

Development of Teacher Performance and its Impact on Enhancing on the Quality of the Educational Process

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Abstract :

This paper studies the development of teacher performance and its impact on the quality of the educational process. The descriptive analytical and experimental methods are used in this research. The results of the study are expected to be beneficial for the development of teacher performance planners in the Ministry of Education in planning effective strategies pertaining to the quality of the educational process.

The study sample consists of students totaling (30) of the third level, batch (2011 – 2012) from faculty of Education of the U of K.

Topics of development of teacher performance were prepared depending on lesson plan display (Teaching plan), design include of teaching schedule (Time Table Module) and design of lesson display plan.

The results showed there is a significant difference between teacher's performance before and after the development of teacher performance, in addition there is a significant difference between the experimental group and control group before and after the test. This confirms that the development of teacher performance improved the teaching among the trainers.

Keywords: Educational process; teacher; performance development;

Introduction:

One of the few areas of consensus among education policy makers, practitioners and the general public today is that improving teacher quality is one of the most direct and promising strategies for improving public education outcomes .

Furthermore, this strategy is particularly critical for groups of children who have historically been taught by the least qualified teachers. Interest is intensifying in how to go beyond current measures of teacher qualifications to measure that more closely evaluate teachers' effectiveness in relation to student learning¹.

Education development is a national concern that draws the attention of many writers, thinkers and intellectuals. Recently, the education has reached a significant level of impairment that is affecting the quality of education gained by students and subsequently the workforce in various fields. Education is an essential means of nation's development and prosperity. Thus, countries will not achieve that goal if they neglect scientists, scientific research or ranking it at the bottom of the list. In addition to that, education experts emphasize on the importance of good educational management to improve the educational process. Enhancing teacher's skills and performance is considered as a tool in improving the educational process. Faculty of education plays a vital role in preparing well trained and skillful teachers.

Measuring teacher quality rely almost exclusively on classroom observations by principals who differentiate among teachers and offer little useful feedback, on the one hand, on teachers' course-taking records plus paper-and-pencil tests of basic academic skills and disciplinary subject matter knowledge that are poor predictors of later effectiveness in the classroom, on the other.

It has become clear that new strategies for evaluating teacher competence and effectiveness are needed. Any serious and systematic effort to improve the quality of teachers entering or already practicing in the nation's schools must include development of reliable and valid measures of how well they perform in the classroom, linked to multiple sources of evidence of their effectiveness in promoting learning for students.

Ever, our education system has been fixated on raising student performance. Over the last two decades, we have witnessed the coming and going of many

¹Alexander, D., Heaviside, S., & Farris, E. (1998), Status of education reform in public elementary and secondary schools: Teachers' perspectives. U.S. Department of Education, National Center for Education Statistics. Washington, D.C.: U.S. Government Printing Office.

initiatives designed to achieve that end 'and the restructuring of schools, programs and the development of standards, curricula, teaching materials, and, yes, standardized assessments. Yet, in spite of the billions of dollars spent, student performance has been affected very little.

The main reason for that failure is that too little attention has been paid to what actually goes on in the classroom. The purpose of this paper is to refocus attention on development of teacher performance, specifically on the urgency of providing teacher professional development that changes teacher behavior in ways that lead to improvement in student performance. In addition to calling attention to the ongoing need for effective teacher professional development, I will describe the characteristics of high quality professional development, allow teachers to acquire and practice new skills over time.

While the end result of all education reform should be student improvement, every reform initiative, if it is to succeed, must begin with recognition of the importance of teachers in raising student performance and quality of the educational process.

Importance of the study:

1. According to the researcher's knowledge, there is a lack of studies in the field of improving the quality of the educational process through a program that develops teacher's performance. This encouraged the researcher to conduct this study.
2. The researcher is expecting that the results of this study will be of great help to Ministry of Education in the preparation of curricula and teaching methods as well as improving factors affecting the overall quality of the educational process.
3. The study will provide teachers with an effective strategy to develop their performance and develop the currently used teaching methods.
4. Researcher predicted that this study opens an area for further studies designed to develop different strategies in the field of teaching.

