



Oral Evaluation for Charismatic Educational Practices*

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Abstract:

A Charismatic teacher has the potential to inspire students to be motivated to learn and willing to collaborate with teachers, friends and relatives. Various studies have concluded that teacher charisma influences student's educational learning outcomes. Therefore, a teacher's verbal expression can be considered a very important factor for charismatic development of the students. Future teacher i.e.: perspective teacher must develop their verbal skill and this skill can be evaluated by oral evaluation. So, this study aims to check the relation between College level written evaluation and University level oral evaluation for the perspective teacher. The study was carried out during the academic year 2021-22 over the sample of 80 perspective teachers of SMNK Dalal Education College for Women was selected through purposive sampling technique. The data was collected at the end of the Semester-1 & 3. The findings suggest that there is a positive correlation between written and oral examination for subject wise as well as overall performance of perspective teachers. Also, perspective teachers were happy with this type of examination. So, we must apply both types of exam for the transparent and multi-dimensional evaluation.

(Key words: Oral Evaluation, Charismatic Educational Practice)

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I. Introduction:

'Being charismatic doesn't make you a leader. Being a leader makes you charismatic' - Seth Godin

A Charismatic teacher has the potential to inspire students to be motivated to learn and willing to collaborate with teachers, friends and relatives. Various studies have concluded that teacher charisma influences student's educational learning outcomes. A teacher should always be multi-dimensional. A charismatic person has a remarkable ability to encourage or influence others towards a goal (Raellin, 2006). But according to Archer, the distinction must be made between the true charismatic teacher and the charlatan. Charismatic teachers show a high degree of engagement with their students, they are proficient in their subject matter, organized, effective practitioners, and very profound in their knowledge of the subject and of the teaching methodologies through which they teach their subject. How is the inspirational teacher and inspirational teaching defined in the relevant literature? "Call it inspiration, creativity, or whatever you want; it is the most powerful component in learning" (Cohen & Jurkovic 1997, cited by Derounian, 2017). Furnham points out another aspect of inspirational teachers: most teachers were inspired to choose the profession of teacher because they had an inspiring teacher who inspired them to make that choice. So, it is not genetic,

but it is certainly passed on. Practically everybody has known such a person, usually a secondary school teacher or university lecturer (Furnham 2010). Through the ages, all successful educators are charismatic teachers. For them, students enjoy to get close to them and listen to their ideas. Therefore, teacher's charisma is definitely prominent in the learning process for students. If students like teachers, they would of course come to the class; if they enjoy the class, it is highly likely that they will dig deeper into this school subject (Lee, Lu, Mao, Ling, Yeh, & Hsieh; 2014, p.1144). When students are attracted by a charismatic teacher, they enjoy learning and listening to the class (Lin, & Huang. 2017. f. 27). In the same vein, it also defines inspirational teaching (McGonigal, 2004 cited by Derounian, 2017) that inspirational teaching "encourages you to believe in yourself... presents new perspectives that you have never dreamed of... justice tempered with compassion.

Because of the severe situation of Covid epidemic in January-2022 IITE (Indian Institute of Teachers Education) has decided to conduct online oral evaluation of 70 marks through Google meet platform for perspective teachers of university affiliated B.Ed. colleges. Arrangements have been made for the presence of two examiners and one perspective teacher. The recording was done by the examination department of the university. Each perspective teacher was allotted 30 minutes timeslot, in which unit-wise questions were asked by both the examiners and perspective teacher gave the detailed answers orally. The average marks given by both the examiners were considered as the final marks of oral evaluation. At that time College has already taken the written preliminary examination. So, marks given by the college were considered as final marks of written evaluation.

And as we discussed further that perspective teacher must develop their charisma as well as verbal skill. Teacher's charisma and verbal expression can be considered very important factor for charismatic development of the students. This skill can be evaluated by oral evaluation. Therefore, this topic was selected for the study.

II. Objective:

The main objective of the study was to check the subject-wise as well as overall relation between College level written evaluation and University level oral evaluation for the perspective teacher.

III. Hypothesis:

To achieve the said objective, following null hypothesis were framed.

Ho1 : There will be no subject wise significant relation between College level written evaluation and University level oral evaluation for the perspective teacher.

Ho2 : There will be no significant relation between College level written evaluation and University level oral evaluation for the perspective teacher.

VI. Definitions of the terms:

Oral Evaluation:

The oral exam (also oral test or viva voce) is a practice in many schools and disciplines, where an examiner poses questions to the student in spoken form. The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the exam. For the study marks got the perspective teachers in the university oral examination taken as an oral evaluation.

Charismatic Educational Practice:

In Oxford's vocabulary, charisma is defined as a type of attraction that can inspire devotion to other people. According to (Fu, Fua & Linb 2014, p. 683), a charismatic teacher can inspire students to be willing to learn and willing to cooperate with teachers. According to (Nevila Qardaku, 2021, p.2) The charisma of the teacher in our study consists of these dimensions; inspirational, oratory, vision, original behaviour, self-sacrifice,

humour, good character, teaching techniques intellectual challenge (deep knowledge of the subject), emotional intensity and personal empathy.

V. Delimitations of the study:

This study is comprised to the perspective teachers of SMNK Dalal Education College for Women, Ahmedabad, enrolled in the year of 2021-22.

VI. Method of the study:

The main objective of the study was to check the relation between College level written evaluation and University level oral evaluation for the perspective teacher. Documentary Survey method was used for this study. The data were derived from the college records. The relation between two types of evaluation were analysed through inferential statistics like correlation and for the hypothesis testing t-test was used.

