Research Article

QUALITY ASSESSMENT OF THE TEACHING PROCESS DONE BY THE STUDENTS

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Abstract

By applying new practices in university activities, quality measuring has become a regular activity that has been given a key place in the evaluation of universities. This paper sheds light on the different treatment of the same topic - the quality of teaching at higher education institutions in Bosnia and Herzegovina. The goals of the research are scientific determination of the situation in the field of assessing the quality of the teaching process from the perspective of students in BiH, presentation of the theoretical basis, pointing out the need for further research in this field. This research analyzed 10 institutions, ie instruments from public and private universities in BiH. The existing documentation was analyzed at each observed institution, so that a complete insight into the situation in the field of quality evaluation in the perception of the teaching process by students was achieved. Interviews were conducted with all persons in charge of the quality assurance system, and samples of complete results of conducted evaluations were obtained from a number of institutions. At those institutions where the results were obtained, the evaluation process was monitored. The descriptive method describes the observed institutions and instruments with a scientific approach, and the collection and processing of data enables interpretation in the context of previously explained theoretical approaches. By applying the causal method, the influences of the present factors, the directions and direction of their actions and the mechanisms for overcoming the negative influences in the entire process are clearly identified. All this was done by applying comparative analysis. The comparison was made with theoretical settings, but also between individual instruments. Descriptive statistics were used to process the data using IBM SPSS Statistics V.20.0.0 on several data sets collected with the tools used. The conducted research determined in detail the situation in the field of assessing the quality of the teaching process at higher education institutions in BiH. Higher education institutions do not have a comprehensive approach or instruments on the basis of which they could state with certainty that the measured level of quality of the teaching process is in fact a complete and real assessment. In the interviews conducted, only in two out of ten cases the respondents were able to answer the question of the chosen approach to quality measurement, while other respondents were not able to answer this question, so we conclude that there is no clearly defined approach to quality measurement. The systemically collected information will have multiple usability and significance, and will also be an additional indicator of the quality of the teaching process.

Keywords: Evaluation, Quality, Teaching, Higher education.

INTRODUCTION

One of the oldest conscious human activities is education. It arose from the need to pass on experiences and knowledge to younger generations, but also cultural and other values of the community. The very importance of education and its role in the further progress and development of humanity is best illustrated by the constant efforts to improve and increase the availability of education to all people. Quality in higher education institutions was a category that was not discussed, nor was it systematically and transparently confirmed. Given that with the development of human society as a whole, higher education institutions have expanded their influence from local to global, there has been a comparison and evaluation of universities according to various criteria. There are many approaches to measuring the quality and evaluation of universities, which in itself speaks to the complexity of this topic. The definition of quality depends on the focus that is placed on the one who defines the quality. There is no universal definition. Brennan (2001) states that "in education there are at least as many definitions of quality as there are categories of important actors, multiplied by the number of goals, ie the dimensions they distinguish". The University is an educational institution of the highest level in the school system that organizes undergraduate, postgraduate and doctoral studies in several scientific fields and disciplines. With the progress of humanity, the level of education is developing so

that there are many institutions in the world that deal with higher education. At the same time, the development of new technologies has redefined the notion of the university, so that the university is not necessarily a classroom facility where teaching takes place (Guthrie, 2003). Scheerens and Associates (2003) offered several definitions, basing quality on one of the settings of relevance, effectiveness, equality, or efficiency. Bush & Bell (2005) advocated a definition based on the postulate that quality is what the user defines as such. This implies that quality as such does not exist in the product / service itself, but primarily depends on the purpose for the user, and is accordingly determined through customer satisfaction. Harvey (2003) cites two predominant uses, internal - as a source of information for improvement and external - as a source of information for prospective students and other relevant actors. Changing the approach to measuring quality based on information collected by students has led to changes in the institutional approach to this topic, changing strategic determinants and investment, as well as linking aspects of improving quality, teaching and achieving learning outcomes. The author also states that in Great Britain before the 1990s, student evaluation was a rarity, while now it is necessary to show that measures are taken on the basis of student evaluations and these measures must be visible. Analyzing the literature and the development of the situation in the UK (Reid, 2010), it was noted that student evaluations and evaluation results were constantly given increasing importance, culminating in the introduction of a national student evaluation system that still functions and serves to

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make important, strategic decisions in higher education, not only at the state level, but also in each higher education institution separately. The main activities of the university are education and research. Education is realized in the form of teaching. University teaching is realized through lectures, seminars, exercises, practices, trainings, critical discussions, laboratory / experimental work and in other ways. The basic characteristics of university teaching are reflected in the significant presence of theoretical knowledge and abstract concepts, but also practical training. Although teachers provide great help and guidance to those who are educated, the specificity of this teaching is that it requires a large amount of independent or focused learning where the student invests a lot of time and effort in overcoming goals (Heljić *et al.,* 2007). Teaching as a process uses different ways of working, is an extremely complex and socially conditioned process important for the development of society as a whole, and only the definition of teaching is subject to change (Eminović, 2008).

