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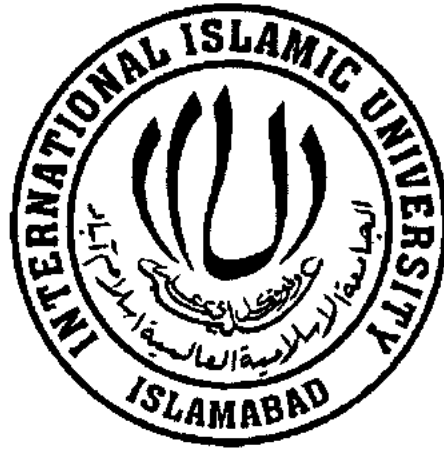

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INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD

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This thesis is submitted for the partial fulfillment of the degree of

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2014

بسم الله الرحمن الرحيم

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DEDICATION

I dedicate this to the beloved Prophet of Allah.

Muhammad (Sallalaho alayhi wa Alehi Wasallam)
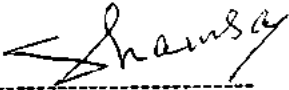
Allamaqbal says

Ki Muhammad Se WafaTu Ne To Hum TereHain

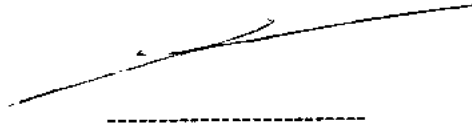Ye JahanCheezHyKyaLauh o QalmTereHain

CERTIFICATE

It is certified that Ms. Sarwat Naheed Chaudhary Reg.No. 120-FSS/MSEDU.F11 completed her thesis titled ," Relationship of Teachers' self-assessment with the Academic Achievement of their students at university level" under my supervision .I am satisfied with the quality of student's research work and allow her to submit her thesis for further process as per IIUI rules and regulations

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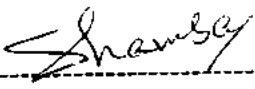
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APPROVAL SHEET

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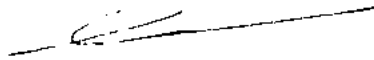
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Sarwat Naheed Chaudhary

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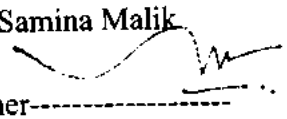
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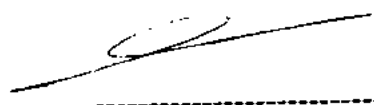
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ABSTRACT

This study was conducted toinvestigate the Relationship of Teachers' Self–Assessment with the Academic Achievement of their Students at University Level. The objectives were to explore the teachers' level of self- assessment, .to determine the relationship between teachers' self- assessment and the academic achievement of their students and to explore the gender wise difference in teachers' level of self- assessment. Two nullhypotheses were tested, one was related to the significant relationship between teachers' self-assessment and the academic achievement of their students and other was about significant gender wise difference in the level of self-assessment of the teachers. The Quantitative approach was used in this study. The rating scale was used as research instrument. All the teachers from Education Department of ten campuses of University of Education were taken as sample of the study. For data analysis, Pearson Product Moment Coefficient and t-test were applied through SPSS. It was found that there was no significant relationship between teachers' self-assessment and academic achievement of their students and it was also found from this research that there was no significant gender wise difference between the levels of teachers' self- assessment. It was concluded that most of the teachers have reached the basic level of teachers' self-assessment.

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CHAPTER 1

INTRODUCTION

The rise and fall of educational system highly depends upon the teachers' education, intellectual abilities, keen interest, devotion to work, professional attitude, methodology, teaching style and over all classroom management that leads the students to effective learning and achievement. It is an established fact that improvement in educational system depends upon self-assessment and evaluation of teachers. Assessment is a tool for improvement Effective teacher wants improvement in his teaching. Self-assessment is taken as a process that involves students' feedback about teachers' performance.

A fundamental principle is that teachers should also see themselves as learners.(The Highland Council, 2013)

Self-assessment of the teachers proves beneficial to teachers that may involve teacher's style, attitude, beliefs, behavior, teaching strategies and pupils' achievements. Self-assessment of teachers aims at continuous reflection to promote revamping and innovations in teaching. It leads a teacher to professional growth and development in the fields of his interest .It leads a teacher to discuss new ways of teaching practices among peers and colleagues with confidence and high morale. It motivates a teacher intrinsically towards effective teaching.

Self- assessment of a teacher may lead him to obtain self- confidence, self-satisfaction, positive attitude towards subjects, systematic organization of teaching material, good listening habits of students' questions, team work with other professionals , flexibility in style, awareness of new teaching practices and insight into individual differences , skillful planning towards instruction.

Teacher's self –assessment of his own teaching experiences and instructional events help them to understand and reflect upon their teaching. When they reflect with enhanced level of professional knowledge, they build and explore new bonds between events and various instructional matters.

The initial starting assessment process depends likely on professional experiences and abilities to apply knowledge as well as goals and values in making decisions in their classroom(Elliott, 1992).

According to (Fairbrother & Harrison, 2001) Assessment is one of very essential features of teaching. Valuable assessment may give clear feedback and an opportunity to encourage learners to do their work in a better way and to examine their progress.

Feedback of students about their teachers' performance may include feedback about depth of content, course coverage, relevance to real life situations, concepts, skills, analytical abilities, communication, clarity, relevance of additional study material, interest generating activities, availability of the teacher, rapport with students, ability to design tests and quizzes and time management , etc.

Academic achievement of students is outcome of education---the extent to which a student has achieved his educational goals. It is commonly measured by continuous assessment. There is no general agreement of the educationists to choose whichdimension of educational system affects academic achievement of the students the most.

1.1 Rationale of the Study

This study would help the teachers not only to think critically about their own work in The fulfillment of the upcoming needs of the environment and the ability of educational institution to change according to the requirements of the society and national needs depend

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highly on the faculty and other personnel's analysis and assessment of their goals and objectives , norms and values, working philosophy and management within institution and students' learning. Initially self-assessment of teachers needs intrinsic motivation, sense of accountability and responsibility for their professional growth and development.

classroom but also getting feedback from the students about their teaching for further improvements.

1.2 Statement of the Problem

Self- assessment of the teachers opens new windows of knowledge, learning, critical thinking and more reflective practices in teaching and in the same way feedback of the students further enables teachers to improve their teaching. Therefore, the present study aims at not only exploring the relationship between teachers' self – assessment and the academic achievement of their students at university level but also exploring the gender wise difference in teachers' level of self – assessment.

1.3 Objectives of the Study

The objectives of the study were:

1. To explore the teachers' level of self- assessment.

2. To determine the relationship between teachers' self- assessment and the academic achievement of their students.

3. To explore the gender wise difference in teachers' level of self- assessment.

1.4 Conceptual Framework

When teachers start teaching, mostly they develop their particular style of teaching and skills. It helps them to manage their routine classroom practices but it may hinder their professional growth and development. They may move beyond their routine practices and classroom responses and think critically and reflect upon their work. It leads them to assess themselves professionally. The present study dealt with self – assessment of the teachers from professional perspective. An ultimate goal of teaching learning process is students 'effective learning and achievement so the present study determined the relationship between teachers' self- assessment with the academic achievement of their own students.

1.5 Hypotheses

Hypothesis of this study were:

Ho_1: There is no significant relationship between teachers' self-assessment and the academic

Achievementof their students.

Ho_2:There is no significant gender wise difference in the level of self-assessment of the

teachers.

1.6 Significance of the Study

Universities are the centers of higher level of learning, development and change in society .For the effectiveness and quality of educational institutions, the self-assessment of the teachers and their reflective practices are the need of the day .When a teacher starts teaching, he works hard to cope up daily classroom problems and gradually he develops a style that helps him to deal and manage class. For the effectiveness of the teaching it is up to the teacher who can improve his style and teaching .It needs his reflection on his own work,

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what he is doing? How and why he is doing? These questions come under the umbrella of self-assessment of the teachers. Students' feedback further helps them in their self-assessment. The present study deals with determining relationship between teachers' self-assessment and the academic achievement of their students.

The findings of the study would behelpful for the teachers regarding intrinsic motivation to assess them for becoming effective teachers. This study would be helpful for the administrators of teacher training institutions as theywould enable the trainees to reflect on these aspects like self-assessment and feedback. This study would stimulate the students to give actual and proper feedback to their teachers about their professional performance in the classroom.

This study would enable the teachers to intrinsically motivate themselves to reflect on their own work and assess themselves. Self-assessment saves them to be stagnant and helps them to modify their work and style according to the changing needs. Students' learning has direct link to teachers' work and performance, therefore teachers' reflective practices and the process of self-assessment may be fruitful for the learning of their students.

1.7 Delimitations

Because of time constraints, the study was delimited to

- University of Education, Lahore
- Departments of Education from all the campuses of University of Education
- Achievement score of the students of M.A Education enrolled in 2012-14
- Only professional aspect of teachers' self-assessment.

1.8 Methodology of the Research

1.8.1 Research Design

The Quantitative Approach was used for this study. This study was Correlational research because it determined the relationship of teachers' self-assessment with the academic achievement of their students and italso compared gender wise level of self-assessment.

1.8.2 Population

Population of the study was all male and female teachers (65) from department of Education, University of EducationThe reason behind choosing this university is that it is the first specialized university in the field of Education in Pakistan .It comprises ten campuses all over the Punjab Province. Demographically, it covers different locations and diverse nature of students.

1.8.3 Sampling

Universal sampling technique was used. All population was taken as sample of study.

1.8.4 Research Instrument

For teachers' self-assessment a rating scale on 4 levels developed by Cheney Public Schools Washington(Schools, 2012)was adopted. This tool dealt with criteria like centering instructions on high expectations, Demonstrating effective teaching practices, Recognizing individual student learning needs, Clear focus on content and curriculum, Fostering a safe and positive environment ,Using student data to improve learning, Communicating with students, parents and community, Exhibiting collaborative and collegial practices.

For validation of research instrument pilot study was conducted and one campus from ten campuses was randomly selected for pilot study. Expert opinion was taken from three experts. The teachers involved in the pilot study were not included in the actual sample of study.

1.8.5 Data Collection

For data collection, the researcher personally visited the sample institutions, administered the research instruments and requested the respondents to respond carefully. CGPA of the students was asked from examination cells of concerned campuses.

1.8.6 Data Analysis and Interpretation.

To determine significant relationship between two variables Pearson Product Moment Coefficient was used and to see the significant gender wise difference between two groups t-test was used through SPSS.

H_0 1	Pearson Product Moment Coefficient
H_0 2	t-test

All the hypotheses were studied at 0.05 level of confidence/significance.

1.9 Operational Definitions of Major Terms

Teachers' Self-Assessment

Teachers assess themselves to reflect on their teaching practices, collect evidences, and generate new ideas to refine and improve their own teaching practices. This study deals with only professional aspect of teachers' self-assessment

Students' Academic Achievement

Students' academic achievement shows the extent to which the students have achieved their educational goals and objectives. In this study the academic achievement of the study was measured by their results (CGPA)

CHAPTER 2

REVIEW OF RELATED LITERATURE

In order to conduct this study and find out its relevance and significance in the broader context of literature from different researches is presented here. Review of related literature was based on the explanations of the concepts used in this research and their implications and bond with one another. The main concepts the researcher will deal with are teachers' self- assessment and academic achievement of the students.

Assessment has been a vital and essential part of whole educational system. It may influence decision making regarding marks and grades, development and planning of curriculum, educational and instructional needs etc. It may lead us to think seriously about teachers' teaching.(what they feel about teaching and what they are actually teaching in reality). In the same case, it may motivate teachers to think and reflect seriously on students' learning what they are learning and what they are supposed to learn .Self- assessment of a teacher leads him to think more effectively on such issues like what can be beneficial for the students? How his/her instruction can help the students productively and what are those directions in which he/she may lead them to further explore (Lucus, 2008).

Self-assessment is a prior condition for teachers' effectiveness and professional growth .It enables the teacher to think independently and critically about his/her own work.

According to the framework of reflective action, it has been identified that the knowledge of a reflective teacher consists of information concerning the subject matter, curriculum, students and their back ground and of learning and teaching in general (Sparks-Langer & Colton, 1993).

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Assessment and evaluation are used as tools for improvement in the instructional process

A meaningful self-assessment provides a personal accounting of one's teaching skills and knowledge (Judy, Sargent, & Ann, 2000).

Strong and Associates, (2011) provide the thoughtful classroom teacher effectiveness framework for self-assessment of the teachers. Through self-assessment, the teachers may have an opportunity to reflect on their teaching, collect evidences, and originate new ideas to improve their teaching process from planning to implementation.

2.1 Teachers' self-assessment as a Fundamental Element/ Key Constituent of Quality Assurance

Teachers are directly linked to the process of assessment. Teachers 'self-assessment is a process in which they reflect on their own teaching, collect data and consider and analyze data so that they may bring positive changes in their teaching. For the effectiveness of teaching, the teachers assess their teaching practices. It is accepted that quality can be assured through both external and internal efforts, every teacher should work hard to improve his teaching and for this very improvement, self-assessment/ reflection is an essential element.(Bakrania & Gajjar, 2012)

2.2Teachers' Self- Assessment----What it is?

For quality teaching and effectiveness, self- assessment of teacher should lead other forms of assessment. For professionals, the ultimate and fundamental goal has always been to increase students' learning and modify and adjust teaching and instruction accordingly. True professionals formally or informally keep on modifying their style and methodology to be effective teachers. They may ask advice from their colleagues and they may self-reflect to achieve their desired goals.

Self- assessment of teachers not only improves the teaching effectiveness but also points out the needs of a teacher to further enhance and develop teaching skills, abilities, capacity and expertise(Schwartz, 2012).

Self-assessment means what a teacher does in the classroom, thinking and reflecting why he has done it? And how it works? Through the process of self-assessment, discussions, reflections, gathering evidences, analyzing and evaluating one may explore his own work and underlying beliefs. Once a teacher implements a change, the cycle of self-assessment and reflection begins again like:

What are you doing?

Why are you doing?

How effective is it?

How are the students responding?

How can u do it better?(Tice, 2011)

2.3 Some Considerable Questions

When teachers reflect on their teaching and think seriously about their work, some questions come to their way like

- Is he/she a good teacher?
- How style of teaching isdifferent from the style of other teachers working in the same department?
- Are his/her classroom management skills effective?
- Do his/her students fill the classes with enthusiasm?

