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Teacher Evaluation Scale: Parent Form (TES-PF) Validity and Reliability Study

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Abstract

A teacher's present performance directly influences student outcomes and, consequently, the overall quality of education. The aim of the research designed based on this is to develop a measurement tool that will enable parents to evaluate teachers comprehensively and thus enable teachers to evaluate themselves. The research is a scale development and validation study. It was designed as a cross-sectional survey model.. n the study's initial phase, EFA was directed to identify the data's underlying factor structure. Concurrently, reliability analysis was conducted to assess the internal consistency of the measurement instrument. 254 individuals participated in this stage, and 201 individuals participated in the second phase. To set the construct validity of the scale, EFA was conducted, alongside an examination of item-total correlation values. The tests of Kaiser-Meyer-Olkin and Bartlett's Sphericity Test were applied to confirm the data's suitability for factor analysis. Factor loadings were meticulously examined, and items demonstrating low discrimination based on item-total correlation were removed from the scale. Finally, the coefficient of Cronbach's Alpha was computed to indicate the scale's internal consistency. The internal consistency of the measurement instrument was assessed using Cronbach's Alpha coefficient. Subsequently, CFA and validity tests were conducted using AMOS 24.0.CFA was applied to verify the factor structure, and χ^2/df, CFI, TLI, IFI, RMSEA, and SRMR fit indices, and goodness-of-fit indices were examined to evaluate the overall fit of the model. To confirm the scale's robustness, convergent and discriminant validity were established through the calculation of Average Variance Extracted (AVE) and Composite Reliability (CR). The results indicated that the model successfully met standard fit criteria, thereby confirming the scale's overall validity and reliability.

Keywords: Teacher, parent, assessment, scale

Öğretmen Değerlendirme Ölçeği: Veli Formu (TES-PF) Geçerlik ve Güvenirlik Çalışması

Öz

Bir öğretmenin mevcut performansı doğrudan öğrenci sonuçlarını ve dolayısıyla genel eğitim kalitesini etkiler. Bu düşünceden yola çıkarak tasarlanan araştırmanın amacı, velilerin öğretmenleri kapsamlı bir şekilde değerlendirebilmelerini ve dolayısıyla öğretmenlerin de kendilerini değerlendirebilmelerini sağlayacak bir ölçme aracı geliştirmektir. Bu araştırma, bir ölçme aracının geçerlik ve güvenirliğini belirlemek üzere, belirli bir zaman diliminde veri toplanarak yürütülen kesitsel bir ölçek geliştirme çalışmasıdır. İlk olarak, ölçeğin iç tutarlılığını ve temel faktörlerini saptamak için AFA ve güvenirlik analizleri uygulanmıştır. Bu aşamaya 254 kişi, ikinci aşamaya ise 201 kişi katılmıştır. Ölçeğin yapı geçerliliği için AFA ve madde-toplam test değerleri incelenmiş, Cronbach Alpha iç tutarlılık katsayısı hesaplanmıştır. Ölçeğin yapı geçerliliğini belirlemek için çeşitli istatistiksel testler (Kaiser-Meyer-Olkin ve Bartlett) yapılmış, faktör yükleri ve madde korelasyonları incelenmiş ve ayırt etme gücü düşük maddeler ölçekten çıkarılmıştır. İç tutarlılığı belirlemek amacıyla Cronbach Alpha katsayısı hesaplanmıştır. İkinci aşamada AMOS 24.0 kullanılarak doğrulayıcı faktör analizi (DFA) ve geçerlik testleri yapılmıştır. Faktör yapısını doğrulamak için DFA uygulanmış ve modelin uyumunu değerlendirmek için χ^2/df, CFI, TLI, IFI, RMSEA ve SRMR uyum indeksleri incelenmiştir. Son olarak ölçeğin yakınsak ve ıraksak geçerliliğinin kanıtı olarak Ortalama Varyans Açıklaması (AVE) ve Bileşik Güvenilirlik (CR) değerleri hesaplanmıştır. Araştırma sonucunda modelin genel uyum kriterlerinin karşılandığı, geçerli ve güvenilir katsayılara sahip olduğu belirlenmiştir.

