

Examining The Relationship Between Student Evaluation of Teaching, Instructional Quality, And Faculty Development in Pakistani Higher Education

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Abstract

Higher education institutions, adapting to diverse student needs, utilize Student Evaluation of Teaching (SET) to gather feedback, ensure education quality, and foster faculty professional development. The study, conducted with 60 teachers from six private universities of Karachi, revealed a positive but statistically non-significant correlation between SET and instructional quality. Similarly, the correlation between SET and faculty development was positive but not statistically significant. Conversely, a strong and statistically significant positive correlation existed between faculty development and instructional quality, underscoring the pivotal role of faculty development in enhancing instructional quality. In this study, the importance of a comprehensive evaluation system that integrates student feedback with robust faculty development initiatives to enhance the teaching and learning environment in higher education was emphasized. The study recommended comprehensive faculty training programmes, regular updates to SET instruments, diverse evaluation methods, and a supportive culture that values continuous improvement. These findings contribute to shaping effective teaching practices and improving the overall higher education experience.

Keywords: Instructional quality, faculty development, performance, student evaluation of teaching (SET), Quality Enhancement Cells (QEC)

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Introduction

Higher education institutions worldwide, in response to the evolving landscape of student diversity and educational dynamics, have implemented systems such as Student Evaluation of Teaching (SET) to gather feedback on instructors' effectiveness. This method, often administered at the end of a course or semester, serves as a common practice for assessing teaching quality and evaluating teacher performance (Ching, 2018; Debroy et al., 2019). While widely adopted, SET remains a topic of ongoing debate and criticism, yet simultaneously stands out as one of the most prevalent practices in higher education globally (Boring & Ottoboni, 2016; Hornstein, 2017; Zhao et al., 2022; Ulker, 2021). Ali et al. (2021) highlighted that SETs were essential for investigating how students perceive faculty instruction, evaluating teaching quality facets, and facilitating comparisons within and between courses, instructors, departments, and institutions (Goos & Salomons, 2017).

In the context of Pakistan, the application of SET for instructional quality and faculty development in Higher Education Institutes (HEIs) had received limited attention (Usmani & Khatoon, 2013). Despite its common use, SET had been somewhat overlooked by HEIs in Pakistan, posing challenges for enhancing teaching practices and faculty development (Channa & Kazimi, 2020). Typically conducted before semester exams, the collection of student feedback through SET in Pakistani higher education involved Quality Enhancement Cell (QEC) employees gathering data either manually or digitally. The faculty received the analysis report prepared by QEC, initiating discussions on faculty evaluation (Usmani & Khatoon, 2013). This study aimed to explore the role of SET in the complex landscape of instructional quality and faculty development within HEIs in Pakistan.

Performance evaluation, crucial for all organizations, is particularly emphasized in the higher education system to attain excellence and improve teaching practices. The evolving needs in education necessitate reforms and enhancements in academic quality assurance systems, with a focus on assessing faculty members' and teachers' performance (Channa & Kazimi, 2020). Quality Enhancement Cells (QEC) within HEIs play a specific role in evaluating teacher performance. Addressing research gaps in the Pakistani context, this study explored the correlation between students' evaluation of teaching and instructional quality, as well as the link between students' assessment of teaching and faculty professional development within higher education Channa & Kazimi, 2020; (Usmani & Khatoon, 2013).

The objectives of the research were:

1. To analyze the relationship between student evaluation of teaching and instructional quality.
2. To examine the relationship between student evaluation of teaching and faculty development initiatives.
3. To determine the relationship between faculty development and instructional quality.

The following hypotheses were formulated:

H⁰: There is no significant relationship between Student Evaluation of Teaching (SET) and Instructional Quality at private higher education institutes in Karachi.

H₁: There is a significant relationship between Student Evaluation of Teaching (SET) and Instructional Quality at private higher education institutes in Karachi.

