



Self-Perception of College Teachers about their Classroom Performance

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ABSTRACT

The teacher as a person who has a great influence on overall student achievement. And all these achievements of students learn and achieve in the classroom with the guidance of the teacher. This study was conducted to take the perception of the teachers regarding their classroom in terms of instructional planning, learning environment, classroom management, subject matter competencies and students' achievement. In quantitative term, the survey method was adopted to conduct this research study. The sampling size for the study comprised of 370 teachers (per college 5 teachers) from 40% (74) colleges of the population. In order to collect data the researcher was self-developed an instrument in the form of a questionnaire. Pilot testing from 40 teachers in 20 colleges (per college 02 teachers) was carried out in order to check the reliability. The Cronbach's Alpha was calculated in order to check the reliability of the instrument. The reliability coefficient obtained for the overall questionnaire was .82 Alpha levels. The finding of the study through the descriptive statistics on SPSS- 26, the college teachers' perception regarding their classroom performance in terms of "instructional planning, Subject matter competencies, and Student Achievement" was found consistency in the perception of the teachers. However, the result of college teachers' perception regarding their classroom performance in terms of "learning environment and classroom management" were found inconsistency in the perception of the teachers.



Introduction

Well-run classrooms are known as secure settings where learning can take place freely (Dibapile, 2012). An environment conducive to effective teaching and learning can be created in the classroom by teachers who manage it well (Marzano, 2011). Classroom performance, according to Everstson and Weinstein (2006), refers to the steps which teachers take to establish a setting that fosters and promotes both academic and social-emotional development.

In a similar vein, Emmer and Stough (2001) described classroom performance as a teacher's capacity to create and uphold order, engage students through engaging instructional techniques, and promote student cooperation.

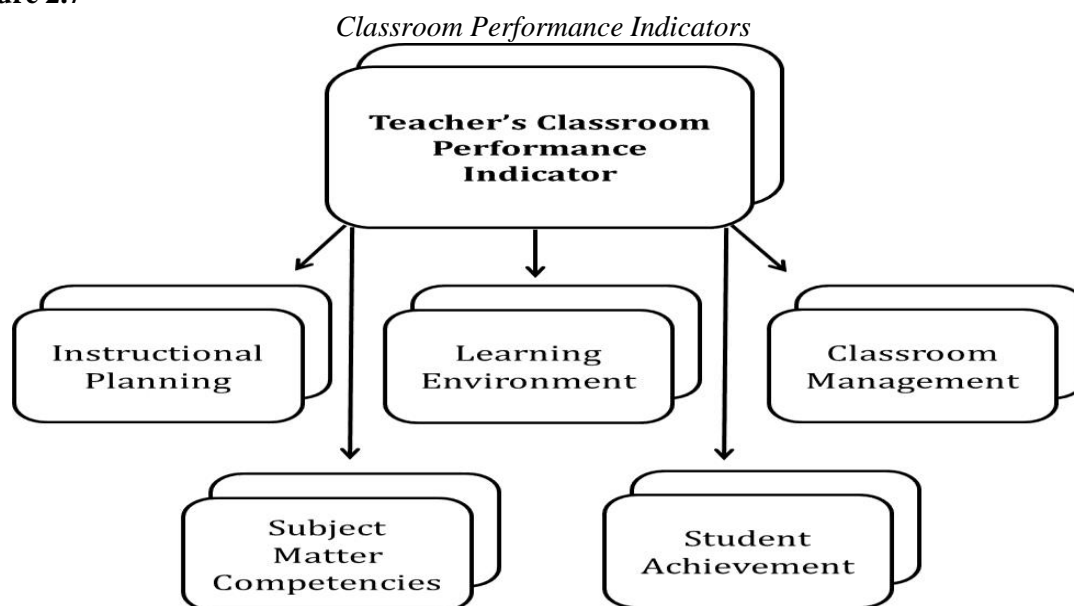
According to Taylor (2009) classroom instruction and classroom management are connected because teachers faced many classroom problems such as without permission getting out of seats, sleeping during

classroom instruction, too much talking during directions, and to teacher dishonor. It is essential for a teacher to deal with these problems in a creative way as well as in the classroom to contribute quality direction.

