



UNIVERSITI PUTRA MALAYSIA

***CONSEQUENTIAL VALIDITY OF STUDENT RATINGS
OF INSTRUCTION FOR ADMINISTRATIVE PURPOSES AND
INSTRUCTIONAL IMPROVEMENT***

SEYEDEH AZADEH SAFAVI

FPP 2012 22

**CONSEQUENTIAL VALIDITY OF STUDENT RATINGS OF INSTRUCTION FOR
ADMINISTRATIVE PURPOSES AND INSTRUCTIONAL IMPROVEMENT**

By

SEYEDEH AZADEH SAFAVI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

July 2012

DEDICATION

This thesis is dedicated to my late father whose unconditional love will always be my inspiration, my kind husband, Amir, for all the love and support he has given selflessly, and my lovely sons Behrad and Behtin who have always comprehended my commitment to my objective.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in
fulfilment of the requirement for the degree of Doctor of Philosophy

**CONSEQUENTIAL VALIDITY OF STUDENT RATINGS OF INSTRUCTION
FOR ADMINISTRATIVE PURPOSES AND INSTRUCTIONAL
IMPROVEMENT**

By

SEYEDEH AZADEH SAFAVI

July 2012

Chair: Prof. Kamariah Abu Bakar, PhD

Faculty: Educational Studies

Student ratings of instruction (SRI) are popular evaluative procedures which are widely practiced in universities around the world including most Malaysian universities. With many universities using student ratings around the world, there are still uncovered issues regarding student ratings that research has not yet explored sufficiently. For instance, student ratings of instruction have been the subject of several validity studies with much of the research focusing on traditional evidence of validity. Only a few studies have examined consequential validity of SRI. Validity in its modern concept focuses on the use of instrument for a particular purpose as well as the consequences of instrument use. The evidence on consequences can include evaluation of the effects. Two intended effects of using student

ratings are making instructional improvement by faculty members and making administrative decisions by administrators.

This study examined consequential validity of student ratings by investigating evidence on the consequences as well as evidence on the utility of student ratings based on the Messick's validity theory. Additionally, this study uncovered the administrators' and faculty members' reactions toward student ratings and obtained their recommendations for the effective use of student ratings.

In this study, a descriptive survey design was employed. Two self-developed instruments were used to collect data from a stratified proportionate random sample of 141 administrator and 1089 faculty member populations. The responses were subjected to descriptive statistics, principal component analysis, Pearson's Product Moment correlation analysis, one way ANOVA, and independent t-test.

The study explored the perceived actual and the perceived potential consequences of student ratings on one dimension of administrative practices and two dimensions of instructional practices. Findings showed that the ratings information which focused on faculty members' efforts in student learning enhancement was considered by both administrators and faculty members as the most useful type of ratings information. These findings addressed the consequential validity of student ratings at UPM, supported/improved validity of the UPM's student ratings instrument,

addressed a gap in the validity of student ratings in its general conception in the literature and in its specific conception at UPM, and provided the university with a reliable evidence for justifying the use of student ratings.

This study revealed that administrators and faculty members had positive views toward student ratings. The findings also listed their recommendations regarding issues, such as, supplementing the ratings scale with other measures of teaching quality; providing opportunities for less effective faculty members to receive consultation services; reporting the result of student ratings in a multi-dimensional feedback form; providing an array of items so that different faculties/departments could select items suitable for their needs; and providing written explanations to assist faculty members in interpreting the results.

It is expected that the findings of this research will bring valuable insight and understanding to help the university authorities at UPM specifically, and other universities generally, as well as all faculty members to achieve more success in using the student ratings, and consequently, in enhancing the quality of instruction.

Abstrak tesis yang dikemukakan kepada Senate Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KESAHAN KEPENTINGAN PENGGUNAAN PENILAIAN PELAJAR
TERHADAP PENGAJARAN BAGI TUJUAN PENTADBIRAN DAN
PENINGKATAN PENGAJARAN**

Oleh

SEYEDEH AZADEH SAFAVI

Julai 2012

Pengerusi: Prof. Kamariah Abu Bakar, PhD

Fakulti: Fakulti Pengajian Pendidikan

Penilaian pelajar terhadap pengajaran (SRI) merupakan suatu prosedur penilaian yang popular dan diamalkan secara meluas di universiti-universiti di seluruh dunia termasuk di kebanyakan universiti di Malaysia. Walaupun banyak universiti di seluruh dunia mengguna pakai sistem penilaian pelajar, namun masih banyak lagi isu tentang penilaian pelajar yang belum diterokai sepenuhnya. Sebagai contoh, penilaian pelajar terhadap pengajaran telah menjadi subjek kepada beberapa kajian tentang kesahan yang kebanyakannya bertumpu kepada bukti kesahan tradisional. Hanya segelintir kajian yang meneliti tentang kesahan kepentingan SRI. Kesahan dalam konteks moden memberi tumpuan kepada penggunaan instrumen untuk tujuan tertentu dan juga akibat daripada penggunaan instrumen tersebut. Bukti akibat meliputi juga penilaian terhadap kesan-kesan. Dua kesan yang diharapkan daripada penggunaan penilaian pelajar ialah berlakunya

peningkatan pengajaran oleh ahli fakulti dan pembinaan keputusan pentadbiran oleh pentadbir.