- Is he/she confident in his/her ability to solve and remove problems of students that come across in the course?

- Is he/she aware of current teaching strategies and management techniques and which teaching strategy is most useful and meaningful for classroom?

One of the most difficult aspects of teaching is that teachers spend most of the time in isolation with their students. They do not have opportunities to discuss their professional issues about teaching and learning with their senior colleagues. Little time is available to consult and learn from senior colleagues. One solution to this problem may be sharing reflective diaries with one another. Such sharing help young teachers to learn reflect and assess their own work for future improvements(Starr, 2003).

For self–assessment teachers reflect on their teaching to find out their services and shortcomings to make sense of their experiences and gain insight into their own daily working of classroom. Writing down feelings, thoughts and observations can provide them an outlet for their conflicts, disappointments and frustrations. Such reflective exercises can help them think and fix the problems that affect their teaching (WGBH, 2006).

Teachers may write journal. It may be about one class every week or it may be about a persistent problem that needs extra care and attention. This reflective journal may help the teacher not only to assess himself but also enable him to look back his gradual performance and improvement in teaching. For the teachers some thought provoking questions may be following:

What are the points that make me satisfied about my teaching?

What are the points that disturb me during my teaching?

How can I change it?

What are the most surprising moments for me in the class?

What are the most unexpected things in the class?

What are the most difficult things to handle in the class?(Kelly, 2013)

Self-assessment and teachers' reflection and thinking about their own teaching may lead them towards an effective teaching career.

Teachers' self-assessment and students' response about teachers work can play an important role in a teachers' professional growth, development and an effective career.

Self- assessment can be done on

- Daily basis

- At the end of unit

- At the end of term

- At the end of year(Kelly, 2013).

After self-assessment, teachers may use this meaningful information to produce real change that will help them grow professionally

Kelly (2013)suggestedfollowing ways or methods that can be used to produce real change by using the information, teachers gain after reflection and self-assessment.

- Celebrating successes

- Building on successes

- Identifying areas that need improvement

- Determining why things fail?

- Creating a plan of action for improvement

- Adjusting future lessons and procedures.

Nagpal (2011) commented about daily self-assessment,

A few simple questions, every teacher should ask after completing a lesson

Can I state one thing that the students took back with them after my lesson?

Can I state one thing that I wanted to do but was not able to it because of insufficient time?

Can I state one thing that I should not have done in the lesson?

Can I state one thing that I think I have done well?

Answers to these questions will enable the teacher to do better in the future(Nagpal, 2011).

Creating a teacher portfolio is a meaningful way to assess and reflect on what courses have been taught, what methods have been used and importantly what did and what did not work. This allows thinking critically about how to change future classes for the better(Giddings, 2013).

Feedback is information about reactions to a product, a persons' performance of a task, etc. which is used as a basis for improvement. (iFinger, 2013)

Students give feedback about teachers' performance and teachers may use it for future planning and improvement. Students may provide feedback about the following aspects:

- accomplishment of the course
- clarification of the given assignments
- concept clarification
- discussions on homework assignments
- challenging assignments
- returning assignments in a reasonable period of time

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- returning results and quiz results in a reasonable period of time

- teaching students about regularity and punctuality

- interest in the subject

- command over subject area

- treatment of students in a fair and impartial way

- encouraging students to ask questions in the class

- expressing ideas in the class

- availability of the teacher

- replying students when they need

- control over class

- dealing with disruptive students and using a variety of teaching

- motivation strategies in the class(Aleamoni, 1981).

Aleamoni (1981) offered the following arguments to support the use of students'

ratings of teacher performance.

Students are the main source of information about the learning environment, including

teachers' ability to motivate students for continuous learning, rapport or degree of

communication between instruction and students .Students are the most logical evaluators of

the quality, the effectiveness of , and satisfaction with course content, method of instruction,

textbook, homework and student interest. Students' ratings encourage communication

between student and their instructor. This communication may lead to the student's and

instructor's involvement in the teaching learning process that can raise the level of

instruction.

style and experiences but also suggestions for improvements. Students may write about their desires and aspirations, expectations, etc. about particular subject.

Students' feedback may be biased and subjective but still a teacher may realize to the students that their opinion is quite worthy for a teacher, After receiving feedback , a teacher may tell the students about the changes he/she has made after their feedback and further explain the usefulness of feedback for the improvement of instruction. A teacher may use survey, one minute paper, summary or short quiz to receive feedback (Aleamoni, 1981).

2.4.4 Attempts for Self-Improvement

A teacher must believe in continuous learning, professional growth and development. For this reason, he/she may read articles; books journals and may attend seminars, trainings, workshops and discussions(Schwartz, 2012).

2.5 Levels/ Stages of Teachers' Self- assessment

The detail of levels is following:

2.5.1 Level# 1--- Where a Teacher is Standing Now?

At this initial level, the teacher will set standards or criteria to assess his/her performance so that he/she may know where he/she is standing now. What is current situation of his/her teaching now?

2.5.2 Level # 2 --- Implementation of Criteria

At this level, a teacher will reflect how he/she can implement, apply or utilize his/her set criteria to assess his/her work. How well he/she is performing?

2.5.3 Level# 3--- Using Methods to Collect Data

At this level, a teacher may use different methods to collect data about his/her own performance. In this way, he/she may reach the similar and different points between own reflections and external opinion. Teachers may use students' feedback as an effective source of information about own teaching.

2.5.4 Level# 4 --- Designing and Developing Action Plans

At this level, after knowing strengths and weaknesses, teachers first of all should set some goals based on collected data about his/her performance and then develop an action plan for the future how can he/she improve his/her teachingpractices(Bakrania & Gajjar, 2012).

2.6 Why Teachers Should Assess Themselves?

Teachers should assess themselves because

- This strategy can clearly show the plus and minus points, attitudes towards teaching and one's efforts for improving teaching.

- It stimulates one for professional development, commitment and learning needs(Gadoe, 2010).

Self – Assessment may be done to:

1. give the best possible input to get the best possible output

2. assesshis participation or contribution to students' learning process.

3. assess his role in professional growth and development

4. know personal strengths as a teacher.

5. know personal weaknesses as a teacher

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A teacher may ask himself on daily basis what have I made different, unique, productive, helpful, useful, accommodating and facilitating to my students' learning. (Matchett, 2005)

2.7 Advantages of Teachers' Self- assessment

Some advantages of Teachers' Self- assessment are following:

- Promoting and enhancing professional development

- Developing analytical skills

- Developing critical thinking

- Enhancing knowledge and understanding about work

- Developing better relationship with colleagues and other stakeholders

- Assisting in setting objectives

- Collecting evidences and utilizing the resources for improvement

- Assisting teachers to help one another in high lighting strengths and weaknesses in the form of feedback

- Assisting in enhancing quality, worth and reliability as a teacher(Bakrania & Gajjar, 2012).

Lynder and Swenson (2011), described some other advantages of teachers' self- assessment

- Self-assessment may help a teacher to design clear and appropriate instructional objectives for her students

- A teacher may encourage his students to reflect and write on their own learning. This type of reflection and writing may be beneficial for both learners and their teachers.

- After teacher's stimulation, when students write their reflections during teaching practice and teachers also self –assess, this data may be helpful and useful to

determine the usefulness and appropriateness of some particular methodologies, practices, assignments, instructional tasks, activities and experiences.

- When a teacher assesses himself and reflects on his own teaching, he gets an opportunity to find out what actually his teaching philosophy is? On which points he focuses and which points he ignores and neglects.

2.8 Techniques for Teachers' self- assessment

Professional and effective teachers assess their instruction and try to modify it according to the learners' needs with the sole purpose to enhance their learning. There are various techniques of teachers' self-assessment such as:

2.8.1 Measuring Students' Learning

To enhance students' learning, it is quite essential to measure it. A teacher may ask them to show on their five fingers scale the extent how much they have learned and understand the topic. Then the teacher may repeat the topic or to move further to the next one.

2.8.2 Seeking Students' Feedback

Receiving feedback from the students is another useful technique . Teachers may ask students to give feedback without showing their names and identity. In this way they may give their opinion honestly and frankly. A teacher may use it to reflect and plan further for better instruction.

2.8.3 Keeping Equal Interaction with Students

A teacher may monitor his interaction with each student of the class so that each one may feel that he or she is an active part of the class. A teacher may use some sort of charts or chips to keep record of his interaction with students.

2.8.4 Using Video Tapes

A teacher may use video-recording to monitor the class proceedings again and again. It may be done occasionally or in a planned series to check the continuous success level but this method is very showing and bold step so the teachers may use it wisely and purposefully

2.8.5 Using Checklist for Instructional Objectives

A teacher may use checklist on which he may write his instructional objectives for emphasizing the important parts. Teachers may seek materials, A.V aids and other resources in time to make his instruction effective(Glencoe, 2005).

2.9 Propositions for self -assessment of Teachers

Various suggestions for teachers' self-assessment are as:

- Feedback from students and senior colleagues may be useful in self-reflection and better planning for instructional tasks.

- It may be effective for a teacher to make continuous record of reflection on his or her own teaching (style, experience, incidents, students' questions and other relevant thoughts) for developing and improving one's own teaching philosophy.

- A teacher may read valuable writings of other writers .It will not only help him to polish his own style of reflecting and writing but also up to date him/her what is happening arod the world in a particular subject.

- A teacher may write his/her self- assessment about what are those parts of his teaching on which he feels and believe to have done well and effective and what are those areas in which he is still skeptical and feels that these areas need further improvement. Such descriptions may help him well in his reflections and assessing his own work critically(Lynder & Swenson, 2011).

2.10 Self - Assessment of Teachers :A Reflective Process

According toPetty (2014), teachers may start this process by asking some basic questions from themselves like what they are actually doing during instruction. What were their plus points/ strengths? What were their minus points/ weak areas? How they can perform well? This process may lead them to "Why" questions like why things are going well? Why some issues are still problematic? This process enables a teacher to take his own work critically and transform it to a better output.

The process of self – evaluation should be reflective based on some solid evidences collected through various sources. A teacher should start thinking and reflecting on his own work, focusing on strengths and weaknesses and key purposes should be improving students' learning along with teachers' personal growth and development(Alba, 2014).

2.11 Criteria of Teachers' Self-Assessment

Criteria may be taken as standards, principles and measures. Following are some criteria of teachers' self-assessment:

2.11.1. Developing Goals and Objectives

For a teacher developing goals and objectives is a necessary element because this will reflect actually what a teacher wants his students to do and learn from him after the

completion of the class or course. The objectives will show the picture of teachers' plan of action for the upcoming training or course. For developing good and effective goals and objectives, knowing the learners is very important so whenever teacher gets a chance, he or she should try to get information about their mental caliber, previous knowledge and their expectations from the course. These all will help the teacher to develop effective goals and particularly specific objectives.

After completing one class, a teacher should reflect upon his content, style, methodology and other resources in the light of his goals and objectives to have clear picture about the goal achievements. This reflection can help him in doing some necessary changes. If the objectives are not met, it may be because of inappropriate selection of content or information provided to learners. Teachers' reflection may lead him to another valid reason of not achieving objectives. For each class, different objectives should be developed because the learners are changed. This reflective process will lead the teacher to plan better in future for other classes(Webaim, 2014).

Bulger, Mohr & Walls (2002) take clarity in designing objectives and sharing with students for gaining better output, involvement of the students in the class, their enthusiasm on their success and well participation in the classroom proceedings as shining top stars and pillars of effective teaching.

2.11.2. Teaching Diverse Learners

For producing global productive citizens, a teacher has to consider and reflect upon diversity and individual differences of learners who come from different families, backgrounds, cultures and social circumstances. A teacher has to plan a lesson by keeping this thing in mind that his instruction should be motivational to all types of learners to achieve their goals and objectives. The teacher must reflect upon diverse learners' needs and

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requirements, weaknesses and strengths, demands and aspirations, expectations so that he may plan his instruction accordingly. A teacher must try to remove or minimize psychological hurdles and barriers to enhance learning readiness among the learners(Sage, 2014).

2.11.3. Subtle and Suitable Communication with the students

For good functioning of the educational institution, effective communication is necessary to coordinate and collaborate with colleagues and teach learners. Of all the expertise, skills, confidence, knowledge and other qualities, being able to communicate effectively is perhaps the most important and significant for a teacher. Continuous reflection and self- assessment may lead a teacher to improve his listening, speaking, reading, writing, way of observing and knowledge of diverse cultural facts and information to make his instruction more effective and productive.

2.11.4 Communicating with students' Parents

For effective planning of instruction, it is significant to know about students' families particularly parents. Some teachers plan visits to meet parents and sometimes teachers send letters to introduce themselves, discussing instructional goals, expectations and asking for their involvement that will lead to develop a better and positive relationship between teachers and parents(Sage, 2014).

2.11.5. Learning ----------A Process

Learning should be taken as a process. In higher education, it is the duty of a teacher to involve the students in this process. This process will involve factor of feedback that will be given by the teachers to their students. If a teacher is focusing on it, it will take his students to achieve better skills for conflict resolution and better utilization of their learned

skills. This very focus of the teacher will enable the students to feel, think, reflect and act properly (Kolb & Kolb, 2012).

2.11.6. Considering Diverse Learning Styles Important

If some students are not doing well in the class or not showing interest, one cause may be that the teacher is not focusing their learning style during teaching therefore, considering diverse learning styles of students important for a teacher. Instead of old teaching style, now a simple lecture needs to be added interaction, collaboration, co-operation, dialogues to engage or involve students in the class. If one teacher really wants to convey or communicate his message to the class, he may behave like an orchestra leader who is conducting, guiding, handling and controlling to gain the best outcome. A teacher can do this by using various useful strategies, techniques and methodologies in the class. If a teacher does not assess himself or reflect upon his teaching, he will likely to teach his students according to his own learning style by assuming that it will really work for his students. Some students want to work alone whereas some in groups, so it is a teacher's duty to use both types of activities like individual and group projects in the class. A teacher must remember that his own teaching style and his students' learning styles are not immutable; those can be modified according to various classes and contexts. Focusing on learning styles is not a solution or a magical stick to solve all the problems in the class. Teacher's continuous reflection and self-assessment may increase and enhance students' classroom involvement and learning readiness(Montgomery & Grant, 1996).

