

# Effect of Students' Feedback and Teaching Position of Teachers on Attitude towards Teaching of Secondary School Teachers

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Paper No. : 102

Received : 18 July, 2014

Accepted : 13 August, 2014

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## Abstract

The present study was aimed at finding the Effect of Students' Feedback and Teaching Position of Teachers on Attitude towards Teaching of Secondary School Teachers. This study was experimental in nature. Sample was comprised of 102 Secondary School Teachers teaching in different five schools of Gurgaon city and students taught by them. In the Experimental group after taking students appraisal data of teacher effectiveness feedback was given to the teachers by the researcher. This Students' feedback was comparative and non comparative overall and dimension wise. It also included suggestions elicited from the students on important aspects of their teaching. The present study revealed that Attitude towards Teaching was independent of Gender, Students' Feedback and also of their interactional effect, when Pre- Attitude towards Teaching was taken as co-variant.

**Keywords:** Students Feedback, Teaching Attitude

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Students are the main source of information about the learning environment, including teachers' ability to motivate students for continued learning, rapport or degree of communication and existence of problems between instructors and students (Aleamoni, 1981). So, their Feedback seems most visible and prevailing component of the system, serving many purposes.

Students' evaluation of teachers and feedback to teachers through these evaluations are being used by an increasing number of universities and colleges and schools. Renaud, R. D. and Murray, H. G. (2005), Mertler, C.A. (1999) and

Nitza, D. and Dan S. (2006) found that student feedback contributes significantly to improvement of teaching quality. Aleamoni, L. M. (1981) Recommended in his report that Student ratings feedbacks are valuable indicators of teaching effectiveness. They provide constructive information to help and guide the improvement efforts of instructors, departments, and institutions. Meta-analysis (Cohen, 1980) and Follman (1992) shows that ratings feedback is related to improved teaching. Marsh, H. W. (1983) also agreed that Feedback from students help instructors to improve their teaching performance.

### **Teachers' Attitude towards Teaching Profession**

Performance of duties by a teacher depends to a great extent on his teaching attitude. Teachers' attitudes are extremely important because of the relationship between attitude and action. Positive and favorable attitude of the teacher makes his work easier, more satisfactory and professionally rewarding and thus, may have a positive impact on the behavior and achievement of his students.

Through Students' feedback students not only assess various aspects of teaching but also assess teaching behavior of their teachers which are directly correlated with their attitude towards teaching profession.

### **Rationale of the Study**

Studies related to attitude towards teaching have been done by Ganapathy(1992), Reddy(1991), Sanaa(2005), Dabat(2010), Srinivasan(1992), Duatepe(2004), Hussain(2004), Slaybaugh et al.(2004), Dhammi(2009), Ali et al.(2011), Ahmed and Sahak(2009), Tapodhan(1991), Akbulut abd Karaku(2011), Ibtasan(2008), Oylum(2010), Sharma(1988), Singh(1988), Shashikala(1989)etc. all of the above researches have been conducted with attitude towards teaching as a criterion variable. These studies explored the effect of some major variables as gender, age, experience, academic qualification, community, type of school, residential area, caste etc. on attitude towards teaching of teachers. Also some of the studies found significance of the relation of Intelligence, values, teacher student interaction, self concept and academic qualification with attitude towards teaching of teachers. Sharma (1988) reported that caste, sex and residential area had no effect on attitudes. A significant effect of gender, area and working sector on attitude towards teaching of teachers was found by Ali, Riasat et al. (2011). Main factors affecting attitude towards teaching were salaries and promotion, relationship between teachers and society and parents, enjoyment in teaching, teaching load, curricula and students(According to Ibtasam,2008). There was a significant and inverse correlation between burnout level and attitude towards teaching was found by Oylum Akkus Ispir(2010). Ganapathy(1992) explored a significant relation between self concept and attitude towards teaching but found no effect of gender on attitude towards teaching. In the same way mixed results have also been reported by the researches on the effect of caste on attitude towards teaching.