H⁰: There is no significant relationship between Student Evaluation of Teaching (SET) and Faculty Development at private higher education institutes in Karachi.

H₂: There is a significant relationship between Student Evaluation of Teaching (SET) and Faculty Development at private higher education institutes in Karachi.

H⁰: There is no significant relationship between Faculty Development and Instructional Quality at private higher education institutes in Karachi.

H₃: There is a significant relationship between Faculty Development and Instructional Quality at private higher education institutes in Karachi.

Literature Review

Assessing the educational process is a complex task, requiring an understanding of how students form opinions about instructors and courses. In university courses, regular attendance leads to multiple service encounters crucial for later evaluation, aligning with experiential qualities drawn from service marketing concepts. These experiential attributes become apparent only after the entire service experience concludes, typically at the end of the course (Gómez & Valdés, 2019). Teacher performance evaluations are standardized processes aimed at assessing and rating educators' effectiveness, with the objective of enhancing the overall learning experience and facilitating professional development (Gómez & Valdés, 2019).

Students evaluate teachers through student evaluation of teaching (SET), considering aspects like form, substance, organization, validity, and reliability. SETs, as defined by UNESCO, collect input from students about educators' behavior and approach, evaluating the consistency between expectations and teaching methods. The primary goal

is to offer insights into a teacher's classroom demeanor and competencies (Ching, 2018). SET forms typically use a 5-point Likert scale for rating instructors on attributes like knowledge, fairness, and helpfulness. Mean ratings are calculated, and comparisons with other faculty members or professors in the department are common for assessing teacher performance (Uttl & Smibert, 2017). The data from SETs inform adjustments to instructional strategies or course materials and contribute to decisions about academic career advancement (Stroebe, 2016; Uijtdehaage & O'Neal, 2015).

Student Evaluations of Teaching (SETs) have a historical context, introduced independently in the 1920s by educational psychologists Guthrie and Remmers for providing feedback to college professors at the University of Washington and Purdue University. Originally intended only for course instructors, SETs have become a widespread practice in assessing teaching effectiveness (Berk, 2005). In China, the student assessment system was established in the 1980s, influenced by Western educational systems in prestigious universities. The Ministry of Education of the People's Republic of China emphasized student participation in classroom management in 2001, focusing on improving teaching quality and strengthening undergraduate education (Tu et al., 2019; Zhao et al., 2022).

Quality Enhancement Cells (QECs) in higher education institutions play a crucial role in facilitating coordination among universities, accreditation bodies, and the Quality Assurance Agency (QAA). Their objective is to implement quality standards set by the Higher Education Commission (HEC), ensuring adherence to criteria and compliance with internal and external Quality Assessment procedures at both program and institution levels. QECs collect manual and online student feedback each semester, assessing satisfaction with course instruction and learning outcomes. This process, approved by the head of the institution, results in an analysis report compiled by QEC and shared with relevant faculty to address inadequacies and foster overall improvements in academics and student satisfaction. QECs also coordinate with various stakeholders, with a focus on students, to ensure the application of quality standards and Institutional Performance Evaluation Standards (IPEs) set by HEC (SAM-2004).

Clayson (2009) highlighted the internal conflict teachers may experience when students evaluate them, acknowledging the potential for intimate opinions. However, the majority of student comments can be beneficial, providing teachers with opportunities for self-awareness and improvement in professional practices. This feedback fosters a sense of active participation for students, making them feel invested in the educational process. Feedback offers specific recommendations for educators to enhance the learning experience, guiding them to focus efforts on areas needing improvement. Frequent evaluations prevent complacency, with student feedback contributing valuable insights

into teachers' effectiveness in real-world teaching scenarios. Regular assessments undoubtedly enhance the learning environment for both teachers and students.

