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## **Analysis of Hello Error Effects at the Time of Evaluation of Students by Teachers in Higher Education**

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### **Introduction**

Student relationship with their teacher's parents and friends are broad in nature which can't be easily measurable through any scientific instruments. In day to day life, we make some perception about other people as per our past experience and incidents which are based on hello error effects. Hello error effect refers to that state of mind of an individual which he/she make in his/her mind about other person on the base of his/her lives past experience, prejudice or social factors etc. Hello error effect play the role in our life to judge other peoples and the degree of this error affect our decision in ordinary life. A teacher have to evaluate their students activities very deeply in higher education on various aspects i.e. discipline, examination, NCC, NSS, internal marks assessment, cultural activities etc.

In this research paper various student evaluation parameters and teachers modus operandi has been examined. This is the common complaints of student that teachers are not assessing us on actual performance. Even it is classroom gossip that a particular student who has not provided assignment and not regular in classroom is/are getting proportionally high marks than vice versa students. The major question is that is/are teacher/s uses hello error at the time of measuring performance appraisal of their students? Is H.E.E would be occurred in student's performance evaluation where teacher evaluate student on his overall impression/ one or few major characteristics rather than variety of characteristics? For this purpose various parameter are taken to monitor the problem. On the basis of parameter we will find out the effect of this error in teachers evaluation process.

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### **Words Terminology:**

**Hello Error:-** It refers to the state of mind in which we conclude on any or some information rather than overall information regarding any entity.

**Personality:-** Personality refers to the physical appearance as well as inner and outer outcome of an individual.

**Thematic Apperception Test(TAT):-** It is psychological projective technique developed by Murray & Morgan used in find out the inner ambiguous thoughts of an individual about the scene, picture or events etc.

**Perception:-** It is the process to find out the scenario picture about the subject through sense organs i.e. see, hear, mind process etc.

**Performance Evaluation:-** It refers to the regular review with documentation of an individual's performance on particular task.

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### **Objectives**

The main purpose of this study is to find out the hello error effects on teacher's decision at the time of evaluation the performance of students in higher education. As well as, it is also purposeful to find out the decision process of teachers at the time of judging to students. This study is helpful in find out the factors which is responsible for problem statement. In short, there are following objectives of this research paper:

1. To find out the roll of H.E. in teachers decision making at the time of evaluation of students.
2. To find out the parameter on which a student judge by teacher in higher education.
3. To find out the major characteristics of students on which teachers judge their students.
4. To find out the remedial action which can be involved in problem statement?

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## Hypothesis

It is the general perception about the problem statement which is found out after discussion with various stakeholders i.e. teachers, students, psychometrics and researchers etc. on the basis of discussion, there are following hypothesis occur with this problem statement:

1. There is no any significant roll of H.E. at the time of evaluation of students by teachers in higher education.
2. There is partial significant roll of H.E. at the time of evaluation of students by teachers in higher education and which is under 5% significant level.
3. There is significant roll of H.E. at the time of evaluation of students by teachers in higher education which is more than significant level.

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## Methodology

This research paper is based on primary data primarily. Secondary data is also used as per the requirement of the paper. As research paper is concerned with perception of the faculty-student that's why psychological technique has been used i.e. thematic appreciation test. Correlation analysis used for find out the result among various factors in the problem statement. There are 150 students and 25 Assistant Professors interviewed during the analysis the problem statement. Cross check questions included to avoid error in questionnaire.

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## Result & Discussion

- **Exam Duty & Hello Error:** --- Teachers perform their exam duty without any prejudice or use hello error, is the answer find out from questionnaire table-I sr. no.-1 to 5 clearly. There is crossed check question has also used which reflect in Sr. No.-1 and 2 respectively. These questions show similar nature of tendency and results. This clearly shows that teacher affected from hello error at the time of exam duty in examination hall. There is high degree correlation between exam duty work and hello error. Even, teachers clearly accept this statement in Table-2 Sr. No.-1 to 3. Surprisingly, as per the table-2, sr. no.-2 to 3, male teachers are more affected by hello error than female teachers. That's why, hello error involved in teacher's exam duty at the time of evaluation of students. Table-3 shows 0.64% correlation between the parameters.
- **Internal Assessment & Hello Error:** --- Internal assessment plays a vital role for students due to direct weightage in university final examination and that's why it is important parameter for study the relationship between internal marks award and teachers unbiased role for this. Table-I sr. no.-6 to 9 showing the behavior pattern of students about teachers at the time of awarding internal assessment marks to them. Table-I showing the result of high degree of correlation between internal assessment marks awarding methodology and hello error effects. Teachers are affected other prejudice at the time of awarding internal marks. Interestingly, teachers are awarding high marks to girls students than boys students. Even, there are three boys having fame nature of name i.e. komal are awarding high marks than all of his performance. This happening due to girls oriented names. Male and female teachers together admitted that they give high marks to girls students than boys students as per table-2 analysis. Table-3 shows 0.79% correlation between the parameters. Teachers are bypassing the university internal assessment criteria too. This tendency shows student internal assessment, university result and questionnaire have high degree positive correlation that H.E.E. prevailing in teachers evaluation process.
- **Students Personality & Hello Error:** --- Personality is the sum of inner and outer outcome of an individual and may be describes in various forms. Table-I sr. no. 12 question is direct related that teacher assessing process is affected from student personality or not. As well as table-2 se. no. 7 is teachers response clearly shows that teachers assessment process is affected from student personality Table-3 shows 0.82% correlation between the parameters. T.A.T. also conducted for this. There are 150 students showed in front of 25 teachers and the result is that (1) students who wear space in photos are consider intelligent by teachers, (2) students who have athletic body are considered sports man and (3) students who are not looking well and dress-up are considered lofer. As per teacher interview, students personality play a vital role to judging to them. So, there is high degree positive relation between both as per the interviewed and questionnaires.
- **Discipline & Hello Error:** --- A list of disciplined students made and examined on all parameters of the problem statement. It is found that they scored high marks in internal assessment compare to their university marks. They also getting positive support in examination hall if problem arise. Teachers are give opportunities to disciplined students in all area i.e. exam, internal assessment, activities participation etc. teachers as well as students have common consensus about positive relation between discipline action of students and hello error which is clearly shows in questionnaire. Table-3 shows 0.78% correlation between the parameters.

