



The Evaluation of Teachers' Competencies in the Higher Education of East Timor: Students Perspective

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ABSTRACT

Several studies have demonstrated the impact of quality teacher performance on teaching and students' learning (Minelli, Rebora and Turri, 2015, Brewer, Knoepfel and Lindle, 2015). In addition to accountability (Blackmore, 2009), the evaluation of teachers' performance allows to evaluate the quality of teaching. Students are often asked to evaluate the performance of their teachers (Carrell and West, 2010, Braga, Paccagnella and Pellizzari, 2014, Nikolaidis and Dimitriadis, 2014) since their feedback is a way of assessing the results of teaching and to point out the aspects to be improved. It was for this purpose that the Government of East Timor defined in 2013 measures to improve the quality of public education, through the National Strategic Plan for Education 2011-2030 (METL, 2011). In this study we intend to evaluate the impact of these recent measures on the timorese public higher education teachers' performance. We question how the students evaluate the performance of the competences of the teachers of the National University of East Timor (UNTL)? Using a random sample of 342 students enrolled in four of the nine faculties of UNTL, surveys were carried out to evaluate the pedagogical, professional, social and personal competencies. The results showed a very positive performance of all teachers' competences, in particular the pedagogical and professional competences. It was pointed out the need to enhance the use of the information and communication technologies and to introduce more diversified pedagogical resources in the classroom, for a more effective and meaningful learning of students.

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1.0 Introduction

The quality of teacher and teaching is crucial in student learning, and several studies show that policies to improve teaching and learning place teachers at the center of change (UNESCO, 2013). Most educational policy documents include strategies that would improve both the quality of teaching and the levels of student learning through measures related to curriculum development, teacher training, teacher/student ratio reduction, conditions and increased access to educational resources (UNESCO, 2013). The need to raise the standards of teaching and the quality of student learning has led governments to introduce reforms in the evaluation of teachers' work in order to ensure greater accountability (Minelli, Rebora and Turri, 2015, Brewer, Knoepfel and Lindle, 2015). The evaluation of teachers' performance has received increasing attention from the academic community and policy makers around the world, "coupled with the idea that it is one of the decisive aspects for improving the quality of education" (Flores, 2010, p.7). In East Timor, the National Strategic Plan for Education 2011-2030 (METL, 2011) outlined the first plan of national education, emphasizing the quality of education and, in particular, the quality of

teachers. This document includes innovations such as the development of a system to assess and monitor the impact of vocational training on the quality of education and the implementation of surveys to assess teachers' competencies and performance in order to assess professional training needs. One of the main commitments made in this document was the guarantee of quality education, which is invariably associated with the quality of teachers (METL, 2011). However, despite the efforts of the Timorese Government over the last decade, the quality of education and teachers still have a long way to go. By 2020, two specific objectives are indicated at the level of higher education, such as the extension of UNTL to seven colleges and the implementation of a comprehensive and integrated higher education system, regulated by strict quality standards (aimed at both public and private institutions) (METL, 2011, p.31). The first objective has already been reached, but in relation to the implementation of a quality education system and regulated according to objective standards and criteria, the few studies carried out show that there is still progress to be made (UNESCO, 2013, UNTL, 2015). Therefore, five years after the publication of the National Strategic Plan for Education, the following question is raised: *what is the students' perception about the quality of public higher education teachers, their professional, pedagogical and social competences as well as personal? Does a positive or a negative perception of TL public higher education prevail today?*

Since students are one of the main beneficiaries of quality assessment and the improvement of the quality of higher education (along with other stakeholders such as business and the community in general, for example), we believe that it is relevant to study students' perceptions on the quality of the competences and competences of higher education teachers. There are authors who highlight the added value of student involvement in the process of assessing the quality of teaching, taking into account the benefits in terms of their satisfaction, participation and current expectations (Stark and Freishtat, 2014). On the other hand, students' evaluations on teaching are one of the main tools to evaluate university teaching and the work of teachers, in terms of pedagogical, technical and overall quality of teaching, thereby influencing teacher career management and the professional development of teachers in higher education (Clayson, 2009, Miller and Seldin, 2014).

Therefore, this study intends to implement the instrument for the evaluation of the competences of university teachers to collect data about the students' perception. For this, the article is presented in four fundamental parts. First, there is a review of the literature on teacher assessment, associated with the quality of teaching, and, in particular, about the role students can play in this process. In a second phase, the problem of study is framed considering the specific case of Public Higher Education of East Timor and the expectations that fall on this sector in terms of the development of the country. Third, the method of analysis is described and then the results of the study are presented. Finally, the contributions of the study, as well as its theoretical and practical implications, are mentioned.

2.0 Literature review

Students' evaluations of teacher competencies and performance are one of the main tools for assessing the quality of university education (Miller and Seldin, 2014; Moreno-Murcial and Torregrosa, 2015). This need for evaluation has received increasing public attention, as the number of people attending higher education is increasing, and this depends more and more on scarce resources. In this sense, the evaluation of the quality of teachers by the students is one of the crucial components of the evaluation of the quality of teaching (together with the external evaluation and evaluation of heads and peers) and the so-called teacher accountability (Flores, 2010). The evaluation of the competences of the teachers by the students is important to inquire about the quality of the educational process in a university, since it allows to obtain objective information on the performance of the teacher, it makes possible to determine the level of conformity between the their practices and the goals and tasks of a university, as well as the needs of the students.

Students' *feedback* on teachers' teaching practices enables teachers to reflect on their actions, the adoption of more effective teaching practices (*Accomplished California Teachers*, 2015, Van der Lans, Grift and Veen, 2015) and the attribution of increasing responsibility of students to improve the entire public higher education system (Ramirez, Lamphere, Brown and Pierceall-Herman, 2014). In the final balance sheet, it is possible to point out the strengths and /or those that require improvement (Liliya, 2010).

The evaluation of teaching performance in higher education is the only one that involves students in the role of evaluators. Students are not supervisors of the teacher, but there are already many higher education institutions that ask students to evaluate each teacher for each course and each semester (Carrell and West, 2010; Braga, Paccagnella and Pellizzari, 2014; Nikolaidis and Dimitriadis, 2014). The authors Kuzmanovic, Savic, Gusavac, Makajic and Panic (2013) proposed an approach for the objective evaluation of university teachers from the student's point of view, and Lupo (2013) considered an extension of the ServQual model to evaluate the satisfaction of Italian higher education students. Nikolaidis and Dimitriadis (2014) proposed a statistical model of quality control of teachers in Greece, based on the evaluation of their students.

Braga et al., (2014) carried out a study that compared the evaluation of teaching by the students with the evaluation of the University of Bocconi (in Italy) and verified that, with the same curricula, the characteristics and the competences of the teachers have a substantial effect on the students. The same study also found that the teachers' effectiveness indicators were negatively correlated with the students' evaluation, that is, the teachers who were associated with a better performance by the University received worse evaluations of their students.

