

The teachers of the Higher School of Applied Economics face the establishment of a system of evaluation of teaching by students

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Abstract: To concretize the involvement of students in the training, the regular evaluation of the teachings by the latter remains an important point. Thus, the purpose of this study is to analyse the point of view of Higher School of Applied Economics teachers/researchers on the implementation of a system for the evaluation of teaching by students. The results of the study showed that Higher School of Applied Economics teachers/researchers are familiar with the ETS system and are in favour of its introduction within the institution.

Keyword: Higher education. Programs. Teaching. Teachers. Learners. Evaluation. Quality assurance.

Résumé : Pour concrétiser l'implication des étudiants dans la formation, l'évaluation régulière des enseignements par ces derniers reste un point important. C'est ainsi que cette étude a pour objectif d'analyser le point de vue des enseignants/chercheurs de l'Ecole Supérieure d'Economie Appliquée sur la mise en place d'un dispositif d'Evaluation des enseignements par les étudiants. Les résultats de l'étude ont montré que les enseignants/chercheurs de l'Ecole Supérieure d'Economie Appliquée connaissent le système de l'Evaluation des enseignements par les étudiants et sont favorables à son instauration au sein de l'établissement.

Mots-clés : Enseignement supérieur. Programmes. Enseignement. Enseignants. Apprenants. Evaluation. Assurance qualité.

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1. Context

As part of its strategic plan, the Université Cheikh Anta Diop de Dakar has committed to establishing contracts of objectives with the Higher Education Institutions that compose it. Those contracts result in institutional projects with several components including Quality Assurance (QA).

Nowadays, QA occupies an important place in the functioning of Higher education institution. Indeed, according to Varghese (2008), the quality of teaching is a multidimensional concept that takes into account the quality of curricula, staff, students, teaching and learning equipment and materials. At Université Cheikh Anta Diop de Dakar, there has been a decline in the quality of training. The main indicators of this decline are: the poor adaptation of teaching/learning programmes to current changes in knowledge and the new economic context and the mismatch of proven skills to the requirements of the profession to which the diploma qualifies.

It is in this context that the Higher School of Applied Economics organized a workshop in December 2019 to discuss its school project in accordance with the recommendations of the Université Cheikh Anta Diop de Dakar strategic plan. After three days of exchanges, the Higher School of Applied Economics has developed an established project based on relevant and quality training centered on the student. This is reflected in the implementation of a policy of diversification of the training offer in line with the socio-economic needs defined in the benchmarks of Senegal's public policies.

Among the bodies that have been set up as part of the the Higher School of Applied Economics project, there is the Sectoral Quality Assurance Unit. Under the supervision of the Direction of the Internal Quality Assurance Unit of Université Cheikh Anta Diop de Dakar, the Sectoral Quality Assurance Unit of the Higher School of Applied Economics aims to supervise the implementation of QA within the institution, particularly in the field of training, research and university life. The Sectoral Quality Assurance Unit of the Higher School of Applied Economics is therefore responsible for implementing the Quality Policy defined by the Direction of the Internal Quality Assurance Unit. This will involve implementing the instruments for implementing at Université Cheikh Anta Diop de Dakar Quality Policy such as benchmarks, indicators, action plans, dashboards and internal evaluation tools, supervising the various evaluations required by the National Authority for Quality Assurance of Higher Education, Research and Innovation. Finally, the Sectoral Quality Assurance Unit of the Higher School of Applied Economics will also be responsible for evaluating projects for the creation

of research and/or training structures as well as training projects and programs with a view to their accreditation and/or accreditation and for exploiting internal and external evaluation reports and setting up remediation strategies.

However, to have quality teaching programmes, an innovative pedagogical approach centred on the learner and aimed at better participation/empowerment of the latter in his training is needed. Thus, in order to concretize the involvement of students in training, the regular evaluation of teaching by them remains an important point. Indeed, the Evaluation of teaching by students allows teachers / researchers to have a return of the main beneficiaries of their services. Moreover, most Western universities currently systematically proceed with the ETS. ETS practices vary slightly from one University to another, especially with regard to the extent of the evaluation and the method of dissemination of results. This study focuses on the point of view of teachers/researchers on the implementation of an ETS system at Higher School of Applied Economics.

