



THE TEACHING EVALUATIVE TECHNIQUES OF THE INSTRUCTIONAL STAFF OF THE COLLEGE OF TEACHER EDUCATION: A STUDENTS' EVALUATION

IRENE PAJARILLO-AQUINO, MST, LPT Instructor Cagayan State University, Andrews Campus
Tuguegarao City, Cagayan, Philippines 3500

ABSTRACT: *Academic function is a challenging endeavor. It encompasses a dense degree of knowledge, concept and theories ranging from different fields of expertise. In an academic community, where different teaching techniques are employed, there is a great chance of creating a portfolio of system. The only question is how effective it is. This research undertaking is designed to determine the evaluation of students of the teaching evaluative techniques of the faculty members of the College of Teacher Education. This study attempted to ascertain teaching evaluative techniques of tenured faculty members of the College of Teacher Education as evaluated by the students using the descriptive correlational method of research. Respondents of the study were the senior students of College. The descriptive statistics used to summarize the profile of the respondents were percentages, frequency counts and mean and in the analysis and interpretation of the evaluation of the student-respondents as regards the teaching evaluative techniques of the faculty members, the weighted mean, the chi-square and Pearson r were used. A questionnaire was utilized to gather information from the respondents which consisted of two parts: Part I consisted of the profile of the respondents and Part II of the questionnaire proper consisted of the respondents' evaluation on the teaching evaluative techniques. This modified data gathering tool was patterned from the Teachers Behavioral Inventory tool used by the University of Cagayan Valley. The profile of the respondents was analysed using the simple frequency count and percentage. In the analysis and interpretation of the evaluation of the respondents to the teaching evaluative techniques of tenured faculty the weighted mean was used. With the conduct of this study, results have led to the conclusion that the profiles of the respondents along sex and age have a significant effect on the evaluation of the respondents on the teaching evaluative techniques of the tenured faculty members. In the view of the finding of this study, the following are strongly recommended for possible actions and implementations that the faculty members should exploit variety of strategies in the delivery of the subject lesson particularly those that encourage students' participation or involvement to pave the way for the students to express their ideas and develop in them self-confidence and boost their self-esteem and the faculty members should attend trainings and /or seminars on areas of teaching strategies, communication skills, personality enrichment and the like to better equipped the faculty members in providing better quality of education to the students.*

KEYWORDS: *teaching evaluative techniques, tenured faculty, students' evaluation, seminars and trainings, descriptive statistics, correlation design*

INTRODUCTION

Academic function is a challenging endeavor. It encompasses a dense degree of knowledge, concept and theories ranging from different fields of expertise. In an academic community,



where different teaching techniques are employed, there is a great chance of creating a portfolio of system. The only question is how effective it is.

Academicians cover different techniques and strategies that can make or break the ideal concept of learning. Therefore, the need for evaluation. Evaluation centers on the idea of attempting to appraise the validity or functionality of the method used. There are reasons why we need to evaluate.

According to Yu Ho Shinn (1997) in his study, students come from different backgrounds and have varied experiences and abilities. Good teaching is not only dependent on teaching strategies or their effectiveness but It also depends on individual needs and adequacy of the content.

In addition, Disha, M. (2019) Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgment, educational status, or achievement of student. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgments need to be made.

The techniques and strategies carried out by the teacher can either develop or hinder the educational growth of the learner. Evaluation zeroes in with the assessment on how effective are the teaching, teaching strategies, methods, strategies and techniques. It provides feedback to the teachers about their teaching and the learners about their learning.

Moreover, according to Disha, M. (2019) In brief, evaluation is a very important requirement for the education system. It fulfills various purposes in systems of education like quality control in education, selection/entrance to a higher grade or tertiary level.

It also helps one to take decisions about success in specific future activities and provides guidance to further studies and occupation. Some of the educationists view evaluation virtually synonymous with that of learner appraisal, but evaluation has an expanded role.



Embedding in the educational system [a] strong and capacitated evaluative technique would enhance a better approach to the delivery of subject matter. It will further create a more fruitful or engaging, meaningful interaction if evaluated properly. The integrity and depth of teaching effectiveness does not only depend on the teacher but on the properly evaluated form of teaching method, strategies and techniques.