Other studies have shown that the impacts of quality assessment are not always reflected in teaching or student learning, just as sometimes students do not review the results of quality assessment because they feel that their voices were not sufficiently heard (Shuiyun and Hiu, 2014). A study on the assessment of the quality of higher education in China drew attention to the importance of teachers' motivation to achieve effective and genuine change in the whole education system (Shuiyun, 2015). Another study by the same author pointed to the influence of the factors of the external quality evaluation system of the universities - the changes will only occur when the external force is integrated with the motivation and the internal capacity of the universities evaluated (Shuiyun, 2013). In a study carried out between 2009 and 2010 with teachers of maths of middle schools in Missouri, there was a positive relationship between performance pay and improvement of teachers' constructivist teaching practices (Liang and Akiba, 2015). Several studies show that qualified teachers and teachers who seek their professional development have strategies that allow students to improve their learning in the classroom (Barrera-Pedemonte, 2016).

Other authors have identified an extensive list of characteristics of students and teachers that may influence classifications attributed by students, such as teacher and student gender, expectations for the course, as well as ethnicity, charisma, academic level and the experience. A recent study showed that students attributed higher scores to teachers who were apparently male (MacNell, Driscoll and Hunt, 2014) against the idea that the influence of gender (teacher and student) on teacher assessment was a myth (Aleamoni, 1999). Other studies have suggested that the relationship between the teacher's gender and the assessment may also depend on the student's gender, as well as whether or not the teacher's behavior matches students' gender stereotypes (see, for example, Pounder, 2007 and Boring, 2015). Some authors, however, draw attention to the different study designs and methodological options that may be at the origin of such diverse conclusions. Some of the reasons pointed out are that many studies do not exercise control of experimental variables, such as the gender of the teacher or student. On the other hand, questions posed negatively, the number of response options and the neutral response options, as well as the conditions of administration of the evaluation instruments (in the presence or absence of the teacher) have also been shown to condition respondents' responses (Spooren, Brockx and Mortelmans, 2013; Stark and Freishtat, 2014).

As diferentes formas de avaliação dos professores no ensino superior podem centrar-se no desempenho individual dos professores na sala de aula (louvor/distinção de professores, avaliação de pares e classificações dos alunos); na avaliação de desempenho no contexto escolar (inspeção externa e auto-avaliação interna da escola) e na avaliação dos resultados dos alunos (avaliações de alunos a nível local e nacional, bem como as avaliações de valor agregado para medir a evolução da aprendizagem ao longo do tempo).

The different forms of teacher evaluation in higher education can focus on the individual performance of teachers in classrooms (teacher praise/distinction, peer evaluation and student ratings); in the evaluation of school context performance (external inspection and internal self-assessment of the school) and in the assessment of student outcomes (national and regional student assessments and value-added assessments to measure learning gains over time). The instruments for assessing the quality of teaching at the institutional level can be divided into three groups: organizational (self-examination university and teacher classifications), pedagogical (instruments to assess student achievement achievements), sociological and customer satisfaction monitoring (that is the evaluation of the quality of the teachers by the students). There is, however, little consensus on how to adequately measure teacher quality, especially in higher education, where the availability of standardized tests to analyze performance is still scarce (Cunha and Miller, 2014).

The complexity of applying the quality assessment process as an instrument for controlling the quality of education can be understood as being related to a multiplicity of factors. First, by the dynamics and flexibility of the teacher's activity (which includes a pedagogical, scientific and research dimension); Secondly, because it is impossible to avoid the subjectivism of evaluations; And third, because there are no mechanisms to objectively determine the effect of teaching evaluation on improving the quality of education in the university as a whole. Fourth, the attitude of educational agents to the capacity for assessment is quite diverse, which is why some experts believe that student evaluations are an effective tool only to identify cases where teaching is unsatisfactory (Liliya, 2010, Pp.145-146). Some studies suggest that the quality of teaching should be studied from the point of view of the correlation between personal and professional competences, the transfer and evaluation of knowledge, and the personality traits of the teacher (Alves and Machado, 2010). According to the same authors, "the basic elements that underpin a teacher evaluation model should be related to the improvement processes of

schools, given that it is a type of synergistic relationship that will surely favor the systemic possibility of various actors and educational agents to achieve their goals "(Alves and Machado, 2010, p.91).

Although educational policies aim to establish an increasingly strong causal relationship between evaluation, professional development and school improvement, this relationship does not result in their fullness (Herdeiro, 2013). The lack of results of this relationship does not come from the constraints and limitations of the evaluation, but rather from the way in which the quality of teaching can be managed from it (Herdeiro, 2013, p. 426). For this reason, establishing evaluation models and implementing integrated evaluation practices has not been an easy task, resulting in a tendency of European governments to make punctual interventions and implement measures with some discontinuity, which leads to transform this evaluation act into a mere "practice of classification and labeling", especially when the evaluation process depends on human resource management practices such as the selection of teachers, for example (Alves and Machado, 2010, p.94).

Accountability of teacher work has required performance evaluation that enables both the distinction and competition "in the higher education market" and managerialist management, such as the introduction of improvements in the quality of teaching (Blackmore, 2009, p. 858). Therefore, authors point to the difference between a teacher evaluation system designed to measure performance and a system designed for professional development (Desimore, 2009; Marzano, 2012; Kolner and Jacobs, 2015).

Either the evaluation system designed for performance measurement or an evaluation system designed for the development of competencies. When performance measurement is the primary purpose of the assessment system, then a small set of elements is sufficient to determine the teacher's ability in the classroom. However, if the emphasis is on teacher development, the model needs to be more comprehensive and focus on teacher development in various dimensions of teaching. This distinction is crucial for the effective design and implementation of current and future teacher assessment systems (Marzano, 2012).

Desimone (2009) provided some guidance in this direction, offering a conceptual framework for the study of the effects of professional development. Its structure resembles a "path model" that links the main characteristics of professional development to the increase of teacher's knowledge, followed by changes in teaching and, finally, to the improvement of student learning.

Desimone (2009) advocated a framework that provides a basis for assessing professional development and in particular for measuring the impact of development policy using rigorous standards of performance measurement. More recently, Marrongelle, Sztajn and Smith (2013) have assembled recommendations from various experts to design and study a professional development model aligned with common performance standards. Among the recommendations pointed out, the authors proposed "the development of common evidence standards for the effectiveness of professional development", including a consensus on the "right combination of results", which includes measures of teacher knowledge, observed practice and student outcomes (Marrongelle et al., p.209). In addition to Desimone (2009) and Marrongelle et al. (2013), other authors advocated the implementation of professional development assessment models that were "adaptable" to the learning needs of the participating teachers, the circumstances of the teaching and the student outcomes (Kolner and Jacobs, 2015), while others advocated the implementation of practices based on evidence and performance standards (Marrongelle et al., 2013).

3.0 Case study

The certification of university teachers in Timor-Leste, which is compulsory, provides for the implementation of external evaluation mechanisms (course documentation, peer evaluation, hierarchical and student evaluation) and internal evaluation mechanisms (guideline of the instrument description of teaching staff, curriculum and self-assessment) that make it possible to gauge the quality of teaching performance and, consequently, the service provided by the teacher¹. In addition to assessing the quality of the higher education system, these mechanisms aim to regulate the access, progression and development of the university teaching career².

¹ The University Teaching Certification (CEDU) aims to: dignify the teacher as an educator agent of higher education; evaluate the professionalism of the teacher to determine if the teacher is qualified to perform his duties; raise the quality of educational processes and outcomes; accelerate the achievement of national education objectives; and to educate the teacher to perform his duties with honesty and academic ethics.

