

VALUING THE STUDENTS' RATING OF TEACHING: STUDENTS' AND TEACHERS' PERSPECTIVES

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Abstract

With the current synchronous, asynchronous, and hybrid modalities, higher educational institutions (HEIs) adopt the student ratings to evaluate the effectiveness of teaching. It is widely used; but, is considered a controversial tool used in teacher evaluation. Although teacher ratings aimed at evaluating teaching and hoped to aid the teacher in professional enhancement, they were thought to affect faculty and adjunct performance reviews, tenure and promotion, departmental and program retention rates, and university recruitment. The main concern of the research was to determine the perceptions of the faculty or teachers and the students on the student ratings of teaching and how the data gathered impacted on instruction and evaluation. It was a descriptive research that utilized a standardized instrument responded by ninety-eight (98) college and senior high school faculty members at a private Catholic university.

Keywords: Student Ratings, Teachers' Perspectives, Students' Perspectives, Teaching.

Introduction

Teachers and students play significant roles in the attainment of academic success. The students being the center of the educational pursuits should be actively participative in the process. One of the relevant roles of students in the education process is to participate in teacher evaluation, especially during the transitions brought about by the adaptation of higher educational institutions (HEIs) in response to the global pandemic. With the current synchronous, asynchronous, and hybrid modalities, higher educational institutions (HEIs) adopt the student ratings to evaluate the effectiveness of teaching. It is widely used; but, is considered a controversial tool used in teacher evaluation. Although teacher ratings aimed at evaluating teaching and hoped to aid the teacher in professional enhancement, they were thought to affect faculty and adjunct performance reviews, tenure and promotion, departmental and program retention rates, and university recruitment. Moran (2017) believed that the use of student achievement data to evaluate an individual teacher's effectiveness has become a new focus in educational policy.

Best-worst scaling is proposed as a novel method for quantitative teaching evaluation. The way in which best-worst scaling can be used in this context is illustrated in three different applications. Two applications demonstrate how it can be used for evaluations in a small-size classroom environment. The third application is a broader evaluation of university courses on a larger scale. In comparison with conventional rating scales, the best-worst scaling approach enables better highlighting of the differences between evaluation items. In doing so, it can provide enhanced

guidance to educators in their reflection about their teaching. Moreover, implementation and analysis of a best-worst scaling evaluation is relatively straightforward, which establishes it a feasible method for teaching practitioners and researchers (Huybers, 2014). The reliability measures generated by the student evaluation of teaching are an insufficient foundation for establishing validity. Further, the pattern of reliability indicates that the instruments are generally providing information about students, not instructors (Clayson, 2018).

With the hope of striking a balance in the teaching-learning process and contribute to the changes in the assessment of teaching, this study surveyed the perspectives on student ratings of teachers, particularly the college instructors and professors and senior high school teachers of a private higher education institution in the City of Malolos, Bulacan.

Theoretical / Conceptual Framework

The study is anchored on the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes (2009) which summarizes the aspects of teacher evaluation and the way they interconnect as follows: (1) the Unit Assessed: Who?, which is the subject of the evaluation, particularly the teachers; (2) Capabilities to assess and to use feedback: By whom?, which concerns the evaluators and their skills, as well as, their preparation to evaluate; (3) the Aspects assessed: What?, which includes the core activity of teaching comprising of planning, preparation, the classroom environment, and the instruction itself; (4) Evaluation technology: How?, refers to the instrument, criteria, standards, purpose, knowledge, and skills; (5) Purposes: For

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what?, encompassing the objectives of the evaluation process; (6) Agents involved: With Whom?, which includes the range of stakeholders. Added to these aspects are factors that can influence the design of the teacher evaluation such

as; societal factors, school system, and school-level factors. Figure 1 shows the Conceptual Framework of the study. The same figure shows the variables: the students' rating of teaching and the teachers' perspective on the students' rating of teaching.



Figure 1: Conceptual Framework of The Study

Statement of The Problem

The main concern of the research was to assess the perceptions of the faculty or teachers on the student ratings and how the data gathered impacted on instruction and evaluation.

