



Effectiveness of Mentoring Indicators in Primary School Teachers' Evaluation toward Professional Development

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ABSTRACT

The study highlights the role of District Teacher Educators (DTEs) in the evaluation of primary teachers. The objectives of the study focus on the effective evaluation of primary teachers through the nine indicators discussed in the MVF (Mentoring Visit Form) form. The population of the study comprised all the primary teachers and District Teacher Educators in two districts (Vehari & Pakpattan) of Punjab province. The research was survey descriptive in nature. A questionnaire was used for the collection of data. Statistical techniques of mean score and standard deviation were used for the description of data. The study concluded that teachers maintain their diaries properly and make reflections on the written works of students in the form of feedback. The results of Mentoring Visit Form of DTEs tell us that majority of the teachers used activity based teaching in the classroom. DTEs make us known that majority of the primary teacher keep discipline in the classroom.

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Introduction

Teaching and pedagogical skills require different levels of competence. A skilled teacher is a person who inculcates the information and knowledge in the mind of a learner. A teacher can prove to be a real change agent in the society of Pakistan. The condition is that he must be equipped with the pedagogical skills and techniques. It is an acknowledged fact that the performance of educated and trained teachers is much better than the ill-educated teachers. The teachers required continuous professional development to meet the challenges of their job. Primary teachers play a significant role in the educational system. The teachers influence the future needs, social implications and economic issues of pupil (Zareen, Mahmood & Mahmood, 2013). The masses make expectations from the teachers, for this purpose they have to enhance their faculties and these can be fulfilled with a continuous professional development on scientific lines.

Education is a process through which a nation develops its self-consciousness, by developing the self-consciousness of younger generation. In this way, it enhances the intellectual, professional development as well as pedagogical skills of the teachers. It is the teacher who puts life into the whole education system. Different primary teachers training programs of the country have been striving to coordinate with the general objectives of national educational system. These programs are mainly under good control of Directorate of Staff Development at provincial level in Punjab.

Teacher quality is a key element in improving the process of teaching and learning in any educational system in the world. According to Harris and Sass (2007) achieve any desired reform goals teacher quality should be addressed to strengthen the existing teacher training programs and increase positively the relationship between teacher professional development and student learning outcomes and academic attitudes.

Research Objectives

1. To explore the effectiveness of indicators regarding teachers' evaluation before lesson for professional development.
2. To find out the effectiveness of indicators about teachers' evaluation during lesson for professional development.
3. To find out the effectiveness of indicators in relation to teachers' evaluation at the end of the lesson for professional development.

Review of Literature

Zareen, Mahmood & Mahmood (2013) found that performance of DTEs is satisfactory in respect of teacher training program. Due to its effectiveness it is recommended that the said program should be launched at secondary level also in the province and such program should be launched in other areas of Pakistan at national level. In the present study, we judge the role of DTEs in the evaluation and mentoring of primary teacher. Such type of activities would enhance the abilities and working of primary teachers.

Kouta (n.d.) make recommendations in his study that teachers involve in designing the assessment tools to avoid the lack of alignment and coordination between teachers and the assessment unit as well as the evaluation of teachers by the DTEs. During mentoring, DTEs provide teachers with regular and responsive feedback about their lesson planning, activities, classroom practices after classroom observations or through examining samples of students' work and homework assignment. Most of the time district teacher educators provide teachers with sufficient consultation support.

According to Mogashoa (2013), the aim of the research was to evaluate teachers' knowledge of new teaching, learning and assessment methodologies. This study was underpinned by constructivist theory. It involved an analysis of the merits and demerits of the implementation of the new teaching, learning and assessment methodologies by teachers in selected primary schools.

Qualitative method was used to gather information from the different categories of participants on how teaching, learning and assessment methodologies are implemented. Data were analyzed by selecting, comparing, synthesizing and interpreting information to provide explanation. It has been established in this study that teachers lack knowledge of learning outcomes and assessment standards. Teachers could not mention the learning outcomes and assessment standards they have planned to address in their lesson plans. The findings revealed that teachers tried to assess learners continuously during lesson presentations. The teacher should know the content, be able to decide on method or teaching approach, level of the learners as well as the learning and teaching support materials to be used in the lesson. Teachers should strive to establish how learners should learn, what teaching and learning activities they will use and how they will check learners' understanding.

