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Teacher Classroom Performance A Case Study of English Department, UST Bannu, Pakistan

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Abstract

In this study the classroom performance of the teachers working in the department of English at University of Science & Technology, Bannu, Pakistan was assessed by their students using HEC Teacher Evaluation Performa 2009. In almost all the areas of classroom performance, the teachers' performance was found good but the three weak aspects of their performance were: to do not complete the whole course, not to be very approachable, and the weak knowledge or thinking regarding the use of different teaching methods/modules.

It is recommended that the teachers should complete their course, outlines may be reviewed according to the time span of the semester, they should participate in different seminars and conferences as a resource person, and should attend different workshops regarding teachers

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training; to make themselves more approachable in their subject and in improving their teaching methodologies, especially in modular teaching approach.

Keywords: Teacher, Faculty, University, Performance, English, Department,

Introduction

The basic role for a teacher is to create an interesting classroom for students, so that the students may feel comfortable with their learning. Students should be taught in a way that they may feel pleasure while understanding the things. Narayani Karthik (2010) states five qualities of a good teacher: inculcate the thirst for knowledge, discover and rear hidden talents, interact as much as possible, innovative, be a role model to the students

Teaching is that profession where the success of the teachers depends on the ability of the students but there have been such teachers who have made even the worst of students the best of learners.

Knowledge and communication play a vital role in today's global challenge, be it in business or personal affairs. Among the often used mediums for communication and knowledge, the English language serves as a pivotal force in bridging barriers in communication which can make or break international relations and state of affairs and new origins of knowledge.

Education in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulative knowledge, skills and values from one generation to another. And higher education includes most professional education and is strongly vocationally or professionally oriented. Higher education differs from other forms of post-secondary education. Colleges and universities are the main institutions that provide higher education.

Evaluating English faculty effectiveness is important in nearly every institutions of higher education. Assessing the effectiveness with which various functions are performed is essential to a variety of important administration recommendations and decisions. It also provides feedback which influences the faculty member's self-image and professional satisfaction. And it establishes a climate which communicates the institutions commitment to professional improvement and confidence that every faculty member will make a valuable contribution to the achievement of shared goal. Either this goal is being achieved or not by the teacher, it demands teacher classroom evaluation. Writers on teacher evaluation agree that the overarching purpose of teachers' evaluation is to ensure that students are well taught. This purpose embodies two generally recognized strands or categories; to improve teachers' work and help them to keep pace with new knowledge about effective teaching, and guarantee teaching quality. Improving teacher quality is the motive a university or education system

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may have when it conducts teacher's evaluation. University and system seek quality assurance through using evaluation to assess basic competences of the teachers.

One set of characteristics of good teaching, extracted from research studies and summarized from the individual lecturer's point of view includes:

- A desire to share your love of the subject with students
- An ability to make the material being taught stimulating and interesting
- A facility for engaging with students at their level of understanding
- A capacity to explain the material plainly
- A commitment to making it absolutely clear what has to be understood at what level
- Showing concern and respect for students
- A commitment to encouraging independence
- An ability to improvise and adapt to new demands
- Using teaching methods and academic tasks that require students to learn actively, responsibly and co-operatively
- Using valid assessment methods
- A focus on key concepts, and students misunderstandings of them, rather than covering the ground
- Giving the highest quality feedback on student work
- A desire to learn from students and other sources about the effects of teaching and how it can be improved.

From research evidence, econometric analyses have equivocally demonstrated that, in fact, some teachers are dramatically more effective than others and that these differences have lasting effects on student learning (Rivkin, Hanusahek, and Kain, 2005; Sanders and Rivers, 1996). But what makes a great teacher? Some people are of the opinion that teachers are born. But Ukeje (1991) is of the view that teachers may be born but a good teacher is born and made. Maduabum (2009) explained that this is because teaching is both an art and a science. Some aspects of the art of teaching may be innate, but the science of teaching has to be cultivated Maduabum, (1986) had argued that having knowledge and transmitting knowledge are two different things. Some people have both abilities but many do not. The 'born teacher' exists but he is a rare bird! (Maduabum, 2009). However, ability to transmit can be acquired if one is not lucky enough to be born with it.

Objectives of the Study:

This study was conducted with the following objectives:

1. To assess the university teachers' classroom performance working in the English Department using Teacher Evaluation Form (2009) prescribed by the Higher Education Commission of Pakistan.

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2. To ascertain the strong and weakens areas of teachers' classroom performance of English Department as assessed by the students.
3. To give suitable recommendations for the improvement of teachers' classroom performance at higher education level.

Research Methodology

This study was descriptive in nature and was conducted to investigate the teachers' classroom performance in the department of English at university of science and technology Bannu, Pakistan.