VII. Selection of Sample:

As Present study was limited to only the result of two types of evaluation at the end of semester-1 & 3 during the academic year: 2021-22 of SMNK Dalal Education College for Women, 80 perspective teachers of the college was selected by purposive sampling technique. The sample consisted of 40 from semester-1 and 40 from semester-3.

VIII. Data Collection:

College's records were used as the main source to collect the data.

IX. Analysis of the Data:

To check the relation between two types of evaluation were analysed through descriptive statistics like mean, standard deviation and inferential statistics like correlation and for the hypothesis testing t-test was used.

- To check the Subject-wise relation :

Table:1 Subject wise Mean, SD, Correlation and C.R.

			N	MEA N	SD	SE	R	M.DIFF	SED	C.R.
S E M E S T E R - 1	LS-01 (70)	WR.EVA.	40	43.45	10.10	1.60	0.42	11.38	1.76	6.45**
		ORA.EVA	40	54.83	7.00	1.11				
	ES-01 (70)	WR.EVA.	40	44.40	7.99	1.26	0.40	10.58	1.71	6.18**
		ORA.EVA	40	54.98	8.77	1.39				
	CUS-01 (70)	WR.EVA.	40	44.38	9.19	1.45	0.49	11.35	1.59	7.15**
		ORA.EVA	40	55.73	6.94	1.10				
	LPC-01 (70)	WR.EVA.	40	53.35	5.22	0.83	0.47	3.33	1.00	3.31**
		ORA.EVA	40	56.68	4.95	0.78				
	PS-01/02 (70)	WR.EVA.	40	44.43	10.22	1.62	0.27	13.28	1.79	7.43**
		ORA.EVA	40	57.70	5.76	0.91				
	TOTAL (350)	WR.EVA.	40	230.00	36.01	5.69	0.67	49.90	5.16	9.67**
		ORA.EVA	40	279.90	24.93	3.94				

S E M E S T E R- 3	CUS-03 (70)	WR.IEVA.	40	49.38	7.06	1.12	0.21	7.03	1.48	4.76**
		ORA.EVA	40	56.40	6.43	1.02				
	CUS-04 (70)	WR.IEVA.	40	54.43	7.28	1.15	0.36	3.33	1.38	2.41**
		ORA.EVA	40	57.75	5.92	0.94				
	LPC-03 (70)	WR.IEVA.	40	55.15	4.78	0.76	0.33	3.00	1.07	2.80**
		ORA.EVA	40	58.15	5.35	0.85				
	LPC-04 (70)	WR.IEVA.	40	45.95	7.73	1.22	0.09	10.70	2.05	5.23**
		ORA.EVA	40	56.65	10.45	1.65				
	AE-01 (70)	WR.IEVA.	40	43.48	9.36	1.48	0.46	13.45	1.57	8.55**
		ORA.EVA	40	56.93	6.17	0.97				
	TOTAL (350)	WR.IEVA.	40	248.38	30.34	4.80	0.40	38.18	5.60	6.81**
		ORA.EVA	40	286.55	23.96	3.79				

Descriptive statistics: Mean, and standard deviation was calculated which is shown in table: 1. It is clear from the table the mean value of University level oral evaluation is greater than the mean value of College level written evaluation. Subject-wise correlation of semester-1 ranges from 0.27 to 0.49 and overall correlation of semester-1 is 0.67, which shows that there is moderate positive correlation between two types of evaluation. As well as subject wise correlation of semester-3 ranges from 0.09 to 0.46 and overall correlation of semester-3 is 0.40, which shows that there is low positive correlation between two types of evaluation. To check the null hypothesis C.R. was calculated, its ranges 2.41 to 9.67, which were greater than the table value of C.R. for degree of freedom $(N-2)=(40-2)=38$, 0.31 at 0.05 level and 0.40 at 0.01 level. So, the Null hypothesis H_0 is not accepted and concluded that there will be positive subject wise significant relation between College level written evaluation and University level oral evaluation for the perspective teacher.

- To check the overall relation :

Table:2 Overall Mean, SD, Correlation and C.R.

		N	MEAN	SD	SE	R	M.DIFF	SED	C.R.
TOTAL (350)	WR.IEVA.	80	239.19	34.54	3.86	0.56	44.04	3.94	11.18*
	ORA.EVA	80	283.23	24.68	2.76				

Overall Mean, and standard deviation was calculated which is shown in table: 2. It is clear from the table, the mean value of University level oral evaluation is greater than the mean value of College level written evaluation. Correlation was 0.56, which shows that there is good positive correlation between two types of evaluation. To check the null hypothesis C.R. was calculated, it was 11.18, which is greater than the table value of C.R. For degree of freedom $(N-2) = (80-2)=78$, 0.22 at 0.05 level and 0.29 at 0.01 level. So, the

Null hypothesis Ho2 is not accepted and concluded that there will be positive significant relation between College level written evaluation and University level oral evaluation for the perspective teacher.

X. Conclusion:

The study throws the light and gives strong direction in the field of conducting better evaluation system. As it could be observed that the stereotype evaluation process is as reliable as oral online evaluation. It needs continuous efforts to change the mind-set from stereotype evaluation to oral evaluation for charismatic educational practices in the field of teachers training programme. Charismatic teaching is the perception of trust in the student which is related to the availability and enthusiasm of teacher. The findings suggest that there is a positive correlation between written and oral examination for subject wise as well as overall performance of perspective teachers. Also, perspective teachers were happy with this type of examination. So, we must apply both types of exam for the transparent and multi-dimensional evaluation.

XI. References:

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