METHODOLOGY

Methods

The descriptive method includes measuring the quality of the teaching process by students and the current instruments used for this purpose. The area of BiH is covered, the teaching process at public and private higher education institutions. The causal method without the experimental factor is used in this research to analyze the interdependence of the described, already existing, phenomena. Comparative analysis was applied to the existing instruments at higher education institutions in BiH, but also to the instruments used in the UK in order to determine the identity, similarities and differences in measuring the quality of teaching at the same time, but in different and same frameworks.

These methods are characterized by the following procedures used in this study:

- Documentation analysis is the basis of any research, including existing literature, government regulations, and documentation (decisions, instructions, minutes, guidelines, etc.) and developed instruments of higher education institutions.
- Systematic observation of the process of assessing the quality of the teaching process by students will serve to accurately record this phenomenon, and will be applied in both descriptive and causal methods.
- The interview as a research procedure was applied to the key actors in the examined problem: students, teachers and professionals in charge of the development and application of instruments (usually quality managers at higher education institutions). By their form, the interviews were primarily related, but to some extent the elements of free interview were also present in the presence of open and, to a lesser extent, closed-ended questions. All interviews are individual.

Research instruments

Applying the above methods and procedures, the following instruments were used: record sheet, written recording protocol and interview protocol. The record sheet was used to analyze documentation, websites and evaluation forms. The written recording protocol was used to monitor the process of filling in the evaluation forms by the students. The interview protocol was used for the interview with the person responsible for the quality assurance and evaluation system by the students at the higher education institution.

Research sample

This research analyzed 10 institutions, ie instruments from public and private universities in BiH. The sample is representative, random and stratified. The strata will consist of private and public institutions, as well as institutions from both entities.

Table 1.Research sample

	Public higher education institutions	Private higher education institutions	Total
Entity Federation of BiH	3	3	6
Entity Republic of Srpska	2	2	4
Total	5	5	10

Statistical Analysis

Descriptive statistics were used to process the data using IBM SPSS Statistics V.20.0.0 on several data sets collected with the tools used. Calculations of frequencies and percentages, as well as graphical representation of results via graphs and tables, were used to present research results.

RESULTS

Ten institutions out of forty-five were selected by the method of random sampling, so we can claim that this is a representative sample for this type of research. At each observed institution, the existing documentation was analyzed and additional ones were requested and obtained, so that a complete insight into the situation in the field of quality evaluation in the perception of the teaching process by students was achieved. Interviews were conducted with all persons in charge of the quality assurance system, and samples of complete results of conducted evaluations were obtained from a number of institutions. At those institutions where the results were obtained, the evaluation process was monitored as planned by the research project. The conducted research determined in detail the situation in the field of assessing the quality of the teaching process at higher education institutions in BiH. The most important common denominator of this issue is incompleteness in approach and measurement. Higher education institutions do not have a comprehensive approach or instruments on the basis of which they could state with

**Table 2. Institutions included in the research according to defined strata**

	Public higher education institutions	Private higher education institutions	Total
Entity FBiH	UniversityofBihać University „DžemalBijedić" of Mostar University of Mostar	International University of Sarajevo International „Burch" University in Sarajevo University "Vitez" Travnik	6
Entity RS	Univerzitet u IstočnomSarajevu Univerzitet u Banjoj Luci	University of Business Engineering and Management of Banja Luka University „Bijeljina" ofBijeljina	4
Total	5	5	10

