig.
Between Groups	262.356	14	18.740	1.077	.388
Within Groups	1653.244	95	17.403		
Total	1915.600	109	-	-	

From the table above its clear that calculated (F) value is lower than the readable (F) value in the statistical tables in from of freedom degrees (14.95) and under significant level 0.05 level, which equal 1.79, that explain there is no significant differences between arithmetic means views of faculty members according to variable College table No (2).

Table (9) explain (one way –ANOVA) test in order to compare between means of faculty members views in Bahri university towards assessment of student for their teaching performance according to scientific degree variable.

Variance Source	Sum of Squares	Df	Mean Square	F value	Sig.
Between Groups	118.754	3	39.585	2.335	.078
Within Groups	1796.846	106	16.951		
Total	1915.600	109	-	-	

From the above table it's clear that there is no significant differences between arithmetic means views of faculty members according to scientific degree table No (3) about evaluation of student for their teaching performance, and this confirms university of faculty member's views.

Table (10) explain (one way –ANOVA) test in order to compare between means of faculty members views in Bahri university towards assessment of student for their teaching performance according to experience variable

Source of variation	Sum of Squares	Df	Mean Square	F value	Sig.
Between Groups	25.030	4	6.257	.348	.845
Within Groups	1890.570	105	18.005		
Total	1915.600	109	-	-	

From the above table it's clear that there is no significant difference between averages of faculty members according to years of experience tables No (4) about evaluation of student for their teaching performance, and this confirms extent of faculty members views agreement.

4. Important results:

- 4.1 Evaluation helps faculty members in improvement of teaching performance.
- 4.2 Faculty members are trust and not fear from student assessment for their teaching performance.
- 4.3 Viewpoints of the students have an importance in evaluation of teaching performance of faculty members.
- 4.4 Use another means beside questionnaire for assessment faculty member's performance.
- 4.5 Provide faculty members with report about their teaching performance.
- 4.6 Participation of administrator from college beside faculty member when conducting evaluation of teaching performance process.
- 4.7 Assessment questionnaire that prepared by quality department is clear, comprehensive and sufficient in the number of its term.
- 4.8 There is no significant difference between arithmetic means views of faculty members according to variable College.
- 4.9 There is no significant difference between arithmetic means views of faculty members according to scientific degree.
- 4.10 There is no significant difference between averages of faculty members according to years of experience.

5. Recommendations:

- 5.1 Work on spreading culture of teaching performance evaluation among faculty members through seminars, lectures and workshops.
- 5.2 Work on the awareness of students by the importance of teaching performance through bulletins, pamphlets and awareness posters.
- 5.3 Diversify means of teaching performance evaluation by involving head of the department, and dean of the college and not depend only questionnaire.
- 5.4 Working to develop and improve assessment questionnaire.

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