2. Introduction

The history of higher education in Senegal began in 1918 with the creation of the Dakar School of Medicine (EMD) which gave birth to the University of Dakar in 1957 which became Université Cheikh Anta Diop de Dakar. In addition, over time, the Senegalese higher education system has undergone transformations ranging from university governance to the introduction of QA. This means that the culture of evaluation is well anchored in the field of higher education in Senegal. This is how national, regional and international bodies participate in the evaluation of teachers/researchers, researchers, Higher education institution and training programmes.

2.1. Programmes evaluation.

In Senegal, the evaluation of training programmes is carried out by four bodies. These are National Authority for Quality Assurance of Higher Education, Research and Innovation, The African and Malagasy Council for Higher Education, the International Conference of Deans and Faculties of French-Speaking Medicine and the International Conference of Deans and Faculties of French-Speaking Pharmacy.

Created in 2012, National Authority for Quality Assurance of Higher Education, Research and Innovation is responsible for evaluating applications for institutional accreditation and accreditation of Senegalese public and private Higher education institution programs. The evaluation is made by peers from a reference framework accepted by all stakeholders. National Authority for Quality Assurance of Higher Education, Research and Innovation has the

competence to give or no the accreditation. Since May 2015, the Senegalese Government has issued a decree revising the conditions for the recognition, classification and equivalence of higher education diplomas by the Ministry of the Civil Service. According to the provisions of this decree, diplomas, titles and degrees in higher education must, for their recognition, meet two essential conditions: be issued by Higher education institution authorized or approved by the Ministry of Higher Education, Research and Innovation and accredited by National Authority for Quality Assurance of Higher Education, Research and Innovation or recognized by The African and Malagasy Council for Higher Education. Decree No. 2015-582 of 11 May 2015 therefore obliges all Higher education institution (public and private) in Senegal to request the accreditation of their diplomas by National Authority for Quality Assurance of Higher Education, Research and Innovation.

In addition to National Authority for Quality Assurance of Higher Education, Research and Innovation, there is also The African and Malagasy Council for Higher Education which, since 1972, has been evaluating Higher education institution training programmes within the framework of the the Diploma Recognition and Equivalence Programme. The Diploma Recognition and Equivalence Programme is entrusted with the mission of recognition and equivalence of diplomas, titles and degrees in the The African and Malagasy Council for Higher Education area, and in that of other countries that request it. Like National Authority for Quality Assurance of Higher Education, Research and Innovation, the evaluation of The African and Malagasy Council for Higher Education under the the Diploma Recognition and Equivalence Programme is done by peers with a reference system known to stakeholders.

In addition, it should be noted that the evaluation of programs by The African and Malagasy Council for Higher Education is not mandatory. In other words, it is the Higher education institution who request it if they wish. Thus, in Senegal, almost only private Higher education institution submit their training programs for recognition and/or equivalence by The African and Malagasy Council for Higher Education, because students require it. As for public Higher education institution, they are satisfied with the recognition of the legality of their diplomas granted by the State (accreditation) and the accreditation of the National Authority for Quality Assurance of Higher Education, Research and Innovation.

The evaluation by the International Conference of Deans and Faculties of French-Speaking Medicine and International Conference of Deans and Faculties of French-Speaking Pharmacy is done by peers and focuses on the health sciences program. These two structures assess the needs of society, training objectives and curricula (content, organization, pedagogical and

educational methods, evaluation of students and teachers, available human and material resources). But it should be noted that the evaluations of the International Conference of Deans and Faculties of French-Speaking Medicine and International Conference of Deans and Faculties of French-Speaking Pharmacy are essentially formative, because they have no character of sanction. It aims to improve the quality of training through a dynamism that mobilizes faculties, teachers and students and by developing a culture of evaluation in the Faculties. They make it possible to develop and maintain a critical sense among teachers, students and administrators through the self-assessment phase. Currently, the evaluation of programs by the the International Conference of Deans and Faculties of French-Speaking Medicine and or by the International Conference of Deans and Faculties of French-Speaking Pharmacy is only done at the request of the Higher education institution. For example, in Senegal, the Faculty of Medicine of Université Cheikh Anta Diop de Dakar has had its health sciences training programs evaluated.

