

# University Students Refuse To Give Useful Feedback Under Compulsory Evaluation Systems

Huang Zexi

Yingcai Experimental School, UESTC

December 3, 2015

# Introduction

## Background

- Students evaluation of teaching (SET) system enjoys prosperity around the globe, the validity and reliability of which become a major concern (Spooren et al., 2013).
- Aspects such as instruments (Spooren et al., 2014), analytical methods (Barth, 2008; Onwuegbuzie et al., 2009) and result interpretation (Otani et al., 2012) are studied in detail.
- Even with appropriate instruments and effective methods in analyzing and interpreting, satisfactory results cannot be guaranteed since students perception of SET and motivation for taking part render a threat to feedback quality (Chen & Hoshower, 2003; Worthington, 2002).
- Compulsory SET system may reduce students willingness to participate.

# Introduction

## Background

- **Students evaluation of teaching (SET) system enjoys prosperity around the globe, the validity and reliability of which become a major concern (Spooren et al., 2013).**
- Aspects such as instruments (Spooren et al., 2014), analytical methods (Barth, 2008; Onwuegbuzie et al., 2009) and and result interpretation (Otani et al., 2012) are studied in detail.
- Even with appropriate instruments and effective methods in analyzing and interpreting, satisfactory results cannot be guaranteed since students perception of SET and motivation for taking part render a threat to feedback quality (Chen & Hoshower, 2003; Worthington, 2002).
- Compulsory SET system may reduce students willingness to participate.

# Introduction

## Background

- Students evaluation of teaching (SET) system enjoys prosperity around the globe, the validity and reliability of which become a major concern (Spooren et al., 2013).
- Aspects such as instruments (Spooren et al., 2014), analytical methods (Barth, 2008; Onwuegbuzie et al., 2009) and result interpretation (Otani et al., 2012) are studied in detail.
- Even with appropriate instruments and effective methods in analyzing and interpreting, satisfactory results cannot be guaranteed since students perception of SET and motivation for taking part render a threat to feedback quality (Chen & Hoshower, 2003; Worthington, 2002).
- Compulsory SET system may reduce students willingness to participate.

# Introduction

## Background

- Students evaluation of teaching (SET) system enjoys prosperity around the globe, the validity and reliability of which become a major concern (Spooren et al., 2013).
- Aspects such as instruments (Spooren et al., 2014), analytical methods (Barth, 2008; Onwuegbuzie et al., 2009) and result interpretation (Otani et al., 2012) are studied in detail.
- Even with appropriate instruments and effective methods in analyzing and interpreting, satisfactory results cannot be guaranteed since students perception of SET and motivation for taking part render a threat to feedback quality (Chen & Hoshower, 2003; Worthington, 2002).
- Compulsory SET system may reduce students willingness to participate.

# Introduction

## Background

- Students evaluation of teaching (SET) system enjoys prosperity around the globe, the validity and reliability of which become a major concern (Spooren et al., 2013).
- Aspects such as instruments (Spooren et al., 2014), analytical methods (Barth, 2008; Onwuegbuzie et al., 2009) and result interpretation (Otani et al., 2012) are studied in detail.
- Even with appropriate instruments and effective methods in analyzing and interpreting, satisfactory results cannot be guaranteed since students perception of SET and motivation for taking part render a threat to feedback quality (Chen & Hoshower, 2003; Worthington, 2002).
- Compulsory SET system may reduce students willingness to participate.

# Introduction

## Main Problem

- To what extent does compulsoriness of SET systems influence participants motivation, perception and as a consequence, their feedback quality?

## Hypotheses

- Under compulsory SET system, students motivation is attenuated and their feedback is more invalid than their counterparts who can choose to assess their teacher or not.
- No prediction regarding relation between compulsoriness and students perception because adopting compulsoriness itself could be considered a method to improve participation rate and thus enhance effectiveness of the system.

# Introduction

## Main Problem

- To what extent does compulsoriness of SET systems influence participants motivation, perception and as a consequence, their feedback quality?

## Hypotheses

- Under compulsory SET system, students motivation is attenuated and their feedback is more invalid than their counterparts who can choose to assess their teacher or not.
- No prediction regarding relation between compulsoriness and students perception because adopting compulsoriness itself could be considered a method to improve participation rate and thus enhance effectiveness of the system.



# Introduction

## Main Problem

- To what extent does compulsoriness of SET systems influence participants motivation, perception and as a consequence, their feedback quality?

## Hypotheses

- Under compulsory SET system, students motivation is attenuated and their feedback is more invalid than their counterparts who can choose to assess their teacher or not.
- No prediction regarding relation between compulsoriness and students perception because adopting compulsoriness itself could be considered a method to improve participation rate and thus enhance effectiveness of the system.

