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**SUMMARY REPORT ON THE ASSESSMENT OF ACADEMIC STAFF
AND SUBJECTS BY STUDENTS OF "KADRI ZEKE" UNIVERSITY
FOR THE SUMMER SEMESTER 2018/2019**

Office for Academic Development and Quality

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Introduction

Pursuant to the Regulation on the Quality Assurance Procedures (Ref.no.01/380 dated 10/05/2016) and Guidelines on the Assessment of Academic Staff and subjects by UKZ students (Ref.no.01/198 dated 04.03.2019), the Assessment of Academic Staff was conducted by the students for the summer semester 2018/2019 at “Kadri Zeka” University, which is the second assessment within the academic year 2018/2019.

Given the importance of organization of teaching in Academic Units of the University, our Office, in cooperation with the Quality Assurance Commission, organized the research with students of UKZ.

In this context, we developed the questionnaire based on the teaching quality, which this time was divided to include the Professor and the Assistant separately, thus enabling us to address data in more details. Questionnaires measured the implementation of duties and responsibilities of the Professor towards the student and compliance of the Assistant with the Professor, both methodologically and in terms of content.

The questionnaire also contained the section for comments, where students had the opportunity to express their views more fully.

1. Research methodology

1.1. Research purpose

The purpose of this research is to identify potential issues during the implementation of study programs of teachers in the UKZ, academic staff responsiveness to the treatment of subjects and the general approach as regards the obligations the teacher has toward the subject and the student, focusing on the literature they provide and coordination between the Professor and the Assistant in organizations of lectures and exercises.

This research enabled the obtaining of values, which determine the level of the teachers' actions within the scope of their professional engagement in specific subjects of study programs in the University.

Recommendations derived from this assessment will serve the Academic Staff and the senior UKZ management staff to reflect on the findings of the research for the period of summer semester 2018/2019.

1.2. Research methods

The research was carried out mainly through the quantitative method and the instruments serving the function of data collection and processing.

Distribution of the questionnaires

As the focus of the research were eight Study Programs (studies of two levels), the questionnaires were distributed in all Academic Units of the University during the period 23-29 May 2019. After obtaining the permission of the professors, the questionnaires were distributed during the lectures within one week.

2. Research results

2.1. Information on the flow of the research

The activities of the Office for Academic Development and Quality (OADQ) include an assessment by students after each semester; thus, in cooperation with the senior management of the UKZ and the Quality Assurance Committee, we have compiled the questionnaire based on Likert Scale, where students had to circle 1, 2, 3, 4 or 5 (5=Strongly Agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly Disagree) for each statement.

In order to carry out the research, we established a Working Group consisting of 8 members from the administration and 4 students from the Students' Parliament, who were responsible to distribute the questionnaires to all AUs of the UKZ.

Students of UKZ have completed 4228 questionnaires in total.

A group of students assisted the Office for Academic Development in entering the data of questionnaires electronically.

Following the decision of the Quality Assurance Committee, and based on the Guidelines on the Assessment of Academic Staff and Subjects by students (Item 5), all teachers (Professors and Assistants) of the UKZ have received the assessment results individually in electronic form.

The Office for Academic Development and Quality, in consultations with the Quality Assurance Committee, was mainly involved in drafting the Self-Assessment Report and the publication of the results.

2.2. Questionnaire analysis

2.2.1. Opinions of all Academic Units students in relation to the statements expressed in the questionnaire

Table 1. Faculty of Computer Sciences, assessment for Professors

STATEMENTS		Average value
1	The subject syllabus has been presented at the beginning of the semester	4.40
2	The teacher was regular and showed up on time for the lectures	4.19
3	The teacher came to the lectures prepared	4.55
4	The teacher has encouraged discussions and activities in the class	4.29
5	The teacher has clearly explained the new concepts	4.47
6	Literature provided by the teacher is sufficient to master the subject	4.25
7	Teaching and learning materials were useful for my studies	4.34
8	Students' work has been continuously evaluated	4.19
9	I consider that the evaluation by teacher is realistic	4.49
10	The teacher has held regular consultations	4.49
	Total average	4.37

