

## Conference Paper

# Teachers' Self-Assessment of Their Teaching Effectiveness at Higher Secondary Level in Pakistan: A Case Study

Lubna Quddus<sup>1</sup>, Mukhdoom Khalid<sup>1</sup>, and Muhammad Waris Ali Khan<sup>2</sup>

<sup>1</sup>Faculty of Education, Bahauddin Zakariya University, Bosan Road, 60000 Multan, Pakistan

<sup>2</sup>Faculty of Industrial Management, University Malaysia Pahang, Lebuhraya Tun Razak, 26300 Gambang, Pahang, Malaysia

## Abstract

Self-assessment is a process of continuous reflection, self-monitoring, and self-judgment, to review an individual's strengths and weaknesses and helps to discover areas which need improvement. It involves an individual's learning from his experiences, by judging his personal, educational as well as his professional performance. Self-assessment enables teachers to get control over their progress. It can serve as one of the most influential tools for the measurement of teacher quality. The researcher of this study administered a questionnaire which consisted of two parts. Part one comprised of SITE II (Self-assessment Instrument for Teacher Evaluation II) on which teachers rated themselves, and part two was designed to explore teachers' opinion about the effectiveness of self-assessment. The sample comprised of 107 teachers of higher secondary level. The basic motive of the researcher was to enhance learning through self-assessment to know if such self-assessment exercises may promote quality teaching in classrooms. It was found that the respondents viewed that self-assessment helps them understand their strengths and weaknesses. It establishes teachers' involvement in self-learning, which can serve as a sound basis in the teaching process. By doing self-assessment, teachers can re-consider as to how they are teaching in their classrooms.

**Keywords:** self-assessment, teacher evaluation, summative assessment, formative assessment.

Corresponding Author:

Lubna Quddus

lubnasubzwari@gmail.com

Received: 5 August 2019

Accepted: 14 August 2019

Published: 18 August 2019

Publishing services provided by  
Knowledge E

© Lubna Quddus et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the FGIC2019 Conference Committee.

## 1. Introduction

Borg & Edmett (2018) define self-assessment as a pervasive idea in education. It is an ability to assess knowledge, learning, performance, and skills which enables a person to become an autonomous learner. Self-assessment involves teachers in teacher-evaluation by giving them ownership in the process of evaluation and creating a sense of awareness of their weak areas they ought to improve (Borgmeier, Loman, & Hara, 2016; Ross & Bruce, 2007). Bandele and Oluwatayo (2014) suggest that self-assessment

 OPEN ACCESS

becomes a matter of conscience when it is tactfully used as a device for the evaluation of teaching effectiveness. However, its actual worth lies not only in opportunity for the teachers to determine their perception regarding teaching effectiveness but also in having a reflective approach towards self-improvement. Self-assessment allows them to take time to reflect, record, and synthesize what was learned and use this knowledge for bringing about real changes (Weimer, 2013).

## 2. Self-Assessment: An Essential Aspect of Formative Assessment

Teacher evaluations are basically of two types: summative and formative. The summative evaluation aims to measure and rate teachers. It determines tenure, promotion, awards, merit raises, and dismissal. On the other hand, formative evaluation emphasizes on teacher development and growth (Marzano, 2012). Teachers are considered as “participants in, not recipients of, their evaluations” in formative evaluation (NYSUT, 2012). The aim of formative evaluation is the improvement of instructional practices as well as continuous professional development. It is collaborative in nature which promotes self-reflection and goal setting. Self-assessment serves as an essential aspect of formative assessment, which encourages teachers’ development and provides an opportunity for reflecting on their teaching practice. It enables them not only to self-assess but also discuss their judgments with their peers, supervisors, and mentors without fearing that the assessment might not be misused in the making of the high-stakes decision. Self-assessment must be systematic instead of being haphazard. It demands perseverance and discipline, and the results should prove its worth (Brown, 2007).

