

## **Validity of the Quality Assessment Tools Used in the Open University of Sri Lanka**

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### **Abstract**

Student evaluations of faculty teaching have four recognized functions. They provide diagnostic feedback for faculty, an evaluative tool for personnel decisions, information for students, and a subject for academic research. Teaching quality is an important criterion to assess in higher education. Students and their parents demand high-quality teaching, and teachers and department heads need good measures of teaching quality. Its importance begs the question of whether current teaching assessments provide reliable data on teaching effectiveness. This study examines the ratings of students on the quality of teaching and assess the validity of the quality assessment tools used in The Open University of Sri Lanka.

A sample of 343 undergraduate students was taken from faculty of health sciences, which includes department of nursing, pharmacy, basic sciences, psychology & counselling, and medical laboratory sciences. The student feedback form Day School, a 16-item questionnaire, was administered among these students to evaluate their teaching and learning experiences in the programme. The items were measured on a 5-point Likert scale, where 1 indicated ‘Strong Disagreement’ and 5 indicated ‘Strongly Agreement’ to the statement. The data were analysed using statistical software, SPSS, version 21. First, the Cronbach’s alpha coefficient was used to test the internal consistency. A Cronbach’s alpha of more than 0.7 indicates that Student feedback on Day School is reliable. Construct validity was tested to determine whether each item correlated adequately with at least one of other item in the construct. This was done by studying the correlation matrix among the 16 items. Exploratory Factor Analysis (EFA) was used to check if all 16 items can be reduced into a smaller dimension. Factor loading of 0.5 was used as the cut-off point.

The conclusion of this study showed that the student feedback form on Day School is a valid instrument in evaluating teaching effectiveness. All 16-items of this questionnaires were validated and exhibited a very high internal consistency and items were correlated adequately. Though the single model factor was validated, the model could be argued that the student feedback form on Day School has construct validity but lacks content validity as some of items (item 10,11,15, and 16) do not seem to measure teaching effectiveness. Particularly on content validity to be conducted so as to develop a more comprehensive instrument as a valid tool to measure teaching effectiveness in the institution.

**Key words:** *Validity, Quality Assessment Tools, Students Feedback, Day School*