Teachers must plan and carry out interesting lessons that make use of a range of techniques to keep students' attention and motivate them to engage in the class in order to contribute to the development of this environment. Teachers who effectively manage their classrooms can create a conducive climate for good teaching and learning (Marzano, 2011). The measures teachers do to create an environment are referred to as classroom performance, according to Everstson and Weinstein (2006). In order to promote good behaviour and discourage undesirable behaviour, teachers must also design, execute, and monitor classroom expectations. Marzano & Marzano (2003) state that teachers need to set up clear expectations for student conduct as well as repercussions for improper behavior. Glasser (1998) asserts that educators must design lessons and a learning environment that prevent the recurrence of improper actions. Every teacher's job description includes a vital component on classroom performance. Teachers must use effective management techniques to improve learning and reduce disturbances for the better classroom performance (Ediger, 2013).

Teachers have been in interaction with the students that is why the classroom performance of the teachers influences the students' learning. In many research studies the teachers' classroom performance is measured through classroom discipline and management, classroom environment, students' performance, teaching methods, teacher students relationship, evaluation feedback, subject knowledge, subject matter communication, interpersonal skills, teachers' evaluation and teachers attitude (Gazmuri, Mangi, & Pardes, 2015; Bambawale, Hughes, & Lightfoot, 2018; Taylor & Franklin, 2009; Aschbacher, 1999; Termos, 2013; Papanastaisou, 1999). Different researchers' researches classroom management, classroom climate, teacher planning and learning problems is beneficial to measure the classroom performance of the teachers (Richard, 1997; Daniel & David, 2010; Burden, 1995). According to the relevant study some common indicators are included in current study to measure the teachers' classroom performance which will be divided into sub-indicators (see Figure 1).

Figure 2.7



This study offers knowledge that might enable teachers to improve their classroom performance and deliver lessons without interruption and lessen the need for administrative involvement. Administrators may be able to concentrate more on instructional leadership and less on discipline with improved classroom performance. College instructor need to redesign their curriculum to give teachers the chance to practice their own classroom performance while also seeing effective teachers in order to increase their self-efficacy (Aloe, et al., 2014).

Age, gender, years of experience, and degree of education of teachers don't seem to be indicators of how effective they will be (Slater, Davies, & Burgess, 2012). Effective teachers, however, have been discovered to exhibit greater classroom performance and use learner-centered approaches (Opdenakker & Van Damme, 2006). There have already been identified general teacher behaviours that contribute to good teaching (Stronge, 2007).

The teacher as a person, classroom management and organization, planning and organization for instruction, implementing instruction, monitoring student progress and potential are among the prerequisites for effective teaching, along with verbal ability, educational coursework completed in teacher preparation

programs, level of certification, content knowledge, and teaching experience.

Objectives of the Study

Objectives of the study were to:

Examine the college teachers' perception about their classroom performance in terms of instructional planning, learning environment, classroom management, subject matter competencies, and students' achievement.

Research Questions

Research questions of the study were to:

1. What is the college teachers perceived about their classroom performance in terms of learning environment, instructional planning, classroom management, subject matter competencies and student achievement?
 - 1.1 What is the college teachers perceived about their classroom performance in terms of learning environment?
 - 1.2 What is the college teachers perceived about their classroom performance in terms of instructional planning?
 - 1.3 What is the college teachers perceived about their classroom performance in terms of classroom management?
 - 1.4 What is the college teachers perceived about their classroom performance in terms of subject matter competencies?
 - 1.5 What is the college teachers perceived about their classroom performance in terms of students' achievement?

Methodology

In this section research procedure and method is explained. The present study was quantitative approach in nature with positivist philosophical paradigm. Survey method for data collection was used in this study.

