

DE LA SALLE UNIVERSITY

THE RELIABILITY OF STUDENTS' ASSESSMENT OF
TEACHING EFFECTIVENESS IN THE THREE SECONDARY SCHOOLS
MANAGED BY THE SALESIAN SISTERS OF ST. JOHN BOSCO

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A Thesis

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By

Sister Linda A. Villanueva, FMA

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ABSTRACT

The purpose of this study was to determine whether the high school students of the three schools managed by the Salesian Sisters of St. John Bosco can evaluate their teachers' teaching effectiveness.

Teaching effectiveness in this study was confined to the dimensions of subject mastery, personal traits, and observable classroom instructional behaviors of teachers as identified and explained in the manual of Tang's Teachers' Behavior Inventory (TBI).

Specifically, the study answered the following:

1. What are the students' assessments of their teachers' teaching effectiveness in the following areas:
 - 1.1 Principles and Methods of Teaching
 - 1.2 Aversive Teacher Behavior
 - 1.3 Knowledge of the Subject Matter
 - 1.4 Personal Teacher Characteristics
 - 1.5 Motivational Teacher Behavior
2. What are the teachers' self-assessments of their teaching effectiveness in the same aforementioned areas?



3. What are the administrators' assessments of the teachers' teaching effectiveness in the same areas?
4. Are there significant differences in the assessments of teaching effectiveness by the three groups of raters?
5. What is the degree of congruence between the students' ratings of their teachers and the:
 - 5.1 Administrators' ratings?
 - 5.2 Self-ratings of the teachers?

The descriptive-comparative method of research was used in this study. The research attempted to, investigate the levels of teaching effectiveness of the teachers respondents as evaluated by their administrators, by the teachers themselves, and by the students. It analyzed the degree of congruence or agreement among the three sets of assessments of teaching effectiveness.

This study covered the three secondary schools managed by the Salesian Sisters of St. John Bosco: Mary Help of Christians School, Sta. Cecilia Catholic School and St. Mary Mazzarello School. The respondents consisted of: six administrators (3 directress and 3 principals), all the 15 full-time teachers, and 15 classes of 40 students each,



handled by those teachers at the time of the study.

The findings on the teachers' teaching effectiveness were presented in terms of descriptive statistics like means and standard deviations. Wilcoxon Matched Pairs Signed-Ranks Test was likewise used to determine the possible presence of significant differences in the evaluation of the administrators, of the teachers, and of the students. Lastly, Kendall's Coefficient of Concordance and Kendall's Tau were utilized to determine the degree of agreement among the raters after the teachers were ranked from the most effective to the least effective, based on the overall mean ratings given by the three groups of raters.

Findings

1. The students gave their teachers the highest ratings under the areas of: (Non) Aversive Teacher Behaviors and Personal Teacher Characteristics. The obtained mean ratings were respectively 4.098 and 4.038 which meant that the teachers seldom displayed aversive teaching behaviors and were often observed by their students to manifest desirable personal characteristics conducive to learning.



2. Teachers' self-ratings were likewise highest under the areas of (Non) Aversive Teacher Behaviors and Personal Teacher Characteristics based on the mean ratings of 4.476 and 4.419 followed by Principles and Methods of Teaching and Knowledge of Subject Matter which received relatively lower ratings interpreted as regularly done by them.
3. The administrators' ratings of the teachers were also highest under the areas of (Non) Aversive Teacher Behaviors and Personal Teacher Characteristics based on the respective mean ratings of 4.524 and 4.359.
4. Based on the results of Wilcoxon Matched Pair Signed-Ranks Test, there were no significant differences in the assessments of the administrators, the teachers, and the students of the teachers' teaching effectiveness.
5. Based on the results of Kendall's Coefficient of Concordance, there were no significant agreement/disagreement in the evaluations of teaching effectiveness by the three groups of raters. Results of Kendall's tau showed a significant agreement between the administrators' and the



students', ratings of teaching effectiveness under the the area of (Non) Aversive Teacher Behaviors at the .01 significance level. No other agreement was obtained between the administrators and the students' ratings, and between the administrators' and the teachers' ratings.

Conclusions

1. Based on the assessments of the administrators, the students, and the teachers themselves, it may be concluded that the teachers of the respondent schools were generally effective.
2. The lack of significant differences in the evaluation of the teachers by the administrators, the students, and the teachers themselves, showed that they perceived the levels of teachers' teaching effectiveness in similar viewpoints or perspective.
3. The students' ratings of teachers may be afforded some degree of credibility especially in the area of (Non) Aversive Teachers Behaviors.



Recommendations

1. Since the present study showed that the students' ratings were not statistically different from the teachers' self-ratings and the administrators' ratings of faculty, students' ratings may be tried out in the respondent schools and gathered systematically with care and anonymity. Such ratings may be made part and parcel of the wealth of information necessary in appraising the effectiveness of the teachers.
2. The findings of this investigation should be made known to the people concerned - the teachers and the administrators. This may help teachers in strengthening their teaching potentialities and in overcoming their weaknesses, thus enhancing their effectiveness. The findings may likewise help administrators in planning in-service training for teachers to strengthen identified weaknesses.
3. Other studies may be conducted in other secondary schools, as well as in tertiary schools, to validate the findings of the study.