Population

Most institutions employ a "student rating" system to assist in the evaluation of instruction. Obtaining student feedback is not only a relatively simple procedure but also is one which has considerable credibility for several reasons. Observations about student learning, the object of instruction, are made by those who have been personally affected and therefore have high face validity. An enormous volume of research supports the credibility and validity of student ratings. Therefore, the students of English department of University of Science and Technology Bannu, Pakistan constituted the population of this study.

Sample

Twenty one enrolled students of the English department were taken as a sample using the convenient random sampling technique.

Research Instrument

A number of instruments and techniques were available to assess the performance of the faculty e.g. Teacher Performance Assessment Instruments (TPAI) (Hsiung & Capie, 1987), its derivative, Teacher Assessment and Development System -- Meritorious Teacher Form (TADS-MTP) (Lovelace & Martin, 1984), and the Florida Performance Measurement System (FPMS) (Peterson, Micceri & Smith, 1985) but the researchers found the best fitted to the local environment that was HEC, Pakistan developed Teacher Evaluation Performa, 2009. Therefore, A questionnaire (Teacher Evaluation Standardized HEC form 2009) was used for the collection of data. Questionnaire consisted of twenty statements on five point Likert scale. The distributions of questionnaires were made by personal visits of the one of the researchers' student of Institute of Education & Research, University of Science & Technology, Bannu, Pakistan.

Analysis and Interpretation of Data

The collected data was analyzed and tabulated and interpreted in the light of the objectives of the study. Statistical technique percentage was used to analyze the data.

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Table 1: Performance of Teachers of the Department of English (N=21)

Sr. No	Area of Performance		SA	A	SWA	DA	SDA
1	Teacher's preparation for class	f	11	8	1	1	0
		%	52%	38%	5%	5%	0%
2	Teacher's demonstrations for knowledge of the subject	f	13	7	1	0	0
		%	62%	33%	5%	0%	0%
3	In time course completion	f	5	9	6	0	1
		%	24%	43%	29%	0%	5%
4	Provision of the additional material apart from textbook	f	11	8	1	0	1
		%	52%	38%	5%	0%	5%
5	Giving citations regarding Pakistan current situation	f	10	9	1	1	0
		%	48%	43%	5%	5%	0%
6	Effectiveness of communications on subject	f	11	9	0	1	0
		%	52%	43%	0%	5%	0%
7	Showing respect for students & encouraging participation	f	14	6	1	0	0
		%	67%	29%	5%	0%	0%
8	Maintaining conducive to learning environment	f	9	9	2	0	1
		%	43%	43%	10%	0%	5%
9	Teacher's in time arrival in the class	f	11	6	4	0	0
		%	52%	29%	19%	0%	0%
10	Teacher's fairness in the examination	f	9	8	3	1	0
		%	43%	38%	14%	5%	0%
11	Teacher's availability during office hours and after class	f	11	9	1	0	0
		%	52%	43%	5%	0%	0%
12	Motivating students to do their best work	f	14	6	1	0	0
		%	67%	29%	5%	0%	0%
13	Non approachability of the teacher	f	5	5	4	3	4
		%	24%	24%	19%	14%	19%
14	Giving helpful advice if students having difficulties	f	14	7	0	0	0
		%	67%	33%	0%	0%	0%
15	Teacher's enthusiasm about teaching students	f	12	9	0	0	0
		%	57%	43%	0%	0%	0%
16	Explaining things clearly	f	14	7	0	0	0
		%	67%	33%	0%	0%	0%
17	Good variety of teaching methods used on this course	f	12	6	3	0	1
		%	57%	29%	14%	0%	5%
18	Giving constructive feedback on students' work	f	9	11	0	1	0
		%	43%	52%	0%	5%	0%
19	No thinking about the demands of other modules	f	6	5	3	6	1
		%	29%	24%	14%	29%	5%
20	Encouraging students' active participation in discussions	f	15	3	2	0	1
		%	71%	14%	10%	0%	5%

Table 1 shows that

- i) 52% students are strongly agree, 38% agree, 5% somewhat agree, 5% disagree with the statement that “the teacher is prepared for each class”.
- ii) 62% students are strongly agree, 33% agree and 5% somewhat agree with the statement that “the teacher demonstrates knowledge of the subject”.
- iii) 24% students are strongly agree, 43% agree, 29% somewhat agree and 5% strongly disagree with the statement that “the teacher has completed the whole course”.
- iv) 52% students are strongly agree, 38% agree, 5% somewhat agree and 5% strongly disagree with the statement that “the teacher provides additional material apart from the text book”.
- v) 48% students are strongly agree, 43% agree, 5% somewhat agree and 5% disagree with the statement that “the teacher gives citations regarding current situation with reference to Pakistan context”.
- vi) 52% students strongly agree, 43% agree and 5% disagree with the statement that “the teacher communicates the subject matter effectively”.
- vii) 67% students strongly agree, 29% agree and 5% somewhat agree with the statement that “the teacher shows respect for the students and encourage them to participate”.
- viii) 43% students are strongly agree, 43% agree, 10% somewhat agree and 5% strongly disagree with the statement that “the teacher maintenance an environment that is conducive to learning”.
- ix) 52% students are strongly agree, 29% agree and 19% somewhat with the statement that “the teacher arrives on time”.
- x) 43% students are strongly agree, 38% agree, 14% somewhat agree and 5% disagree with the statement that “the teacher is fair in examination”.