Anahtar kelimeler: Öğretmen, veli, değerlendirme, ölçek

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INTRODUCTION

Education's pivotal function in societal evolution underscores its formative influence on both contemporary structures and future trajectories. In this process, teachers assume a pivotal position, as they are the ones who shape and guide students. The teaching profession is one of the professions that is considered to have the highest social and cultural value (Argon, 2024). The role of the teaching profession, especially in the education of future generations, is great; in fact, it has an importance that can indirectly affect the quality of the education system (Demir, Sezgin & Çalık, 2024). Teachers play an important role in helping individuals contribute to society (Kaya & İlhan, 2024). Teachers are considered one of the most respected professions in Turkish society. In this sense, they are considered a sacred profession. Indeed, the phrase "architect of tomorrow and savior of society" can be cited as one of the most significant reasons for this (Argon, Çelik & Yılmaz, 2024). Therefore, teachers are one of the most critical components of the educational system. A teacher's current performance is directly reflected in students' academic achievement and, consequently, the overall quality of education. Particularly when the negative impact of a low-performing teacher on students is considered, the significance of teacher effectiveness becomes even clearer (Bozkurt, Bostancı, & Yolcu, 2011).

The concept of teacher performance refers to a teacher's success and dedication in fulfilling their professional responsibilities. A strong correlation exists between a teacher's performance and the effective development of their students. A teacher who performs their duties at the highest possible level contributes significantly to the learning process. This optimal performance includes not only professional knowledge and pedagogical competence but also sensitivity to students' needs, the ability to adapt the learning environment, and serving as a role model (Can, 2004). It reflects the teacher's ability to integrate technical knowledge acquired through education with personal attributes, manage the learning process effectively, and address both cognitive and affective dimensions in the educational environment. Based on this understanding, an ideal teacher is often described as someone knowledgeable in their field, who communicates effectively, engages in continuous self-improvement, demonstrates exemplary behavior, maintains close relationships with students, observes individual differences, and establishes positive interactions. The cornerstone of educational quality lies in the successful collaboration between schools, teachers, and families. In this context, sustaining effective parent–teacher interaction is essential to bridging in-class and out-of-class learning and monitoring student progress (Loughran, 2008). Research highlights that teacher–parent communication significantly influences teacher–student interaction (Hill & Taylor, 2004; Clarke, Sheridan, & Woods, 2009), while negative communication between teachers and parents can hinder a student's development (Gutman & McLoyd, 2000; Graham & Clay, 2005). Therefore, a strong partnership between teachers and families is a prerequisite for academic success and significantly contributes to the student's overall life achievement (Erdoğan & Demirkasımoğlu, 2010). Family involvement in the learning process enhances school success, which in turn positively affects life outcomes (Çelenk, 2003; Dam, 2008).

Student disengagement, potentially caused by a lack of interest, negative feelings, or family pressure, emphasizes the importance of teachers involving parents to increase their awareness (Küçükahmet, 2001). Given the fundamental role of parent communication in effective teaching, collaborative engagement emerges as a necessary element. Key areas of focus within teacher–parent communication include understanding the student, identifying their needs and interests, and recognizing their home environment and family dynamics (Çelik, 2009). Therefore, collaboration between families and teachers is crucial to support the educational and developmental needs of students (Graham-Clay, 2005; Clarke, Sheridan, & Woods, 2009). Teachers who effectively include parents in the learning process can shape their perceptions and guide the instructional process accordingly (Witmer, 2007). Accordingly, the need to strengthen and increase collaborative efforts between parents and teachers has emerged as a central theme (Işık, 2007). Such collaboration can contribute significantly to improving not only students' academic and social success but also parents' perspectives on the school and the overall quality of parent–teacher communication. This highlights the need for a valid and reliable instrument that evaluates teachers from the perspective of parents. Such a tool would also provide essential feedback to teachers and contribute to improving instructional quality. The concept of teacher evaluation by parents refers to the assessment of a teacher's instructional and educational activities, including aspects such as providing regular feedback, openness to communication, guidance, empathy, and subject-related knowledge, skills, and experience. However, a review of the existing literature shows that the available tools mainly consist of satisfaction surveys administered by institutions or scales that focus solely on a single dimension such as teachers' communication skills or behaviors (Vickers & Minke, 1995; Koç, 2018; Ergin & Çayak, 2019; Yıldırım & Iseri, 2020).