Kajian ini telah meneliti kesahan kepentingan penilaian pelajar dengan mengkaji bukti akibat serta bukti penggunaan penilaian pelajar berdasarkan teori kesahan Messick. Selain itu, kajian ini merungkai reaksi pentadbir dan ahli-ahli fakulti terhadap penilaian pelajar dan mendapatkan syor mereka terhadap penggunaan penilaian pelajar yang lebih efektif.

Dalam kajian ini, reka bentuk deskriptif survei telah digunakan. Dua instrumen yang dibangunkan sendiri telah digunakan untuk mengumpul data daripada sampel rawak berstrata berkadar yang diperolehi daripada populasi yang terdiri daripada 141 orang pegawai pentadbir dan 1089 orang ahli fakulti. Respon-respons dianalisis menggunakan statistik deskriptif, analisis komponen utama (*principal componen analysis*), analisis korelasi hasil darab momen Pearson (*Product Moment Pearson*), ANOVA satu-arah dan ujian-t tak bersandar.

Kajian ini meneroka tanggapan akibat sebenar (*actual*) dan tanggapan akibat potensi penilaian pelajar terhadap satu dimensi praktis pentadbiran dan dua dimensi amalan pengajaran. Dapatan juga menunjukkan bahawa kedua-dua pentadbir dan ahli fakulti menyatakan bahawa maklumat yang bertumpu kepada usaha ahli fakulti mempertingkatkan pembelajaran pelajar merupakan maklumat penilaian yang paling berguna. Penemuan ini mengutarakan

kesahan kepentingan penilaian pelajar di UPM; meningkatkan kesahan instrumen penilaian pelajar UPM; mengisi kekosongan dalam kesahan penilaian pelajar berdasarkan konsepsi umum dalam bacaan dan juga konsepsi khusus di UPM; dan menyediakan universiti ini dengan bukti yang boleh dipercayai bagi menjustifikasi penggunaan penilaian pelajar.

Kajian ini juga mendedahkan pandangan positif para pentadbir dan ahli fakulti terhadap penilaian pelajar. Dapatan juga menyenaraikan cadangan-cadangan berkaitan dengan isu-isu, seperti, menambah kepada skala penilaian dengan pengukuran kualiti pengajaran lain; memberi peluang kepada ahli fakulti yang kurang efektif untuk menerima khidmat konsultasi; melapor keputusan penilaian pelajar dalam bentuk maklum balas pelbagai dimensi; menyediakan pelbagai item supaya fakulti/jabatan yang berlainan boleh memilih item yang sesuai mengikut keperluan masing-masing; dan memberi penjelasan bertulis bagi membantu para ahli fakulti dalam menginterpretasi keputusan.

Dijangkakan bahawa dapatan kajian ini akan memberi wawasan dan pemahaman yang berguna bagi membantu pihak pentadbir universiti di UPM khususnya, dan universiti-universiti lain amnya, di samping semua ahli fakulti untuk mencapai kejayaan yang lebih, dalam penggunaan penilaian pelajar, dan seterusnya dalam meningkatkan kualiti pengajaran.

ACKNOWLEDGEMENT

All grand thanks and praise to God for his help and blessings. With God's grace and help, I was able to complete this work. I would like to extend my sincere gratitude and appreciation to my supervisory committee for their encouragement and assistance during this endeavour. I offer my deepest appreciation to my chair supervisor, Prof Dr. Kamariah Abu Bakar for her expert guidance, support, and inspiration. You inspired me to do more than what I expected. It is not exaggeration to say, "I learned something new each time I met you." Thank you very much. I would like to express my gratitude to Associate Prof Dr. Rohani Ahmad Tarmizi for offering her time and expertise in reviewing my thesis. I will never forget your technical and emotional supports. Many thanks to Dr. Nor Hayati Alwi. Your comments were very helpful. Likewise, I thank the many administrators and academic members of 15 faculties at Universiti Putra Malaysia whose participation made this study possible. Finally, heartfelt thanks to my family, my husband, and my children who have been tremendously kind, patient, and supportive and without whom this accomplishment would not have been possible.

