



Evaluation of teachers' behavior as a managerial professional

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ABSTRACT

Modern techno-era of neck – to – neck healthy competition has made the noble profession of teaching a modern corporate look. The show has gone to an extent to allow the students' to evaluate the teachers' performance and quality in terms of various parameters. This paper discusses these interdependent parametric issues and their consequences on the future of modern education system. Studies relating and affecting the academic culture has been produced for the survey based results and in-depth discussions on untouched fronts

Keywords : Teaching performance; student survey; evaluation criteria; education system

I. Introduction

The management education occupation has been intrigued by a compelling mystery for some time: What exactly do student evaluations measure? Do they measure the content and methods of the teacher are teaching? Is it a measure of the students' satisfaction with the grade received? Or, is it a judgment on the teacher's attitude as perceived by his or her students?

Answering these questions may not only solve the mystery but may also provide significant improvement in future education. The purpose of this research paper is to show that the attitude of the teacher as perceived by the student through verbal and nonverbal expressions plays a major role in the teaching evaluation of teachers and should be of greater relevance in the training of teachers.

Organizations imparting professional education at global platform create and face unknown and uncontrollable challenges to survive and maintain the quality to meet the standard current demands. Enthusiasm, criticism, appreciation, demonstration, encouragement, and attitude for all the stake holders in the education systems including the students, faculty members, and the authorities play vital role. Numerous authorizing and approving / recognizing / affiliating bodies and societies and committees are back bone type supervisory agencies to catch hold upon the fish in the pond.

II. Literature survey

Teaching evolutions are used as an effective means of measuring a teacher's teaching performance as perceived by the student. Several studies (Caldwell & Jenkins, 1985; Cashin, 1998; Marsh, 1984; Mims & Heller, 1987) have shown that the student rating of teachers has been described as the most valid measure of teaching effectiveness, although the validity of student evaluations has been controversial and recurrent research theme due to the variety of measuring methods (Gaski, 1987). Students are thought to convey honest perceptions of the teacher's teaching abilities; thus, the evaluation is statistically reliable, valid, and free from general bias.

Student evaluations are multidimensional in the measurement of various aspect of teaching effectiveness. Some variable such as communication skills, attitude toward the student, knowledge of the subject, organizational skills, enthusiasm, fairness, flexibility, and encouragement of the student are identified as strongly related to teaching effectiveness. On the other hand, variables such as the grade received, size of the class, time of day the class is taught, and gender of the

teacher were found to be of low relevance to student evaluations.

III. Ten commandments for changing a teacher's attitude

1. Exhibit enthusiasm. Show your love and respect for teaching from the first class to the last, using good voice tone and gestures. Demonstrate a sincere desire to prepare students for their futures. Use real-world examples and illustrations that the student can relate to.

2. Motivate students to learn. Give a motivational talk at the first class and express the importance of learning the material being presented for their careers. Share personal background and professional experience to inspire students. Explain in detail your expectations and provide challenging goals for your course. Design quizzes and participation points and use other devices for extra credit.

3. Encourage discussion and comments. Do not show verbally and nonverbally that "I know it all" or "I am superior to you." Invite questions and comments voluntarily by occasionally calling names. Always recognize the merit of comments. Never respond negatively or embarrass the student. Small group exercises with special topics tend to facilitate more discussion.

4. Be open to constructive criticism. Accept student input or criticism in a positive way. Never be defensive and/or try to contradict students with whom you disagree. Always make them feel they have something to contribute. Have students do written, anonymous, mid-semester assessments of the instructor. This shows students you are open to assessment and change.

5. Help students outside class. Sincerely state that you are here to help students and that you are willing to talk at any time. List office hours, special help sessions, and telephone numbers (even home number) in you syllabus. Welcome students to your office with a smile instead of avoiding their attention or continuing to stare at your computer screen.

6. Make students feel welcome to ask for additional help. Encourage students to call whenever they need you. Use an open-door policy during you office hours. Show nonverbal cues of welcome. Smile and say "Thank you for asking." When students have substandard grades, ask them to meet with you to review the material.

7. Demonstrative that you are "Considerate" of students. Be personable and friendly. Ask for students' input

about your teaching methods. Be flexible in changing dates (exams and make-ups) for special reasons. Allow students to make meeting appointments outside normal office hours. Try to be a personal counselor on student problems.

8. Generate a feeling of equality among students. Treat all students equally regardless of intelligence level, gender, ethnic, background, age, and so on. Do not play favorites. Do not ask the same student all of the questions. Consider using student ID or social security numbers on tests, ensuring blind grading for fairness.

9. Show respect toward the students. Recognize students who prepare well for class and try to find some value in every comment. Pause for extended periods to allow for student input. Treat students as first-class citizens. Be business-like but relaxed. Basic punctuality (beginning and ending of class) helps reflect a level of respect for students.

10. Have a positive attitude toward the class and students. This is the last commandment but the most important because all of the earlier commandments depend on it. Always exhibit a kind, caring attitude. Try to demonstrate very positive feelings toward your class and students by knowing every one of them.

To materialize the concept of the ten Commandments, a student survey targeting the particular items(s) a teacher should work hardest on to improve may need to be conducted. The survey form may contain the ten Commandments with a brief description of each item along with four additional columns measuring:

- (a) Importance of each item to the student,
- (b) Actual student perception of teacher behavior, and

(c) Desired teacher behavior as perceived by the student. Each of these three can be measured on a scale of 0 to 10. Then, the fourth column can show the gap or desired score minus the actual score. A teacher can start to work on the 1 or 2 commandments (s) that show the largest gap. Teaching seminars should emphasize the importance of the gap (s) and help teachers improve attitude.

OTHER ISSUES

Four significant factors that can be used singularly to predict overall teaching effectiveness:

- 1. Attitude:** The instructor's attitude as perceived by his or her students;
- 2. Presentation skills:** His or her effectiveness at presenting material, as measured by the students;
- 3. Reliability:** Indicates the instructor's promptness in returning papers and regularity in meeting the class;
- 4. Learning skills:** Essentially measures the students' perception of whether certain fundamental principles such as writing and application of theories in practice were learned.

IV CONCLUSION

It may be advocated that any teacher's attitude can become more positive by implementing the ten Commandments, thereby improving teaching effectiveness and leading to greater professional satisfaction. Undoubtedly no study or investigation can be fully effective or loop whole less but near to optimization can be the real time application oriented solution. The survey, analysis, and experiences if combined together can cater to the original issues and their effectiveness. This study leads a way to inspiration to the new entrants in the

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