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ASSESSMENT OF TEACHING PERFORMANCE OF PROSPECTIVE TEACHERS: AN OBSERVATIONAL STUDY

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ABSTRACT

The purpose of this study was to assess the teaching performance of prospective teachers at university level. Research was conducted through a descriptive survey method. The sample of the study was taken through cluster sampling technique. 111 prospective teachers were selected as a sample. Data was collected by using standardized observation sheet. The observation sheet was consisted of ten components of lesson plans. Data was analyzed through SPSS 23. After data has been entered, it analyzed using descriptive statistics. The results were then presented in form of summary tables showing frequencies and percentages. Researchers found that 99% teachers were not using any technology during teaching practice, 37% prospective teachers need improvement in summative assessment, it was also found that prospective teachers need improvement in pedagogical content knowledge. It was concluded that most of the teachers were not sowing exceptional hope for teaching. The researchers gave recommendation at the end of the thesis that university administration may have proper check and balance of their prospective teachers during their teaching practice sessions; all clusters schools heads may provide educational technologies like multimedia for use prospective teachers. It is recommended that the pedagogical content knowledge may be enhanced by the training institutes.

Keywords: Assessment, teaching Performance, prospective teachers, observational study

Introduction

Assessing university prospective teaching performance is vital because of various factors, including confirmation of students learning and informing administrative decision-making. Assessment is one of the significant parts of the course of instructive exercises. The public area universities in Pakistan guarantee to offer great public help and better financial commitment by offering programs in science, humanities, Religious Studies and languages (Amna Malik, 2009).

Everywhere, universities play an essential part for dynamic cooperation in the information social orders which at last leads towards quicker monetary development. Since universities in any nation foster human resources (students) for better commitment in various professions as well as in the public eye as entirety. They are accountable for effective improvement of an open and majority rule common society, colleges where they give their scholars profound understanding of explicit subject information; they likewise give the normal practices of correspondence and cooperation. Quality instruction giving establishment is dependably ended up being a model for current common society (Batool and Qureshi, 2007).

The aim of a university prospective teaching assessment framework is institutional improvement through quality confirmation in each activity. Besides, the arrangement of

performance of general society and confidential universities in Pakistan do not appear to give a high need to relevance' and 'service to local area' viewpoints in their working. This jumble of advanced education with the financial interest is supposed to be expanding taught joblessness in Pakistan. The other huge distinction is college's needs, as in UK for instance, it appears to be that need is to explore while in Pakistan the essential center is instructing. In any case, private universities in Pakistan guarantee that they have taken educating to the degree of learning and brought it up to global level (Safdar, 2009).

In any case, for students assessment to turn out to be more significant to the essential partners (students, faculty, and administration), it has been recommended by Penny (2003) that there be a change in assessments research "to expand the reasonable handiness of students assessments". Ory and Ryan (2001) proposed that "the collection of writing supporting the legitimacy of students' assessment should be extended to incorporate investigations of how assessments are utilized on the present grounds and what occurs subsequently".

Theall and Franklin (2001) expressed, "Few issues in advanced education are as delicate, disruptive, and political as prospective teaching performance assessment and specifically the quality and worth of the data given by students in their assessment of prospective teachers. It is fundamental that the students surveying framework which is adopted by every organization be acknowledged, esteemed, and valuable for all partners.

Assessment by learners has for some time been the principal wellspring of evaluation in advanced education. Considering that all colleges seek after their own objectives to further develop learners learning, teacher assessment may be substantial to the degree that it accomplishes instructive objectives and further develop planned showing rehearses, not when utilized for of control. As Stiggins (2005) brings up, in the event that the test ought to assist learners with succeeding, why not assume a similar part in imminent educator evaluation? The nonstop improvement of training requires better approaches for pondering evaluation. The consequences of learners' evaluation of forthcoming showing viability are a helpful device in basic judgment of advanced education. In a subjective report to decide the legitimacy of learners' evaluation of educating, it was observed that this sort of assessment is viable in deciding the qualities and shortcomings of planned educators and assists with working on their exhibition (Duro, 2015).

Gathering assessment information from partners in planned educator appraisal frequently ends up being a valid source in judgment of educational program improvement, learners appraisal, showing techniques and educating adequacy. Educators as well as regulatory staff of division can give criticism on planned instructor execution in regards to authoritative obligations in councils, sheets

and search gatherings (Reddy, 2006).