2.11.7. Supporting and Respecting Slow Learners

Every student is unique, special and different human being so a teacher encounters a variety of students in which slow learners also come. A slow learner does not need special education but he feels difficulty in traditional classroom. Slow learners are immature, cannot

complete complex tasks, establish relations with others and set long-term objectives and goals for them. A teachers' reflective practices may help them in enhancing their self-confidence and learning readiness (Borah, 2013).

2.11.8. Helping Students in Expanding New Knowledge

A student must possess a solid and strong foundation on which he may build a new building of learning, awareness and knowledge. Who will help him in this process? It is quite obvious that in a classroom, it is the teacher who helps a student. He may initiate a new topic and then encourage and guide them in individual or group discussion to understand new topic and expand their learning and new knowledge. By reflecting on this aspect, a teacher may likely to use strategies like guiding students step by step, initiating activities and assisting and facilitating students and assigning homework as a productive activity for deepening and expanding new ways of knowledge(Merzano, 2007).

Teachers should encourage the students to engage themselves in challenging and complex tasks. It may be done on individual level or as collaborative work(Ferraro, 2000).

2.11.9. Enhancing Motivation for Learning

Adult learners want to feel free and autonomous in learning process. For motivating them, teachers need to give them choices in decision making. These choices can be small or big but they will give students sense of control, freedom and autonomy.

Teachers may develop the competency and level of proficiency of the learners by challenging them in applying their skills in collecting, combining, synthesizing and organizing material to complete a given task by the teacher. Providing variety, change, unfamiliar and new teaching materials, tasks, activities and methodologies may motivate

the students. The only need is teacher's reflection to choose the best suitable way of motivating his students. Motivation leads to involvement and involvement leads to success(Kirk, 2014).

2.11.10. Getting Students engaged in Classroom Activities

For better learning, students' engagement in classroom activities is important. The engagement in classroom may be noticed by classroom participation, learning readiness, taking interest in activities, feeling happy to be a part of class and applying skills to learn more. A teacher must work on this and a teacher may find the ways to adjust them in the class through continuous or formative assessment. A teacher may internally motivate the students by developing a feeling in them that they are moving towards progress. Small successes and wins may be appreciated and celebrated(Strauss, 2013). Students may feel motivated if they are assigned tasks and assignments relevant to their lives(Lorenzetti, 2013).

2.11. 11.Assessing Teacher's own Lesson Plans

After planning and delivering a lesson, a teacher should reflect or assess his own lesson plan. It will give an outline of what was planned and what was done. A good, effective or fruitful lesson plan is not that was fully implemented in fact a productive one leads a teacher and his students to learn from one another(Mikova, 2014).

2.11.12. Facilitating Students in Complex Tasks

An effective teacher needs to facilitate students in complex tasks. A teacher may use some useful strategies like he/she may invite all students to participate not only those who want to with willingness. Teachers may enhance or develop active listening by asking a summary of the taught. Teachers may use techniques of co-operative learning like think-pair-share, and short time discussions with peers(Mikova, 2014).

2.11.13. Using Flexible and Student-Centered Approach

To teach adult learners, the approach should be flexible, according to their needs and student-centered. They should be encouraged enough to feel responsibility, autonomy, control, freedom over their own learning(PVC Academic, 2011).

2.11.14. Arranging Physical Environment of the Classroom

Arranging physical environment of the class room means physical layout of the classroom. It may include:(Shalaway, 2014)

- Arrangement of desks,
- Use of space,
- Decoration in classroom,
- Arrangement of material,
- Appeal of white or black board,
- Notice board
- Facilitating supplies
- Equipment in the classroom.
- Noise level in the classroom
- Lighting
- Temperature
- Cleanliness

Above mentioned elements reflect a teacher's philosophy, approach or style to run the classroom. A teacher may reflect and arrange them according to the needs and requirements with mixing his/her own style A teacher should never hesitate to bring changes in the

classroom because variety, modifications, changes may add life and new fresh element to the working environment (Shalaway, 2014).

2.11.15. Handling Large Classes

A class with large number of students may be difficult to handle but self- assessment, continuous reflection, effective lesson planning can make it easy to handle. As far as physical environment is concerned, a teacher should try to create maximum space in the classroom. Students should be allowed to propose some suggestion to create beautiful, comfortable and soothing environment of classroom. Classroom participation and involvement is another issue that needs to be focused if a teacher is teaching large number of students. The rapport between teacher and student must be built because it will lead to learning readiness and interest in the class. Teacher's availability inside or after the class to resolve the problems of the students must be focused. Students' mistakes should be corrected immediately but in a productive way by the teacher and it will not only help the student but also the teacher(Shaeffer, 2006).

Classroom discipline and control for large classes is another matter. Teachers should take notice immediately and he may ask some small group of good students to keep them aware of the internal issues that are needed to be resolved by the teachers. During instruction, checking of previous knowledge, taking care of individual differences and knowing about students with special needs are some of the important factors for a teacher.

Delivering a full time lecture is not a good exercise. A teacher should divide time in variety of activities to involve and engage students in the class like small discussions that will improve active listening, speaking and remove hesitation, classroom activities and other written tasks may help to provide variety of strategies in the classroom.

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Assigning assignments and developing students portfolios may be good and effective exercises. They will keep inform a teacher about the student's learning, performance pace,involvement , attention, improvement and interest in the learning process.

Students' feedback about the improvement is also an important aspect. An effective teacher must reflect and assess him or herself to improve his style of teaching. He may observe the classes of other colleagues and may ask them to give suggestions to improve the class activities(Shaeffer, 2006).

2.11.16. Maintaining and Managing Classroom

A teacher directly and indirectly influences his students. He/she is a role model for them. If he/she is not behaving properly and appropriately, he/shewill lose the confidence of the class. A teacher may discuss the rules of his class and the consequences to break or violate the rules. This will give a clear picture to the students of what actually is desired from them. For good management it is important for a teacher to take regular attendance, his own punctuality, availability to resolve students' problems, and most of all the respect of the students as people or human beings.

Some other good principles of classroom management may include time management, establishment of good relations with the students, dedication, devotion and sincerity to solve their problems, honest guidance, facilitation , motivation to lean more and more and removing disruption and disturbance from the classroom (Deniseke, 2014).

2.11.17. Avoiding Favoritism

Teacher's favoritism for some of the students is not a good practice. It may lead other students to less involvement, less engagement and less motivation to learn. A teacher may use following tips to avoid favoritism in the class:

- Ask questions from all the students instead of some chosen people.

- Try to engage all in activities

- If a teacher asks someone to answer the question, the student who has given the right answer will chose the next student to answer. In this way they will chose and teacher may avoid biasedness and favoritism.

- Do not use right or left side as a habit always to start an activity. Both sides should be given chance to start the activity.

- Teacher's praise and positive behaviour should be shown to all of the students. They will feel encouraged and motivated(Wood, 2009).

2.11.18. Using Data to Enhance Learning

Lots of researches conducted in the field of educational research. The data and findings of the researches should be used for the betterment of teaching and learning process and future decision making at both micro and macro level(Dale, Harrise, Muoneke, & Times, 2014).

2.11.19. Seeking Guidance from Colleagues

Seeking and giving guidance and pieces of advice should be a culture of the institute. A senior faculty should guide with whole heart and he should share his knowledge, experiences, and expertise with juniors. It will increase the level of respect and mutual

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understanding. As a junior faculty member, a teacher must show respect and honour to the seniors and go to seek advice and guidance when needed. It will create and gradually develop an amazing working environment where people not only feel comfortable but also love to work with one another(Smith, 2014).

2.12 Comparison between Reflective and Non-Reflective Teachers

To determine the important role of teachers' self- assessment for the best learning of the students, it isquite necessary to see the other side of the coin in which teachers are not reflecting, assessing or evaluating them. In other words, we may call it comparison between reflective teachers and non-reflective teachers(OFID, 2014).

Reflective Teachers	Non-Reflective Teachers
They want to change and modify their teaching practices according to the needs and requirements of the students	No change and no modification. They live in darkness
They think and reflect on their work logically on regular basis	They suppose that they are doing well
They make themselves aware of what are their strengths and weaknesses	They can never be able to know the plus and minus points of their teaching. They live in illusion
They involve students , interact with them and receive feedback to use for their self- assessment	No feedback and no change in daily classroom practices.
After reflection, they change their methodologies, strategies and even small tactics to make their instruction effective	No reflection No self- assessment Only stagnation

They reflect and assess themselves in written form and also orally. They use different ways or methods for assessing themselves	No reflection, consequently no usage of innovative ways for modification
Teachers become not only aware of their own strengths and limitations but also their reflective process enables them to know the capabilities and potentials of their students.	No reflection so no critical assessment of their instructional style that may lead to the betterment of students' learning.

(OFID. 2014).

It may be summarized that reflective teachers want to change and modify their teaching practices according to the needs and requirements of the students. They think critically, work logically and reflect continuously whereas; a non-reflective teacher does not want to modify his style, does not reflect and became victim of stagnation.

2.13 Academic Achievement

Academic achievement is a collective name of present and past family, society and school or educational institution experiences. When we discuss one's academic achievement, we cannot focus on the role of one among above mentioned agencies and ignore the other, it may be doubtful or skeptical(Rivkin, Hanushek, & Kain, 2005).

Academic achievement may be defined as marks or grades or scores gained from tests, assessments or examinations by class teachers. It can also be taken as manifestation of students' educational standing(Kimani, Kara, & Njagi, 2013).

2.14 Factors Affecting Academic Achievements

Following are some major factors that may affect academic achievement of the students.

2.14.1 Class Size

Class size may affect academic achievement of the students because when there is over crowdedness in the class, the teacher will not be able to pay full attention to each student and students may not avail opportunities to learn because of large number of students in the class(Wenglinsky, 2001).

2.14.2 Physical Facilities of Educational Institution

Physical facilities, infrastructure, safety, security, smooth and calm environment, school management and administration, etc. all these factors directly or indirectly may affect the academic achievement of the students(Wenglinsky, 2001).

2.14.3 Socio Economic Status of the Students

It is another factor that may affect because social standing of a family , family exposure, family income, family size, family reading and learning habits of newspapers, books and magazines, father's qualification, mother's qualification, siblings house location, neighborhood, all of these factors may have link with students' learning(Wenglinsky, 2001).

2.14.4 Teachers' Qualification

If teachers are less qualified, they have less knowledge and expertise and if a teacher is better qualified, he has more knowledge, capabilities, skills, exposure and expertise that may affect his students leaning and achievement(Wenglinsky, 2001).

2.14.5 Teachers' Working Experience

Work experience is one of the important factors because a new teacher does not have much experience to manage and control the class whereas an experienced teacher may do it easily. At primary level, teacher's working experience has great significant effect on students' level of academic achievement(Kosgei, Mise, Odera, & Aygui, March 2013).

2.14.6 Teachers' Work load

If a teacher is working according to his required level , prescribed load according to his level and class, he may be more attentive to students' needs but if a teacher is overburdened and feeling discomfort , it will not only bad for his own self but also may badly affect students' learning and achievement level(Wenglinsky, 2001).

2.14.7 Teachers' Professional Development

This factor may encompass the following sub-factors

- Area of specialization

- Classroom management

- Time management

- Selection of methodologies and pedagogies

- Selection of strategies and techniques

- Command over subject

- Command over language and communication

- Individual and group learning styles

- Alternative assessment and portfolio making

- Assigning tasks, assignments, projects and readings

- Developing thinking critically and problem solving skills

- Reflective practices and self-assessment of the teachers(Wenglinsky, 2001).

Teachers' self-assessment or their reflective teaching practices may affect directly or indirectly the academic achievement of the students.

After reviewing literature, it may be summarized that self- assessment is not a once or twice doing task. It is a reflective process that enables a teacher to think critically about his work and performance. For quality teaching, teachers cannot afford to be stagnant. They have to be reflective because they directly and indirectly affect students' learning. When teachers assess themselves, they explore their strengths, weaknesses, successes and failures. Consequently, this process takes them to the way of improvement on constant bases. For self-assessment, teachers may adopt different methods, ways, techniques and sources, to fulfill their set criteria and to achieve the ultimate goal of teaching that is improvement in students' learning level.

CHAPTER 3

METHODOLOGY OF RESEARCH

This chapter consists of methods and procedures of the study to investigate the problem of research. The objectives of the study wereto explore the teachers' perception about self- assessment, to determine the relationship between teachers' self- assessment and the academic achievement of their students andto explore the gender wise difference in teachers' level of self- assessment.

3.1 Methods and Procedures of the Study

The Quantitative Approach was used for this study. This study was Correlational research because it determined the relationship of teachers' self-assessment with the academic achievement of their students and also compared the level of self-assessment of male and female teachers.

3.2 Population

Population of the study was all male and female teachers (65) from department of Education, University of Education

The reason behind choosing this university was that it is the first specialized university in the field of Education in Pakistan .It comprises ten campuses all over the Punjab Province. Demographically, it covers different locations and diverse nature of students.

3.3 Sampling

Universal sampling technique was used. All population was taken as sample of study. They were 65 at the time of data collection but the teachers involved in the pilot study were not included in the actual study so the sample size was 57 teachers.

3.4 Research Instrument

For **teachers' self-assessment** a rating scale on 4 levels developed by Cheney Schools WA (2012) was adopted. This tool dealt with eight different criteria like centering instructions on high expectations, Demonstrating effective teaching practices, Recognizing individual student learning needs, Clear focus on content and curriculum, Fostering a safe and positive environment ,Using student data to improve learning, Communicating with students, parents and community, Exhibiting collaborative and collegial practices.

Number	Criteria	Number of Statements
1	Centering instructions on high expectations	4
2	Demonstrating effective teaching practices	7
3	Recognizing individual student learning needs	2
4	Clear focus on content and curriculum	2
5	Fostering a safe and positive environment	5
6	Using student data to improve learning	3
7	Communicating with students, parents and community	2
8	Exhibiting collaborative and collegial practices	4

The results of their students were taken from exam cells of different campuses

3.5 Pilot Testing

The instrument was tested before administrating it finally. Among the ten campuses of University of Education, one campus was randomly selected for pilot testing. Random sampling was used for pilot testing so that every campus may have equal opportunity to be selected. Attok campus was selected and researcher herself visited and requested the respondents to respond. The respondents felt no language problem to understand the language of the statements of the tool and they themselves expressed that it had relevance to their educational environment at university of Education. The respondents of this campus were not included in the final research data collection.

