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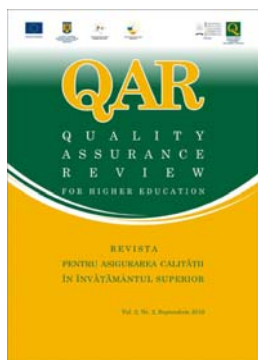
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Student Evaluation of Teachers as an Instrument for Education Quality Control in Russia's Universities

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Student Evaluation of Teachers as an Instrument for Education Quality Control in Russia's Universities

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Abstract: *Topicality of the article has been conditioned, on one hand, by insufficient conceptual, psychological diagnostic and methodical development of the mechanism for student evaluation of teachers' performance quality, and on the other hand, by the importance of this evaluation as an instrument for education quality control in the process of democratization and globalization of Russia's higher education. In the article we suppose to describe the practice of student evaluation of teachers in Russian higher education institutions as well as consider methodological aspects of implementing procedures of this kind. For the purpose we will analyze the following: Who initiated the evaluation process? What are evaluation goals and consequences? What methods are used to obtain information from students? What is the evaluation technique: evaluation criteria and scales? Outcomes of the analysis will lay the basement for developing proposals on how to improve application of this instrument in university quality management.*

Keywords: *education quality control, quality evaluation, teacher quality, students' opinion, questionnaire.*

In order to integrate Russia's higher education system into the European education environment it is necessary to create conditions in the country for university internal education quality systems and attract customers of education for its quality evaluation.

As we know, mechanisms and instruments of quality evaluation in education are among the main components of the education quality control system. Quality evaluation in education – is an aggregate of operations to be performed in order to determine whether available resources, education process and education results comply with standard requirements, social and individual expectations.

Instruments of quality evaluation in education on the institutional level can be conventionally divided into three clusters: organizational (university self-examination, faculty ratings, etc.) pedagogical (instruments for assessing student learning achievements), sociological (customer satisfaction monitoring, student evaluation of teachers' qualities, etc.).

Student evaluation of teachers is an important instrument to control quality of educational process in a university. It ensures obtaining realistic information on the state of teacher's performance, makes it possible to determine the level of its compliance with goals and tasks of a university as well as customer requirements, to reveal discrepancies and figure out directions for improvements.

Complexity in application of the teaching quality evaluation process as an instrument for education quality control could be explained as follows: Firstly, by multiplicity of aspects, dynamics and flexibility of teacher's activity, which includes pedagogical, scientific and research, methodical and other kinds of activity. Secondly, it's impossible to avoid subjectivism of evaluations. Thirdly, no mechanisms are available to trace an effect of teaching evaluation on education quality improvement in a university as a whole and demonstrate that to the persons concerned. Still, there are evidences that similar systems facilitate higher quality of education, though the scope of favorable impact is not so big¹. Fourthly, attitude of education process participants is rather diverse as to ability of evaluation

¹ Arubayi E., Improvement of instruction and teacher effectiveness: Are student ratings reliable and valid?, *Higher education*, 1987, vol. 16, p.267-278.

results to show actual trends in educational process quality. Besides, some experts believe that student evaluations are an efficient instrument to identify only cases of unsatisfactory teaching². Fifthly, it is the matter of rightfulness of making managerial decisions based on evaluation results.

Teachers' performance in Russian universities is evaluated in the following measures:

- evaluation while taking part in a contest to fill a vacancy in a department faculty;
- evaluation in the processes of reciprocal visits during classes by colleagues and attendance by the department head;
- evaluation in the process of ratings and 'The Best Teacher of the Year' contests;
- evaluation while studying opinions of education service customers (students and postgraduates).

The present article suggests, first: to describe practical experience of Russian universities in applying student evaluation of teachers as an instrument for education quality control, and second: to outline methodological aspects of putting such procedures into effect.

Russia has its own path of introducing the systems for student evaluation of teachers' performance. Over a long period of time, home practice used to position learners as an object of education and upbringing, so that students were not supposed to take part in the education management process, and moreover – in education quality evaluation. In 1987 Ministry of Higher Education Institutions of the then USSR issued for the first time recommendations for universities to use Questionnaire "A Teacher as viewed by students". The relevant Decree contained an evaluation technique and a list of teacher's occupational and individual characteristics that were subject to evaluation. The questionnaires were filled in anonymously; the evaluation was based on the nine-point scale. This innovation was understood by the public as an evidence of "perestroika" (reconstruction of the country), aimed at democratization, more freedom of speech and development of student self-management in the country's higher education system.