Student evaluations of teaching (SETs) involve interconnected dimensions, as emphasized by Stehle et al. (2012). While most research often focuses on the overall assessment of the instructor, Uttl et al. (2017) discouraged relying solely on summative evaluations and global measures with minimal summary items. SETs aim for a comprehensive assessment, with their effectiveness depending on meticulous design to accurately measure assessed concepts. Typically, SETs categorize teaching into presentation, facilitation, and regulation, encompassing aspects like subject-matter expertise, teacher readiness to offer advice, and the establishment of clear expectations and standards (Pan et al., 2021).

Nazir et al. (2020) asserted that Student Evaluation of Teaching (SETs) has diverse applications, including program and course assessments, tenure and promotion decisions, and instructional development. Proponents argue that well-constructed SETs are reliable tools for formally evaluating faculty members, offering formative feedback that improves teacher accountability, and generating trustworthy indicators from student feedback. The data from SETs validate their use in formal teacher performance evaluations, influencing hiring practices in educational institutions. However, SETs also provide students with a unique institutional voice, allowing them to share anonymous comments about their experiences with teachers. While students' direct experience makes their feedback insightful, questions arise about using SETs for important administrative roles and promotions, which are often tied to tenure and wage increases. Determining if final SET ratings are based on a single occurrence or the full course experience is challenging, and multiple students may be involved in service delivery simultaneously, impacting each student's experience (Bavis et al., 2020; Lawrence, 2018).

Consideration of course subject characteristics is crucial, as noted by Hornstein (2017). Factors like course requirements or elective status influence students' assessments of a course's significance. In elective courses, students may give higher ratings when they have a particular interest in the subject. Additionally, SET ratings can be lower for classes with odd schedules, such as early morning or late afternoon, impacting larger classes with limited opportunities for teacher-student interaction (Kreitzer & Sweet-Cushman, 2021). Discipline and topic matter also significantly influence SET evaluations, with reported inconsistencies in individual student responses, challenging the belief that SETs yield accurate and consistent findings. This variability suggests that students' opinions on a particular task may differ, and reliability measurements derived from student assessments may not provide a strong enough basis to establish validity (Clayson, 2020).

UNESCO defines quality in higher education as a dynamic concept operating within institutionally mandated standards for programs or disciplines, emphasizing adherence to the mission statement and goals of the organization. Quality is comprehensively viewed considering inputs, outputs, processes, mission, and objectives, aligning with the needs of students, universities, disciplines, governments, markets, and society (Vlăsceanu et al., 2004). In the United Kingdom, academic "quality" is defined by universities as providing assistance in academic resources and learning opportunities to help students achieve their learning objectives, with four components identified by Akareem & Hossain (2016): student caliber, teacher credentials, academic characteristics, and administrative support.

Defining the quality of instruction can be challenging, with attempts often focusing on inputs and outputs or the relationship between the two. Inputs include the behaviors, resources, and attributes of teachers or the learning process, evaluated through student surveys, teaching skills exams, curriculum artifacts, and student artifacts. Outcome-based definitions emphasize how student actions and achievements differ depending on the instructor, gauging the quality of instruction based on these results. To improve instructional quality at scale, considering both inputs and outcomes is considered sensible, requiring understanding of instructors, their actions, and evaluating the effectiveness of those actions. Institutional net revenue, comparatively, is more straightforward to define, representing a postsecondary institution's revenue from all sources minus its expenditures.

Theall (2017) underscored the importance of considering faculty evaluation and development together, stating that "Development without evaluation is guesswork, and evaluation without development is punitive." Common strategies for assessing teaching faculty proficiency for development purposes include student evaluation of teachers, teaching portfolio development, and peer observations. By the mid-2000s, researchers viewed SETs as "the predominant measure of university teacher performance worldwide" (Bavis et al., 2020). SETs have become essential to teacher evaluation and faculty development in the majority of colleges, with recent research indicating widespread use of some form of assessment system in almost every higher education institution globally (Spooren & Christiaens, 2017).