2.2. Institutional evaluation

The evaluation of Higher education institution and research is the responsibility of National Authority for Quality Assurance of Higher Education, Research and Innovation, which is responsible for examining applications for authorization made by public and private Higher education institution. Like programme evaluation, institutional evaluation is carried out by peers on the basis of the self-assessment report provided by the Higher education institution and according to a reference framework whose standards are known and accepted by all stakeholders. The institutional evaluation leads to a technical opinion from an National Authority for Quality Assurance of Higher Education, Research and Innovation on which the Ministry of Higher Education, Research and Innovation relies to give or no the authorization to an Higher education institution. As in the evaluation of programs, Decree No. 2015-582 of 11 May 2015 on the recognition, classification and equivalence of higher education diplomas also oblige public and private Higher education institution to request their evaluation with a view to obtaining the authorization to issue diplomas of the Bachelor-Master-Doctorate system.

2.3. Evaluation of teaching

The brief overview of the evaluation mechanisms that accompany the functioning of Senegal's Higher education institution shows that the evaluation of lessons learned is the poor relation of this system. Indeed, apart from Sall's (2009) study on Université Cheikh Anta Diop de Dakar teachers' perceptions of teaching evaluation, there is almost no scientific literature on the

subject. Sall (2009) therefore had the merit of posing the problem, but only by focusing on teachers from three faculties of Université Cheikh Anta Diop de Dakar. But as Sall (2009, p. 233) himself put it so well, "the results obtained constitute a good basis and a pretext for raising awareness among Université Cheikh Anta Diop de Dakar teachers/researchers about the problem of teaching evaluation." And that "despite the real methodological limitations, the results make it possible to outline the courses of action for the development of teaching evaluation strategies, an essential component of any quality approach in higher education."

It should also be noted that even the Quality, Equity and Transparency Improvement Programme which was designed to cover all sub-sectors of education/training, ranging from pre-school to higher education and research, mentioned the evaluation of teaching only superficially. Indeed, in its strategy to improve the quality of teaching/learning, the Quality, Equity and Transparency Improvement Programme has just mentioned "the establishment of mechanisms for evaluating teaching and teachers" and "the consolidation of external and internal quality assurance systems to have better quality educational institutions and programs" (Republic of Senegal, 2018, p. 76) without going into details.

Our study still focuses on Université Cheikh Anta Diop de Dakar, but it is essentially oriented towards Higher School of Applied Economics as part of the quality approach mentioned in the establishment project. An institution of higher vocational training, the Higher School of Applied Economics was created in 1963 to meet key objectives of the economic and social development of Senegal, and even of the African countries south of the Sahara. It was officially attached to Université Cheikh Anta Diop de Dakar in 2008. Higher School of Applied Economics has four departments: the Department of Spatial Planning, Environment and Urban Management, the Department of Community Development and Training, the Department of Economic Planning and Management of Organizations and the Department of the Common Core.

The pedagogical project of the Higher School of Applied Economics is original and specific in relation to current professional training and classical university training. Indeed, throughout the training curriculum, pedagogy is based on the alternation between theory and practice. Thus, the major challenges that, at the moment, challenge Higher School of Applied Economics are declined in terms of adaptation in the university context but also of consolidation and valorization of achievements in terms of professional training and action research. This is why the Higher School of Applied Economics is inspired by the institutional reforms that tend to generalize the adoption of the Bachelor-Master-Doctorate system as a professional Higher

education institution of the Université Cheikh Anta Diop de Dakar. In doing so, Higher School of Applied Economics positions itself as a welcoming framework that creates the link between university training and higher vocational training in accordance with the new orientations of Senegalese higher education.