Based on these preliminary findings and observations, the overarching purpose of this study is to improve and validate a robust measurement instrument designed to enable parents to comprehensively and objectively

evaluate the performance of teachers. Such a tool will not only provide teachers with constructive feedback but will also enable multi-dimensional evaluation of teaching performance, covering aspects such as instructional practices, classroom environment, guidance, and regular feedback. The study is considered both original and significant due to its contribution to teacher evaluation, its inclusion of parents beyond satisfaction surveys, and its potential to serve as a foundation for future research.

METHOD

Research Design

The study utilized a cross-sectional survey style for scale development and validation. Data were collected from a specific participant group at a single time point to establish the measurement tool's validity and reliability. (Creswell, 2017).

Research Group

This research incorporated two distinct sample groups. The initial phase involved conducting EFA to delineate the underlying factor structure and performing reliability analysis to assess internal consistency. A total of 254 individuals voluntarily participated in this stage, consisting of 114 males and 140 females. The mean age of the male participants was $\bar{X}age = 34.22 \pm 5.74$, while the mean age of the female participants was $\bar{X}age = 35.17 \pm 5.74$. In the second stage of the study, Confirmatory Factor Analysis (CFA) was performed. This stage included 201 voluntary participants, comprising 85 males and 116 females. The mean age of the male participants was $\bar{X}age = 34.38 \pm 5.84$, and the mean age of the female participants was $\bar{X}age = 34.75 \pm 5.8$.

Ensuring adequate sample size for EFA and CFA is a critical consideration in scale development studies. A prevalent heuristic in factor analysis recommends a sample size of at least 5 to 10 participants for each measured variable. (Büyüköztürk, 2002; Tabachnick & Fidell, 2019). This guideline, supported by Costello and Osborne (2005), emphasizes the importance of sufficient item-to-participant ratios for robust factor extraction. In this study, the total number of participants (N = 455) meets the required statistical power and supports the implementation of both EFA and CFA.

Compliance with Ethical Principles

The Ethics Committee at Bartın University granted approval for this study (Ethics Approval No: 2021-SBB-0149, Date: 07.04.2021). All participants provided informed consent, and the study adhered to established ethical research protocols.

Data Collection Instrument

For this study, the Teacher Evaluation Scale–Parent Form was developed. After thorough validity and reliability analyses, the scale was finalized into a two-factor structure consisting of 20 items. It was contrived using a 5-point Likert-type scale, with response options ranging from “1 = Strongly Disagree / 5 = Strongly Agree." This scale yields a total score range from 20 to 100, where high scores indicate a more favorable evaluation of the teacher by parents.

Data Collection Procedure

Data collection involved in-person administration following a detailed explanation of the study's aims and procedures, ensuring voluntary participation with the explicit understanding of the right to withdraw at any point without consequence. During data entry, incorrect and incomplete responses were identified and excluded. In the first phase, data from 8 participants were removed, resulting in a final sample of 254 participants for analysis. Similarly, in the second phase, data from 6 participants were excluded, and the study continued with a final sample of 201 participants. In total, 455 individuals participated in both phases of the study.