Eckhaus & Davidovitch (2019) conducted a mixed-method study on faculty concerns regarding teachers' rankings and SETs, highlighting the critical role student opinions play in both the effectiveness of instruction and faculty professional development. Teachers perceive these feedback questionnaires as a significant risk to their professional advancement, emphasizing the need for a balance between teacher professional development and student surveys. Linse (2017) conducted a study on the

appropriate use of student feedback data for faculty evaluation and the correct interpretation of teacher evaluation data, noting three primary components: course, faculty, and program evaluations. While the primary purpose of student feedback data is to evaluate instructional effectiveness, the study warns against improper use for individual decisions, such as tenure, annual reviews, hiring, and firing. The overall conclusion emphasizes that improper use of student findings leads to inequality, mistrust, suspicion, and a decline in educational quality, while the proper use of student ranking data strengthens institutions and faculty.

Theoretical Background

Intellectual Management for University Teachers (IMUT), a novel idea, was presented by Zhou et al. (2019). As per their proposition, pupils can offer significant input on the expertise, abilities, character attributes, and pedagogical approaches of teachers. The quality of instruction and general student satisfaction are improved as a result of these comments. In order to improve their expertise, pedagogical abilities, and character traits and eventually create a positive learning atmosphere for students-university instructors are urged to embrace the Intellectual Management approach. The outcome is an elevated satisfaction level among students, contributing to the institution's enhanced reputation. In addition, B.F. Skinner (1953) and his Behaviorist theory posit that observable behavior, whether positive or negative, forms the basis of learning. This behavior can be quantified and influenced through stimuli, such as rewards and punishments. Effective teaching, as per the Behaviorist theory, hinges on creating an optimal learning environment. Concurrently, the Cognitive theory asserts that high-quality teaching engages learners in critical thinking skills for practical problem-solving. Moving on to Maslow's Hierarchy of Needs (1943), timely delivery of student feedback becomes a focal point. This approach addresses individual needs and contributes to the continuous improvement of teaching and learning standards. Furthermore, it propels the professional development of teachers and meets the learning requirements of students. Effectiveness in teaching is gauged by students' acquisition of learning and problem-solving skills, with full support from the Cognitive theory.

Research Methodology

The nature of the study was epistemologically related to positivism paradigm. Positivism tends to emphasize quantifiable, objective data and seeks to uncover general laws. According to positivism, there can be no certainty about something if it is not measurable in this way (Park et al., 2020). The approach was deductive reasoning (quantitative), followed by the survey method.

Research Design

The design of the study was correlational research. The survey method was used. It allowed researchers to look for associations and relationships between the variables (Sassower, 2017).

Population and Sampling

The teachers of six private universities were the research population. These universities included Hamdard University, Iqra University, Indus University, Bahria University, SZABIST, and DHA Suffa University. The researchers employed a simple random sampling technique, a method that gives every individual in the population an equal chance of being selected. This approach ensures that the sample is representative of the overall population without any intentional stratification (Murphy, 2020). The sample comprised sixty teachers. Demographic details of sample are presented in the table below:

Table 1
Descriptive Statistics on Demographic Variables

Variable	Details	n	%
Gender	Males	23	38
	females	37	62
Age	26-35 years	11	18
	36-45 years	27	45
	45-55 years	21	35
	56 years and above	1	2
Faculty	Social Sciences	36	60
	Management Sciences	24	40
Academic Position	Lecturer	39	65
	Assistant Professor	17	28
	Associate Professor	3	5
	Professor	1	2
Experience	0 to 5 years	7	12
	6 to 10 years	19	32
	11 to 15 years	26	43
	16 to 20 years	6	10
	21 years and above	2	3

Instrument

In this study, data were collected through a closed-ended questionnaire. This study examined the relationships between students' evaluation of teaching and instructional quality and the relationship between students' evaluation of teaching and faculty development initiatives. The relationships between students' evaluation of teaching and instructional quality were measured by 15 statements. The questionnaire was comprised of two sections. The first section was specified for the particulars of respondents, which include gender, age, academic position, faculty and teaching experience

