



## **TOWARDS THE ESTABLISHMENT OF AN APPROACH FOR ASSESSING THE QUALITY OF TEACHING BY TEACHERS IN PUBLIC UNIVERSITY OF MOROCCAN**

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### **Abstract**

One of the challenges related to the reform of Moroccan higher education is the improvement of the quality of teaching. In fact, the introduction of the principle of quality assurance is materialized by measures cited in the 01-00 law; such as the setting up of assessing systems regarding the variation of training offered by the Higher Teaching in addition to the role played by the evaluation in promoting the present coaching and research. Up to now, the assessment by tutors of Higher education training, is not a practice at national level, hence the interest of this article discusses, for the first time in Morocco, this form of assessment.

The present study proposes to answer the following problematic: How to put in place some quality evaluation procedures of teaching by teachers? The objective of this work is to propose a model of a questionnaire to assessing the quality related to teaching via teachers themselves.

A literature review to the topic at hand has been done. It concerns the evaluation of higher teaching and the requirements of reform in matter namely the ‘National Education Charter’ and the Law 01-00 on the organization of the higher education.

After searching relevant information to the needs of this work, a qualitative study was conducted through a semi-directive interview with a group of tutors and researchers, in order to determine the dimensions of evaluation of the quality of Higher Teaching by the means of teachers. Following this interview, questions are formulated and ordered in a questionnaire following the proposed method by Legrain (2007). The form obtained has been audited to a scrutiny check by the same group of teachers, and then tested with respondent on the internet to identify potential improvements. The final questionnaire is made up of four main parts: personal data of teacher, working conditions, pedagogy of teaching and global appreciations.

Finally, the questionnaire has been addressed, by the electronic way, to teachers as part of a field study.

**Key Words: Quality, teaching evaluation, evaluation questionnaire, pedagogical reform, Ichikawa’s diagram, Moroccan Public University**

## 1. INTRODUCTION

Actually, the evaluation is a necessary approach to ensure the quality of teaching (16,7,12) and the valorization of educational activities of teachers (6), in fact the establishment of an evaluation system (17) is part of the requirements of the law 01-00 (5).

Several studies (3,7) have shown that, on the national level, the evaluation of teaching is done in a casual way (at the time of reform) and concerns specific projects and programs. As a matter of fact, teacher is central to the improvement of higher education, for this reason, we see that it is desirable that teachers initiate the assessment movement and participate in a dynamic way to promote self-assessment in their institution.

Despite the scarcity of work on the evaluation of the quality of teaching by teachers, we decided to undertake a study on the mechanisms of establishment of an evaluation procedure of the quality of teaching by teachers themselves. This research is guided by the ‘‘National Education Charter’’

(18) in addition to the requirements of the law 01 -00 (5) which enshrined the principle of evaluation in articles: 77 -78 -79.

To this end, we designed a questionnaire according to the Legrain method, 2007 (15). It is intended for teachers and will evaluate their teaching and the system in which they evolve. This evaluation is organized in the aim to produce results quickly and efficiently.

## **2. WORK METHODOLOGY**

### **2.1 Work objectives**

The aim of the present work is to formulate a questionnaire that is able to evaluate the quality of higher education from the perspective of teachers, it will lead to:

- Gather, thanks to the advice of the teacher, a maximum of information on working conditions and teaching pedagogy.
- Identify strengths and weaknesses of teaching.
- Improve the teaching practices.

### **2.2 Questionnaire design**

A literature review was conducted (4, 1, 2, 8, 11), it focuses on the assessment in higher education and the requirements of reform in the matter, namely the National Education Charter and training (18) and the law 01-00 (5), related to the organization of higher education.

This review has identified some aspects of the assessment of the quality of education that required more research, namely the evaluation of teaching by teachers themselves. This on the one hand, on the other, the review has unveiled the scarcity of books and documents that deal this topic. This context pushes us to select the research question as to guide our project: "How to set up an evaluation procedure of the quality of teaching by teachers themselves?"

