An Evaluation of the effectiveness and validity of the preparatory year programme in preparing students for studying in Taibah university in Saudi Arabia


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Abstract

This study is entitled ‘Evaluation of the Effectiveness and Validity of the Preparatory Year Programme at preparing Students for Studying in Taibah University’. Within the Taibah University, students are distributed to the various specializations at the university according to their results at the end of this preparatory year. It is a relatively new programme that has not been subjected to sufficient evaluation. The study explored the strengths and weaknesses of the programme with a focus on identifying ways to contribute to its improvement and development. The study used a mixed approach where the use of multiple linear regression was used to examine the ability of the admission criteria to predict the academic performance of programme students through examining the results of 3878 students. The results show that stronger acceptance criteria were provided by the achievement test followed by a student’s high-school mark and finally a capability test. To evaluate the effectiveness of the programme elements and the achievement of its objectives from the perspective of students and trainers, data was collected through 1972 student questionnaires, 98 trainer questionnaires and eight semi-structured interviews with students and four with trainers. Studying the effectiveness of the programme from the viewpoint of faculty members was done using 167 questionnaires and five semi-structured interviews. The results show the weaknesses of the university environment and the failure of the programme to meet its goals from the students’ and trainers’ viewpoints. The evaluation by faculty members of the effectiveness of the programme showed a positive view of the programme and expressed the view that students who have completed the programme have better skills and more knowledge than those who have not. The study recommended to allocate the largest proportion of a weighted percentage for acceptance to achievement test-results, followed by high school, and finally aptitude test-results. Furthermore, the study found that the teaching and assessment methods need to be reviewed, and the content and goals of the preparatory year programme would benefit from being re-aligned.

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Inclusion criteria:- The students of the different colleges (Scientific, humanities and health) at Taibah university in El-Madinah El-Munawarah.

Exclusion criteria:- 1. Non Taibah University Students. 2. Students of Taibah University branches (outside El-Madinah El-Munawarah).

1. Ethical clearance will be sought before the start of the study from the Taibah University College of Dentistry Research Ethics Committee (TUCD REC).

2. Data will be collected coded and locked in a password-protected computer at the principal investigator office to ensure confidentiality and privacy of patient data.

Statistical Analysis:- For the statistical analysis, the data will be used for descriptive parameters in the form of frequency, percentage means and standard deviations. This section presents a recap of the findings from earlier studies regarding the adoption of ICT in university education and its impact on the performance of university students.

There have been various studies carried out to investigate the relationship between ICT and quality of education. These studies have focused on various such factors that have been influenced by ICT, but very few studies evaluate the impact of ICT adoption on the performance of university education. The use of student evaluations of teacher performance is sometimes part of a broader peer and self-assessment approach to teaching quality. In some cases, they are used as part of the individual review of staff and can be taken into account in promotion and tenure situations, which was the case at Wellington and Otago Universities in New Zealand and in many institutions in the United States. Teacher-appraisal surveys may provide some inter-programme comparison of teacher performance. Student feedback in the evaluation of academic programmes and instruction. Student evaluation of courses or units and of instruction has been used at HEIs for many years. As far back as 1949, Guthrie asserted that teaching is best judged by students as well as by colleagues.