certainty that the measured level of quality of the teaching process is in fact a complete and real assessment. In the interviews conducted, only in two out of ten cases the respondents were able to answer the question of the chosen approach to quality measurement, while other respondents were not able to answer this question, so we conclude that there is no clearly defined approach to quality measurement.
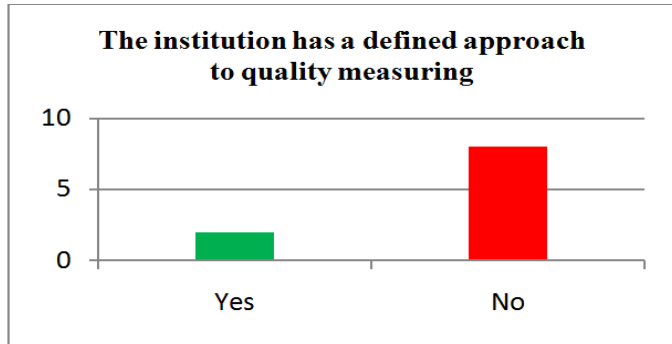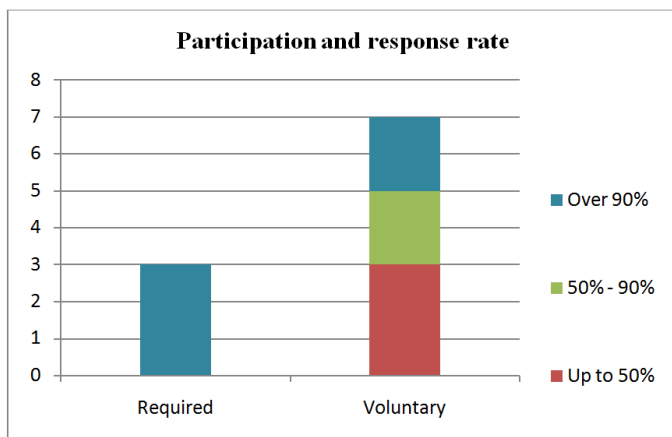

Graph 1. Defined approach to quality measurement

The analysis of available documentation (rules, procedures and instructions) further confirms this statement, given that basic elements, such as including student expectations in the instrumentation and response rates are resolved as follows:
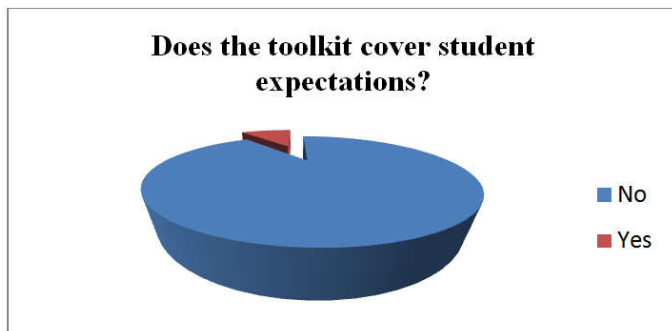
Graph 2. Incorporate student expectations

Graph 3. Type of student participation and response rate

When asked whether an external, independent evaluation of the instruments used was done, all answers were negative. Also, when asked whether the items of the instrumentation are factorized, all answers are negative, ie, in all analyzed cases, each item of the instrument has the same value and contributes equally to the overall assessment of the quality of the teaching process. Identical answers were collected in the context of defining basic concepts, but one respondent stated that they should not be defined because it is assumed that they are clear

and synonymous. Answering the question of determining the metric characteristics of the used instruments, all institutions gave a negative answer, noting that mean values are calculated at all institutions, at three institutions and standard deviation, and regression analysis is performed at one institution. When asked whether there are alternative evaluation mechanisms at the institution, two of the ten institutions have mechanisms in place, but they are not being implemented because there is no need to apply them yet, while the others do not.

Another common denominator of this issue is the inclusion of students as direct users of the higher education system in the process of assessing the teaching process. Also, in all examined cases, the involvement of students is based on the evaluation and mass of answers that are statistically processed and as such assess the quality (often the only one) of the teaching process in higher education institutions in BiH. The chart above shows that the student participation rate, in institutions where participation is voluntary, is in an acceptable range of over 50% at four institutions. Participation is mandatory at three institutions, while at three it is below the acceptable 50%. Given that the desired response in sociological research is over 60%, it is clear that the system of voluntary evaluation, while creating a positive atmosphere, can realistically achieve this goal. In the context of including students in the evaluation system, all analyzed institutions include both full-time and part-time students in the evaluation process, and in two of the ten institutions only first-cycle students are included, while the other eight include second- and third-cycle students. In order to increase the rate of student participation in evaluations, institutions apply various practices of filling in instruments, ranging from traditional paper and pencil systems, for each subject individually or for all subjects together, to electronic systems. There are no reliable indications that the application of any of these models affected the student participation rate, and in two institutions the model was changed between paper and electronic, with one institution significantly switching from the electronic model of completing evaluations to a significant reduction in student participation, and the filling of instruments in printed form was resumed.

