THE IMPACT OF TEACHER EVALUATION
BASED ON STUDENTS’ SUCCESS IN UNIVERSITY ENTRANCE EXAMINATIONS

by

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Abstract

The purpose of this study is to examine the effect of teacher evaluation on student learning based on the number of students who pass university entrance examinations. It is a quasi-experimental, quantitative case study of a private academic high school in Okinawa, Japan. In this study, because random assignment was not possible but the use of treatment and control groups was possible, the nonequivalent (pre-test/post-test) control-group design was employed. Multiple regression analyses with SPSS using the method of least squares were the data analysis procedure. The dependent variable, gain score on the 3rd Kawai Mark Test, a Japanese standardized test, held in 2005, was regressed against the independent variable, treatment of teacher evaluation, and the following extraneous variables: student characteristics such as gender, school attendance, juku attendance, and hours of study outside school. The results of the study indicate that there was sufficient evidence within this study and data set to suggest a positive relationship between teacher evaluation based on student achievement in college acceptance and student learning measured by gain scores of the 3rd Kawai Mark Test. However, since the coefficient of determination was as small as 0.135, the effect was not very strong. Therefore, it is suggested that more qualitative variables concerning teacher and student characteristics be included in the future study of teacher evaluation based on student learning.
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