Scientific and popular literature of those years suggested various disputes, above all, on ethical aspects of student evaluation of teachers. As an example, we may quote an extract from the "Issues of Psychology" magazine: "Carrying out an anonymous survey for opinions is in contradiction with certain ethic norms established in universities. And indeed, a teacher evaluates a student with a certain mark openly in public, while a student evaluates a teacher in an anonymous way. This practice accustoms students to neither publicity nor open statements but to lobby discussions of teacher's characteristics, to gossips"³. Insignificant part of responses was focused on such methodological issues as a set of evaluation criteria as well as the evaluation system itself⁴.

The questionnaire had been in active use for five years but then the interest to it faded for some period.

The practice of student evaluation of teachers was revived early in the XXI century as a result of both Russia's integration into the international education environment and growing competition in the domestic market of educational services. Under market conditions Russian higher education institutions, in line with the "new managerialism" concept, have to perform their activity as a traditional institution as well as introduce inter-university quality management systems. While realizing such basic quality management principle as "customer-led approach", they began to actively develop their own techniques for evaluation of teachers in universities. Outcomes of the public opinion poll, published on Federal portal "Economy. Sociology. Management"⁵, confirm the fact that general public comprehends the urgency of student evaluation of teachers. The respondents were advised to answer the question: "Do you think it is necessary to introduce the system of student evaluation of teachers into university practices?" 34.7% of respondents gave their absolute consent as "Yes, it will

² Kemp B., Kuman G., Student Evaluations: Are We Using them Correctly?, *Journal of Education for Business*, 1990, issue 65, p. 106-111.

³ Gorbatenko A., A teacher by eyes of students, form by eyes of social psychologist, the university teacher, *Questions in psychology*, 1990, issue 1, p. 184-186.

⁴ Levchenko E., On the psychological problems encountered in conducting the survey "a teacher by eyes of students", *Questions in psychology*, 1990, p. 181-182.

⁵ http://www.ecsocman.edu.ru/db/poll_results.html?pub_id=313517.

result in higher quality of teaching in Russian universities”, 43.3% responded as “rather yes than no (such evaluations should be approached with criticism and combined with other methods of evaluating teachers)”, 10.4% of respondents chose “rather no than yes (it [evaluation] should not become a prevalent practice, let it be only applied in individual universities)”. The negative response, namely: “No, this will cause lower teaching quality in Russia’s universities”, was given by 7.6% of students, while 4% found it difficult to formulate their opinions.

The makeup of respondents was as follows: schoolchildren – 3.1 %; 1-5 year students / bachelorette – 69.8; students for master degree / postgraduates – 8.9 %; teachers / researchers – 10.2 %; parents – 2.0 %; others – 6.0 %. It is also interesting to observe that the older age and the longer life experience of respondents who are participants of educational process (statuses of respondents suppose a certain age range), the less number of responses “Yes, it will enhance higher quality of education in Russian universities”: this opinion is shared by 49% of schoolchildren, 41% of 1-3 year students, 33.8% of 4-5 year students, 26.5% of students for master degree / postgraduates, 25% of teachers.

Perhaps this trend could be explained so that students and teachers in their university experience have never faced any facts to confirm the impact of evaluation results on education quality, or any managerial decisions by university administration following the analysis of student evaluations of teachers and aimed at improvements in the sphere of personnel coverage.

Thus, following political, social and economic reforms in the society, the paradigm of student evaluation of teachers has also changed – from ideological to managerial.