# Introduction

## Main Problem

- To what extent does compulsoriness of SET systems influence participants motivation, perception and as a consequence, their feedback quality?

## Hypotheses

- Under compulsory SET system, students motivation is attenuated and their feedback is more invalid than their counterparts who can choose to assess their teacher or not.
- No prediction regarding relation between compulsoriness and students perception because adopting compulsoriness itself could be considered a method to improve participation rate and thus enhance effectiveness of the system.

# Introduction

## Main Problem

- To what extent does compulsoriness of SET systems influence participants motivation, perception and as a consequence, their feedback quality?

## Hypotheses

- Under compulsory SET system, students motivation is attenuated and their feedback is more invalid than their counterparts who can choose to assess their teacher or not.
- No prediction regarding relation between compulsoriness and students perception because adopting compulsoriness itself could be considered a method to improve participation rate and thus enhance effectiveness of the system.

# Introduction

## Main Problem

- To what extent does compulsoriness of SET systems influence participants motivation, perception and as a consequence, their feedback quality?

## Hypotheses

- Under compulsory SET system, students motivation is attenuated and their feedback is more invalid than their counterparts who can choose to assess their teacher or not.
- No prediction regarding relation between compulsoriness and students perception because adopting compulsoriness itself could be considered a method to improve participation rate and thus enhance effectiveness of the system.

# Method

## Participants

- 145 Undergraduates from Chinese mainland and Hong Kong.
- All reported to have at least once taken part in SET systems in the past three months.

## Instrument

- Questionnaire including five dimensions: compulsoriness (4 items), motivation (5 items), S-perception (5 items), C-perception (4 items), feedback (6 items).
- 5-point Likert scale (strongly disagree (1) to strongly agree (5)).
- Originally designed and passed reliability test.

# Method

## Participants

- 145 Undergraduates from Chinese mainland and Hong Kong.
- All reported to have at least once taken part in SET systems in the past three months.

## Instrument

- Questionnaire including five dimensions: compulsoriness (4 items), motivation (5 items), S-perception (5 items), C-perception (4 items), feedback (6 items).
- 5-point Likert scale (strongly disagree (1) to strongly agree (5)).
- Originally designed and passed reliability test.

# Method

## Participants

- 145 Undergraduates from Chinese mainland and Hong Kong.
- All reported to have at least once taken part in SET systems in the past three months.

## Instrument

- Questionnaire including five dimensions: compulsoriness (4 items), motivation (5 items), S-perception (5 items), C-perception (4 items), feedback (6 items).
- 5-point Likert scale (strongly disagree (1) to strongly agree (5)).
- Originally designed and passed reliability test.

# Method

## Participants

- 145 Undergraduates from Chinese mainland and Hong Kong.
- All reported to have at least once taken part in SET systems in the past three months.

## Instrument

- Questionnaire including five dimensions: compulsoriness (4 items), motivation (5 items), S-perception (5 items), C-perception (4 items), feedback (6 items).
- 5-point Likert scale (strongly disagree (1) to strongly agree (5)).
- Originally designed and passed reliability test.



# Method

## Participants

- 145 Undergraduates from Chinese mainland and Hong Kong.
- All reported to have at least once taken part in SET systems in the past three months.

## Instrument

- Questionnaire including five dimensions: compulsoriness (4 items), motivation (5 items), S-perception (5 items), C-perception (4 items), feedback (6 items).
- 5-point Likert scale (strongly disagree (1) to strongly agree (5)).
- Originally designed and passed reliability test.

# Method

## Participants

- 145 Undergraduates from Chinese mainland and Hong Kong.
- All reported to have at least once taken part in SET systems in the past three months.

## Instrument

- Questionnaire including five dimensions: compulsoriness (4 items), motivation (5 items), S-perception (5 items), C-perception (4 items), feedback (6 items).
- 5-point Likert scale (strongly disagree (1) to strongly agree (5)).
- Originally designed and passed reliability test.

# Method

## Participants

- 145 Undergraduates from Chinese mainland and Hong Kong.
- All reported to have at least once taken part in SET systems in the past three months.

## Instrument

- Questionnaire including five dimensions: compulsoriness (4 items), motivation (5 items), S-perception (5 items), C-perception (4 items), feedback (6 items).
- 5-point Likert scale (strongly disagree (1) to strongly agree (5)).
- Originally designed and passed reliability test.

# Method

## Participants

- 145 Undergraduates from Chinese mainland and Hong Kong.
- All reported to have at least once taken part in SET systems in the past three months.