For **validation of research tool**, the expert opinion was used Among these experts, one was senior retired associate professor from Post Graduate College who had great knowledge and experience, the second person was language expert from Department of English, University of Education and the third person was director of one campus of University of Education who was Ph.D.in Education and possessed great knowledge and expertise in the field of research.

For **reliability of research tool**, it was calculated on pilot test data and detail is given below.

Sub Scales	Cronback alpha
C1	0.620
C2	0.740
C3	0.694
C4	0.589
C5	0.669
C6	0.758
C7	0.837
C8	0.731
Over all	0.907

3.6 Data Collection

For data collection, the researcher personally visited the sample institutions, administered the research instruments and requested the respondents to respond carefully. CGPA of the students was asked from examination cells of concerned campuses.

3.7 Data Analysis and Interpretation.

The results of the students were taken from exam cells of different campuses and the average results of all the students taught by the teachers of each campus was calculated by summing the scores and then dividing by total number of the students. The scores obtained were used as the academic achievement scores

To determine significant relationship between two variables Pearson Product Moment Coefficient was used and to see the significant gender wise difference between two groups t-test was used through SPSS.

H_0 1	Pearson Product Moment Coefficient
H_0 2	t-test

All the hypotheses were tested at 0.05 level of confidence/significance

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

Overall objectives of this study were; to explore the teachers' level of self-assessment,to determine the relationship between teachers' self- assessment and the academic achievement of their students and to explore the gender wise difference in teachers' level of self- assessment The sample size was 57 teachers at the time of data collection. The researcher collected the data from all (10) campuses of University of Education, Lahore. The instruments were based on teachers' self-assessment and academic achievement of their students. The data were tabulated in Word software and Statistical Package for Social Sciences. The aggregate arithmetic mean, Pearson Product Moment Coefficient and t-test were applied to analyze the data through SPSS. All the hypotheses were studied at 0.05 level of confidence. The data were described and analyzed in three sections A, B and C.

Section A presents the descriptive analysis regarding Teachers' self- assessment, section B includes the summary of teachers' self-assessment and section C deals with testing of hypothesis,

4.1 Descriptions of Tables

Tables were formed to analyze the statements of rating scale according to criteria along with their statistical analysis

Table #1 described gender wise distribution of the sample, table # 2 showed classification according to qualification, table # 3 showed campus wise classification of sample, table # 4 showed gender wise qualification, table # 5 described the summary of teachers' self-assessment and table # 6 and 7 described the analysis regarding hypothesis of the study.

SECTION A

Section A shows the descriptive analysis regarding Teachers' self- assessment.

Table# 4.1   Gender wise Distribution of Sample

Male Teachers	Female Teachers
27	30

Table # 4.1 shows Gender wise distribution of Sample. There were 27 male teachers and 30 female teachers who served as sample of the study. They were all from Department of Education, University of Education, and Lahore.

Table # 4.2   Qualification wise Classification

M.A	M.Phil./MS	Ph.D.
25	21	11

Table # 4.2 shows the classification according to qualification. There were 25 teachers who were Masters in Education. There were 21 teachers who were M.Phil. / MS in Education and 11 teachers have Ph.D. in Education

Table #4.3 Campus Wise Distribution

Name of Campus	Number of Sample Teachers
Okara Campus	11
Multan Campus	06
Faisalabad Campus	03
Dera Ghazi Khan Campus	04
Vehari Campus	03
Jauhar Abad Campus	07
Bank Road Campus	05
Lowe Mall Campus	11
Township Campus	07

Table # 4.3 shows campus wise distribution of the sample. From Okara Campus, there were 11 teachers, from Multan Campus, there were 06 teachers, from Faisalabad Campus, there were three teachers, from Dera Ghazi Khan Campus, there were four teachers, from Vehari Campus, there were three teachers, from Jauhar Abad Campus, there were seven teachers, from Bank Road Campus, there were five teachers, from Lower Mall campus, there were eleven teachers and from Township Campus, there were seven teachers served as sample of the study.

Table # 4.4   Gender wise Qualification

	Male Teachers (27)			Female Teachers (30)		
Qualification	M.A	M.Phil./MS	PH.D.	M.A	M.Phil./MS	Ph.D.
Number	7	12	8	18	9	3
Percentage%	25.92%	44.44%	29.62%	60%	30%	10%

Table # 4.4 shows gender wise qualification. Among 27 male teachers. seven (25.92%) were Masters in Education, twelve (44.44%) were M.Phil. in Education and eight (29.62) were Ph.D. in Education. Among 30 female teachers, eighteen (60%) were Masters in Education, nine (30%) were M.Phil. in Education and three (10%) were Ph.D. in Education.

SECTION B

Section B deals with the summary of teachers' self-assessment. Table # 4.5 gives statement wise analysis of teachers' self-assessment. Table # 4.6 gives the overall summary of teachers' self- assessment. Table # 4.7 gives the campus wise summary on each criterion while table# 4.8 gives gender wise summary of teachers' self- assessment on each criterion.According to the research instrument, there were eight criteria and each criterion consisted of different number of statements. The detail is following.

1. Centering Instruction on High Expectations

2. Demonstrating Effective Teaching Practices

3. Recognizing Individual Student Learning Needs

4. Clear Focus on Content and Curriculum

5. Fostering a Safe and Positive Environment

6. Using Student Data to Improve Learning

7. Communicating with Parents, School and Community

8. Exhibiting Collaborative and Collegial Practices.

First criterion consisted of four statements (1,2,3,4) , second criterion consisted of seven statements(5,6,7,8,9,10,11), third criterion consisted of two statements(12,13), fourth criterion consisted of two statements(14,15), fifth criteria consisted of five statements(16,17,18,19,20), sixth criterion consisted of three statements(21,22,23), seventh criterion consisted of two statements(24,25) and eighth or last one consisted of four statements(26,27,28,29). Mean score was drawn of each criterion and it was interpreted that could be seen in remarks .For interpretation , there were given four levels, first one was unsatisfactory level, second one was Basic level, third one was Proficient level and fourth one was Distinguished level.

Table # 4.5 Statement wise Analysis of Teachers' self – assessment

	Statement	Level #1 Unsatisfactory F	%	Level#2 Basic F	%	Level#3 Proficient F	%	Level#4 Distinguished F	%	Mean
C1	1.Providing clear learning goals and scales to students	1	17	14	24.1	34	58.6	8	13.8	2.85
	2.Celebrating success	Nil		21	36.2	23	39.7	13	22.4	2.85
	3.Understanding students' interests and backgrounds	Nil		15	25.9	28	48.3	14	24.1	2.98
	4.Demonstrating value and respect for low expectancy students	Nil		10	17.2	35	60.3	12	20.7	3.03
C2	5.Interacting with new knowledge	2	3.4	7	12.1	33	56.9	15	25.9	3.07
	6.Organizing students to practice and deepen knowledge	1	17	11	19.0	30	51.7	15	25.9	3.03
	7.Organizing students for cognitively complex tasks	1	17	15	25.9	28	48.3	13	22.4	2.92
	8.Asking questions of low expectancy students	1	17	14	24.1	26	44.8	16	27.6	3.00
	9.Noticing when students are not engaged	1	17	8	13.8	24	41.4	24	41.4	3.24
	10.Using and applying academic vocabulary			13	22.4	29	50.0	15	25.9	3.03
	11.Evaluating effectiveness of individual lessons and units	1	17	7	12.1	34	58.6	15	25.9	3.10
C3	12.Using effective scaffolding of information with lessons	1	17	14	24.1	29	50.0	13	22.4	2.98
	13.Planning and preparing for the needs of all students	3	5.2	9	15.5	35	60.3	10	17.2	2.91
C4	14.Attention to established content standards	4	6.9	11	19.0	33	56.9	9	15.5	2.80
	15.Use of available resources and technology	2	3.4	16	27.6	25	43.1	14	24.1	2.89

	Statement	Level #1 Unsatisfactory		Level#2 Basic		Level#3 Proficient		Level#4 Distinguished		Mean
		F	%	F	%	F	%	F	%	
C5	16.Organizing the physical layout of classroom	3	5.2	16	27.6	26	44.8	12	20.7	2.82
	17.Reviewing expectations to rules and procedures	4	6.9	12	20.7	37	63.8	4	6.9	2.71
	18.Applying consequences for lack of adherence to rules and procedures	Nil		19	32.8	33	56.9	5	8.6	2.75
	19.Acknowledging adherence to rules and procedures	2	3.4	10	17.2	36	62.1	9	15.5	2.91
	20.Displaying objectivity and control	1	17	12	20.7	30	51.7	14	24.1	3.00
C6	21.Designing instruction aligned to assessment	2	3.4	10	17.2	30	51.7	15	25.9	3.01
	22.Using multiple data elements of students to improve learning	2	3.4	14	24.1	26	44.8	15	25.9	2.94
	23.Tracking students 'progress to improve learning	3	5.2	14	24.1	26	44.8	14	24.1	2.89
C7	24.Promoting positive interactions about students and parents with courses, programmes and institutional events	7	12.1	18	31.0	26	44.8	6	10.3	2.54
	25.Promoting positive interactions about students and parents with timeliness and professionalism	7	12.1	23	39.7	21	36.2	6	10.3	2.45
C8	26.Seeking mentorship for areas of need or interest	2	3.4	17	29.3	30	51.7	8	13.8	2.77
	27.Promoting positive interactions with colleagues	Nil		11	19.0	31	53.4	15	25.9	3.07
	28.Participating in district and institutional initiatives	8	13.8	15	25.9	28	48.3	6	10.3	2.56

Statement	L1 U F	%	L2 B F	%	L3 P F	%	L4 D F	%	Mean
29.Mentoring progress relative to the professional growth and development plan	2	3.4	17	29.3	28	48.3	10	17.2	2.80

Table # 4.5 shows statement wise analysis of teachers' self-assessment. There were 29

statements. Teachers could rate themselves on four levels. First was unsatisfactory level,

second was basic level, third was proficient level and fourth level was distinguished level.

Above table shows that under first statement (Providing clear learning goals and scales to

students)1teacher (17%) was at 1st level. 14 teachers (24.1%) were at 2nd level. 34teachers

(58.6%) were at 3rd level and 8 teachers (13.8%) were at 4th level and mean score of

statement # 1 was 2.85.Under the 2nd statement,(Celebrating success) 21teachers (36.2%)

were at 2nd level. 23teachers (39.7%) were at 3rd level and 13teachers (22.4%) were at 4th

level . the mean score of 2nd statement was 2.85 .Under the 3rd statement,(Understanding

students' interest and background) 15 teachers (25.9%) were at 2nd level .28teachers (48.3%)

were at 3rd level and 14 teachers (24.1%) were at 4th level. The mean score of statement # 3

was 2.98. Under 4th statement,(Demonstrating value and respect for low expectancy students

) 10 teachers (17.2%) were at 2nd level. 35 teachers (60.3%) were at 3rd level and 12 teachers

(20.7%) were at 4th level. The mean score of 4th statement was 3.03. Under 5th statement, (

Interacting with new knowledge) 2 teachers (3.47%) were at 1st level.7 teachers (12.1%) were

at 2nd level. 33 teachers (56.9%) were at 3rd level and 15 teachers (25.9%) were at 4th level .

The mean score of 5th statement was 3.07. Under 6th statement, (Organizing students to

practice and deepen knowledge) 1teacher (17%) was at 1st level.11 teachers (19.0%) were at

2nd level.30 teachers (51.7%) were at 3rd level and 15 teachers (25.9%) were at 4th level. The

mean score of 6th statement was 3.03. Under 7th statement, (Organizing students for

cognitively complex tasks) 1teacher (17%) was at 1st level. 15 teachers (25.9%) were at 2nd level. 28 teachers (48.3%) were at 3rd level and 13 teachers (22.4%) were at 4th level. The mean score of 7th statement was 2.92. Under 8th statement, (Asking questions of low expectancy students) 1 teacher (17%) was at 1st level. 14 teachers (24.1%) were at 2nd level .26 teachers (44.8%) were at 3rd level. 16 teachers (27.6%) were at 4th level. The mean score of 8th statement was 3.00. Under 9th statement, (Noticing when students are not engaged) 1teacher (17%) was at 1st level. 8 teachers (13.8%) were at 2nd level. 24 teachers (41.4%) were at 3rd level. 24 teachers (41.4%) were at 4th level. The mean score of 9th statement was 3.24. Under 10th statement, (Using and applying academic vocabulary) 13 teachers (22.4) were at 2nd level. 29 teachers (50.0%) were at 3rd level. 15 teachers (25.9%) were at 4th level. The mean score of 10th statement was 3.03. Under 11th statement, (Evaluating effectiveness of individual lesson and units) 1 teacher (17%) was at 1st level. 7 teachers (12.1%) were at 2nd level. 34 teachers (58.6%) were at 3rd level and 15 teachers (25.9%) were at 4th level. The mean score of 11th statement was 3.10. Under 12th statement, (Using effective scaffolding of information with lessons) 1teacher (17%) was at 1st level.14 teachers (24.1%) were at 2nd level. 29 teachers (50.0%) were at 3rd level and 13teachers (22.4%) were at 4th level. The mean score of 12th statement was 2.98. Under 13th statement, (Planning and preparing for the needs of all students) 3 teachers (5.2%) were at 1st level. 9 teachers (15.5%) were at 2nd level.35 teachers (60.3%) were at 3rd level and 10 teachers (17.2%) were 4th level. The mean score of 13th statement was 2.91. Under 14th statement, (Attention to established content standards) 4teachers (6.9%) were at 1st level. 11 teachers (19.0%) were at 2nd level. 33 teachers (56.9%) were at 3rd level and 9 teachers (15.5%) were at 4th level. The mean score of 14thstatement was 2.80. Under 15th statement, (Use of available resources and technology) 2 teachers (3.4%) were at 1st level.16 teachers (27.6%) were at 2nd level. 25 teachers (43.1%) were at 3rd level and 14 teachers (24.1%) were at 4th level. The mean score of 15th statement

was 2.89. Under 16th statement , (Organizing physical layout of the classroom) 3 teachers (5.2%) were at 1st level.16 teachers (27.6%) were at 2nd level. 26 teachers (44.8%) were at 3rd level.12 teachers (20.7%) were at 4th level. The mean score of 16th statement was 2.82. Under 17th statement, (Reviewing expectations to rules and procedures) 4 teachers (6.9%) were at 1st level.12 teachers (20.7%) were at 2nd level. 37 teachers (63.8%) were at 3rd level and 4 teachers (6.9%) were at 4th level. The mean score of 17th statement was 2.71. Under 18th statement, (Applying consequences for lack of adherence to rules and procedures)19 teachers (32.8%) were at 2nd level.33 teachers (56.9%) were at 3rd level and 5 teachers(8.6%) were at 4th level. The mean score of 18th statement was 2.75. Under 19th statement,(Acknowledging adherence to rules and procedures) 2 teachers (3.4%) were at 1st level.10 teachers (17.2%) were at 2nd level.36 teachers (62.1%) were at 3rd level and 9 teachers (15.5%) were at 4th level. The mean score of 19th statement was 2.91. Under 20th statement, (Displaying objectivity and control) 1teacher (17%) was at 1st level.12 teachers (20.7%) were at 2nd level. 30 teachers (51.7%) were at 3rd level and 14 teachers (24.1%) were at 4th level. The mean score of 20th statement was 3.00. Under 21st statement,(Designing instruction aligned to assessment) 2 teachers (3.4%) were at 1st level.10 teachers (17.2%) were at 2nd level. 30 teachers (51.7%) were at 3rd level.15 teachers (25.9%) were at 4th level. The mean score of 21st statement was 3.01. Under 22nd statement,(Using multiple data elements of students to improve learning) 2 teachers (3.4%) were at 1st level. 14 teachers (24.1%) were at 2nd level. 26 teachers (44.8%) were at 3rd level.15 teachers (25.9%) were at 4th level. The mean score of 22nd statement was 2.94. Under 23rd statement,(Tracking students' progress to improve learning)3 teachers (5.2%) were at 1st level. 14 teachers (24.1%) were at 2nd level. 26 teachers (44.8%) were at 3rd level and 14 (24.1%) teachers were at 4th level. The mean score of 23rd statement was 2.89. Under 24th statement, (Promoting positive interactions about students and parents with courses, programmes and institutional events) 7 teachers (12.1%) were at

