

# DIAGNOSTICS OF STAKEHOLDERS' OPINION AS QUALITY PRESUMPTION IN HIGHER EDUCATION

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**The object of the research** is the stakeholders' opinion as a presumption for the quality of higher education.

**The goal of the research** is to discover various stakeholders' opinion of the quality of HE.

The main points to be revealed in our research:

- 1) What determines the quality of higher education and what criteria it is being assessed by?
- 2) What is the role of the various stakeholders in higher education and what is their attitude towards the quality of studies?
- 3) Can diagnostics of stakeholders' opinion be a presumption for the quality of education?

This presentation will reveal the importance of *one* of the stakeholders of Higher Education - student's opinion *assessing the quality of university education*.

## Introduction

As the Educational System of Lithuania is integrating into the European field of higher education, one of the prior goals is to guarantee the quality of university education. It is emphasized in developmental strategy for education in Lithuania (Ministry of Education and Science, 2002), which states that general objectives and goals intended for the system of higher education nowadays can be implemented only having ensured proper quality of education.

The question is what indicates the quality of university education and how to evaluate it? "The Instructions on Assessment of Science and Educational Institutions" verified by the Decree No 1005 of the Minister of Education and Science of the Republic of Lithuania regulates the procedure of external assessment of university education (Ministry of Education and Science, 2001). The Lithuanian Center For Quality Assessment in Higher Education has performed regular external assessment of effectual study programs since 1999. However, conclusions, presented by self-analysis of universities and external experts who assess the study programs to the Center for Quality Assessment in Higher Education, as well as annual reports on university activities, usually confine on comparison of formal quantitative indexes – variety of study programs, modules, realization of certain curriculum, students' academic achievements and assessments, attendance, number of students who entered and were excluded, number of scientific researches (dissertations, articles, etc) prepared by the university teachers, methodical and technical provision, material resources, etc. These indexes, according to Tidikis (1998), reveal what is being taught, under what circumstances educational process is organized as well as significance of university teachers' scientific activities.

These are, no doubt, important indexes, although do they fully reflect the quality of studies? According to Barnett (1992), if we eliminate the assessment of teaching/learning from the assessment of the quality of studies, there occurs an inevitable gap in the chain of studies as well as the connection between what students get and the result achieved. There functions a principle of so-called “black box”, i.e. we know what gets into it (content of the module) and what comes out of it (students’ achievements), although students’ opinion about this transformation is underestimated.

Meanwhile, some authors (Samalavičius, 2002; Kraujutaitytė, 1998, 2002), while researching the tendencies of higher education, emphasize that education in academic community is significant not only because of the fact that fundamental knowledge is gained, created and spread, but particularly because of the opportunities for students to develop their personalities, demand for free and responsible self-expression, consolidate necessary abilities, proficiency and skills. Jucevičienė, Gudaitytė (Jucevičienė 1998; Jucevičienė, Gudaitytė 2000; Gudaitytė 1998, 2000, 2002) state that the main purpose of university education is to *provide students, while developing their critical thinking, with intellectual emancipation that would enable them to free intellectual activities*. Favourable learning conditions for a student, as a grown-up member of society, have to be established, that would enable him/her to choose subjects of personal importance, individual pace of studies, forms and methods, assessment means and criteria for his/her academic attempts and work that is carried out. Therefore, according to Gynnild (2003), in a modern university that meets all the needs of studying society, an “anthropocentric” educational attitude prevails, when *student but not a teacher becomes the main subject of studies*.

Moreover, current integration of education and management studies, management technologies increasingly penetrate into the sphere of education, educational institutions and the very process of education. The idea to approach education as a service was shocking in Lithuania not so long ago; today it is a universally accepted standard and quality. Some authors (Mačerinskienė, 1998; Moorley, 2003, etc.) reveal in their works that actually one and the same phenomenon is called “educational process” in pedagogy and “social service” or just “educational service” in management. It is only natural that what is approached as a precondition for the quality of educational process in pedagogy, becomes a precondition for the quality of the service or quality indicator in management.

