

# Periodic Research

## Evaluation of teacher effectiveness through student's rating

### Abstract

Dwelling on the importance of quality education, the author claims that though a number of policy efforts have been initiated to improve different aspects of education like curriculum, teaching, training, recruitment, guidance, teacher-pupil ratio, physical environment and evaluation, there is a need for implementing student rating as a policy indicator for evaluation of teacher's effectiveness.

### Introduction

The phrase 'teacher evaluation', stands for the evaluation of teachers in terms of the quality of their roles played as a teacher, i.e., the extent to which they may be adjudged as good or poor in fulfilling their duties and obligations as a teacher. When we use the phrase 'evaluation of the student', we are expected to measure the outcomes of the teaching-learning process in terms of the achievements or gains of the students with respect to the expected behavioral changes. Identifying and measuring the types of changes that occur in the behavior of the students thus becomes the focal theme of students; evaluation. Similarly, when we have to make use of the phrase 'teacher evaluation', it should also mean the measurement of the effectiveness of a teacher in terms of the roles and responsibilities entrusted to him or her as a teacher, i.e., to know the degree or extent to which the teacher has been able to help the students in bringing about desirable changes in their behavior for their proper growth and development. Thus, we may define 'teacher evaluation' as a process of helping us to draw inferences or pass judgment over the effectiveness of teacher like behavior and abilities demonstrable through his or her performance leading to an all round growth and development of the personality of the students.

Currently there are worldwide movements of teacher effectiveness, school improvement and educational refers. In these movements teacher effectiveness is the salient concern for most of researchers, policy makers and practitioners. How to define, assess and enhance school/teacher effectiveness becomes a critical issue not only in research but also in planning strategies to improve and develop schools. In the past decades, great progress has already been made to conceptualize evaluation of students and programs but conceptualization and measurement of school and teacher effectiveness remain a rather problematic area. First, teacher effectiveness is still a very vague concept even though it is often used in the literature of school management, school improvement and teacher education. To different people, the definition of teacher effectiveness may be very different. The critical elements of effectiveness conceptualization such as "what criteria", "whose criteria", "effective for whom", "who to define", "how to evaluate", "when to evaluate" and "under what environmental constraints" because there seem to be no standard elements accepted by all concerned constituencies for evaluation. Criteria employed for teacher evaluation :

We can very well classify the criteria of teacher evaluation (measures of teacher effectiveness) into the following three categories.

- 1- Product Criteria
- 2- Process Criteria
- 3- Presage Criteria

Product Criteria : In terms of these criteria, the evaluation of the teachers (in terms of their effectiveness) can be made by passing judgment over the gains achieved in terms of growth and development or changes in behavior on the part of students. In other words, the extent to which one is able to help the students in the realization of the set teaching-learning objectives, one is said to be a competent or effective teacher.

In this way, evaluation of a teacher's work must be made through the nature of the end results of his or her efforts, i.e. gains achieved in



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terms of pupils' growth and development of desirable changes in their behavior.

**Product Criteria :** In view of this criteria, a teacher needs to be evaluated in terms of the nature and the quality of the teacher's efforts made for the realization of the set teaching-learning objectives irrespective of the products, i.e., student gains, student growth or behavior changes. These criteria rest on the very assumption that the process chosen or the efforts made are more substantial and important than the outcomes or the results achieved. Therefore, what goes on at the time of the ongoing teaching-learning process in terms of the typical situations involving classroom conditions and interaction of students and teachers and the teaching competencies and skills demonstrated by the teacher may be adjudged as various criteria from teacher evaluation.

**Product Criteria :** These criteria neither try to evaluate the end of the teaching learning process (like product criteria) nor lay emphasis on the nature of the means (like process criteria) for the evaluation of the teachers. On the other hand, they try to focus on the evaluation of the total make-up, nature, qualities and characteristics of that very source (the teacher) which is responsible for carrying out both the means and the ends. They may involve factors like personality attributes of teachers, number of years of experience, academic and professional qualification, aptitude for teaching, attitude towards teaching, personal and professional adjustment, knowledge of the subject, philosophy of life, job satisfaction etc.

**Methods and techniques for teacher evaluation :**

The methods and techniques used for the evaluation of teachers, whether in the field of school education or higher education, are almost based on the criteria discussed above in the name of product, process and presage. As a result, we can employ the following methods and techniques for the evaluation of teachers.