1stlevel.18 teachers (31.0%) were at 2nd level 26 teachers (44.8%) were at 3rd level and 6 teachers (10.3%) were at 4th level. The mean score of 24th statement was 2.54. Under 25th statement (Promoting positive interactions about students and parents with timeliness and professionalism) 7 teachers (12.1%) were at 1st level23 teachers (39.7%) were at 2nd level. 21 teachers (36.2%) were at 3rd level and 6 teachers (10.3%) were at 4th level. The mean score of this statement was 2.45. Under 26th statement,(Seeking mentorship for areas of need or interest) 2 teachers (3.4%) were at 1stlevel. 17 teachers (29.3%) were at 2nd level. 30 teachers (51.7%) were at 3rd level. 8 teachers (13.8%) were at 4th level. The mean score of 26th statement was 2.77. Under 27th statement,(Promoting positive interactions with colleagues) 11teachers (19.0%) were at 2nd level.31 teachers (53.4%) were at 3rd level and 15 teachers (25.9%) were at 4th level. The mean score of 27th statement was 3.07.Under 28th statement,(Participating in district and institutional initiatives) 8teachers(13.8%) were at 1st level.15 teachers (25.9%) were at 2nd level.28 teachers (48.3%) were at 3rd level and 6 teachers (10.3%) were at 4th level. The mean score of 28th statement was 2.56. Under 29th statement,(Mentorship progress Mentorship progress relative to the professional growth and development plan)2 teachers (3.4%) were at 1st level.17 teachers (29.3%) were at 2nd level28 teachers (48.3%) were at 3rd level and 10 teachers (17.2%) were at 4th level. The mean score of 29th statement was 2.80. .

Table # 4.6 Summary of Teachers' self – assessment

Criteria	Mean	Remarks
Centering Instruction on High Expectations	11.73	Teachers have reached the Basic level of criterion one and near to Proficient level
Demonstrating Effective Teaching Practices	21.42	Teachers have reached the Proficient level of criterion two of self- assessment
Recognizing Individual Student Learning Needs	5.89	Teachers have reached the Basic level and very near to the Proficient level of criterion three of self-assessment.
Clear Focus on Content and Curriculum	5.71	Teachers have reached the Basic level and very near to the Proficient level of criterion four of self-assessment.
Fostering a Safe and Positive Environment	14.21	Teachers have reached the Basic level and very near to the Proficient level of criterion five of self-assessment.
Using Student Data to Improve Learning	8.85	Teachers have reached the Basic level and very near to the Proficient level of criterion six of self-assessment.
Communicating with Parents, School and Community	5.0	Teachers have reached the Basic level of criterion seven of self- assessment.
Exhibiting Collaborative and Collegial Practices.	11.21	Teachers have reached the Basic level and very near to the Proficient level of criterion eight of self-assessment.
Total	84.05	

Table # 4.6 shows that total mean score of teachers' self-assessment is 84.05. In criterion one, (Centering Instruction on High Expectations) the unsatisfactory level was at 4, basic level was at 8, proficient level was at 12 and distinguished level was at 16 and the mean score shows that teachers have reached the Basic level of criterion one and near to Proficient level. In criterion two (Demonstrating Effective Teaching Practices), the unsatisfactory level was at 7, basic level was at 14, proficient level was at 21 and distinguished level was at 28 and the mean score shows that teachers have reached the Proficient level of criterion two of self-assessment. In criterion three (Recognizing Individual Student Learning Needs) the unsatisfactory level was at 2, basic level was at 4, proficient level was at 6 and distinguished level was at 8 and the mean score shows that teachers have reached the Basic level of criterion three and near to Proficient level. In criterion four,(Clear Focus on Content and Curriculum) the unsatisfactory level was at 2, basic level was at 4, proficient level was at 6 and distinguished level was at 8 and the mean score shows that teachers have reached the Basic level of criterion four and near to Proficient level In criterion five,(Fostering a Safe and Positive Environment) the unsatisfactory level was at 5, basic level was at 10, proficient level was at 15 and distinguished level was at 20 and the mean score shows that teachers have reached the Basic level of criterion five and very near to Proficient level. In criterion six,(Using Student Data to Improve Learning) the unsatisfactory level was at 3, basic level was at 6, proficient level was at 9 and distinguished level was at 12 and the mean score shows that teachers have reached the Basic level of criterion six and very near to Proficient level. . In criterion seven,(Communicating with Parents, School and Community) the unsatisfactory level was at 2, basic level was at 4, proficient level was at 6 and distinguished level was at 8 and the mean score shows that teachers have reached the Basic level of criterion seven and near to Proficient level. In criterion eight(, the unExhibiting Collaborative and Collegial Practices.) satisfactory level was at 4, basic level was at 8, proficient level was at 12 and

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distinguished level was at 16 and the mean score shows that teachers have reached the Basic

level of criterion eight and near to Proficient level.

Table # 4.7 Campus wise Summary of Teachers' self-assessment on each Criterion

Campus	No of Teachers	Mean								
		*C1	*C2	*C3	*C4	*C5	*C6	*C7	*C8	Total
OC	11	12.45	21.72	6.18	5.90	15.63	9.36	4.63	12.36	88.27
MC	6	10.0	20.83	6.0	5.66	13.16	7.0	5.33	11.33	79.33
FC	3	12.0	21.0	6.0	5.33	15.0	8.16	4.66	12.0	84.66
DGKC	4	12.25	20.0	6.50	6.50	13.0	10.0	6.50	12.50	87.25
VC	3	12.0	22.66	6.66	6.0	15.33	10.0	6.0	12.66	91.33
JC	7	10.42	21.0	6.00	5.14	14.14	7.85	4.28	9.85	78.11
BRC	5	13.4	23.0	5.4	5.8	14.0	10.0	5.0	10.80	88.0
LMC	11	11.63	21.81	5.81	5.63	13.81	8.54	5.18	10.45	82.90
TSC	7	11.85	20.57	5.0	5.71	13.57	8.85	4.57	10.42	80.57

*1.   Centering Instruction on High Expectations
*2.   Demonstrating Effective Teaching Practices
*3.   Recognizing Individual Student Learning Needs
*4.   Clear Focus on Content and Curriculum
*5.   Fostering a Safe and Positive Environment
*6.   Using Student Data to Improve Learning
*7.   Communicating with Parents, School and Community
*8.   Exhibiting Collaborative and Collegial Practices.

Table # 4.6 shows that the mean scores of the teachers of Okara campus at proficient level

(12.45) on criterion 1(Centering Instruction on High Expectations), at proficient level (21.72)

on criterion 2 (Demonstrating Effective Teaching Practices), at proficient level (6.18) on

criterion 3(Recognizing Individual Student Learning Needs), at basic level (5.90) oncriterion

4(Clear Focus on Content and Curriculum), at proficient level (15.63) on criterion 5(Fostering a Safe and Positive Environment), at proficient level (9.36) on criterion 6(Using Student Data to Improve Learning), at basic level (4.63) on criterion 7(Communicating with Parents, School and Community) , at proficient level (12.36) on criterion 8(Exhibiting Collaborative and Collegial Practices.) and overall at proficient level (88.27) on criteria of self- assessment.

The mean scores of the teachers of Multan campus at basic level (10.0) on criter ion 1(Centering Instruction on High Expectations), at basic level (20.83) on criterion 2(Demonstrating Effective Teaching Practices), at proficient level (6.0) on criterion 3(Recognizing Individual Student Learning Needs),, at basic level (5.66) on criterion 4(Clear Focus on Content and Curriculum),2at basic level (13.16) on criterion 5(Fostering a Safe and Positive Environment), at basic level (7.00) on criterion 6(Using Student Data to Improve Learning), at basic level (5.33) on criterion 7(Communicating with Parents, School and Community) , at basic level (11.33) on criterion 8(Exhibiting Collaborative and Collegial Practices.)and over all at basic level (79.33) on criteria of self- assessment. The mean scores of the teachers of Faisalabad campus at proficient level (12.0) on criterion 1 (Centering instructions on high expectations), at proficient level (21.0) on criterion 2(Demonstrating Effective Teaching Practices), at proficient level (6.0) on criterion 3(Recognizing Individual Student Learning Needs),, at basic level (5.33) on criterion 4(Clear Focus on Content and Curriculum),, at proficient level (15.0) on criterion 5(Fostering a Safe and Positive Environment), at basic level (8.16) on criterion 6(Using Student Data to Improve Learning), at basic level (4.66) on criterion 7(Communicating with Parents, School and Community), at proficient level (12.0) on criterion 8(Exhibiting Collaborative and Collegial Practices.) andoverall at basic level (84.66) on criteria of self-assessment. The mean score of the teachers of DG Khan campus shows that they are at proficient level (12.25) on criterion

1(Centering instructions on high expectations),, at basic level (20.0) on criterion 2(Demonstrating Effective Teaching Practices),, at proficient level (6.50) on criterion 3(Recognizing Individual Student Learning Needs),, at proficient level(6.50)on criterion 4(Clear Focus on Content and Curriculum),, at basic level (13.0) on criterion 5(Fostering a Safe and Positive Environment), at proficient level (10.0) on criterion 6(Using Student Data to Improve Learning), at proficient level (6.50) on criterion 7(Communicating with Parents, School and Community), at proficient level (12.50) on criterion 8(Exhibiting Collaborative and Collegial Practices.)and overall at proficient level (87.25) on criteria of self-assessment.The mean score of the teachers of Vehari campus shows that they are at proficient level (12.0) on criterion 1(Centering Instruction on High Expectations), at proficient level (22.66) on criterion 2(Demonstrating Effective Teaching Practices),, at proficient level (6.66) on criterion 3(Recognizing Individual Student Learning Needs),, at proficient level (6.0) on criterion 4(Clear Focus on Content and Curriculum),, at proficient level (15.33) on criterion 5(Fostering a Safe and Positive Environment), at proficient level (10.0) on criterion 6(Using Student Data to Improve Learning), at proficient level (6.0) on criterion 7(Communicating with Parents, School and Community), at proficient level (12.66) on criterion 8(Exhibiting Collaborative and Collegial Practices.)and overall at proficient level (91.33) on criteria of self-assessment. The mean score of the teachers of Jauharabad campus shows that the teachers at basic level (10.42) on criterion 1(Centering Instruction on High Expectations), at proficient level (21.00) on criterion 2(Demonstrating Effective Teaching Practices),, at proficient level (6.00) on criterion 3(Recognizing Individual Student Learning Needs),, at basic level (5.14) on criterion 4(Clear Focus on Content and Curriculum) at basic level (14.14) on criterion 5(Fostering a Safe and Positive Environment), at basic level (7.85) on criterion 6(Using Student Data to Improve Learning), at basic level (4.28) on criteriuon7(Communicating with Parents, School and Community), at basic level (9.85) on

criterion 8(Exhibiting Collaborative and Collegial Practices.)and overall at basic level (78.11) on criteria of self-assessment.. The mean score of teachers of Bank Road campus shows that they are at proficient level (13.4) on criterion 1(Centering Instruction on High Expectations), at proficient level (23.0) on criterion 2(Demonstrating Effective Teaching Practices),, at basic level (5.4)o on criterion 3(Recognizing Individual Student Learning Needs),, at basic level (5.8) on criterion 4(Clear Focus on Content and Curriculum),, at basic level (14.0) on criterion 5(Fostering a Safe and Positive Environment), at proficient level (10.0) on criterion 6(Using Student Data to Improve Learning), at basic level (5.0) on criterion 7(Communicating with Parents, School and Community), at basic level (10.80) on criterion 8(Exhibiting Collaborative and Collegial Practices.)and overall at proficient level (88.0) on criteria of self-assessment. The mean score of the teachers of Lower Mall campus shows that they are at basic level (11.63) on criterion 1(Centering Instruction on High Expectations) . at proficient level (21.81) on criterion 2(Demonstrating Effective Teaching Practices), at basic level (5.81) on criterion 3(Recognizing Individual Student Learning Needs), at basic level (5.63) on criterion 4(Clear Focus on Content and Curriculum),, at basic level (13.81) on criterion 5(Fostering a Safe and Positive Environment), at basic level (8.54) on criterion 6(Using Student Data to Improve Learning) , at basic level (5.18) on criterion 7(Communicating with Parents, School and Community), at basic level (10.45) on criterion 8(Exhibiting Collaborative and Collegial Practices.)and overall at basic level (82.90) on criteria of self-assessment. The mean score of teachers of Township campus shows that they are at basic level (11.85) on criterion 1(Centering Instruction on High Expectations), at basic level (20.57) on criterion 2(Demonstrating Effective Teaching Practices),, at basic level (5.0) on criterion 3(Recognizing Individual Student Learning Needs) at basic level (5.71) on criterion 4(Clear Focus on Content and Curriculum), at basic level (13.57) on criterion 5(Fostering a Safe and Positive Environment) , at basic level (8.85) on criterion 6(Using

Student Data to Improve Learning), at basic level (4.57) on criterion 7(Communicating with Parents, School and Community), at basic level (10.42) on criterion 8 (Exhibiting Collaborative and Collegial Practices.)and overall at basic level (80.57) on criteria of self-assessment.