² At first, the University Teaching Career Statute (ECDU) establishes that "the entry into the university teaching career determines the need for University Teacher Certification (CEDU), carried out through the application of a system of accumulation and weighting of credits and evaluation of the performance, and which constitute obligatory conditions for career progression "(Article 31 (1) of Decree Law No. 3/2014, of January 15).

According to the University Teachers' Certification Manual (CEDU) in East Timor, teacher certification consists of the formal recognition of their teaching competences, defined as a set of characteristics, knowledge and competences that they must possess and demonstrate in the activity, in terms of pedagogy, professional, social and personality.

The evaluation of *pedagogical competences* focuses on three areas: the ability to design teaching and learning; the ability to implement and evaluate the teaching and learning process and its outcomes; the ability to use research results to improve the quality of teaching and learning. The assessment of *professional competences* is based on increasing the integrated capacity of knowledge on a given scientific area, on the field of knowledge application techniques and also on positive behaviors such as innovation. In relation to the evaluation of *personality traits*, we refer to the values, behaviors and professional ethics of the teacher with an impact on the students, relatives, family and society, which can influence the motivation of the students for the study, as well as their personal development.

According to the CEDU Manual, teachers' competences are crucial for the quality and implementation of the three pillars of higher education: teaching/pedagogy, research and community service. The same document (approved by Ministerial Diploma No. 33 / ME / 2014, of 10 September) incorporates the evaluation carried out by the students to assess the adequacy of the teachers' competences and the quality of their work and, in this sense, questionnaire addressed to students of the Timorese public higher education, in order to be evaluated by them the competences of the respective university professors.

And since university teachers are one of the essential components of the Higher Education System, their functions, duties and responsibilities are crucial for the achievement of national educational policy objectives and for ensuring greater qualification of the population in various fields (technical, scientific, technological, artistic, civic, religious, etc.). Some of the strategies of the National Strategic Plan for Education are precisely aimed at promoting the quality of education and improving student learning outcomes, focusing in particular on the work of teachers (METL, 2011).

The purpose of this document is to: increase the quality of teacher education, including a flexible and modular system of credits linked to the principles of lifelong learning; The development and implementation of a "measurement system" to monitor and evaluate the impacts of teacher training on improving the quality of education; the strengthening of institutions dedicated to teacher training; The promotion of more flexible training courses through multiple specialization; The training of non-formal education teachers; the implementation of teacher surveys to assess competencies and performance, tools that would help to define teachers' in-service training needs and provide indicators for a fairer and more efficient career management of teachers as well as the incentive scheme (METL, 2011, pp. 80-163).

In order to promote priority development in the country, the National Strategic Plan for Education 2011-2030 also defined the implementation of a quality assurance system through: (i) registration of all courses in the National Qualifications Framework and ii) the continuous development of the National Agency for Academic Evaluation and Accreditation (ANAAA), within the national quality assurance framework, with the responsibility of determining the standards and criteria for quality assurance of all courses. The development of this legal framework will make it possible to improve the performance of higher education in terms of teaching and learning as well as research and development, which represents a fundamental step towards the development of competences, competences and social and professional recognition of university teachers (METL, 2011)³.

The National Development Plan of Timor-Leste (PDN-TL) emphasizes the importance of human and social development as the key "for the development of the Nation, reducing poverty, promoting economic growth and improving the living conditions of (PDN-TL, 2002) in order to achieve the aspirations of the East Timorese expressed in "Vision 2020", particularly in the so-called priority sectors for development.

Over the past five years, therefore, many measures have been implemented by the Timorese Government to introduce higher quality into the entire higher education system. The measures implemented aimed at regulating access to and progression of the teaching career, defined the strategic objectives set for the sector, in line with national development objectives, and defined the criteria on which the evaluation of the quality of teaching work should be based.

³ O documento estratégico previa ainda o desenvolvimento de um sistema de gestão eficiente para coordenar as intervenções governamentais no ensino superior e definir metas e orçamentos prioritários, bem como a criação de novas unidades de ensino superior (técnicas ou universitárias) nas áreas da economia que carecem de capital humano qualificado (METL, 2011).

In 2015, the results of the Pedagogical Survey to the implementation of the 2014 Curriculum in UNTL⁴ were published, under the premise that there is an intimate relationship between the didactic performance of the teacher and the performance of the student. The report aimed to evaluate the quality of content and curricular units, teachers and students. The dimensions of the survey concerning student opinion presented a positive overall assessment, with the rating between (3) "adequate or sufficient" and (4) "moderately high" compared to the evaluation of the implementation of the new 2014 curriculum of UNTL. However, data from students and discussions during the work sessions found some distortions in school success rates in some courses and warned of the need to minimize one of the causes detected, namely the poor pedagogical performance of a significant number of university teachers (UNTL, 2015, 45).

Taking into account the current evaluation framework of public higher education and following the measures implemented at this level of education, the present study arises with the purpose of evaluating the current perception of the students about the competences of their teachers, so that we can from here to collect indicators on the perception that the students have of university professors in the country. It is therefore necessary to obtain an answer to the following question of study: *what is the students' perception about the quality of public higher education teachers, specifically their professional, pedagogical, social and personal competences?*

At the level of the empirical study, a positive perception of the competences of the teachers on the part of the students, in line with previous studies carried out in the scope of the quality of the public higher education, with regard to the defined objectives and goals reached for the public higher education of East Timor (UNESCO, 2013) as well as the pedagogical evaluation of a new curriculum (UNTL, 2015).

4.0 Methodology

The random sampling technique was used to select a representative number of students from the four selected colleges, whose criterion was the inclusion of teachers (and therefore students) from different technical-scientific areas. The questionnaire was submitted to a sample of 342 students (N = 342) attending four of the nine faculties of UNTL (Faculty of Philosophy, Faculty of Education, Arts and Humanities, Faculty of Medicine and Faculty of Political Science). The sample consisted of 52.3% female students (n = 179) and 47.7% male students (n = 163). The most frequent age group was 18 to 24 years old (87.7%; n = 300) and 25 to 31 years old (11.7%; n = 40); Only one respondent was between 32 and 38 years old and another between 39 and 45 years old. Among the students, the Faculty of Medicine was the most frequent (29.5%, n = 101), followed by the Faculty of Education, Arts and Humanities (28.9%, n = 99), the Faculty of Philosophy 25.4%, n = 87) and, finally, the Faculty of Political Science (16.1%, n = 55).

In order to evaluate the pedagogical, professional, social and personality competencies of the teachers, a paper questionnaire survey was carried out in paper format, as proposed in the CEDU Manual and with which the students evaluated the respective university professors, through a set of: nine items that focused on the pedagogical competencies of teachers; Eight items relating to professional competences; Six items that evaluated personality competencies; Five items that evaluated social competences. The items of each set of competences were classified by the students according to a Likert scale of 5 points, in which 1 corresponded to "very bad", 2 "bad", 3 "sufficient", 4 "good" and 5 "very good". After coding the data, the mean of each competence group was obtained from the calculation of the arithmetic mean of the constituent items.