Thus above reviewed studies have conflicting results and no one was emphasised the effect of Academic Discipline as a factor affecting attitude towards teaching. As science background teachers and non science background teachers may have different attitudes, there is a need to find the effect of Teachers' Academic Discipline on attitude towards teaching.

Also in above reviewed studies, none of them have seen the effect of students' feedback on attitude towards teaching. Although study conducted by Ahmad and Sahak(2009) showed a significant effect of student teacher interaction on attitude towards teaching and Singh(1988) found a positive effect of classroom verbal interaction on attitude towards teaching, still both of the studies didn't tried to do experiment on attitude towards teaching as regard to students' feedback.

Through Students' feedback students not only assess various aspects of teaching but also assess teaching behavior of their teachers which are directly correlated with their attitude towards teaching profession. Although among several studies centered on finding factors influencing attitude towards teaching, students' feedback was not mentioned in any one directly but it is such a factor which affect various dimensions of teacher behavior, working environment, job motivation and eventually remuneration and promotion also in many institutions and thus this students' feedback factor may influence the attitude towards teaching of teachers.

When a teacher get Students' Feedback, its effect on his/her teaching behavior depends on how the teacher look this feedback and also may depend upon the age group and mental understanding of students, who are actually the main source of information. The attitude of teacher definitely affects his response towards feedback receiving by him from his students. But does this feedback also affect a teacher's attitude towards teaching profession with varied teaching positions, this question was tried to answer in this present study.

### **Objectives of the Study**

1. To study the effect of Students' Feedback on Attitude Towards Teaching by taking Pre- Attitude Towards Teaching as covariate.
2. To study the effect of Teaching Position of Teachers on Attitude Towards Teaching by taking Pre- Attitude Towards Teaching as covariate.

3. To study the interactional effect of Students' Feedback, Teaching Position of Teachers on Attitude Towards Teaching by taking Pre- Attitude Towards Teaching as covariate.

### Hypothesis of the Study

1. There is no significant effect of Students' Feedback on Attitude Towards Teaching by taking Pre-Attitude Towards Teaching as covariate.
2. There is no significant effect of Teaching Position of Teachers on Attitude Towards Teaching by taking Pre- Attitude Towards Teaching as covariate.
3. There is no significant interactional effect of Students' Feedback and Teaching Position of Teachers on Attitude Towards Teaching by taking Pre- Attitude Towards Teaching as covariate.

### Sample

The study was experimental in nature. The sample comprised of 102 higher secondary school teachers belonging to five different schools of Gurgaon city and also the students being taught by these teachers were taken as sample in the present study. These schools were selected by purposive sampling technique. All schools were situated in Gurgaon city and were following CBSE syllabus and co-educational system. Out of these five schools treatment was assigned randomly to the three schools. These three schools fell under Experimental Group and other two schools were taken as Control Group. On the basis of Teaching position, teachers were divided into two levels namely TGT and PGT. Distribution of teachers according to Teaching position under experimental and control groups, is given below in table 1.

**Table 1.** Group wise and Teaching Position wise distribution of sample

Group	Teaching Position of teachers		Total
	TGT	PGT	
Experimental	24	31	55
Control	22	25	47
Total	46	56	102

From table 1, it is evident that there were twenty four TGTs and thirty one PGTs in the Experimental Group and twenty

two TGTs and twenty five PGTs in the control group. Thus a total of forty six TGTs and fifty six PGTs were a part of the sample for this present study.

### Tools Used

To assess the Attitude Towards Teaching, standardized tool namely "Attitude Scale towards Teaching Profession" constructed and standardized by Dr. B.K. Shrivastava in 1978 and published by Saraswati Prakashan, Ballia (U.P.) was used. The reliability of the tool was examined through test-retest method and parallel form method. The reliability coefficients obtained through these methods were 0.85 and 0.93 respectively. The validity for the scale has been established by concurrent validity method. Percentile norms and T-scores norms were computed on the basis of raw scores. Students' Feedback was based on Scores of Teacher Effectiveness Scale (TES) which was developed by the researcher. This feedback was comparative and non comparative overall and dimension wise graphical presentation of TES scores. It was also include suggestions elicited from the students on important aspects of their teaching.

