SUMMARY REPORT ON EVALUATION OF ACADEMIC STAFF AND SUBJECTS FROM STUDENTS OF "KADRI ZEKA" UNIVERSITY, FOR THE SUMMER SEMESTER OF 2020/2021

Office for Academic Development and

Quality

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Content

Improving the quality of the University depends on the performance of the teacher during lectures with students. Student results are related to the planning of work by the teacher, the organization of lessons, the use of appropriate materials for the subject, his creativity and the implementation of contemporary methodologies in teaching.

Based on the Regulation for Quality Assurance and Evaluation in UKZ (Ref.nr.01 / 2280 dated 21/12/2020) as well as the Manual for Planning and Evaluation of Academic Staff (Ref.nr.01 / 2281 dated 21.12 .2020) the evaluation of the Academic Staff by the students for the Summer Semester 2020/2021 at the University "Kadri Zeka" has been realized.

In the framework of this, we have placed the questionnaire on the SMU platform, based on the above-mentioned issues, through which we have measured the realization of the tasks and responsibilities that the teacher has towards the student.

1. Research Methodology

1.1. The purpose of the research

The purpose of this research is to identify possible problems during the implementation of curricula for teachers in UKZ, treatment of relevant subjects and the general approach to the obligations that the teacher has to the subject and the student.

From this research we have managed to derive values which determine the degree of action of teachers within their professional engagement in certain subjects of Study Programs within the University.

The recommendations arising from this evaluation will be submitted to the members of the Quality and Evaluation Supervisory Board who will recommend to the senior management of UKZ to reflect on the research findings for the period of the Summer Semester 2020/2021, for eventual improvements.

1.2.   Research methods

The research was conducted mainly through quantitative method and instruments that are in function of data collection and processing.

- Distribution of questionnaires

Since the object of research was seven Study Programs (bachelor level) then the placement of questionnaires in SMU was done in all Academic Units of the University, during 27.05.2021 to 6.06.2021. The completion of the questionnaires by the students was done during the examination period for the summer semester 2020/2021.

2. Research Results

2.1. Information on the flow of research

Based on the evaluation instruments contained in the Manual for Planning and Evaluation of the Performance of the Academic Staff (Ref.nr.01 / 2281 dated 21.12.2020), the students have evaluated according to the Likert Scale, where the student for each finding had to round 1,2,3,4 or 5 (5 = strongly agree; 4 = agree; 3 = do not know; 2 = disagree; 1 = strongly disagree).

Relying on the Annual Quality Assurance Calendar, where it is foreseen that after each Semester the evaluation will be done by the students. The ADRD in cooperation with KMCV as well as the Quality Coordinators have determined the form and content of the questionnaires for the summer semester of the Academic Year 2020/2021. Where it is decided to evaluate both teachers and their subjects.

All students who have taken the exams by the June deadline have completed the questionnaires

IT office officials also assisted in registering the questionnaires electronically.

Based on the Manual for Planning and Evaluation of the Academic Staff to all UKZ teachers, the evaluation result was submitted individually, in electronic form.

The Office for Academic Development and Quality has worked mainly on drafting the Report with the evaluation results and publishing the results.

2.2.1   Attitudes of students of Academic Units in relation to the statements expressed in the questionnaire

Table 5. Faculty of Education

ADMISSIONS	Average value
1 **The teacher is prepared for the subject**	4.63
2 **The teacher is clear in the lectures**	4.51
3 **The teacher is transparent**	4.49
4 **The teacher is right in the assessment**	4.41
5 **The teacher is on time**	4.47
6 **The teacher is creative in developing learning and other activities**	4.41
7 **The teacher creates activities that make the subject more comprehensible**	4.36
8 **The teacher encourages student cooperation and participation**	4.48
9 **The student is free to ask questions of the teacher**	4.64
10 **The teacher requires interactivity during lectures**	4.48
11 **The teacher's behavior is consistent with the regulation**	4.60
12 **The teacher is always available for consultation**	4.56
Overall average	**4.51**

