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## Articles and Statements

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### **The Relationship Between Teacher Evaluation and Teacher Effectiveness: a Study of Five Selected Schools in Education District in Lagos State**

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#### **Abstract**

The entire evaluation process would give room for adequate measure of the level of educational effectiveness. In other words, school effectiveness refers commonly to the performance of the organizational unit called 'school'. The performance of the school can be expressed as the output of the school, which in turn is measured in terms of the average achievement of the pupils at the end of a period of formal schooling. Teacher effectiveness could be said to be demonstrated when student learning improves. This position is canvassed by both educators and policy makers. The study applied the descriptive research design. It analyzed data collected from fifty (50) teachers from five (5) randomly selected secondary schools in Education District 11, Lagos State. Teacher Evaluation and Effectiveness Scale (TEES) was used to collect the data. Data were analyzed using correlation. In addition, the mean, median, mode and standard deviation of the different items on the questionnaire were calculated. The calculated mean for each item on the questionnaire was determined by the decision rule. Any item with a mean of 2.5 and above was accepted, while below 2.5 was rejected. All the items had a mean of above 2.5, therefore they were accepted. There was statistical relationship between teacher evaluation and teacher effectiveness. The correlation is significant at 0.05 level (2-tailed) and 0.01 level (2-tailed). Based on the findings, some recommendations were made.

**Keywords:** education district; teacher evaluation; teacher effectiveness; relationship.

#### **Introduction**

It is commonly argued that teacher evaluation is mainly the "assessment of teachers' work based on classroom observations done by a principal or administrator" (Alliance for Excellent Education, 2008). In support of this, Toch and Rothman (2008) opined that, though most evaluation tools are poorly constructed and often administered haphazardly, evaluation, when taken seriously can chart or define a genuine course for improving effectiveness and advancing a teacher's career. In effect, teacher evaluations can only be worth-while when they are used to improve teaching. This means, teacher evaluation must be credible and reliable so as to merit the

trust of teachers. In this instance, to enhance teacher evaluation, administrators should provide common planning time for the teachers to review student work or release time for “struggling teachers” to observe effective teachers. This, in the view of Hirsh and Killion (2007), will enable teachers to begin to take responsibility for student learning. This calls for a challenge on school administrators to ensure that collaboration focuses on instruction. Research evidence shows that absent leadership and planning time degenerates to procedural matters (Supovitza and Christman, 2003). In other words, principals “need the right mix of incentives to leverage effective measures for improvement. They could be held responsible for students’ performance, as they are also given the flexibility in hiring and firing teachers” (Toch and Rothman, 2008). It is further argued that two important studies support the fact that principals can be accurate evaluators of teachers’ effectiveness, though factors like accountability for student achievement and authority over staffing matters must be considered (Jacob and Lefgen, 2005, Haris and Sass, 2007). It is argued by Toch and Rothman (2008) that accountability policy provides incentives for principals to take evaluations seriously, while hiring policy allows them to leverage evaluations to improve staffing.

School teacher effectiveness can be defined as “demonstrating contributions to growth in student learning”. Thus, school teachers are involved in motivating and engaging students, acquiring new knowledge and skills and collaborating with colleagues (Alliance for Excellent Education, 2008). The essence of this is that they should lead the teacher to improve student achievement. Hence, Darling- Hammond, (2007) and Gordon, et al (2006) agreed that teacher effectiveness is mainly demonstrated when students learning improves. Thus, school teacher effectiveness should focus on student learning that would likely guarantee their success after school. It is further argued that, the “best way to improve teacher effectiveness is to provide teachers with support and guidance that are grounded in effectiveness, that is, which uses effectiveness data to enhance professional development and teacher evaluation, strengthen evaluations and career development, and revamp accountability policies to reward and encourage student learning” (Alliance for Excellent Education, 2008). Teachers’ effectiveness cannot be judged absolutely by the performance of students on a single test. Therefore, teacher effectiveness can best be measured by the amount of growth a student makes over time, based on several assessment. On the basis of this, Harris (2007) and Gordon et al (2006) argued that the most objective measure of teacher effectiveness is “value added”, and this should be supplemented with other yard stick for measuring student learning gains. The entire concept of value-added analysis estimates the academic growth that any particular student is expected to make in duration of one year. This is compared to how the student actually performed on standardized assessments. Those students who made higher gains than expected are judged to have teachers that added value, but students who performed less than anticipated are said to have teachers that did not add value (Harris, 2007; Braun, 2005; McCaffrey et al, 2003; Carey 2004, Ballon, 2002; Stewart, 2006).

