PENGESAHAN ALAT UKUR PENILAIAN KUALITI PENDIDIKAN OLEH PELAJAR (PKPP) DI SEBUAH INSTITUT PENGAJIAN TINGGI

oleh

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Tesis yang diserahkan untuk memenuhi
keperluan bagi Ijazah Doktor Falsafah

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ABSTRACT

Validation of the "Penilaian Kualiti Pendidikan Oleh Pelajar" or the PKPP Questionnaire in an Institution of Higher Learning

This quantitative study focused on the validity of a student evaluation of teaching instrument in a local institution of higher learning. The validity issue was explored using the unitary concept of validity which takes into account different types of validity evidence.

The data for this study was collected through the PPKP questionnaire which is a translated version of the Students' Evaluation of Educational Quality Questionnaire or SEEQ which was designed and developed in Australia. The sample for this study constituted students from a local institution of higher learning and data was collected from 1753 students from 53 classes selected at random. Two methods of data analyses were adopted in the study: the classical method and the Item Response Theory or IRT Rasch Model. The classical or the linear method which is a commonly used method in validity studies is based on evidence from statistical tests such as factor analysis, correlational analysis, t-test and multiple regression analysis. On the other hand, the IRT Rasch Model, which is based on a non-linear measurement model, takes into account the interaction between item difficulty and student ability in making available information on item statistics and fit statistics.

According to the findings of the study, the way students in this local institution of higher learning conceptualize quality teaching is different from the way it was initially conceptualized by those who designed the questionnaire.

Therefore content validity of the students' responses towards the PKPP questionnaire is partially supported in that the teaching factors that emerged as a result of the factor analysis and the IRT Rasch Model analysis show some similarity to the generalizable teaching factors identified in studies on teaching effectiveness and other evaluation instruments. Through use of the IRT method of analysis some item related problems were identified such as a limited item difficulty range as compared to a broad student ability range, items that are not efficient in measuring the construct and overlapping of item content.

According to the study, the three criteria used to determine concurrent evidence, i.e. subject difficulty and workload, expected grade and prior interest offer evidence of criterion-related validity for the PKPP questionnaire. But the predictive criteria, final examination grade which was used to show student achievement, did not show a significant relationship with the students' responses to the questionnaire. The construct validity of the instrument, on the other hand, is well supported as overall class and overall lecturer evaluation revealed significant relationships with the items used to measure teaching in the instrument. In addition, the study also revealed that three non-teaching factors, i.e. lecturer sex, type of subject (core or non-core) and class size can cause differences in the sudents' evaluative feedback. Although most of the findings tend to corroborate findings of previous research, several issues and new findings that have important implications for the study of validity of student evaluations of teaching have been identified. What is clear from this study is that more research is definitely needed particularly in (a) the use of appropriate procedures

or approaches in instrument development, adaptation and in ascertaining instrument validity, (b) in the use of students' achievement criteria in determining validity, and (c) in the identification and control of differences in students' evaluative feedback.