

# Attitude of College Students on Students Evaluation of Teachers and its Reliability

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**Abstract:-** Students Evaluation of Teachers is one of new mechanism which is used in higher education in India to improve teaching; to improve performance and provide rationale for administrative decisions on tenure, promotion and retention and to improve the quality of education . This study is an attempt to investigate the opinion of college students on SET in regards to its reliability. The result reveals that college students believed that SET is reliable.

**Keywords:-** Reliability, Students Evaluation of Teachers, College Students.

## I. INTRODUCTION

Evaluation of teacher by students in higher education institutions is now practised it successfully in most of the elite institutions all over India and it has already caught us too in far flung state of Mizoram. But, the concept of student feedback is still new and unclear in the context of higher education in Mizoram. Students' feedback is an essential part of the quality assurance in higher education around the world, especially in advanced countries. In western countries, students' feedback is a regular feature and plays a vital role even in appointment and promotion of teachers. In advanced countries, students are alert about what they receive, whereas in our country students seldom ask for good education and teaching. In our country the demand for the evaluation of teachers has not come from the students but has been raised by the academicians.

## II. STATUS OF RESEARCH ON SET

In India, research works on SET looks dry and virgin. Further, upto fourth Survey of Research in Education not even a single empirical study has been conducted on SET, which is a clear indication of neglect of this area by Indian researchers. There may be many reasons but the most important single factor was the non existence of SET in our educational system. The lack of empirical research on SET in India as well as in our state further establishes the need for the present study.

## III. OBJECTIVES

The objective of this study is to find out the percentage of students having positive and negative attitude towards SET and its reliability.

## IV. METHODOLOGY

### A. Sample

The sample of the study consisted of 700 students (1 constituent college and 22 affiliated colleges under Mizoram University located in Aizawl) The sampling design adopt is stratified random sampling technique.

### B. Tools

To study the attitude students on different issues related to SET and its reliability, an opinion survey scale consisting of 10 statements was developed and all the statements were followed by five point scale from Strongly Agree (SA), Agree (A), Undecided (UD), Disagree to Strongly Disagree (SD). The responses to positive and negative were scored as ,4,3,2,1, 0 and 0,1,2,3,4 respectively. Attitude score of students were calculated by adding the scores on five (5) statements.

### C. Statistical Technique

For the analysis of data frequency distribution for each statement is prepared and percentage in each category is calculated and Mean, Median, Standard Deviation and Skewedness were also used.

## V. FINDINGS AND DISCUSSIONS

The mean attitude score for all 700 students was 10.27, which was lower than 12.5, but higher than 7.5, indicated a neutral attitude of students towards SET. However, a detailed analysis of their attitude scores revealed that out of 700 students, 320 (45.71%) had a positive attitude while only 10 (1.43%) had a negative attitude and 370 (52.86%) had a neutral attitude towards SET.

The reliability coefficient of the half test was converted into the reliability of the whole test by using the Spearman-Brown Prophecy Formula. The co-efficient of reliability of the whole scale came out to be 0.80, which can be considered as adequate for an attitude scale.

### A. Lack of seriousness on the part of the students will lower the reliability of their rating of teachers

Out of 700 students 207 (29.57%) have agreed with the statement that lack of seriousness on the part of the students will lower the reliability of their rating of teachers. They feel that in India most of the students are not serious enough in their studies. A further analysis of the same table reveals that 358 (51.14%) of the students opposed this statement as they feel students are mature and serious enough in their studies and if the teachers think, they are

not serious that shows the teachers did not motivate them to be serious in their learning. It was also found that 135 (19.29%) of the students remained neutral. An analysis of data reveals that the distribution of attitude scores of students on this statement was negatively skewed ( $Sk = -0.64$ ), which means that more number of students had their attitude score closer to the upper end of the distribution. The concentration of scores towards the lower end of the distribution in a negative statement implies agreement of majority of students with the issue under reference.