Then we have performed a traditional review of home and foreign literature, which made it possible for us to formulate the following conclusions:

1. Student evaluation of teachers is the subject of a significant number of researches by scientists from the USA; perhaps it can be explained by long-term application of the similar evaluation (student evaluation of faculty – SEF) in practice of American universities. As we know, questionnaires for students were for the first time introduced in Harvard University in 1920s, while starting from 1950s student evaluation of teachers’ performance has been universally introduced in American universities⁶.
2. As a whole, foreign researches in this sphere were focused on: the analysis of the role of student evaluation of teachers within the systems of educational service quality management (Saba Rana, 2009; Centra, J. A. , 1993; Hobson, S. M., Talbot, D. M. 2001); the issues relating to the tasks and consequences of applying similar procedures (Abrami, P. C., 1993; Algozzine, B., Beattie, J., Bray, M., Flowers, C., Gretes, J., Howley, L., Mohanty, G. and Spooner, F., 2004; Hodges, L. C., Stanton, K. 2007; Sproule, R., 2000, Cashin, W. E., 1999; Neumann, R. 2000) development of the applied techniques (Cannon, R. 2001; Abrami, P. C. 1985; Algozzine, B., Beattie, J., Bray, M., Flowers, C., Gretes, J., Howley, L., Mohanty, G., and Spooner, F. 2004; Cheung, D., 2000; Harrison, P. D., Douglas, D. K., Burdsal, C. A., 2004; Lewis, K. G., 2001; Marincovich, M., 1999; Marsh, H. W., 1987; Marsh, H. W., Roche, L. A., 1997; Sproule, R., 2000; Theall, M., Franklin, J., 2001); as well as on validity study of the obtained information (Coen, P. A., 1983; Franklin, J., 2001; Marsh, H. W., 1995; McKeachie, W. J., 1997; Renaud, R. D., & Murray, H. G., 2005; Shevlin, M., Banyard, P., Davies, M., Griffiths, M., 2000).
3. Articles by most Russian researchers describe experience of individual educational institutions in implementing student evaluations of teachers, while methodological aspects remain out of sight for our scientists so far. Also, we haven’t come across any domestic studies about an impact of evaluation outcomes on teaching quality, in particular on quality of education in universities as a whole.

⁶ Dmitrieva A., *Monitoring of satisfaction with the quality of education. Quality of Higher Education Assurance: European and Belarusian Experience*, Minsk, 2007.

For the research purpose we have analyzed the experience of Russian universities in student evaluation of teachers. We had set the task for ourselves to clarify the following issues:

- a Who is an initiator of the evaluation process?
- b What are the aims of evaluation as well as its consequences?
- c What methods are employed to get information from students?
- d What is the evaluation technique:
 - 4.1. Evaluation criteria.
 - 4.2. Evaluation scales.

We've got the data available for us on experience of 82 universities of various forms of property: 64.5% are state-owned (on the edge of 2008/2009 there were 660 state and municipal, 474 non-state universities in Russia). We haven't managed to trace any dependence of the availability of student evaluation systems on any external and internal factors, we could only assume that they were more popular in young universities who needed their education quality to be confirmed in the market of educational services, but the assumption requires a special research.

Thus, we analyze the systems of student evaluation of teachers in Russian universities whose descriptions were available on their websites or in mass media publications.

In order to further analyze the aims for carrying out procedures of student evaluation of teachers it is extremely important to identify initiators of such procedure processes. Only 11% of universities under our study use evaluation of teachers as part of their certified quality management system, which is confirmed by availability of their organization standards, for example, MISIS, in other cases the evaluation procedure is initiated in the so-called "manual mode" by university administration. We have found only one source with reference to a student self-management body as an initiator for applying this type of evaluation in the system where students were involved in management processes in their universities (Moscow State University), though some other universities occasionally apply student evaluation of teachers in contests held by the university student council under the name of "The Teacher of the Year", where evaluation system is related with contest nominations: "The Best Lecturer", "The Best Teacher-Educator" and so on. (Mirbis, Tumen State University, Tomsk Polytechnical Institute).

Initiators predetermine goals and tasks of such researches as well as further application of their results. Certainly, application of similar systems in all universities is aimed at education quality improvement, so universities with the accustomed quality management systems apply them for customer satisfaction monitoring. Though in most publications, where experience of universities is described, aims are formulated rather vaguely with no consideration given to such SMART basics as "specific, measurable, attainable, realistic and time-based". The most frequent and definite goal is formulated as evaluation for HR decision-making process, for instance, in Russian State Pedagogical University, Tumen State University, Novosibirsk State Technical University etc.