Specifically, the researcher aimed to find the answers to the following questions:

1. How may the students' rating of teaching be described?
2. How may the teachers' perspective on the students' rating of teaching be described?
3. How do the faculty and students compare in the valuing of students' rating of teaching based on:
 - 3.1 Similarities; and
 - 3.2 Differences?
4. What improvement on the students' rating of teaching may be proposed based on the findings of the study?

Methodology of The Study

Research Design

The design of this study was descriptive-correlative since the researcher collected facts through the survey instrument to obtain an accurate description of the valuing of the college teachers and students. Creswell (1994) discussed that a descriptive research included the researcher's interest, process, meaning, and understanding of words or pictures; thus making a descriptive research qualitative in its method. Since the descriptive research employs qualitative method, it is considered relevant to the present research which involves data collection for describing the existing situation. The researchers, also, exerted efforts in comparing the valuing of students' rating of teaching by the teachers and the students. This was hoped to provide a deeper insight into the perspectives of both teachers and the students on the value of student ratings' of teaching which, in this case is the Teacher Behavior Inventory. Also, the researcher utilized the qualitative method based on the data provided by the responses gathered from the survey questionnaire and not about the number (Zoltan, 2007).

Respondents of The Study

The respondents of the study were ninety-eight (98) college and senior high school teachers and one hundred (100) randomly selected college students.

Research Instrument

The research utilized two standardized instruments which were both constructed by Judy Campbell (2007). One was A Student Survey of the Value of Student Ratings of Teaching, which is composed of fifteen (15) statements answerable by a Five-point Likert Scale interpreted as follows: (1) Strongly Disagree, (2) Disagree, (3) Neither Agree Nor Disagree, (4) Agree, and (5) Strongly Agree. The other standardized instrument was titled, A Faculty Survey of the Value of Student Ratings of Teaching. It is composed of fifteen (15) statements answerable by a Five-point Likert Scale interpreted as follows: (1) Strongly Disagree, (2) Disagree, (3) Neither Agree Nor Disagree, (4) Agree, and (5) Strongly Agree. This descriptive research produced quantitative data resulting from the responses to the survey questionnaire of ninety-eight (98) college instructors/faculty and senior high school teachers and one hundred (100) college students from a private higher education institution in the City of Malolos, Bulacan

Results and Discussions

The Students' Rating of Teaching

Table 1 shows the students' rating of teaching. The same table shows that students neither agreed nor disagreed on the students' rating of teaching as proven by the Grand Mean of 3.13. Specifically, the students neither agreed nor disagreed (3.00) on five (5) out of fifteen (15) indicators of the students' rating of teaching as follows: knowledge of the qualities of an effective teacher; importance of student evaluation on the instructors; use of the results to dismiss professors; use of the results to promote professors; and influence of the results on salary increases. Students disagreed (2.00) on four (4) indicators such as: fair evaluations of instructors; care for the opinions of the students; use of class evaluations to improve teaching; and

changing of the grading system based on the feedback of the evaluation. However, students agreed (4.00) on six (6) indicators as follows: completion of the formal evaluations; taking the process of evaluation seriously; surveys as a

valuable method of evaluating instructors; importance to college administrators; informing the professors of the results; and availability of the summary of the results of the student evaluation online.

Table 1: Students' Rating of Teaching

Indicators	Mean	Descriptive Evaluation
1. Students should complete formal evaluations of their instructions.	4.00	Agree
2. Students take the process of evaluating their instructors seriously.	4.00	Agree
3. Student surveys are a valuable method of evaluating instructors.	4.00	Agree
4. Students provide fair evaluations of their instructors.	2.00	Disagree
5. Students know the qualities of an effective teacher.	3.00	Neither Agree nor Disagree
6. Student evaluations are important to the college administrators.	4.00	Agree
7. Student evaluations are important to the instructor.	3.00	Neither Agree nor Disagree
8. Professors care about the opinions of their students	2.00	Disagree
9. Professors use class evaluations to improve their teaching.	2.00	Disagree
10. Administrators should inform professors about the results.	4.00	Agree
11. Professors change their grading system based on feedback from the evaluations.	2.00	Disagree
12. Results from student evaluations are used to dismiss professors.	3.00	Neither Agree nor Disagree
13. Results from student evaluations are used to promote professors.	3.00	Neither Agree nor Disagree
14. Results from student evaluations influence faculty salary increases.	3.00	Neither Agree nor Disagree
15. A summary of the results from the student evaluations should be available online for students to review.	4.00	Agree
Grand Mean	3.13	Neither Agree nor Disagree