Procedure

Item Pool Development

In the development of the Teacher Evaluation Scale–Parent Form (TES-PF) trial version, the relevant literature was reviewed (Vickers & Minke, 1995; Koç, 2018; Ergin & Çayak, 2019; Yıldırım & Iseri, 2020). Based on this review, an initial item pool consisting of 27 items was created.

Expert Opinions

To ensure that the scale items covered the target construct and were suitable for the sample, a draft trial form was developed and shared with 3 parents, 3 academics, and 3 teachers. Their feedback was used to revise and refine the form.

Pilot Study

A preliminary investigation was undertaken to ascertain the clarity and applicability of the items, as well as to identify potential sources of error. Participants were asked to provide feedback on item content to help evaluate the draft version of the Teacher Evaluation Scale–Parent Form (TES-PF). Based on the pilot results, revisions were made, and a final version containing 26 items was established.

Data Analysis and Interpretation

To establish the scale's construct validity, Exploratory Factor Analysis (EFA) was performed alongside an examination of item-total correlations. Internal consistency was assessed via Cronbach's alpha, while the test of KMO and Bartlett's Sphericity test determined data suitability for factor analysis. Items exhibiting low factor loadings and item-total correlations, indicative of poor discrimination, were subsequently excluded from the scale.

The second phase involved Confirmatory Factor Analysis (CFA) and validity assessments conducted with AMOS 24.0. Model fit was evaluated using indices including χ^2/df, CFI, TLI, IFI, RMSEA, and SRMR. Following this, convergent and discriminant validity were ascertained by analyzing the AVE and CR values.

FINDINGS

Phase One

The construct validity of the scale was evaluated through EFA to delineate its underlying factor structure. This was further substantiated by item-total correlation analysis, which served to assess the discriminative ability of individual items. Finally, Cronbach's Alpha was computed to ascertain the internal consistency of the scale, based on the emergent factor structure.

Construct Validity of the Scale (EFA)

The findings of EFA, performed to identify the scale's latent structure, are presented in this section. Prior to the EFA, the tests of KMO and Bartlett's sphericity test were employed to ascertain the relevance of the data for factor analysis. Subsequently, item-total correlation coefficients were analyzed, and Cronbach's alpha reliability coefficients were computed for the overall scale and its identified subdimensions. Table 1 displays the factor loadings and the proportion of variance explained by the initial EFA.

Table 1. Exploratory Factor Analysis Results, Item-Total Correlations, and KMO Test Results for the Scale

Items	Factor 1	Factor 2	Item-Total Correlations	Explained Variance (%)	Total Explained Variance (%)	KMO
21.He/she is a rule-abiding/principled teacher.	,965		,770			
23.He/she is an exemplary teacher with his attitude and behavior	,963		,790			
24. He/she is based on tolerance and empathy in relationships with students.	,962		,779			
22.Does not discriminate between students.	,889		,741			
20.Social culture, national and spiritual values are important..	,822		,789			
18. Has knowledge, skills and experience in his/her field.	,810		,776	62,115		
19. It contributes positively to my child's moral development.	,796		,803			
25.It guides my child in personal development and future planning.	,779		,778			
16.Demonstrates fair and respectful behavior during school visits.	,713		,740			
17.Provides qualified resources for my child's education.	,713		,757			
26. Takes measures to increase my child's commitment to school (interest, desire, etc.).	,706		,789			
4.Gives me information about my child's friendships at school.		,919	,764		71,512	*KMO=,961; x^2=4901,312; sd=190; p=,000**
2. My child's teacher informs me about my child's special talents and skills.		,899	,790			
7.Provides information about my child's general needs.		,897	,775			
1. My child's teacher keeps me informed about all matters related to my child (education, success, development, etc.).		,831	,738			
3.Informs me about my child's positive / negative behaviors.		,805	,806	9,197		
6.Makes statements about the course program.		,796	,634			
5.Keeps me informed about my child's homework.		,786	,708			
14. Keeps me informed about the school's operations and processes at regular intervals.		,626	,767			
15.Encourages parents to participate in school management.		,596	,700			

In Table 1, the KMO value was found to be 0.951, and Bartlett's Test of Sphericity yielded statistically significant results (χ^2 = 4901.312, df = 190, p < .001), confirming that the dataset is highly suitable for factor analysis. The factor analysis observed a two-factor structure explaining 71% of the total variance. Items 8, 9, 10, 11, 12, and 13, which initially loaded under the same factor, were removed from the analysis.