The research study was design to measure the participants' satisfaction with continuous professional development (CPD) program. Study also aims to explore the effects of demographic factors that can enhance or decrease the satisfaction level of the course participants. For the measurement of participants' satisfaction quantitative and qualitative methods were used. For quantitative analysis a research tool comprised of 73 items were developed and for qualitative analysis interview method was used total number of sample was 66 PST's, head teachers and DTE's. The data collected through the questionnaires was analyzed with the help of statistical package for social sciences. The study of Khurshid and Tassawar (2012) results revealed that overall teachers with less experience and professional qualification are more satisfied with the training of DSD and this study also revealed that female teachers are more satisfied as compared to male participants.

The qualities and competencies of a professional teacher enhance the learning of students to a great extent. Hence there will be no references to Namibia. The approach in this paper is not to define the qualities or competencies of a professional teacher but rather to attempt to highlight what research and educators say about a professional teacher. It should be understood that qualities and competencies in teaching are related to performance and productivity (Ilukena, 1998). For any training program on teacher education to guarantee quality or competent teacher, is only when that teacher demonstrates the skills once out there in the field. For me therefore, the qualities and competencies that a professional teacher should have are those that promote effective teaching

Research Methodology

The research study was a descriptive survey in nature. All the DTEs and PSTs were the population of the study in District Pakpattan and Vehari. 200 PSTs and 20 DTEs selected from the population as a sample of the study through random sampling technique. Data was collected through the questionnaire and Mentoring Visit Form (MVF). The questionnaire is developed by the researchers after brief review of literature in the area, whereas the other research tool Mentoring Visit Form is used that is designed by the Directorate of Staff Development (DSD) for the evaluation of primary teachers. The questionnaire is comprised on indicators suggested by the DSD and it has three parts i) Indicators regarding teachers' evaluation before lesson ii) Indicators regarding teachers' evaluation during lesson iii) Indicators regarding teachers' evaluation at the end of lesson. The language and format of the questionnaire were set and

improved by the experts. The questionnaire is validated by the expert opinion of the experts in the field. Overall reliability of the questionnaire is 0.83 co-efficient Alpha. The questionnaire is distributed and collected from the primary teachers during training sessions in both of the district (Vehari & Pakpattan). 100 MVF (mentoring visit form) forms have been collected from 20 DTEs. Collected data analyzed through the use of means score and standard deviation.

Results and Analysis

Table 1. Responses of the teachers

S. No.	Statement	Mean	SD
1	Teacher regularly maintain the teacher diaries	4.52	.717
2	Maintenance of diary help the teachers to set their teaching plan in order	4.44	.641
3	Teacher assign homework to the students on daily basis	4.25	.783
4	Teachers check the assigned homework of the students with their signs	4.24	.780
5	Students are gradually improve their studies/learning	4.37	.661
6	Teacher makes the use of activities in the classroom	4.31	.775
7	Students learn through activity based teaching	4.62	.565
8	Teacher use the low cast/ no cast material in the classroom	4.45	.609
9	Oral/written assessment of the student helps the teacher in making further strategies for better teaching	4.46	.809
10	Teacher implement the lesson plan properly	4.37	.837
11	Interaction between the teacher and students gives encouragement	4.47	.784
12	Classroom management improves the attitude of the students	4.40	.804