### Procedure of Giving Feedback to the Teachers

First of all the tool namely "Teacher Effectiveness Scale" was developed by the investigator. On the basis of this tool, teacher effectiveness scores were collected by the students for the concerned teachers. These scores were summed up, scrutinized dimension wise and analyzed in percentage form. These scores were analyzed in two forms-

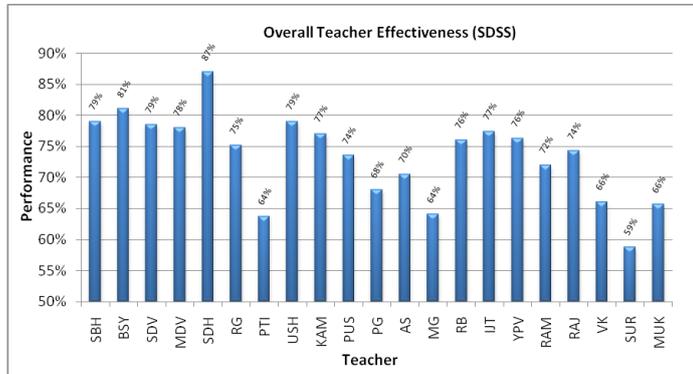
1. Overall
2. Dimension wise

Now these analyzed scores were represented in the form of graphical report so that they could be easily understood by the teachers. Graphical report was used to provide feedback to the teachers and it was given to the teachers in two forms-

1. Comparative
2. Non-comparative

In comparative form, effectiveness scores of all teachers of a school were shown simultaneously. Overall performance and Dimension wise performance of all teachers respectively were shown in the form of bar diagrams. So that the performance of a teacher could be easily compared with the performance

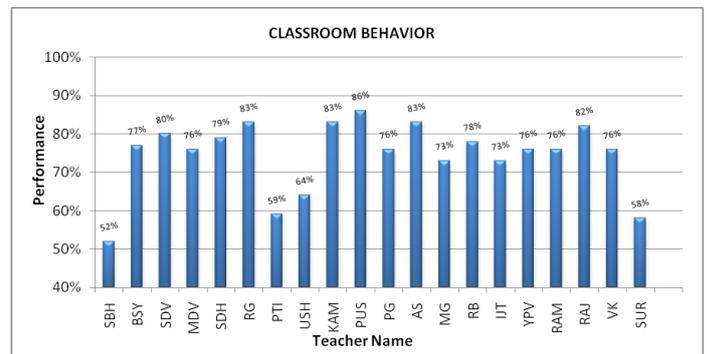
of other teachers. One example of Overall graph is given below:-



**Graph 1:** Overall Effectiveness Scores of all teachers (comparative)

Here in this graph names of all teachers are given in abbreviated form. It is very clear from the above graph that in the school among all the teachers SDH is the most effective teacher as he got the highest bar with 86.92% effectiveness score. Also the teacher SUR is least effective teacher with the lowest score of 58.80%. Thus from this graph, a comparative picture of all teachers can be viewed at a glance for their effectiveness. This provides a group feedback to all the teachers from their students.