Teachers' Perspective on The Students' Rating of Teaching

Table 2 shows the teachers' perspective on the students' rating of teaching. The same table shows that the teachers neither agree nor disagree on the students' rating of teaching as proven by the Grand Mean of 3.40. Specifically, the teachers neither agreed nor disagreed (3.00) on five (5) out of fifteen (15) indicators of the students' rating of teaching, namely: surveys as valuable method of evaluation; knowledge of the qualities of an effective teacher; use of the evaluation to promote professors; influence of evaluation on salary increases; and availability of the results of the summary of evaluation online. Also, the teachers

disagreed (2.00) on two (2) indicators particularly on fair evaluation by the students and changing the grading system based on the feedback from the evaluation. Teachers strongly disagreed (1.00) that the results of the evaluation are used to dismiss professors. However, teachers agreed (4.00) that the student evaluation are important to college administrators and to the instructor, as well as, care about the opinions of their students and use of class evaluations to improve their teaching. Moreover, teachers strongly agreed (5.00) that students should complete formal evaluations of their instruction and take the process seriously. Also, teachers strongly agreed (5.00) that administrators should inform them of the results of evaluation.

Table 2: Teachers' Perspective on The Students' Rating of Teaching

Indicators	Mean	Descriptive Evaluation
1. Students should complete formal evaluations of their instructions.	5.00	Strongly Agree
2. Students take the process of evaluating their instructors seriously.	5.00	Strongly Agree
3. Student surveys are a valuable method of evaluating instructors.	3.00	Neither Agree nor Disagree
4. Students provide fair evaluations of their instructors.	2.00	Disagree
5. Students know the qualities of an effective teacher.	3.00	Neither Agree nor

		Disagree
6. Student evaluations are important to the college administrators.	4.00	Agree
7. Student evaluations are important to the instructor.	4.00	Agree
8. Professors care about the opinions of their students	4.00	Agree
9. Professors use class evaluations to improve their teaching.	4.00	Agree
10. Administrators should inform professors about the results.	5.00	Strongly Agree
11. Professors change their grading system based on feedback from the evaluations.	2.00	Disagree
12. Results from student evaluations are used to dismiss professors.	1.00	Strongly Disagree
13. Results from student evaluations are used to promote professors.	3.00	Neither Agree nor Disagree
14. Results from student evaluations influence faculty salary increases.	3.00	Neither Agree nor Disagree
15. A summary of the results from the student evaluations should be available online for students to review.	3.00	Neither Agree nor Disagree
Grand Mean	3.40	Neither Agree nor Disagree

Furthermore, college teachers provided additional comments voluntarily as follows:

Student evaluation should not be the soul (sole) basis of job renewal because some students don't actually take the evaluation seriously. Another flaw that I have noticed is that those who conduct the evaluation gives (give) the survey / evaluation forms too early! They would still conduct the evaluation even though the instructor have only met the particular section for just 2 meetings. With this, I think the data collected is not that valid.

Students' evaluation may help the teachers in evaluating themselves; in knowing their strengths and weaknesses and in using the results for improvement but the results of the evaluation must not be the basis of the teachers' non-renewal.

TBI from students can't be a basis for renewal.

Student TVI's (TBI) maybe considered as one of the criteria in the ranking, salary increase and retention of faculty but not solely dependent in it because not all student(s) are seriously answering it.

Oftentimes, they use this kind of evaluation as (a) means of making even in objective evaluation of professor/instructor. Most of the times, they answer is subjectively against a certain instructor/professor.

Administrators should be fair and will not rely in the result(s) of the TBI.

Comparison of the students' and teachers' perspectives on valuing the students' rating of teaching

Students' and teachers' perspectives on valuing the students' rating of teaching compare based on their similarities and differences. While both students and teachers neither agreed nor disagreed on the students' rating of teaching, the survey showed a small discrepancy on their grand mean: 3.13 on the students and 3.40 on the teachers. It marked a .27 discrepancy on their perspectives on the students' rating of teaching.