The general attitudes of the students of the Faculty of Education are reflected in table 5. In the findings 1, 9 and 11, 12, students highly appreciate the teacher preparation for the subject (4,63), they can freely ask questions to the teachers of (4, 64) as well as students highly value the behavior of their teachers which is in accordance with the regulation, (4,60).
We also see a rough estimate in statement 12 that the teacher is always available for consultation with teachers (4.56)
 A slightly lower grade is seen in statements 2, 3, 4, 5, 6, 8 10 where students rate their teachers approximately the same, with some slight differences here and there. As can be seen in the table, students are satisfied with the clarity of the teacher in the lectures (4.51), the transparency of the teachers (4.49), the encouragement for cooperation and participation of the students (4.48), the interactivity during the lectures (4.48), the accuracy of teachers in the classroom (4.47), as well as creativity in the development of teaching and other activities (4.41). We see a lower rating in statement 7 regarding the activities that make the subject more understandable (4.36)

Table 6. Faculty of Economics

	ADMISSIONS	Average value
1	**The teacher is prepared for the subject**	**4.59**
2	**The teacher is clear in the lectures**	**4.37**
3	**The teacher is transparent**	**4.41**
4	**The teacher is right in the assessment**	**4.42**
5	**The teacher is on time**	**4.54**
6	**The teacher is creative in developing learning and other activities**	**4.41**
7	**The teacher creates activities that make the subject more comprehensible**	**4.32**
8	**The teacher encourages student cooperation and participation**	**4.35**
9	**The student is free to ask questions of the teacher**	**4.56**
10	**The teacher requires interactivity during lectures**	**4.30**
11	**The teacher's behavior is consistent with the regulation**	**4.54**
12	**The teacher is always available for consultation**	**4.46**
	Overall average	**4,44**

The general attitudes of the students of the Faculty of Economics for Academic Staff are presented in Table 6.

In statements 1,5,9,11 of this table, the data show that students have evaluated their teachers almost as much as in their preparation for the subject, their accuracy in lessons, the free communication that students have in lectures. , as well as the behavior of teachers which is in accordance with the regulation (average from 4.54 to 4.59).

A slight decrease in the average is seen in findings 3, 4, 6 and 12 where students express their attitudes towards teacher transparency, fair evaluation, expression of creativity in the development of teaching and other activities as well as holding regular consultations with students. (Expressed on average from 4.42 to 4.46).

We see a slightly more pronounced difference in statements 2, 7, 8, 10, where students express their attitudes with a lower average. For example, with 4.30, evaluate the interactivity in the lectures, the development of activities to make the subject as comprehensible as possible with an average of 4.32, the encouragement of students for cooperation during the lectures with 4.35 and the clarity of the teacher in the lectures rate with 4.37,

Table 7. Faculty of Law

	ADMISSIONS	Average value
1	**The teacher is prepared for the subject**	**4.51**
2	**The teacher is clear in the lectures**	**4.43**
3	**The teacher is transparent**	**4.38**
4	**The teacher is right in the assessment**	**4.31**
5	**The teacher is on time**	**4.34**
6	**The teacher is creative in developing learning and other activities**	**4.31**
7	**The teacher creates activities that make the subject more comprehensible**	**4.29**
8	**The teacher encourages student cooperation and participation**	**4.34**
9	**The student is free to ask questions of the teacher**	**4.48**
10	**The teacher requires interactivity during lectures**	**4.33**
11	**The teacher's behavior is consistent with the regulation**	**4.46**
12	**The teacher is always available for consultation**	**4.45**
	Overall average	**4,39**

In Table 7, respectively in statement 1, it is seen that the students of the Faculty of Law on the highest average evaluate the professional preparation of their teachers (4.51)

In statements 2, 9, 11 and 12 the attitude of the students is approximately the same in the clarity of the teachers in the lectures as well as their behavior and in the willingness of the professors to be always available for consultation with the students.

Students give a weaker assessment in findings 3, 4, 6, 8 and 10. It shows that students are less satisfied with the transparency of teachers, assessment, creativity during the development of activities as well as cooperation and interactivity during lectures (Average rating from 4.31 to 4.38)

Students' attitudes towards statement 7 have a lower grade point average, with an average of 4.29 students have assessed the commitment of teachers in creating activities to make the subject as understandable as possible.