Examples of other goals are given below:

1. To assist department heads in selecting employees, to reveal problems in the education process.
2. To streamline the education process (methodical and technical coverage)
3. To assist teachers (professional improvement, elaboration of curriculums) (Novosibirsk State Medical University).
4. To improve education quality by means of teacher analysis of the feedback following evaluation of his/her performance (Surgut State Pedagogical University).

According to Andrushchak, G.⁷, western authors indicate three functions of the system for evaluation of teachers: to inform, motivate and stimulate. The informational function includes collection and processing of the data that characterize teaching quality at training courses. These data are used for feedback between customers and producers of educational services. This type of

⁷ Andrushchak G., Students evaluating teachers systems: management innovations in Russian universities, *Questions in economics*, 2007, issue 6, p.28-32.

information is of substantial interest not only for administration and teachers but for students as well. It assists them in choosing their specialization, courses of study. The motivation function corresponds with the direct impact on teachers of the information on student evaluation of teaching at various courses. There is an opinion that evaluation marks, indicated by students for delivered courses, motivate teachers to get better prepared for classes, to deliver educational material with more diligence, and so on. The stimulating function relates to the use of evaluation results in labor contracts between teachers and universities. That's about the system of special allowances to teachers' salaries and about their career growth. Implementation of the above functions in Russian universities has its specifics.

The informational function of student evaluation of teachers in the Russian Federation is rather restrained, which is caused by non-availability of information for customers of education services. Until recently most universities used to implement educational programs of the "specialty" level that provided students with some tiny part of freedom in their choice of disciplines for study, while before students were absolutely limited in their choice of a teacher. Transition to the two-level "bachelor-master" system, where students are supposed to choose not only their individual study schemes but their teachers as well, necessitates the informational function for evaluation of teachers. Universities have to elaborate upon accurate ways of delivering evaluation results directly to their students for them to make decisions when choosing a study course and a teacher not only in the realm of myths that exist in student environment.

Implementation of the motivation function depends on the amount of information delivered to a department head and a teacher. Most universities keep their teachers informed; some of them bring information to the attention of department heads only, leaving it at their further discretion; while a teacher at Novosibirsk State Medical University gets the results only on the subjects which he/she instructs. A department head gets score-type information on discipline teaching, technique coverage and teaching process arrangement. In our opinion, the motivation function could be strengthened by making a teacher aware of his/her position in the total evaluation-based rating of the faculty.

As far as the stimulating function is concerned, only 6.25% of universities in our list apply incentives for teachers with high ratings, and they use an irregular bonus system; while in Russia as a whole, only 8.3% of universities give consideration to students' opinions only when extra-payments to teachers are set up⁸.

In order to characterize those Russia's universities who practice stimulating contracts based on evaluation of teachers (i.e. if courses get high student evaluation scores then the teachers of these courses get special bonuses) G.Andrushchak compares these universities with those who don't use the above contractual system. We are talking about 8.3% of Russian universities, namely (by sampling) about 40 educational institutions. The quantity of non-state educational institutions in this group is three times higher versus the same indicator in the group of universities with no contracts practiced. These universities feature rather high level of non-state educational institutions; the majority of them specialize in economy and law; they have rather tough competition for paid education; relatively low income per student; rather young faculty.

Definitely, problems of student evaluation of teachers are connected with the evaluation validity issues, that is why below we will consider the evaluation technique for the purpose.

Axiological understanding of evaluation gives the ground to ascertain that students evaluate their teachers on the comparison basis: one or the other feature shown by a teacher versus student's own imagination about the same features of an ideal teacher.

Thus, the evaluation procedure is based on the process of student perception of a teacher, which in its turn is influenced by a number of factors – age, personality, gender, as well as situation and time characteristics of perception and so on. For instance, Yamshchikova, O. A. has arrived to the conclusion that "students of junior classes value teacher's ability to understand a student, while

⁸ Andrushchak G., *op. cit.*

senior and postgraduate students value science competence above all⁹. Vorozhtsova, L.A. believes that the student opinion survey, starting from the second year, is an optimal measure to assess teacher's performance: first-year students, especially in the first semester are not yet able to compare performance of different teachers; hence objectivity and reliability of measurements suffer. In this situation it seems interesting to survey first-year students prior to and after their first session. The session in this case may cause change in teacher's performance evaluation"¹⁰.

