



Impact of Teachers' Awareness About Teachers' Evaluation System on Instructional Modification of Primary School Teachers

Rao Muhammad Siddique, University of Education Lahore (Okara Campus) Okara, Pakistan, msraousama@gmail.com

Dr. Khalid Saleem, University of Okara, Okara, Pakistan, khalid.saleem@uo.edu.pk

HiraAtiq, University of Okara, Okara, Pakistan, Heeratiq123@gmail.com.pk

Abstract- This study surveyed the effectiveness of teachers' evaluation system bearing awareness of teachers about teachers' evaluation system, instructional modification at primary level in 70 male & female schools of both rural & urban areas in the province of the Punjab, Pakistan. Conceptual frame work comprises of four factors; lesson planning & implementation, class management, professional and student assessment was adopted. The study pursued to determine to what extent the teachers are aware of teachers' evaluation system and how much teachers have modified the instructions. To date, there is no reported research on the extent to which the awareness of teachers about teachers' evaluation system and as a result instructional modification was gauged in public school sector. This study included selected teachers teaching at primary school level (70) of tehsil Lodhran (Multan Division). A quantitative research design was used to gather quantitative data (N=200) of teachers. Data were collected via two questionnaires having reliability 0.9&0.89 respectively. The findings show that teachers are aware about teachers' evaluation system remarkably modified instructions.

Key Words: Awareness, Evaluation system, instructional modification, lesson planning & implementation, Class Management, Professional Attitude, Student Assessment.

I. INTRODUCTION

The purpose of this study was to investigate the effectiveness of teachers' evaluation system (TES) through awareness of teachers about TES and its impact on instructional modification at primary school level. Teachers' evaluation is a regular and sustaining method of evaluating teachers' efficiency (Stronge, 2006, 2016). This teachers' evaluation procedure is adopted for validation and teacher benefit in its job like promotion etc. but also otherwise decision for removal from service and to check the purpose in performance for improvement where necessary (Darling-Hammond, 1990; Peterson, 2000; Stronge; Teddlie, Strongfield & Burdet, 2003).

Teaching-learning is a complicated process (Levy, 2007; Marshal 2005; Phillips & Weingarten, 2013; Scherer, 2012; Seidel & Shavelson, 2007), inquires about the knowledge of subject contents, professional skills and methodology. If we sneak a look on the back history, teachers' evaluations seem to focus on the skills used by teachers in classroom to impact student learning. In western countries where teacher performance evaluation is considered as to connect teacher performance with student learning growth, the teacher evaluation is not focused in education sector in Pakistan (Ministry of education, 2009). Danielson (2001) proposed that a well-designed evaluation system improves instructions and hence ensure standard of education. Beall (1999) reveals that effective evaluation system back the teachers as to support progress in their professional skills.

According to Holland and Adams (2002), evaluation is being taken a routine activity that place teachers in secondary or in sublevel. Although evaluations focus teachers' skills to promote instructions and connect quality to the instructions, several evaluation systems based on annual observation report and used odd checklists having no concern with quality teaching and instructions. Iwaniki Proposed as teaching-learning process come up as more complex because new pattern of teacher evaluation consider teacher role more participatory. Teacher's evaluation has shown new role which connect instructions and teacher's professional role. The teachers and evaluator consider evaluation valuation valuable (Beall, 1999). Professional educators consider the evaluation of teacher professional activities compulsory (Van der Linda, 1998, p.329). It is very important that teacher evaluation can be practiced accurately, quickly and in a right way to point out weak areas which needs improvement. If evaluation process conducted correctly, it will be an important step towards quality instructions (Beall, 1999).

This study provides a chromatic as well as a written artifact of the interrelated concepts of effectiveness of teachers' evaluation system (TES) and its relationship with awareness of teachers about TES and instructional modification at primary school level in Pakistan. For determining this interrelation and

mutual impact, this whole structure was based on four factors of teaching- learning process. The mentioned four factors; Lesson Planning & Implementation, Class Management, Professional Attitude and Assessment of Students and their sub factors; Planning Skills, Implementation of Lesson Plan, Communication with students, Evaluation of Students, Learning Contents with curriculum, Self-Discipline, Effective Transfer of knowledge, Personal Organization, Orientation for new comers, Management of Seating, To manage A. V. aids, Harmony, Use of activities, To assess mastery of contents, School Resources, Student Time, Feedback, Discipline Standards, Classification, Future Planning along with Criteria, Description of criteria and Indicators accordingly were selected as a frame of reference after going through several studies and researches.