Even if this study is limited to the Higher School of Applied Economics, it nevertheless deepens and complements that of Sall (2009). This is why it aims to analyse the point of view of Higher School of Applied Economics teachers/researchers on the establishment of an ETS system within that institution.

3. Methodology

To achieve the research objective, we opted for an exploratory descriptive approach. It is a structured search of the problem to the results through the literature review and the methodology (Gauthier, 2003). This type of quantitative research, with a questionnaire as a data collection tool, has made it possible to study the point of view of teachers/researchers on the ETS using the evaluation dimensions of Sall (2009), Centra (1993) and Dejean (2006).

3.1. Research topics

To choose the subjects, we opted for the census. In other words, we considered it necessary to interview all Higher School of Applied Economics teachers/researchers. These teachers are estimated at about fifty people, including 20 permanent workers. The other 30 are external stakeholders (individual contractors) at the institution. This choice is justified by the fact that Higher School of Applied Economics is a small school in terms of enrolment unlike the faculties of Université Cheikh Anta Diop de Dakar.

However, although the questionnaire was sent to all Higher School of Applied Economics teachers/researchers via the <https://outlook.office.com/> platform, 26 completed and returned it, representing a return rate of 52%. As for the inclusion of research subjects in the sample, it was voluntary.

3.2. Description of research topics

In this section we describe the research topics on which data were collected. These are results from statistics describing the socio-professional characteristics of subjects such as gender, status, profile, university degree, department of membership and number of years of teaching experience.

With regard to gender, the results obtained show that 92.31% of the respondents to this study are men compared to only 7.69% of women. This shows the low representation of women in the Higher School of Applied Economics teaching/research staff. Moreover, of the 20 permanent teachers/researchers at Higher School of Applied Economics, there is only one woman.

After gender, the status (permanent teacher and part-time teacher) of teachers also makes it possible to describe research topics. According to statistics, nearly 2/3 (76.9%) of respondents are part-time teachers. This situation has an influence on the course of the teachings. Indeed, according to descriptive statistics, 65.38% of Higher School of Applied Economics teachers/researchers are professionals. This is still important at a time when we are talking more and more about the professionalization of the sectors in Senegal. As for university degrees, 57.69% of research subjects are assistants. In other words, they are teachers/researchers who do not hold the doctoral degree.

With regard to the number of years of experience in teaching, statistics show that almost half of Higher School of Applied Economics teachers/researchers (46.15%) have more than 15 years of experience in university teaching. Finally, the research topics have been equally distributed according to the department in which they operate. As a reminder, the Higher School of Applied Economics has four (04) departments: ATEGU, DECOF, PEGO and the Common Core. By observing the descriptive statistics, we realize that the research topics are distributed almost equitably in the four (04) departments. Indeed, apart from ATEGU with the rate of 19.20% of respondents, the other three departments recorded the same number of respondents.

3.3.The data collection instrument

To carry out this quantitative research, we used a questionnaire as a data collection tool. The questionnaire is a tool for quantifying and comparing information collected from a representative sample of the population targeted by the evaluation (Grawitz, 2001). It is therefore a set of items built in order to obtain the information corresponding to the evaluation questions (Trudel & Antonius, 1991).

As part of this research, a closed questionnaire with a few open-ended questions was used (choices to be made). Indeed, in a closed questionnaire, the items impose on the respondent a precise form and a limited number of choices of answers in order to obtain factual information, judge whether or not to agree with a proposal, know the respondent's position regarding a range of judgments, etc. (Trudel & Antonius, 1991).

The questionnaire used in this research was constructed from the evaluation dimensions of Sall (2009), Centra (1993) and Dejean (2002). The instrument consists of three parts. In the first place, we have the socio-professional characteristics, in the second part, we have the practices of the evaluation of teaching by students, finally, the third part of the questionnaire includes questions relating to the dimensions of the evaluation of teaching by students.

3.4.Data collection

The choice of a method of collecting information is based on certain factors that depend on the objectives to be achieved, the resources available and the environment in which the information will be collected. This means that the accuracy and extent of the data to be collected, the time and effort required, the time required to complete the research, the type of questions asked, the costs associated with each of the methods collected, and their specific administrative requirements are all determining factors (Johnson and Christensen, 2010; Vallerand and Hess, 2000). But regardless of the tool used, the researcher must minimize biases and sources of error when collecting data (Johnson and & Christensen, 2010).