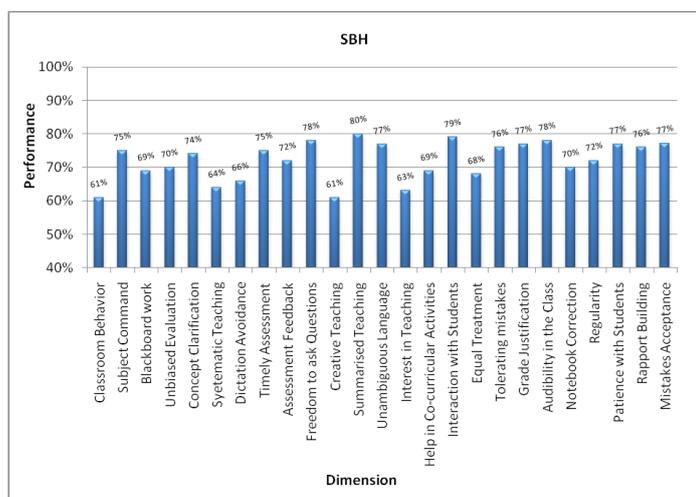
This kind of comparative feedback provides an indicator to a teacher for his/her effectiveness. The overall performance was also analyzed dimension wise. As already stated, the total effectiveness of the teacher comprised of twenty five dimensions, so the performance of all teachers could also be compared on all these twenty five dimensions. These twenty five dimensions were:- Classroom Behavior, Subject Command, Black board Writing, Unbiased Evaluation, Concept Clarification, Systematic Teaching, Dictation Avoidance, Timely Assessment, Assessment Feedback, Freedom to ask questions, Creative Teaching, Unambiguous Language, Interest in teaching , Help in Co-curricular activities, Interaction with students, Equal Treatment, Tolerating Mistakes, Grade Justification, Audibility in the class, Notebook Correction, Regularity, Patience with students, Rapport Building, Mistakes Acceptance. Comparative feedback to the teachers on all these dimensions was given through bar diagram form. One example is given below:-



**Graph 2:** Dimension wise Effectiveness Scores on the dimension ‘Classroom Behavior’ (comparative)

From the above graph, it is clear that this is a comparative feedback to all the teachers for their classroom behavior. According to students, behavior of their teachers in the classroom varied from 52% to 86%. Students liked the behavior of teacher PUS the most (score was 86%) and behavior of teacher SBH the least (score was 52%). Although many teachers got similar scores (BSY-77%, SDV-80%, MDV-76%, SDH-79%, RG-83%, KAM-83%, PUS-86%, PG-76%, AS-83%, MG-73%, RB-78%, IJT-73%, YPV-76%, RAM-76%, RAJ-82% and VK-76%), yet there are some teachers namely SBH, PTI, USH and SUR whose behavior were not liked by the. Thus through these comparatively formed bar graphs teacher could get feedback overall and also could check where they stand among all teachers on different dimensions. Thus teachers could know the opinion of their students about them and about all other teachers. By getting comparative performance report, a teacher could on the one hand find their own position in the group as well as could learn good performance skills form his/her colleagues if they wanted to improve their own teaching.

Secondly, non-comparative form of feedback was also provided to teacher. In this form performance of a teacher on all the dimensions was shown collectively on a graph. In this type of graph different dimensions of teachers’ performance were shown in the form of bars. Through this form, a complete picture of a teacher’s effectiveness could be obtained. By analyzing his/her performance on every dimension teacher could get appropriate feedback to improve his/her effectiveness. For example, the performance of one teacher SBH is given here below:



**Graph 3:** Non-comparative teacher effectiveness on all dimensions

From the above graph we can perform keen observation of the effectiveness of the teacher SBH i.e. we can see the performance of this teacher on all different dimensions. As we see that the performance of this teacher varied from 60% to 80% on all dimensions. This shows that the effectiveness of this teacher is good (greater than average performance). Further by observing the performance of SBH on different dimensions, it can be said that this teacher is good in interaction with students. He gives freedom to students to ask questions and has a good voice. Teacher is rather weak on some dimensions which the teacher should concentrate upon and try to improve his performance. Like, he should try to bring more creativity in teaching, control his behavior in the classroom and plan his lessons more systematically. Also students believed that this teacher uses dictation in the classroom (66%), so SBH should avoid dictation as much as possible in the classroom.

Thus it can be concluded from above that a graph like this provides a detailed feedback to a teacher about self-effectiveness on different dimensions. Thus in this experimental process feedback was provided to teachers on the basis of teacher effectiveness scores provided by their students. This feedback process was repeated five times after a fixed interval of time during entire one academic session. Feedback in both comparative and non-comparative form was given to the teachers within one month of receiving their effectiveness scores by the investigator.

In control group no feedback was given to the teachers. At the end of the experiment, both the experimental and the

control group were post-tested by administering teacher effectiveness scale to the students and Attitude towards Teaching Profession to the teachers respectively.

