More studies during recent decade have shown that evaluation of teachers has correlation with some variables like teacher enthusiasm, teacher rank, student expected grade and so on. The Goal of this study was determination of relationship between student’s academic performance and student evaluation of teacher and also comparison of correlation intensity of male and female students’ GPA.

**Methods.** This study was a descriptive research and the population under study included 1734 students of 16 Academic field and from 7 colleges. A five scale questionnaire (very poor to very good) with 16 items and a cronbach 0.95 was delivered to students in the class and then gathered. Analysis was performed by SPSS and descriptive – inferential statistics were used.

**Results.** Overall, Pearson test with 2 way (P=0.05) showed a small and negative relationship between students’ GPA and evaluation score of teacher which was practically no significant. Analysis of variance and factor analysis indicated no significant difference between student evaluation score of teacher and 3 groups of GPAs low (lower of 14), moderate (14-17) and high (upper of 17). He comparison of correlation intensity between teacher evaluation score and male & female students GPA by fisher Z showed no significant difference between GPA and evaluation score of teacher.

**Conclusion:** This research showed no significant difference between high GPA and 2 GPAs groups of moderate & low in relation to SET and also no relationship acquired between GPA and SET.

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**Abstracts of 5th National Congress on Medical Education**

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**A Survey of teachers' view points of Jahrom Medical School Towards Teachers Evaluation By Student**

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**Introduction.** Evaluation is the most effective method to improve educational quality. From the ancient times, assessment of the quality of pedagogical - scientific activity of scientific committee members is considered as the essential method of evaluation in educational settings. For teachers' assessment, different methods are used such as group director's opinion, dean's judgment, co works assessment, self - evaluation and students opinion. The last one is more common method for evaluation. This research is done with a goal to gather important information for system of instructor's evaluation through using instructor's opinion. In this way an effective step is put forward to improve the trend of instructors assessment.

**Methods.** To become familiar with college instructors opinion concerning instructors assessment, a valid and reliable 22 item questionnaire, including 16 closed questions and 6 open questions, was provided. To increase the level of accuracy, this questionnaire was given to all scientific committee members of the college, including basic sciences, clinical and nursing group. The data were analyzed by means of SPSS program.

**Results.** The result showed that 64% of instructors completely agreed on students' evaluation. 36% moderately agreed on students' evaluation. 56% of...
The survey of knowledge and practice of faculty members about validity and reliability of exams.

Najar Sh, Abedi P

Introduction. Measuring is the foundation of evaluation. The main way for evaluation of education progression is testing the exams; and every test must have identity, validity, reliability and be easy to perform. More precision to preparing the exams can improve its validity. There are different ways for measuring validity and reliability in testing. Do the faculty members know about these methods? And do they use various methods for validity and reliability?

Methods. Present study is a cross-sectional descriptive study and its main objective was determining faculty members’ knowledge and practice about various methods of testing validity and reliability in exams. Participants were 100 of faculty member in Ahvaz medical university; we sent them questionnaires and they returned only 70 questionnaires.

Results. 39 of the samples were male and the others were female. 80% of them knew about the content validity and 42.9% knew about split halves. 45.7% used content validity and 20% of them used test retest reliability in exams.

Conclusion. Although the faculty members had knowledge about some methods for validity and reliability; but just a few number of them used these methods.

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