The observed data were treated through quantitative techniques, in order to measure and quantify the competences of university teachers, according to students' evaluation. The research design was based on the quantitative method that allowed the descriptive and correlational study between the variables under study. Firstly, the descriptive analysis of the competences of the teachers, the analysis of the internal consistency of each competence group (through the value of the Cronbach's alpha) and the study of the correlation between the evaluation of the four competences. The Pearson correlation coefficient varies between -1 and +1, indicating that the two variables are negatively or positively correlated, respectively. Positive correlation indicates that if one variable increases, the other increases proportionally as well. Conversely, a coefficient of -1 indicates a perfect negative relation: if one variable increases, the other decreases by a proportional amount. A coefficient of zero

⁴ From the beginning of 2014, the UNTL implemented a new curriculum contextualizing the knowledge, skills and abilities according to the profile of the trainees in face of the scientific and professional demands, and the labor market at national, regional and international level. This new curriculum redefined and readjusted the general objectives of the courses of the University's training offer, the profile of the graduates, the skills and the professional skills, in the light of the challenges of the rapid changes in society, the labor market and the conditions of the professional exercise. Scientific areas were redefined to obtain each degree or diploma, basic, professional and specialization contents with curricular units and their respective credits and workloads redefined according to internationally accepted standards and accounted for with the ECTS system (*European Credit and Transfer System*).

indicates the absence of a linear relationship and therefore, if one variable changes, the other remains the same. The correlation between continuous variables is stronger as well as closer to 1, and the significance test ($p < 0.01$) indicates a significant correlation for a 99% confidence interval (Field, 2009, p.170).

In the second phase of the study, the continuous variables of the competency evaluation were transformed into categorical variables: the first category ("very bad") integrated the evaluations in the range of [1-2]; The second category ("bad") included the evaluations in the range [2-3]; The third category ("sufficient") included the assessments in the range [3-4]; The fourth category ("good") included the evaluations in the range [4-5]; The fifth category ("very good") included evaluations with values equal to or greater than 5. Fisher's exact test was used to verify the statistical association between two categorical variables: teachers' competences (pedagogical, professional, personality and social) and the variables gender, age group and students' faculty. Fisher's exact test (resulting from the chi-square test) indicates whether the variables present a statistically significant relationship at a confidence level of 5% ($p < .05$) and which categories are likely to be statistically related, given the Value adjusted residuals (Adj. Res.) Greater than 1.96. The null hypothesis of Fisher's exact test (H_0) indicates that the variables are independent; And alternative hypothesis indicates that the variables are not independent. The significant result of Fisher's test ($p < 0.05$) allows rejection of H_0 and assuming a statistically significant association between categorical variables (Field, 2009, p.696).

The student's t-test was used to compare the average of the competency ratings attributed between male students and female students. The null hypothesis of the t test (H_0) establishes that the means of the two groups are equal, while the alternative hypothesis (H_1) assumes that the means of the two groups are different. The significant test result ($p < 0.05$) allows rejection of H_0 and decides in favor of the alternative hypothesis of significant differences between the two groups.

5.0 Results and discussion

The quantitative analysis of the questionnaires addressed to the students ($N = 342$) allowed to obtain descriptive and correlational results on the set of competences under study. The Pearson correlation test indicated a positive and highly significant correlation between all items under study, as well as between the dimensions under analysis ($p < .01$). The Cronbach's Alpha values for each competency group showed good internal consistency of the items evaluated in each dimension of analysis ($\alpha > .7$). It was verified that the students strongly correlated the evaluation of the competences of the teachers personality with the evaluation of the professional competences ($r = .697$) and social ($r = .682$) demonstrated. These results allow us to support a teacher evaluation model oriented towards the improvement of schools, since these correlations reflect a "synergistic relationship that will surely favor the systemic possibility of the various actors and educational agents to achieve their objectives" (Alves and Machado, 2010, p. 91). According to the students, it is the social competences that exert less weight on pedagogical competences ($r = .551$) (Table 1).

Table 1: Descriptive and correlational statistics of competences

Competences	N	Min.	Max.	M	SD	α	CPed	CProf	CPersn	CSoc
Pedagógica (CPed)	342	1.56	5.00	3.56	.67	.813	1			
Profissional (CProf)	342	1.50	5.00	3.59	.66	.798	.675**	1		
Personalidade (CPersn)	342	1.67	5.00	3.66	.71	.770	.609**	.697**	1	
Social (CSoc)	342	1.00	5.00	3.63	.80	.771	.551**	.604**	.682**	1

Legend: N- dimension of the sample; Min. – Mínimo; Max.-Máxim; M-Mean; SD-Standard Deviation.

** $p < 0,01$

The descriptive statistics indicated very close average values in the four competency groups, with personality competences ($M = 3.66$, $SD = .71$) and social competences ($M = 3.63$, $SD = .80$) Higher averages. Taking into account the average values obtained for each set of competences, these were close to the "good" classification (4).

As in the average of the set of competences, in each of the evaluated items the students' classification ranged from (3) "sufficient" and (4) "good". The scores attributed by the students in each item revealed an equal dispersion of data between 1 (minimum) and 5 (maximum) points, that is, rankings between "very bad" and "very good", respectively. The results of the descriptive statistics for each of the items also indicated very close average values and, in general, a high standard deviation (around one unit) which suggests a coefficient of variation of the students' classifications of around 30%.

Regarding the *pedagogical competences*, the items with the lowest average level (3) "sufficient" were the items "3.Capacity to create a living environment in class" (Mean = 3.49, $SD = 1.05$) "5. Use of media and pedagogical technology" (Mean = 3.36, $SD = 1.20$) and "7. Assignment of feedback on the work / evaluation" (Mean = 3.33, $SD = 1.10$). The remaining items received a very close average rating (4) "good" (Table 02).

Table 2: Descriptive statistics and pedagogical competences

	N	Min.	Max.	M	SD
1. Preparation of lessons and practices	342	1.00	5.00	3.63	1.10
2. Organization and discipline in the classroom	342	1.00	5.00	3.58	1.02
3. Ability to create a living environment in the classroom	342	1.00	5.00	3.49	1.05
4. Give materials and clear answers to questions in the class	342	1.00	5.00	3.67	1.02
5. Use of media and educational technology	342	1.00	5.00	3.36	1.20
6. Variety of forms of assessment of learning outcomes	342	1.00	5.00	3.54	.97
7. Assignment of feedback on the work / evaluation	342	1.00	5.00	3.33	1.10
8. Adaptation of materials of the exam/ working towards the goal of the subject	342	1.00	5.00	3.83	.94
9. Harmonization of points or grades awarded on the agenda with the result of learning	342	1.00	5.00	3.55	1.03

In relation to *professional competences*, the lowest scores corresponded to "sufficient" level (3) and were observed in "12. Ability of interdisciplinary explanations of the current topic with others" (M = 3.48, SD = 1.01) and "17. Ability to use the various communication technologies" (M = 3.38, SD = 1.13). The remaining items received an average rating very close to (4) "good" (Table 03).

