

# STUDENTS' PERCEPTIONS CONCERNING THE ASSESSMENT AND EVALUATION AND TEACHING METHODS USED BY INSTRUCTORS

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*In higher education, educational quality requires optimal management and the best possible implementation of educational processes. The quality of these educational processes may vary, depending on the ability of the academic staff to present and assess this knowledge, using appropriate strategies in accordance with the students' needs. Educational quality in higher education is naturally associated with the quality of the teachers, as designers and practitioners of the educational process. In the area of education, the development and implementation of objectives, programs, tools, strategies, methods, techniques, and teaching and learning processes, the improvement of classroom management skills, the implementation of classroom management models, the observation of the students' potential, and the evaluation of results are performed on the basis of specific theoretical frameworks (Simsek, 2005; Kayabasi, 2012). According to Arslantas (2011), a university's success in these abovementioned functions is only possible with suitably qualified teaching staff.*

*In relation to the quality and teaching skills of Instructors, various studies were sourced in the literature review that dealt with the importance of teaching skills, level of specialist knowledge (Colins, 2002), teachers' preference for alternative methods of assessment and evaluation (Ozturk, Hasturk and Demir, 2013; Duban & Kucukyilmaz, 2008), problems experienced in the assessment and evaluation process (Anil & Acar, 2008; Gerek, 2006) and the effective teaching traits of academic staff (Sen & Erisen, 2002). It is considered that the quality of learning and teaching environments, together with learning and teaching behavior and attitudes, and learning and teaching skills as a whole, all influence learning outcomes.*

*The objective of this study is to delineate the opinions of Instructors delivering lectures in universities in relation to classroom management models, teaching methods and techniques, and the assessment and evaluation methods they prefer, with the supporting views of undergraduate students.*

## Method

### Research Model

In this research, correlational research design was used as a relational research model (Frankael and Wallen, 2009). This model was preferred as researchers wanted to reveal relations between two or more variables without controlling or manipulating the variables (Creswell, 2005).

### Population and Study Group

Study population consists of 19.372 students at Sivas Cumhuriyet University registered in the Faculty of Letters, Faculty of Science, Faculty of Economics and Administrative Sciences, Faculty of Medicine, Faculty of Engineering and the Faculty of Education during the 2015-2016 academic year. The sample size was determined using the sample formula. As a result, 749 students studying in several faculties of Cumhuriyet University participated in the study.

### Collecting Data

Study data were collected using the "The Scale of Perception regarding the Use of Teaching Methods/Techniques" (ÖYTKAÖ) and "The Perception Scale for the Use of Evaluation and Assessment Methods" (ÖDYKAÖ) developed by researchers. While the ÖYTKAÖ consists of 22 items under 4 dimensions, the ÖDYKAÖ is comprised of 12 items under one single dimension. EFA (explanatory factor analysis) and CFA (confirmatory factor analysis) yielded an excellent model fit of the scale. In addition, Cronbach's Alpha yielded the value of .91 for the ÖYTKAÖ, and .76 for the ÖDYKAÖ.

### Analysis of Data

In this study; MANOVA was used as a type of multivariate test in order to determine whether perceptions of university students regarding teaching methods/techniques and assessment and evaluation methods used by instructors vary depending on faculty and overall academic average (GAA). MANOVA was used as it is a more powerful statistical technique to minimize Type I error in research with more than one dependent variable (Pallant, 2007). It was decided to use two-way ANOVA test in given study. Analysis was performed for two main effects as variables of faculty and overall academic average and the common effect of faculty\*GAA interaction.

**Results**

Survey results revealed that dependent variables did not differ on faculty \* GAA common effect (Wilks'  $\lambda = .948$ ;  $F(4,1270) = 8.644$ ,  $p < .01$   $\eta^2 = .027$ ). Consequently, the scores of linear components derived from the ÖYTKAÖ and ÖDYKAÖ scores did not differ among students in subgroups of GAA as numerical, verbal and equal weight areas. It was found out that ÖYTKAÖ and ÖDYKAÖ levels differ according to variables of faculty and GAA. Since the interaction of independent variables did not indicate significant differences in the statistical analysis, only main effects were examined. For this purpose; significance of the variables of faculty and GAA was tested separately according to the variables of ÖY (Teaching Methods?) and ÖD (Assessment and Evaluation?). According to the results, faculty\*GAA common interaction does not differ significantly depending on ÖY or ÖD. On the other hand, the variables of faculty and GAA differ significantly depending on both ÖY and ÖD. Considering the variables of ÖY and ÖD by faculty, significant difference was found between students registered in Faculties of Education and Economic and Administrative Sciences and Faculty of Science and Letters. The students in the former group are placed into universities on the basis of equal weight scores, while those in the latter group were selected on the basis of their achievement in verbal domain. It can be inferred that the students from Faculties of Education and Economic and Administrative Sciences hold more positive perceptions than those in the Faculty of Science and Letters as regards to the variables of ÖY and ÖD. In relation with the GAA variable, significant difference was found between ÖY and ÖD perceptions of students with overall academic average of and below 2.00 and those with an average ranging from 3.01 to 4.00. According to such difference, the students with overall academic average between 3.01 and 4.00 were observed to have more positive perceptions regarding ÖY and ÖD compared to those with an academic average of 2.00 and below.