The second section was comprised of the first column, Sr. No., and the second column for statements. All of these items were rated on a five-point Likert scale ranging from (5 = strongly disagree, 4 = disagree, 3 = neutral, 2 = agree, and 1 = strongly agree). This section was further divided into three constructs which include student evaluation of teaching (SET), instructional quality and professional development of faculty. Each construct comprised of 10 statements. Cronbach's alpha coefficient was calculated to evaluate the internal consistency of the items, which was .89, performed by IBM SPSS Statistics 22.0 software. The questionnaire was devised with the help of literature review. It was also validated by six experts. S-CVI was computed, which was 0.92.

Data Collection and Data Analysis

The data were collected through Google forms. The data was analyzed using IBM SPSS Statistics 22.0 software. Correlation analysis was used to analyze the data. The Pearson correlation coefficient was used to investigate the relationship between student evaluation of teaching and variables. Pearson's correlation coefficient ranges from -1 to 1, where -1 indicates a perfect negative correlation, 1 indicates a perfect positive correlation, and 0 indicates no correlation.

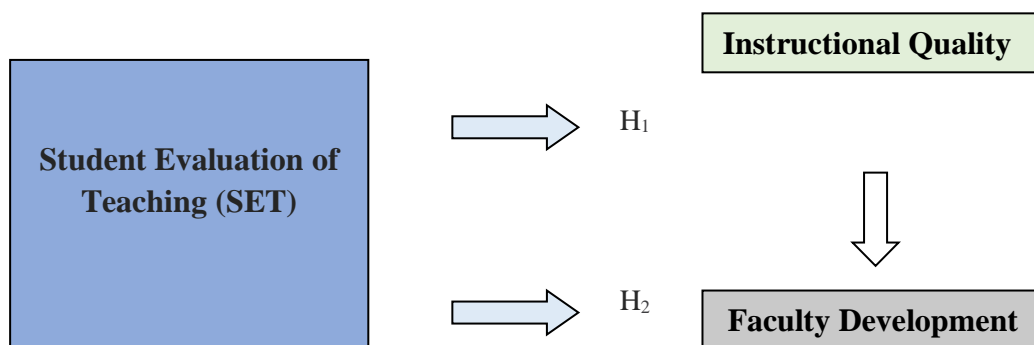


Figure1. *Framework of the Study*

Results

Table 2

Descriptive Statistics of Student Evaluation of Teaching (SET) and Instructional Quality

	<i>M</i>	<i>SD</i>	<i>n</i>
SET	37.35	1.77	60
InstrQual	42.36	2.90	60

Note: SET= Student Evaluation of Teaching and InstrQual= Instructional Quality

The above table shows descriptive statistics for two variables, SET and instructional quality, including the mean, standard deviation, and sample size (N). The mean of the SET is 37.35 with a standard deviation of 1.77 based on a sample size of 60. For InstrQual, the mean is 42.36 with a standard deviation of 2.90, also from a sample size of 60. In comparison, InstrQual has a higher mean, suggesting higher values on average, and a higher standard deviation, indicating greater variability in the data compared to the SET.

Table 3

Correlation between Student Evaluation of Teaching (SET) and Instructional Quality

		SET	InstrQual
SET	Pearson Correlation	1	.225
	Sig. (2-tailed)		.084
	N	60	60
InstrQual	Pearson Correlation	.225	1
	Sig. (2-tailed)	.084	
	N	60	60

Note: SET= Student Evaluation of Teaching and InstrQual= Instructional Quality

The above table provides Pearson correlation coefficients between two variables, SET and instructional quality. Additionally, the table includes the associated p-values (Sig.) and sample sizes (N) for each correlation. The Pearson correlation coefficient between SET and InstrQual is .225, and the associated two-tailed p-value is .084. With a sample size of 60 for both variables, the positive correlation suggests that as SET values increase, InstrQual values also tend to increase, and vice versa. However, the correlation is not statistically significant at the .05 level, indicating that the observed relationship may be due to random chance. Symmetrically, the correlation between InstrQual and SET yields the same results.

