Pakistan Languages and Humanities Review
www.plhr.org.pk

RESEARCH PAPER

Teachers' Instructional Modification through Teachers' Evaluation System and its Impact on the Classroom Management

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PAPER INFO	ABSTRACT
	The purpose of the study was to determine role of teachers' evalustion system in their instructional modification and classroom management. It is commonly assumed that teachers' evaluation system is capable of modifying their behavior, and job-related attitudes along with their instructional strategies which are the indicators of effective classroom management. This study surveyed the effectiveness of the teachers' evaluation system bearing instructional modification through the Teachers' Evaluation System and its impact on classroom management at the primary level in 70 male & female schools of both rural & urban areas in the province of the Punjab, Pakistan. The purpose of this study was to determine the extent to which teachers' instructional modification impacts classroom management. The participants of the study included randomly selected primary-level teachers. A quantitative research design was used to gather data from 200 teachers using two questionnaires having reliability of 0.9 & 0.89 resppurpose of the study to determine the ectively. The findings reflected that teachers' instructional modification influences their classroom management

Introduction

The purpose of this study was to investigate the effectiveness of the teachers' evaluation system (TES) underlining instructional modification of teachers at the primary school level. The perception of teachers was included in this study. Teachers' evaluation is a regular and sustaining method of evaluating their efficiency (Stronge et al., 2006). To bring the teacher's evaluation system into practice that focuses on the complexity of the teaching-learning process, strategies employed and student learning are very important (Phillips et al., 2013; Stein et al. 2012). The standard of education depends to great extent on the quality of the teaching and the effectiveness of teaching strategies (Kale et al., 2007). Effective and successful teachers are the key to an active educational system. Both student and standard of education would become compatible with the provision of quality teachers (Bhargava et al., 2005). For

the best professional standards qualified, experienced and dedicated teachers are required to use interactive teaching skills and strategies to accept the challenge of students' satisfaction.

In the western education system, teacher performance evaluation is considered with students' learning and growth while this facet i.e. teacher evaluation is not focused in the Pakistani system. A well-designed teacher evaluation system improves instructions and hence ensures the standard of education. Loomis (1999) revealed that an effective evaluation system backs the teachers to support progress in their professional skills.

Although teacher evaluations focus on skills to promote instructions and inculcate quality to the instructions, several evaluation systems are based on annual observation reports and used odd checklists having no concern with quality teaching and instructions. The teacher's evaluation has shown a new role that connects instructions and professional development. Teacher evaluation can be practiced accurately, quickly and in the right way to point out weak areas which need improvement.

Literature Review

Instructional modifications are the strategies in which students' needs are accommodated. These students' needs are the learning objectives and the outcomes of individual students and are different from the outcomes of the syllabus and subjects. Historically, the purpose of teacher evaluation has always remained to boost instructional standards and maintain teachers as the key figure in their classrooms.

Instructional modification is best used when all the recipients have equal chances of learning, equal opportunities, and an approach to excellence in all aspects of educational arenas. Teachers' evaluation should be for the purpose to improve the instructional skills and methodology. School excellence can be achieved only if it can retain effective, attractive, and creative teachers (Barber & Mourshed, 2007). The emphasis of teachers' evaluation is to recognize the requirements for instructional modification; instructional planning and strategies (Namaghi et al., 2007). In the same way, Santclices et al., 2009 describe that quality instructions play a vital role in students' achievement progress. Formative evaluation supports the teachers to identify weak and strong points and used them to improve professional skills. Teachers' evaluation system provides guidelines in the classroom first and then instructional issues are considered along with the queries to engage students to increase their achievement and teacher effectiveness (Kane et al., 2011).

On the other hand, classroom management also plays an important role in the teaching-learning process, especially if it is designed upon the results of teachers' evaluation outcomes. According to Evertson and Weinstein (2006), classroom management is the step taken by a teacher to enhance and produce an environment helpful for better educational and socio-emotional learning. From time to time technology development is also concentrated upon class (Schussler et al., 2007). Similarly, Froyen and Iverson (1999) considered the idea of management of covenant and management of contents.