Table 3: Descriptive statistics of professional competences

	N	Min.	Max.	M	SD
10 Ability to properly explain the content / approach / topic / concept	342	1.00	5.00	3.80	1.01
11. Ability to give relevant examples of concepts	342	1.00	5.00	3.66	.92
12. Ability to interdisciplinary explanations of the current topic with others	342	1.00	5.00	3.48	1.01
13. Ability to interdisciplinary topic of the current explanations with everyday realities	342	1.00	5.00	3.54	.96
14. Mastery of more advanced issues of the subject (materials / references of learning lessons)	342	1.00	5.00	3.63	1.01
15. Use of research results to improve the quality of learning in the classroom	342	1.00	5.00	3.57	1.06
16. Involving students in research / analysis and develop the design made by the teacher	342	1.00	5.00	3.59	1.00
17. Ability of using various communication technologies	342	1.00	5.00	3.38	1.13

Regarding the *personality competences*, the lowest mean score also corresponded to level "3" "sufficient" and was observed in item "21. Watchword and measures" (M = 3.39, SD = 1.00). The remaining items received an average rating very close to (4) "good" (Table 04).

Table 4: Descriptive statistics of personality

	N	Min.	Max.	M	SD
18. Dignity and personality as a teacher	342	1.00	5.00	3.91	1.05
19. Honesty and fairness in the decision	342	1.00	5.00	3.60	1.09
20. Modelling by the position and behavior	342	1.00	5.00	3.63	.967
21. Watchword and measures	342	1.00	5.00	3.39	1.00
22. Self-Confidence in any situation	342	1.00	5.00	3.72	.98
23. Fair and neutral to all students	342	1.00	5.00	3.65	1.11

Regarding social competences, the scores attributed by the students were once again close to the "good" level (4) and no item with an average of less than 3.5 was observed (Table 5).

Table 5: Descriptive statistics of social competences

	N	Min.	Max.	M	SD
24. Ability of expression	342	1.00	5.00	3.50	1.12
25. Ability to accept criticism and suggestions from students	342	1.00	5.00	3.62	1.09
26. Knowing well the students of their subject	342	1.00	5.00	3.62	1.10
27. Easily get along with peers. staff and students	342	1.00	5.00	3.57	1.09
28. Tolerance in religious groups of students	342	1.00	5.00	3.81	1.08

The evaluation of the competences of UNTL teachers by the students of the same institution showed a positive and satisfactory classification, since the average values of the classifications (for each competence and for each set of competences) were between level (3) "suficiente" and the "good" level (4). The items of the pedagogical competences, followed by the items of professional competences, were those that registered a greater oscillation of the students' scores. The items related to social competences were the ones that obtained more consonant average values between them.

Table 06 presents the results of the frequency statistics of the evaluation done by UNTL students in relation to the performance of their teachers' pedagogical, professional, personality and social competences.

Table 6: Frequency statistics of competences assessment (N = 342)

	Very bad <i>n</i> (%)	Bad <i>n</i> (%)	Sufficient <i>n</i> (%)	Good <i>n</i> (%)	Very Good <i>n</i> (%)
Pedagógica	4 (1.2)	56 (16.4)	180 (52.6)	98 (28.7)	4 (1.2)
Profissional	5 (1.5)	47 (13.7)	173 (50.6)	116 (33.9)	1 (0.3)
Personalidade	3 (0.9)	51 (14.9)	154 (45.0)	130 (38.0)	4 (1.2)
Social	12 (3.5)	42 (12.3)	149 (43.6)	129 (37.7)	10 (2.9)

The majority of the students evaluated as "sufficient" the **pedagogical competence** of UNTL teachers (52.6%; *n* = 180) while 28.7% (*n* = 98) classified it as "good" and 16.4% (*n* = 56) as "bad." The percentage of students who rated "very bad" and "very good" was only 1.2% (*n* = 2) in each classification category.

In relation to **professional competences**, 50.6% of students (*n* = 173) classified the performance of teachers as "sufficient" and 33.9% (*n* = 116) as "good", although 13.7% of students (*n* = 47) has considered it "bad."

The **competences of the personality** were evaluated with "sufficient" (45%, *n* = 154) and "good" (38%; *n* = 130), while 14.9% of the students (*n* = 51) classified as "bad". **Social competences** were mostly evaluated with "sufficient" (43.6%, *n* = 149) and "good" (37.7%, *n* = 129), while 12.3% of students (*n* = 42) evaluated as "bad" and 2.9% (*n* = 10) as "very bad".

The second part of the analysis analyzed the statistical association between the evaluation of the performance of teachers' competences and the variables gender, age group and students' faculty, in order to understand if these variables had an influence on teachers' evaluation. **Table 07** presents the results of the statistical association between the gender of the students and the evaluation of each set of competences of the UNTL teachers.

Table 7: Statistical association between teacher competency assessment and gender

		Males <i>n</i> (%)	Females <i>n</i> (%)	Fisher Exact Test (df) <i>p</i> -value
Pedagógica Competences	Very bad	3 (75.0)	1 (25.0)	$X^2(4)=9.007$ <i>p</i> =.045
	Bad	34 (60.7)	22 (39.3)	
	Sufficient	83 (46.1)	97 (53.9)	
	Good	43 (43.9)	55 (56.1)	
	Very good	0 (0.0)	4 (100.0)	
Profissional Competences	Very bad	4 (80.0)	1 (20.0)	$X^2(4)=11.347$ <i>p</i> =.012
	Bad	28 (59.6)	19 (40.4)	
	Sufficient	87 (50.3)	86 (49.7)	
	Good	43 (37.1)	73 (62.9)	
	Very good	1 (100.0)	0 (0.0)	
Personalidade Competences	Very bad	2 (66.7)	1 (33.3)	$X^2(4)=3.926$ <i>p</i> =.437
	Bad	29 (56.9)	22 (43.1)	
	Sufficient	75 (48.7)	79 (51.3)	
	Good	55 (42.3)	75 (57.7)	
	Very good	2 (50.0)	2 (50.0)	
Social Competences	Very bad	4 (33.3)	8 (66.7)	$X^2(4)=12.081$ <i>p</i> -value=.015
	Bad	26 (61.9)	16 (38.1)	
	Sufficient	77 (51.7)	72 (48.3)	
	Good	49 (38.0)	80 (62.0)	
	Very good	7 (70.0)	3 (30.0)	

Legend: *n*-number of cases observed; % Valid percentage; Df - degrees of freedom

The performance of **pedagogical competences** was rated as "very bad" by 75% (n = 3) male students and "bad" by 60.7% (n = 34) of the same gender. The classification of "sufficient" was attributed by 53.9% of female students (n = 97) and 46.1% of male students (n = 83). The evaluation of "good" was also given mostly by 56.1% of female students (n = 55) and 43.9% of male students (n = 43). Only four female students classified as "very good" the **pedagogical competences** of teachers.

The gender of the students presented a statistically significant association with the evaluation of the **pedagogical competences** of the UNTL teachers ($X^2(4) = 9.007$; $p < .05$), and the male students presented a statistical association with the classification of "bad" (Adj. Res. = 2.1).

The influence of the gender of the students on the assessment of teachers' **pedagogical competences** was verified, although unlike the Boring (2015) study, the higher scores were not observed in the male students. It was also observed that the most positive classifications ("good" and "very good") were attributed mostly by female students; In turn, the "very bad" and "bad" classifications were attributed mostly by male students, contrary to what literature predicted (Boring, 2015).

The t-test for the comparison of the mean of the classifications indicated that it was the female students to assign higher scores to the performance of the pedagogical competences of the teachers. Statistically significant differences were observed ($t(340,344) = ,345$; $p < ,05$) between males (Mean = 3.43, SD = ,67) and female students (Mean = 3.68, SD = ,645). There was an influence of the gender of the students in the evaluation of the pedagogical competences of the teachers, although unlike the study by Boring (2015) the higher classifications were not observed in the male students.