I certify that an Examination Committee has met on to conduct the final examination of **SEYEDEH AZADEH SAFAVI** on her Doctor of Philosophy thesis entitled “Consequential Validity Study of Student Ratings of Instruction on the Use For Administrative Purposes and Instructional Improvement” in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulation 1981. The Committee recommends that the student be awarded the degree of Doctor of Philosophy.

Members of the Examination committee were as follows:

Mokhtar Dato’ Hj. Nawawi, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Fadzilah Abd Rahman, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Ahmad Fauzi Mohd Ayub, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Robert John Coe, PhD

Professor
School of Education
University of Durham
(External Examiner)

SEOW HENG FONG, PhD

Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Kamariah Abu Bakar, PhD

Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Rohani Ahmad Tarmizi, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

Nor Hayati Alwi, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

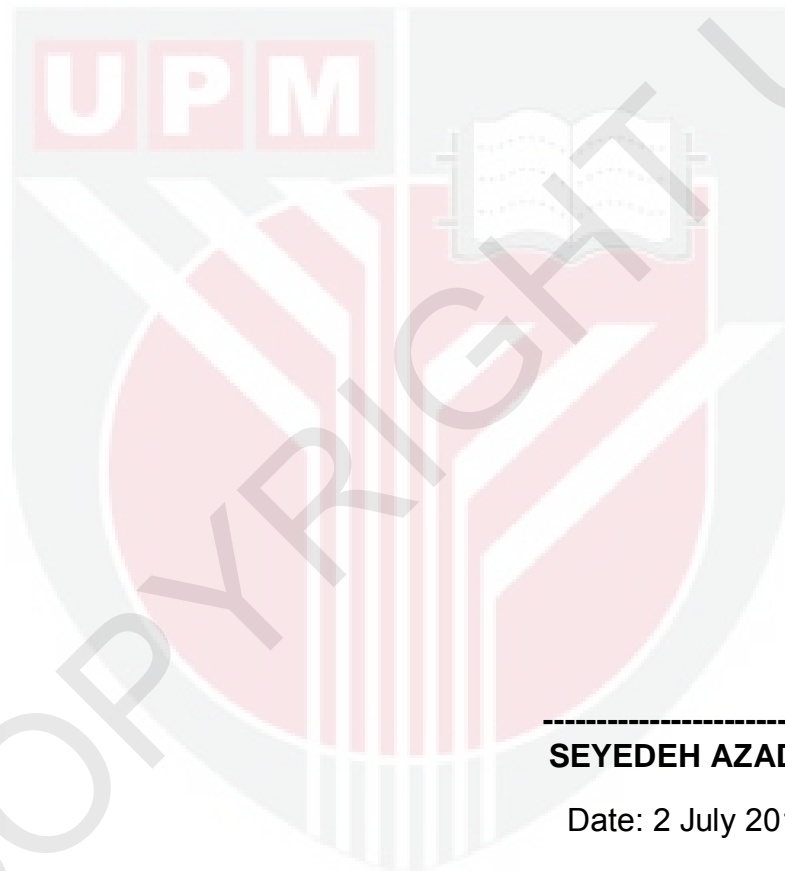
BUJANG BIN KIM HUAT, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.



SEYEDEH AZADEH SAFAVI

Date: 2 July 2012

TABLE OF CONTENTS

		Page
	ABSTRACT	ii
	ABSTRAK	v
	ACKNOWLEDGEMENT	viii
	APPROVAL	ix
	DECLARATION	xi
	LIST OF TABLES	xvi
	LIST OF FIGURES	xix
	LIST OF APPENDICES	xx
CHAPTER		
1	INTRODUCTION	1
	Background of the Research	1
	Dimensions of Ratings Information	3
	Consequences of Student Ratings of Instruction: Actual and Potential	5
	Student Ratings of Instruction at Universiti Putra Malaysia (UPM)	7
	Traditional Concern of Validity Evidence	9
	Modern Concern of Validity Evidence	10
	Messick's Consequential Validity	11
	Examining Validity of Student Ratings of Instruction	13
	Problem Statement	15
	Purpose of the Study	17
	Research Objectives	18
	Research Questions	19
	Significance of the Research	21
	Limitations of the Research	23
	Conceptual and Operational Definition of Terms	25
	Student Ratings of Instruction (SRI)	25
	Consequences: Actual Consequence and Potential Consequence	26
	Utility	27
2	LITERATURE REVIEW	29
	Introduction	29
	Student Ratings of Instruction (SRI)	29
	Consequences of SRI: Actual and Potential	31
	Ratings Information	34
	Review of Validity Evidence	38
	Messick's Unified Validity Theory	42
	Messick's Consequential Validity	45
	Review of Validity Studies Regarding Student Ratings of Instruction	47