Table 8. Faculty of Computer Science

	ADMISSIONS	Average value
1	The teacher is prepared for the subject	4.35
2	The teacher is clear in the lectures	4.25
3	The teacher is transparent	4.32
4	The teacher is right in the assessment	4.32
5	The teacher is on time	4.26
6	The teacher is creative in developing learning and other activities	4.19
7	The teacher creates activities that make the subject more comprehensible	4.14
8	The teacher encourages student cooperation and participation	4.23
9	The student is free to ask questions of the teacher	4.42
10	The teacher requires interactivity during lectures	4.26
11	The teacher's behavior is consistent with the regulation	4.44
12	The teacher is always available for consultation	4.34
	Overall average	**4,30**

Table 8 reflects the attitudes of Computer Science students towards the pedagogical approach of teachers.

Students were asked to respond to the allegations made according to the Likert scale (from 1-5). In the answers given it is seen that there are no essential differences in the attitudes of students but compared to other faculties, in this academic unit students have expressed a lower grade.

As we can see in the table, statements 9 and 11 have the highest evaluation, where it is about the communication of students with teachers and their behavior in accordance with the regulation (4.44, 4.42). The other findings have approximately the same attitude with some negligible differences. .

In the ALF, students have expressed less satisfaction in statements 6 and 7 regarding teacher creativity as well as creating classroom activities to make the subject more understandable. (4,19 and 4,14).

Table 9. Faculty of Applied Sciences Program- Educational Mathematics

	ADMISSIONS	Average value
1	**The teacher is prepared for the subject**	**4.46**
2	**The teacher is clear in the lectures**	**4.34**
3	**The teacher is transparent**	**4.39**
4	**The teacher is right in the assessment**	**4.47**
5	**The teacher is on time**	**4.38**
6	**The teacher is creative in developing learning and other activities**	**4.30**
7	**The teacher creates activities that make the subject more comprehensible**	**4.26**
8	**The teacher encourages student cooperation and participation**	**4.45**
9	**The student is free to ask questions of the teacher**	**4.64**
10	**The teacher requires interactivity during lectures**	**4.55**
11	**The teacher's behavior is consistent with the regulation**	**4.66**
12	**The teacher is always available for consultation**	**4.55**
	Overall average	**4,46**

In Table 9, the attitudes of the students of the Faculty of Applied Sciences are expressed.

The data show that students are largely satisfied with the approach of their teachers and express this in particular in the behavior of teachers which is in line with the regulation as well as their freedom of expression during lectures (Average 4.66, 4.64, Proof 11, 9).

Student evaluation about teacher professional preparation, fair evaluation, encouragement of cooperation and student participation in teaching, regular consultations and interactivity during lectures, we see that it is approximate (Statement 1,4,8,10, 12, Average from 4.46-4.55)

We see a lower grade in statement 7, where students rated teachers less in creating activities that make the subject more understandable (4.26)

Table 10. General results of the evaluation of the UKZ Academic Staff by students

ADMISSIONS		Average value
1	The teacher is prepared for the subject	4.56
2	The teacher is clear in the lectures	4.44
3	The teacher is transparent	4.43
4	The teacher is right in the assessment	4.38
5	The teacher is on time	4.42
6	The teacher is creative in developing learning and other activities	4.35
7	The teacher creates activities that make the subject more comprehensible	4.31
8	The teacher encourages student cooperation and participation	4.40
9	The student is free to ask questions of the teacher	4.57
10	The teacher requires interactivity during lectures	4.40
11	The conduct of the teacher is in accordance with the regulation	4.54
12	The teacher is always available for consultation	4.50
	Overall average	**4,45**

Table 10 presents the general data of all UAEs that cooperate within the University.

As can be seen, the values expressed on average indicate a general positive attitude of students towards their teachers.

UKZ students have largely considered that their teachers are prepared for the course (statement 1, average 4.56) and students have also rated teachers' behavior and regular student consultations as satisfactory (Statement 11.12 average 4, 54, 4.50)

In the other statements (Statements 2, 3, 5, 8, 10) all students, with very small differences, assess that the organization of the lesson and the approach of their teachers in general is at a satisfactory level. The results show that teachers are largely transparent in their work, are clear in lectures, are punctual in class, encourage students to collaborate and participate in lectures and express themselves freely during lectures (Average from 4.40-4, 44)

According to the data in Table 10 which summarizes all the attitudes of the surveyed students

of all academic units, we see a decrease in assessment in statements 4, 6 and 7. Students are less satisfied with the way teachers assess (4,38), in the creativity of learning development (4,35) as well as in the creation of activities to make the subject as understandable as possible (4,31).