Objectives of the Study:

1. To identify the impact of teacher developing program on the quality of the educational process.
2. To develop means and methods to ensure the development of teacher's skills and knowledge, and to identify aesthetics in teaching performance.
3. Development of a scientific program containing complete information to assist teacher.
4. Activation of teaching aids that help to develop teacher's performance such as managing of discussions, communication skills, motivation, and simulation exercises, and puzzles.

5. Introducing new methods that help teachers developing their teaching performance.

Hypotheses of the Study:

1. There is a significant difference between teacher's performance before and after the development of teacher performance.
2. There are significant differences between the experimental group and control group before and after the test which confirms that the development of teacher performance improved the teaching among the trainers.

Limits of the Study:

1. Students of Faculty of Education of the University of Khartoum – Republic of the Sudan - year (2011 - 2012) will participate in this study.
2. The study will be conducted in the Faculty of Education of the University of Khartoum – Republic of the Sudan - year (2011 - 2012).
3. The researcher will select reliable scientific methods to be used as method of teaching in this study (View Lesson Plan).

Methodology of the Study:

The descriptive analytical and experimental methods were used in this research.

Population of the study:

The study population consists of students of the Faculty of Education of the University of Khartoum – Republic of the Sudan.

Sample of the Study:

The study sample consists of students of the Faculty of Education of the University of Khartoum - Republic of the Sudan - Students of years (2011 – 2012) – Totaling (30 students).

Tools of the Study:

The study tools will be designed as following:

- 1 - The researcher will design a program to develop teacher performance based on the lesson plan display (Teaching plan).
- 2 - The researcher will design a teaching schedule (Time Table Module).
- 3- The Researcher will design the lesson plan display.

Statistical analysis:

T test for independent data will be run to verify the equivalence of experimental and control groups after applying the test of ability and before the implementation of the program.

After the application of the program, the collected data will be analyzed by the statistical program (SPSS) using the appropriate statistical treatments.

Method of correcting the test:

The test sample will be corrected before and after the program (development

of teacher performance) using the plan of teaching, and presentation skills. The total score for the test is 10 marks distributed as follows:

- 1- Implementation of the plan. One mark.
- 2- Stand and move in moderation. One mark.
- 3- Body expression and it's uses as an educational tool. One mark.
- 4- Using the voice to highlight the meaning. One mark.
- 5- Balance the distance between the floor and the other. One mark
- 6- Dialogue skills. One mark.
- 7- Clear pronunciation and simplicity. One mark.
- 8- Visual communication. One mark.
- 9- Using various teaching styles in the classroom. One mark.
- 10- Using teaching aids: (management of discussion and dialogue, communication skills, motivation, simulations, exercises, puzzles, problem solving, role playing, field observation, discovery, self-learning, cooperative learning and brainstorming, and using three-dimensional teaching aids). One mark.

The Educational Processes: Education development is a national concern that drawing the attention of many writers, thinkers and intellectuals. Recently, education has reached a significant level of impairment that is affecting the quality gained by students and subsequently the workforce in various fields. Education is an essential means of nation's development and prosperous. Thus, countries will not achieve that goal if they neglect scientists, scientific research or ranking it at the bottom of the list. In addition to that, education experts emphasize on the importance of good educational management to improve the educational process. Enhancing teacher's skills and performance is considered as a tool in improving the educational process. Faculty of education plays a vital role in preparing well trained and skillful teachers².