That supposes alternations in quality assessment of studies, when not only quantitative parameters, as mentioned above, become important, but a student’s, as a user of the educational service, opinion about the acquired education as well.

**The goal of the research** is to estimate students’ opinion of the quality of the university education.

**The tasks of the research:**

1. Reveal quality dimensions of university education in theoretical aspect.
2. Diagnose higher school students’ opinion on experienced education.

**Research methodology**

Research methods: literary analysis, survey research (questionnaire), interpretation of empirical data applying statistical methods (factor and correlation analysis) and qualitative research methods – comparison and classification. Accumulated data was processed applying SPSS (Statistical Package for social Sciences).

We failed to find an appropriate form of a questionnaire (scale) for the measurement of prevailing educational paradigms and their expression in the context of university education; thus, seeking for the validation of empirical data we designed a unique questionnaire. For this purpose, both theoretical and empiric data concerning conservative and comprehensive, i. e. anthropocentrically orientated education in universities as well as abilities of university lecturers to apply anthropocentrically approach was used. Both theoretically and hypothetically the particularities of classical and modern university education were defined. Furthermore, these particularities were subdivided into smaller measurable criteria, i. e. into specific requirements set to traditional and

modern educational milieu and to the capacities of academic staff. The design of the questionnaire was based on the requirements that could meet the needs and provide possibilities for the expression of anthropologically approach in universities. The scale consists of 34 statements, revealing competences and personal qualities of university lecturing staff in the ultimate teaching process. The questions were intentionally subdivided into proportional blocks related to different psychological-pedagogical criteria specific of both traditional and modern conceptions of higher education. Hypothetically it is possible to state that the designed questionnaire can serve as the means of measuring professional competence of university lecturers as well as the quality of studies. The questionnaire totally hinges on the subjective opinion of the students.

Five stages Likert scale was used in the process of designing the instrument of the research. The questionnaire consists also of questions providing specific information about the respondents, i. e. their age, sex, place of residence, educational background, professional qualifications, working experience, etc.

### **Peculiarities of quality assessment in higher education**

Contemporary dictionary of Lithuanian language<sup>1</sup> defines the “quality” concept as *a category that characterizes objects and phenomena according to the essence of their kind: characteristic, value, degree of suitability*. E-dictionaries of English language (Merriam-Webster’s Dictionary, Your Dictionary<sup>2</sup>) derive the word “quality” from old French “qualité”, Latin “qualitat”, “quails”, which means *a distinctive feature of something*. More comprehensive meanings of the word are presented as well – *degree of excellence, value, superiority of kind, essential character, inherent or distinguishing characteristic*.

Jurkauskas (2003) presents several attitudes towards quality: from the point of view of philosophy, “qualitative” means having inherited superiority over others; distinguishing characteristics; adequacy between expectations and requirements; meeting the standards and absence of irregularities.

Green (1993), Barnet (1992), Kraujutaitytė (2002), Moorley (2003) relate the quality of university education to the educational mission of academic community and suggest several explanations. Traditional attitude of academic community, which encourages striving for perfection, reveals “*quality*” as *comprehension of the highest level*. Having chosen purposefulness as the basis for the definition of “quality”, *quality is defined as serving the purpose* and understood as raising academic objectives and purposeful realization of processes and results. *Meeting requirements* is defined as functioning of the system that guarantees coordination of activities and results with stated requirements and standards. *Quality, as transformation of a student*, reveals processes that enable emancipation of academic community and individuals.

