

## IS RELATIONSHIP BETWEEN STUDENTS' RATING OF TEACHERS' PERFORMANCE EVALUATION AND TEACHERS' COMMUNICATION SKILLS?

*Shirin Iranfar\**, *Rita Rezaee\*\** & *Khosro Iranfar\*\*\**

*A major problem of universities and Higher education centers is students' rating of teachers' performance evaluation which is affected by Various Factors such as class size, class type, Class level, Instructors rank and reputation, Gender and students' conceptions of performance. Since it is not clear that students evaluate the educational activities of teachers or teachers' communication; this study was carried out to answer the following question: is relationship between students' rating of teachers' performance evaluation and teachers' communication skills?*

*A cohort study was carried out. A designed communication skills questionnaire was utilized together data. Content and construct Validity also spilt half and items – total Reliability was employed. The students' rating of teachers' performance evaluation was determined by common form of Kermanshah University of Medical Sciences.*

*385 students were selected randomly, 60.4% and 51.95% of students pointed out their teachers' communication and teachers' performance were good respectively. There were significant relationship between students' rating of teachers' performance and non verbal and verbal teachers' communication (0.01). Verbal communication of teachers was more effective than non-verbal communication on students' rating of teacher's performance.*

**Keywords:** *Students' rating of teachers' performance, teachers' communication skills, verbal communication*

### Introduction

*The central purpose of teacher evaluations is to improve teachers and teaching. Teacher evaluations should identify and measure the instructional strategies, professional behavior, and delivery of content knowledge that effect student learning. (Danielson, McGreal 2000). There is two types of evaluations- formative and summative. Formative evaluations are meant to provide teachers with feedback on how to improve performance and what type of professional development opportunities will enhance their practice. Summative evaluations are used to make a final decision on factors such as salary, tenure, personal assignments, transfers, or dismissal (Barrett 1998). Although both of evaluations seek to measure performance, the formative evaluation identifies ways to improve performance and summative evaluation determines whether the performance has*

---

\* Faculty member of Kermanshah University of Medical Sciences, and PhD student of education. Email: [siranfar@yahoo.com](mailto:siranfar@yahoo.com)

\*\* Faculty member of Shiraz University of Medical Sciences and PhD student of education Email: [r\\_rezaee@yahoo.com](mailto:r_rezaee@yahoo.com)

\*\*\* Faculty member of Kermanshah University of Medical Sciences.

improved sufficiently such that a teacher can remain in his or her current position and be rewarded for performance. While each type is valuable, neither type of evaluation can serve a teacher and school well on its own. Without formative feedback, a teacher may not be informed of "areas of weakness" so when the summative evaluation takes place, those "areas of weakness" may still exist. Similarly, ongoing formative evaluations without any consequences provide minimal incentives for teachers to act on the feedback. When coupled, formative and summative evaluations can be powerful tools for informing decision about teachers' professional development opportunities (Nolan, Hoover 2005) as well as tenure (Brandt, Mathers, Oliva, Brown-Sims and Hiss, 2007).

Teacher evaluation is a complex process. It is a series of activities and actions that are interconnected and relate to a specific purpose. Since teachers deal with complex problems, they should be evaluated as professionals which means that their standards should be developed by their peers and their evaluation should focus on the degree to which they solve professional problems competently (Medley, Coker, Soar, 1984). The emphasis of their evaluation should be on their teaching and not on them as individuals (Findley & Estabrook, 1991).

There are many methods available for assessing the competency and skills of teachers. States continue to explore options for developing the most effective means of assessing these competencies and skills. Teachers' cognitive knowledge and skills, general education and content knowledge may be determined through paper and pencil examinations. However, the most important skills a teacher must possess can only be assessed through classroom performance. If these skills are lacking, testing for competence in content will matter very little.

In spite of many available methods for teacher evaluations, using students' viewpoints are common at the most of universities. There are some of criticisms which are considered as limitations of students' view points: Students' subjective opinions can be so varied that the overall results are untrustworthy. Students may pointedly refer to a teacher's physical characteristics or manner in very negative or positive terms and judge the teacher on the basis of these characteristics – as if teachers who are not aesthetically acceptable are rendered less capable of teaching.

Other concern to address in the use of student evaluations is the impact the act of evaluation has on the students' perceptions of the teachers and on the teachers themselves.