The population of the present study comprised of all college teaching faculty employed in the affiliated colleges with the University of the Punjab located in Lahore Division. Five teachers per college were randomly selected as the sample of the study from the selected colleges on the basis of their 03 years job experience. Hence sampling size for the study comprised of 370 teachers from 40% (74) colleges of the population.

In order to serve as a guide for diagnosing the teachers' performance in the classroom researcher developed the questionnaire by herself. In this study, the learning environment, instructional planning, classroom management, subject matter competencies and student achievement were taken as the classroom performance of the teachers. The teachers' classroom performance instrument was the simplest to score. In order to collect data the researcher developed this instrument in the form of questionnaire. For the exploration of any phenomena a likert scale and a questionnaire were used for this study.

Under the supervision of expert in the area, researcher developed the following instrument and its sub-scales after reviewing the literature. Pilot testing from 40 teachers in 20 colleges (per college 02 teachers) was carried out in order to check the reliability of the instrument through "Teachers' Classroom Performance Performa". Two teachers randomly selected were asked to provide information about their classroom performance. Cronbach's Alpha was calculated in order to check the reliability of the instrument. The reliability coefficient obtained for the overall questionnaire was .82 Alpha levels.

Table 1

Reliability Coefficient of Teacher Performance Scale with its Components

Teacher Performance Components	Items	Cronbach's Alpha
Learning Environment	8	.73
Instructional Planning	6	.59
Classroom Management	11	.80
Subject matter competencies	4	.59
Students' achievement	7	.61
Overall	36	.82

Notes (n) = 40

As shown in table 1, the five components of teachers' classroom performance. These are Learning Environment, Instructional Planning, Classroom Management, Subject Matter Competencies, and Student Achievement. The Alpha level of Learning Environment was .73, and in Instructional Planning was .59. Classroom Management Alpha level was .80 and Alpha level of Subject Matter Competencies was .58.

Students Achievement of Alpha level was .61. The reliability coefficient obtained for the overall questionnaire was .82 Alpha levels. According to Gay (2002) it was acceptable for launching study at a large scale.

Analysis and Finding of the Study

This present study was conducted to know the perception of the teachers regarding their classroom performance. Data were analyzed by Statistical Package of Social Sciences version 26. Following are the findings of descriptive statistics.

Research Question 1:

What is the college teachers' perceived about their classroom performance in terms of instructional planning, learning environment, classroom management, subject matter competencies and student achievement?

Research Question 1.1:

What is the college teachers' perceived about their classroom performance in terms of learning environment?

Table 2

Mean and SD's Results Related to Learning Environment of Teachers' Classroom Performance

Learning Environment	<i>M</i>	<i>SD</i>
I have strong relationship with my students.	1.30	0.51
I encourage students to ask questions both in and out of classroom.	1.37	1.20
I really appreciated the students' interaction and participation in the classroom.	1.34	0.73
I have very friendly and helping attitude with students.	1.42	0.57
I feel happy to guide the students when they needed.	1.44	0.79
I have supportive attitude towards my students.	1.37	0.60
I am always ready to cooperate with my students.	1.34	0.58
I discourage favoritism in my classroom.	1.49	0.76