From the above position, we can make an outline on how to improve school teacher effectiveness. The following factors can be considered:

1. It is important for effective school teachers to know their subjects and the method of teaching that subject (Walsh and Tracy, 2004; Allen, 2003; Monk, 1994).
2. The effective school teacher should be able to motivate students as he or she delivers content that will prepare students for future study (Conley, 2007). This has become highly relevant because “student engagement is the key to learning and part of good pedagogy in upper grades more so than in earlier grades” (National Research Council, 2004).
3. Effective school teachers must be ready to work with diverse student populations with various cultural backgrounds (Ladson – Billings, 1999; Wenglinsky, 2002; Short and Fitzsimmons, 2007).
4. They must know how to impart literacy skills in their subject area or discipline. Students definitely need ongoing literacy training that prepares them for higher education and work (Biancarosa and Snow, 2006; Hellar and Greenleaf, 2007).
5. Effective school teacher should be able to prepare students ultimately for the challenges of higher education and work (Alliance for Excellent Education, 2007; National Research Council, 2000; Wenglinsky, 2002).
6. Policy makers, administrators, counselors and educators must improve measures of student learning. They should also develop and strengthen measures which assess knowledge, skill and classroom practice. In addition, they should improve the school structure which allows

effectiveness measures to improve teaching. They should also understand that the effectiveness of school teachers hinges on the quality of effectiveness measures and the policies associated with them, which encourages or inhibits improved teaching. These challenges on educators, policy makers, administrators and others as canvassed by Alliance for Excellent Education (2008) will bring about effectiveness in the school teacher.

**Research Questions**

The research answered the following questions:

1. How do we improve teachers' effectiveness?
2. How does teachers' evaluation enhance teachers' effectiveness?

**Research Design**

A descriptive survey design was used. This allowed the researchers to gather information from a group of people which are representatives of a larger cluster of people that they sought to know.

**Population of the Study**

The study was conducted in Education District II in Lagos State. The population of the study comprised of five randomly selected secondary schools in Education District II, Lagos State.

**Samples**

The sample of the study was made up of ten teachers each from the five selected secondary schools. Making a total of fifty (50) teachers from the five randomly selected secondary schools in Education District II, Lagos State

**Instrumentation**

A self-developed survey questionnaire was the main instrument for data collection in this study. The instrument for data collection is the Teacher Evaluation and Effectiveness Scale (TEES), which was administered to ten teachers each from the five randomly selected secondary schools in Education District II, Lagos State.

**Validity of the Instrument**

To determine the degree to which the instrument used for the study measured accurately what it was expected to measure, face validity approach was adopted. This allowed other competent assessors to assess the contents and items included in the questionnaire.

**Reliability of the Instrument**

In establishing the reliability of the instrument used for the study, a pilot study was conducted. The result of the pilot study tested how reliable the instrument was, and ensured good construction of the items in the questionnaire.

In addition, inter-item coefficient of reliability at standardized item alpha was calculated. Reliability analysis scale for teachers gave inter-item coefficient of reliability at 0.70, and 0.65 at 0.05 level of significance.

**Data collection**

A total of ten teachers each from the five randomly selected secondary schools (making a total of fifty teachers) were given questionnaire to respond to. The questionnaire with the responses was collected for analysis.

**Data Analysis Techniques**

The data from the questionnaire were analyzed using frequency count and percentages. A four point (Likert) scale was used in the questionnaire. The mean for scaling items was computed by multiplying the frequency of the responses by the value of scaled items and dividing the total with the number of respondents.

<b>Scaled items</b>	<b>Value</b>
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

**Decision Rule**

Note

f = Frequency

% = Percentage

X = Mean

X = 4+3+2+1=10 (SA, A, D, SD) = 10

- $\bar{X} = \Sigma fx / \Sigma f = 10 / 4 = 2.5$
- If x is 2.49 and below it is considered rejected.
  - If x is 2.5 and above it is considered accepted.