Another common denominator is the emergence of evaluation patterns. In most cases, the evaluation forms were taken from another, established system, adjusted to the needs of the institution, and as such received verification from the competent body, usually a team of experts at the higher education institution, and finally formally confirmed by the senate. With the insight into the existing documentation at the observed institutions, it is evident that competent experts were involved in the process of creation, so that the first auxiliary hypothesis of this research has not been confirmed. Although this mechanism of instrument development should have resulted in consideration of all important aspects and factors, both the instrument and the whole process, it is evident that this result was not achieved, primarily due to the fact that during the instrument and its application framework (rules, procedures, instructions) basic concepts have not been defined, and detailed instructions for the application of the instrument have not been developed. No piloting of the measuring instrument was performed, nor were metric characteristics determined. Furthermore, in institutions where evaluation is performed on all three cycles of studies, the same tools are used, without taking into account the specifics of each cycle of studies or at least that the items are differentiated. Insufficient

interest, short deadlines and other factors that this research did not even try to determine in detail are possible causes. Nevertheless, the most important link in the process of creating the instrument and defining the overall evaluation system is the person responsible for the internal quality system. It is clear, based on the available data, that the persons responsible for the quality system (with different names) at the time of developing the tools and mechanisms for evaluating the teaching process by students did not have enough experience or previous education in this area. None of the analyzed persons responsible for quality assurance has a formal education in the field of quality assurance in higher education. Enormous credit for the introduction of a system of assessment of the teaching process by students, however, belongs to these individuals who most often with their enthusiasm set in motion the unwieldy institutional mechanisms of the internal quality system.

Table 3. Titles of the persons responsible for the internal quality system

Title	Type of institution	
Head of Sector Quality in teaching	P	RS
Director of the Center for Quality Improvement	P	F
Quality Assurance Coordinator	J	RS
Manager of the Office of Quality Assurance	P	F
Expert quality assurance consultant	J	F
Person for Quality Assurance	P	RS
Expert associate for quality assurance	J	RS
Quality Assurance Officer	J	F
Quality manager	P	F
Manager of the Quality Assurance Center	J	F

Legend: P - private VŠU; J – public VŠU; RS – in RS; F – in FBiH

All observed higher education institutions have an established system for assessing the quality of the teaching process and in all systems the key role is played by students, ie the perception of the quality of the teaching process by students. We are talking about the process that is conducted every year, and at most institutions every semester, and about the results that can be used for longitudinal analysis of results. These results are most useful when there is continuity, ie there are no changes in the teaching staff and subjects that students listen to and evaluate. Based on the data collected in this way, it is possible to obtain an approximately realistic assessment of the student's perception of the teaching process.
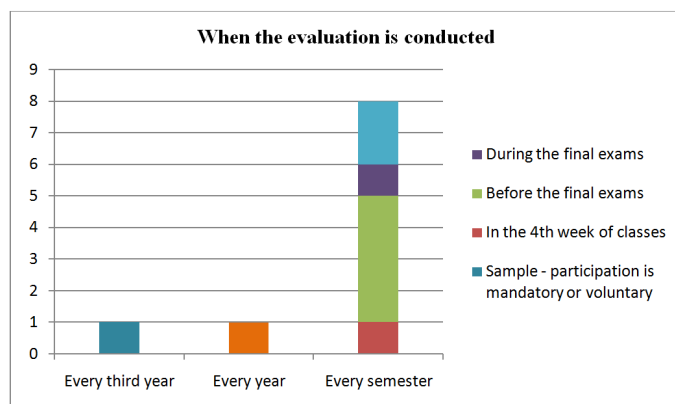
Graph 4. Frequency of evaluation

It is important to emphasize that the timing of the evaluation and the frequency of the evaluation largely depend on the chosen approach to quality measurement. Only one institution performs the measurement early enough (in the 4th week of classes) to be able to take corrective action during the semester in which the evaluation is performed. What is missing in this

example is an evaluation at the end of the teaching process (semester) where it could be determined whether the previously identified areas for improvement are indeed improved. Most of the analyzed institutions evaluate before the end of the semester and before the final exams so that the evaluation covers the teaching process, without the impact of the final exams and the success of students in them. One institution evaluates during the final exams and such practice is based on the fact that then the highest student attendance, and the final exam as such is only one part of the overall grade for which the results will be known later, so the student can give a realistic grade for the evaluated items. The two institutions carry out the evaluation after the final exams because they want to get an assessment of this (very important for them) aspect of the teaching process with the instruments. In some parts of BiH, the frequency and timing of evaluations are regulated by regulations of the competent education authorities.