Table 2.1 Faculty of Computer Sciences, assessment for Assistants

STATEMENTS		Average value
1	The Assistant was regular and showed up on time for exercises	4.29
2	The Assistant came prepared to the class	4.36
3	The Assistant has encouraged discussions and activities in the class	4.08
4	The Assistant has clearly explained the new concepts	4.16
5	Teaching and learning materials were useful for my studies	4.09
6	Students' work has been continuously evaluated	3.94
7	I consider that exercises were useful for the subject	4.22
8	Exercises held by the Assistant fully comply with the lectures held by the Professor	4.30
Total average		4.18

Table 5 presents opinions or views of students of the Faculty of Computer Sciences towards their Professors.

The students were asked to provide responses with regards to the statements expressed based on Likert Scale (1-5). Their answers show that there are no essential differences in students' opinions. For the statements 3, 5, 10, which concern the preparation of teachers for lectures, clarity during lecturing, realistic evaluation by teachers, and holding regular consultations, students have given a high score (average from 4.47 to 4.55). Likewise, for the statements 2, 4, 6, 7 and 8 concerning the professors' regular presence for lectures, teachers' creativity, teaching and learning materials and continuous student's evaluations, it is observed a lower percentage (the average 4.19 to 4.34). Total average in FCS is quite satisfactory (4.37).

A significantly lower rating is observed at students' opinions towards assistants (Table 5.1), where the highest average is 4.36 in the statement that Assistants are regular and show up on time for exercises, whereas the students' work evaluation has lower rating (3.94). In the statements 1, 4, 7 and 8, students' opinions are roughly similar to one another, with small differences in percentage. A lower rating is observed in Statement 3, where students are less satisfied in relation to the creativity of assistants in organization of exercises (4.08). It is worth mentioning that the Professors are rated higher than the Assistants (4.37 and 4.18, respectively).

Table 3. Faculty of Economics, assessment for Professors

STATEMENTS		Average value
1	The subject syllabus has been presented at the beginning of the semester	4.64
2	The teacher was regular and showed up on time for the lectures	4.44
3	The teacher came prepared to the lectures	4.59
4	The teacher has encouraged discussions and activities in the class	4.03
5	The teacher has clearly explained the new concepts	4.31
6	Literature provided by the teacher is sufficient to master the subject	4.21
7	Teaching and learning materials were useful for my studies	4.26
8	Students' work has been continuously evaluated	4.02
9	I consider that the evaluation by the teacher is realistic	4.27
10	The teacher has held regular consultations	4.27
Total average		4.30

Table 3.1 Faculty of Economics, assessment for Assistants

STATEMENTS		Average value
1	The Assistant has regularly showed up on time during exercises	4.62
2	The assistant came prepared to the class	4.42
3	The Assistant has encouraged discussions and activities in the class	4.37
4	The Assistant has clearly explained the new concepts	4.24
5	Teaching and learning materials were useful for my studies	4.26
6	Students' work has been continuously evaluated	4.16

7	I consider that the exercises have been useful for the subject	4.34
8	Exercises held by the Assistant fully comply with the lectures held by the Professor	4.32
	Total average	4.34

Overall opinions of students of the Faculty of Economics for Academic Staff are presented in Table 6.

In Statements 1 and 3 of this Table, data show that students have rated their Professors with an approximate percentage in both presentation of the syllabus at the beginning of the semester and their adequate preparation for lecturers (4.64 and 4.59, respectively). Students share similar views in Statements 2 and 5 in relation to the regular attendance of Professors (4.44) and explanation of new concepts. Statements 7, 9 and 10 show students' opinions with regards to the proper materials used by Professors with students, their realistic evaluation and regular holding of consultations (4.26, 4.27, 4.27).

A lower percentage is observed in Statements 4 and 8, where students are less satisfied with regards to the encouragement of discussions and activities during lectures, and evaluation practices (4.03 and 4.02, respectively).

Total average of Professors of the Faculty of Economics is 4.30.

Table 6.1 presents students' views for Assistants. Values expressed in average show no large differences between statements. Students are generally satisfied, rating the attendance of Assistants with higher average percentage (4.62), whereas other statements vary from 4.16 to 4.42.