In evaluating, there is a gained insight on how far the students assimilated and what they actually want and how do they actually want things to transpire in the classroom. After all, they are the recipients of knowledge and develop awareness among themselves. On the other hand, it keeps the teacher and the whole academic community abreast of the current trends in teaching techniques.

It must be noted that evaluation of teaching methods, strategies and techniques has a close-knit relationship with the development of curriculum and instruction, therefore creating a better environment to adapt for the purpose and needs of students and teachers.

STATEMENT OF THE PROBLEM

This research undertaking is designed to determine the evaluation of students of the teaching evaluative techniques of the faculty members of the College of Teacher Education. Specifically, it sought to find an answer to the following questions:

1. What is the profile of the student-respondents in terms of:
 - 1.1 age
 - 1.2 sex
2. What is the evaluation of the student-respondents on the teaching evaluative techniques of the tenured faculty members?
3. Is there a significant difference on the evaluations of the student-respondents on the teaching evaluative techniques of tenured faculty when grouped according to their personal profile?

HYPOTHESES

This study was guided by the lone hypothesis:



1. That there is no significant difference on the evaluations of the student-respondents on the teaching evaluative techniques tenured faculty when grouped according to their personal profile.

METHODOLOGY

This study attempted to ascertain teaching evaluative techniques of tenured faculty members of the College of Teacher Education as evaluated by the students using the descriptive correlational method of research. Respondents of the study were the senior students of College. The descriptive statistics used to summarize the profile of the respondents were percentages, frequency counts and mean and in the analysis and interpretation of the evaluation of the student-respondents as regards the teaching evaluative techniques of the faculty members, the weighted mean, the chi- square and Pearson r were used. A questionnaire was utilized to gather information from the respondents which consisted of two parts: Part 1 consisted of the profile of the respondents and Part II of the questionnaire proper consisted of the respondents' evaluation on the teaching evaluative techniques. This modified data gathering tool was patterned from the Teachers Behavioral Inventory tool used by the University of Cagayan Valley.

STATISTICAL TOOLS

The profile of the respondents was analysed using the simple frequency count and percentage. In the analysis and interpretation of the evaluation of the respondents to the teaching evaluative techniques of tenured faculty the weighted mean was used which is calculated by the equation:

$$\bar{X} = \frac{\sum WX}{N} \quad \text{where:}$$

X = frequency

WX= weighted mean

N = population

F = sum of the frequency



The weighted mean was interpreted using the following criterion scale:

Numerical Value	Mean Range	Descriptive Scale
5	94%--100%	Excellent
4	88%--93%	Very Satisfactory
3	82%--87%	Satisfactory
2	76%--81%	Fair/Needs Improvement
1	70%--75%	Poor

To test any significant difference on the evaluations of the student-respondents on the teaching evaluative techniques of tenured faculty when grouped according to their personal profile, the chi-square was utilized.

RESULTS AND DISCUSSIONS

Table 1.a: Frequency and Percentage Distribution of Respondents' Profile as to Age

AGE VARIABLE	Frequency	Percentage
19	7	14.58
20	27	56.25
21	7	14.58
22	2	4.17
23	2	4.17
24	0	0.00
25	0	0.00
26	0	0.00
27	2	4.17
28	1	2.08
TOTAL	48	100.00
<i>Mean Age</i>	20.29	

The frequency and percentage distribution of respondents as to age is shown in table 1.a. As revealed in the table, majority of the respondents belong to the age of twenty (20) years old. The data imply that majority of the respondents are in the stage where they are full of life, in their early adulthood stage, passionate and full of ambition and in the stage where they are discovering their potentials as well as establishing their personal identity as future career individuals.



Table 1.b: Frequency and Percentage Distribution of Respondents' Profile as to Sex

SEX VARIABLE	Frequency	Percentage
Male	13	27.08
Female	35	72.92
TOTAL	48	100.00

Table 1.b presented the frequency and percentage distribution of respondents as to sex. As shown in the table, majority of the respondents are females, an implication that women in this technological era are no longer confined in the house but are building their future careers as professional individuals and as partners in the development of their chosen fields.