Comments and suggestions provided by students during the evaluation are a valuable source of information for all teaching staff and we will not exaggerate if we say that teachers themselves are also the most important result of the whole process. The collection and use of comments and suggestions is primarily determined by the chosen approach to measuring quality, goals and defined ways of using the results. This is certainly closely related to the time of application of the instrument, so that the approach to evaluate as early as possible gives students an additional incentive to give meaningful and honest answers to adapt their experience and learning during the teaching process to their own perceptions and requirements. Indirectly, the interviews revealed that students are reluctant to comment when the evaluation is conducted at the end of the semester because students are aware that all given suggestions and comments will be considered and accepted by academic staff in the next semester. Nevertheless, the approach is promoted that any positive criticism and suggestion contributes to the general increase in the quality of the teaching process and students should not look only closely at their current interest. In all the analyzed instruments, there is a space that students are free to fill in (open type items), but the difference is in what they want with that item. In seven cases, students are suggested to give comments and / or suggestions for the subjects they are grading, while in the other three examples students are suggested that the answer may be related to any aspect of their experience and the quality of the teaching process. Directed answers, ie comments and suggestions are relatively simpler to process, while comments related to the entire student experience cover a wider sphere of university activities, but are therefore more difficult to process and often lose their significance in the process. The goals of the evaluation process are further emphasized by the students and they are motivated to give useful comments, however, when processing and presenting the results, several issues always remain unresolved. First of all, the question of representativeness, ie the frequency of a certain comment or suggestion. In order for any comment to be considered, it needs to be relatively frequent - to be representative, so that follow-up activities that require a lot of resources and engagement can be planned and executed. Considering the way of data processing at the analyzed higher education institutions, the data on the number of comments was obtained for only three institutions, at the level of the institution, and expressed as a percentage, ranging from 10% to 30% of participants.

Table 4. Structure of instruments in use

Ordinal number of the institution	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Type of institution	J / F	J / F	J / F	J /RS	J /RS	P/RS	P/RS	P / F	P / F	P / F
Number of items	24	16	22	35	16	35	18	11	21	31
General information about the student	X		X	X	X	X	X			X
Teacher	X	X	X	X		X	X	X	X	X
Assistant	X	X	X	X		X			X	X
Subject				X		X		X	X	X
Teaching process	X			X	X	X	X	X		X
General questions		X		X					X	
Recommendations	X	X			X					
Comments	X	X	X		X				X	X
Services				X						
Literature						X				

Detailed insight into two sets of data, processing of comments and suggestions identified the appropriate numbers of categories, so that in the best case, the result was that for a particular category of comments or suggestions there are up to thirty identical entries. In this particular case, the population sample was almost six respondents, so we have only 5% reference to the specific situation. Despite such a relatively small (usually even smaller) reference to specific comments or suggestions, institutions make every effort to further investigate each identified objection, and the best measure of the effectiveness of such a system is to answer the question of whether plans are made or adjusted based on collected results. activities, staff engagement, and real forecasts and predictions. Given that most institutions expect comments and suggestions for a specific case, it remains unexplored whether and how the collected answers are sublimated from the case level to higher levels.
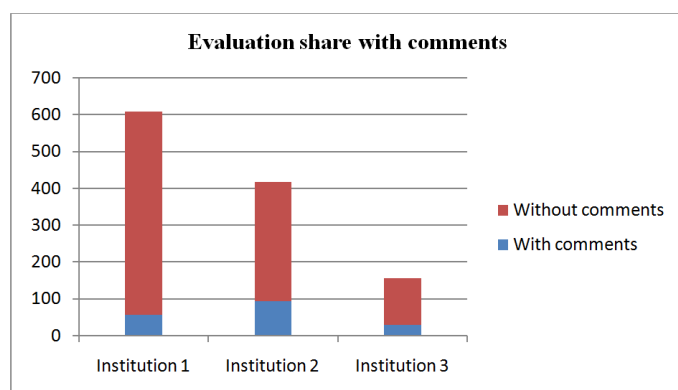

Graph 5. Evaluation share with comments

The use of the results of the evaluation of the quality of the teaching process by students is formalized in such a way that these results are an important factor in the advancement of teaching staff and when making management decisions on re-engagement or possible early termination of employment with academic staff. In this regard, the previously discussed issue of response rate, validity, reliability and other important characteristics of the analyzed tools and evaluation process gain additional weight and importance. Furthermore, the results of quality evaluations by students are the input data for certain performance indicators of the institution and staff. Recently, the practice of comparing certain indicators at the level of public higher education institutions has been introduced in BiH, where, among other things, the results of student evaluations are used. The practice of using the results of student evaluations as performance indicators is present in almost all analyzed institutions (eight out of ten), with these results being an important indicator when electing to higher titles of academic staff.