In the above stated table, item 1 refers to teachers maintain their diaries regularly shows the mean score and standard deviation (4.52 & .717) respectively. Majority of the teachers' responses, they prepare their diaries regularly. Item 2 indicates that maintenance of teacher diaries help teachers in devising their teaching plan and the mean score and standard deviation (4.44 & .641) respectively shows majority of the responses that they prepare teaching plan before teaching. Item 3 refers teachers assign homework on daily basis and the mean score and standard deviation (4.25 & .783) respectively shows majority of the teachers have the opinion that they assign homework to students on daily base. Item 4 teachers check the homework to the students with their signature and feedback shows means score and standard deviation (4.24 & .780) respectively, majority of the teacher responses that they check the assign work and give feedback on homework. Item 5 students gradually improve their study shows the mean score and standard deviation (4.37 & .661) respectively, so it concluded that students have gradual improvement in their studies and learning. Item 6 teacher makes the frequent use of activities in the classroom shows the mean score and standard deviation (4.31 & .775) respectively, teachers response that they use activity based teaching within the classroom. Item 7 student learn through activity based teaching shows the mean score and standard deviation (4.62 & .565) respectively, reveals that students learn through activity based teaching. Item 8 teachers use the low cast/no cast material in the classroom shows the mean score and standard deviation (4.45 & .609) respectively, tell majority of the teachers use the low cast/ no cast material during their teaching. Item 9 oral/written assessment of the student for better teaching shows the mean

score and standard deviation (4.46 & .809) respectively, reveals that oral and written work of students helps the teaching in making the use of further strategies for better teaching. Item 10 teacher implement the lesson plan properly shows the mean score and standard deviation (4.37 & .837) respectively reveals that teacher make the true implementation of the lesson plan accordingly. Item 11 interactions between the teacher and students give encouragement shows the mean score and standard deviation (4.47&.784) respectively, reveals there is a friendly atmosphere in the classroom. Item 12 refers to classroom management improves the attitude of the students shows the mean score and standard deviation (4.40&.804) revealed that classroom management improves students attitude.

Table 2. Indicators before teaching lesson

Statement	N	Mean	Standard Deviation
Teacher Diary	100	2.40	.695
Assignment of written work and checking		2.30	.868

In the table 2 mean score goes up from 2.30 to 2.40 and standard deviation .695 to .868 that shows teachers effectively plan their lessons in the diary and make reflections on the written work of students and provide feedback as well.

Table 3. Indicators during lesson

Statement	N	Mean	Standard Deviation
Student Learning outcome (Educational Calendar)	100	2.74	.523
Activity based teaching and learning		2.44	.699
Visual Aid (Support Material)		2.51	.680
Student assessment (Oral/written)		2.71	.536

In Table 3 mean score goes from 2.44to 2.74 and standard deviation goes from .523 to .699 revealed that teachers teach through the activity based teaching/learning method and make the frequent use of visual aids, in response of all this teacher get the set SLOs.

Table 4. Indicators at the end of lesson

Statement	N	Mean	Standard Deviation
Implication of lesson plan	100	2.56	.607
Student interaction		2.80	.533
Classroom management		2.67	.651

In table 4 means score goes from 2.56 to 2.80 and standard deviation goes from .533 to .651 revealed that teachers devise the lesson plan according to teacher guide and make the students able to interact in the classroom through different teaching strategies. Teachers manage the discipline of classroom in a well manner.

Discussion

The basic objectives of the study were to explore the role of District Teacher Educator in primary teachers' evaluation

and about the effectiveness of the nine indicators in the Mentoring Visit Form. The findings of the study are teachers becoming professional in their work. The above mentioned idea is supported by the study of Zareen, Mahmood, & Mahmood (2013) the role of DTE is intended to be helpful in encouraging member associations to introduce CPD (Continuous Professional Development) requirements and in ensuring adequate provision of CPD opportunities in particular through the education committee.

Findings and Conclusions

The study reveals that the DTEs are playing a significant role in the lesson planning and in the completion of teacher diaries. The teachers maintain their diaries and make reflection on the written work of students and provide feedback. Majority of the DTEs mentioned and provide feedback in their Mentoring Visit Form that majority of the teachers are using activity based teaching in their classroom for the better learning of student. Majority of teachers acknowledged that they used the activity base teaching. It was also concluded that teachers also make the frequent use of visual aids. During teachers' evaluation, DTEs play a vital role in achieving SLOs that are set by the teachers. It is concluded that DTEs feedback make us to know that teachers keep discipline in their classes and it also improves the attitude and behavior of students.

Recommendations

In the light of conclusion and discussion of the study, it may strongly be recommended that the government and stakeholders in education sector provide the audio visual aids and low cost/no cost things to the teachers, so that teachers work with determination.

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