II. TEACHERS' AWARENESS ABOUT TEACHERS' EVALUATION SYSTEM:

Teacher attitude should be to well aware and part of arrangements, structure, implementing and producing feedback process for evaluation instruments (Clark, 1996; Koster, Breklmans, Korthagen, S. Wobbles, 2005). Teachers are required to frame and identify the responsibilities of teaching faculty. This will depict what is required to enhance the standard of instructions and hence student's academic level. Several studies showed that experienced and seasoned teachers show more positive response towards teachers' evaluation process. Such teachers actually know and feel that lifelong learning process is necessary and ultimate goal of teaching-learning process. They are ever ready to accept all criticism to point out areas in which teachers actually need improvement or require most modern skills. Professional teachers are inclined to adapt in new scenario created as a result of new policies implemented by the competent authorities (Clipa, 2011; Faculty of Science of Education, 2011; Tuytens&Deros, 2009). Teachers' attitude and awareness also affect the results of teachers' evaluation process. An unaware teacher having negative attitude developed by extra burden of work, feeling dishonored may have negative perception about evaluation system. Unawareness and lack of confidence about evaluation system may cause feeling of uneasiness and unfair practices. Teachers should be satisfied, feel pleasure and secure, then they will seem to adopt and adapt new evaluation system. A study found that a teacher with poor awareness seems to compromise the evaluation system and to lose their existing teaching position (Toreno& Taut, 2010). A teacher should be well aware so that he/she may show positive response towards evaluation system and show expected results. Such well aware teachers will be accepting constructive criticism for their improvement as well as showing sensible attitude towards teachers' evaluation system (Kimball & Milanowski, 2009; Wagoner SO'Honley, 1968).

III. INSTRUCTIONAL MODIFICATION THROUGH TEACHERS' EVALUATION SYSTEM:

Instructional modifications are the strategies in which student's needs are accommodated. These student's needs are the learning objectives and outcomes of individual student different from the outcomes of syllabi and subjects. Historically, aim of teacher evaluation has always remained to boost instructional standards and maintain teachers in their position. Movement regarding teaching standard emerged and trainer supported and witnessed the teacher evaluation modification.

The instructional philosophy is to ensure that the maximum learning takes place in a safe and positive environment. Teachers behave as positive role models, mentors, and contributing team members who adhere to, and enforce department and school policy. Teachers will use the standard instructional delivery model to ensure effectiveness and consistency. Instruction should be student-centered and focus on the goal of mastering the curricula aligned to state standards. Important elements of quality instructions include, but are not limited to, implementation of the curricula, teaching objectives, utilizing effective methods of delivery, assessing, re-teaching, and providing expanded opportunities in the learning process. It is required to provide every teacher with the necessary resources, materials, and support to deliver quality instruction (JPS-Evaluation Hand Book).

Instructional modification are best used when all the recipients have equal chances of learning, equal opportunities and approach to the excellence in all aspects of educational arenas. Before any category of modification is applied, school is required to review all instructional strategies keeping in view the assessment records (BCCASE-2009).

Teachers' Evaluation should be of the purpose to improve the instructional skills and methodology. It should be unremitting, produce true and obliging enterprise. School excellence can be achieved only if it can retain effective, attractive and creative teachers (OECD, 2005, Barber & Mourshed, 2007). Main emphasis of teachers' evaluation is to recognize the requirements for instructional modification; instructional planning and strategies (Namaghi, 2007). Chile is of the view to show no compromise upon

selection of new teachers, their training to brush up instructional skills and to focus upon dismissal plan of non-willing workers which are only burden on school.

The statistical description based upon awareness level of teachers about TES and as a result instructional modification. Based on the conceptual model, it was assumed that a teacher's score on each domain as well as the sub domains (combined) would correlate and predict about awareness of teachers and instructional modification in the perspective of Pakistan. In addition, based on regression analysis, the researcher assumed that independent variable; awareness as a whole and its factors have strong impact on dependent variable; instructional modification.

Analysis of Data: Statistical tests relevant to the nature of data were used. This method comprises of correlation and regression analysis. Responses obtained from questionnaires were tabulated, collated and ranked based on frequency of each response. For degree of variance among responses were got using a computer programme SPSS (Statistical Package for Social Sciences). Co-relation between Awareness and Instructional modification was calculated. Impact of Awareness of teachers about teachers' evaluation system (Independent variable) on Instructional modification (dependent variable) was calculated. Effectiveness was observed using data of Awareness of teachers about teachers' evaluation system. Effect of four factors; Lesson planning & Implementation (LP), Class management (CM), Professional Attitude (PA) and Student Assessment (SA) of awareness of teachers (Independent variable) on instructional modification (dependent variables) was observed separately.

