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**COMPARATIVE EVALUATION OF EFFECTIVE TEACHING FROM THE VIEW
POINT OF TEACHERS AND STUDENTS OF HIGH SCHOOL IN THE CITY OF ILAM**

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ABSTRACT

This study was performed with the purpose of comparative evaluation of effective teaching in the view point of teachers and students of third year of high school in the city of Ilam. This research was applied in goal and its method was descriptive and observational and evaluated and compared the traits of an effective teacher from the view point of the teachers themselves and students. Statistical population of this study included all students and teachers of third year of high schools of the city of Ilam in the 2014-2015 academic year. In this study, using simple randomization, a number of 545 individuals were selected as sample of which 109 were teachers and 436 were students. Tools of data collection in this study was a two sectioned standard questionnaire by Balachandran and Vadiagam the validity of which has been shown at 0/78 and its reliability at 0/87. Research data was analyzed using indices of descriptive and inferential statistics, independent t-test and with the help of SPSS software. Results showed that from the view points of both teachers and students, effectiveness of teaching was scored at high levels. Teachers with a mean of 4/39 of five points scored near 88 percent and students with a mean of 3/17 of a total of five points scored close to 63% on effectiveness. Considering the results of this research, it appears that meaningful difference exists between the view point of teachers and

students in the eight dimensions: intelligence, responsiveness, motivation, and commitment to teaching, effective communication, concern about progress, purposeful help and unofficial teaching. Difference of means shows that scores on presence of these scales in teachers are less in students' view point compared to teachers' view point.

Keywords: Teacher, Student, Teaching, Effectiveness, Learning

INTRODUCTION

In the past twenty years, a global movement has been initiated by researchers, officials and policymakers for studying factors influential on increasing efficiency of educational systems (Daniel D & Reynolds D, 2011). Meanwhile, evaluation of effectiveness of teachers' instruction using credible and valid evaluating strategies (Samuel Bandele & James Oluwatayo, 2014) is considered among important factors. The Scotl committee of teaching and learning in the Burke University defines effective teaching as any activity that can create a useful and constructive learning experience for students and motivate them for growth (the same, 174).

Effective teaching means ability of the teacher to provide a learning experience that achieves desired educational results. For this purpose, each student needs to get involved with the activity of learning. Effective teaching includes three aspects of learning activities (attention, receptiveness and proportionality). In other words, students should have motivation and be enthusiastic about learning. In effective teaching the

question is that how can the aspects of teaching and the learning experienced be organized for attracting and keeping the attention, mental endeavor and motivation of students and developing the learning desired. In effective teaching, instructors pay attention to educational management of the class. In other words, they involve the students actively and as a result decrease their unoccupied time (Tourani *et al*, 2008, 19).

Considering that effective teaching should be organized and motivating and lead to promotion of motivation, joy, innovation and increased performance of the teacher and student (Askari & Moadab, 2010, 26-33), therefore, its effectiveness needs to be evaluated from numerous aspects and this task requires serious look at all factors involved within the process of teaching-learning (Raoufi, 1997, 167-176). The overall effectiveness of teaching of an instructor in school and his or her desired personality traits are evaluated and determined under the

umbrella of interaction between general criteria including instruction design, implementation, management of the class and human relations. In other words, the effective instructor is one who attends a class with pre design of a session from before and presents the effective teaching in accord with that design. For this purpose, having grasp of the subject and being specialized in the field, use of diverse teaching methods, involving student participation along with the instruction by way of assigning opportunities for lecturing and conferences for them, having high and logical expectations from learners and matters of this kind should be paid attention to (Andalib & Ahmadi, 2007, 69-70). For evaluation in the context of effectiveness of teaching, one can gain help from various methods (Beck et al, 2005, 221-224). One of the methods of evaluating effective teaching of an instructor is use of the opinion of students. On this basis, the best and most prevalent method is survey of students for evaluation of the work of teachers by preparation and implementation of view point questionnaires. The simplest form of a student opinion questionnaire is the one used by an instructor for evaluation of student views in a particular course. These questionnaires are very useful, instructive and usable for particular courses.

On the one hand, one of the most important methods of evaluation of performance of the teacher is self-evaluation which helps the instructor identify his or her points of weakness and design and formulate a plan for his or her growth, learning and promotion of students based on it (Beck *et al*, 2005, 221-224). On this basis, Carrol (1981, 180) states that where the main purpose is evaluation of teachers' teaching activities, discovery of their deficiencies and problems of teaching method and class management, use of tools of self evaluation by the teachers is unavoidable.