Total average of Assistants of Faculty of Economics, with a small difference in percentage, is slightly higher.

Table 4. Law Faculty, assessment for Professors

STATEMENTS		Average value
1	The subject syllabus has been presented at the beginning of the semester	4.57
2	The teacher was regular and showed up on time for the lectures	4.39
3	The teacher came prepared to the lectures	4.50
4	The teacher has encouraged discussions and activities in the class	4.25
5	The teacher has clearly explained the new concepts	4.41
6	Literature provided by the teacher is sufficient to master the subject	4.35
7	Teaching and learning materials were useful for my studies	4.39
8	Students' work has been continuously evaluated	4.33
9	I consider that the evaluation by the teacher is realistic	4.31
10	The teacher has held regular consultations	4.38
	Total average	4.39

Table 4.1 Law Faculty, assessment for Assistants

STATEMENTS		Average value
1	The assistant was regular and showed up on time for exercises	4.59
2	The assistant came prepared to the class	4.73
3	The assistant has encouraged discussions and activities in the class	4.54
4	The assistant has clearly explained the new concepts	4.72
5	Teaching and learning materials were useful for my studies	4.54
6	Students' work has been continuously evaluated	4.45
7	I consider that exercises were useful for the subject	4.71
8	Exercises held by the Assistant fully comply with the lectures held by the Professor	4.71
	Total average	4.62

Table 4, respectively the statements 1, 3, 5, show that a considerable number of students of the Law Faculty assessed the teachers' engagement both in timely presentation of the syllabus with an average of 4.57, professional preparation of teachers with 4.50 as well as the clear explanation of new concepts with 4.41.

For the statements 2, 6, 7, 8, 9, 10, the respondents provided more or less the same responses, with a slight difference in percentages, assessing teachers' engagement as satisfactory and teachers' regular attendance in lectures, assessment methods, and the content of the teaching and learning materials as useful with an average of 4.31 to 4.39.

With a lower percentage (4.25), students were less satisfied with the statement 4 regarding the creativity of the professors during the lectures.

The total average of Law Faculty Professors is 4.39.

We see the highest average in the assessment of Assistants by students. In all statements of the questionnaire, the assessment results are above 4.5.

Students are satisfied with the preparation of assistants in exercises (4.73), as well the clear explanation of new concepts (4.72). Also, for the statement that exercises held by the Assistant fully comply with the lecturers held by the Professor and that they consider the exercises useful for their studies the value obtained is 4.71.

The total average value for Assistants at the Law Faculty is quite high, i.e. 4.62.

Table 5. Faculty of Education, assessment for Professors

STATEMENTS		Average value
1	The subject syllabus has been presented at the beginning of the semester	4.69
2	The teacher was regular and showed up on time for the lectures	4.52
3	The teacher came prepared to the lectures	4.65
4	The teacher has encouraged discussions and activities in the class	4.13
5	The teacher has clearly explained the new concepts	4.49

6	Literature provided by the teacher is sufficient to master the subject	4.35
7	Teaching and learning materials were useful for my studies	4.36
8	Students' work has been continuously evaluated	4.06
9	I consider that the evaluation of teacher is realistic	4.21
10	The teacher has held regular consultations	4.20
	Total average	4.37

Table 5.1 Faculty of Education, assessment for Assistants

STATEMENTS		Average value
1	The assistant was regular and showed up on time for exercises	4.81
2	The assistant came prepared to the class	4.72
3	The assistant has encouraged discussions and activities in the class	4.48
4	The assistant has clearly explained the new concepts	4.51
5	Teaching and learning materials were useful for my studies	4.45
6	Students' work has been continuously evaluated	4.55
7	I consider that exercises were useful for the subject	4.65
8	Exercises held by the Assistant fully comply with the lectures held by the Professor	4.59
	Total average	4.59