1. The results of the house tests, monthly, terminal and annual examinations of the school, board and other accreditation agencies showing academic achievements of the students taught by the teachers.
2. The result of the performance shown by the students in sports, constructive and creative activities, curricular and other fields attributable to the efforts made by the teachers.
3. The measurement or assessment of the teacher effectiveness by employing standardized tools like the teacher effectiveness scale developed by Umme, Kulsum (Bangalore) and the other teacher effectiveness scale developed by Pramod Kumar and D.N. Mutha (Vallabh Vidyanagar, Gujrat)
4. The use of the properly constructed rating scales for rating the overall performance, teachers by the teachers themselves, their colleagues, head of the institutions, supervisors etc.
5. The use of questionnaire, inventory, etc. for collecting information about the product, process, and presage variables of the teacher effectiveness from teachers themselves, their

colleagues, and heads of the institutions, supervisors etc.

6. The information received through self-assessment or appraisal proforma filled in by the teachers themselves.
7. The record of the inspection committee and other day-to-day supervision work.
8. The assessment of the teaching competency by employing proper tools and techniques like the teaching competency scale developed by B.K. Passi and Lalita (Indore).
9. The observation and assessment of teacher's classroom behavior through special techniques like Flander's Interaction Analysis Technique.
10. To make use of the personality characteristics of the good and effective teacher established through researchers for the evaluation work.

**How can students evaluate their teachers ?**

Students can evaluate their teachers by expressing their opinions about them with the help of impressions and impact left on them through teachers' personality characteristics, teacher behavior and the overall efforts made by the teachers in looking after the interests of their students. As a result students may be helped to express their opinion through the tools like :

1. **Questionnaire :** A tool through which students can provide answers to the various questions meant for the evaluation of the teachers.
2. **Rating Scales:** A tool through which students can rate the effectiveness or goodness of their teachers on 5 or 7 point scale specially meant for the evaluation of the characteristics and effectiveness of the teachers.
3. **Interview :** A tool through which students can delineate the nature, personality, characteristics, competencies and effectiveness of their teachers through face to face dialogues.
4. **Indirect ways :** Where the students may be asked to write on the topics like "The teachers you like most". "What is ideal in your ideal teachers", "Goodness of your good teachers", "Your impressions about your teachers". "What is unforgettable about your teachers" etc.

**Evaluation through ratings :** Researchers offer the following arguments to support the use of students ratings for teacher performance.

- Students are the main source of information about the learning environment, including teachers ability to motivate students for continued learning, rapport or degree of communication between instructors and students.
- Students are the most logical evaluators of the quality, the effectiveness of, and satisfaction with course content, method of instruction, textbooks, homework and student interest.
- Student ratings encourage communication between students and their teacher. This communication may lead to the kind of student and instructor involvement in the teaching learning process that can raise the level of instruction.
- The positive and statistically significant correlation of student ratings, with learning gains.

**Faculty concerns about student ratings :** Faculties are concerned about the use of student ratings in both formative and summative evaluations for the following reasons :

- Students lack the maturity and expertise to make judgements about course content or teaching style.
- Students ratings are measures of popularity rather than of ability.
- The rating forms themselves are both unreliable and invalid.
- Other variables (such as grades received from the teacher, class size, or whether the course was required or elected) affect student ratings

**Suggestions regarding improvement of ratings :**

One way to analyze student ratings is to calculate the averages for individual questions and note the highest and lowest rated items. Then, the teacher should see whether his strengths and weaknesses cluster in patterns on any of the following topics" organization and clarity, enthusiasm and stimulation of student interest, teacher-student rapport, teaching and communication skills, course workload and difficulty, fairness of exams and grading, classroom, climate. As a rule of thumb, it is usually cause for concern when a third of the students give low ratings to some aspect of a course (Kulik, 1991). In looking at the highest and lowest rated items, the teacher should try to identify his specific behaviours that might have caused students to give him those ratings, If he does this exercise with a colleague who has administered the same form to his or her students, he can exchange examples of behaviours that lead to high ratings.

**Conclusion :**

We all are aware of the importance of quality education. A number of policy efforts have been initiated to improve different aspects of education such as curriculum, teaching, training, recruitment, guidance, teacher pupil ratio, physical environment and evaluation. Although these efforts aim at improving education quality and discharging accountability, they are seriously suffering from poor understanding of the complex nature of education quality. Implementing "Student Rating" as a policy indicator for evaluation of effectiveness of teacher should be given serious attention. Without the full support from all stakeholders of education, especially teaching community, it is impossible to develop a good monitoring system of quality education and implement it effectively. We should encourage all concerned to discuss and understand the function, conception, assessment and application of education indicators and standards before implementing 'Teacher Rating' monitoring system at the institutional level.

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