**A Statistical Study to Develop a Reliable Scale to Evaluate Instructors within Higher Institutions**

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Abstract

It is not clear yet to many scientists in different fields that using any scale to test a certain data must have this scale at least reliable and valid. The purpose of this study is to develop a reliable and valid scale that will promote the measurement of the level of instructor evaluation within higher institutions. To satisfy this measurement, Cronbach’s alpha is used to obtain a thorough understanding of remarkable questions/constraints that is initiated in the instructor evaluation form to evaluate the instructor properly. Discussions during focus groups of students and interviews recorded. Then, a model is developed, and collected data classified based on the questions arising during the discussions with the participants. Accordingly, the collected qualitative data are analyzed using a thematic approach in order to identify the basic constructs/variables of the model. There are five main constructs or antecedents representing the independent variables that have great influence on the instructor’s assessment. They are Teacher’s Behaviour (TB), Type of Courses (TC), Level of Students (LS), Mood of Students (MS), and Accuracy of Faculty’s Evaluation (AFE). Each variable is explained by six to eight constraints. Such a scale is being tested through a pilot study in terms of reliability and content validity is being purified further through the collection of quantitative data. To further investigate and verify our theoretical framework, the study employs ordinary least square (OLS) test. OLS technique as a linear regression model is implemented in this study to examine the extent to which the independent variables influence the dependant variable (Faculty Evaluation (FE), and the results of the regression analysis reveals that the model is significant.