### Analysis and Interpretation of Data

The data were analyzed with the help of 2x2 Factorial Design ANCOVA. There were two levels of Students' Feedback namely Students' Feedback and No Students' Feedback. First level Students' Feedback was taken as Experimental Group and second level No Students' Feedback was taken as Control Group in the study. There were 55 teachers in Experimental Group and 47 teachers were taken under Control Group.

The results are given in following Table 2:

**Table 2. Summary of 2x2 Factorial Design ANCOVA for Attitude towards teaching by taking Pre-Attitude towards teaching score as co-variate**

Source of Variance	Df	SS y.x	MSS y.x	F y.x
Students' Feedback	1	2.429E-02	2.429E-02	1.045
Teaching position of Teachers	1	1.547E-03	1.547E-03	0.665
Students' Feedback x Teaching position of Teachers	1	3.155E-02	3.155E-02	0.247
Error	97	2.128	2.325E-02	
Total	100			

From Table 2, it can be seen that the adjusted F-value for Students' Feedback is 1.045 which is not significant. Therefore, the null hypothesis that there will be no significant effect of Students' Feedback on Attitude towards teaching when Pre-Attitude towards teaching was taken as co-variate is not rejected. It can thus be concluded that the Attitude towards teaching is independent of Students' Feedback when Pre-Attitude towards teaching was taken as co-variate.

Again from Table 2, it can be seen that the adjusted F-value for Teaching position of Teachers is 0.665, which is not significant. Therefore, the null hypothesis that there is no significant effect of Teaching position of Teachers on Attitude towards teaching when Pre-Attitude towards teaching was taken as co-variate is not rejected. It can thus be concluded that the Attitude towards teaching is independent of Teaching position of Teachers when Pre-Attitude towards teaching was taken as co-variate.

Once again from table 2, it can be seen that the F-value for the interaction between the Students' Feedback and Teaching position of Teachers is 0.247, which is not significant. Therefore, the null hypothesis that there is no significant effect of interaction between Students' Feedback and Teaching position of Teachers on Attitude towards teaching when Pre-Attitude towards teaching was taken as co-variate is not rejected. It can thus be concluded that the Attitude towards teaching is independent of interaction between Students' Feedback and Teaching position of Teachers when Pre-Attitude towards teaching was taken as co-variate.

### Major Findings

- ❑ Feedback information provided to teachers was found not effective in terms of Attitude towards teaching of the teachers, when Pre- Attitude towards teaching was taken as co-variate.
- ❑ Attitude towards teaching was independent of Teaching Position of Teachers when Pre- Attitude towards teaching was taken as co-variate.
- ❑ Attitude towards teaching was independent of interaction between Students' Feedback and Teaching Position of Teachers when Pre- Attitude towards teaching was taken as co-variate.

### Concluding Remarks

The independence of Attitude Towards Teaching from teaching position of teachers can be attributed to the fact that at every teaching position (TGT/PGT), every kind of attitude having teachers can be found. There are so many TGTs with a positive and much better attitude towards teaching serving the society with their teaching and also so many TGTs are there who are doing their teaching job just only for financial fulfillment and with not very good or positive attitude towards teaching, same situation is there with PGTs resulting insignificant difference in Attitude Towards Teaching in both the groups. This is the actual scenario of schools in India which has been observed by the researcher. Actually Attitude Towards Teaching of a teacher is concerned with an

individual way of thinking, acting and behaving rather than teaching position of a teacher, So the result obtained by the researcher in the present study seems to be valid and good enough.

The study also revealed Attitude Towards Teaching is independent of interaction between Students' Feedback and Teaching Position of teachers when Pre-Attitude Towards Teaching was taken as co-variate. This shows that among feedback group, Attitude Towards Teaching scores of TGTs was not significantly different from PGTs. The same could be said about the no feedback group meaning thereby that levels of students' feedback and levels of teaching position of teachers are independent of each other in respect of Attitude Towards Teaching when groups were matched with respect to Pre-Attitude Towards Teaching.

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