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## Conclusion of the Paper

The main purpose of the research paper was to find out the hello error effects on teachers decision process at the time of evaluation of their students and this is widely recognized in parameters of the evaluation process of students. Teachers are showed hello error in examination duty which reflects prejudice of mind state of teachers. Internal assessment marks are affected from other external factors of students rather than university bind criteria. It shows involvement of hello error. Students personality widely affects to teachers as per the questionnaires and interview conducted individually of each stakeholder. Disciplined students are getting high rank in performance appraisal due to hello error effects. Some students are getting high marks in

university exam but not get fit in teachers discipline criteria and that's why awarding low marks than other disciplined students. So, the problem statement has significant in nature.

### Limitations of the Paper

The research paper scope extended up to find out the relation between teacher's evaluation process and hello error effects on that. The main limitation of the paper is that it only find out the correlation between teachers evaluation process at the time of measuring performance appraisal of students and hello error effects on that but paper does not find out the solution of the problem statement outcome. This paper is not helpful to overcome the effects of hello error on teacher's evaluation process, although it is scope for future researcher.

**Table-I Students Questionnaire**

Sr. No.	Questionnaire	Agree	Strongly Agree	Dis-agree	Strongly dis-agree	Can't Say
1	Teachers don't favour to any student at the time of invigilator duty in examination hall.	15	4	48	80	3
2	Teachers favour of some students at the time of invigilator duty in examination hall.	36	92	17	3	2
3	All teachers favour of their some students at the time of invigilator duty in examination hall.	36	50	46	13	5
4	Male teachers do more favour of their some students at the time of invigilator duty in examination hall than female teachers.	55	67	17	8	3
5	Female teachers do more favour of some students at the time of invigilator duty in examination hall than male teachers.	19	9	57	61	4
6	Teachers assess internal assessment marks purely on the basis of student's performance.	18	122	8	2	0
7	Teachers don't assess internal assessment marks purely on the basis of student's performance & other factors affect students rather than exactly criteria fix by university.	12	119	10	6	3
8	There is gender discrimination in awarding internal marks i.e. girls student award high marks on same performance than boys students or vice-versa.	16	128	4	2	0
9	Teachers do favour at the time of awarding internal assessment to students.	11	132	6	1	0
10	Teachers give preference in all opportunities discovers areas to students who are in touch with him/her.	09	119	10	7	5
11	Teachers remember key inverse/positive point of students at the time of judging them rather than overall performance.	88	24	20	10	8
12	Student's personality affect to teachers at the time of performance appraisal.	102	33	12	3	0
13	Teachers show favoritism for disciplined students	90	46	7	4	3
14	Teachers are free from all biases at the time of student's performance appraisal.	4	1	59	84	2

Source: Primary Data

**Table-2 Teachers Questionnaire**

Sr. No.	Questionnaire	Agree	Strongly Agree	Dis-agree	Strongly dis-agree	Can't Say
1	Teachers do favour to some student at the time of invigilator duty in examination hall.	11	5	6	3	0
2	Male teachers do more favour of their some students at the time of invigilator duty in examination hall than female teachers.	16	2	6	1	0
3	Female teachers do more favour of some students at the time of invigilator duty in examination hall than male teachers.	7	2	14	2	0
4	Teachers don't assess internal assessment marks purely on the basis of student's performance & other factors affect student's performance rather than exact criteria fix by university.	2	17	4	1	1
5	Teachers give preference in all opportunities discovers areas to students who are in touch with him/her.	13	5	5	2	0

6	Teachers remember key inverse/positive point of students at the time of judging them rather than overall performance.	14	4	6	1	0
7	Student's personality affect to teachers at the time of performance appraisal.	17	4	4	0	0
8	Teachers are free from all biases at the time of student's performance appraisal.	12	7	6	0	0

Source: Primary Data

**Table-3 Parameters & Hello Error Correlation**

Sr. No.	Parameters	Correlation
1	Exam Duty & Hello Error	0.64%
2	Internal Assessment & Hello Error	0.79%
3	Student Personality & Hello Error	0.82%
4	Discipline & Hello Error	0.78%

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