- xi) 52% students are strongly agree, 43% agree and 5% somewhat agree with the statement that “the teacher was available during the specified office hours and for after class consultations”.
- xii) 67% students are strongly agree, 29% agree and 5% somewhat agree with the statement that “the teacher really motivates students to do their best work”.
- xiii) 24% students are strongly agree, 24% are agree, 19% somewhat agree, 14% disagree and 19% strongly disagree with the statement that “the teacher is just not very approachable”.
- xiv) 67% students are strongly agree, and 33% agree with the statement that “you usually get helpful advice if you are having difficulties with work”.
- xv) 57% students are strongly agree, and 43% agree with the statement that “on the whole teachers are really enthusiastic about teaching students”.
- xvi) 67% students are strongly agree, and 33% agree with the statement that “the teachers explain things clearly”.
- xvii) 57% students are strongly agree, 29% agree and 14% somewhat agree with the statement that “there is a good variety of teaching methods used on this course”.
- xviii) 43% students are strongly agree, 52% agree and 5% disagree with the statement that “the teacher gives constructive feedback on the work you do”.
- xix) 29% students are strongly agree, 24% agree, 14% somewhat agree, 29% disagree and 5% strongly disagree with the statement that “teacher never seems to think about the demands made by other modules”.
- xx) 71% students are strongly agree, 14% agree, 10% somewhat agree and 5% strongly disagree with the statement that “students are actively encourage to participate in class discussions”.

Findings

The findings were elicited from the analysis of data and its interpretation, stepwise findings were as under:

1. 90.47% students agreed that “the teacher is prepared for each class.
2. 95.23% students supported that “the teacher demonstrates knowledge of the subject”.
3. 66.66% students claimed that “the teacher has completed the whole course”.
4. 90.47% students confirmed that “the teacher provides additional materials apart from the text book”.
5. 90.47% students agreed that “the teacher gives citations regarding current situations with reference to Pakistani context”.
6. 95.23% students supported that “the teacher communicates the subject matter effectively.
7. 95.23% students claimed that “the teacher shows respect towards students and encourages class participation”.
8. 85.71% students confirmed that “the teacher maintains an environment that is conducive to learning”.
9. 80.95% students agreed that “the teacher arrives on time”.
10. 80.95% students supported that “the teacher is fair in examinations”.
11. 95.23% students claimed that “the teacher was available during the specified office hours and for after class consultations”.
12. 95.23% students confirmed that “the teacher really motivates the students to do their best work”.

13. 47.61% students agreed that “the teacher is just not very approachable”.
14. 100% students supported that “students usually get helpful advice if you are having difficulties with work”.
15. 100% students claimed that “on the whole teachers are really enthusiastic about teaching students”.
16. 100% students confirmed that “the teachers explained things clearly”.
17. 85.71% students agreed that “there is a good variety of teaching methods used on this course”.
18. 95.23% students supported that “the teacher gives constructive feedback on the work you do”.
19. 52.38% students claimed that “teacher never seems to think about the demands made by other modules”.
20. 85.71% students confirmed that students are actively encouraged to participate in class discussions”.

Conclusions

From the above mentioned findings it can be easily concluded that in almost all the areas of classroom performance, the teachers’ performance was good in the eyes of their students and the weak areas of teachers’ performance were:

1. The teachers do not complete the whole course.
2. The teacher is just not very approachable.
3. Teacher weak knowledge or thinking regarding the use of different teaching methods/modules.

Recommendations

The analysis of data, findings, and conclusions provide a sufficient ground for the following recommendations:

1. The teachers should maintain their prevalent standard of teaching and try to improve it.
2. The teachers should complete their course, if there are some complications regarding this e.g. the course is difficult or lengthy, then the course outlines may be reviewed according to the time span of the semester.
3. Teachers should be motivated to participate in different seminars and conferences as a resource person and to attend different workshops regarding teachers training to improve their classroom performance.
4. Special training course conduction may be requested to the HEC (Higher Education Commission) Pakistan, NAHE (National Academy for Higher Education) training wing for the training of English department teachers to make them more approachable in their subjects and in improving teaching methodologies, especially modular teaching for their personal grooming.

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