## Instrument

- Questionnaire including five dimensions: compulsoriness (4 items), motivation (5 items), S-perception (5 items), C-perception (4 items), feedback (6 items).
- 5-point Likert scale (strongly disagree (1) to strongly agree (5)).
- Originally designed and passed reliability test.

# Method

## Procedure

- 145 Questionnaires were administered to participants through an online survey website.

## Data Analysis

- Mean comparison between compulsory and non-compulsory group to see whether there was significant difference in each dimension between them.
- Pearson correlations among all dimensions to find what factors contributed to feedback quality.
- Further multiple regression analysis to confirm factors predictive power.

# Method

## Procedure

- 145 Questionnaires were administered to participants through an online survey website.

## Data Analysis

- Mean comparison between compulsory and non-compulsory group to see whether there was significant difference in each dimension between them.
- Pearson correlations among all dimensions to find what factors contributed to feedback quality.
- Further multiple regression analysis to confirm factors predictive power.

# Method

## Procedure

- 145 Questionnaires were administered to participants through an online survey website.

## Data Analysis

- Mean comparison between compulsory and non-compulsory group to see whether there was significant difference in each dimension between them.
- Pearson correlations among all dimensions to find what factors contributed to feedback quality.
- Further multiple regression analysis to confirm factors predictive power.

# Method

## Procedure

- 145 Questionnaires were administered to participants through an online survey website.

## Data Analysis

- Mean comparison between compulsory and non-compulsory group to see whether there was significant difference in each dimension between them.
- Pearson correlations among all dimensions to find what factors contributed to feedback quality.
- Further multiple regression analysis to confirm factors predictive power.



# Method

## Procedure

- 145 Questionnaires were administered to participants through an online survey website.

## Data Analysis

- Mean comparison between compulsory and non-compulsory group to see whether there was significant difference in each dimension between them.
- Pearson correlations among all dimensions to find what factors contributed to feedback quality.
- Further multiple regression analysis to confirm factors predictive power.

# Method

## Procedure

- 145 Questionnaires were administered to participants through an online survey website.

## Data Analysis

- Mean comparison between compulsory and non-compulsory group to see whether there was significant difference in each dimension between them.
- Pearson correlations among all dimensions to find what factors contributed to feedback quality.
- Further multiple regression analysis to confirm factors predictive power.

# Method

## Procedure

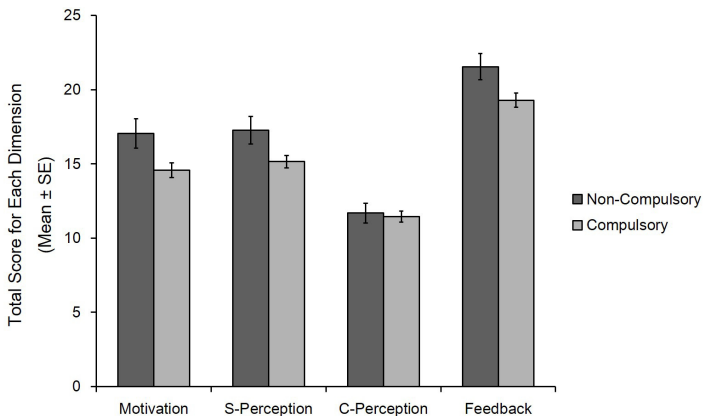
- 145 Questionnaires were administered to participants through an online survey website.

## Data Analysis

- Mean comparison between compulsory and non-compulsory group to see whether there was significant difference in each dimension between them.
- Pearson correlations among all dimensions to find what factors contributed to feedback quality.
- Further multiple regression analysis to confirm factors predictive power.

# Results

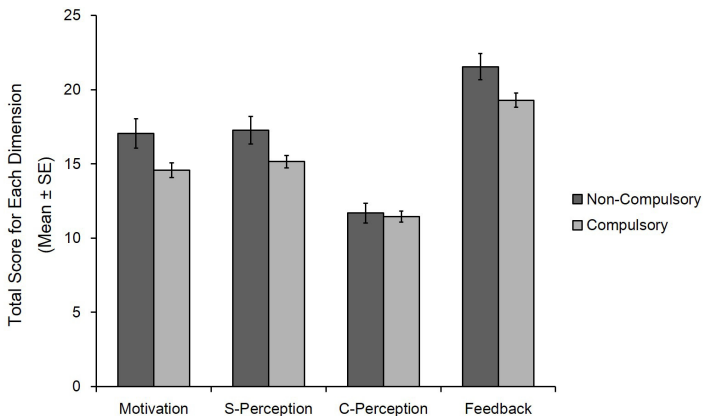
## Mean Comparison



**Figure:** Total score of motivation, S-perception (perception of SET systems), C-perception (perception of compulsoriness) and feedback. Error bars depict SEs.