Table #4.8 Gender wise Summary of Teachers' self-assessment on each Criterion.

Criterion	Mean Male (27)	Mean Female (30)
C1	12.07	11.43
C2	21.77	21.10
C3	6.03	5.76
C4	5.96	5.50
C5	14.92	13.56
C6	9.00	8.73
C7	5.2	4.73
C8	11.66	10.80
Total	86.74	81.63

Table # 4.8 shows that there were 27 male teachers and the mean score of male teachers on criterion 1(Centering Instruction on High Expectations) was 12.07, on C2(Demonstrating Effective Teaching Practices) was 21.77, on C3(Recognizing Individual Student Learning Needs) was 6.03, on C4(Clear Focus on Content and Curriculum) was 5.96, on C5(Fostering

a Safe and Positive Environment) was 14.92, on C6(Using Student Data to Improve Learning), was 9.00 , on C7(Communicating with Parents, School and Community) was 5.2 , on C 8(Exhibiting Collaborative and Collegial Practices.) it was 11.66 and total mean score was 86.74. The number of female teachers were 30 and the mean score on criterion 1(Centering Instruction on High Expectations) was 11.43, on C2(Demonstrating Effective Teaching Practices) was 21.10, on C3(Recognizing Individual Student Learning Needs) was 5.76, on C4(Clear Focus on Content and Curriculum) was 5.50, on C5(Fostering a Safe and Positive Environment) was 13.56, on C6(Using Student Data to Improve Learning), was 8.73, on C7(Communicating with Parents, School and Community) was 4.73, on C8 (Exhibiting Collaborative and Collegial Practices.)was 10.80 and the total mean score was 81.63.

SECTION C

This section presents the testing of null hypothesis.

All hypotheses were tested at 0.05 level of significance.

H_{01} There is no significant relationship between teachers' self-assessment

and academic achievement of their students.

This hypothesis was tested through Pearson Product Moment Coefficient.

Table # 4.9   Relationship between teachers' self-assessment and academic achievement

Variables		Number	Pearson "r"	p-Value
Academic achievement of students	Teachers' self- assessment	57		
	C1		-0.191	0.155
	C2		-0.112	0.406
	C3		-0.139	0.304
	C4		-0.046	0.734
	C5		-0.213	0.112
	C6		-0.126	0.351
	C7		-0.009	0.948
	C8		-0.127	0.348
	Total		-0.173	0.198

Table # 4.9 shows that the value of correlation coefficient (-0.173) and corresponding p-value (0.198) shows that there was no significant relationshipbetween teachers' self- assessment and academic achievement of their students neither on each criterion nor on the total so the null hypothesis was accepted .

H_{02} There is no significant gender wise difference in the level of self-assessment

of the teachers .

Table # 4.10Gender wise difference in self-assessment of the teachers.

Gender	N	Mean	t	df	p-value
Male	27	86.74	1.696	55	.095
Female	30	81.63			

Table # 4.8 shows that the t value (1.696).and the p-Value (.095) indicates that there was no

significant gender wise difference between the levels of Teachers' self-assessment so the null

hypothesis was accepted.

The Mean score of male teacher' level of self- assessment was (86.74) greater than the Mean

score of female teacher' level of self- assessment (81.63).

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

5.1 Summary

The title of research was , " Relationship between teachers 'self-assessment and theacademic achievement of the students" This research had the following objectives; to explore the teachers' level of self- assessment, to determine the relationship between teachers' self- assessment and the academic achievement of their students and to explore the gender wise difference in teachers' level of self- assessment . The sample of the study consisted of 57 participants was taken by universal sampling technique. The research instrument by Cheney Schools WA (2012) was adopted to get opinion for the study. The data were analyzed to determine significant relationship between two variables. Pearson Product Moment Coefficient was used to see the significant relationship while to see the gender wise difference between two groups. t-test was used through SPSS.

5.2 Findings

The following findings were drawn from the analysis and interpretation of data:

1. Among 57 teachers, there were 25 teachers who were Masters in Education. There were 21 teachers who were M.Phil. / MS in Education and 11 teachers have Ph.D. in Education (Table # 4.2)

2. Among 27 male teachers, seven were Masters in Education, twelve were M.Phil. in Education and eight were Ph.D. in Education. Among 30 female teachers, eighteen

were Masters in Education, nine were M.Phil. in Education and three were Ph.D. in Education.(Table # 4.4)

3. Under first statement (Providing clear learning goals and scales to students) 1teacher was at unsatisfactory level. 14 teachers were at basic level. 34teachers were at proficient level and   8 teachers were at distinguished level.(Table # 4.5)

4. Mean score of statement # 1(Providing clear learning goals and scales to students) was 2.85..(Table # 4.5)

5. Under the 2nd statement (Celebrating success) 21teachers were at basic level. 23teachers were at proficient level and 13teachers were at distinguished level.(Table # 4.5)

6. The mean score of 2nd statement (Celebrating success) was 2.85. .(Table # 4.5)

7. Under the 3rd statement (Understanding students' interests and backgrounds) 15 teachers were at basic level .28teachers were at proficient level and 14 teachers were at distinguished level. .(Table # 4.5)

8. The mean score of statement # 3(Understanding students' interests and backgrounds) was 2.98..(Table # 4.5)

9. Under 4th statement (Demonstrating value and respect for low expectancy students)10 teachers were at basic level. 35 teachers were at proficient level and 12 teachers were at distinguished level. .(Table # 4.5)

10. The mean score of 4th statement (Demonstrating value and respect for low expectancy students)was 3.03..(Table # 4.5)

11. Under 5th statement (Interacting with new knowledge)2 teachers were at unsatisfactory level. 7 teachers were at basic level. 33 teachers were at proficient level and 15 teachers were at distinguished level..(Table # 4.5)

12. The mean score of 5th statement (Interacting with new knowledge) was 3.07. .(Table # 4.5)

13. Under 6th statement (Organizing students to practice and deepen knowledge) 1 teacher was at unsatisfactory level.11 teachers were at basic level.30 teachers were at proficient level and 15 teachers were at distinguished level.(Table # 4.5)

14. The mean score of 6th statement (Organizing students to practice and deepen knowledge) was 3.03. .(Table # 4.5)

15. Under 7th statement (Organizing students for cognitively complex tasks) 1 teacher was at unsatisfactory level. 15 teachers were at basic level. 28 teachers were at proficient level and 13 teachers were at distinguished level.(Table # 4.5).(Table # 4.5)

16. The mean score of 7th statement (Organizing students for cognitively complex tasks) was 2.92. .(Table # 4.5)

17. Under 8th statement (Asking questions of low expectancy students) 1 teacher was at unsatisfactory level. 14 teachers were at basic level .26 teachers were at proficient level. 16 teachers were at distinguished level. .(Table # 4.5)

18. The mean score of 8th statement (Asking questions of low expectancy students) was 3.00. .(Table # 4.5)

19. Under 9th statement (Noticing when students are not engaged) 1 teacher was at unsatisfactory level. 8 teachers were at basic level. 24 teachers were at proficient level. 24 teachers were at distinguished level. .(Table # 4.5)

20. The mean score of 9th statement (Noticing when students are not engaged) was 3.24. .(Table # 4.5)

21. Under 10th statement (Using and applying academic vocabulary) 13 teachers were at basic level. 29 teachers were at proficient level. 15 teachers were at distinguished level. .(Table # 4.5)

22. The mean score of 10thstatement (Using and applying academic vocabulary) was 3.03. .(Table # 4.5)

23. Under 11th statement (Evaluating effectiveness of individual lessons and units) 1 teacher was at unsatisfactory level. 7 teachers were at basic level. 34 teachers were at proficient level and 15 teachers were at distinguished level..(Table # 4.5)

24. The mean score of 11th statement (Evaluating effectiveness of individual lessons and units) was 3.10. .(Table # 4.5)

25. Under 12th statement (Using effective scaffolding of information with lessons) 1teacher was at unsatisfactory level.14 teachers were at basic level. 29 teachers were at proficient level and 13teachers were at distinguished level.(Table # 4.5)

26. .The means score of 12th statement (Using effective scaffolding of information with lessons) was 2.98. .(Table # 4.5)

27. Under 13th statement (Planning and preparing for the needs of all students) 3teachers were at unsatisfactory level. 9 teachers were at basic level.35 teachers were at proficient level and 10 teachers were distinguished level.(Table # 4.5)

28. The mean score of 13th statement (Planning and preparing for the needs of all students) was 2.91. .(Table # 4.5)

29. Under 14th statement (Attention to established content standards) 4teachers were at unsatisfactory level. 11 teachers were at basic level. 33 teachers were at proficient level and 9 teachers were at distinguished level..(Table # 4.5).(Table # 4.5)

30. The mean score of 14th statement (Attention to established content standards) was 2.80. .(Table # 4.5)

31. Under 15th statement (Use of available resources and technology) 2 teachers were at unsatisfactory level.16 teachers were at basic level. 25 teachers were at proficient level and 14 teachers were at distinguished level..(Table # 4.5)

32. The mean score of 15th statement (Use of available resources and technology) was 2.89. .(Table # 4.5)

33. Under 16th statement (Organizing the physical layout of the classroom) 3 teachers were at unsatisfactory level.16 teachers were at basic level. 26 teachers were at proficient level.12 teachers were at distinguished level. .(Table # 4.5)

34. The mean score of 16th statement (Organizing the physical layout of the classroom) was 2.82. .(Table # 4.5)

35. Under 17th statement (Reviewing expectations to rules and procedures)4 teachers were at unsatisfactory level. 12 teachers were at basic level. 37 teachers were at proficient level and 4 teachers were at distinguished level. .(Table # 4.5)

36. The mean score of 17th statement (Reviewing expectations to rules and procedures) was 2.71. .(Table # 4.5)

37. Under 18thstatement (Applying consequences for lack of adherence to rules and procedures) 19 teachers were at basic level.33 teachers were at proficient level and 5 teachers were at distinguished level. .(Table # 4.5)

38. The mean score of 18th statement (Applying consequences for lack of adherence to rules and procedures) was 2.75. .(Table # 4.5)

39. Under 19th statement (Acknowledging adherence to rules and procedures) 2 teachers were at unsatisfactory level.10 teachers were at basic level.36 teachers were at proficient level and 9 teachers were at distinguished level. .(Table # 4.5)

40. The mean score of 19th statement (Acknowledging adherence to rules and procedures) was 2.91. .(Table # 4.5)

41. Under 20th statement (Displaying objectivity and control) 1teacher was at unsatisfactory level.12 teachers were at basic level. 30 teachers were at proficient level and 14 teachers were at distinguished level. .(Table # 4.5)

42. The mean score of 20th statement (Displaying objectivity and control) was 3.00. .(Table # 4.5)

43. Under 21st statement (Designing instruction aligned to assessment) 2 teachers were at unsatisfactory level.10 teachers were at basic level. 30 teachers were at proficient level.15 teachers were at distinguished level. .(Table # 4.5)

44. The mean score of 21st statement (Designing instruction aligned to assessment) was 3.01. .(Table # 4.5)

45. Under 22nd statement (Using multiple data elements of students to improve learning)2 teachers were at unsatisfactory level. 14 teachers were at basic level. 26 teachers were at proficient level.15 teachers were at distinguished level. .(Table # 4.5)

46. The mean score of 22nd statement (Using multiple data elements of students to improve learning) was 2.94. .(Table # 4.5)

47. Under 23rd statement (Tracking students 'progress to improve learning)3 teachers were at unsatisfactory level. 14 teachers were at basic level. 26 teachers were at proficient level and 14teachers were at distinguished level. .(Table # 4.5)

48. The mean score of 23rd statement (Tracking students 'progress to improve learning) was 2.89. .(Table # 4.5)

49. Under 24th statement (Promoting positive interactions about students and parents with courses, programmes and institutional events) 7 teachers were at unsatisfactory level.18 teachers were at basic level 26 teachers were at proficient level and 6 teachers were at distinguished level..(Table # 4.5)

50. The mean score of 24th statement (Promoting positive interactions about students and parents with courses, programmes and institutional events) was 2.54. .(Table # 4.5)

51. Under 25^{th}statement (Promoting positive interactions about students and parents with timeliness and professionalism) 7 teachers were at unsatisfactory level   23 teachers

were at basic level. 21 teachers were at proficient level and 6 teachers were at distinguished level. .(Table # 4.5)

52. The mean score of this statement (Promoting positive interactions about students and parents with timeliness and professionalism) was 2.45. .(Table # 4.5)

53. Under 26th statement (Seeking mentorship for areas of need or interest) 2 teachers were at unsatisfactory level. 17 teachers were at basic level. 30 teachers were at proficient level. 8 teachers were at distinguished level. .(Table # 4.5)

54. The mean score of 26th statement (Seeking mentorship for areas of need or interest) was 2.77. .(Table # 4.5)

55. Under 27th statement (Promoting positive interactions with colleagues) 11teachers were at basic level.31 teachers were at proficient level and 15 teachers were at distinguished level. .(Table # 4.5)

56. The mean score of 27th statement (Promoting positive interactions with colleagues) was 3.07..(Table # 4.5)

57. Under 28th statement (Participating in district and institutional initiatives) 8 teachers were at unsatisfactory level.15 teachers were at basic level.28 teachers were at proficient level and 6 teachers were at distinguished level.

58. The mean score of 28th statement (Participating in district and institutional initiatives) was 2.56. .(Table # 4.5)

59. Under 29th statement,(Mentoring progress relative to the professional growth and development plan)2 teachers were at unsatisfactory level.17 teachers were at basic level 28 teachers (48.3%) at proficient level and 10 teachers were at distinguished level. .(Table # 4.5)

60. The mean score of 29[th]statement (Mentoring progress relative to the professional growth and development plan) was 2.80. .(Table # 4.5).