A research of relevant information, highly needed by this work, allows us to perform a qualitative study using a semi-directive interview with a group of teacher-researchers. The goal is to determine the criteria for assessing the quality of teaching by teachers themselves.

The meeting led to the formulation of a number of issues that have been classified in a questionnaire developed following the proposed Legrain method, 2007 (15).

The principle of this method consents to:

- identify key elements to prepare a good questionnaire;

- present the different types of questions to use in the questionnaire (filter questions, open questions, closed questions, multiple choice questions, identification questions, etc ...);
- specify the different attitude scales (Likert scale, scale Ogsod);
- categorize the questions according to their objectives (the questions may relate to facts, opinions or intentions);
- define the golden rules of writing the questionnaire.

The same group of teachers has checked the obtained form that has been the subject of a test on the internet. The objective is to identify potential improvements and to ensure the understanding and the clarity of the questions

This survey is anonymous; it is applied as part of a study on the ground, and sent to teachers via the Internet.

### **3. RESULTS**

#### **3.1 Segments of the questionnaire**

The questionnaire for assessing the quality of education by teachers consists of 4 main parts:

##### **3.1.1 Personal data**

These data enable to collect certain information about teachers; also, they correspond to the city, establishment of belonging, department, sector, sex, age group, status, number of years of teaching, grade and type of training insured.

##### **3.1.2 Working conditions**

This section allows searching eventual problems that should be solved to improve teaching and to shed light on the working conditions of teachers.

In this sense, several items have been identified according to Ishikawa diagram (or method causes / effect). This diagram is to classify by sort the causes that may affect the quality of teaching in order to seek relevant solutions.

This tool has been chosen to find causes to the difficulties that can affront teachers throughout their assignment, and which affect the quality of education (13). For the two parts of the questionnaire: working conditions and pedagogy of teaching, the Ishikawa diagram has been integrated. This method is arranged around five families of causes, shown in table 1, which are generally found at the base of the problem (14):

- Milieu (environment) ;
- Main (teaching staff);
- Discipline (programs for teaching);
- Method (Organization and procedures);
- Means (the working resources).

### 3.1.3 The pedagogy of teaching

The evaluation of teaching pedagogy shares things to the environment in which teachers accomplish their pedagogical activities. At the evaluation questionnaire, the teaching quality has been judged on the basis of various criteria such as:

- The social climate induced by the institution of connection;
- The balance of both teaching-researching;
- The assimilation of subjects studied, through the student, during the hours of the course; through the student, during the hours of the course;
- The pedagogical techniques of the realization of courses;
- The ongoing training of teachers;
- Appropriateness of education with the employment marketplace, etc.

In the poster 3, we present an example of application of the Ishikawa diagram to some evaluation criterion of the pedagogy of teaching at our questionnaire.

### 3.1.4 The global appreciations

This segment of the questionnaire includes:

- Questions that ask teachers to propose issues not relate to the questionnaire, if they exist, and propose solutions to them.

Example:

*Do you live other problems that not raised?*

*If there are some problems, what solution do you suggest in this case?*

- A question that allows teachers to assess their overall level of satisfaction with the quality of higher education as a whole:

Example: *What is your overall satisfaction on your teaching?*

### 3.2 The types of issues

The questionnaire includes questions of opinion and judgment; they are in the form of three main categories (10)

- **Closed Questions:** They impose it with the respondents, an accurate form of replies and a limited number of answer choices; which are:

- **Dichotomous questions:**

*What is your teacher status?*

Permanent  Part-time

- **Closed multiple choice and single answer questions::**

*Number of years of teaching?*

1 to 5 years  5 to 10 years  10 to 15 years  15 to 20 years  > 20 years

- **Questions with attitude scale (Likert scale):** The person interviewed expresses his level of agreement or disagreement towards an affirmation.

*What is your overall satisfaction on your teaching?*

Highly Satisfied  Satisfied  Not Satisfied  Not at all Satisfied

- **Open questions:** they let the free response in its form and in its length.