Table 4

Descriptive Statistics of Student Evaluation of Teaching (SET) and Faculty Development

	<i>M</i>	<i>SD</i>	<i>n</i>
SET	37.35	1.77	60
FacDev	41.11	3.41	60

Note: SET= Student Evaluation of Teaching and FacDev= Faculty Development

Table 4 depicts descriptive statistics for two variables, SET and faculty development, including the mean, standard deviation, and sample size (N). The mean of SET is 37.35 with a standard deviation of 1.77, based on a sample size of 60. For FacDev, the mean is 41.11 with a standard deviation of 3.41, also from a sample size of 60. In comparison, FacDev has a higher mean, suggesting higher values on average, and a higher standard deviation, indicating greater variability in the data compared to SET.

Table 5

Correlation between Student Evaluation of Teaching (SET) and Faculty Development

		SET	FacDev
SET	Pearson Correlation	1	.223
	Sig. (2-tailed)		.087
	N	60	60
FacDev	Pearson Correlation	.223	1
	Sig. (2-tailed)	.087	
	N	60	60

Note: SET= Student Evaluation of Teaching and FacDev= Faculty Development

Table 5 provides Pearson correlation coefficients between two variables, SET and FacDev. Additionally, the table includes the associated p-values (Sig.) and sample sizes (N) for each correlation. The Pearson correlation coefficient between SET and FacDev is .223, and the associated two-tailed p-value is .087. With a sample size of 60 for both variables, the positive correlation suggests that as SET values increase, FacDev values also tend to increase, and vice versa. However, the correlation is not statistically significant at the .05 level, indicating that the observed relationship may be due to random chance. Symmetrically, the correlation between FacDev and SET yields the same results.

Table 6

Descriptive Statistics of Faculty Development and Instructional Quality

	<i>M</i>	<i>SD</i>	<i>n</i>
FacDev	41.11	3.41	60
InstrQual	42.36	2.90	60

Note: FacDev= Faculty Development and InstrQual= Instructional Quality

Table 6 presents the descriptive statistics provided for two sets, FacDev and InstrQual, including the mean, standard deviation, and sample size (N). The mean of FacDev is 41.11 with a standard deviation of 3.41, based on a sample size of 60. For InstrQual, the mean is 42.36 with a standard deviation of 2.90, also from a sample size of 60. In comparison, InstrQual has a higher mean, suggesting higher values on average, and FacDev has a higher standard deviation, indicating greater variability in the data compared to InstrQual.

Table 7

Correlation between Faculty Development and Instructional Quality

		FacDev	InstrQual
FacDev	Pearson Correlation	1	.747**
	Sig. (2-tailed)		.000
	N	60	60
InstrQual	Pearson Correlation	.747**	1
	Sig. (2-tailed)	.000	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

Note: FacDev= Faculty Development and InstrQual= Instructional Quality

The above table provides Pearson correlation coefficients between two variables, FacDev and InstrQual. Additionally, the table includes the associated p-values (Sig.) and sample sizes (N) for each correlation. The Pearson correlation coefficient between FacDev and InstrQual is .747**, and the associated two-tailed p-value is .000. With a sample size of 60 for both variables, the strong positive correlation suggests that as FacDev values increase, InstrQual values also tend to increase, and vice versa. The correlation is statistically significant at the .05 level, indicating that this relationship is unlikely to have occurred by random chance. Symmetrically, the correlation between InstrQual and FacDev yields the same results.