For the data collection that we carried out from April 30 to May 31, 2020, the <https://outlook.office.com> platform was used. After creating the questionnaire in this platform, a link was sent to all topics by email.

3.5.Data processing

To process the data, SPSS and Microsoft Excel software were used. After the data was processed, we carried out their analysis, which was done at two levels. As a first step, we performed a descriptive analysis of the research topics using the frequency tables. In a second step, we used the calculation of relevance indices (PI) in order to prioritize the ETS dimensions. The PI was calculated according to the method of Sall (2009): the items were considered as silent or dummy dichotomous numerical variables with two modalities. Thus, if a dimension has been chosen by a respondent to the study, the related variable takes the value 1, otherwise, the variable takes the value 0. Thus, the relevance of each dimension of the Higher School of Applied Economics is obtained by relating the total number of points obtained to the number of respondents to the dimension:

$$PI = \text{number of points obtained/number of respondents}$$

4. Results and discussions

The presentation, analysis and discussion of the results of this study will mainly focus on the practice of ETS at Higher School of Applied Economics and its different dimensions.

4.1. Knowledge of the Evaluation of teaching by students

According to the descriptive statistics compiled in the table below, only 3.85% of respondents say they are not familiar with the practice of ETS in higher education. This shows that the ETS is very well known to teachers/researchers at Senegalese universities.

Table 1. Knowledge of ETS

Knowledge of ETS	Numbers	Percentage
Yes	25	96,15
No	01	3,85
Total	26	100,0

4.2. ETS practice

The following table contains the distribution of teachers/researchers according to their level of knowledge of ETS practice at Higher School of Applied Economics. According to the descriptive statistics in the table, almost half of the respondents (46.20%) say they are not aware of the practice of the ETS within the Higher School of Applied Economics. Only 15% of the teachers/researchers interviewed practice ETS. This suggests that the practice of the ETS is not yet formalized at the Higher School of Applied Economics, and that the few teachers/researchers who practice it, do so on the basis of their individual initiatives.

Table 2: ETS Practice

ETS Practic	Numbers	Percentage
Yes	04	15,40
No	12	46,20
Don't know	10	38,40
Total	26	100,0

4.3. Establishment of the ETS

Based on the descriptive statistics compiled in the table below, all respondents agree with the introduction of ETS within the Higher School of Applied Economics. Moreover, nearly 2/3 of them are in complete agreement with the establishment of the ETS. This situation suggests that Higher School of Applied Economics teachers/researchers are ready for their teachings to be evaluated by students.

Table 3: Introduction of the ETS

Establishment of the ETS	Numbers	Percentage
Totally agree	19	73,10
Agree	07	26,90
Total	26	100,0

4.4. Competence of students to evaluate teachings

The table below shows the distribution of teachers/researchers according to their views on students' competence to evaluate the teaching provided to them. According to the descriptive statistics in the table, only 11.50% of respondents say that students do not have the skills to evaluate teachings. This shows that 88.50% of Higher School of Applied Economics teachers/researchers are relatively ready for their teachings to be evaluated by students.

Table 4: Students' Competence to Evaluate Teachings

Students' Competence to Evaluate Teachings	Numbers	Percentage
Yes	23	88,50
No	03	11,50
Total	26	100,0

4.5. Dimensions of student evaluation of teaching

As a reminder, the PI was calculated by considering items as silent or dummy dichotomous numerical variables with two modalities (Salle, 2009). For example, if a variable is selected by a teacher (research topics), it takes the value 1, otherwise it takes the value 0. Thus, the relevance of each ETS dimension was obtained by dividing the total number of points obtained by each variable and the number of respondents to that variable.