In addition to the fact that the result of student evaluation is an indicator of the quality of work of academic staff in a particular subject, there are defined minimum acceptable thresholds for results. In some private higher education institutions, the results of evaluations by students are a direct criterion for the renewal of employment contracts. As the results of student evaluations become relevant indicators used by management to make important strategic decisions, the issue of process organization and validity of collected data becomes even more important. At the analyzed higher education institutions, the interest in conducting evaluations is mutual and takes place with the active participation of both students and academic staff, which further contributes to the validity of the process and the results obtained. The process was formalized and the protocol of written recording has registered that such a formalized process is consistently applied. The interview indirectly revealed that the academic staff, in addition to all the above, has a positive attitude about the process and tools used and ways to use the results.

Evaluation of quality in the perception of the teaching process by students is a very broad concept and each of the observed institutions has processed it in its own way. When defining the concepts of quality and teaching process, it was logical to conclude that these concepts are not unambiguous but are layered and for their evaluation should be defined several sets of variables, expressed by factors that affect the quality of the teaching process. The structure of the used tools is very similar, but still significantly different, and all aspects of the quality of the teaching process were considered during the design of systems and tools is evident from the organization of instruments. The analysis of the structure of instruments in use defines the following categories: general information about the student, teacher, assistant, subject, teaching process, general questions, recommendations, comments, services, literature, all through the prism of student satisfaction. Some of these aspects were evaluated by special instruments. The data presented in the table above refer to aspects that are defined as separate and as such are presented in the instrument. Certainly, certain parts of each of these aspects are present in different categories of instruments, e.g. the issue of literature and evaluation of other services that support the teaching process. The method of processing the results is largely conditioned and determined by the instruments used, the approach to measuring quality, but also the practical situations of available resources and technical equipment. At some stage the processing of results becomes automated, and the applied approach to the evaluation process determines whether the process will be electronic from the very beginning (filling, processing, distribution) or will start by filling in printed forms which will be translated into electronic form at a later stage, and as such

to be distributed. The distribution of data in any case to some extent implies printed results.
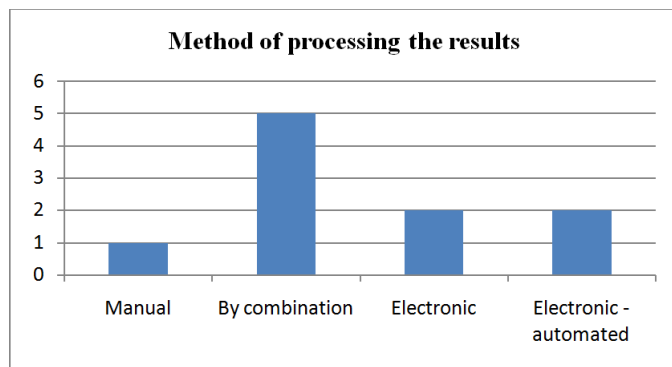
Graph 6. Method of processing the results

Presentation of the results of quality evaluation by students is a challenge at every higher education institution. All analyzed higher education institutions in a certain way present the results of evaluations to academic staff and students. Also, in no higher education institution is this data in its original form available to the general public via the Internet, which is certainly an example of positive practice. Publishing raw results at the individual level in no way contributes to the basic function of the quality assurance system - improvement in a particular area. Publishing the results, without context and additional data on real conditions, restrictions and other data, is in fact misinforming the general public and certainly giving an incomplete picture of reality. Instead, concise and grouped information with a certain numerical, average value of the evaluation elements is available to the public with the right approach. In this way, transparency and information of all interested parties is ensured, and detailed, individual results are analyzed and considered at the appropriate levels of the higher education institution. This definition of the approach to the segment of publishing and distributing evaluation results certainly stems from the previously defined objectives of the evaluation. In all analyzed higher education institutions, the evaluation is carried out at the individual level, with a different approach to defining the basic level - whether it is academic staff or a subject. While none of the analyzed instruments is immune to the presence of elements of evaluation and academic staff and subjects, in the structure of the observed instruments as a basic level is defined:
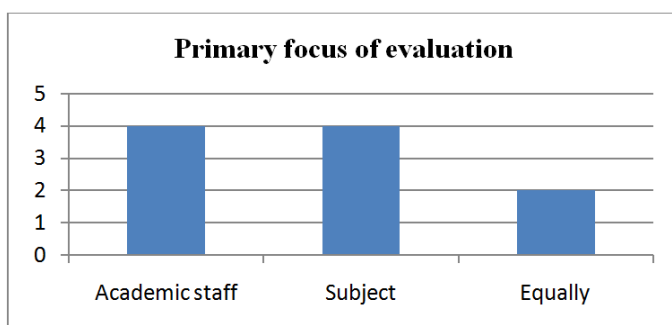
Graph 7. Basic level of evaluation (conceptual)