Em relação às **competências profissionais**, observou-se que as avaliações mais baixas foram atribuídas maioritariamente pelos alunos do sexo masculino: 80% (n=4) classificou-as com "muito mau", 59,6% (n=28) com "mau" e 50,3% (n=87) com "suficiente". Houve 62,9% (n=73) de alunos do sexo feminino que atribuíram a classificação de "bom" e apenas um aluno do sexo masculino que avaliou como "muito bom" o desempenho profissional do docente. Verificou-se uma associação estatística significativa entre as competências profissionais e o género ($X^2(4)=11,347$; $p < ,05$), mas foram os alunos do sexo feminino que se associaram à classificação de "bom" (Adj. Res.=2,8).

A avaliação das **competências da personalidade** dos docentes não apresentou uma associação estatística significativa com género dos alunos ($X^2(4)=3,926$; $p < ,05$). Verificou-se mais uma vez a prevalência dos rapazes nas classificações mais baixas: 66,7% (n=2) avaliou as competências da personalidade dos docentes com "muito mau" e 56,9% (n=29) com "mau". Os alunos do sexo feminino foram os mais frequentes nas classificações de "suficiente" (51,3%; n=79) e de "bom" (57,7%; n=75), enquanto a avaliação de "muito bom" foi atribuída por igual número de alunos do sexo masculino e feminino (50% n=2).

No que se refere ao desempenho das **competências sociais**, observou-se que 66,7% (n=8) dos alunos do sexo feminino avaliou-o como "muito mau" e 61,9% (n=26) com "mau". A avaliação e "suficiente" foi atribuída por 51,7% (n=77) de alunos do sexo masculino e por 48,3% (n=72) de alunos do sexo feminino. A avaliação de "bom" foi atribuída por 62% (n=80) de alunos do sexo feminino e por 38% (n=49) de alunos do sexo masculino; 70% (n=7) das avaliações "muito bom" foram atribuídas pelos rapazes.

O género dos alunos apresentou uma associação estatística significativa com a avaliação das competências sociais dos docentes da UNTL ($X^2(4)=12,081$; $p < ,05$), sendo que os alunos do sexo masculino associaram-se à classificação de "mau" (Adj. Res.=2,0) e os alunos do sexo feminino se associaram à classificação de "bom" (Adj. Res.=2,8). Este resultado contraria mais uma vez os resultados de Boring (2015) segundo o qual as classificações superiores estariam associadas aos alunos do sexo masculino, enquanto as classificações inferiores estariam associadas aos alunos do sexo feminino.

Regarding **professional competences**, the lowest scores were attributed mostly to male students: 80% (n = 4) classified them as "very bad", 59.6% (n = 28) with "bad" and 50.3% (n = 87) with "sufficient". There were 62.9% (n = 73) of female students who assigned the classification of "good" and only one male student who evaluated the "professional performance" of the teacher as "very good". There was a statistically significant association between **professional competences** and **gender** ($X^2(4) = 11.347$; $p < 0.05$), but it was the female students who were associated with the classification of "good" (Adj. Res= 2,8).

The evaluation of the **competences of the teachers' personality** did not present a significant statistical association with gender of the students ($X^2(4) = 3,926$; $p < ,05$). The prevalence of boys in the lowest ranks was again verified: 66.7% (n = 2) assessed the competencies of the teachers' personality with "very bad" and 56.9% (n = 29) with "bad". Female students were the most frequent in the classifications of "sufficient" (51.3%; n = 79) and

"good" (57.7%; $n = 75$), while the evaluation of "very good" was attributed by an equal number of male and female students (50% $n = 2$).

Regarding the performance of **social competences**, it was observed that 66.7% ($n = 8$) of the female students rated it as "very bad" and 61.9% ($n = 26$) with "bad". The "sufficient" evaluation was attributed by 51.7% ($n = 77$) of male students and 48.3% ($n = 72$) of female students. The evaluation of "good" was attributed by 62% ($n = 80$) of female students and by 38% ($n = 49$) of male students; 70% ($n = 7$) of the "very good" assessments were attributed by the boys.

The gender of the students presented a statistically significant association with the evaluation of the social competences of the UNTL teachers ($X^2(4) = 12,081$; $p < .05$), and the male students were associated with the classification of "bad" (Adj. Res. = 2.0) and female students were associated with the classification of "good" (Adj. Res. = 2.8).

This result contradicts once again the results of Boring (2015) according to which the higher classifications would be associated with the male students, whereas the lower classifications would be associated with the female students.

The gender of the students presented a significant statistical association with the evaluation of the pedagogical, professional and social competences of the teachers of the UNTL.

Fisher's exact test did not reveal a statistically significant association between the age group of the students and the evaluation of teachers' competences ($p > .05$) (Table 08). It was not possible to indicate that the students of a certain age tended to evaluate the teachers in a certain sense. This result can be understood by the fact that 87.7% of the students interviewed are between 18 and 24 years old, and therefore there is a reduced age variability of the sample

Table 8: Statistical association between the evaluation of teachers' competences and the age group

		Ages 18-24	Ages 25-31	Ages 32-38	Ages 39-45	Fisher Exact Test (df)
		<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>p-value</i>
Pedagogical Competences	Very bad	3 (75.0)	1 (25.0)	0 (0.0)	0 (0.0)	$X^2(12)=20.061$ <i>p-value=.258</i>
	Bad	49 (87.5)	7 (12.5)	0 (0.0)	0 (0.0)	
	Sufficient	153 (85.0)	26 (14.4)	1 (0.6)	0 (0.0)	
	Good	91 (92.9)	6 (6.1)	0 (0.0)	1 (1.0)	
	Very good	4 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	
Professional Competences	Very bad	3 (60.0)	2 (40.0)	0 (0.0)	0 (0.0)	$X^2(12)=22.590$ <i>p-value=.270</i>
	Bad	39 (83.0)	8 (17.0)	0 (0.0)	0 (0.0)	
	Sufficient	155 (89.6)	17 (9.8)	1 (0.6)	0 (0.0)	
	Good	102 (87.9)	13 (11.2)	0 (0.0)	1 (0.9)	
	Very good	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	
Personality Competences	Very bad	2 (66.7)	1 (33.3)	0 (0.0)	0 (0.0)	$X^2(12)=23.886$ <i>p-value=.086</i>
	Bad	45 (88.2)	6 (11.8)	0 (0.0)	0 (0.0)	
	Sufficient	133 (86.4)	20 (13.0)	1 (0.6)	0 (0.0)	
	Good	117 (90.0)	13 (10.0)	0 (0.0)	0 (0.0)	
	Very good	3 (75.0)	0 (0.0)	0 (0.0)	1 (25.0)	
Social Competences	Very bad	11 (91.7)	1 (8.3)	0 (0.0)	0 (0.0)	$X^2(12)=16.486$ <i>p-value=.321</i>
	Bad	37 (88.1)	5 (11.9)	0 (0.0)	0 (0.0)	
	Sufficient	128 (85.9)	20 (13.4)	1 (0.7)	0 (0.0)	
	Good	116 (89.9)	13 (10.1)	0 (0.0)	0 (0.0)	
	Very good	8 (80.0)	1 (10.0)	0 (0.0)	1 (10.0)	

Legend: *n*-number of cases observed; % Valid percentage; Df - degrees of freedom.