	Research Studies Based on Traditional Validation Framework	47
	Research Studies Based on Modern Validation Framework	49
	Conceptual Framework	62
3	METHODOLOGY	69
	Introduction	69
	Research Design	69
	Location of Study	72
	Population and Sampling	72
	Sampling Technique	77
	Instrument Development	79
	Administrators' Questionnaire	80
	Faculty members' Questionnaire	82
	Validity and Reliability	84
	Validity	84
	Pilot Study	85
	Validity of Administrators' Questionnaire	88
	Validity of Faculty members' Questionnaire	95
	Reliability	100
	Data Collection	104
	Data Analysis	106
4	FINDINGS AND INTERPRETATION	111
	Introduction	111
	Descriptive Summary of the Respondents' Demographic Characteristics	112
	Administrators' Demographic Characteristics	112
	Faculty members' Demographic Characteristics	114
	Perceived Consequences of SRI: Actual and Potential	116
	Perceived Actual Consequence of SRI on Administrative Dimensions	117
	Perceived Potential Consequence of SRI on Administrative Dimensions	122
	Correlation between the Perceived Actual and the Perceived Potential Consequences of SRI on Administrative Dimensions	127
	Perceived Actual Consequence of SRI on Instructional Dimensions	129
	Perceived Potential Consequence of SRI on Instructional Dimensions	133
	Correlation between the Perceived Actual and the Perceived Potential Consequences of SRI on Instructional Dimensions	138
	Perceived Utility of SRI For Administrative Purposes and Instructional Improvement	140
	Perceived Utility of the UPM's Student Ratings For Administrative Purposes	141

	Perceived Utility of the UPM's Student Ratings For Administrative Purposes Based on Administrators' Characteristics	147
	Perceived Utility of the UPM's Student Ratings For Instructional Improvement	154
	Perceived Utility of the UPM's Student Ratings For Instructional Improvement Based on Faculty members' Characteristics	160
	Administrators' Reactions and Recommendations	166
	Administrators' Reactions toward Student Ratings of Instruction	167
	Administrators' Recommendations	168
	Faculty members' Reactions and Recommendations	169
	Faculty members' Reactions toward Student Ratings of Instruction	170
	Faculty members' Recommendations	171
5	SUMMARY, DISCUSSION, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS FOR FUTURE RESEARCH	172
	Introduction	172
	Summary of the study	175
	Summary of Research Objectives and Research Questions	175
	Summary of Research Methodology	177
	Summary of the Findings	178
	Respondents' Demographic Characteristics	178
	Perceived Consequences of SRI Based on Administrative Dimensions: Actual and Potential	179
	Correlation between the Perceived Actual and the Perceived Potential Consequences of SRI on Administrative Dimensions	180
	Perceived Consequences of SRI Based on Instructional Dimensions: Actual and Potential	181
	Correlation between the Perceived Actual and the Perceived Potential Consequences of SRI on Instructional Dimensions	182
	Perceived Utility of the UPM's Ratings Information for Administrative Purposes	182
	Perceived Utility of the UPM's Ratings Information for Instructional Improvement	183
	Administrators' and Faculty members' Reactions and Recommendations Regarding the Use of SRI	184
	Discussion of Research Findings	184
	Evidence on Consequences of SRI Based on Administrative Dimensions	184
	Evidence on Consequences of SRI Based on Instructional Dimensions	187
	Evidence on Utility of SRI for Administrative Purposes	192

Evidence on Utility of SRI for Instructional Improvement	195
Administrators' Reactions and Recommendations	198
Faculty members' Reactions and Recommendations	202
Conclusions of the Study	205
Implications of the Study to Theory and Practice	209
Exploring the Nature of Influenced Instructional Practices	210
Exploring the Nature of Influenced Administrative Practices	211
Exploring the Nature of Ratings Information Regarding the Use for Administrative Purposes and Instructional Improvement	211
Supporting the Validity of SRI at UPM	212
Justifying the Use of Student Ratings at UPM	213
Supplementing Ratings Information for Effective Use	214
Providing an Available Pool of Items for Effective Use	215
Grouping Individual Items for Effective Use	215
Providing Instructional Consultation Services for Effective Use	216
Providing Assistance for Interpretation of Student Ratings Results	217
Recommendations for Future Research	218
Determining Unintended Consequences	218
Determining Consequence of Web based Ratings	218
Assessing the Current Administration of Student Ratings Procedure	219
Replicating in other Universities	219
REFERENCES	221
APPENDIXES	233
BIODATA OF STUDENT	251
LIST OF PUBLICATIONS	252