Data collected at this basic level are further grouped at the level of study program, department, faculty and higher education institution. Since the same instruments are used in one higher education institution, this aggregation of data is simple and happens so that by adding individual data, new

values are obtained at a certain level. The question of the correctness of this approach, rather than the use of factorization, has been previously problematized in this paper. The detailed results presented to the bodies of the higher education institution also contain data on the response rate, ie the number of participants in the evaluation. What is missing at the three higher education institutions is the data on the basic set that evaluates, either as a number or as a rate (percentage) of student participation. The approach at all analyzed higher education institutions is that there is no defined desired numerical value of the evaluation as such, but the expectations are reasonably clear and simple, and in a way that more is better. It follows that when presenting the results, it is impossible to take a stand on whether the planned goals (which are not even defined) have been achieved. However, what is being done at all higher education institutions is to compare student evaluations with the results from previous periods. It is important to emphasize that in addition to informing direct users and analyzes at the bodies of the institution, these results are also used in many official reports, analyzes and plans of the internal quality assurance system. Also, these results are used in the process of external quality assurance of higher education institutions. By analyzing the process of quality assessment by students, a different practice was recorded at each observed institution. However, it is important to point out that all these different practices basically have a lot in common, noting that none of the systems is fully in line with the guidelines below. For the sake of illustration, this section presents a detailed analysis of only certain segments of the evaluation process, which includes an analysis of the impact of different factors and the interdependence of the steps present in the evaluation process. The process of quality evaluation in the perception of the teaching process by the student is prescribed as an activity by the relevant law on higher education. Also, the obligation to conduct regular, periodic evaluations is determined by the statute of the higher education institution. Details of the process, tools for use and all important items are defined by the relevant regulations.

The Rulebook and its instruments were created by a wide discussion of directly involved actors, academic staff and students, in a way that the central body of the internal quality system led the process that began with defining proposals, usually based on existing practice at other higher education institutions. The main disadvantage of this approach is that other important actors in higher education were not involved. Furthermore, there was no direct conversation with the actors of the process at that other higher education institution whose practice was the basis of the proposal, ie no information was received as to why and with what motives certain activities were resolved in the way it was done. Also, the basic motive for defining the proposal was most often the satisfaction of the appropriate regulation, so that the deeper goals and purposes of this process were not followed. With this formalistic approach, it is not necessary to emphasize that many important elements are not defined, so there are no definitions of basic terms, the statement of evaluation objectives is unclear and those defined elements remain vague and open to interpretation. The results-based activities are general and broad, leaving the possibility of personal interpretation by the dean who should apply "appropriate mechanisms". This approach most clearly emphasizes the influence of motives and goals of the entire process as factors that essentially determine the process. If the motivation is not intrinsic, and the goals are clear and precise, all subsequent activities and their results cannot give optimal

results and a situation of spending a lot of resources on activities for which the starting point or final goal is not correctly defined. Institutions are deceived into doing the right thing because they feel they have achieved a goal (which is not clearly defined) no matter what outcome they get. The material conditions and the development of information systems and the established infrastructure largely determine the ability of the institution to conduct the evaluation electronically or through paper and pen. In institutions that do not have developed resources for electronic evaluations, paper and pen is the only option. Only those institutions that have developed capacities can decide which method to apply, based on a detailed analysis of their goals and existing practice. The size of the institution, the number of students, as well as the availability of funds for these purposes are also factors that significantly affect the commitment of the institution in many important elements of the process. The very appearance and format of the evaluation instrument significantly determines the course of the process. For example, if only one subject (or teacher) is evaluated with instruments, in practice this means that one student, if they want to cover all subjects, will fill in the same instrument on average six times during each evaluation. In practical terms, it is assumed that during the organization of the evaluation period during one week, the same group of students will need to come six times and perform an identical activity. In practice, this is rarely possible, so it is often resorted to evaluating all subjects at once, and then the question arises as to why six forms would be used, if the evaluation can be done in one form for all evaluation subjects. Here we are talking about the case of paper and pencil evaluation. If the evaluation is electronic, through a functional system, the student can evaluate all subjects at once and ideally this is an automated process that delivers results to predefined users in the desired form.