The age group of the students did not present a statistically significant association with the evaluation made to the performance of the teachers' competences ($p > .05$).

Regarding **pedagogical competences**, 75% ($n = 3$) of the students who evaluated them as "very bad" were between 18 and 24 years old, as well as 87.5% ($n = 49$) of the students who evaluated them as "bad", 85% ($n = 153$) of the students who rated as "sufficient", 92.9% ($n = 91$) of those who rated "good" and 100% ($n = 4$) of the students who evaluated them as "very good".

Regarding the **professional competences**, 89.6% ($n = 155$) of the students who evaluated them with "sufficient" were between 18 and 24 years old, as well as the 87.9% ($n = 102$) of students who assigned as "Good".

The **personality competences** had a more ambivalent evaluation in the 18-24 age group, since 88.2% (n = 45) of the students attributed the classification of "bad" and 90% (n = 117) of those who attributed the classification of "good" belonged to this age group.

Social competences were assessed as "bad" by 88.1% (n = 37) of students between the ages of 18 and 24; 85.9% (n = 128) of students in the same age group classified the performance of **social competences** as "sufficient" and 89.9% (n = 116) as "good".

Table 09 presents the results of the statistical association test between the evaluation of the teachers' competences and the students' faculty. The distribution of the classifications attributed by the Faculty of Philosophy (FF), the Faculty of Education, Arts and Humanities (FEAH), the Faculty of Medicine (FM) and the Faculty of Political Science (FCP) to the set of competences Pedagogical, professional, personality and social aspects of teachers

Table 9: Statistical association between the evaluation of teachers' competences and the faculty

		FF	FEAH	FM	FCP	Fisher Exact Test (df)
		n (%)	n (%)	n (%)	n (%)	p-value
Pedagogical Competences	Very bad	2 (50.0)	(25.0)	0 (0.0)	1 (25.0)	X ² (12)=36.224 p-value=.000
	Bad	25 (44.6)	14 (25.0)	6 (10.7)	11 (19.6)	
	Sufficient	46 (25.6)	53 (29.4)	49 (27.2)	32 (17.8)	
	Good	14 (14.3)	30 (30.6)	43 (43.9)	11 (11.2)	
Professional Competences	Very good	0 (0.0)	1 (25.0)	3 (75.0)	0 (0.0)	X ² (12)=50.740 p-value=.000
	Very bad	3 (60.0)	2 (40.0)	0 (0.0)	0 (0.0)	
	Bad	23 (48.9)	10 (21.3)	4 (8.5)	10 (21.3)	
	Sufficient	45 (26.0)	54 (31.2)	42 (24.3)	32 (18.5)	
Personality competences	Good	15 (12.9)	33 (28.4)	55 (47.4)	13 (11.2)	X ² (12)=43.878 p-value=.000
	Very good	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	
	Very bad	3 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	
	Bad	20 (39.2)	12 (23.5)	5 (9.8)	14 (27.5)	
Social Cmpetences	Sufficient	42 (27.3)	44 (28.6)	40 (26.0)	28 (18.2)	X ² (12)=40.261 p-value=.000
	Good	22 (16.9)	40 (30.8)	55 (42.3)	13 (10.0)	
	Very good	0 (0.0)	3 (75.0)	1 (25.0)	0 (0.0)	
	Very bad	4 (33.3)	2 (16.7)	0 (0.0)	6 (50.0)	
	Bad	11 (26.2)	11 (26.2)	7 (16.7)	13 (31.0)	
	Sufficient	44 (29.5)	45 (30.2)	35 (23.5)	25 (16.8)	
	Good	25 (19.4)	38 (29.5)	55 (42.6)	11 (8.5)	
	Very good	3 (30.0)	3 (30.0)	4 (40.0)	0 (0.0)	

Legend: n-number of cases observed; % Valid percentage; Df - degrees of freedom.

There was a statistically significant association between the Faculty and the evaluation of teachers' **pedagogical competences** (X² (12) = 36,224; p <, 01), with students from the Faculty of Philosophy being associated with the "bad" classification (44.6 %; n=25) (Adj. Res. = 3,6) and students of the Faculty of Medicine were statistically associated with the classification of "good" (43.3%; n = 43) (Adj. Res. = 3,7) and "very good" (75%; n = 3) (Adj. Res. = 2.0).

In relation to the evaluation of the performance of **professional competences**, there was also a significant statistical association with the Faculty of students (X² (12) = 50,740, p <, 01) and also were students of the Faculty of Philosophy who presented a significant association with the classification of "bad" (48,9 %; n=23) (Adj.Res.=4,0) and the students of the Faculty of Medicine associated with the classification of "good" (47.4%; n = 55) (Adj. Res. = 5.2).

In terms of the evaluation of **personality competences**, there was a significant association between the evaluation of the students of the Faculty of Philosophy and the classification of "very bad" (100%; n = 3) (Adj. Res.=3.0) and "bad" (39.2%, n = 20) (Adj. Res. = 2.4), as well as among students of the Faculty of Political Science for the evaluation of "bad" (27.5%; n = 14) (Adj. Res. = 2.4). The students of the Faculty of Medicine presented a significant association with the classification of "good" (42.3%; n = 55) (Adj. Res. = 4.1) and the students of the Faculty of Education, Arts and Humanities appeared statistically associated with the classification of "very good" (75%; n = 3) (Adj. Res. = 2.0).

The evaluation of **social competences** also showed a significant association with the Faculty of students (X² (12) = 40,261; p <, 01) and the students of the Faculty of Political Science emerged associated with the evaluation of "very bad" (50%; N = 6) (Adj. Res. = 3,3) and "bad" (31%; n = 13) (Adj. Res. = 2,8), whereas the students of the

Faculty of Medicine presented a significant association with the classification of "good" (42.6%, n = 55) (Adj. Res. = 4.1).

Resuming the question of study - how do the students evaluate the performance of the competences of the teachers of the National University of East Timor (UNTL)? - the obtained results allowed to verify that the evaluation of the performance of the teachers made by the students points to a performance between the "sufficient" and "good" level of the pedagogical and professional competences of the teachers. Personality competences and social competences were also evaluated very positively, with the highest percentage of students classifying them as "sufficient" and "good". The classifications attributed by the students to the performance of the teachers' competences registered a reduced dispersion and a high data consistency, which points to a perception and evaluation of consensual students.

An influence of the gender evaluation of the performance of the pedagogical, professional and social competences of UNTL teachers was observed, with the female gender having a significant relationship with the most favorable (good) evaluations, professional and social competences, while the male gender showed a significant association with less favorable evaluations ("bad"), especially in relation to pedagogical and social competences.

The evaluation of the pedagogical competences was statistically superior in the female students. The age of the students had no influence on the evaluation of the teachers, which can be understood by the fact that 87.7% of the students are between 18 and 24 years, conferring a reduced variability of the sample. The faculty of the students influenced the evaluation attributed to the teachers ($p < .05$) and the Faculty of Philosophy presented a significant relation with the less favorable evaluations ("very bad" and "bad") of the pedagogical, professional and personality competences of the Teachers. The students of the Faculty of Medicine presented a significant association with the evaluation of "good" and "very good" of the pedagogical competences and with the evaluation of "good" of the other three competences.