Table 11. General results of the evaluation of the subjects in the study programs of the bachelor level of UKZ by the students

	ADMISSIONS	Average value
1	**The content of the curriculum is in line with contemporary literature**	**4.53**
2	**The purpose and objective of the course is clearly defined in the course syllabus**	**4.53**
3	**Lectures are followed in accordance with Plan the program**	**4.49**
4	**Course materials are available**	**4.42**
5	**The course is organized in such a way that it helped me understand the concepts of the course**	**4.40**
6	**Course materials (literature, lectures, slides, etc.) have influenced the development of knowledge and skills in the relevant field**	**4.41**
7	**Evaluation activities (tests, presentations, works, etc.) have helped me to better understand the materials / concepts of the course**	**4.40**
8	**Tests and exams include materials that have been elaborated in the classroom**	**4.46**
9	**The classroom environment encourages the expression of thoughts / ideas**	**4.40**
10	**The evaluation structure is fair and appropriate**	**4.39**
	Overall average	**4,45**

In table 11 we have presented the general results of the evaluation of the subjects by the students.

As can be seen in the table, students at a high and the same grade point average have assessed their subjects in Assertion 1 and 2, both in terms of curriculum compliance with contemporary literature (Average 4.53) as well as in the content of syllabi, which clarifies the purpose and objective of the course (Average 4.53)

We see a slight decrease in statements 3 and 8 regarding the attendance of lectures in accordance with the curriculum (4.49) and the inclusion of materials elaborated during lectures in tests and exams (4.46).

We see a similar attitude in statements 4,5,6,7,9, where students are less satisfied with the

possession of course materials, the organization of the course to recognize new learning concepts, the impact of course materials (literature, lectures, slides, etc.) in the development of knowledge and skills in the relevant field (4.40- 4.42).

With the lowest grade of assessment (Statement 10) students have assessed how fair and appropriate the assessment structure is (4.39)

3. Conclusions and recommendations

Based on the data of this research as well as the detailed analysis of the results, we can conclude that the students of UKZ, are satisfied with the organization of teaching in lectures as well as in the implementation of curricula in certain subjects. all their study programs. This is confirmed by the overall average which is 4.45

As can be seen, the overall averages of Nj. A. are over 4. With the highest average leads Education with 4.51 then rank the Faculty of Applied Sciences with 4.46, the Faculty of Economics with 4.44, the Faculty of Law 4.39 and the Faculty of Computer Science with 4.30.

The attitudes of students expressed towards teaching, in all OUs, are almost generally approximate with some slight difference in percentage. Except in findings 4, 6 and 7 where the rating rate is lower.

According to the results, students are less satisfied in terms of evaluation by teachers (Average 4.38). It is also seen that university teachers are less creative in developing activities during lectures with their students (Average 4.35).

A lower average is also found in statement 7 which shows that not all teachers practice activities in their classrooms to make the subject as understandable as possible (Average 4.31)

It is worth mentioning that with a higher evaluation score of over 4.5, teachers were evaluated in their preparation for the course, their behavior with students and the free communication of students with teachers.

Also in the assessment for the subjects (table 11), the students are relatively satisfied both in the content of the curriculum as well as in the drafting of the syllabus. (Statement 1 and 2, Average 4.53) Courses with a lower grade students express themselves regarding the structure of the grade, (Statement 10, Average 4.39)

From the results of this research we can conclude that the role and responsibility of the teacher for the most modern approach to the implementation of the curriculum and continuous communication with students are a key factor in raising the quality of UKZ. Therefore our recommendations are:

- Develop syllabi based on learning outcomes and continuously monitor the achievement of these outcomes.
- Encourage teachers for continuous professional development
- Organize trainings within the University in order to reinforce contemporary teaching methods and forms based on the development of critical thinking in students
- Teachers to respect the evaluation criteria by systematically evaluating students during the semester

- Supervise the compatibility of the literature in the curriculum with the literature used by teachers with students.
- Create personal files for the performance of each academic staff across all OUs
- Deans continue to fully coordinate curricula with the new curricula.
- Find forms of teacher motivation who have shown good performance during ass