Notes: (*n*) = 370

Table 2 shows the result of college teachers' perception regarding their classroom performance in terms of learning environment. *M* value (1.30) indicates that most of the teachers perceived to have strong relationship with their students. Whereas *SD* value (0.51) less than 1.0 reveals the consistency in the perception of the teachers. *M* value (1.37) indicates that most of the teachers perceived to encourage students to ask questions both in and out of classroom. Whereas *SD* value (1.20) more than 1.0 reveals the inconsistency in the perception of the teachers. *M* value (1.34) indicates that most of the teachers perceived to really appreciate the students' interaction and participation in the classroom. Whereas *SD* value (0.73) less than 1.0 reveals the consistency in the perception of the teachers. *M* value (1.42) indicates that most of the teachers perceived to have very friendly and helping attitude with students. Whereas *SD* value (0.57) less than 1.0 reveals the consistency in the perception of the teachers. *M* value (1.44) indicates that most of the teachers perceived to feel happy to guide the students when they needed. Whereas *SD* value (0.79) less than 1.0 reveals the consistency in the perception of the teachers. *M* value (1.37) indicates that most of the teachers perceived to have supportive attitude towards their students. Whereas *SD* value (0.60) less than 1.0 reveals the consistency in the perception of the teachers. *M* value (1.34) indicates that most of the teachers perceived that they always ready to cooperate with their students. Whereas *SD* value (0.58) less than 1.0 reveals the consistency in the perception of the teachers. *M* value (1.49) indicates that most of the teachers perceived that they discourage favoritism in their classroom. Whereas *SD* value (0.76) less than 1.0 reveals the consistency in the perception of the teachers.

Research Question 1.2:

What is the college teachers' perceived about their classroom performance in terms of instructional planning?

Table 3

Mean and SD's Results Related to Instructional Planning of Teachers' Classroom Performance

Instructional Planning	<i>M</i>	<i>SD</i>
My lecture is always well organized.	1.32	0.75
I do prepare my lecture daily.	1.33	0.59
I try my best to cover the whole course.	1.32	0.55
I focus on learning outcomes during the lecture.	1.46	0.66
I motivate the students towards learning.	1.44	0.64
I plan some activity for students on daily basis.	1.82	0.98

Notes: (n) = 370

Table 3 shows the result of college teachers' perception regarding their classroom performance in terms of instructional planning. M value (1.32) indicates that the teachers perceived that their lecture is always well organized. Whereas SD value (0.75) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.33) indicates that most of the teachers perceived to do prepare their lecture daily. Whereas SD value (0.59) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.32) indicates that most of the teachers perceived to try their best to cover the whole course. Whereas SD value (0.55) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.46) indicates that most of the teachers perceived to focus on learning outcomes during the lecture. Whereas SD value (0.66) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.44) indicates that most of the teachers perceived to motivate the students towards learning. Whereas SD value (0.64) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.82) indicates that majority of the teachers perceived to plan some activity for students on daily basis. Whereas SD value (0.98) less than 1.0 reveals the consistency in the perception of the teachers.

Research Question 1.3:

What is the college teachers' perceived about their classroom performance in terms of classroom management?

Table 4

Mean and SD's Results Related to Classroom Management of Teachers' Classroom Performance

Classroom Management	M	SD
I have control over class during my lecture.	1.32	0.57
I am a punctual teacher as per time-table.	1.35	0.58
I maintain the discipline in my classroom.	1.33	0.75
I maintain students' attendance on daily basis.	1.59	1.35
I try to solve students' difficulties/problems.	1.51	0.70
I try to adopt the teaching method as per convenience of students.	1.58	0.72
I always use innovative teaching methods.	1.82	0.92
I do bother about the understanding of students.	1.52	0.66
I establish clear rules and procedures in my classroom	1.55	0.73
I strictly follow those rules and procedures in my classroom.	1.57	0.81
I do not bother about the organization of seating arrangement of students.	2.01	1.28

Notes: (n) = 370

Table 4 shows the result of college teachers' perception regarding their classroom performance in terms of classroom management. M value (1.33) indicates that most of the teachers perceived to maintain the discipline in their classroom. Whereas SD value (0.75) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.32) indicates that most of the teachers perceived to have control over class during their lecture. Whereas SD value (0.57) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.35) indicates that most of the teachers perceived that they are punctual teacher as per time-table. Whereas SD value (0.58) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.59) indicates that most of the teachers perceived to maintain students' attendance on daily basis. Whereas SD value (1.35) more than 1.0 reveals the variation in the perception of the teachers. M value (1.51) indicates that most of the teachers perceived to solve students' difficulties/problems. Whereas SD value (0.70) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.58) indicates that most of the teachers perceived to adopt the teaching method as per convenience of students. Whereas SD value (0.72) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.82) indicates that most of the teachers perceived to always use innovative teaching methods. Whereas SD value (0.92) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.52) indicates that most of the teachers perceived to do bother about the understanding of students. Whereas SD value (0.66) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.55) indicates that most of the teachers perceived to establish clear rules and procedures in their classroom. Whereas SD value (0.73) less than 1.0 reveals the consistency in the perception of the teachers. M value (1.57) indicates that most of the teachers perceived to strictly follow those rules and procedures in their classroom. Whereas SD value (0.81) less than 1.0 reveals the consistency in the perception of the teachers. M value (2.01) indicates that most of the teachers perceived to do not bother about the organization of seating arrangement of students. Whereas SD value (1.28) more than 1.0 reveals the inconsistency in the perception of the teachers.