*Do you live other problems that not mentioned in the questionnaire? Response: ...*

### 3.3 Questionnaire administration

The questionnaire is converted into a digital format before its administration to teachers anonymously.

Our choice was oriented towards Google forms seen their many benefits:

- The survey costs are reduced;
- It is easy to reach teachers;
- The raises are simplified;
- The time limit for collection of responses is very fast because the answers are simultaneous.

#### **4. DISCUSSION**

In this study, we have built a questionnaire that embraces an important number of the criteria for the evaluation of teaching; it is made up of four parts: socio-demographic data of the lecturer, working conditions, the pedagogy of teaching and the global appreciations.

The purpose of this questionnaire is to have a wealth of information during the collection of comebacks. Definitely, after the administration of the form, we start to quickly collect such information.

The main idea for this project came after an analysis of the literature on measures to evaluate the quality of education it exposed a deficiency of efforts on the involvement of teachers in assessing the quality of their teaching. In this way, two studies have marked us. The first (1) is carried out in the framework of an investigation into the culture of evaluation among professionals; it is addressed to language teachers to encourage their culture of evaluation as to strengthen their status, their image and their professionalism. The evaluation questionnaire used embodies the vision of teachers on their profession (pedagogical and administrative relationships) in addition to their perception on the assessment.

The second study (4) concerns the setting up, by the Monitors of Initiation to Higher Education, of procedures to enhance all aspects of his teaching activity (MIHE). The MIHE are teachers, doctoral candidates and non- incumbents, practicing in higher education for professional experience teacher-researcher. A questionnaire is intended for the monitors and used to assess the material conditions of work, the learning environment and their general feelings about their teaching.

Our study is rather close to the second approach, it also puts the emphasis on the working conditions of teachers, the relationship with his pedagogical and administrative environment, it only attributes more importance to the evaluation of teaching programs. Our work will then focus on the analysis and interpretation of the questionnaire meticulously finalized by the professor, which will allow us to propose solutions in the sense of improving the quality of teaching within the Moroccan Public University.

#### **5. CONCLUSION**

The introduction and generalization of assessment procedures teachings are major issues for the Moroccan university and its performers. Future teachers and researchers are the ferments of such development. By implementing assessment practices, the teacher is committed to lead the pedagogical relationship out of the impasse of the traditional one-sidedness of our way of education.

Besides, it maintains the sustainability and the stability of the Moroccan Public University System by ensuring that it adequately fulfills the missions that the company has given him

Our purpose is not limited to theorize the subject, we suggest a tool: it is an evaluation questionnaire. If the assessment should- in no case- be restricted to this dimension, this simple methodology constitutes a first step.

In this work, we gave the opportunity to teachers to express themselves on their environment and in particular the characteristics that affect their activity. To this end, we propose a questionnaire for teachers, allowing them to evaluate their own teaching and the system in which they work. We believe that the information obtained will afford the foundation for an integrated process of self-evaluation.

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#### List of tables and figures in order of appearance:

**Table 1: Classification of the criteria for evaluation of the working conditions of teachers according to the method of causes/ effect (Ishikawa)**

<b>Criteria for evaluation</b>	<b>Items corresponding to the teacher work conditions</b>
Milieu (environment)	<ul style="list-style-type: none"> <li>- State of the locations of educators</li> <li>- Maintenance of teaching equipment</li> </ul>
Main (teaching staff)	<ul style="list-style-type: none"> <li>- Number Students</li> <li>- Timing charged for teachers</li> </ul>
Discipline (programs for teaching)	<ul style="list-style-type: none"> <li>- Level of adaptation of the training programs</li> <li>- Steadiness of the mechanisms of the module</li> </ul>
Method (Organization and procedures)	<ul style="list-style-type: none"> <li>- Digital employed Tools</li> <li>- Organization of seminaries</li> </ul>
Means (the working resources)	<ul style="list-style-type: none"> <li>- Possessions at hand in documentary resources</li> <li>- Availability of offices of professors</li> </ul>

**Poster 1: Example of a Fishbone Ishikawa Diagram to determine the factors determining of pedagogical quality in higher education**