- **Hypothesis 1:** The analysis revealed a positive correlation between SET and InstrQual. However, this correlation was not statistically significant ($p > 0.05$). This suggests that while there is a potential relationship between SET and InstrQual, the evidence from this study does not strongly confirm this association.
- **Hypothesis 2:** Similarly, the study found a positive correlation between SET and FacDev. However, this correlation was also not statistically significant ($p > 0.05$), indicating that the relationship between SET and faculty development is not strongly supported by the data in this study.
- **Hypothesis 3:** In contrast, a strong and statistically significant positive correlation was found between FacDev and InstrQual ($p < 0.05$). This finding

highlights the significant impact that faculty development has on enhancing instructional quality at private higher education institutes in Karachi.

Discussion

The study revealed a positive correlation (.225) between student evaluation of teaching (SET) and instructional quality (InstrQual), indicating that SET values were associated with higher InstrQual values. However, the correlation was not statistically significant at the .05 level ($p = .084$), raising questions about the reliability of this relationship. Similarly, a positive correlation (0.223) was found between SET and Faculty Development (FacDev), indicating that higher SET values were associated with higher FacDev values. This correlation was not statistically significant at the .05 level ($p = .087$), necessitating further exploration. A strong positive correlation (.747**) was observed between faculty development (FacDev) and instructional quality (InstrQual), with higher values in FacDev significantly associated with higher InstrQual, and vice versa. This correlation was statistically significant at the .01 level ($p = .000$), highlighting the potential impact of faculty development on instructional quality. InstrQual consistently exhibited higher means compared to SET and FacDev, and both InstrQual and FacDev demonstrated greater variability, indicated by higher standard deviations and a broader range of values compared to SET.

Alok(2011) discussed the contentious nature of Student Evaluation of Teaching (SET) and its widespread use in higher education. The discussion focused on the development and implementation of a specific SET instrument at Centurion School of Rural Enterprise Management (CSREM), India, addressing key areas of faculty performance. The article emphasized the importance of linking SET with professional development and maintaining a balance between formative and summative approaches. It concluded by highlighting the evolving nature of SET to meet the changing needs of students, faculty, and administration. Mart (2017) explored the impact of Course Evaluation Questionnaires (CEQs) on the teaching identities of academics at a Canadian university, discussing dissatisfaction with the service-oriented model of teaching and advocating for a collective engagement away from a blame culture. Siddique, Said & Butt (2019) investigated perceptions of students and faculty regarding the SET process in Peshawar, Pakistan, revealing significant differences and suggesting improvements, such as addressing concerns about anonymity and incorporating 360-degree feedback. The study emphasized the importance of effective communication about the SET process and its benefits.

Hoben et al. (2020) explored the impact of Course Evaluation Questionnaires (CEQs) on the teaching identities of academics at a Canadian university. Dissatisfaction with the service-oriented model of teaching, concerns about biases in student responses,

and frustrations with the need to continually prove teaching worth were discussed. The authors placed CEQs in the context of neoliberalism and argued for a collective engagement that moved away from a blame culture, fostering resilience, and promoting discussions on teaching accountability. Channa & Kazimi (2020) conducted explanatory research investigating the impact of student feedback on teaching effectiveness and students' satisfaction in higher education, using theories of intellectual management, behaviorist learning, and Maslow's hierarchy of needs. Despite substantial government spending, the implementation of student feedback in Pakistani Higher Education Institutions (HEIs) has been lacking. The study collected data from 1066 respondents in Sindh's universities, revealing a significant positive impact of student feedback on teaching effectiveness and, subsequently, on students' satisfaction. The findings emphasize the importance of considering and addressing student feedback for faculty development and overall satisfaction. Recommendations include incorporating student feedback in decision-making processes and accreditation visits, urging policymakers to strengthen the quality assurance mechanism through student input.