In addition to using the decision rule to identify the accepted or rejected item in responding to the research questions, the researcher also calculated the frequencies of the teachers, this include the mean, median, mode and standard deviation as the calculated statistics of the various items in the questionnaire for the teachers. Finally, the correlation of teacher effectiveness and teacher evaluation were drawn for the teachers. Thus, the research questions were answered.

**Research Question 1: How do we improve teachers’ effectiveness?**

S/N	Statement	SA	A	DA	SD	$\bar{X}$	Decision
1.	The teacher should be exposed to both internal and external educational conferences / seminars	36	14	-	-	3.7	Accepted
2.	The teacher should have opportunity to attend in-service trainings	36	12	1	-	3.6	Accepted
3.	The less experienced teachers should under-study their peers who are effective teachers.	24	23	2	1	3.4	Accepted
4.	The teacher should receive regular feedback on his / her duties / performance	26	24	-	-	3.5	Accepted
5.	There is the need for the right climate in the school for effective teaching to take place.	31	19	-	-	3.6	Accepted

Note: SA= Strongly Agree, A= Agree, DA=Disagree, SD= Strongly disagree

Source: Field Survey, Sept. 2013

The mean of the items were 3.7, 3.6, 3.4, 3.5, 3.6 respectively. These were above the mean of 2.5, hence, they are accepted.

**Research Question 2: How does teachers’ evaluation enhance teachers’ effectiveness?**

S/N	Statement	SA	A	DA	SD	$\bar{X}$	Decision
1.	The teacher should be part of the school evaluation programme	35	15	-	-	3.7	Accepted
2.	Evaluation of the teacher will have a positive impact on the school if the evaluation report is implemented.	33	16	-	-	3.6	Accepted
3.	In evaluating the teacher, both the teaching method and adaptation to the curriculum should be considered	28	22	-	-	3.6	Accepted
4.	Do you see regular evaluation of the teacher as necessary in a school?	25	23	1	-	3.4	Accepted
5.	The co-operation between the principal and teachers will bring about positive outcomes from teacher evaluation	29	20	1	-	3.6	Accepted
6.	The aspect of instruction should be given top priority in teacher evaluation	27	23	-	-	3.5	Accepted

Note: SA= Strongly Agree, A= Agree, DA=Disagree, SD= Strongly disagree

Source: Field Survey, Sept. 2013

The above table addresses how teacher evaluation enhances teacher effectiveness. The decision rule is that any mean below 2.5 shows that the item is rejected. But 2.5 and above indicates that the item is accepted. The items 1-6, have mean of 3.7, 3.6, 3.6, 3.4, 3.6 and 3.5 respectively. Hence the research question is accepted.

**Table ST 1: Statistical representation on improving teachers’ effectiveness**

	q1c	q1c	q3c	q4c	q5c
Mean	1.28	1.31	1.60	1.48	1.38
Median	1.00	1.00	1.00	1.00	1.00
Mode	1	1	1	1	1
Std. Deviation	.45	.58	.67	.50	.49

Source: Field Survey, Sept. 2013

The above table addresses the statistical representations on improving teachers’ effectiveness. The mean, median, mode and standard deviation of the different items in the questionnaire, on “How do we improve teacher effectiveness” are shown in the above table.

**Table ST 2: How teacher evaluation enhance teachers’ effectiveness**

	q1d	q1d	q3d	q4d	q5d	q6d
Mean	1.30	1.33	1.44	1.51	1.44	1.46
Median	1.00	1.00	1.00	1.00	1.00	1.00
Mode	1	1	1	1	1	1
Std. Deviation	.46	.47	.50	.54	.54	.50

The above table addresses the evaluation of the teacher and how it enhances teachers’ effectiveness. The different items in the questionnaire are reflected through statistical representations. This shows the mean, media, mode and standard deviation of the different items on the questionnaire. The table indicates the statistical representation of the items in the questionnaire on “How does teachers’ evaluation enhance teachers’ effectiveness”.