Similarities

The students and teachers share similar perspectives on six (6) indicators of the students' rating of teaching. Both students and teachers disagreed that students provided fair evaluations of their instructors (2.00) and that professors changed their grading system based on feedback from the evaluation (2.00). Also, both students and teachers neither agreed nor disagreed that students knew the qualities of an effective teacher (3.00); results from student evaluations were used to promote professors (3.00); and results from student evaluations influenced faculty salary increases (3.00). Moreover, both students and teachers agreed that student evaluations were important to the college administrators (4.00).

Differences

The students and teachers differed on nine (9) indicators of the students' rating of teaching. They differed on the level of agreement on the following: Students should complete formal evaluations of their instructors (S=4.00; T=5.00). Students take the process of evaluating their instructors seriously (S=4.00; T=5.00). Student surveys are a valuable method of evaluating instructors (S=4.00; T=3.00). Student evaluations are important to the instructor (S=3.00; T=4.00). Administrators should inform professors about the results (S=4.00; T=5.00). A summary of the results from the student evaluations should be available online for students to review

(S=4.00; T=3.00). Moreover, they differed on the level of disagreement on the indicator that says results from student evaluations are used to dismiss professors (S=3.00; T=1.00). Furthermore, they differed by having opposing perspectives on the

following indicators: Professors care about the opinions of their students (S=2.00; T=4.00); and Professors use class evaluations to improve their teaching (S=2.00; T=4.00).

Table 3: Differences Between The Students' and Teachers' Perspectives of The Students' Rating of Teaching

Indicators	Students'	Teachers'
Students should complete formal evaluations of their instructions.	4.00 Agree	5.00 Strongly Agree
Students take the process of evaluating their instructors seriously.	4.00 Agree	5.00 Strongly Agree
Student surveys are a valuable method of evaluating instructors.	4.00 Agree	3.00 Neither Agree nor Disagree
Student evaluations are important to the instructor.	3.00 Neither Agree nor Disagree	4.00 Agree
Professors care about the opinions of their students	2.00 Disagree	4.00 Agree
Professors use class evaluations to improve their teaching.	2.00 Disagree	4.00 Agree
Administrators should inform professors about the results.	4.00 Agree	5.00 Strongly Agree
Results from student evaluations are used to dismiss professors.	3.00 Neither Agree nor Disagree	1.00 Strongly Disagree
A summary of the results from the student evaluations should be available online for students to review.	4.00 Agree	3.00 Neither Agree nor Disagree

Proposed improvement on the students' rating of teaching based on the findings of the study

There are proposed improvements on the students' rating of teaching based on the findings of the study as follows:

- The students' rating of teaching completed seriously in the middle of the semester;
- Sufficient time in evaluating the teachers should be allotted to students;
- A facilitator should read and explain the items on the evaluation;
- Students should be provided with appropriate instructions to allow them to take the evaluation seriously;
- Teachers should be encouraged to learn about their style of teaching based on the responses;
- Administrators should agree with the teachers as to the plan of action to ensure the improvement of teaching.

Conclusion

The following conclusions were drawn based on the findings of the study:

- That the students agreed on most indicators of the students' evaluation on teaching, especially on its relevance and its process;

- That the teachers perceived the students' rating of teaching with optimism and did not believe that administrators use the evaluation to dismiss professors;
- That differences on the perspectives of students and teachers appear, especially on how students perceive the attention given by the teachers on their opinion and how the evaluation could help the improvement of instruction; and
- That there were proposed improvements on the students' rating of teaching based on the findings of the study.

Recommendations

The following recommendations were proposed based on the findings and conclusions of the study:

1. Teachers and professors should be reacquainted on the rationale of the students' rating of teaching. They should, also, consider the feedback of the students to help them improve their teaching styles and strategies. The process can recreate a more harmonious and encouraging teaching-learning environment.
2. Students should be given ample time in the middle of the semester to take the evaluation of teaching seriously. They should be properly

given instructions to prevent the evaluation as a tool to get back at professors.

3. Administrators should discuss a plan of action to address the weakness of the teacher. The teacher should have a say and agree on the plan of action to ensure improvement on teaching.
4. Proposed improvements on the students' rating of teaching should be considered during planning before the start of the school year.

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