For this task, five general tools include forms of self grading, personal interests, personal study material, and observation of teaching by colleagues, sound and video recording of teaching and self reflection. Self evaluation is among the best methods of helping discover an instructor's teaching deficiencies and helping resolve them. In this method, the teacher him or herself is responsible for evaluating him or herself and is the most important factor in resolution of problems in his or her profession. Yet, critics state that: the expression of self evaluation violates the purpose, because the main goal of evaluating a teacher is judging about the effectiveness of his or her work with the purpose of employment, status promotion, increased wage and the like and with this regards

teachers' cannot make judgments about their own work. Research has been performed in this regard. Bandele and Oluwatayo (2014) in a study showed that teachers' effectiveness in their view point has been very well. Jerome Delaney and colleagues (2008) in a study titled "Perceptions of students regarding effective teaching in higher education at the university" which was performed with regular and distant learning students, students identified 20 quality of effective teaching: effective teachers respect students, are knowledgeable and reachable, have strong communication skills and are responsive. Osloan (1988) evaluated the qualities of effective teachers from the view point of 312 medical students and concluded that from the view point of students increased contact with students, being a positive model, encouraging interaction and good organization of activities were among the characteristics of effective teachers.

Results of the study by Gharehbaghi (2008) titled "Evaluation of self assessment of instructors of public and private high schools and bright talents of district four of Ahvaz and its comparison with the evaluations of the students of the same centers" showed that meaningful difference existed between teachers' evaluation of self and students'

assessment of them. Yaghoubi and Pourmoghadam (2012) in a research showed that from the view point of students factors influential on effectiveness of teaching by instructors in order of priority were: method of teaching, research orientation, power of communication and personal characteristics where the power of communication by the teacher was considered most effective on the proficiency in teaching. Mirmohammadi Meybodi and colleagues (2012) in a study with the topic of evaluation of effective teaching qualities from the view point of students in the Shahid Sadoughi University of Medical Sciences, Yazd found out that from the view point of students, the most important characteristics of effective teaching were in order proficiency in the topic, respectful tone and words, respecting the students and their personality. Mohadasi and colleagues (2011) in a study where 284 students in the last year and 79 of their university professors were evaluated showed that from the view point of the professors, the area of teaching method and from the view point of students, the area of ability to relate and counsel were the most influential domains on effectiveness of teaching. The results of the study by Askari and Moadab (2009) also showed that from the view point of professors research orientation and from the view point of students the power

of communication were the most important domains influencing effectiveness of teaching. Valahi (2006) in a study on the effectiveness of their instruction?

characteristics of a good professor from the view point of students stated the following qualities: liking the professor, respect of students, personal characteristics and inter individual relationships. Zohour (2005) in a study for determining the most important indices of effective teaching from the view point of students in the University of Medical Sciences of the city of Kerman showed that the most important aspects in decreasing order were ability to communicate, research orientation and individual personality.

Considering the lack of theoretical foundations and research background that is completely relevant specially in internal sources and with attention to the importance of effectiveness of teaching by instructors, it is necessary to perform a study for evaluation of teachers regarding effectiveness of their instruction and comparing it with evaluation by students. Therefore, the purpose of this research was comparative evaluation of effective teaching from the view point of teachers and students in the third year of high school in the city of Ilam. In this regard, the following questions arise:

- 2- How do students evaluate the effectiveness of instruction by their teachers?
- 3- What difference exists between the level of effectiveness of teachers' instruction from their own and the students' view point?

MATERIALS AND METHODS

This research was applied in purpose and its method was descriptive-observational and cross sectional and evaluated and compared the qualities of an effective teacher from the view point of teachers and students. Statistical population included all students and teachers in the third year of high schools of the city of Ilam which constituted of 521 instructors (321 women and 200 men) and 1762 students (1018 girls and 744 boys) in the 2014-2015 academic year. In this research, simple randomization was used for attaining the study sample. Therefore, from 30 high schools and with attention to the proportionate distribution of the high schools in various city districts, 10 were randomly selected. Subsequently, from each high school proportionate to the students' study field (humanities, experimental sciences and mathematics and physics) in a class, overall 25 classes were selected. As a result, the total number of individuals in the statistical sample