Table 2: Summary of the Item Mean of the Respondents' Evaluation with regard to Teaching and Evaluation Techniques of Tenured Faculty

ITEMS	Item Mean
Has the ability to stimulate and maintain the students' interest and desire to learn about the subject matter	4.17
Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson	4.25
Teacher's method of teaching enables the students to understand the subject matter	4.31
Evaluates the students objectively; does not play favourites	4.08
Evaluates students achievements at the end of the class discussion	3.85
Weighted Mean	4.13

As reflected by the data in the table, the respondents have rated the faculty members along the items of **"Teacher's method of teaching enables the students to understand the subject matter"** and **"Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson"** as *excellent* with an item mean of 4.31 and 4.25 respectively. This data imply that the tenured faculty members used teaching methods and strategies that stimulate the interests of the students in learning and utilizes varied teaching strategies in the delivery of the subject lessons.

Table 3.a: Summary of the Test of significant difference on the evaluations of the student-respondents on the teaching evaluative techniques of tenured faculty when grouped according to sex

Dimensions	Sex	Mean	SD	df	T-value	P-value	Decision
Teaching and evaluative techniques	Male	4.23	0.71	191	2.313	0.043	Reject
	Female	3.99	0.57				



Table 3 revealed the summary of the test of significant difference on the evaluations of the student-respondents on the teaching evaluative techniques of tenured faculty when grouped according to sex. The data showed that the computed P-value of .043 is lower than .05 level of significance, the hypothesis is rejected, hence, the profile of the respondents as to sex has a significant difference when evaluating the teaching evaluative techniques of the tenured faculty members.

Table 3.b: Test of significant difference on the evaluations of the student-respondents on the teaching evaluative techniques of tenured faculty when grouped according to age

Dimensions	Age	Mean	df	F-value	P-value	Decision
Teaching and evaluative techniques	19	4.29	192	3.18	0.015	Reject
	20	3.99				
	21	4.00				
	22	4.00				
	23	3.60				

Table 3.b revealed the summary of the test of significant difference on the evaluations of the student-respondents on the teaching evaluative techniques of tenured faculty when grouped according to age. The data showed that along the area of teaching and evaluative techniques where the computed P-value of .015 is lower than .05 level of significance, the hypothesis is rejected. This implies that along the area of teaching and evaluative techniques, the profile of the respondents on age has a significant effect on the evaluation of the teaching evaluative techniques of the tenured faculty members.

CONCLUSIONS

With the conduct of this study, results have led to the conclusion that the profiles of the respondents along sex and age have a significant effect on the evaluation of the respondents on the teaching evaluative techniques of the tenured faculty members.

RECOMMENDATIONS

In the view of the finding of this study, the following are strongly recommended for possible actions and implementations:



1. Faculty members should exploit variety of strategies in the delivery of the subject lesson particularly those that encourage students' participation or involvement to pave the way for the students to express their ideas and develop in them self-confidence and boost their self-esteem.
2. The administration through the department chair or the dean should monitor regularly the attendance of the faculty members in their classes to ensure that class time is properly utilized by the faculty members.
3. Regular classrooms observation of the faculty members by the department chairs or by the deans should be conducted so as to ensure the effective delivery of the subject lesson of the faculty members.
4. Trainings and /or seminars be initiated by the College or the administration on areas of teaching strategies, communication skills, personality enrichment and the like to better equipped the faculty members in providing better quality of education to the students.

REFERENCES

Shinn, Yun Ho, "Teaching strategies, their use and effectiveness as perceived by teachers of agriculture: A national study" (1997). *Retrospective Theses and Dissertations*. 12244.

<https://lib.dr.iastate.edu/rtd/12244>

Barnes BD, Lock G 2010. The attributes of effective lecturers of English as a foreign language as perceived by students in a Korean University. *Australian Journal of Teacher Education*, 35(1): 139-152.