Multi-dimensional quality of education is revealed by Cheng, Tam (1997); Cheng (2003) as well. The authors state that quality assessment of education is determined by the prevailing educational paradigm. If education is understood as passing the knowledge and significant cultural values, the role of educator, as the main provider of knowledge and values, is overestimated. *Then quality is approached as efficiency of education and is assessed as standard of achieved goals*. Kraujutaitytė (2002) shares the same opinion. She states, that in that case, high requirements for realization of study programs guarantee the quality, academic positions are emphasized, autocratic relationship and corresponding principles of encouragement and punishment prevail. When educational goals and objectives are distinct, constant, steady, approached by everyone as target standards, it is possible to distinct a certain indicator for quality of education – efficiency of teaching and learning. The indicator has distinct indexes that reflect qualitative aspect: students’ academic achievements, percentage of excluded students, number of graduates successful in their careers, professional qualification of the staff, etc.

When the goal of education is related to creation of knowledge and development of personal skills, *quality is determined by student’s expectations, needs and their satisfaction* (Cheng, 2003). It

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<sup>1</sup> Access to the Internet <<http://www.autoinfo.lt/webdic/>>

<sup>2</sup> Access to the Internet <<http://www.yourdictionary.com/>>

is understood as constant development of educational process in order to establish conditions for the development of intellectual emancipation of a student. Student's opinion on education becomes the quality indicator and the indexes are related to expressed and anticipated expectations, satisfaction of perceived and foreseen needs or student's self-satisfaction. *University teacher's readiness to conceptualize his/her teaching as a process that helps change students' understanding of the subject*, academic freedom and its realization, freedom of choice, cherished academic partnership and democratic relations become an *important quality indicator*.

This survey reveals that the quality of education is a presumption of special social importance. Authors who analyzed the quality of education (Barnet, 1992; Rinehart, 1993; Green, 1994; Moorley, 2003; etc.) emphasized in the works that "quality" concept in academic community depends on philosophical view on education. In communities where *anthropocentric educational* ideals, orientated towards a student, are conveyed, understanding of quality is firstly related to a student, satisfaction of his/her needs and is based on philosophy open to changes and constant development. In this context quality assessment assumes much wider meaning than usual concept of efficiency<sup>3</sup>, often used in practice (Freed, Klugman, 1997; Gudaitytė, 2002; Moorley, 2003).

### **Criteria of qualitative education**

Anthropocentric approach encourages assessing quality of higher education *according to the impact student's education has* on his/her learning results and satisfaction with education. The context of studies is determined as curriculums, methods of education, procedures of assessment (Ramsden, 2000). It is emphasized that student accepts this context as his/her *conceivable* learning environment but not its objective peculiarities, for instance, dividing educational methods into lectures, consultations, etc. or procedures of assessment into examinations or colloquiums. Perception of learning environment depends on student's *attitude towards learning*. This attitude, according to Ramsden (2000), is not the process, occurring just in student's mind, it is *a way in which a student experiences university education*. The attitude defines the qualitative aspect of learning. It is related to the fact how people perceive and organize the subject content of educational task, "what" and "how" they learn (understand), but not "how much" they remember.

The following fact impelled us to ascertain *the factors of learning environment, which have the greatest effect on students' qualitative learning*. Works by Freed, Klungman (1997), Jucevičienė (1998), Ramsden (2000), Kraujutaitytė (2002), Plečkaitis (2003), Moorley (2003) and other authors, who analyzed the quality of education, help to reveal that.

*Interest and interpretation*. This characteristic is revealed as teacher's ability to interest student in the subject he/she teaches, encourage and activate student's curiosity while showing the essence and usefulness of the subject. *Student is motivated* to deepen his/her knowledge in the content of the subject because of its holistic conception, teaching materials that are presented in understandable and interesting ways, creative atmosphere and attractive tasks for self-study that require application of deep attitude and encourage the delight of discoveries, teacher's interest in the subject is obvious (Ramsden, 2000; Kraujutaitytė, 2002; Kraujutaitytė, Plečkaitis, 2003; Moorley, 2003).