IV. FOLLOWING TABLES SHOW THE STATISTICAL ANALYSIS AND INTERPRETATION OF DATA.

Table 1: Relationship between Teachers' Awareness and Instructional Modification

CORRELATIONS		OVERALAWRNS	OVERALMDFCSN
OVERALAWRNS	Pearson Correlation	1	0.868**
	Sig. (2-tailed)		0.00
	N	200	200
OVERALMDFCSN	Pearson Correlation	.868**	1
	Sig. (2-tailed)	0.00	
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 provides the details on correlations between dependent and independent variables. Correlation between awareness of teachers about teachers' evaluation system and instructional modification is 0.868 along with its p-value as 0.000. It means that awareness of teachers about teachers' evaluation system has significant correlation with instructional modification

Table 1: Effect of Independent Variables; LP, CA, PA, SA on Lesson Planning in Instructional Modification.

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0.901 ^a	0.812	0.812	0.234		
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	206.554	4	51.639	947.055	0.00 ^b
	Residual	47.710	875	0.055		
	Total	254.264	879			
Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	

		β	Std. Error	β		
1	(Constant)	-0.123	0.058		-2.110	0.04
	LP	0.341	0.017	0.382	19.703	0.00
	CM	0.705	0.019	0.702	36.588	0.00
	PA	0.080	0.018	0.089	4.435	0.00
	SA	-0.055	0.021	-0.050	-2.682	0.01

Table 2 shows the effects of four factors of awareness on the factor, lesson planning of dependent variable; instructional modification. P-value of regression ($p=0.00<.05$) shows that significant difference exists which confirms that there is at least one factor of teachers' awareness that has significant effect on lesson planning in instructional modification. When coefficients of regression model are observed then all the four factors i.e. lesson planning, class management, professional attitude, student assessment as well as the constant term have significant effect on the lesson planning in instructional modification. From the above table it can be seen that only one factor of independent variable; student assessment has negative effect while all other factors have positive effect.

Table 3: Effect of Independent Variables; LP, CA, PA, SA on Student Assessment in Instructional Modification.

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0.870 ^a	0.757	0.756	0.253		
ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	174.349	4	43.587	681.129	0.00 ^b
	Residual	55.994	875	0.064		
	Total	230.343	879			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		β	Std. Error	β		
1	(Constant)	0.116	0.063		1.830	0.07
	LP	0.020	0.019	0.024	1.085	0.28
	CM	0.074	0.021	0.077	3.538	0.00
	PA	\-0.011	0.019	-0.013	-0.568	0.57
	SA	0.873	0.022	0.822	39.042	0.00

Table 3 shows the effects of four factors of awareness on the factor, student assessment of dependent variable; instructional modification. P-value of regression ($p=0.00<.05$) shows that significant difference exists which confirms that there is at least one factor of teachers' awareness that has significant effect on student assessment in instructional modification. When coefficients of regression model are observed then two factors i.e. class management and student assessment have significant effect on the student assessment in instructional modification. From the above table it can be seen that only one factor of independent variable; professional attitude has negative effect while all other factors have positive effect.

Table4: Effect of Independent Variables; LP, CA, PA, SA on Professional Attitude in Instructional Modification.

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0.828 ^a	0.686	0.685	0.287		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	157.041	4	39.260	477.851	0.00 ^b
	Residual	71.890	875	.082		
	Total	228.930	879			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	β		
1	(Constant)	0.497	0.072		6.944	0.00
	LP	0.078	0.021	0.092	3.659	0.00
	CM	0.179	0.024	0.188	7.567	0.00
	PA	0.560	0.022	0.659	25.340	0.00
	SA	0.025	0.025	0.024	0.990	0.32

Table 4 indicates the effects of four factors of awareness on the factor, professional attitude of dependent variable; instructional modification. P-value of regression ($p=0.00<.05$) shows that significant difference exists which confirms that there is at least one factor of teachers' awareness that has significant effect on professional attitude in instructional modification. When coefficients of regression model are observed then three factors i.e. lesson planning, class management, professional attitude as well as the constant term have significant effect on professional attitude in instructional modification. From the above table it can be seen that all four factors of independent variable have positive effect.

Table 5: Effect of Independent Variables; LP, CA, PA, SA on Class Management in Instructional Modification.