**Correlation Table for Teachers (Ctt)**

<b>Variables</b>	<b>1</b>	<b>2</b>
1. Teachers’ effectiveness	1.00	.497**
2. Evaluation of the Teacher	**	1.000

\*Correlation is significant at the 0.05 level (2- tailed)

\*\*Correlation is significant at the 0.01 level (2-tailed)

### Discussion of Results

The first research question states: “How do we improve teachers’ effectiveness?” The correlation table (Table Ctt) shows a correlation between the evaluation of the teacher and teacher effectiveness, and the correlation is significant at 0.01 level. This agreed with the position of Darling – Hammon (2007) and Gordon et al (2006). They argued that, teachers’ effectiveness is demonstrated when students’ learning improves. Also supporting this, Sanders and Rivers (1996)

drawing from the research findings in Tennessee, contested that “students given the most effective teachers for three years in a row made over twice the gains of comparable students assigned to the least effective teachers.” In effect therefore, Toch and Rothman (2008) argued that “evaluation, when taken seriously, can chart / define a genuine course for improving effectiveness and advancing a teacher’s career”.

The second research question states: “How does teacher evaluation enhance teachers’ effectiveness?” There is a correlation between teacher evaluation and teachers’ effectiveness. This is aptly supported by the positions of Walsh and Tracy (2004), Allen (2003) and Monk (1994). They argued that it is important for effective school teachers to know their subjects and the method of teaching that subject.” As a follow up to this, Conley (2007) submitted that the effective “school teacher should be able to motivate students as he or she delivers content that will prepare the student for future study”. At the heart of all these is the quality of the curriculum. On his part, Cheng (2011) argued that curriculum is effective “if it can interact appropriately with teachers’ competence to facilitate teacher performance, help students gain learning experiences which fit their characteristics...” As teacher evaluation takes place, the teacher is able to identify the areas of weaknesses and strengths. Thus able to work towards effectiveness.

All the items in the questionnaire had a mean above 2.5. The decision rule is that any mean of 2.5 and above is accepted. While mean below 2.5, indicates that the item was rejected. Therefore since the mean of all the items in the questionnaire were accepted, it shows that the research questions were answered. They were accepted.

### **Implications of the study**

From the responses to the questionnaire, it was possible to identify some implications:

There is the need for teacher evaluation. This will act as the “mirror” through which the school can view herself and ascertain how she is accomplishing her set goals / objectives.

The study will also enable the teachers to see themselves as members of the same team working for the common goal of the school system.

It was also identified from the study that the major aim for measuring teachers’ effectiveness is to ascertain the accomplishment of students’ educational outcomes. This ultimately will enable us conclude if the goals/objectives of the school have been achieved.

### **Conclusion**

It is argued that, “the best way to improve teacher effectiveness is to provide teacher effective support and guidance that are grounded in effectiveness. That is, which uses effectiveness data to enhance professional development and teacher evaluation, strengthens evaluations and career development, and revamp accountability policies to reward and encourage student learning” (Alliance for Excellent Education, 2008). Extending this position further, Gordon et al (2006), argued that “Research is clear that what a teacher does in the classroom is a far greater predictor of student success than anything else, and students who consistently get effective teachers benefit exponentially”. In support of this, Sanders and Rivers (1996) related the findings of some researchers in Tennessee. They found out that “students given the most effective teachers for three years in a row made over twice the gains of comparable students assigned to the least effective teachers”. In other words, researchers have also discovered that effective teachers have a tremendous impact on the ability of a student to learn that “teaching can offset learning challenges such as low income levels and achievement gaps” (Rivkin et al, 2001, Clotfelter et al, 2007). The overall implication of this is that “effectiveness, more than any other indicator of teacher quality is the area in which policy makers and educators must focus their attention in order to improve student achievement” (Alliance for Excellent Education, 2008). The essence of evaluation, among others, is to improve students’ outcome.

### **Recommendations**

The major objective of the school system is the achievement of the right educational outcomes. On the strength of this, the following recommendations are made:

- The school should encourage regular and consistent teacher evaluation as this is the “mirror” through which she can see their shortcomings and strengths.
- The government should as urgently as possible, professionalize teaching. This will allow for effectiveness. Only trained teachers should be involved in the school system.

- Teachers should be given opportunity to attend conferences, seminars and in-service trainings to develop appropriate skills for the work.
- The school and appropriate authorities should set bench marks on which to assess the teachers and their level of effectiveness.
- As the teacher identifies the challenges of the students with respect to their educational outcomes, the guidance counselor should be requested to attend to such students.

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