Classroom management studies mention that requirements of educational activities are formed by a complicated conversation process between teachers and students (Doyle & Carter, 1984). This mentions that teachers are sometimes choosing easy activities and known to students. Classroom management is affected by several facts i.e. teacher preparation, experience, flexibility, relationship with students and consistency, etc. For classroom management, "7-Laws of teaching" was identified by Gregory in 2004. Later on, Wilkson prepared "The 7 Laws of the learner". These intellectuals concluded that teachers teach because they keep in view these seven aspects of classroom management. Teachers are required to have the skill of dealing with students of diverse interests within the classroom environment (Sleeter & Owuor, 2011). Effective classroom management is considered the strategy that teachers adopt to create a healthy environment to facilitate and help overall educational activities (Evertson & Weinstein, 2006). Teachers are required to produce a sustainable classroom atmosphere. Teachers have to take hard decisions on how to make the order, involve students, and scale their interaction (Emmer and Stough, 2003). These managed classrooms mainly depend upon teachers' decisions which surely keep in mind their thoughts as well as ground reality. Scrivener (2012) describes classroom management as the way to maintain class discipline and decrease problems that are produced in class. In the views of Burden (2000), the teacher is to get prepared, do strong planning, and conduct class effectively. As teacher evaluation is capable to improve teacher performance and instructional practices so it is not restricted only to performance evaluation (Danielson, 2011). Toch (2008) placed teacher evaluation as a hub of educational activities for teachers and school development. In certain researches, the question arises for teachers how the instructional practices can be improved using an evaluation system and hence student results. Milanowski (2004) showed the teacher evaluation system as a source of the instructional attitude of the teacher to impact student learning. Research has not consistently pointed out the connection between teacher evaluation and sustained betterment or comprehensive student objectives (Donaldson, 2009). Teacher evaluation practices have not given any indication of the progress of teaching practices or the actual situation going on in the classroom. Not much information or research is available which shows how teaching practices can impact and change the teacher and their effectiveness (Taylor & Tyler, 2012). It is not demonstrated how a teacher evaluation system can change the teachers' effectiveness and instructional practices.

Management of class has come up as a challenging task and apparently, it may be one of the causes of teacher burnout and job satisfaction (Evertson& Weinstein 2006). This apprehension seems to be critical for teachers and school managers (Sokal et al., 2003). Even teachers' decision to leave the teaching profession may also be affected by classroom management factors. Classroom management based on social factors with a variety of minds in class proved to be more difficult (De Arment et al., 2013; Farmer et al., 2016). The teacher should use instructions responsive to existing diverse ethnic cultures (Steinbrecher et al., 2015). This will reduce the conflict between teachers and students belonging to different cultural backgrounds (Weinstein et al., 2001). Classroom management becomes more difficult in broad settings, and teachers' work becomes more complicated as to deal with a variety of cultural diversity of children. Classroom management studies mention that requirements of educational activities are formed by a complicated conversation process between teachers and students (Doyle & Carter, 1984). This mentions that

teachers sometimes choose activities easily and know students. Doyle (1981) viewed that complex academic activities became risky for learners. Such complexity of academic work and hardness in cognitive work reduces student involvement and causes a lack of interest, students' reactions, and misbehavior. In such a discouraging environment, teachers' role emerges out teachers, adopt the strategy to simplify the task assigned and make it easy to solve for overall the students (Carter et al., 2013). On contrary, a comparatively simple and easy task with the least complexity creates no or minimum resistance and agitation. In this situation, the administration just limits the chances of learning for learners even though the extra task assigned is crucial. The data reviewed proposed that a lack of trust between management and instruction may demand power attention on administration. Moreover, the learning problems of low achievers can be solved by one emphasizing true managerial skills and assigning easy tasks. Classroom management focuses on how daily engagements are carried out within class. According to Rothstein (2008), classroom management is a link setup between teachers' competence and students' attitude to create a soothing teaching-learning class. Groves (2009) specifies the aforementioned in another way as classroom management is a complete package of laws, sayings, and actions that a class teacher adopts to keep the activities of class smoother for better and safe learning. Ming-Tak and Wai-Shing (2008) take classroom management as the procedure to manage class, reduce disturbance, and support students in learning. Though teachers report that they are unprepared to manage classroom behavior and discipline for difficult students (NCES, 2015), a large body of research has identified effective classroom management interventions (Cooper et al., 2018). In one review of the literature on classroom management practices, Simonsen and colleagues (2008) noted five overarching classroom domains supported by research: (a) maximize structure and predictability; (b) post, teach, review, monitor, and reinforce expectations; (c) actively engage students in observable ways; (d) use a continuum of strategies to acknowledge appropriate behavior; and (e) use a continuum of strategies to respond to inappropriate behavior. Within these domains, strategies such as active supervision (De Pry &Sugai, 2002), and increased opportunities to respond and praise are examples of classroom management practices that have demonstrated a positive impact on student behavior (Partin et al., 2011). Teachers may report that they are unprepared for classroom management, but effective classroom management practices are well documented in research.