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.988 ^a	0.977	0.977	0.084		
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	262.732	4	65.683	9240.176	0.00 ^b
	Residual	6.220	875	0.007		
	Total	268.951	879			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	β		
1	(Constant)	-0.002	0.021		-0.082	0.93
	LP	-0.033	0.006	-0.036	-5.307	0.00

CM	1.024	0.007	0.991	147.052	0.00
PA	0.025	0.006	0.027	3.828	0.00
SA	-0.018	0.007	-0.016	-2.442	0.02

Table 5 indicates the effects of four factors of teachers' awareness on the factorclass management of dependent variable; instructional modification. P-value of regression ($p=0.00<.05$) shows that significant difference exists which confirms that there is at least one factor of teachers' awareness that has significant effect on class management in instructional modification. When coefficients of regression model are observed then all the four factors i.e. lesson planning, class management, professional attitude and student assessment have significant effect on theclass management in instructional modification. From the above table it can be seen that two factors of independent variable; lesson planning and student assessment have negative effect while all other factors have positive effect.

Table 6: Impact of Teachers' Awareness about Teachers' Evaluation System on Instructional Modification

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0.846 ^a	0.716	0.716	0.229		
ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	116.941	1	116.941	2212.835	0.00 ^b
	Residual	46.399	878	0.053		
	Total	163.340	879			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		β	Std. Error	β		
1	(Constant)	0.493	0.054		9.123	0.00
	OVRALAWRNS	0.851	0.018	0.846	47.041	0.00

Table 6 indicates that theeffect of independent variable; teachers' awareness about teachers' evaluation systemon the dependent variable;instructional modification. P-value of regression ($p=0.00<.05$) shows that significant difference exists which confirms that teachers' awareness that has significant effect instructional modification. When coefficients of regression model are observed then the teachers' awareness has significant effect on instructional modification. From the above table it can be seen that the independent variable; teachers' awareness has positive effect on dependent variable; instructional modification.

V. DISCUSSIONS:

According to the literature, the aim of teacher evaluation has assisted the purposes of professional growth and liability; nurtures professional development of teachers and information for making personnel decisions (Danielson &McGreal, 2000; Peterson, 2000; McGreal, 1983; Stiggins& Duke, 1988).Data suggest that teachers observe that the teacher evaluation system has certain degree of impact on their teaching exercise, while they perceive the process as having slight impact on their professional development.

As Danielson (Oct., 2011) noted that "A commitment to professional leaning is important, not because teaching is of poor quality and must be *fixed*, rather because teaching is so difficult that we can always improve it."However, literature also reveals that many schools continue to implement ineffectiveapproaches to professional development that may be instrumental in enhancing teacherlearning (Guskey, 2003). Desimone, Porter, Garet, Yoon, and Binnan (2002) establish that professional development that keenly involves teachers in dialogue of instruction increases teachers' use

of those activities in the classroom. The researchers further noted that, when teachers practice enhanced knowledge and skills, there is significant affirmative impact on modification in instructional practice.

As serving in school education setting for 30 years, the researcher has been a part of many dialogues and deliberations connecting to teachers' evaluation system. Several of the remarks overheard from others in the teaching profession were adverse in nature. This situation deviate the researcher to be certain of those with experience with the teacher evaluation system thought that changes desired to be made so that the process would be more effective. Rendering to the survey responses, the research did not point out that teachers have an awesome undesirable perception of the teacher evaluation system, contrary to previous research (e.g. Brandt et al., 2007; Kyriakides, Demtriou, &Charlambous, 2006) with only one administrator indicating that the evaluation process was futile.

Open-ended responses replicated dissimilar, as with previous research (RESA, n.d.), teachers and evaluators indicated that classroom observations are the most commonly used method of teacher evaluation. Scrutinizing the open-ended responses produced analogous results to Noakes (2009) study which indicated that observations are not passable replications of teaching animated on daily in classroom and that more casual evaluations should be piloted.

VI. IMPLICATIONS:

As liability for student learning befits one decisive side for the evaluations teachers receive, teachers' evaluation practices will be placed at top priority of school administration preferences. It is anticipated that these assessments will endure to be used by management of school as a method of aggregating answerability. According to Danielson (2001), "The push for teacher quality has developed from the modern school reform movement" (p. 2) that began with the publication of *A Nation at Risk* in 1983. The purpose of this study was to investigate the perception of teachers about effectiveness of teachers' evaluation system (TES), awareness about TES and instructional modification at primary school level in province of the Punjab (Pakistan). This research contributes to the prevailing frame of literature concentrated on effectiveness of teachers' evaluation system. This data can be utilized to make enhancements in current teachers' evaluation system and to see fruitfulness of teachers' evaluation system. Some of the results from this study did present that enhancements could be made in the current teachers' evaluation system, quality teaching and hence student learning.

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