The first factor was labeled "Communication Skills," while the second factor was identified as "Professional Competence and Skills." The scree plot used in the EFA analysis is presented in Figure 1. The factor loadings ranged from 0.706 to 0.965 for the first factor and from 0.596 to 0.919 for the second factor.

The item-total correlation coefficients were generally above 0.60, supporting the internal consistency and reliability of the scale. In the relevant literature, item-total correlation values above 0.30 are considered acceptable (Nunnally & Bernstein, 1994). Following this stage, Cronbach's alpha (α) coefficients for internal consistency were also calculated. These results are shown in Table 2.

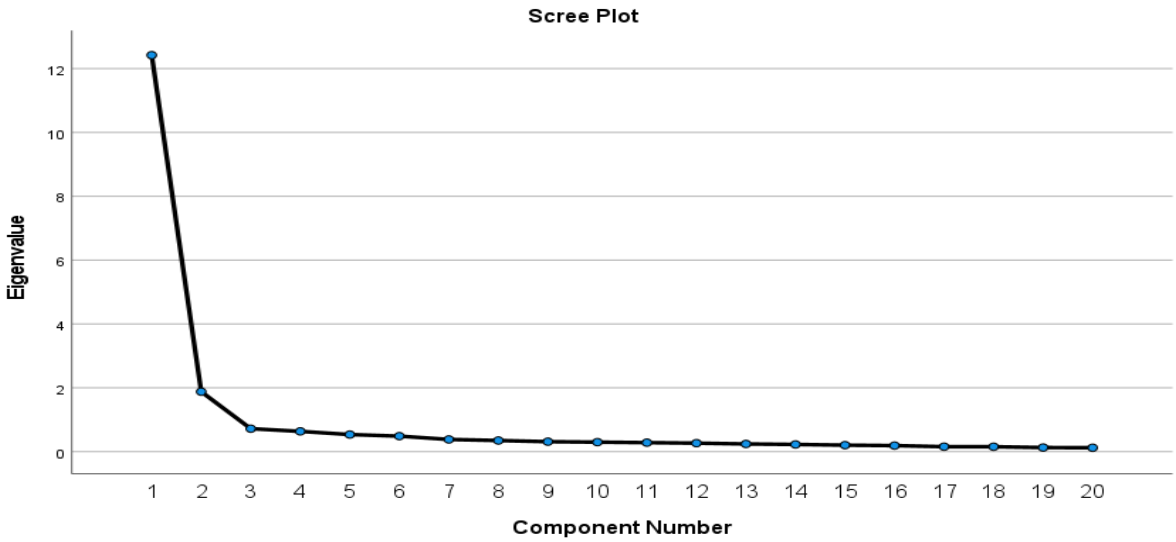


Figure 1. *EFA (Scree Plot)*

Scale Reliability

The Cronbach's alpha reliability coefficients for the single factor obtained after the factor analysis are shown in Table 2.

Table 2. Internal Consistency Coefficients for the Subdimensions of the Scale

Dimensions	Cronbach Alpha (α)
Communication Skills	,94
Professional Competence and Skills	,96
Overall Scale	,97

In Table 2, it can be observed that the Cronbach's alpha internal consistency coefficients range between .94 and .97. Considering that the recommended threshold for acceptable reliability in measurement tools is .70 (Tezbaşaran, 1996), the internal consistency coefficients for both the subdimensions and the overall scale are considered high. Following this, the second phase of the study was initiated to verify the identified structure, and the results are presented in the subsequent section.

