

Students' Perspectives on Quality of Course Evaluation Practices and Feedbacks in Eritrea

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Abstract : The importance of evaluation practice and feedback to student advancement and retention has gained importance in the literature over the past ten years. So many issues and cases have been raised about the quality and types of evaluation carried out in higher education and the quality and quantity of student feedback. The aim of this study was to explore the students' perspectives on the quality of course evaluation practice and feedback in College of Education and College of Science. The study used both quantitative and qualitative methods to collect data. Data were collected from third-year and fourth-year students of 13 departments in the College of Education and College of Science in Eritrea. A modified Service Performance (SERVPERF) questionnaire and focus group discussions were used to collect the data. The sample population comprised of 135 third-year and fourth-year students' from both Colleges. A questionnaire using a 5 point Likert-scale was administered to all respondents whilst two focus group discussions were conducted. Findings from survey data and focus group discussions showed that the majority of students hold a positive perception of the quality of course evaluation practice but had a negative perception of methods of awarding grades and administrators' role in listening to the students complain about the course. Furthermore, the analysis from the questionnaire showed that there is no statistically significant difference between third-year and fourth-year students, College of Education and College of Science and male and female students on the quality of course evaluation practice and feedback. The study recommends that colleges improve the quality of fairness and feedback during course assessment.

Keywords : evaluation, feedback, quality, students' perception

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