*B. Rating of teachers by students will be consistent over time*

It was found that out of 700 students 335 (47.86%) have an opinion in support of the statement that rating of teachers by students will be consistent over time. It was also discovered that 203 (29 %) of the students do not agree with the statement. It further shows that 162(23.14%) of the students remained neutral on the issue, as they do not take any position either for or against this issue. This reveals that the distribution of attitude scores of students on this statement was negatively skewed ( $Sk = -0.27$ ), which means that more number of students had their attitude score closer to the upper end of the distribution. The concentration of scores towards the upper end of the distribution in a positive statement implies agreement of majority of students with the issue under reference.

*C. Teachers who were rated low by the students will in a particular class also score low in other classes.*

It was found that out of 700 students 349 (49.86 %) of the students have agreed with the statement that a teachers who was rated low by the students will in a particular class also score low in other classes. It also shows that 189 (27%) of the students disagreed with this statement while 162 (23.14%) of the students remained neutral. The distribution of attitude scores of students on this statement was negatively skewed ( $Sk = -0.27$ ), which means that more number of students had their attitude

score closer to higher end of the distribution. The concentration of scores towards the higher end of the distribution in a positive statement implies majority of students agreed with the issue under reference.

*D. The rating of teachers by students will be same even after the students left the institutions*

It was found 389 (55.57 %) of the students have opinions in support of the statement that the rating of teachers by students will be same even after the students have left the institutions. It also shows that 159 (22.72) % of the students disagree with the statement and the rest of the students 152(21.71%) of the students remained neutral, as they did not take any position either for or against this issue. It also reveals that the distribution of attitude scores of students on this statement was negatively skewed ( $Sk = -0.71$ ), which means that more number of students had their attitude score closer to the upper end of the distribution. The concentration of scores towards the higher end of the distribution in a positive statement implies agreement of majority of students with the issue under reference.

*E. Students rating of teachers' is more reliable than peer evaluation and self appraisal.*

A analysis reveals that out of 700 students 355 (50.71%) have their opinion in support of Students rating of teachers' is more reliable than peer evaluation, self-evaluation and self-appraisal. It also shows that 240 (34.29%) of the students opposed the statement and the rest of the students 105 (15%) remained neutral on the issue, as they do not take any position either for or against this statement. It also reveals that the distribution of attitude scores of students on this statement was negatively skewed ( $Sk = -0.98$ ) which means that more number of students had their attitude score closer to the upper end of the distribution. The concentration of scores towards the higher end of the distribution in a positive statement implies agreement of majority of students with the issue under reference.

SN	Statement	SA	A	UD	DA	SDA	Mean	SD	Skewness
1	Lack of seriousness on the part of students will lower reliability of SET	87	120	135	197	161	2.32	1.21	-2.83
		207		(19.29%)	358				
		(29.57%)			(51.14%)				
2	Rating of teachers by students will be consistent overtime	46	289	162	153	50	2.18	1.07	-0.64
		335		(23.14%)	203				
		(47.86%)			(29%)				
3	Teachers who were rated low by the students at a particular class will also score low in other classes.	48	301	162	159	30	2.25	1.02	-0.27
		349		(23.14%)	189				
		(49.86%)			(27%)				
4	Rating of teachers by students will be same even after the students left the institution.	62	327	152	131	28	2.62	1.01	-0.71
		389		(21.71%)	159				
		(55.57%)			(22.72%)				
5	SET is more reliable than peer evaluation and self evaluation	52	303	105	173	67	2.14	1.16	-0.98
		355		(15%)	240				
		(50.71%)			(34.29%)				

Table 1:- Distribution of students on Five point scale in relation to different issues relating to reliability on SET , Mean, SD and skewness

## VI. CONCLUSION

The finding of this study, for the first time in North East India, reveals that college students have neutral attitude towards SET, in regards to the reliability, the students expressed their views in favour of the reliability of SET. As such it is better that the stakeholders in higher education should discuss various issues relating to SET before its implementation. The investigator feels that more empirical work on this and many other aspects of SET on larger samples with more vigorous methodology must be taken up by researchers.

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