### 2.1. The Role of Self-Assessment in Teacher Evaluation in Pakistan

In Pakistan, self-assessment is more a matter of summative evaluation rather than of formative evaluation. Regarding self-assessment, the available document from the Higher Education Commission (HEC) is ‘Self- Assessment Manual.’ Raouf (2006) prepared it, and it deals with the summative aspect of self-assessment. It focuses on self-assessment as a valuable tool for measuring academic Quality Assurance, which also provides feedback to management for introducing action plan for progress. Batool & Qureshi (2007) in ‘Section -V’ of ‘Quality Assurance Manual’ of Higher Education in Pakistan describes the Internal Quality Assurance System as Self-Assessment. According to this manual

self-assessment reports lie at the center of the whole Quality Assurance (QA) system and demand to be made by institutions in the light of the guidance provided by Quality Enhancement Cell (QEC) and by Manual of Self-Assessment as published by HEC as the first documented effort for implementing the quality assurance processes in institution of HEC. Borg & Edmett (2018) can be cited who are of the view that in the perspective of growing global interest regarding teachers quality and methods for its evaluation (OECD, 2013a, 2013b), the teachers' self-assessment can be regarded as a formative approach that is bound to boost their own judgment and enables them to take the responsibility of their personal, professional growth. Teacher self-assessment is just one of numerous options which are available for the teacher evaluation process. It is not suggested that self-rated checklists for assessing the teachers' competence are preferable or superior to other teacher evaluation approaches. The teacher evaluation should be carried out by multiple sources, and self-assessment should be considered as one source. Marzano and Toth (2013) are of the view that self-assessment can be combined with classroom observations to make it more authentic.

By reviewing literature, the prevalent concept of self-assessment to promote the quality of teaching had been supported by giving references to many educationists and their studies. The researcher found a research gap regarding the usage of self-assessment for formative purpose in Pakistan and observed that it largely remained an unstudied area which demands a systematic inquiry in this direction.

### 3. Problem Statement

In Pakistan, self-assessment is used mainly for the summative purpose to evaluate the performance of teachers, curriculum, and institutions. The emerging trend of using self-assessment for the formative purpose which is also known as assessment for learning is the primary concern of the researcher. Akram (2012) states that in Pakistan, public sector schools make use of the Performance Evaluation Report (PER) for evaluation of teachers' performance. The school heads assess their teachers according to it. Evaluating teachers' performance through one source only (PER) is challenging as data from multiple sources are to be used for evaluating teachers' performance. Neither is a single source for data collection feasible and valid for all the teachers nor is a single source for data collection be suitable for the evaluation of teachers' overall performance (Peterson, 1990). In this regard, self-assessment can be used as a powerful tool to measure teacher quality along with the ratings taken by the principals or the administrators. Akram and Zepeda (2015) were of the view that due to the availability

of weak evidence for measuring teacher quality in Pakistan, it becomes necessary to address following major targets: (1) To find indicators to measure teacher quality which corresponds to the international standards. (2) To find other data sources, e.g. teachers' evaluation tool(s) besides principals' ratings. Ministry of Education (2009), in Pakistan, has developed the National Professional Standards for Teachers which address the first target while to address the second target, self-assessment instrument can be used. In perspective of existing global awareness regarding teachers' evaluation, teachers' self-assessment of their teaching practice can be perceived as being one of the appropriate sources of evidence for teacher competence.

The researcher agreed with the idea of Calatayud (2008) that improvement in teaching practice has a direct link with effective self-assessment that helps in understanding the issues and fixing these problems and issues in pursuit of the quality education. Hence, the present study attempted to investigate teachers' self-assessment towards their teaching and to create awareness for practicing such thinking, which will help them in emerging as an influential teacher.

## 4. Research Questions

The following research questions has guided this study:

1. How do teachers self-assess their competences?
2. Does self-assessment help teachers to judge their potentials and weaknesses?

## 5. Methodology

### 5.1. Population and Sampling Technique

The population comprises of all teachers of Higher Secondary schools of Multan District. Through Convenience sampling technique, which is a Non-random sampling method, the researcher selected four campuses of a private-sector college of Multan District. The sample comprised of all 107 teachers of four campuses, from various disciplines.

### 5.2. Research Instrument

The current research has a descriptive nature. Hence, the Survey Method was employed for data collection. The researcher of this study administered a questionnaire which

consisted of two parts. Part one comprised of SITE II (Self-assessment Instrument for Teacher Evaluation II). Akram and Zepeda (2015) developed it, and part two was adapted from 'Developing a self-assessment tool for English language teachers' by Borg & Edmett (2018), to explore teachers' opinion about the effectiveness of self-assessment. Biodata includes teachers' gender and faculty (science/arts). Part I contained 28 items for teaching effectiveness variables, grouped into five major categories namely: Subject matter knowledge (8 items), Instructional planning and strategies (6 items), Assessment (5 items), Learning environment (5 items), Effective communication (4 items), Teacher's motivational skills (3 items), and Teacher's evaluation skills (5 items). The range of response on the Likert scale was from the lowest to the highest as Never = 1, Rarely=2, Sometimes=3, Often=4, and Always=5. Part two consisted of 15 items to collect the teachers' perception of the effectiveness of the self-assessment technique. On a five-point Likert scale each item was rated as Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5.

