

Role of Warmth and Competence in the Evaluation of Teachers

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Abstract

This study investigated the effect of student performance (ESP) and nature of student feedback (NSF) on student evaluation of teaching (SET) using 150 students (38 males, 112 females). They were randomly assigned to a 2 (NSF: Anonymous versus Non-anonymous) X 3 (ESP: Pass versus No results versus Fail) between-subjects factorial experimental design. Participants evaluated a video of a teacher teaching; using the Teacher Judgement Scale (TJS) following universal social judgment dimensions of warmth and competence. The primary hypothesis was accepted as participants rated the teacher as more competent than warm, thereby supporting competence's supremacy in the evaluative domain for teaching. Additionally, the highlighted use of video clips and E-prime could be used in evaluation and assessment of computer-assisted teaching.

Key words: SET, Anonymity, Assigned grades, Social judgment, Warmth, Competence