Quality in Educational Process:

Many experts argue that performance-based teacher evaluations – evaluations that include student achievement results as a significant measure of teacher performance, and also include meaningful, regular observations of classroom practice, and timely and detailed feedback to teachers – are an important foundation for a comprehensive and coherent system of educator effectiveness that aims to raise student achievement. Recent research by The New Teacher Project suggests that today, teacher effectiveness “is not measured, recorded, or used to inform decision-making in any meaningful way.” Their report, *The Widget Effect*, found that across the nation, teacher evaluations fail to differentiate performance. The result is that current teacher evaluations provide little data or information that could be used to

² Joyce, B., & Showers, B. (2002). *Student achievement through staff development*, Alexandria.

give teachers the training and tools they need to be effective, better identify and meet individual professional development³.

Teaching quality has to do with strong instruction that enables a wide range of students to learn. Such instruction meets the demands of the discipline, the goals of instruction, and the needs of students in a particular context. Teaching quality is in part a function of teacher quality – teachers’ knowledge, skills, and dispositions - but it is also strongly influenced by the context of instruction. Key to considerations of context is “fit” and teaching conditions. A “high-quality” teacher may not be able to offer high quality instruction in a context where there is a mismatch in terms of the demands of the situation and his or her knowledge and skills; for example, an able teacher asked to teach subject matter for which s/he is not prepared may teach poorly; a teacher who is prepared and effective at the high school level may be unable to teach small children; and a teacher who is able to teach high-ability students or affluent students well may be quite unable to teach students who struggle to learn or who do not have the resources at home that the teacher is accustomed to assuming are available. Thus, a high-quality teacher in one circumstance may not be a high-quality teacher for another.

A second major consideration in the quality of teaching has to do with the conditions for instruction. If high-quality teachers lack strong curriculum materials, necessary supplies and equipment, reasonable class sizes, and the opportunity to plan with other teachers to create both appropriate lessons and a coherent curriculum across grades and subject areas, the quality of teaching students experience may be suboptimal, even if the quality of teachers is high. Many conditions of teaching are out of the control of teachers and depend on the administrative and policy systems in which they work.

Strong teacher quality may heighten the probability of strong teaching quality, but does not guarantee it. Initiatives to develop teaching quality must consider not only how to identify, reward, and use teachers’ skills and abilities but how to develop teaching contexts that enable good practice on the part of teachers. Hiring knowledgeable teachers but asking them to teach out of field, without high-quality curriculum or materials, and in isolation from their

³ Hanushek, Eric A., and Steve G. Rivkin, 2010. "Generalizations about Using Value-Added Measures of Teacher Quality.", *American Economic Review* 100(2):267–71; Rockoff, Jonah. 2003. "The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data," Harvard University. Sanders, W. L., & Horn, S. P. (1994). The Tennessee Value-Added Assessment System (TVAAS) Mixed model methodology in educational assessment. *Journal of Personnel Evaluation in Education*, 8(1), 299-311. Wenglinsky, H. (2000, October). How teaching matters: Bringing the classroom back into discussions of teacher quality. Princeton, NJ: The Milken Family Foundation and Educational Testing Service.

colleagues diminishes teaching quality and student learning. Thus, the policies that construct the teaching context must be addressed along with the qualities and roles of individual teachers⁴.

Effective Teachers and Teaching:

It is important to distinguish between the related but distinct ideas of teacher quality and teaching quality. Teacher quality might be thought of as the bundle of personal traits, skills, and understandings an individual brings to teaching, including dispositions to behave in certain ways. The traits desired of a teacher may vary depending on conceptions of and goals for education; thus, it might be more productive to think of teacher qualities that seem associated with what teachers are expected to be and do.

Research on teacher effectiveness, based on teacher ratings and student achievement gains, has found the following qualities important:

- Strong general intelligence and verbal ability that help teachers organize and explain ideas, as well as to observe and think diagnostically;
- Strong content knowledge – up to a threshold level that relates to what is to be taught;
- Knowledge of how to teach others in that area (content pedagogy), in particular how to use hands-on learning techniques (e.g. lab work in science and manipulative in mathematics) and how to develop higher-order thinking skills.
- An understanding of learners and their learning and development– including how to assess and scaffold learning, how to support students who have learning differences or difficulties, and how to support the learning of language and content for those who are not already proficient in the language of instruction.
- Adaptive expertise that allow teachers to make judgments about what is likely to work in a given context in response to students’ needs.