The results obtained allowed to outline a general analysis framework on the evaluation of the performance of UNTL teachers in terms of their pedagogical, professional, social and personality competences. The influence of personal variables such as gender and age, on the one hand, and the context variable as the college attended by the students were studied.

6.0 Conclusions and policy implications

The students of the UNTL (N = 342) assigned a very positive and favorable evaluation to the performance of the teachers' competences. The average of the evaluations of pedagogical, professional, social and teacher competences ranged from (3) "sufficient" and (4) "good". In analyzing how students measured and evaluated the competences of public higher education university teachers, it was possible to conclude about the quality of the performance of this teaching system in East Timor, although it is worth pointing out some improvements resulting from the students' evaluation of the various dimensions of teachers performance.

In pedagogical terms, lower scores were observed (3) "sufficient" in relation to the teacher's ability to create a living environment in classes (M = 3.49, SD = 1.05), to the use of pedagogical means and technologies (M = 3.36, SD = 1.20) and the assignment of feedback on the students' work and evaluations (M = 3.33, SD = 1, 10). These results, therefore, support the need to introduce improvements in empathy and proximity to students, both through the promotion of a living environment of learning in the classroom and through the assignment of feedback to students. This position was reinforced by the fact that the students classified as "sufficient" (M = 3.39; SD = 1.00) the ability of the teacher to implement a classroom order environment (in terms of personality competences). It was also highlighted the need of teachers to use more innovative and inclusive pedagogical practices, and to take greater advantage of available educational pedagogy resources, as well as introduce more diversified pedagogical resources.

Regarding professional competences, it was concluded that there is a need to reinforce the use of ICT in the classroom, since this was one of the items with the lowest classification (M = 3.38, SD = 1.13), as well as the capacity for interdisciplinary explanations of the given subject (M = 3.48, SD = 1.01). The gender of the students showed to have a significant relation with the evaluation attributed to the pedagogical, professional and social competences of the teachers ($p < .05$). In the pedagogical and social competences, the male students presented statistically lower scores ("bad"), while the female gender had a significant association with the higher "good" scores for occupational and social competences. The age of the students did not present a significant association with the evaluation attributed to the teachers' performance ($p > .05$).

The Faculty from which the students came had a statistically significant association with the students' evaluation of the four sets of competences ($p < .01$). The students of the Faculty of Philosophy have appeared associated to the most negative classifications: from "bad" to pedagogical, professional and personality competences, as well as

to "very bad" classification for personality competences. Students of the Faculty of Political Science also emerged statistically associated with the evaluation of "bad" and "very bad" regarding the performance of teachers' social competences and the evaluation of "bad" personality competences. Associated with the "good" classifications were the students of the Faculty of Medicine for the four groups of competences and "very good" for the pedagogical competences. The students of the Faculty of Education, Arts and Humanities presented a significant association with the evaluation of "very good" attributed to the competencies of the teachers' personality.

The results also pointed to the need to deepen the interdisciplinary between the different areas of study of the curriculum, reinforcing the transversal learning. To this end, it is considered necessary the continuous and professional formation of teachers, an educational project that the UNTL has already tried to answer through the creation of the Center for Advance Teaching and Learning (CATL) - which aims to Improvement of the quality of UNTL teachers, based on the conviction that there is a close relationship between the didactic performance of the teacher and the performance of the student (UNTL, 2015).

The social competences of the teachers were the most valued by the students, as they received superior and close classifications of (4) "good" and showed a strong correlation with the personality traits ($r = .682$) Those who had a lower weight on the pedagogical competences ($r = .551$). For students, social competences and personality traits of the teacher correlate strongly, but social competences have a reduced influence on the evaluation of the pedagogical competences by the students.

In practical terms, the study's conclusions support the effective improvement of teachers' competences, insofar as they inform students about the pedagogical and professional performance, as well as the social and personality competences of the teachers. The classification attributed by the students allowed to identify the competences that require improvements, and these will be considered in the elaboration of the professional development plan of the teachers of the UNTL. A positive evaluation of public higher education in East Timor today prevails, despite the recognition of the need to introduce improvements in teachers' performance, especially in terms of pedagogical practices and pedagogical resources used in the classroom. These results also highlight the need to consolidate the different types of competencies of university professors in the country, in order to improve their performance in a continuous way, and, through this, to promote a quality university education throughout the country, both in institutions Public institutions, or in private institutions, according to the Strategic Plan for National Education 2011-2030 (METL, 2011). The policy measures introduced in the meantime have led to an improvement in the higher education system, but there is still a need to make progress in improving teacher performance through professional development programs (UNESCO, 2013). One of the key purposes of the public higher education evaluation policy in East Timor is to improve the quality of higher education, to inform students (and other stakeholders) about the real quality of institutions and to encourage students to participate in this process, as they are the main beneficiaries of quality assessment. We consider that, at this level, the study developed makes a relevant contribution since, for the first time, it presents the results of the evaluation of the students about the competences of the teachers and, by this way, it gives the students the voice to express themselves about the quality of the Public higher education of East Timor.

The issue of assessing teacher performance and improving the quality of higher education institutions is important for East Timor. After independence, many teachers who were foreigners left the country, leaving a strong gap in the education and training of young people. Today the country faces skills gaps and a reduced ability to respond to the needs of the labor market. Reconstruction of national institutions and infrastructures requires qualified training for young people and a superior quality system with the same standards as other universities in Asia and Europe.

In terms of the public policies to be implemented in the area of education, the study supports the need for greater investment in higher education, with policies and measures oriented to the reality of young Timorese. This investment in higher education should begin with the training and qualification of teachers, with active methodologies and supervised teaching practices that promote the improvement of skills and techniques undertaken in the classroom. In order to promote continuous teacher training, performance evaluation should be implemented throughout the higher education system, encompassing all teachers and pedagogical supervisors. It is intended that the evaluation of teachers' performance be consistent, that is to say, it will result in a professional training plan aiming at the continuous improvement of the competences and capacities of the teachers, in their varied dimensions. Finally, in order for the implementation of the performance evaluation cycle to be successful, that is, to provide for the effective improvement of the entire education system, the evaluation procedures, the role of evaluators and the evaluation criteria to be considered. The results of teacher assessment, which should also address students' feedback, should be disseminated according to the performance evaluation schedule in order to contribute to the accountability of the public service with the regularity and transparency that is sought.

As the quality of higher education depends heavily on the quality of teachers' competences, and therefore improvements in teaching also mean improvements in student learning (Minelli, Reborá and Turri, 2015, Brewer, Knoeppel and Lindle, 2015).

Although educational policies aim to establish an increasingly strong causal relationship between evaluation, professional development and the improvement of the quality of teaching, this relationship has not been studied in the higher education system in East Timor, a broader and for which we sought to make a contribution throughout the study.

In future research, empirical studies on the impact of the quality evaluation system on public higher education are planned, based on the evaluation and feedback of the various stakeholders in this process: besides students, teachers, course directors and the directors of colleges. Through in-depth interviews, it will be possible to evaluate teachers' receptivity, as well as the difficulties experienced and the added value identified in the evaluation process.

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