*Concern about students and their learning*. This is related with "anthropocentric" attitude towards a student, as an equal member of academic community, respect towards a student's personality and his/her oneness, understanding of individuality and it is expressed as a teacher's sincere interest and support, helping students to understand that a subject can be learned, encouragement to try everything themselves and assess the achievements (Ramsden 2000, Kraujutaitytė 2002).

*Proper assessment and feedback* are related with the presentation of information about the progress of students and has, according to Ramsden (2000), almost the most essential influence on studying. Inappropriate methods of assessment make students have *superficial attitude* i.e. students learn strategies which help them to gain good evaluation and on the contrary, student's

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<sup>3</sup> Freed, Klugman (1997), Gudaitytė (2002), Moorley (2003) state that efficiency shows whether the set goals are achieved, while productivity shows the input, necessary to achieve the results of set goals and tasks.

encouragement to take responsibility for the result of self-education *enables to find methods of assessment*, which provide deeper understanding involving the student constructively. To help to understand does not mean to correct each mistake. Assessment is not the way to find out what students have failed to learn or compare stronger and weaker students. Assessment should be *a means, providing students with an opportunity to show how much they understand*. Different methods and provided possibilities to choose them encourage students to learn more responsibly and self-dependently. Assessment appears as the feedback about the progress that is why it is important to know *students' possibilities* and understand their *achievements* and reversible information should be provided to motivate for further cognition. Assessment that serves the process of education inevitably becomes an inseparable part of (self)-education. According to Kraujutaitytė (2002) the goal of education is not associated *only with knowledge, competence and skills*. It is important to assess self-perceived achievements testifying diligent work of a student – discoveries and failures, related with search of knowledge, problem solution, forethought of future perspectives or student's varied attitude towards him/herself, *studied subject* or the world.

*Clearly defined goals and intellectual problems.* Ramsden (2000) points out that in the process of education we do not change students but their understanding about one or another thing, so the goals set should be oriented to the changes in students' understanding. Ramsden (2000) notes that goals are being formulated on the ground of such assumptions: education changes students' thinking and increases knowledge; first of all students' but not teachers' activity determines the change of understanding. The most important principle is to determine competences, which will be gained by students after the completion of a certain course, clearly. According to Rinehart (1993), Ramsden (2000) to study means to *apply and change* your ideas. Constant skill perfection, structuring more and more complicated knowledge becomes a part of this way perceived teaching. Teachers, who stick to this notion, understand that teaching program has to include different cognition encouraging ways and different succession of material structuring, so that individual differences among the students would not interfere with reaching of the *common goal – to help all the students change their understanding* (Barnett,1992; Ramsden,2000; Kraujutaitytė,2002; Kraujutaitytė, Plečkaitis,2003; Moorley,2003).

*Self-dependence, control and activity.* The goal of a university teacher is to perceive equality and periodicity of requirements for freedom and discipline in the process of education and create the system of dynamic balance being able not to veer either to one or another side. Clearly understood choice, how to learn and what aspects pay most attention to, is connected with high quality education. A good teacher *nurtures students' ability to control interest in subject material and its learning*. Students more often show active interest in the subject, invoke imagination and ask questions, when they find *the most appropriate style and level of the work* and methods of education *require their activity* problem solution, collaboration. Such methods allow students to manage the process of education themselves, consider individual differences, free them from too big dependence upon the teachers and establish conditions to fulfill the tasks in higher cognitive level. It encourages a bigger satisfaction with the process of education.

According to Jucevičienė, Stanikūnienė, 1998, Tijūnėlienė, 1998, Lipinskienė, 2002 and others “anthropocentric” attitude of a university teacher asserts when he/she is oriented towards perfection of an individual, but not only mastering of technologies of professional activity. Kraujutaitytė has a very similar idea, 2002. She states that contemporary education raises the importance of *learning*, highlights the *process of knowledge establishment* but not only the results of learning, provides possibilities for individual world-outlook formation, perfection of intellectual competence, encourages the relationship based on parity but not on the authority of the teacher. Autocratic role of a teacher, as the main character of education, which violates the foundations of parity relationship – equality, tolerance, mutual respect, agreement, principles of intellectual freedom, which was tolerated in traditional education paradigms is not acceptable in the process of education.