Significant expansion in assessment data is assessment information acquired from executive. As a rule, head of division composes execution report which incorporates information from all sources, and his own perception during the residency time of the educator. In assessment limit overseer goes about as a coordinator and summarizer of data and forward this report to undeniable level organization for additional choices. The departmental head is director of his specialization and is answerable for his area of expertise staff execution and improvement. Overseer is the individual who gathers all data from different sources. Data isn't accumulated from single source like learners assessment and friend assessment yet composite information is gathered from various degrees of foundation. This composite information is assembled through "three cycle" process (Student assessment, peer assessment and self-assessment) from the people who are in everyday contact with employee comprising of pessimistic and positive criticism. This information then, at that point, assessed by manager and rundown is sent to upper administration to pursue appropriate choices concerning a singular employee. In this manner this entire cycle ends up being improvement arranged and for better execution of educator specifically and organization overall (Reddy, 2006; Skelton, 2005).

The purpose behind this research is to investigate the persuasive variables in performance assessment frameworks inside Pakistani universities. This research will first and foremost divide various view of University prospective teachers about their ongoing performance assessment systems, various impression of appraisers and assesses towards the public authority rule of advanced education quality and their own foundation performance assessment strategies, and will distinguish gap between them. The discoveries of this research perhaps expected to give extensive experiences towards basic components and difficulties which can be looked in implementation of universities performance assessment framework in Pakistani context. Researchers read many articles and after studying different articles selected this topic because this study was missing in all those articles that's why chose this to fill the gap among them. Such type of research is never conducted before in Azad Kashmir before.

Assessing the prospective teacher's performance towards teaching profession is very important. Researchers personally observed that prospective teachers do not perform better during their training sessions. They also do not take seriously this session. Universities have invested personnel, and money into the process of assessment of prospective teachers through the use of various forms of student ratings of teaching. Hence an assessment of teaching performance of prospective teachers: an observational study at university level is planned.

The objective of the study is to find out the teaching performance

of prospective teachers with the help of observation sheet.

Methodology

The aim of the current research is assessment of performance of prospective teachers. It is an observational study. This research is of descriptive in nature. Quantitative data is gained by using standardized observational sheet. It is prepared by the college of New Jersey, School of Education Teaching Performance Assessment Form.

The method used in this study is descriptive in nature that is telling a particular phenomenon. Descriptive research is defined as a research method that describes the characteristics of the population or wonder studied. (Siedlecki, 2020). In this study, the researcher selected 09 schools where the prospected teachers of different institutions were doing their teaching practice. Prospective individuals were those enrolled in a teacher education program and in their final year of education. The students of 8th, 7th, 5th, and 3rd semesters were doing their task of teaching in different schools. The researcher personally visited the respective sample and collected data .

Population of this study was the schools where prospective teachers conducted training sessions in District Bagh (07 schools) and District Sudhnoti trarkhal (02 schools). Whole population was divided into different clusters.

A sample is defined as a smaller set of data that a researcher chooses or selects from a larger population by using a pre-defined selection method. These elements are known as sample points, sampling units, or observations. In this study, cluster sample technique was used. In cluster sampling technique, researchers divide a population into smaller groups known as clusters. They then randomly select among these clusters to form a sample (Lauren Thomas 2020). Population is less than 150, so whole population has been taken as sample. Cluster sampling technique was used because population was divided into 09 clusters.

Research Tool

Research tools are instruments used to collect material for performance assessments, self-assessment, and external assessments. Depending on the nature of the information to be collected, different tools are used to conduct the assessment forms for collecting data. Data is obtained by using standardized observational sheet. It is prepared by the college of New Jersey, School of Education Teaching Performance Assessment Form(by COE Administrator). The observational sheet was consisted of 2 parts, 1st part was of introduction questions were 1.student teacher name, 2. School name, 3. Cooperating teacher, 4. Grade level, 5. University supervisor, 6. Subject, 7. Semester. And 2nd part consisted of 16 questions which are 1. written lesson plan 2.lesson plan objectives 3.lesson plan subject matter 4.pedagogical content knowledge 5.differentiation 6.motivation and student interest 7.instructional effectiveness 8.transitions 9.closings 10.teacher

presence 11.use of physical space 12.technology 13. Questioning and responding 14.classroom management 15. formative assessment 16. Summative assessment and each question is categorized into 05 performance level.1 Exceptional: meets expectations at least 90% of the time. (4.000pts), 2.Proficient: meets expectations at least 80% of the time. (3.000pts), 3.Developing: meets expectations at least 70% of the time. (2.000pts), 4.Need improvement: does not meet program expectations.(1.000pt), 5.Not applicable (0.000 pt).