### 5.3. Data Collection and Analysis

The data were collected in September 2019. The researcher (first author) herself collected it. The researcher calculated the mean score for each statement. Based on the mean score, ranks were assigned to the items. For drawing Gender-wise analysis and Faculty-wise analysis, the researcher calculated Combined Mean, S.D., and applied Z-test.

## 6. Results

The researcher arrived at following results which are being discussed as an answer to the Research Questions, as under:

**Question 1:** How do teachers self-assess their competences?

Part 1 of the questionnaire supplied the answer to the above-mentioned research question. Teachers rated themselves for effectiveness variables, i.e. Subject matter knowledge, Instructional planning and strategies, Assessment, Learning environment, Effective communication, Teacher's motivational skills, and Teacher's evaluation skills. Mean Score of various statements varied between 4.73 and 3.24. It indicated that greater part of teachers responded positively regarding their rating on the self-assessment tool. The detail of the mean score, along with the ranking of each statement is given in Table 1.

TABLE 1: Means of Items and their Corresponding Ranks.

S. No	Items	Mean	Rank
1.	Encouraging students	4.73	1
2.	Appropriate Language	4.64	2
3.	Revision of Contents	4.63	3
4.	Students' attention	4.62	4
5.	Monitoring Students' Performance	4.62	4
6.	Communication of Content	4.54	5
7.	Classroom environment	4.49	6
8.	Linkage of content with Learning Experience	4.40	7
9.	Demonstration of Accurate Knowledge	4.34	8
10.	Teaching according to Time-table	4.32	9
11.	Mutual Trust	4.28	10
12.	Students' participation	4.20	11
13.	Classroom setting	4.13	12
14.	Basis of Instruction	4.11	13
15.	Students' Results	4.07	14
16.	Addressing appropriate Curriculum	4.03	15
17.	Evaluation and Feedback	3.98	16
18.	Individual Differences of Students	3.92	17
19.	Teaching according to the Needs	3.91	18
20.	Teaching Methodology	3.90	19
21.	Explanation of Lessons	3.78	20
22.	Student learning Data	3.77	21
23.	Demonstration of a Variety of Skills	3.74	22
24.	Appropriate Resources	3.73	23
25.	Correct Vocabulary and Grammar	3.60	24
26.	Keeping Official Record	3.56	25
27.	Usage of Resources	3.47	26
28.	Communication of Students' progress	3.24	27

Reflecting the overall picture given in Table 1, the highest mean score 4.73 was imparted to 'Encouraging students' which is an item for measuring variable 'Learning environment,' shows that majority of teachers rated them extremely positive in this domain. It confirms that they encourage students to interact respectfully. Similarly, mean score 4.64 was assigned to 'Appropriate Language' an item for assessing variable 'Effective Communication'. It holds the second rank on the ranking table. It confirms that the majority of teachers attach importance to the usage of appropriate language in their classes. 'Revision of Contents' secures the third rank with a mean value 4.63, indicating that the majority of teachers pay proper attention to this aspect. 'Students' attention' and 'Monitoring Students' Performance' received mean score 4.62, which

affirms that majority of teachers engage, motivate, and maintain students' attention as well as monitor students' performance. On the other hand, the comparatively low ranking was assigned to the item 'Keeping Official Record' with mean 3.56 and rank 25. This low response demands that teachers should pay more attention towards keeping official records of their students as it will help them plan, organize and execute their teaching to satisfy individual needs. Similarly, the item 'Usage of Resources' with mean 3.47 and ranking 26 also received a low response which confirms that in Pakistan, most of the teachers still follow the traditional teaching methodologies. They should make use of appropriate material, technology, and resources to enhance students' learning. 'Communication of Students' progress' with mean 3.4 and ranking 27, stands lowest on the ranking table. It shows that a large number of teachers pay less attention to this important aspect. Teachers must discuss students' progress not only with them but also with their parents and other teachers.

**Question 2:** Does self-assessment help teachers to judge their potentials and weaknesses?

Part two of the questionnaire was related to the teachers' perception of the effectiveness of the self-assessment technique. The data were analyzed for each statement of teachers by using the mean score. Mean Score of different statements of teachers fluctuated between 4.45 and 3.13. It had been found that the majority of teachers confirmed that it helps them in getting knowledge of their strengths and weaknesses. The detail of the mean score, along with the ranking of each statement about teachers' perception regarding self-assessment is given in Table 2.