In Table 8, the overall data of the Faculty of Education are analyzed. It is worth noting that students' opinions regarding syllabus presentation, professors regular presence for lectures, and proper preparation for lectures at this Faculty (Statement 1, 2, 3) express a high value (average 4.69, 4.52, 4.65). Also, a large number of students assess the explanations given by teachers during lectures (statement 5), the use of adequate literature as well as the use of teaching materials (statements 6 and 7) with an average of 4.49, 4.35 and 4.36 respectively. With a small difference in percentage, students are less satisfied with encouragement of discussions and activities in the class (Statement 4, expressed with an average of 4.13). The statement 8 *Student' work has been continuously evaluated*, was assessed with the lowest

average, 4.06, whereas, as to how realistic the teachers are in their evaluation, students assess with an average of 4.21 (Statement 9). Also, for the statement 10, i.e. the teacher has held regular consultations, students assessed with an average of 4.20.

The overall average for professors in the Faculty of Education is 4.37.

Table 8.1 shows the opinions of students of the Faculty of Education for assistants, expressed as average, where an increase is noted. It is worth noting that in most statements, students expressed satisfaction with their assistants, and this is seen in the statements 1, 2, 4, 6, 7, and 8. The values expressed as average are approximate and above 4.5, and they range from 4.51 to 4.81. Students assessed the statement 5 *Teaching and learning materials were useful for my studies* with an average of 4.45, while the statement 3 *The assistant has encouraged discussions and activities in the class*, with an average of 4.48.

The overall average of Assistants in the Faculty of Education has a significantly higher percentage, 4.59.

Table 6. Law Faculty - Master Program (E-Governance)

STATEMENTS		Average value
1	The subject syllabus has been presented at the beginning of the semester	4.03
2	The teacher was regular and showed up on time for the lectures	4.18
3	The teacher came prepared to the lectures	4.11
4	The teacher has encouraged discussions and activities in the class	4.40
5	The teacher has clearly explained the new concepts	4.49
6	Literature provided by the teacher is sufficient to master the subject	3.99
7	Teaching and learning materials were useful for my studies	4.04
8	Students' work has been continuously evaluated	3.95
9	I consider that the assessment by the teacher is realistic	4.29

10	The teacher has held regular consultations	4.02
	Total average	4.15

In table 10 are shown the results of assessment of students toward Professors of the Master program.

Opinions of students on E-Governance program are expressed in a lower average than 4.5.

Also statements 1, 7 and 10 have similar averages. Students assessed with 4.03 the statement that the syllabus is presented in time. Students assess that teaching and learning materials were useful for their studies with an average of 4.04, and with 4.02 they assess that teachers held regular consultations.

A small difference in percentage is expressed in the values of statements 2, 3 and 9. Students expressed their opinion on whether teachers were regular and showed up on time for the lectures with an average of 4.18, whereas the value was 4.11 regarding how prepared the teachers were before delivering the lectures. While for the statement *I consider that the evaluation by teachers is realistic*, the average value of 4.29 was obtained.

An increase in assessment is seen in statements 4 and 5. Students, through the average value of 4.40, show that their professors are creative in teaching and encourage discussion and activities in class. Also they assess that teachers have clearly explained the new concepts (4.49).

A decrease in the value (3.99) is seen in students' opinions about the provision of literature by teachers (Statement 6). With an average of 3.95, students rated their teachers' evaluation method (Statement 8).

The total average for the Master Program is 4.

2.2.2. Opinions of UKZ students in relation to the statements expressed in the questionnaire

Table 7. Overall assessment results of the UKZ academic staff by students

STATEMENTS		Average value
1	The subject syllabus has been presented at the beginning of the semester	4.46
2	The teacher was regular and showed up on time for the lectures	4.34
3	The teacher came prepared to the lectures	4.48
4	The teacher has encouraged discussions and activities in the class	4.22
5	The teacher has clearly explained the new concepts	4.43
6	Literature provided by the teacher is sufficient to master the subject	4.23
7	Teaching and learning materials were useful for my studies	4.28
8	Students' work has been continuously evaluated	4.11
9	I consider that the evaluation of teacher is realistic	4.32
10	The teacher has held regular consultations	4.27
	Total average	4.31

Table 7.1 Assessment for assistants

STATEMENTS		Average value
1	The assistant was regular and showed up on time for exercises	4.58
2	The assistant came prepared to the class	4.56
3	The assistant has encouraged discussions and activities in the class	4.37
4	The assistant has clearly explained the new concepts	4.40
5	Teaching and learning materials were useful for my studies	4.33

6	Students' work has been continuously evaluated	4.27
7	I consider that exercises were useful for the subject	4.48
8	Exercises held by the Assistant fully comply with the lecturers held by the Professor	4.48
	Total average	4.43

Table 10 presents the overall data of all AUs that operate within the University.