Data Collection

Data was collected by using standardized observation sheet. The researcher personally visited the respective sample and characterized them according to their performance level. The researcher first found the cluster schools where the prospective teachers were performing their teaching practice. During their classes session researcher personally entered the classroom and observed the prospective teachers. The researcher first filled the introduction part of observation sheet consisted of 6 parts and then filled the 2nd part which consisted of 16 questions and each question is categorized into 5 levels. The researcher categorized each question according to the performance level of the prospective teachers. In this way data was collected.

Data Analysis

The following rating scale was used in observation

1. Exceptional: meets hopes at least 90% of the time. (4.0 pts).
2. Proficient: meets hopes at least 80% of the time. (3.0 pts)
3. Developing: meets hopes at least 70% of the time. (2.0 pts).
4. Need improvement: does not meet program hopes. (1.0 pts).
5. Not applicable (0.0 pts)

Table 1. Observed Components of Lesson Plans during Teaching Practice

S. No	Components of Lesson plans	Exceptional: 90% (4pts).	Proficient: 80% (3pts)	Developing: 70% (2pts).	Need improvement (1pts)	Not applicable (0 pts)
		f (%)	f (%)	f (%)	f (%)	f (%)
1.	Written lesson plans	105(95%)	6(5%)	0	0	0
2.	Lesson Plan Objectives	31(29%)	80(71%)	0	0	0
3.	Lesson Subject Matter	16(14%)	88(79%)	4(4%)	2(2%)	1(1%)
4.	Pedagogical content Knowledge	9(8%)	43(39%)	33(30%)	20(18%)	6(5%)
5.	Use of	0	0	0	1(1%)	110(99%)

	technolog)
6.	y Questionin					
	g and	1(1%)	54(48%)	39(35%)	12(11%)	5(4%)
7.	Reasoning					
	Classroom					
	Manageme	19(17%)	69(62%)	17(15%)	5(4%)	1(1%)
8.	nt					
	Formative					
	Assessmen	1(1%)	55(49%)	39(35%)	8(7%)	8(7%)
9.	t					
	Summativ					
	e					
	Assessmen	0	32(29%)	38(34%)	25(23%)	16(14%)
10.	t					
	Closing	10(9%)	55(50%)	35(32%)	8(7%)	3(3%)

The data in Table 1 presents the observed components of lesson plans during teaching practice, evaluated using a rating scale that categorizes performance into four levels: Exceptional, Proficient, Developing, and Need Improvement, with an additional category for Not Applicable. The frequencies (f) and percentages (%) reflect how many lesson plans were rated in each category.

Written Lesson Plans: Remarkably, 105 respondents (95%) rated their written lesson plans as Exceptional, indicating that nearly all lesson plans met or exceeded expectations. Only 6 respondents (5%) rated them as Proficient, with no ratings in the lower categories.

Lesson Plan Objectives: This component showed a significant shift, with only 31 respondents (29%) achieving an Exceptional rating. The majority, 80 (71%), rated it Proficient, suggesting that while many objectives were effectively outlined, they did not meet the highest expectations.

Lesson Subject Matter: The ratings indicate a decline in quality, with only 16 respondents (14%) rated as Exceptional and 88 (79%) as Proficient. Additionally, 4 respondents (4%) were rated Developing and the remaining 3 (3%) fell into the Need Improvement category, pointing to areas for enhancement.

Pedagogical Content Knowledge: Only 9 respondents (8%) received an Exceptional rating, while 43 (39%) were rated Proficient. A substantial number, 33 (30%), were rated Developing, and 20 (18%) as Need Improvement, highlighting significant challenges in this area.

Use of Technology: A striking result shows that 110 respondents (99%) rated their use of technology as Not Applicable, with only 1 respondent (1%) rated as Need Improvement. This suggests a lack of integration of technology in lesson plans execution.

Questioning and Reasoning: Here, just 1 respondent (1%) rated this component as Exceptional, while 54 (48%) rated it Proficient. A majority, 39 (35%), were rated Developing, with 12 (11%) in Need

Improvement. This indicates a need for further development in questioning techniques and reasoning skills.