4.6. Objectives of the evaluation of teaching by students

The table below shows the breakdown of the objectives pursued by the ETS according to the value of the IP. With a value of 0.96 (almost equal to a 1), the item "Allowing the teacher to have feedback to improve teaching" was chosen by most Higher School of Applied Economics teachers/researchers. This shows that for the respondents of this study, the primary objective of the ETS is to allow the teacher to have feedback from his students. This feedback is important because it will allow the teacher to improve his teaching. In other words, it is a formative assessment that is useful for both the teachers and the students. And according to the Regulations of Studies of Laval University (2020, p.34) "Formative evaluation verifies the

progress of learning. It allows the student to identify the learning to be perfected and the teacher to see the effect and relevance of his pedagogical action and to adjust it. Formative assessment must be integrated into the training and learning approach."

In addition to the item "Allowing the teacher to have feedback to improve teaching", the one on the implementation of the quality approach is an important element in the eyes of Higher School of Applied Economics teachers/researchers. This item is credited with 0.88 out of a total value of 1. This is understandable if we know that the ETS occupies an important place in the quality approach. Indeed, in the field of higher education, the ETS is a quality approach, because allowing the main beneficiaries of the training (students) to express their opinion on the teaching is an important element in the quality of these courses. This means that any Higher education institution must implement a quality approach and adopt a culture of quality. Moreover, "The implementation of a quality approach within the entities of education attests to the desire to guarantee, as far as reasonably possible, good pedagogical and scientific practices. This quality approach aims to enhance the value of these entities by:

- providing guarantees claimed by sponsors, the public and the scientific community;
- training and valuing education stakeholders in a renewed culture of rigour and responsibility;
- ensuring knowledge of the limits of validity and therefore of - progressing continuously in daily practices (Khelif & Chaoui, 2009, p.4).

Other items such as "Enabling students to express an opinion on the lessons received", "Developing a culture of evaluation", "Increasing the competitiveness of higher education", "Monitoring teachers" or "Collecting data on the work of teachers" are also important to Higher School of Applied Economics teachers/researchers.

Table 5: Objectives of the ETS

Items	Relevance Index
Providing feedback to the teacher to improve teaching	0,96
Implement a quality approach	0,88
Allow students to express an opinion on the lessons received	0,69
Developing a culture of evaluation	0,58
Increasing the competitiveness of higher education	0,35
Controlling teachers	0,31
Collect data on teachers' work	0,27
Provide a dashboard to the teacher	0,27
Valuing higher education	0,23
Fostering personal development	0,23
Promote motivation	0,23

4.7. The actors involved in the evaluation of teaching by students

Another important element in ETS remains the actors involved. The observation in the table below shows that Higher School of Applied Economics teachers/researchers prefer the ETS to be conducted by the department council (0.85) or by a fellow teacher responsible for the level of training (0.73). In higher education, the department is the basic unit of teaching, research, innovation and service to the community. The department brings together courses that fall within the same discipline or related or related disciplines. The head of training level is also chosen from among the teachers who make up the department. It is perhaps this proximity that explains the fact that Higher School of Applied Economics teachers/researchers prefer that the ETS be conducted by the department council or a teacher responsible for the level of training. However, this proximity can cause bias to the ETS.

Table 6: Actors in the evaluation of teaching by students

Items	Relevance Indices
Conseil of departement	0,85
Teacher responsible for the level of training	0,73
Directorate of Pedagogical Affairs	0,65
Students	0,65
Mixed teacher-student teams	0,50
Governing Board	0,38
Internal teachers (peer review)	0,27
National external experts	0,27
External teachers (evaluation by colleagues from other universities)	0,15
International external experts	0,04

4.8. The modalities and tools of the evaluation of teaching by students

Modalities and tools are very important in the ETS. To make an assessment, you need to collect data; and this collection requires the use of a number of tools such as the questionnaire, the Interview Guide, etc. According to the information in the table below, the Higher School of Applied Economics teachers/researchers we met prefer the use of a questionnaire (0.88) or the analysis of their course materials (0.85) among the ETS tools. The questionnaire is a data collection tool whose questions are predetermined, often on paper or in electronic format, administered to a large number of subjects at once. It can be administered directly (in person), by phone, online or sent to participants by mail or email. As for the course materials (IP = 0.85), they allow the evaluator to make a judgment on the content of the teachers taught by the teacher.