Such attitude demands the abilities from the teacher to form such learning-encouraging environment, which would develop self-dependence and responsibility of an individual, learning

motivation would be constantly encouraged and sustained. “Anthropocentric” educational attitudes assert by teacher’s empathy towards a student, valuation of his/her world- outlook, development of relationship based on parity, deliberate self-criticism, encouragement of constructive self-assessment etc.

According to Bitinas (2000), Lithuanian pedagogical thought of the latter century was conditioned by classical paradigm of education, so university education is expressed by its strong position too. In Kraujutaitytė’s opinion (2002), with traditional attitude towards university education prevailing in academic community, priority is provided not to the process of knowledge creation, which is formed according to the students’ experience but to conveyance of significant knowledge, in which important role is played by the teacher. Traditional attitude towards education is based on classical paradigm of education, which emphasizes pedagogical conservativeness and traditionalism of the content of education and raises certain requirements to the teacher. In that case general specifications of the teacher’s personality: erudition, professional sophistication, pedagogical singleness, and ability to project and construct pedagogical activity, communicational oratorical abilities etc. have vital significance. (Bitinas, 2002). Deep professional knowledge, subject competence, erudition, control over cognitive activity of students, conveyance of oracles, cumulated by society, popular provision of prepared approbated “Truth”, seeking to form student’s knowledge about reality and theoretical and practical abilities conditioned by the knowledge are characteristic of a representative of classical paradigm.

These prominent theoretical ideas were the point while preparing the questionnaire, with the help of which we tried to find out students’ opinion of education at the Šiauliai University Continuing Studies Institute<sup>4</sup>.

### **Characteristics of the respondents**

The probability simple random sampling strategy was employed. The selection of respondent groups hinged on the students’ learning experience and on their study programmes: persons participating in the research had at least one semester experience of studies at Šiauliai University Continuing Studies Institute, they had passed a number of examinations, consequently, they were able to express their opinion about the quality of studies. Respondents were 226 students from Šiauliai University Continuing Studies Institute. 5% of them work in nursery schools, 13% in primary schools, 31% in basic schools, 23% in secondary schools, 6% in gymnasiums, 3% in vocational schools, 1% in colleges, 19% in other institutions. According to study programmes 12% of the respondents were the students of English Philology, 19% Social Pedagogy and Psychology, 17% Management (specialization: education management), 4.7% Business management, 11.7% Lithuanian Philology, 18.6% Special Education, 9.8% Pedagogy, 3% Information Technology. Students assessed 33 university lecturers and 38 study modules. The age of the respondents reflects typical age parameters of persons engaged in Continuing Studies. The age of the respondents’ ranges from 23 to 54 years, i. e. the average age is 35.5. Working experience ranges from 1 year to 35 years, the average – 13.7 years. The major part of respondents is 35 years of age and has 20 years of working experience. 40% of respondents come from the biggest towns and cities of Lithuania, less than 26% from the regional centers, 17% from small towns, 16% from rural areas. All these criteria reveal general tendencies between the residents of urban and rural areas in our country. According to the statistic overviews on the situation of education in Lithuania persons with higher and college education typically are residents of cities and towns. The statistic data of the year 2001 states that the number of persons with higher education is three times less in rural than in urban areas (5.5% in villages and 16.1% in towns). According to the data of the last population census<sup>5</sup> 85.8% of urban residents were graduates from higher education establishments, therefore, it

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<sup>4</sup> Continuing Studies Institute a campus of Šiauliai University realizing the idea of continuous learning. Persons with higher education can up-date their qualification or requalify in the Institute.