was estimated at 545 people of whom 109 were teachers and 436 were students. Data collection was performed using the two sectioned standard questionnaire by Balachandran and Vadayagam which has been culturally adapted. The first section is about individual and social characteristics and the second section constitutes of 34 items in eight dimensions: intelligence, responsiveness, motivation, commitment to teaching, effective communication, concern for progress, purposeful help and unofficial teaching. Responders could complete each item with selection of numbers from 1 to 5. The number 1 represented least and number 5 most influence on effectiveness of teaching. In this research, the correlation between the scores on individual items and the total score was reported in the range of 0/67 to 0/88. Reliability by retesting was reported at 0/87. Concurrent validity of the test with the scores of teachers' self assessment was reported at 0/78.

In this research, for analysis of data descriptive and inferential statistics including mean and standard deviation, independent samples t-test, one sided Analysis of Variance and in case of rejection of the H0 hypothesis, the Fisher least meaningful difference was used.

RESULTS

As shown in **Table 1**, from 109 teachers who participated in this research, 43/1 percent were men and 56/9 percent women. Additionally, from 436 students participating in the study, 53/9 percent were girls and 45/6 percent boys.

A-Analysis of the opinions of the teachers:

(How do teachers evaluate the effectiveness of their instruction?). Information obtained from descriptive statistics show that effectiveness of teachers' instruction from their own point of view has been at a very high level with a mean of 4/39 out of a total of 5 points where they have attained near 88 percent of total effectiveness score. In other words, in all indices studied including intelligence, responsiveness, effective communication, motivation, commitment to teaching, concern for progress of students, purposeful help and unofficial teaching effectiveness of teaching has been evaluated at a very high level (**Table 2**). B-Analysis of the opinion of the students: (How have the students evaluated the effectiveness of the teachers' instruction?). Information obtained from descriptive statistics show that effectiveness of teachers' instruction in the view point of the students has been at a very high level with a mean of 3/17 out of a total of 5 points where they have attained near 63 percent of total effectiveness score. In other

words, in all indices studied including intelligence, responsiveness, effective communication, motivation, commitment to teaching, concern for progress of students, purposeful help and unofficial teaching effectiveness of teaching has been evaluated at a high level (**Table 2**). C-Comparison of the groups: (What difference exists between the level of effectiveness of teachers' instruction in their own and the students' view point?) As shown in **Table 3**, the difference of the means between the two groups in level of intelligence is -0/92294, responsiveness -1/15688, teachers' motivation -1/32982, effective communication -9/854, commitment -21/455, concern -1/25847,

purposeful help -1/27982 and unofficial teaching is -1/36927. Considering that the significance level of sig=0/000 is less than the error level of $\alpha=0/05$, the H0 hypothesis is rejected and meaningful difference exists between the view point of the teachers and students in the eight dimensions of: intelligence, responsiveness, effective communication, motivation, commitment to teaching, concern for progress of students, purposeful help and unofficial teaching. The negative value of the difference of means shows that the score on the indices are lower from the view point of the students compared to the teachers.

Table (1) Distribution of the statistical sample based on gender

Gender	Teachers			Students		
	Number	Percent	Cumulative percent	Number	Percent	Cumulative percent
Male	47	43/1	56/9	235	53/9	54/1
Female	62	56/9	100	199	45/6	100
Total	109	100		436	100	54/1

Table (2) Mean opinions of teachers and students of the statistical sample

Group Index	Teachers			Students		
	Number	Mean	Standard deviation	Number	Mean	Standard deviation
Scores	109	4/3878	0/36346	436	3/1713	0/77139

Table (3) Comparison of the mean of constituents form the view point of teachers and students

Constituents	Groups	Number	Mean	Standard deviation	Mean Standard error	Difference of Means	T	DF	P
Intelligence	Student	436	3/3119	0/81036	0/03881	-0/92294	-15/386	283/061	0/000
	Teacher	109	4/2349	0/47753	0/04574				
Responsiveness	Student	436	3/2927	0/87627	0/04197	-1/15688	-18/518	307/089	0/000
	Teacher	109	4/445	0/48317	0/04628				