There are biases in evaluating a person's personality, performance and competence – biases that can lead to flawed information gathering strategies that are self fulfilling (Harris, 1994). A self-fulfilling prophecy as defined by Merton (1948) basically means that an incorrect perception, belief or definition of a set of circumstances can evoke behavior that makes the incorrect perceptions or beliefs come true.

Additionally, it is not the students' opinions that have necessarily been solicited; they will be answering someone else's questions without having given the matter any thought until the point in time when they are supposed to 'evaluate' the teacher.

Although districts are spending millions of dollars on professional developments, oftentimes teachers report dissatisfaction as major with their experiences and attributed this dissatisfaction as major factor when considering leaving a school. (Parks & Steven 2000).

It is questioned whether students evaluate the educational performance only or it is effected by other variable or other aspects of teachers same as communication skills. Since there is not enough study in Iran about the relationship between teacher s' communication skills and performances, this study was designed at Kermanshah university of medical sciences in Iran.

### **Methods and Material**

The cohort study was carried out. A Communication skills questionnaire was designed. Content and construct validity as well as spilt half and item-total reliability of the questionnaire were verified by a pilot study. The questionnaire of Communication skills was contained two parts, verbal and non verbal communication. Non-verbal questions were included: teacher appearance, self-confidence, self-effacing, walking, eye to eye contact, tapping on table or board, smiling, easygoing, hand movement and momentary silence. Verbal questions were included teacher introducing, rules mention, voice tune, feedback to students, speed speech and contents comprehension by students. In the middle of trimester, the students were solicited to fill out the communication skills and every of them were given an especial number as their code, which it was supposed to keep it and write the code on the top of teacher performance form. In the end of trimester, the teacher evaluation questionnaire was distributed among students by educational development center of Kermanshah University of Medical Science. The coded teacher evaluation forms were chosen to determine its relationship with the communication skills questionnaire. The scale for these tools was "appropriate and inappropriate". Among whole of students at the university, 385 students were selected randomly, also whole of teachers were selected. Accumulated data was analyzed by inferential analysis as well as relative risk was conducted.

### **Findings**

In the present study, findings showed that 59% of students were females, students were 22.8±4 years old. The students pointed out that 61.4% of teacher had appropriate communication skills, 55.9% and 62.55% of teachers had appropriate verbal and non-verbal communication respectively. 51.95% of students evaluated teachers' performance as appropriate educational activity. There was no significant relationship between students' disciplines, gender and teachers' performance and communication skills.

Tables 1 shows the relationship between teachers' gender and evaluation. 62.3% of teachers who have evaluated as appropriate performance were males. There was significant relationship between gender of teacher and teacher's performance evaluation (0.01).

Table 2 shows disciplines of students and teachers communication skills. There was no significant relationship between these two variables.

Table 3 shows the relationship between teachers' performance evaluation and teachers' communication skills. 63.75% of teachers who had appropriate performance evaluation; they had communication skills as well. There was significant relationship between teachers' performance evaluation and teachers' communication (0.01).

**Table1**  
**The Relationship of Teacher Performance Evaluation and Teacher Gender**

<i>Performance evaluation</i> <i>Gender</i>	<i>Appropriate</i> <i>N(P)</i>	<i>Inappropriate</i> <i>N(P)</i>
Female	120 (37.6)	120 (57.1)
Male	48 (62.3)	90 (42.9)
Total	77 (100)	210 (100)

**Table 2**  
**The Relationship of Teacher Communication and Students' Disciplines**

<i>Communication</i> <i>Disciplines</i>	<i>Appropriate</i> <i>N(P)</i>	<i>Inappropriate</i> <i>N(P)</i>	<i>Total</i> <i>N(P)</i>
Medicine	108 (54.3)	91 (45.7)	199 (100)
Midwifery	59 (58.4)	42 (41.6)	101 (100)
Nursing	21 (67.7)	10 (32.3)	31 (100)
Others	30 (75)	10 (25)	40 (100)

**Table 3**  
**The Relationship of Teacher Communication Skill and Teacher Performance Evaluation**

<i>Communication</i> <i>Performance evaluation</i>	<i>Appropriate</i> <i>N(P)</i>	<i>Inappropriate</i> <i>N(P)</i>	<i>Total</i> <i>N(P)</i>
Appropriate	149 (63.7)	85 (36.3)	224 (100)
Inappropriate	0 (0)	53 (100)	53 (100)

Relative Risk = 3

Teachers who had appropriate total, non-verbal and verbal communication skills, they had 3, 4.5 and 9.5 times chance to have appropriate teachers' performance evaluation, respectively.

