

Abstract

Studies which have been conducted on student evaluation of their teachers have supported the idea of using the evaluation findings for administrative and developmental purposes. This study conducted a comparison between the evaluations of secondary school teachers by their students, and their evaluation of themselves.

The study was carried out on a stratified sample of students ($N_1=605$) consisting of 49 secondary classes (25% of the total number of classes), and 4% of the total number of teachers ($N_2=57$). The sample was stratified according to gender, type of stream (literary or scientific), and type of school (private or government). An evaluative instrument, which was used previously in the USA, was adopted after being translated into Arabic and its validity and reliability determined.

This study was based on four hypothesis, (1) there is no significant difference, at the 0.05 level, between the means of students' evaluations of their teachers, and of the teachers' evaluation of themselves on the four fields. (2) there is no significant difference at the 0.05 level between the sums of the total sample population on the four fields. (3) there is no significant interaction at the 0.05 level between the evaluator (student, teacher), and the four fields. (4) there is no correlation at the 0.05 level between the evaluation scores of the students and their teachers evaluation scores according to gender. Two

Way Anova was performed to test the first three hypotheses and Pearson's correlation to explain the fourth one.

The findings of this study showed disagreement between the evaluation scores of the students and those of their teachers on three out of four fields (management of the learning environment, interpersonal skills, and organization). The findings also showed that the students' evaluations were not influenced by their gender. The findings were discussed in terms of previous studies and implications for Palestinian education.