Phase Two

In this phase, the structure and reliability of the scale were confirmed through a validation study conducted on another sample group. The results of the CFA are presented, and to provide further evidence of convergent and discriminant validity, AVE and CR values were also computed.

Table 3. Fit Indices and Construct Reliability Values from the Confirmatory Factor Analysis

Fit Index Values									*Construct Reliability*		
x^2	df	p	$x^{2/df}$	RMSEA	SRMR	CFI	IFI	TLI	*Scale*	AVE	CR
438,194	1672	0,00	2,62	0,090	0,058	0,94	0,94	0,93	Communication Skills	,66	,95
									Professional Competence and Skills	,74	,97

In Table 3, the results of the CFA and construct reliability values indicate that the model demonstrates an overall acceptable fit and that the scale is reliable. The chi-square/degrees of freedom ratio (χ^2 / df) was calculated as 2.62, which is below the commonly accepted threshold of <3, indicating an acceptable model fit (Kline, 2015).

The RMSEA (Root Mean Square Error of Approximation) value was found to be 0.090. Although slightly above the ideal threshold of 0.08, values below 0.10 are generally considered acceptable (Browne & Cudeck, 1993). The SRMR (Standardized Root Mean Square Residual) value was 0.058, falling within the recommended range of <0.08, which indicates a good fit (Hu & Bentler, 1999). The CFI, IFI, and TLI values were found to be 0.94, 0.94, and 0.93, respectively. These values meet the ≥0.90 criterion suggested in the literature and support a good model fit (Bentler, 1990).

In terms of construct reliability, the AVE and CR values were computed for each subdimension. For the "Communication Skills" subdimension, the AVE was 0.66 and the CR was 0.95. For the "Professional Competence and Skills" subdimension, the AVE was 0.74 and the CR was 0.97. Both AVE values exceed the 0.50 threshold, indicating that the variance explained by the construct is greater than the error variance (Fornell & Larcker, 1981). Additionally, CR values above 0.70 confirm the reliability of both subdimensions.

In conclusion, the model meets general fit criteria, and the scale is both valid and reliable. These findings suggest that the scale is appropriate for its intended purpose and that the factor structure is adequately supported. The path diagram from the CFA analysis is presented in Figure 2.