Classroom Management: A total of 19 respondents (17%) achieved an Exceptional rating, and 69 (62%) were rated Proficient. However, 17 (15%) were Developing, and 5 (4%) were in Need Improvement, showing that while classroom management is relatively strong, there is still room for improvement.

Formative Assessment: Similar to questioning, only 1 respondent (1%) was rated Exceptional. In contrast, 55 (49%) were rated Proficient, with 39 (35%) Developing. This suggests that while many lesson plans included formative assessments, they often fell short of expectations.

Summative Assessment: No respondents were rated as Exceptional, but 32 (29%) were rated Proficient. A total of 38 (34%) were rated Developing, and 25 (23%) were in Need Improvement, indicating notable weaknesses in summative assessment practices.

Closing: For the closing component, 10 respondents (9%) were rated Exceptional, while 55 (50%) achieved Proficient. Additionally, 35 (32%) were Developing, and 8 (7%) were in Need Improvement, suggesting that while many closed lessons effectively, there are still areas needing attention.

Overall, the data reveals strong performance in written lesson plans, but significant variability in other components. While many lesson plans scored Proficient, several areas—including pedagogical content knowledge, questioning, and assessments—require further development. Notably, the reliance on technology appears limited, indicating a critical area for future training and improvement in lesson planning practices.

Discussion

It was found that written lesson plan of prospective teachers were Exceptional: meets expectations at least 90% of the time. Lesson plans are consistent: detailed and clear; have a logical flow; are developmentally appropriate and build on student prior knowledge. It was found that lesson plan objectives of prospective teachers were Proficient: meets expectations at least 80% of the time. Typically clear performance-based; related to important concepts and/or skills; care assessable; lesson objectives are reflected in the lesson and correlate with state standards. It was found that lesson plan subject matter of prospective teachers were Proficient: meets expectations at least 80% of the time. Typically demonstrate knowledge beyond the text and teachers' guides, are accurate and free of content errors, and typically address content misconceptions. It was found that pedagogical content knowledge of prospective teachers were proficient: Typically utilizes methods of instruction that are appropriate to content and context and encourage students to produce high quality work. It was found that questioning and responsiveness of prospective teachers were proficient: Typically listens actively, acknowledges students' ideas, builds on students' answers and encourages higher order thinking.

It was found that formative assessment of prospective teachers was proficient; typically uses a variety of formative assessments that are based on student skills, interests, and modality preferences to adjust instruction. Assessments reflect stated learning objectives. It was found that summative assessment of prospective teachers was developing: Inconsistently designs summative assessments that reflect the topic's essential questions and/or central questions. Inconsistently draws on summative outcomes to evaluate students and to adjust instruction. These findings are similar with Theall and Franklin (2001) concluded from their 1989 survey of over 600 faculty and administrators that the more knowledge the research participants had about student evaluations, the more positive were their attitudes toward students and student evaluations. Furthermore, they reported "that lack of knowledge correlated significantly with negative opinions about evaluation, student ratings, and the value of student feedback and saw following teaching behaviors that had been identified in numerous studies: "being well prepared for class, demonstrating comprehensive subject knowledge, motivating students, being fair and reasonable in managing the details of learning, and being sincerely interested in the subject matter and in teaching itself". Teacher evaluation process should be growing process for students and teachers where they should accept their responsibilities. As student should give fair and factual feedback upon teacher performance in class and this is teacher responsibility to make efforts for better learning environment and improve himself in order to deliver effective teaching (Reddy, 2006).

Conclusion

According to objective No.1: in this research, the opinions of prospective class teachers about performance assessment in teaching practice were examined. The findings obtained in the research show that the prospective teachers who participated in the research found using performance assessment in teaching practice beneficial in many ways. Assessment is logical and necessary, and by doing so, one can understand the positive and negative points of programs and teaching. According to objective No.2: doing so requires gathering the necessary information about the prospective teacher's educational activities and selecting criteria for comparing the information obtained with those criteria and then judging to what extent prospective teachers have achieved the predetermined goals. It was concluded that majority of teachers were not using technology. It was also concluded that most of the teachers were not providing pedagogical content knowledge to the students.

Recommendations

Based on the research findings, some recommendations have been made to make educational discussion more useful to the students.

- i. It is recommended that university administration and all heads of training colleges may have proper check and balance of their prospective teachers during their teaching practice sessions.

- ii. It is recommended that all cluster schools heads may provide educational technologies like multimedia for prospective teachers.
- iii. It is recommended that the pedagogical content knowledge may be enhanced by the heads of training institutes.

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