Results and Discussion

Data were analyzed by applying the one-sample t-test to explore the level of the perceptions about instructional modification in class management, and gender-wise differences in perception about instructional modification in class management.

Table 1
Teachers' perception of instructional modification

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
OVERAL MDFCSN	200	2.985	0.405	0.014

One Sample Test				
Test Value = 2.5				
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference

			Lower	Upper
OVERAL MDFCSN	35.507 879 0.000 0.485		0.458	0.511

The above table indicates that the Mean Score of teachers' awareness ($\bar{x}$=2.9) is greater than hypothesized test value of 2.5. Moreover, the p-value is less than .05 which indicates that the test is significant. It means that primary school teachers have modified the instructions as a result of the teachers' evaluation system.

Table 2
Teachers' Instructional modification in class management (CMI)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
CMI	200	29	0.536	0.018

One Sample Test						
Test Value = 2.5						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
CMI	29.286	879	0.00	0.529	0.493	0.564

Table 2 indicates that the Mean Score of teachers' instructional modification in class management ($\bar{x}$=3 is greater than the hypothesized mean value of 2.5. It can be seen from the above table that the p-value is less than .05 which indicates that the test is significant. It means that primary school teachers have improved class management due to instructional modification.

Table 3
Gender-wise teachers' perception of class management in instructional modification

	N	Mean	SD	Mean Difference	t	Df	Significance
Male	102	3.091	0.532	0.125	0.471	878	0.00
Female	98	2.966	0.533				

Table 3 describes the comparison between the Mean Scores of class management of male and female teachers in instructional modification. It can be shown that there exists a significant difference (p=0.00< .05) in the perception of male and female teachers about class management in instructional modification. It can be said that male teachers have a modification in class management better as compared to female teachers.

Discussion

Teacher evaluation has assisted the professional growth and liability; nurtures the professional development of teachers and information for making personal decisions (Kerstenet al., 2005).

It was found that male teachers have modified instructions better as compared to female teachers. Similarly, teachers' instructional modification in teachers' evaluation system depicts that primary school teachers have shown

improvement in class management. The same was explored by Torff and Sessions (2005) about professional development initiatives. Kimball (2011) in his study viewed that classroom practices may improve teacher instructional practices. Sleeter andOwuor(2011) found that in well managed class teachers can have the skill of dealing with students of diverse interests. Slotta et al., 2009 also supported this by saying that professionally strong teachers and having better skills can understand the needs of students very well.

Conclusion

The process of teacher evaluation has created the precursor of discussions countrywide when quality education especially at primary level was focused across the nation as well as in local school systems. In province of the Punjab school systems are looking at ways to evaluate teachers that offer a fairly more organized and more methodical approach to teacher evaluation, which shows that existing developments are scarce. Teacher evaluations can significantly escalate student attainment through professional growth and progress endorsements. However, that does not seem to be the mode in which evaluations are being used in most systems. To reveal the apparent discontent with the system of teacher evaluation in the province of Punjab, this research concentrated on investigating the perceptions of teachers regarding the teacher evaluation system to determine the effectiveness of the teachers' evaluation process being practiced in the present education system of Pakistan.

Results of analysis depict that the male teachers have a modification in classroom management better as compared to female teachers however approach of both male and female teachers is professionally same regarding instructional modification.

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