# Results

## Mean Comparison



**Figure:** Total score of motivation, S-perception (perception of SET systems), C-perception (perception of compulsoriness) and feedback. Error bars depict SEs.

# Results

## Correlation

Variables	Compulsoriness	Motivation	S-Perception	Feedback
Compulsoriness	—			
Motivation	-.229**	—		
S-Perception	-.069	.552**	—	
Feedback	-.147*	.674**	.684**	—

\*  $p < .1$

\*\*  $p < .01$

**Figure:** Pearson correlations among compulsoriness, motivation, perception of SET and feedback.

- Compulsoriness modulated feedback quality.
- High-quality feedback impeded by students unwillingness and lack of faith in SET system.
- Although compulsoriness negatively influenced motivation, it didnt seem to impact students perception of SET.

# Results

## Correlation

Variables	Compulsoriness	Motivation	S-Perception	Feedback
Compulsoriness	—			
Motivation	-.229**	—		
S-Perception	-.069	.552**	—	
Feedback	-.147*	.674**	.684**	—

\*  $p < .1$

\*\*  $p < .01$

**Figure:** Pearson correlations among compulsoriness, motivation, perception of SET and feedback.

- Compulsoriness modulated feedback quality.
- High-quality feedback impeded by students unwillingness and lack of faith in SET system.
- Although compulsoriness negatively influenced motivation, it didnt seem to impact students perception of SET.

# Results

## Correlation

Variables	Compulsoriness	Motivation	S-Perception	Feedback
Compulsoriness	—			
Motivation	-.229**	—		
S-Perception	-.069	.552**	—	
Feedback	-.147*	.674**	.684**	—

\*  $p < .1$

\*\*  $p < .01$

**Figure:** Pearson correlations among compulsoriness, motivation, perception of SET and feedback.

- Compulsoriness modulated feedback quality.
- High-quality feedback impeded by students unwillingness and lack of faith in SET system.
- Although compulsoriness negatively influenced motivation, it didnt seem to impact students perception of SET.



# Results

## Correlation

Variables	Compulsoriness	Motivation	S-Perception	Feedback
Compulsoriness	—			
Motivation	-.229**	—		
S-Perception	-.069	.552**	—	
Feedback	-.147*	.674**	.684**	—

\*  $p < .1$

\*\*  $p < .01$

**Figure:** Pearson correlations among compulsoriness, motivation, perception of SET and feedback.

- Compulsoriness modulated feedback quality.
- High-quality feedback impeded by students unwillingness and lack of faith in SET system.
- Although compulsoriness negatively influenced motivation, it didnt seem to impact students perception of SET.

# Results

## Correlation

Variables	Compulsoriness	Motivation	S-Perception	Feedback
Compulsoriness	—			
Motivation	-.229**	—		
S-Perception	-.069	.552**	—	
Feedback	-.147*	.674**	.684**	—

\*  $p < .1$

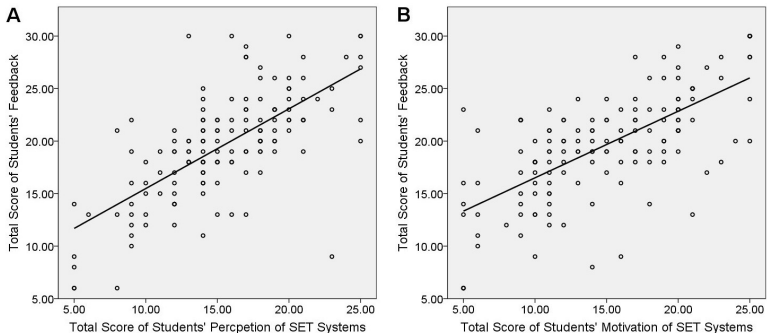
\*\*  $p < .01$

**Figure:** Pearson correlations among compulsoriness, motivation, perception of SET and feedback.

- Compulsoriness modulated feedback quality.
- High-quality feedback impeded by students unwillingness and lack of faith in SET system.
- Although compulsoriness negatively influenced motivation, it didnt seem to impact students perception of SET.

# Results

## Regression



**Figure:** One-predictor regression models. **A**, Regression between feedback and perception of SET. **B**, Regression between feedback and motivation of SET.