61. At the first criterion of teachers' self-assessment (Centering Instruction on High Expectations) the mean value was 11.73..(Table # 4.6)

62. At the second criterion of teachers' self-assessment (Demonstrating Effective Teaching Practices) the mean score was 21.42..(Table # 4.6)

63. At the third criterion of teachers' self-assessment (Recognizing Individual Student Learning Needs) .The meanscore was 5.89..(Table # 4.6)

64. At the fourth criterion of teachers' self-assessment (Clear Focus on Content and Curriculum) the mean score was 5.71..(Table # 4.6)

65. At the fifth criterion of teachers' self-assessment (Fostering a Safe and Positive Environment), the mean score was 14.21..(Table # 4.6)

66. At the sixth criterion of teachers' self-assessment (Using Student Data to Improve Learning) the mean score was 8.85..(Table # 4.6)

67. At the seventh criterion of teachers' self-assessment (Communicating with Parents, School and Community) the mean score was 5.0..(Table # 4.6)

68. At the eighth criterion of teachers' self-assessment (Exhibiting Collaborative and Collegial Practices.) the mean score was 11.21 .(Table # 4.6)

69. At all criteria, the total mean score of teachers' self –assessment was 84.05.(Table # 4.6)

70. The mean score of the teachers of Okara campus wasat proficient level (12.45) on criterion 1(Centering Instruction on High Expectations), at proficient level (21.72) on criterion 2(Demonstrating Effective Teaching Practices), at proficient level (6.18) on criterion 3(Recognizing Individual Student Learning Needs), at basic level (5.90) on criterion 4(Clear Focus on Content and Curriculum), at proficient level (15.63) on criterion 5, at proficient level (9.36) on criterion 6(Using Student Data to Improve Learning), at basic level (4.63) on criterion 7 (Communicating with Parents, School

and Community), at proficient level (12.36) on criterion 8(Exhibiting Collaborative and Collegial Practices.) and over all at proficient level (88.27) on criteria of self-assessment.(Table # 4.7)

71. The mean score of the teachers of Multan campus wasat basic level (10.0) on criterion 1(Centering Instruction on High Expectations), at basic level (20.83) on criterion 2(Demonstrating Effective Teaching Practices), at proficient level (6.0) on criterion 3(Recognizing Individual Student Learning Needs), at basic level (5.66) on criterion 4(Clear Focus on Content and Curriculum), at basic level (13.16) on criterion 5(Fostering a Safe and Positive Environment), at basic level (7.00) on criterion 6(Using Student Data to Improve Learning), at basic level (5.33) on criterion 7(Communicating with Parents, School and Community) , at basic level (11.33) on criterion 8(Exhibiting Collaborative and Collegial Practices.) and over all at basic level (79.33) on criteria of self- assessment..(Table # 4.7)

72. The mean score of the teachers of Faisalabad campus was at proficient level (12.0) on criterion 1(Centering Instruction on High Expectations), at proficient level (21.0) on criterion 2(Demonstrating Effective Teaching Practices), at proficient level (6.0) on criterion 3(Recognizing Individual Student Learning Needs), at basic level (5.33) on criterion 4(Clear Focus on Content and Curriculum), at proficient level (15.0) on criterion 5(Fostering a Safe and Positive Environment), at basic level (8.16) on criterion 6,(Using Student Data to Improve Learning) at basic level (4.66) on criterion 7,(Communicating with Parents, School and Community) at proficient level (12.0) on criterion 8(Exhibiting Collaborative and Collegial Practices.) and overall at basic level (84.66) on criteria of self-assessment.

(Table # 4.7)

73. The mean score of the teachers of DG Khan campus was at proficient level (12.25) on criterion 1(Centering Instruction on High Expectations), at basic level (20.0) on criterion 2(Demonstrating Effective Teaching Practices), at proficient level (6.50) on criterion 3(Recognizing Individual Student Learning Needs), at proficient level(6.50)on criterion 4(Clear Focus on Content and Curriculum) at basic level (13.0) on criterion 5(Fostering a Safe and Positive Environment) at proficient level (10.0) on criterion 6(Using Student Data to Improve Learning), at proficient level (6.50) on criterion 7(Communicating with Parents, School and Community), at proficient level (12.50) on criterion 8(Exhibiting Collaborative and Collegial Practices.) and overall at proficient level (87.25) on criteria of self-assessment. .(Table # 4.7)

74. The mean score of the teachers of Vehari campus wasat proficient level (12.0) on criterion 1(Centering Instruction on High Expectations), at proficient level (22.66) on criterion 2, at proficient level (6.66) on criterion 3(Recognizing Individual Student Learning Needs), at proficient level (6.0) on criterion 4(Clear Focus on Content and Curriculum), at proficient level (15.33) on criterion 5(Fostering a Safe and Positive Environment), at proficient level (10.0) on criterion 6) (Using Student Data to Improve Learning),, at proficient level (6.0) on criterion 7(Communicating with Parents, School and Community)at proficient level (12.66) on criterion 8(Exhibiting Collaborative and Collegial Practices.) and overall at proficient level (91.33) on criteria of self-assessment. .(Table # 4.7)

75. The mean score of the teachers of Jauharabad campus was at basic level (10.42) on criterion 1(Centering Instruction on High Expectations), at proficient level (21.00) on criterion 2(Demonstrating Effective Teaching Practices), at proficient level (6.00) on criterion 3(Recognizing Individual Student Learning Needs), at basic level (5.14) on criterion 4(Clear Focus on Content and Curriculum), at basic level (14.14) on criterion

(Fostering a Safe and Positive Environment)5, at basic level (7.85) on criterion 6(Using Student Data to Improve Learning), at basic level (4.28) on criteriuon7Communicating with Parents, School and Community (Using Student Data to Improve Learning), at basic level (9.85) on criterion 8(Exhibiting Collaborative and Collegial Practices.) and overall at basic level (78.11) on criteria of self-assessment..(Table # 4.7).

76. The mean score of teachers of Bank Road campus was at proficient level (13.4) on criterion 1(Centering Instruction on High Expectations), at proficient level (23.0) on criterion 2, (Demonstrating Effective Teaching Practices)at basic level (5.4)o on criterion 3(Recognizing Individual Student Learning Needs), at basic level (5.8) on criterion 4(Clear Focus on Content and Curriculum), at basic level (14.0) on criterion 5(Fostering a Safe and Positive Environment), at proficient level (10.0) on criterion 6(Using Student Data to Improve Learning), at basic level (5.0) on criterion 7Communicating with Parents, School and Community at basic level (10.80) on criterion 8(Exhibiting Collaborative and Collegial Practices.) and overall at proficient level (88.0) on criteria of self-assessment.

(Table # 4.7)

77. The mean score of the teachers of Lower Mall campus was at basic level (11.63) on criterion 1(Centering Instruction on High Expectations), at proficient level (21.81) on criterion 2(Demonstrating Effective Teaching Practices), at basic level (5.81) on criterion 3(Recognizing Individual Student Learning Needs), at basic level (5.63) on criterion 4(Clear Focus on Content and Curriculum), at basic level (13.81) on criterion 5(Fostering a Safe and Positive Environment), at basic level (8.54) on criterion 6(Using Student Data to Improve Learning) , at basic level (5.18) on criterion 7Communicating with Parents, School and Community at basic level (10.45) on

criterion 8(Exhibiting Collaborative and Collegial Practices.) and overall at basic level (82.90) on criteria of self-assessment.

(Table # 4.7)

78. The mean score of teachers of Township campus was at basic level (11.85) on criterion 1(Centering Instruction on High Expectations), at basic level (20.57) on criterion 2(Demonstrating Effective Teaching Practices), at basic level (5.0) on criterion 3(Recognizing Individual Student Learning Needs),at basic level (5.71) on criterion 4(Clear Focus on Content and Curriculum), at basic level (13.57) on criterion 5(Fostering a Safe and Positive Environment) , at basic level (8.85) on criterion 6(Using Student Data to Improve Learning), at basic level (4.57) on criterion 7Communicating with Parents, School and Community at basic level (10.42) on criterion 8(Exhibiting Collaborative and Collegial Practices.) and overall at basic level (80.57) on criteria of self-assessment.(Table # 4.7)

79. The mean score of male teachers on criterion 1(Centering Instruction on High Expectations) was 12.07, on C2(Demonstrating Effective Teaching Practices) was 21.77, on C3(Recognizing Individual Student Learning Needs) was 6.03, on C4(Clear Focus on Content and Curriculum) was 5.96, on C5(Fostering a Safe and Positive Environment) was 14.92, on C6(Using Student Data to Improve Learning) was 9.00 , on C7Communicating with Parents, School and Community was 5.2 , on C 8(Exhibiting Collaborative and Collegial Practices.) it was 11.66..(Table # 4.8)

80. The total mean score of male teachers on all criteria was 86.74. .(Table # 4.8)

81. The mean score of female teachers on criterion 1(Centering Instruction on High Expectations) was 11.43, on C2(Demonstrating Effective Teaching Practices) was 21.10, on C3(Recognizing Individual Student Learning Needs) was 5.76, on C4(Clear Focus on Content and Curriculum) was 5.50, on C5(Fostering a Safe and

Positive Environment) was 13.56, on C6(Using Student Data to Improve Learning) was 8.73, on C7Communicating with Parents, School and Community was 4.73, on C8(Exhibiting Collaborative and Collegial Practices.) was 10.80..(Table # 4.8)

82. The total mean score of female teachers on all criteria was 81.63. .(Table # 4.8)

83. There is no significant relationship between teachers' self- assessment and academic achievement of their students..(Table # 4.9)

84. The negative value of Pearson "r" indicated the negative relationship between the two variables, teachers' self- assessment and academic achievement of their students..(Table # 4.9)

85. There is no significant gender wise difference between the levels of Teachers' self-assessment..(Table # 4.10)

86. The Mean score of male teacher' level of self- assessment was (86.74) greater than the Mean score of female teacher' level of self- assessment 81.63)..(Table # 4.10)

5.3 Conclusions

On the basis of findings, following conclusions were drawn

1. It was concluded that majority of the teachers were at proficient level under all (29) statements. (Findings # 3---59)

2. It was concluded that teachers of Okara campus were at proficient level, teachers of Multan campus were at basic level, teachers of Faisalabad campus were at proficient level, teachers of DG Khan campus were at proficient level, teachers of Vehari campus were at proficient level, teachers of Jauharabad campus were at basic level, teachers of Bank Road campus were at proficient level, teachers of Lower Mall campus were at basic level and teachers of Township campus were at basic level on criterion 1 while overall teachers have reached the Basic level of criterion

one(centering instructions on high expectations) and near to Proficient level ((Findings # 70—78)

3. It was concluded thatteachers of Okara campus were at proficient level, teachers of Multan campus were at basic level, teachers of Faisalabad campus were at proficient level, teachers of DG Khan campus were at basic level, teachers of Vehari campus were at proficient level, teachers of Jauharabad campus were at proficient level, teachers of Bank Road campus were at proficient level, teachers of Lower Mall campus were at proficient level and teachers of Township campus were at basic level on criterion 2 teachers while overall teachers have reached the Proficient level of criterion two (Demonstrating Effective Teaching Practices)of self- assessment ((Findings # 70-78)

4. It was concluded that teachers of Okara campus were at proficient level, teachers of Multan campus were at proficient level, teachers of Faisalabad campus were at proficient level, teachers of DG Khan campus were at proficient level, teachers of Vehari campus were at proficient level, teachers of Jauharabad campus were at proficient level, teachers of Bank Road campus were at basic level, teachers of Lower Mall campus were at basic level and teachers of Township campus were at basic level on criterion 3(Recognizing Individual Student Learning Needs) of self-assessment while overall teachershave reached the Basic level and very near to the Proficient level of criterion three(Recognizing Individual Student Learning Needs) of self- assessment.((Findings # 70---78)

5. It was concluded thatteachers of Okara campus were at basic level, teachers of Multan campus were at basic level, teachers of Faisalabad campus were at basic level, teachers of DG Khan campus were at proficient level, teachers of Vehari campus were at proficient level, teachers of Jauharabad campus were at basic level, teachers of

Bank Road campus were at basic level, teachers of Lower Mall campus were at basic level and teachers of Township campus were at basic level on criterion 4(clear focus on content and curriculum) while overall teachers have reached the Basic level and very near to the Proficient level of criterion four of self- assessment.((Findings # 70--- 78)

6. It was concluded that teachers of Okara campus were at proficient level, teachers of Multan campus were at basic level, teachers of Faisalabad campus were at proficient level, teachers of DG Khan campus were at basic level, teachers of Vehari campus were at proficient level, teachers of Jauharabad campus were at basic level, teachers of Bank Road campus were at basic level, teachers of Lower Mall campus were at basic level and teachers of Township campus were at basic level on criterion 5(Fostering a Safe and Positive Environment) while overall teachershave reached the Basic level and very near to the Proficient level of criterion five of self-assessment.((Findings # 70---78)

7. It was concluded that teachersof Okara campus were at proficient level, teachers of Multan campus were at basic level, teachers of Faisalabad campus were at basic level, teachers of DG Khan campus were at proficient level, teachers of Vehari campus were at proficient level, teachers of Jauharabad campus were at basic level, teachers of Bank Road campus were at proficient level, teachers of Lower Mall campus were at basic level and teachers of Township campus were at basic level on criterion 6(Using Student Data to Improve Learning) while overall teachers have reached the Basic level and very near to the Proficient level of criterion six of self- assessment. ((Findings # 70---78)

8. It was concluded that teachers of Okara campus were at basic level, teachers of Multan campus were at basic level, teachers of Faisalabad campus were at basic level,

teachers of DG Khan campus were at proficient level, teachers of Vehari campus were at proficient level, teachers of Jauharabad campus were at basic level, teachers of Bank Road campus were at basic level, teachers of Lower Mall campus were at basic level and teachers of Township campus were at basic level on criterion 7(Communicating with Parents, School and Community) while overall teachers have reached the Basic level of criterion seven of self- assessment.((Findings # 70---78)

9. It was concluded thatteachers of Okara campus were at proficient level, teachers of Multan campus were at basic level, teachers of Faisalabad campus are at proficient level, teachers of DG Khan campus were at proficient level, teachers of Vehari campus were at proficient level, teachers of Jauharabad campus were at basic level, teachers of Bank Road campus were at basic level, teachers of Lower Mall campus were at basic level and teachers of Township campus were at basic level on criterion 8 while overall teachers have reached the Basic level and very near to the Proficient level of criterion eight (Exhibiting Collaborative and Collegial Practices.) of self-assessment.((Findings # 70---78)

10. It was concluded that teachers of Okara campus were at proficient level, teachers of Multan campus were at basic level, teachers of Faisalabad campus were at basic level, teachers of DG Khan campus were at proficient level, teachers of Vehari campus were at proficient level, teachers of Jauharabad campus were at basic level, teachers of Bank Road campus were at proficient level, teachers of Lower Mall campus were at basic level and teachers of Township campus were at basic level on overall criteria of self-assessment. ((Findings # 70---78)

11. It was concluded that that there is no significant relationship between teachers' self-assessment and academic achievement of their studentsneither on each criterion nor on the total (Findings # (83)

12. It was concluded that that there is no significant gender wise difference at the different levels on each criterion of Teachers' self-assessment.(Findings # (85)

13. It was concluded that the Mean score of male teacher' level of self- assessment was (86.74) greater than the Mean score of female teacher' level of self- assessment (81.63). ((Findings # 86)

5.4 Discussion

There were two variables in this study: teachers' self-assessment and academic achievement of their students. Universal sampling technique was used. All population was taken as sample of study. For teachers' self-assessment a rating scale on 4 levels developed by Cheney Schools WA (2012) was adopted. This tool dealt with eight different criteria

It was found that at the first criterion of self-assessment: Centering Instruction on High Expectations, teachers have reached the Basic level and near to Proficient level

This criterion dealt with the aspects like providing clear leaning goals to the students, celebrating their success, understanding their interest and backgrounds and demonstrating value to low expectancy students.. The findings of the present study supported by Bulger, Mohr & Walls, (2002) took clarity in designing objectives and sharing with students for gaining better output, involvement of the students in the class, their enthusiasm on their success and well participation in the classroom proceedings as shining top stars and pillars of effective teaching..