Gorbatenko, A.S. makes an interesting note assuming that "scores of male teachers made by a group mainly of young female students may significantly differ from scores of female teachers obtained in the same groups, while both male and female teachers have the same level of occupational skills and mastering education and teaching techniques". Also, different life experience and educational level may cause significant differences in interpretation of teacher's qualities by students, teachers and authors of questionnaires. All the above is an argument to support those teachers who talk about weak points of evaluation built on student impressions.

According to Rogov, E.I. evaluation of teacher's performance must be a composite integral indicator that is influenced by the whole aggregate of factors and that meets the following requirements¹¹:

- evaluation objectivity;
- evaluation universality;
- evaluation accuracy;
- evaluation reliability;
- evaluation flexibility;
- motivational value;
- evaluation promptitude.

Evaluation techniques selected by universities must conform to the above principles, though in our case, as it has appeared, no wide diversity has been observed here. In all 100% of cases the anonymous written survey based on questionnaires has been employed as a research method. It is noteworthy that despite differences in the list of evaluation criteria and evaluation scales all 100% of questionnaires have been named: "A Teacher as Viewed by Student/Students". To our mind, frequency of the name chosen for questionnaires is caused by the following: firstly, by the above mentioned evaluation technique of Soviet times that introduced the tradition of student evaluation of teachers; secondly, the phrase itself – "as viewed by students" – shows the idea of evaluation in the best way possible and sets a subjective character of evaluation records. The student survey is conducted at the end of a semester though the technique of the 'pre-perestroika' period recommended to do it half a year after completion of the subject studies.

The issue of selecting respondents is traditionally under discussion. Some universities survey all students of the course while others use various selection alternatives, for instance, at least 25 students from the group that has studied the given discipline or survey students with good records only to avoid biased opinions with low scores.

In content most questionnaires are various modifications of the above mentioned questionnaire envisaged by Ministry of Higher Education Institutions of the USSR "A Teacher as Viewed by Students". This questionnaire was supposed to evaluate the following teacher's qualities:

1. Orients students to apply the material under study in their future occupational and social activity.
2. Creative approach and interest to his/her work.
3. Benevolence and tact towards students.

⁹ Yamshchikova O., The image of the teacher in the minds of students, *Siberian psychology today: scientific papers digest*, issue 2, Kemerovo, Kuzbasvuzizdat, 2003.

¹⁰ Vorozhtsova L., Krylov A., Kudrjashov J., Rudjuk E., Shestakov L., *Questioning as a mechanism for monitoring of internal consumers' satisfaction with the educational process*, Novgorod, 2006.

¹¹ Rogov E., *Practical psychologist's handbook*, tutorial in 2 vols. - 2 edition, revised and added, Moscow, Humanity Publishing Center VLADOS, 1999, 2nd vol.: *The work of a psychologist with adults. Correction techniques and exercises.*, p. 480.

4. Patience.
5. Exactingness.
6. Interest in students' achievements.
7. Objectiveness in assessing the scope of students' knowledge.
8. Respectful attitude to students.
9. Prepossessing students with own erudition, manners in behavior, appearance.
10. Delivers study material in a clear and comprehensive way.
11. Explains difficult points.
12. Distinguishes main ideas.
13. Can draw and maintain interest of the audience to the subject.
14. Feels response of the student audience.
15. Asks questions, stimulates discussions.
16. Follows logical order of statements.
17. Demonstrates culture of speech, clear articulation, normal pace of material delivery.

The following can be given as an example of lists with relatively unique features:

- theoretical and practical significance of the subject taught, ability to set forth the material with ease for understanding, use of information and communication technologies in the teaching process, involvement of students in research activity within the subject under study, assistance in developing skills of student independent work, objectiveness while assessing students' knowledge, benevolence, exactingness, fairness, erudition, responsibility, probity (Moscow City Pedagogical University);
- adherence to the timetable for start-up and end of classes, teacher's appearance, ability to set forth the material with ease for understanding, independence in delivery of study material (how often the teacher consults with his/her synopsis), patience and benevolence while explaining some difficult material, connection of study material with reality, audience activity, availability of a dialogue with students, discipline and order in the lecture-room, use of methodic and study materials (text-books, aids, etc.), use of teaching technical aids (computer, projectors, etc.) (CIS University);