In addition to these two tools, Higher School of Applied Economics teachers/researchers have to a lesser extent chosen the interview guide (0.58) and the focus group (0.42) between fellow teachers as an instrument of the ETS.

Table 7: The modalities and tools of the evaluation of teaching by students

Items	Relevance Indices
Questionnaire	0,88
Analyses of the teacher's supporting documents	0,85
Maintenance Guide	0,58
Focus group between teachers	0,42
Focus group students-group of national experts	0,31
Focus group teachers-group of national experts	0,27
Focus group students-group of international experts	0,12
Focus group teachers-group of international experts	0,08

4.9.Criteria for the evaluation of teaching by students

Evaluation criteria are also an important element in the ETS. Based on the information in the table below, in order to carry out the ETS, Higher School of Applied Economics teachers/researchers made their main choices on the following criteria: "Definition of course objectives (IP=0.923)", "Course organisation and clarity (IP=0.84)", "Teacher pedagogical ability (IP=0.69)", "Students' understanding of the course (IP=0.61)" and "Course relevance (IP=0.57)". These four dimensions are extremely important in education. Indeed, every teacher must first clearly define the objectives of his course. Then, the course must be organized by the teacher so that it is clear to the learners. Finally, the teacher must develop pedagogical skills to facilitate the understanding of the course to learners. This means that relevant teaching is based, among other things, on clearly defined objectives with good organization and clarity of high quality. But this is not enough, it is also necessary that the teacher develops pedagogical skills to facilitate the understanding of the teachings he provides.

Table 8: Criteria for evaluation of teaching by students

Items	Relevance Indices
Definition of the objectives of the course	0,923
Course organization and clarity	0,846
Teacher's Teaching Skill	0,692
Students' understanding of the course	0,615
Course Relevance	0,577
Proposed learning activities	0,423
Course Evaluation	0,346
Course Planning	0,308
Integrating ICT into the course	0,231
Bibliographic references chosen by Professor	0,077

4.10. Limitations of student evaluation of teaching

The observation in the table below shows that the ETS has limitations. According to the information in this table, most Higher School of Applied Economics teachers/researchers believe that the ETS is a settling of scores between teachers and students (IP= 0.77). This situation could be explained by the fact that in some higher education institutions, the ETS is taken into account in the teacher advancement file. In addition, some teachers may be led to believe that students do not have the ability to evaluate their teachings.

Table 9: Limitations of Student Evaluation of Teaching

Items	Relevance Indices
Settling of accounts between teachers and students	0,77
Students' inability to evaluate teachers	0,46
Weapon for the administration to punish teachers	0,42
Lack of assessment of the relevance of lessons	0,35
Ethical issues	0,31
Evaluation results needed to improve lessons	0,27
Peer teachers able to evaluate teaching	0,27
Stress for teachers	0,23
Impertinence of the	0,08

5. Conclusion

The purpose of this study was to analyse the point of Higher School of Applied Economics teachers/researchers on the implementation of an ETS system within that institution. To achieve this goal, we opted for exploratory descriptive research. This type of research made it possible to study the point of view of teachers/researchers on the implementation of ETS within the Higher School of Applied Economics.

The results of the study showed that Higher School of Applied Economics teachers/researchers are familiar with the ETS system and are in favour of its introduction within the institution.

However, like any human work, this research presents some limits. The first stems from the fact that the ideal would have been to talk to all the teachers/researchers of the Higher School of Applied Economics. However, this was not possible, as there are a number of colleagues who did not answer the questionnaires. The other shortcoming of this study is going to focus on the use of the questionnaire. This tool is often criticized for producing superficial results and for not taking into account all the contextual elements that can influence the responses of each of the subjects (Trudel & Antonius, 1991).

The last limitation of this study is that it was only aimed at teachers/researchers. It would be interesting to have the students' point of view on the issue of the implementation of the ETS within the Higher School of Applied Economics. The latter will be the subject of another study that we plan to do in the coming months.

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