<sup>5</sup> Access to the Internet <[http://www.smm.lt/svietimo\\_bukle/apzvalga.htm](http://www.smm.lt/svietimo_bukle/apzvalga.htm)>

is natural, that persons studying at the Šiauliai University Continuing Studies Institute were residents from cities and regional centers and that makes half of all respondents participating in the present research. The major part of respondents is representatives from basic and secondary schools (correspondingly 31% and 23%); not significantly fewer come from other working places (19% of respondents work in local municipalities and local authorities); considerably fewer come from primary schools (13%), and very few represent vocational schools and colleges (correspondingly 3% and 1%).

The above mentioned facts and arguments let us make the claim that the sampling strategy and the selection of respondents for this particular research corresponds to the general demographic tendencies and meet the aims and objectives of the investigation.

In order to check psychometric adequacy of the questionnaire and to form scales and subscales factor analysis method was used. Its function in psychometrics was to reduce the number of variables and on the basis of the acquired factors to make separate independent scales. If the “bunch” of primary factors fall into one factor and has high feature loadings specific of the factor it is possible to obtain a psychometric scale of high quality. By all means, the results of the factor analysis must be theoretically meaningful. The “bunch” of features falling into one factor is given a meaningful label (title).

In the process of factor analysis 34 statements were reduced to 5 factors<sup>6</sup> model (explaining 69% of the dispersion among all variables). As a result some factors were highly credible, others had unclear structure, consequently, the correlation coefficient of separate factors could be applied to several groups. That is why regrouping was theoretically meaningful. With the help of qualitative analysis we hypothetically regrouped all features into 7 dimensions and conducted factor analysis in each of it. The statistic correlation with factors and the process of grouping within factors was meaningful in the aspect of interpretation. It must be noted that comparatively high correlation level between statement assessment and factor groups was achieved. The main parameters of subscales are presented in Table 1. In Factor I meaningful grouping of categories specific of classical paradigm when one of the requirements set to a lecturer is to transmit ready made, intelligible and easily perceivable information to students (Bitinas 2000) was successful. The deviation limits of meanings of correlation coefficients  $0.80 \leq r \leq 0.87$  show high level of correlation inside the factor. The adequacy of matrices towards the factor analysis is proved by high Kaiser-Meyer-Olkin (KMO) coefficient (0.88). The inner consistency of the factor is substantially high (0.92) and it serves as a proof that statements inside the factor are homogeneous. The II factor comprises statements revealing particularities of lecturer’s speech – the tempo of speech, expressiveness, liveliness, persuasiveness and accuracy. The deviation limits of meanings of correlation coefficient  $0.80 \leq r \leq 0.86$  show high statement correlation; inner consistency is comparatively high (0.75), KMO coefficient 0.87 proves adequacy to factor analysis.

**Table 1.**  
**The Assessment of University Lecturers’ pedagogic action scale: Primary Factor Analysis**

Factor title	Statements (your evaluation)	N	Factor loading	Cronbach a	KMO
Didactic structurization	Ability to arise interest in the content of studies	6	0.87	0.92	0.88
	Ability to attract the attention of audience throughout the lecture		0.86		
	Ability to avoid monotony and boredom during the lecture		0.85		
	Ability to present new material intelligibly – to explain things clearly		0.84		
	Ability to organize academic material clearly – to emphasize essential things in a coherent manner		0.83		

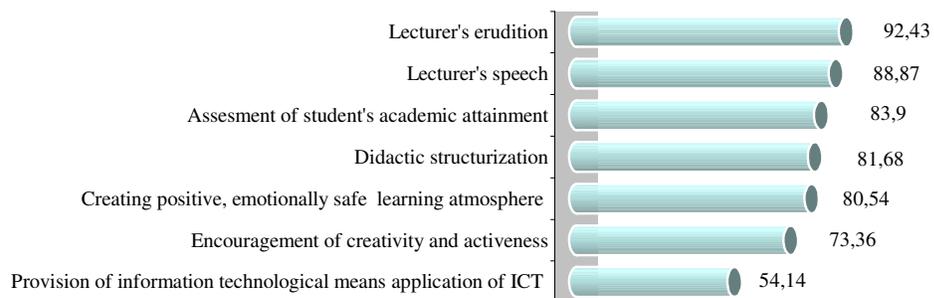
<sup>6</sup> Conceptions *factor, subscale, group* further are treated equally