The quantitative span of features in questionnaires is from 5 to 27 feature definitions, total number is 64 definitions. 50% of these can be grouped in clusters, as "Pedagogical Mastership (clear and understandable presentation of study materials, logical order of exposition, ability to set up a discussion and so on)", 15% could be assigned to "Contents of the subject under study (application of latest science achievements, informative level of lectures and so on)", 13% - to cluster "Attitude to students (benevolence and tact, objectiveness while assessing knowledge, interest in students' achievements and so on)" and 22% - "Teacher's personal qualities (level of scientific erudition, clear articulation, culture of speech, patience and self-control, culture of mind and manners)".

We have analyzed the questionnaires for frequency of teacher's qualities mentioned in them and elicited those most frequent, medium frequent and singular (rare).

The following features are most frequently mentioned (shown in a decreasing frequency of application):

- respect and tact toward students,
- ability for raising and maintaining interest to the subject with the audience,
- delivery of material in a clear and understandable way,
- unbiased assessment of students' knowledge, teacher's culture of speech,
- ability to communicate with audience,
- benevolence towards students,
- erudition and intellectual level,
- exactingness,
- teacher's appearance.

The following qualities are medium frequent:

- interest in students' achievements,
- delivery of material at an optimal pace,
- logical presentation of material,
- teacher's culture of conduct,
- focus on main ideas, explanation of difficult points,
- consistency in requirements,
- enhancement of creative attitude to the subject,
- patience,
- creative approach and interest to his/her job,
- self-discipline and punctuality,
- use of up-to-date technical aids,
- ability to remove tension and tiredness in the audience.

All the other quality criteria relate to low frequent and singular (rare):

- occupational awareness and competence,
- develops individual way of thinking,
- rational use of time at classes,
- delivers, substantiates and explains evaluation criteria for assessing students' knowledge and skills,
- enhances use of various sources of information (supplementary literature, Internet),
- formulates aims and curriculum of study in accordance with a study program of the course,
- has a good command of terminology (know definitions of terms),
- has his/her own standpoint regarding problems of the discipline under study,
- introduces updated scientific information at classes,
- strives to maintain feedback,
- sense of humor.

The key aspect of questionnaire development is to choose an evaluation scale. When studying customer satisfaction in business, Likert's scale, verbal scale and numerical scale are the most frequently used for the purpose. In the analyzed questionnaires all these scales are met: Likert's scales in 10.7% of cases, verbal scales – 17.9%, numerical scales – 71.4%. Still the most popular numerical scales are five-point scales and nine-point scales. This fact can be explained by understandable and conventional character of five-point scales for student perception and over again by stability of the nine-point scale from the soviet technique.

Some part of questionnaires has open questions, for example:

1. Would you like to meet this teacher later (at lectures of other courses, special courses as a scientific tutor of your course or graduation thesis)?
2. What would you like to change in teaching the discipline?
3. Your wishes, remarks and proposals about the teacher.
4. Your wishes, remarks and proposals about the university administration, etc.

Questionnaire data processing mainly involves calculations of mean values and then they are understood as evaluation of a teacher based one or another criterion. Rare universities undertake deeper analysis of evaluation results. The data are available from St. Petersburg Humanitarian State University of Trade Unions who has defined after the five-year statistic analysis that the following dependences are reproduced annually¹²:

- criteria "benevolence and tact towards students" and "possesses to him/herself" correlate with each other, i.e. 80% of students believe that if a teacher is benevolent and tactful then he/she possesses to himself;

¹² Zapesotsky A., A teacher in student's eyes, *Higher education today*, 2007, vol.9, p.28-32.

- the question: “Enhances self-education, development of creative abilities and personal qualities” has traditionally the lowest mean score. There could be two reasons for that: either the question has been formulated incorrectly or it is really difficult for students to evaluate the ‘function and role’ aspect of teacher’s performance;
- the question: “Delivers educational material in a clear and understandable way” correlates with the question “Enhances and maintains interest to the subject” at about 70%.