Although less directly studied, most educators would include this list a set of dispositions to support learning for all students, to teach in a fair and unbiased manner, to be willing and able to adapt instruction to help students succeed, to strive to continue to learn and improve, and to be willing and able to collaborate with other professionals and parents in the service of individual students and the school as a whole⁵.

⁴ Bandura, A. (1995). *Self-efficacy in changing societies*. New York: Cambridge University.

⁵Dembo, M., & Gibson, S. (1985). Teachers’ sense of efficacy: An important factor in school improvement. *The Elementary School Journal*, 86(2), 173–184.

What Are Teachers Learning?

FOCUS ON TEACHING SKILLS:

Two recent studies that support focusing professional development on curriculum have implications for states striving to connect education policy to instruction. David Cohen and Heather Hill found that teachers whose learning focused directly on the curriculum they would be teaching were the ones who adopted the practices taught in their professional development. These teachers embraced new curriculum materials when they were supported by training and, in some cases, workshops about the new state-required student assessment. The study also showed that students of teachers who participated in this kind of curriculum-focused professional development did well on assessments. Unfortunately, most teachers received less effective forms of training.

In another study, Michael Garet and colleagues surveyed a nationally representative sample of teachers who, in the late 1990s, participated in the Eisenhower Professional Development Program, which emphasized mathematics and science. The study found that teachers were more likely to change their instructional practices and gain greater subject knowledge and improved teaching skills when their professional development linked directly to their daily experiences and aligned with standards and assessments.

Discussion:

1. There is a significant difference between teacher's performance before and after the development of teacher performance.

Statistics Test:

Variable	Sample Size	Arithmetic Mean	Standard Deviation
Experiment - Before	60	1.82	2.59
Experiment -After	60	8.87	1.13

T. Test for two samples:

Variable	T. Test Value	Degree of Freedom	Potential Value
Before - After	20.13 -	59	0.00

Since the potential value = (0.000) is less than (0.05), it means there is significant differences between the students grades before and after the exam. This suggests a significant difference between teacher's performance before and after according training program.

Through the results, the researcher noted that the performance of teachers as a whole before the implementation of the program were not able to apply teaching skills, and did not use the teaching aids, besides other problems emerged during the pre-test.

2. There are significant differences between the experimental group and control group before and after the test which confirms that the development of teacher performance improved the teaching among the trainers.

Statistics Test:

Variable	Sample Size	Arithmetic Mean	Standard Deviation
Experiment - Before	60	2.92	1.50
Experiment - After	60	8.75	1.60

T. Test for two samples:

Variable	T. Test Value	Degree of Freedom	Potential Value
Before - After	21.76	59	0.00

Since the potential value = (0.000) is less than (0.05), it means there is significant differences between the students grades before and after the exam. This suggests a significant difference between teacher's performance before and after according to training program.

Through results, the researcher noted that the performance of teachers as a whole after the development of performance points to enable them to master teaching skills have been shown to the researcher a large proportion of teachers are using teaching aids and have appeared through the prior-test.

Results:

1. There is a significant difference between teacher's performance before and after the development of teacher performance.
2. There are significant differences between the experimental group and control group before and after the test which confirms that the development of teacher performance improved the teaching among the trainers.

Recommendations:

In the light of results obtained the researcher recommends the following:

- 1- The Ministry of Education should design a program for developing teachers' performance.
- 2- Teachers should be urged to use the necessary teaching aids that help learning such as management of discussion and dialogue, communication

skills, motivation, simulations, exercises, puzzles, problem solving, role playing, field observation, discovery, self-learning, cooperative learning and brainstorming, and using three-dimensional teaching aids.

- 3- A Comprehensive strategic plan focusing on the development of teaching and learning quality should be in place.
- 4- Constantly evaluating the development of teacher's performance to raise the level of teaching performance.

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