It was found that at the second criterion of this study: Demonstrating Effective Teaching Practices, teachers have reached the Proficient level. This criterion dealt with the aspects like interacting with new knowledge, organizing learners to enhance and increase their knowledge, motivating students to do difficult and complex tasks, dealing with slow

learners and creating relevance of daily lessons with life and world. .Ferraro, (2000) found that teachers should encourage the students to engage themselves in challenging and complex tasks. It might be done on individual level or as collaborative work. This sort of peer co-ordination would help those understanding difficult tasks in peer coaching and they would start thinking critically when they were to explore new knowledge.

It was found that at the criterion three: Recognizing Individual Student Learning Needs, teachers have reached the Basic level and very near to the Proficient level. This criterion dealt with the aspects like providing effective information to the students and planning according to the needs of the learners. The teachers might reflect on their lesson plans to see either they are in the line of their students' needs and their requirements as in one research done by Mikova, (2014) described that after planning and delivering a lesson, a teacher should reflect or assess his own lesson plan. It will give an outline of what was planned and what was done. A good, effective or fruitful lesson plan was not that was fully implemented in fact a productive one leads a teacher and his students to learn from one another.

It was found that at the fourth criterion: Clear Focus on Content and Curriculum, teachers have reached the Basic level and very near to the Proficient level. This criterion dealt with the aspects like paying attention to set standards and utilizing available resources in the best way. A research done by Merzano, (2007) is in the same line of thinking, as it said that a student must possess a solid and strong foundation on which he might build a new building of learning, awareness and knowledge. Who would help him in this process? It was quite obvious that in a classroom, it was the teacher who helped a student. He might initiate a new topic and then encouraged and guided them in individual or group discussion to understand new topic and expanded their learning and new knowledge. By reflecting on this aspect, a teacher might likely to use strategies like guiding students step by step, initiating activities and assisting and facilitating

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students and assigning homework as a productive activity for deepening and expanding new ways of knowledge.

It was found that at the criterion five: Fostering a Safe and Positive Environment, teachers have reached the Basic level and very near to the Proficient level. This criterion dealt with the aspects like organizing and focusing on the physical environment of the classroom.. A classroom was a reflection of a teacher's philosophy of teaching and his classroom management. A research done by Shalaway, (2014) could be quoted here in the same agreement; classroom elements reflect a teacher's philosophy, approach or style to run his classroom. He might reflect and arrange them according to the needs and requirements with mixing his own style .He should never hesitate to bring changes in the classroom because variety, modifications, changes might add life and new fresh element to the working environment.

It was found at the criterion six:Using Student Data to Improve Learning, teachers have reached the Basic level and very near to the Proficient level. This criterion dealt with using multiple data and researches for their improvement of the learners.Lots of researches conducted in the field of educational research. The data and findings of the researches should be used for the betterment of teaching and learning process and future decision making at both micro and macro level.(Dale, Harrise, Muoneke, & Times, 2014)

It was found at the criterion seven: Communicating with Parents, School and Community, teachers have reached the Basic level For effective planning of instruction, it was significant to know about students' families particularly parents. Some teachers planed visits to meet parents and sometimes teachers send letters to introduce themselves, discussing instructional goals, expectations and asking for their involvement that would lead to develop a better and positive relationship between teachers and parents. (Sage, 2014)

It was found at criterion eight:Exhibiting Collaborative and Collegial Practices.,
teachers have reached the Basic level and very near to the Proficient level. This criterion dealt
with the aspects like developing interactions with senior and junior colleagues and
professional growth and development. Seeking and giving guidance and pieces of advice
should be a culture of the institute. A senior faculty should guide with whole heart, he should
share his knowledge, experiences, and expertise with juniors. It would increase the level of
respect and mutual understanding. As a junior faculty member, a teacher must show respect
and honour to the seniors and go to seek advice and guidance when needed. It would create
and gradually develop an amazing working environment where people not only felt
comfortable but also loved to work with one another.(Smith, 2014)

It was found that at almost all the criteria teachers have just crossed the basic level of
self– assessment so it might be discussed here that our teachers should more focus on self-
assessment to be effective, reflect, innovative and devoted teachers.

It was found that there was no significant gender wise difference in the level of
teachers' self-assessment so it might be discussed here that both male and female teachers
were performing equally.

It was found that there was no significant relationship between students' academic
achievement and the self- assessment of their teachers. To enhance students learning level,
teachers should be more reflective and hardworking

5.5 Recommendations.

On the basis of findings and conclusions, it was recommended that:

1. Based on the findings, teachers have reached just the basic level of criterion one.
Therefore, teachers may develop their instructional objectives properly and more

comprehensively and then they may share those with their students. Teachers may give more value to slow learners in the classroom and may involve them in receiving feedback about their teaching.

2. Findings show that teachers have reached the proficient level of criterion 2 but to reach at distinguished level, teachers may put more efforts to motivate their students in involving them in complex cognitive tasks to enhance their critical thinking and problem solving skills. The critical thinking would enable them to understand the importance of self- assessment and reflective practices of their teachers.

3. Based on findings, teachers reached at basic level of criterion 3, therefore, teachers may improve their lesson planning to make their lessons workable, effective and motivating. Teachers may break down the difficult units into small parts to make it easy for the students.

4. Findings and conclusions showed that teachers have reached the basic level of criterion 4. Therefore it may be recommended thatIf some teachers felt that highly sophisticated instructional material and aids were not available, they might use low cost teaching aids wisely and innovatively For example in teaching of English language, a teacher might make syllable wheel, flip chart, play cards, sentence slides, word slides , etc. with a simple chart paper.

5. Based on the conclusions, teachers have reached the basic level of criterion 5&6. So, teacher may pay more attention to physical layout of the classroom and environment to provide comfortable learning conditions for the students. Teachers may join learning with assessment to have record of continuous progress in their performance.

6. Based on the conclusions, teachers have reached the basic level of criterion 7,so teachers may share and consult students' parents about different issues that may lead to students' better adjustment in their educational institute .To create interaction with

community and society, seminars and discussions might be arranged by the teachers on relevant topics.

7. Conclusion showed that teachers reached at basic level of criterion 8 so, they might seek guidance from seniors and help juniors to create comfortable working environment.Teachers may use different methods and techniques for self-assessment like portfolio development to keep record of their continuous improvement.

8. Teachers may intrinsically motivate themselves to reflect on their teaching and assess their own work.He might try to develop innate motivation to improve him/herself for the best possible learning of students and self-satisfaction as an effective teacher. Stimulants for intrinsic motivation may be provided by colleagues and administration at work place.

5.6 Recommendations for Further Researches

Following recommendations might be followed for further researches:

1. Researcher conducted this study at university level, but another study may be conducted at higher secondary or even secondary level.

2. Researcher involved only teacher educators in this research, another study may involve teachers from other different departments.

3. This research was done on different campuses of one university; other studies may involve comparisons of different universities.

4. Researcher determined relationship of teachers' self-assessment and academic achievement of the students, another study may determine relationship of some other variable that may affect academic achievement of the learners

5. Researcher used only professional aspect of teachers' self-assessment while other study may use personal attributes of teachers to see their relationship with academic achievement of their students.

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EXPERT COMMITTEE TO CHECK CONTENT VALIDITY OF RATING SCALE

- Dr.Khalid Saleem

Director, Okara Campus

University of Education. Lahore

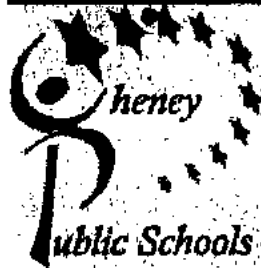- Mr. Illayas Mahmood

Department of English

University of Education

- Mr. Ch. Noor Muhammad Akhtar

Retired Associate Professor

Govt. Post Graduate College

Okara

Cheney Public Schools

For our children, our community, our world, our future

E-Mail Employment Skyward Skyward Family Access

- Home
- About Us
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  - Student Support Services
  - Transportation
  - Volunteer Services
- Parent Resources
- Staff Resources
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  - Compulsory Attendance Toolkit
  - Elementary Standards Based Grading & Reporting
  - Family Friendly Schools
  - Resources for Parent Communication
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Assessment

- Assessment Overview
- Common Core State Standards
- Developmental Reading Assessment (DRA2)
- Dynamic Indicators of Basic Early Literacy Skills
- Measures of Academic Progress (MAP)
- Second Grade Reading Assessment

Cheney School District Assessments Overview

Cheney School District Assessment Calendar

How do I use the Digital Library?

Just click on a resource to read about it, then download for immediate and future use! Once educators are registered to access the Digital Library, they will have the ability to view and download hundreds of resources at all grade levels for immediate and future use. The following slides are helpful in learning how to navigate the Digital Library:

Access State Assessment Practice Resources here.

Teachers use a variety of classroom assessments to monitor student progress and guide instructional practice. Throughout the school year district and state mandated assessments are used to assess student progress toward achieving grade level expectations. The formal, district, or state mandated assessments are highlighted on our assessment pages and intended for educator use and reference Our

rating scale is available in PDF **PDF**

> This rating scale is open to use for all the teachers, if it suits to the circumstances.
>
> Cheney Public Schools. WA

Smarter Balanced
Assessment Consortium

For the past two years, Cheney School District has been part of the development of a more comprehensive assessment system known as Smarter Balanced Assessments. There are THREE types of assessment resources provided by Washington State. Each has a specific focus for informing teachers to support higher student growth. The Reading, Writing, and Mathematics Measurements of Student Progress (MSP) has been replaced by the end of year Smarter Balanced Assessment (SBA). Our students and teachers are familiar with this testing format given our involvement with the field test last spring. The Digital Library provides formative assessment supports across grade levels and standards. Interim assessments will be coming online this winter.

Phone 509-569 4599
Fax.

Relationship of teachers' self- assessment with academic achievement of their students at university level

Respected Teachers,

I am doing MS in Education from International Islamic University, Islamabad. This rating scale is a part of research. I want to take an opportunity to thank you for giving me some of your precious time for making my research work possible the objectives of the study are: 1.To explore the teachers' level of self- assessment.2.To determine the relationship between teachers' self-assessment and the academic achievement of their students. 3. To explore the gender wise difference in teachers' level of self- assessment.

I assure you that your answers will only be used for research purpose and will be kept confidential .You are requested to read the statements very carefully and respond them properly. The main purpose of this research is to analyze the situation and not to criticize any person or the institution. Thank you for your precious time and opinions.

Teacher's self-Assessment Rating Scale

Teacher'sName : _____ _____ Gender : Male / Female

Qualification : M.A /M.Phil./ Ph.D.

Name of Campus _____ ___ Date_____

1= Unsatisfactory   2=Basic   3=Proficient   4=Distinguished

		1	2	3	4
	Criterion 1: Centering Instruction on High Expectations				
1	Providing clear learning goals and scales to students				
2	Celebrating success				
3	Understanding students' interests and backgrounds				
4	Demonstrating value and respect for low expectancy students				
	Criterion 2: Demonstrating Effective Teaching Practices				
5	Interacting with new knowledge				
6	Organizing students to practice and deepen knowledge				
7	Organizing students for cognitively complex tasks				
8	Asking questions of low expectancy students				
9	Noticing when students are not engaged				
10	Using and applying academic vocabulary				
11	Evaluating effectiveness of individual lessons and units				
	Criteria 3: Recognizing Individual Student Learning Needs				
12	Using effective scaffolding of information with lessons				
13	Planning and preparing for the needs of all students				
	Criteria 4: Clear Focus on Content and Curriculum				
14	Attention to established content standards				
15	Use of available resources and technology				
	Criteria 5: Fostering a Safe and Positive Environment				
16	Organizing the physical layout of the classroom				
17	Reviewing expectations to rules and procedures				
18	Applying consequences for lack of adherence to rules and procedures				
19	Acknowledging adherence to rules and procedures				
20	Displaying objectivity and control				
	Criteria 6: Using Student Data to Improve Learning				
21	Designing instruction aligned to assessment				
22	Using multiple data elements of students to improve learning				
23	Tracking students 'progress to improve learning				
	Criteria 7: Communicating with Parents, School, and Community				
24	Promoting positive interactions about students and parents with courses, programmes and institutional events				
25	Promoting positive interactions about students and parents with timeliness and				

	professionalism					
	Criteria 8: Exhibiting Collaborative and Collegial Practices					
26	Seeking mentorship for areas of need or interest					
27	Promoting positive interactions with colleagues					
28	Participating in district and institutional initiatives					
29	Mentoring progress relative to the professional growth and development plan					

- Please write your comments about this rating scale on the back side of this page.