Motivation	Student	436	3/0078	0/91779	0/04395	-1/32982	-20/454	311/557	0/000
	Teacher	109	4/3376	0/50015	0/04791				
Commitment	Student	436	3/2290	0/84153	0/04030	-1/25420	-21/455	325/893	0/000
	Teacher	109	4/4832	0/44209	0/04234				
Effective communication	Student	436	3/1225	0/96177	0/04606	-0/56407	-9/854	472/974	0/000
	Teacher	109	3/6865	0/35481	0/03398				
Concern about progress	Student	436	3/3310	0/97494	0/04669	-1/25847	-20/345	403/825	0/000
	Teacher	109	4/5895	0/42165	0/04057				
Purposeful help	Student	436	2/9083	1/15403	0/05527	-1/27982	-15/395	300/114	0/000
	Teacher	109	4/1881	0/64832	0/06210				
Unofficial teaching	Student	436	2/9885	1/13242	0/05423	-1/36927	-17/659	337/125	0/000
	Teacher	109	4/3578	0/81036	0/05542				

DISCUSSION AND CONCLUSION

One of the most necessary changes in educational systems is evolution in the outlook and method of teaching of teachers and executive principles (Kollahdouzi, 2007, 187). The results and findings of this research show that from the view point of students the dimensions of teaching, concern, responsiveness, intelligence, commitment, effective communication in decreasing order form the most important indices of effective instruction. Furthermore in the concern dimension, the qualities of teaching at the level of the students, interest in student progress and stimulation and encouragement of learning and in the dimension of

responsiveness, qualities of clear and coherent transfer of subjects by the teacher, ability to respond to the questions, encouragement of questioning, having general knowledge with respect to the topic, preparation for solving the students' course problems, in the dimension of intelligence, qualities of general scientific knowledge, awareness, justness, in the dimension of commitment, qualities of timely presence in the class, attention to the understanding of the topics by the students, timeliness, review of previous sessions, emphasis on the important points of the class, in the dimension of effective communication, the qualities of kindness and good manner, reaching and simple speech, keeping

thoughtful organization to words, giving interesting examples are known as the most important indices of effective teaching. Additionally, from the view point of teachers the aspects of teaching of concern, commitment, responsiveness, motivation and unofficial teaching are the most important indices of effective teaching. In the dimension of concern, qualities of teaching at the level of the students, interest in their progress and stimulation and encouragement of learning, in the dimension of commitment, qualities of timely presence in the class, attention to understanding of the topic by the students, timeliness, review of the previous session's work and emphasis on important points of the class, in the dimension of motivation, encouragement of persistent reading by the students, teacher's sense of humor, creation of the context for student participation in the class, praising the good work of the students and teaching with joy and enthusiasm by the teacher, in the dimension of unofficial teaching, friendly interaction with the students, respect of their thoughts and ideas and creation of the context for mental creativity in the students have been known as the most important indices of effective instruction. Considering the mentioned, difference exists between the view point of teachers and students regarding

effective instruction. The difference between the view point of teachers and students can be due to the following reasons: 1-error of evaluation where prejudice is one of the most important errors of evaluation that a person may have regarding his or her own performance. 2-selfishness of the individuals who assume their performance positive. 3-gap in expectations where students have expectations on which they base their evaluation which may lead to difference between the students and teachers. 4-lack of attention of the teacher towards encouragement and acceptance of feedback can be the reason for difference in the outlooks. 5-based on the theory of Johari, experts have information regarding their superiors that the superior him or herself is unaware of which is called the blind point. The larger this blind point, difference in evaluation between the two will be larger. Therefore, it can be stated that maybe the difference between the view points of teachers and students is due to this matter. This difference in outlook of teachers and students decreases the grounds for more effective relationship and the weaker and less the interaction between the teacher and students, the less will educational goals be realized. On the one hand, with attention to the complexity of the various domains of

effectiveness of teaching, one cannot make definite judgments based on the results of evaluations by a number of students and teachers. In the belief of Kheir (2001, 94), instantaneous and unplanned evaluations are negative and threatening processes. The truth is that appropriate and planned evaluation can be a positive and helpful process and provide numerous opportunities for professional growth of teachers. In this regard, with attention to the facilities of education and development in schools and the goals and methods of evaluation, one can perform a comprehensive and credible assessment.

Study Limitations

Since this study has for the first time been performed in Iran with respect to effective teaching, lack of theoretical foundations and base rate of comparison and sufficient and relevant research background particularly internal sources for this purpose are considered as limitations of the research.

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