DISCUSSION

In social research, a student response rate of 50% is considered satisfactory, which is applied in practice, e.g. in state-level student evaluations in Australia. Australia has a response rate of around 60%, and the central body in charge of the national evaluation system aims at a real response rate of over 70%. At the institutional level, the practice is to collect the results of the evaluation at the end of the course, which leads to a situation where students feel compelled to give grades at a given time. In this way, a significantly higher response rate is ensured, but this practice is in direct contradiction with the clear evaluation methodology, which defines that the respondent must participate voluntarily, ie that he has the possibility of non-participation. In practice, online evaluation is applied in which students may or may not participate, and gives an almost identical response rate as other (written) forms of application of this instrument (Dommeyer *et al.*, 2004). The topic of the quality of university teaching cannot be viewed unilaterally as the responsibility of the teachers themselves, but must include the involvement of the students themselves and their activity in the teaching process.

This issue raises the dilemma of defining students as service users, ie customers, which cannot and must not be viewed through a simple analogy of trade, but primarily through the analogy of co-responsibility, ie primary responsibility for the success of the process. This approach has been recorded in students who correctly understand their role in the teaching process, and was confirmed by a survey conducted by Rolf in 2002. She found that students primarily expect detailed instructions from teachers, rather than seeking information from libraries and other sources themselves. In this way, the teacher and the student work together to achieve a common goal. In addition to this, she found that students expect teachers to perform other roles at the same time. All of this was further confirmed by a study by Lamers et al. (2005) who found that students do not expect results regardless of the level of commitment within the subject. Depending on the role given to the student, his level of engagement, involvement and achieving the set learning outcomes also depends. Discussions on student roles focus on a key issue - how to enable students to maximize engagement in the process of learning and acquiring new knowledge and skills. It is well known that academic success depends on the level of active student participation in the teaching process (Fritschner, 2000). So, we come to the important determinant of student motivation, but, perhaps more importantly, the influence of attitudes and opinions on participation in the learning process. Specifically, if during the teaching process there is a difference between the expectations of students and the actual quality of the teaching process and the level of student engagement, we have student dissatisfaction with the exchange process (realization of the subject) which motivates students to action that may be such that students drop out subjects, attend classes because they are forced, etc. Student engagement in the teaching process therefore becomes an indicator of student satisfaction and the quality of the teaching process. Nevertheless, research findings need to be taken into account that atypical students are much more engaged in the teaching process than typical young students (Fritschner, 2000; Howard *et al.,* 2002). Finney and Finney (2010) in a sample in the United States found a correlation between seeing their role as students, involvement in educational activities, student age, average grades, and class attendance with satisfaction with the realized teaching process. It was found that satisfied students are much more committed to their primary role - learning and achieving better results. They also found in their research analysis that it is often necessary to familiarize students with their roles (and responsibilities) instead of prioritizing a change in the work style of teachers and universities. Because students perform subjective evaluations of the quality of university teaching, research has been conducted in the United States on the impact of ethical perceptions of teacher behavior and the impact on overall evaluation of teaching (Valentine and Kidwell, 2008). Srikanthan and Dalrymple (2003) presented important actors and their collective perceptions of quality in higher education emphasizing that within a group of students, as the largest and very heterogeneous, there are differences in study goals and motives as well as perceptions of their role in university.

Table 5. Perceptions of the quality of important actors (Adapted from: Srikanthan and Dalrymple, 2003)

Important actors	Perceptions of quality
Institutions that finance and the society as a whole	Value for investment; return on investment
Current and future students	High standards in order to gain benefits in future employment
Employers	The competencies of the graduates should correspond to the jobs they will perform at work
Teaching and administrative staff of the university	Consistency, recognition and respect for the educational challenges of a heterogeneous group of students

Conclusion

The quality of higher education is an area that occupies an appropriate place on the list of priorities for the development of society. Consideration of the quality of higher education institutions is not a topic discussed only by direct actors in higher education, students and teachers, but a topic in which all segments of society want to be involved, and higher education institutions must provide ways to involve all stakeholders. While this situation is quite common in some countries, in BiH this is a new development where the direct actors in the teaching process had to meet new requirements and accept the new reality of higher education. No one has the absolute authority to claim to do their job flawlessly, everyone is subject to evaluation and quality control. The introduction of a new practice always has its advantages and disadvantages, its proponents and opponents. The reality of higher education is that students have an important say in assessing quality from their own perspective and based on their own experiences. After all, they are the most invited to, as direct users of the higher education system, give an unequivocal judgment about the quality of the service they receive. It must be emphasized that students in the teaching process are not passive recipients of the service, but active participants in the process to which they contribute significantly.

Conflicts of interest: The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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