## Discussion

The research findings showed that there is the relationship between verbal and non verbal communication and teachers' performance evaluation, whereas the verbal communication was the most effective. Khaldi and co-worker as well as Carreil confirmed these findings. Centra concluded that communication skills work as the educational facilitator. As well as, Schonbrodt and co-worker concluded that non-verbal communication in the education field has more effective and influences on others. The

differences between findings of this research and others, it might be as a result of teaching methods. It looks, in our country, the traditional teaching method same as lecture is applied more than active teaching method, for this reason verbal communication was more important than non-verbal.

In this research, also is found that there is relationship between gender and teachers' performance evaluation. Many researches have confirmed this finding. Experts say there are many variables which can effect on students' ranking of teacher's performance, same as class size, class level, disciplines and so on.

As a whole, it is necessary to be mentioned that one of the more important aspect for all teachers; to have the communication skills and employ in the education field. Also all of the principals and evaluator should consider this aspect as one part of teachers' items evaluations and decision making based on only teacher's performance evaluation is unfair and in doubt. It looks, it is necessary to suspend judgment in the absence of sufficient valid evidence to support a decision, even awarded decision. It seems, using the evaluation innovations is important in this times; for example programs that evaluate teachers based on outcomes (such as a teacher behavior in the classroom or student academic gains) rather than non-outcome measures are of increasing interest to policy makers and education leaders looking to tie teacher advancement to effectiveness.

### **Acknowledgement**

Researchers would like to thank all of students who help us during gathering data.

Researchers express their sincere gratitude to previous Kermanshah University of Medical Sciences vice chancellor Dr Nasaripour.

Finally, it be expressed the grateful thanks to all, who without their help and support, this research never finished.

### **References**

- Barret J., (1986), *The Evaluation of Teachers*, ERIC Digest. Washington, DC: ERIC Clearinghouse on Teacher Education (ERIC Inedtfier: ED 278657), Retrieved February 25.2008, from <http://www.ericdigests.org/>.
- Berliner David C., (1992), "Seven Things on My Mind about Teacher Evaluation", *The Assessment of Teaching Selected Topics*, National Evaluation.
- Carrell Toti J., (1993), *The Relationship between Cognitive Style and Coummunication Style in the Secondary School Context*, from <http://www.ericdigests.org/>.
- Centra J. A., (1989), *Determining Faculty Effectiveness*, Sanfrancisco, Ca: Jossey Bass.
- Danielson C., and McGreal T. I., (2000), *Teacher Evaluation to Enhance Professional Practice*, Alexandria, V.A. : Association for Supervision and Curriculum Development & Educational Testing Service.
- Harris M. J., (1994), *Self-Fulfilling Prophecies in the Clinical Context: Review and Implications for Clinical Practice*, *Applied and Preventive Psychology*, Vol. 3, No. 3, pp. 145-158.

- Khaldi N., and Shikhani, A., (1999), The Comparison Students, Raking of Teachers; Performance Evaluation and Peers at the Shahad University in Iran, *Journal of Medical Research*, Vol. 3, pp. 49-51.
- Mathers Carric, and Olive Michelle, (2008), Improving Instruction Through Effective Teacher Evaluation: Option for States and Districts, February 2008, From <http://www.ncctq.org/>.
- Medley D. M., H. Coker, and R. S. Soar, (1984), *Measurement-Based Evaluation of Teacher Performance*, New York: Longman.
- Merton R. K., (1948), The Self-Fulfilling Prophecy, *Antioch Review*, Vol. 8, pp. 193-210.
- Nalson J. Jr., and Hoover L. A., (2005), *Teacher Supervision and Evaluation, Theory in to Practice*, Newyork: Wiley.
- Schoenbrodt L., Komin L., and Sloan J. M., (1997), Non Verbal Communication: The Impotance of Listening, *L. Leran Disabil*, Vol. 30, No. 3, pp. 264-81.



This document was created with the Win2PDF "print to PDF" printer available at <http://www.win2pdf.com>

This version of Win2PDF 10 is for evaluation and non-commercial use only.

This page will not be added after purchasing Win2PDF.

<http://www.win2pdf.com/purchase/>