	Ability to set requirements to the students clearly		0.8		
Lecturer's speech	The tempo of Lecturer's speech	3	0.86	0.785	0.87
	Expressiveness, liveliness and persuasiveness of lecturer's speech		0.85		
	Accuracy of speech		0.8		
Assessment of students' academic attainment	Ability to use the assessment of students' attainment as the means of motivation	3	0.87	0.79	0.7
	Ethics of examining students		0.84		
	Ability to evaluate, criticize in a constructive non-insulting manner		0.79		
Encouragement of creativity and activeness	Ability to provoke lively academic discussion	9	0.86	0.94	0.93
	Ability to involve majority of the audience into discussion		0.85		
	Ability to encourage creativity and personal initiative		0.85		
	Ability to present new material not in a reproductive but in a problem-solving way		0.2		
	Ability to inspire, encourage and to open perspectives		0.82		
	Ability to disclose variety of viewpoints and opinions on the discussed issue		0.81		
	Ability to provoke and maintain creativity of the audience		0.81		
	Ability to arise interest in the content of the subject		0.76		
	Ability to employ independence, creativity provoking forms of work (essays, course papers, projects)		0.72		
Provision of information technological means application of ICT	Ability to provide internet pages related to subject one teaches	5	0.82	0.82	0.73
	Ability to employ modern means of technology (multimedia)		0.79		
	Ability to use traditional visual means (board, OHP)		0.77		
	To present the module of the course in the internet		0.71		
	Ability to present traditional professional literature-manuals, journals		0.69		
Lecturer's erudition	Lecturer's overall erudition	3	0.92	0.81	0.65
	Lecturer's professional competence		0.91		
	Ability to integrate theory into practice		0.76		
Creating positive, emotionally safe learning atmosphere	Ability to create and maintain positive atmosphere during the lectures	7	0.85	0.89	0.89
	Sincere attention and respect towards students		0.84		
	Ability to react immediately to the mood, interests and state of mind of the audience		0.84		
	Ability to understand and to meet the needs of the students		0.79		
	Ability to listen to other persons' opinion		0.79		
	Ability to evaluate, to provide constructive criticism (avoiding insulting remarks)		0.78		
	Ability of the lecturer to co-operate and to consult after lectures (access to the lecturer, possibilities of individual contacts)		0.62		

In factor III statements describing lecturer's ability to organize the process of assessment or evaluation of academic attainment are grouped. This group comprises such statements as ability to employ the results of academic assessment as a means of motivation for learning; ability to evaluate, to provide constructive criticism without insulting remarks; ethics of examining process. The parameters of this factor in the Internet show its validity and credibility: Cronbach  $\alpha$  coefficient 0.79, KMO 0.7.

Lecturer's competence revealing his student-centred approach towards learning fell into Subscale IV, which was given the label "Encouragement of Creativity". The statements of that group show the ability of a lecturer to provoke and maintain students interest in the subject, to encourage their creativity, independence. The deviation limits of meanings of correlation coefficient ( $0.72 \leq r \leq 0.86$ ) show high statement correlation. This group has high inner consistency (0.93), KMO coefficient 0.93 proves adequacy to factor analysis.

Factor V meaningfully linked lecturer's competence to employ traditional and non-traditional visual aids and information and communication technologies (ICT). The limits of deviation of meanings of correlation coefficient ( $0.69 \leq r \leq 0.82$ ) show high correlation inside the factor. The adequacy of matrices towards the factor analysis is proved by high Kaiser-Meyer-Olkin (KMO) coefficient (0.73).