# Discussion

## Application

- Based on the finding that students motivation and feedback quality were attenuated by compulsoriness, it is suggested that universities think twice when adopting a compulsory SET system.
- Since students perception of SET was unchanged regardless of the compulsoriness level, universities insisting on taking compulsory policies may take measures in aspects of promoting students perception of SET as alternatives.

# Discussion

## Application

- Based on the finding that students motivation and feedback quality were attenuated by compulsoriness, it is suggested that universities think twice when adopting a compulsory SET system.
- Since students perception of SET was unchanged regardless of the compulsoriness level, universities insisting on taking compulsory policies may take measures in aspects of promoting students perception of SET as alternatives.

# Discussion

## Application

- Based on the finding that students motivation and feedback quality were attenuated by compulsoriness, it is suggested that universities think twice when adopting a compulsory SET system.
- Since students perception of SET was unchanged regardless of the compulsoriness level, universities insisting on taking compulsory policies may take measures in aspects of promoting students perception of SET as alternatives.

# Discussion

## Application

- Based on the finding that students motivation and feedback quality were attenuated by compulsoriness, it is suggested that universities think twice when adopting a compulsory SET system.
- Since students perception of SET was unchanged regardless of the compulsoriness level, universities insisting on taking compulsory policies may take measures in aspects of promoting students perception of SET as alternatives.

# Conclusion

- This study demonstrates a tangible modulation of motivation and feedback quality from students under a compulsory SET system, which render a threat to validity and reliability of SET.
- Students perception of SET, a sine qua non for high-quality feedback, is basically unchanged regardless of compulsory policies applied in their universities.
- Authorities who hope to collect useful SET information while maintaining compulsory policies can take measures to promote students perception as alternatives.



# Conclusion

- This study demonstrates a tangible modulation of motivation and feedback quality from students under a compulsory SET system, which render a threat to validity and reliability of SET.
- Students perception of SET, a sine qua non for high-quality feedback, is basically unchanged regardless of compulsory policies applied in their universities.
- Authorities who hope to collect useful SET information while maintaining compulsory policies can take measures to promote students perception as alternatives.

# Conclusion

- This study demonstrates a tangible modulation of motivation and feedback quality from students under a compulsory SET system, which render a threat to validity and reliability of SET.
- Students perception of SET, a sine qua non for high-quality feedback, is basically unchanged regardless of compulsory policies applied in their universities.
- Authorities who hope to collect useful SET information while maintaining compulsory policies can take measures to promote students perception as alternatives.

# Conclusion

- This study demonstrates a tangible modulation of motivation and feedback quality from students under a compulsory SET system, which render a threat to validity and reliability of SET.
- Students perception of SET, a sine qua non for high-quality feedback, is basically unchanged regardless of compulsory policies applied in their universities.
- Authorities who hope to collect useful SET information while maintaining compulsory policies can take measures to promote students perception as alternatives.

# Conclusion

- This study demonstrates a tangible modulation of motivation and feedback quality from students under a compulsory SET system, which render a threat to validity and reliability of SET.
- Students perception of SET, a sine qua non for high-quality feedback, is basically unchanged regardless of compulsory policies applied in their universities.
- Authorities who hope to collect useful SET information while maintaining compulsory policies can take measures to promote students perception as alternatives.

- Barth, M. M. (2008). Deciphering student evaluations of teaching: A factor analysis approach. *Journal of Education for Business*, 84(1), 40–46.
- Chen, Y., & Hoshower, L. B. (2003). Student evaluation of teaching effectiveness: An assessment of student perception and motivation. *Assessment & evaluation in higher education*, 28(1), 71–88.
- Onwuegbuzie, A. J., Daniel, L. G., & Collins, K. M. (2009). A meta-validation model for assessing the score-validity of student teaching evaluations. *Quality & Quantity*, 43(2), 197–209.
- Otani, K., Kim, B. J., & Cho, J.-I. (2012). Student evaluation of teaching (set) in higher education: How to use set more effectively and efficiently in public affairs education. *Journal of Public Affairs Education*, 531–544.
- Spooren, P., Brockx, B., & Mortelmans, D. (2013). On the validity of student evaluation of teaching: The state of the art. *Review of Educational Research*, 83(4), 598-642.
- Spooren, P., Mortelmans, D., & Christiaens, W. (2014). Assessing the validity and reliability of a quick scan for student's evaluation of teaching. results from confirmatory factor analysis and g theory. *Studies in Educational Evaluation*, 43, 88–94.

Worthington, A. C. (2002). The impact of student perceptions and characteristics on teaching evaluations: a case study in finance education. *Assessment & Evaluation in Higher Education*, 27(1), 49–64.