It has become possible to diversify data processing modes owing to automation of the survey process that has been so far introduced in only 35% of universities under study.

When reverting to teacher’s qualities we have got an opinion that the most efficient instrument to be employed in the system of studying students’ opinions about their teachers is a questionnaire built up on the basis of the teacher’s competence model. The competence model has been chosen not only because of its adaptability to streamlined processes but by the key role of the competence methodology approach in the current reorganization of Russia’s education system.

Such a questionnaire is usually developed as a result of a multistage process. At the first stage a standard list of teacher’s competences is defined by means of expert assessment. In order to eliminate ambiguousness in understanding of the very essence of enlisted competences it is mandatory to formulate behavior indicators for each of them. In these procedures competence is interpreted as a set of behavior indicators while behavior indicators are understood as effective behavior standards that can be observed in actions of a person who has this particular competence¹³. This stage sets high requirements to competence of experts themselves and can be arranged in the form of the focus-group work.

At the second stage the survey is to define significance of the enlisted competences for students with their further ranking. Researchers include up to 50 questions in questionnaires of this kind but those who deal with it in practice notice that “a large number of alternatives for answers and surplus differentiations of the proposed evaluation qualities often cause the situation when the student stops thorough comprehension and quite often fails to feel the difference between various alternatives of the question, starts to formally fill in the questionnaire, sometimes with no ranks shown for qualities that caused his confusion”¹⁴. The most reasonable here is to use a brief list of competences (maximum eight-ten competences)¹⁵.

At the third stage it is necessary to elaborate methodic recommendations on how to employ questionnaires in the system of student evaluation of a teacher; at the fourth – to conduct a pilot survey and analyze its outcomes, to implement the necessary corrective measures.

Certainly, the trends in the current state of Russian education and design of a teacher model in line with latest methodological approaches change the content of the model itself, therefore Russian universities should not limit themselves to simple translation of the accustomed soviet model to the competence language. It is necessary to assess the competences that accord with realities of our time.

Supposedly, under such conditions students will evaluate teachers for the following competences: customer-driven approach in the educational sphere, teamwork and collaboration, analytic way of thinking, conceptual mentality, initiative, flexibility, orientation to achievements, ability for initiative and entrepreneurship, capability in applying innovative methods and technologies in the taught discipline area, skills in information management within his/her own occupational knowledge, ability to work out strategies of occupational actions, ability to make up efficient control materials, ability to select and employ means of information support, skills in organizing and conducting consultations as well as other forms of individual work with students, etc.

¹³ Ryabov V., Frolov U., Makhotin D., *Criteria for assessing educational activity by skills and competences: proposals for the establishment of professional and educational standards of teacher. Scientific and practical guide for managers and specialists of the educational system*, Moscow, LLC “Ingener” Research Center, 2007.

¹⁴ Zapesotsky A., *op. cit.*

¹⁵ Ryabov et al., *op. cit.*

Conclusion:

Under conditions of substantial changes in the Russian higher education system in connection with processes of democratization, globalization and competition in the education service market, the systems of student evaluation of teachers are considered to belong to the most important instruments of education quality control.

Russian universities appreciate and accept the importance of such evaluation and are engaged in a systematic activity for development and implementation of its mechanisms. The most frequently used mechanism is implementation of survey "A Teacher as Viewed by Students" imperatively introduced into practice of universities by the state education control body as far back as in 1987. Though application of the technique aged over twenty years, non-availability of records for interested persons, failure to exercise the stimulating function of student evaluation of teaching quality – all these factors reduce application efficiency of this education quality control instrument.

The situation could be mended under the following conditions:

- to build up evaluation systems based on the main quality management principles, including the "customer-driven approach";
- to make evaluations on a systematic basis in the monitoring mode;
- to develop new models of a university teacher for student evaluation systems based on a competence approach;
- to build stimulating allowances into inside-university remuneration systems for teacher's performance quality calculated with due consideration of, among others, evaluation results obtained by the teacher in student surveys;
- to ensure accessibility of evaluation records for customers of educational services;
- to automate the surveying procedure.

It deserves mentioning that completeness as well as correctness of the above proposals may cause a consequential discussion, still in our article we would like to draw attention not so much to the efficiency level of solutions as to discussing the problems set forth here.

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