Yusof (2022) conducted a study examining the correlation between Student Evaluation of Teaching (SET) and educator performance, focusing specifically on the teaching environment at Kolej Kemahiran Tinggi MARA Sri Gading (KKTMSG). By analyzing data from 36,762 students who attended KKTMSG from 2015 to 2019, the findings indicated correlations for all criteria with the type of rating. Notably, students consistently assigned higher ratings for teaching excellence compared to personality traits, suggesting a potential incentive for instructors to enhance their teaching methods. On the other hand, Otu & Out (2023) critically evaluated the use of Student Evaluations of Teaching (SETs) in higher education, pointing out unintended consequences such as grade inflation and the endorsement of subpar teaching. The critique questioned the true "effectiveness" of SETs in measuring teaching quality and expressed concerns about bias and flaws in the evaluation methods. Additionally, it highlighted the lack of a clear connection between SETs and teachers' professional development. The negative impact on faculty, especially ethnic minorities and women, was discussed, emphasizing potential compromises in academic standards. The authors recommended a reassessment of SETs until more reliable measures of teaching effectiveness could be established.

Conclusion

This study in Pakistani higher education institutions found that while there were positive correlations between Student Evaluation of Teaching (SET) and both Instructional Quality (InstrQual) and Faculty Development (FacDev), these correlations were not statistically significant. Thus, the evidence does not strongly support a direct link between SET and these outcomes based on the data from this sample. However, the

study did identify a strong and statistically significant positive correlation between Faculty Development (FacDev) and Instructional Quality (InstrQual), underscoring the critical role that faculty development plays in improving instructional quality. These findings suggest that while student evaluations are valuable, a more comprehensive approach that includes robust faculty development programs is essential for enhancing teaching and learning experiences in higher education. Institutions should consider prioritizing faculty development as a key strategy in their efforts to improve educational outcomes.

Recommendations and Implications

This study would like to recommend that:

- Since a strong correlation was found between Faculty Development (FacDev) and Instructional Quality (InstrQual), invest in targeted faculty development programs to enhance teaching effectiveness.
- Although the correlation between SET and InstrQual was not statistically significant, ensure that SET instruments are precisely aligned with institutional teaching goals to better capture instructional quality.
- The non-significant correlation between SET and key outcomes suggests incorporating additional evaluation methods, such as peer reviews and self-assessments, to provide a more comprehensive assessment of teaching effectiveness.
- Introduce mid-semester evaluations to allow for timely adjustments in teaching methods, supporting continuous improvement and addressing student concerns proactively.
- To address potential biases in student evaluations, implement strategies such as anonymizing feedback and training faculty to interpret SET results within the context of identified biases.
- Since Faculty Development strongly impacts instructional quality, provide financial incentives or grants to encourage faculty participation in professional development that directly enhances their teaching skills.
- Use mentorship programs to capitalize on the proven relationship between faculty development and instructional quality, pairing experienced faculty with less experienced peers to share effective teaching practices.
- Build on the significant link between faculty development and instructional quality by fostering an institutional culture that values ongoing professional growth and constructive feedback.
- Encourage and fund faculty research into teaching methodologies that improve instructional quality, reinforcing the proven importance of faculty development.

- Continually assess and refine SET instruments based on faculty input and emerging research to ensure they remain effective tools for measuring instructional quality.
- Establish recognition programs for faculty who demonstrate significant improvements in instructional quality, as indicated by both SETs and other evaluation methods, to motivate ongoing excellence.

The significance of this research lies in its capacity to enhance the quality of education, support the development of faculty, and facilitate data-driven decision-making in higher education. It promotes a culture of continuous improvement, underscores the significance of student-centered education, and addresses ethical considerations. Ultimately, it has the potential to enhance pedagogical practices, leading to increased graduation rates, better-prepared graduates, and a higher education sector that is more competitive and responsive. This research holds global relevance and the potential to significantly influence the future of higher education.

One limitation of the research is its restricted insight into the long-term impacts on instructional quality and faculty development. Additionally, the use of a small sample size, depending on the study's specific context, may limit the generalizability of findings to a broader population. This can also impact the statistical power of the analysis, and results may vary considerably based on the unique characteristics of the higher education institution, cultural factors, and regional differences, thereby limiting the applicability of findings to other settings.

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