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## ASSESSING TEACHER EFFECTIVENESS AT UNIVERSITY LEVEL



\* Dr. Ramesh Kumar\*\* Nalini Misra

\* Lecturer, D.A.V. P.G. College, Lucknow

\*\* Research Scholar, Department of Education, University of Lucknow, Lucknow

According to the **Programme of Action (1992)**, "Teacher performance is the most crucial input in the field of education". The Teacher is expected to communicate the best of knowledge to pupils to make them such a human being who can adjust and help in the socio-cultural milieu of the country. The teacher who is able to realize this is called an effective teacher.

Teacher Evaluation refers to periodic evaluation of teachers' performance. It involves a systematic gathering and analysis of information, on the basis of which decisions are taken regarding the effectiveness, efficiency, and/or competence of the teachers in realizing set professional goals. **Darling-Hammond and others (1983)** defined teacher evaluation as "collecting and using information to judge". Efforts to improve the quality of teaching depend for their effectiveness on the availability of accurate, detailed and objective evaluation of teaching.

**STUDENT RATING:** Student rating in teacher evaluation has been restricted to Higher Education. This method is inexpensive and has high degree of reliability. Students are most logical evaluators of the quality, the effectiveness of, and satisfaction with course content, method of instruction, textbooks, and student interest.

### OBJECTIVES

The objectives of the present study were:

1. To assess the teacher effectiveness with respect to the quality of instruction through student rating.
2. To assess the teacher effectiveness with respect to

teacher-student interaction level through student rating.

### HYPOTHESES

The hypothesis was stated in null form as under-

1. There is no significant difference in the mean scores of more effective, effective and less effective teachers with respect to the quality of instruction.
2. There is no significant difference in the mean scores of more effective, effective and less effective teachers with respect to teacher-student interaction level.

### SAMPLE

The sample for the present study was selected from the undergraduate classes of University of Lucknow through Purposive Sampling Method.

### TOOL FOR DATA COLLECTION

5-point Students Rating Scale was prepared to collect data from undergraduate students in which following dimensions were taken to assess the teachers' effectiveness:

#### 1. Quality of Instruction:

- a) Logical Organization of Content
- b) Preparation of Content before coming to the class
- c) Use of appropriate Teaching Methods
- d) Use of Audio-Visual Aids
- e) Provides notes or learning material
- f) Good Communication skill

#### 2. Teacher-student Interaction Level:

- a) Gives time for discussion
  - b) Gives motivation to students
  - c) Discipline in the class
  - d) Approachable for help and guidance
- The following were response alternates in the 5-point scale: Least Effective, Less

Effective, Effective, More Effective and Most Effective

**METHOD OF DATA COLLECTION**

The lists of 100 teachers from the Departments of University of Lucknow were given to 500 students related to those Departments for their responses. The students were made to fill in their responses in the 5-pt scale according to their experiences.

**ANALYSIS AND INTERPRETATION**

The data collected was evaluated by finding the mean scores for each teacher for the two dimensions being assessed. Then, the teachers were divided into three categories based on their mean scores as following: 1. Less Effective Teachers- Mean Scores between 1 to 3 2. Effective Teachers- Mean Score 3 3. More Effective Teachers- Mean Score between 3 to 5 Later, the interpretation was done on the basis of percentages of teachers for the above three categories.

**RESULTS AND DISCUSSION**

The findings of the study are discussed in detail according to the objectives of the study.

**1. Objective 1: To assess the teacher effectiveness with respect to the quality of instruction through student rating.**

**TABLE 1.**

S.No.	Categories	Percentage
1.	Less Effective Teachers	15%
2.	Effective Teachers	65%
3.	More Effective Teachers	20%

The Table 1 shows that students rated 15% teachers as Less Effective, 65% teachers as Effective and 20% teachers as More Effective.

**2. Objective 2: To assess the teacher effectiveness with respect to teacher-student interaction level through student rating.**

**TABLE 2.**

S.No.	Categories	Percentage
1.	Less Effective Teachers	12%
2.	Effective Teachers	56%
3.	More Effective Teachers	32%

The Table 2 shows that students rated 56% teachers as Effective and 32% teachers as More Effective. Only 12% teachers were rated as Less Effective Teachers.

**CONCLUSION**

The present study shows that only a small percentage of teachers is less effective at University Level. Most of the teachers are at least effective in their field. Teaching is a noble profession. Teachers should excel as professionals. They should excel in their field whether it is regarding the quality of Instruction they are giving or regarding their Level of Interaction with the students as the success of the students is at stake with the effectiveness of the teachers. It is necessary and important that the status of the teachers is raised. A teacher should be able to adjust and adapt to the demands of the educational system. Students' rating is an important source of data for the evaluation of teachers' merit and the teachers' can improve their effectiveness with this source, ultimately leading to success of the students who are direct beneficiaries of teaching.

**R E F E R E N C E**

1. Darling-Hammond, L, (1983), *Teacher Evaluation in Organizational Context: A review of Literature*, Review of Educational Research, 53, 285-328. 2. Dosjah, N.L., (1977), *Modification of Teacher Behaviour through Micro-teaching*, Sterling Publishers Pvt. Ltd., New Delhi. 3. Millman, J. (1981), *Handbook of Teacher Evaluation*, Beverly Hills:Sage. 4. Venkatarreddy, K. (2002) *Changing Attitudes to Education in India*, pp.52-53