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

UKZ students have largely considered as valuable the preparation of teachers for lectures, (statement 3, average 4.48).

Also students, with small differences, state that the organization of teaching at the University is at a satisfactory level. The results show that teachers have distributed the syllabus on time and clearly explain the new teaching concepts (average 4.46, 4.43)

The overall opinion of UKZ students in statements 4, 6 and 8 is similar to that of all AUs. The averages of these statements indicate that students are less satisfied with the way teaching in the class is organized (average 4.22) as well as with the literature provided by teachers (average 4.23). A more pronounced decrease is observed in the statement 8 where students are again less satisfied regarding the continuous evaluation of their work (average 4.11).

Table 10.1 shows the overall results of assistants in all Faculties. The data show an increase in results compared to the assessment for professors.

In statement 1 and 2, students were satisfied with assistants showing up on time for exercises (Average 4.58), and their preparation for the class (Average 4.56). The general opinions of UKZ students regarding statements 4, 7, 8 are approximate, with small differences on percentage, i.e. they are moderately satisfied with explanation of new concepts (4.40), they consider exercises with assistants as useful (4.48), and to a large extent assess that assistant exercises are in line with professors' lectures (4.48). A more pronounced decrease is observed for the Assessment for assistants in Statement 6, where students are less satisfied with the continuous evaluation of their work by assistants.

3. Conclusions and recommendations

Based on the data of this research and the detailed analysis of the results, we can conclude that the UKZ students are satisfied to a large extent with the performance of their teachers. This is confirmed by the overall average of 4.31 per cent, which is 0.02% lower than the average of the previous semester.

As it can be seen, the overall averages for AUs are above 4. Faculty of Law leads with higher average for professors with 4.39, followed by Faculty of Computer Sciences with 4.37, Faculty of Education with 4.37 and Faculty of Economics with 4.30. A lower percentage is observed in the Master Program (E-Governance) with around 4.15. Faculty of Law leads with higher average for Assistants with 4.62, followed by the Faculty of Education with 4.59, then Faculty of Economics with 4.34 and Faculty of Computer Sciences with 4.18.

In all AUs, student's opinions on teachers are mainly similar, with a small difference in percentage, except for statement 4, 6 and 8, where the level of rating is lower. Based on results, the new teaching methodology, which encourages discussions and activities in the class, leaves much to be desired (average of 4.22). A lower score is observed in the conclusion that the literature provided is not at a satisfactory level for the students to master the subject (4.23). Also, the systematic evaluation of students' work is still not applied by all teachers of UKZ (4.11).

It is worth mentioning that some of the University's Assistants, in particular Assistants of the Faculty of Law, have been rated with a significantly higher difference than professors.

Based on the results of this research, we can conclude that the role and responsibility of the teacher, his/her approach in implementing the syllabus and ongoing communication with students are key factors in improving the quality in UKZ. Therefore, we recommend the following:

- Monitor thoroughly, at the beginning of each semester, the distribution of subject syllabus, for all study programs within the University.
- Provide the proper literature for students of all study programs in UKZ.
- Encourage teachers for ongoing professional development, in particular in applying the teaching methodology.

- Organize trainings within the University to reinforce contemporary teaching methods and forms.
- Monitor the compatibility of syllabus literature with the literature the teachers use with students.
- Teachers should use adequate materials in implementing the syllabus.
- Discuss on individual basis with teachers who performed poorly regarding their assessment practices.
- Regularly monitor the professors' consultations with students and remind professors in this regard.
- Deans should continue to fully coordinate the syllabus with new curricula.
- Find motivation forms for teachers who have shown a good performance during the assessment.