**Picture 1.** The average acceptance on factors in %

The inner consistency of the factor is substantially high (0.82). In Picture 1 the average acceptance of this factor in % is in the lowest position.. It must state that in the assessment of the presented statements in this factor deviates from 48.8% to 80.5%. The following statements as lecturer's competence to employ ICT like multimedia, to present their teaching modules in the Internet were rather negatively assessed – 38.6% of respondents mentioned it. While statements ability to present traditional literature in the sphere of the subject – manuals, journals; employ traditional visual aids (board, OHP) received positive evaluation – 77.4% of respondents mentioned it.

Statements related to the professional competence and erudition of a lecturer fell into Factor VI. The meaningfulness of this factor is disclosed through the following statements: general erudition of a lecturer, professional competence, and ability to integrate theory into practice. The deviation limits of meanings of correlation coefficient ( $0.76 \leq r \leq 0.92$ ) show high statement correlation. This group has high inner consistency (0.81), KMO coefficient 0.65 proves statistical credibility. In Picture 1 this factor is in the highest position according to the average % of acceptance. The assessment of statements inside this factor deviates from 87% to 96%.

Factor VII reveals positive attitude towards communication and microclimate. Features, revealing lecturer's competence to create positive, emotionally safe learning atmosphere, where students feel important and valued, where students' mood, state of mind and needs are taken into account, fell into this factor group.). The limits of deviation of meanings of correlation coefficient ( $0.62 \leq r \leq 0.85$ ) show high correlation inside the factor. The adequacy of matrices towards the factor analysis is proved by high Kaiser-Meyer-Olkin (KMO) coefficient (0.89). The inner consistency of the factor is substantially high (0.89).

It is important to state that during the secondary factor analysis all 7 factors distinguished in the primary factor analysis grouped into one factor, explaining the dispersion of 70% of all variables. High Cronbach  $\alpha$  coefficient (0.95) proves the homogeneous nature of the factor and its psychometric accuracy. If primary variables after the primary and secondary factor analysis get into

one factor the results of the survey are considered to be successful. Consequently, we can make a claim that all characteristics concerning the process of education and action of a lecturer in university reflect unanimous opinion of student population. This claim is objective because all questions included in the questionnaire may be different in the content but reflect general tendencies of educational context in university. The obtained results are positive because they can be used on two levels: on the level of 7 subscales and on the level of summarized score. The results of the survey reflect the effectiveness of teaching process in the eyes of students. And finally, the fact that theoretically dichotomous factors – conservative didactics of university and anthropocentric approach towards learning – fall into one factor is meaningful and impressive, although, at first sight, these two conceptions belong to extremes.

Some commentaries and observations here could be valuable. The above-mentioned conceptions are dichotomous only on the level of theory. In university realia traditional parameters like curriculum-based approach, didactic structurization of teaching material, high erudition and language culture of a lecturer even employing anthropocentric concept cannot and should not be neglected or excluded. The quality of education in modern universities will suffer if teaching material will be scattered, i. e. will lack structure. Inaccurate language of a lecturer is also a disadvantage. The essential thing is not rush into extremes, i. e. to discard or to deny the existing traditional approach. One should be preoccupied with the ideas of expansion, democratic renovation, and continuation of existing paradigm. In the educational process of modern university conservative didactics is not sufficient; new student-oriented priorities occur. Consequently, traditional system of assessing students' academic attainments is not discarded, it is only filled in with new qualities, anthropocentric criteria, like positive and safe learning atmosphere, encouragement of students' motivation and active participation, empathy and others. It is always possible to extract one group of features from the survey, e. g. anthropocentrically – oriented features, and to analyze them separately. On the other hand, comparison of opposite dimensions facilitates the process of their analysis and ways of expression.