Considering the overall ranking given in Table 2, the highest mean score of 4.45 was given to 'Understanding of expectations as being a teacher' which is the most important aspect of teacher quality. It means self-assessment guides them towards a better understanding of what is expected of them as a teacher. It ultimately improves their quality as a teacher, which is a valuable service rendered to them by self-assessment. Item 'Opportunity to reflect' with mean 4.43 occupies the second rank, which indicates that the majority of teachers agreed that self-assessment provides them an opportunity to reflect on their behaviour. Item 'Discussion of weak areas with colleagues' with mean score 3.13 stands on the lowest position in the table. This shows that most of the teachers are not interested in discussing their weak areas with their colleagues. This demands that teachers should develop a culture for mutual professional growth by sharing their strengths and weaknesses.

TABLE 2: Teachers' perception about Self-assessment of Teaching effectiveness.

S. No	Items	Mean	Rank
1.	Understanding of expectations as being a teacher	4.45	1
2.	Opportunity to reflect	4.43	2
3.	Sharing strengths with colleagues	4.28	3
4.	Relevance of Self-assessment tool	4.27	4
5.	Areas to be improved	4.25	5
6.	Skills, knowledge and behaviors	4.13	6
7.	Consultation with experts	4.03	7
8.	Encouragement to look for professional development opportunities	3.88	8
9.	Easy to understand	3.83	9
10.	Opportunity for review	3.83	9
11.	Awareness about key areas to be improved	3.79	10
12.	Discovering strengths/weaknesses	3.74	11
13.	Recommendation to a friend	3.61	12
14.	Generation of some other questions related to teaching	3.56	13
15.	Discussion of weak areas with colleagues	3.13	14

### 6.1. Comparison between agreement/disagreement level regarding Gender and Faculty

To draw the comparison between agreement/disagreement level for both male and female teachers regarding effectiveness variables, i.e. Subject matter knowledge, instructional planning and strategies, Assessment, Learning environment, Effective communication, Teacher’s motivational skills, and Teacher’s evaluation skills, mean scores for the gender of respondents were computed. Combined Mean and SD for male and female teachers were calculated. The *Z-test* had been applied. The calculated value of *Z-test* is given in Table 3.

TABLE 3: Gender-wise Analysis.

Gender	N	Mean	SD	Z-test
Female	36	119.06	6.26	0.11
Male	64	112.33	4.84	

The table value of *Z-test* is 0.05(1.96). Its calculated value is 0.11, which is less than the table value, i.e.  $0.11 < 1.96$ . It indicates no statistically significant difference in the opinion and approach of both male and female teachers towards self-assessment of their teaching practices.



## 6.2. Faculty-wise Analysis

To draw the comparison between agreement/disagreement level of teachers of sciences and social sciences, mean scores with respect to faculty of respondents were calculated. On the basis of faculty, combined Mean and SD were calculated. *Z-test* had been applied. The calculated value of *Z-test* is given below in Table 4.

TABLE 4: Faculty-wise Analysis.

Faculty	N	Mean	SD	Z-test
Arts	45	112.33	4.77	0.20
Science	55	113.46	5.07	

The table value of *Z-test* is 0.05(1.96). Its calculated value is 0.20, which is less than the table value  $0.20 < 1.96$ . It indicates no statistically significant difference in the opinion and approach of both the sciences and social sciences teachers concerning their approach towards self-assessment of their teaching practices.

## 7. Conclusions and Implications

The current research attempted to study teachers' self-assessment of their teaching effectiveness. The basic motive of the researcher was to use self-assessment for formative evaluation instead of a summative evaluation of teachers' performance. This study also investigated the awareness of teachers about their strengths and weaknesses, which serves as an important and vital step towards self-improvement. It was found that by doing self-assessment teachers re-considered as to how they were teaching in their classrooms. It provided them the input which is required to learn beyond what is in current practice and what needs improvement. Regarding their perception about the effectiveness of self-assessment to measure their teaching quality, the majority of them were extremely positive.

The researcher made an attempt to illustrate how self-assessment can contribute to the professional growth of teachers. The results of this research may help teachers to reap the benefits of self-assessment to enhance their teaching skills as well as it may also assist them in incorporating self-assessment in their teaching practice to improve quality of the teaching-learning process. Tan cited in Krebt (2015) depicts three methods by which self-assessment practices can be linked with life-long learning such as developing of critical skills, particularly for conducting and evaluating individuals' learning, developing individual's self-directed learning which enables him to organize and focus his learning, developing the individual's responsibility for learning.