Battung, Cristina &Nadal, Leizel, "Teachers and students Perceptions of the Factors that Affect Effective Teaching at Cagayan State university" (Unpublished master's thesis, Cagayan Colleges of Tuguegarao, Cagayan, 1997)

Dagoon, Jean C. &Dagoon, Nellie Joy, *Fundamental of Good Teaching: Teaching Strategies in Livelihood & Vocational Education Today*, (Manila: Rex Bookstore, 2010)



Disha, M. <http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476>

Edu, D.O. Edu, G.O. & Kalu, I.M. (2012). Influence of Academic qualification on gender on teachers perception of difficult concept in primary science in Ikom, educational Zone of Cross River, Greene & Journal of Educational research 2(2). Retrieved from <http://www.gjournals.org>.

Fernández, T.J. (2013). Professionalisation of teaching in universities: Implications from a training perspective Universities and Knowledge Society Journal, 10(1): 345358.

Gaffud, Miguel and Trinidad, Venancio. (1958). **The Community Teacher, Her Competence and Responsibilities**, The Community Schools. Manila: Bookman Publishing, Co.

Izumi LT, Evers WM (2000). Teacher quality, California, Hoover Institution Press.

Lee Chua, C & Kho Kiang Heng, R (2015). Students' Evaluation on Teaching Performance of Teacher Education Lecturers CHUA LEE. Malaysia Teacher Education Institute, Batu Lintang Campus Jalan Kolej, Kuching, Sarawak

Machingambi, S and Wadesango, N (2011) University Lecturers' Perceptions of Students Evaluation of Their Instructional Practices. Walter Sisulu University, Centre for Learning and Teaching Development, Republic of South Africa Anthropologist, 13(3): 167-174

Merritt, D.J. (2008). Bias, the brain, and student evaluations of teaching, St. John's Law Review, 82, 235-287.

Okuruwa TO (1999). The effect of some teacher's character on pupils Performance in primary science (Unpublished M.Ed. Dissertation, University of Ibadan, Ibadan.

Oregbeyen O (2010) Students' perceptions of effective teaching and effective lecturer characteristics at the University of Ibadan, Nigeria. Pakistan Journal of Social Sciences, 7(2): 62-69.

Phillips, K.,Balan., R & Manko. T (2014). Teacher Evaluation improving The Process, Transformative Dialogue : Teacher and Learning Journal.



Pflaum, S.W. and Abramson, T. (1990, March). Teacher assignment, hiring, and preparation: Minority teachers in New York City. *The Urban Review*, 22, 17-31.

Rostker, L.E. (1945). The measurement of teaching ability. *Journal of Experimental Education*, 14, 5-51.

Siscar, Hernando B., "The Business of Teaching " *The Modern Teacher* (Volume XXXVI No. 8. December 2011)

Suarman (2015) Teaching Quality and Students Satisfaction: The Intermediary Role of Relationship between Lecturers and Students of the Higher Learning Institutes. *Mediterranean Journal of Social Sciences* MCSER Publishing, Rome-Italy Vol 6 No 2 pp 626.

Tang, Kendal, "The Teacher Behavior Inventory", De La Salle University.

Vernon, P.E. (1965). Personality Factors in Teacher Trainee Selection. *British Journal of Educational Psychology*, 35, 140-149.

Walberg, H.J., Waxman, H.C. (1983). Teaching, learning, and the management of instruction. In D.C. Smith (Ed.), *Essential knowledge for beginning educators*. Washington, DC: American Association of Colleges for Teacher Education and ERIC Clearinghouse on Teacher Education

Xiao, L. (2006). Bridging the Gap Between Teaching Styles and Learning Styles: A Cross Cultural Perspective. *Teaching English as a Second or Foreign Language*, 10(3):1-15. From www.tesl-ej.org/ej39/a2.html Accessed 24 December 2013.

http://www.nou.edu.ng/uploads/NOUN_OCL/pdf/pdf2/PERCEPTION%20&%20CONFLICT%20OPCR%20276.pdf Accessed 22 November 2016

www.worldbook.Encyclopedia.com

www.behavior.com

www.teacherbehavior.com