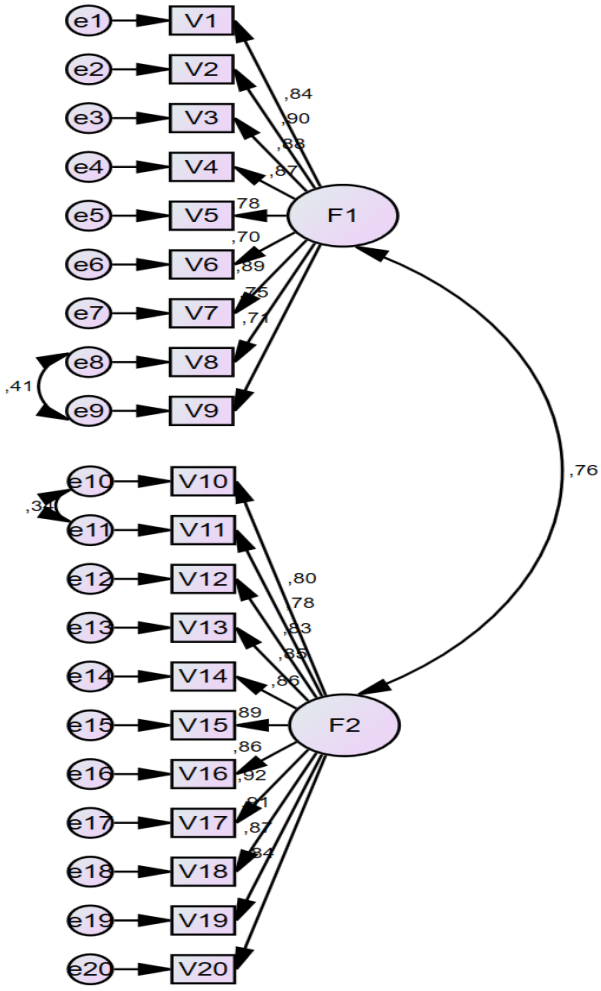


Figure 2. *Path Diagram*

DISCUSSION & CONCLUSION

A teacher's performance directly influences student performance and, consequently, the overall quality of education. In other words, a teacher's success is inherently linked to the success of their students (Hatipoğlu & Kavas, 2016). Teacher performance essentially reflects the teacher's professional effectiveness (Bozkurt, Bostancı, & Kayaalp, 2011). In this context, a teacher's ability to meet expectations at the highest level defines their professional success (Can, 2004). Moreover, teacher efficacy is often linked to the incorporation of parents in both decision-making and evaluation procedures. (Hatipoğlu & Kavas, 2016). The purpose of this research is to develop a measurement tool that will enable parents to evaluate teachers comprehensively and thus enable teachers to evaluate themselves. Teaching requires expertise, professional and field knowledge, and must be practiced by individuals who embrace the attitudes and values required by the profession (Baş & Nural, 2023). Teachers must be role models for both society and their students, constantly improve themselves, and stay abreast of innovations. They must keep up with the times and adapt to digital learning processes (Sunar, 2023). They must not lag behind technological advancements and complete their transformation (Bozkurt and Kutlu, 2021). The existing body of research indicates a scarcity of multidimensional instruments specifically designed for teacher performance evaluation. (Vickers & Minke, 1995; Kılıç & Güneş, 2016; Koç, 2018; Ergin & Çayak, 2019; Yıldırım & Iseri, 2020).

Based on this gap, a multi-dimensional and objective measurement tool has been developed to enable parents to evaluate teachers comprehensively. Such a measurement tool would provide teachers with constructive feedback and enable a more comprehensive assessment of teaching performance, encompassing elements such as teaching practices, classroom environment, guidance, and regular feedback. This scale development study is original and important, potentially providing a foundation for future research. The concept of teacher evaluation in this study includes parental assessments of teachers' ability to provide regular feedback during the teaching process, guide students, show empathy and understanding, establish effective communication, and demonstrate subject-matter expertise through applicable skills. The core objective was to construct a valid and reliable instrument that empowers parents to thoroughly assess teachers across multiple dimensions. Concurrently, this tool aims to serve as a valuable resource for teachers, enabling them to critically reflect on their professional practices through the lens of parental perceptions. The scale development process was carried out systematically, and the results are as follows. In the first phase of the study, EFA revealed a two-factor structure that explains 71% of the total variance. The item-total correlation coefficients were generally above 0.60, supporting the scale's internal consistency and reliability. Cronbach's alpha internal consistency coefficients ranged from .94 to .97, indicating high reliability both for the subdimensions and the overall scale.

The findings confirmed that the model achieved acceptable fit indices and demonstrated both the validity and reliability of the scale. This supports the suitability of the scale for its intended application and confirms the adequacy of the derived factor structure. As a result of this study, a valid and reliable instrument was developed that allows comprehensive evaluation of teachers by parents. These findings are expected to enrich the existing literature and inform future research in the field. Further validation of the scale across different cultural groups is recommended for future studies to increase its generalizability and cross-cultural applicability. The following recommendations are made for scale practitioners: Parents, in particular, may have strong emotional bonds with their own children, so they should be objective when answering the scale questions. When answering the scale questions, concrete data about the teacher should be considered, and emotional influences should not be considered. In addition, it should not be forgotten that this measurement tool aims to improve the current success of students and the educational process.

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