## References

- [1] Akram, M. (2012). The relationship between teacher evaluation scores and student achievement in English and mathematics: Evidence from Pakistan. (Doctoral dissertation), University of Georgia.
- [2] Akram, M., & Zepeda, S. J. (2015). Development and Validation of a Teacher Self-assessment Instrument. *Journal of Research & Reflections in Education (JRRE)*, 9(2).
- [3] Bandele, S. O., & Oluwatayo, J. A. (2014). Self-Assessment of Teaching Effectiveness of Chemistry Teachers in Secondary Schools. *Journal of Emerging Trends in Educational Research and Policy Studies*, 5(2), 174.
- [4] Batool, Z., & Qureshi, R. H. (2007). Quality assurance manual for higher education in Pakistan. Higher Education Commission, Pakistan.
- [5] Borg, S., & Edmett, A. (2018). Developing a self-assessment tool for English language teachers. *Language Teaching Research*, 1362168817752543. Publisher= {SAGE Publications Sage UK: London, England }
- [6] Borgmeier, C., Loman, S.L., & Hara, M. (2016). Teacher self-assessment of evidence-based classroom practices: Preliminary findings across primary, intermediate and secondary level teachers. *Teacher Development*, 20, 40–56.
- [7] Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. (3rd ed.). White Plains, NY: Longman.
- [8] Calatayud, M.A. (2008). La autoevaluación como estrategia de aprendizaje para atender a la diversidad. <http://www.educaweb.com/noticia/2008/01/28/autoevaluacion-como-estrategia-aprendiz>
- [9] Darling-Hammond, L. (2011) Evaluating teacher Evaluation: We Know about Value-Added Models and Other Methods. *Phi Delta Kappan. Evaluation*, 33(1), 15-28.
- [10] Krebt, D. M. (2015). Investigating Self-Assessment of Teaching Profession of Iraqi EFL Teachers. *Alustath*, 2(214), 117-128.
- [11] Marzano, R. J., & Toth, M. D. (2013). *Teacher evaluation that makes a difference: A new model for teacher growth and student achievement*. ASCD.
- [12] Marzano, R.J. (Nov. 2012). *Teacher Evaluation: What's fair? What's effective? The two purposes of teacher evaluation*. *Educational Leadership* 70 (3) pp. 14-19. Association for Supervision and Curriculum Development (ASCD). Retrieved from <http://www.ascd.org/publications/educationalleadership/nov12/vol70/num03/The-TwoPurposes-of-Teacher-Evaluation.aspx>
- [13] New York State United Teachers (NYSUT). (2012). *Teacher evaluation and development (TED) handbook and workbook*. Retrieved from [www.nysut.org/ted](http://www.nysut.org/ted).

- [14] OECD. (2013a). Synergies for better learning: An international perspective on evaluation and assessment. Paris: OECD Publishing.
- [15] OECD. (2013b). Teachers for the 21st century: Using evaluation to improve teaching. Paris: OECD Publishing.
- [16] Peterson, P. L., & Comeaux, M. A. (1990). Evaluating the systems: Teachers' perspectives on
- [17] Raouf, A. (2006). Self-Assessment Manual: Higher Education Commission. Government of Pakistan, Islamabad.
- [18] Ross, J. A. & Bruce, C. D. (2007). Teacher self-assessment: A mechanism for facilitating professional growth. *Teaching and Teacher Education*, 23(2), 146-159.
- [19] Stronge, J. H. (2006). Teacher evaluation and school improvement. In H. J. Stronge (2nd Ed.), *Evaluating Teaching: A guide to current thinking and best practice* (pp. 1-22). Thousand Oaks, CA: Corwin.
- [20] Stronge, J. H. (2010). *Effective teachers= student achievement*. New York, NY: Eye on Education.
- [21] Tan, K. (2007). Conceptions of SA: What is Needed for Long-Term Learning? In D. Boud & N. Falchilcov (Eds.), *Rethinking Assessment in Higher Education* (pp. 114-127). New York, NY: Routledge.
- [22] Teacher evaluation. *Educational Evaluation and Policy Analysis*, 12(1), 3-24.
- [23] Weimer, M. (2013). Six steps to making positive changes to your teaching. *Faculty Focus*. Magna Publications. Retrieved from <http://www.facultyfocus.com/articles/teaching-professor-blog/six-stepsto-making-positive-changes-in-yourteaching/>