Research Question 1.4:

What is the college teachers' perceived about their classroom performance in terms of subject matter competencies?

Table 5

Mean and SD's Results Related to Subject Matter Competencies of Teachers' Classroom Performance

Subject Matter competencies	<i>M</i>	<i>SD</i>
I have knowledge regarding the subject which I teach.	1.32	0.90
I communicate effectively on the subject matter.	1.40	0.57
I like to share knowledge/information with students apart from the text books.	1.56	0.79
I have up-to-date knowledge regarding the subject.	1.42	0.60

Notes: (*n*) = 370

Table 5 shows the result of college teachers' perception regarding their classroom performance in terms of classroom management. *M* value (1.33) indicates that most of the teachers perceived to have knowledge regarding the subject which they teach. Whereas *SD* value (0.90) less than 1.0 reveals the consistency in the perception of the teachers. *M* value (1.40) indicates that most of the teachers perceived to communicate effectively on the subject matter. Whereas *SD* value (0.57) less than 1.0 reveals the consistency in the perception of the teachers. Mean value (1.56) indicate that most of the teachers perceived to like to share knowledge/information with students apart from the text books. Whereas *SD* value (0.79) less than 1.0 reveals the consistency in the perception of the teachers. *M* value (1.42) indicates that most of the teachers perceived to have up-to-date knowledge regarding the subject. Whereas *SD* value (0.60) less than 1.0 reveals the consistency in the perception of the teachers.

Research Question 1.5:

What is the college teachers' perception about their classroom performance in terms of students' achievement?

Table 6

Mean and SD's Results Related to Students' Achievement of Teachers' Classroom Performance

Students' Achievement	<i>M</i>	<i>SD</i>
I prefer to take test of my students.	1.54	0.82
I assess my students on daily basis.	1.54	0.67
I give assignment to students on weekly basis.	1.78	0.93
I do evaluation of assignments and papers of my students well in time.	1.49	0.63
I prefer to develop objective type test for the evaluation of my students.	1.61	0.78
I prefer to develop subjective type test for the evaluation of my students.	1.6	0.73
I provide feedback to the students on their performance.	1.42	0.08

Notes: (*n*) = 370

Table 6 shows the result of college teachers' perception regarding their classroom performance in terms of students' achievement. *M* value (1.54) indicates that most of the teachers perceived to prefer to take test of their students. Whereas *SD* value (0.82) less than 1.0 reveals the consistency in the perception of the teachers. *M* value (1.54) indicates that most of the teachers perceived to assess their students on daily basis. Whereas *SD* value (0.67) less than 1.0 reveals the consistency in the perception of the teachers. *M* value (1.78) indicates that most of the teachers perceived to give assignment to students on weekly basis. Whereas *SD* value (0.93) less than 1.0 reveals the consistency in the perception of the teachers. *M* value (1.49) indicates that most of the teachers perceived to do evaluation of assignments and papers of their students well in time. Whereas *SD* value (0.93) less than 1.0 reveals the consistency in the perception of the teachers.

Conclusions

On the bases of the data analysis concludes the result of college teachers' perception regarding their classroom performance in terms of learning environment was found consistency except the one item "encourage students to ask question both in and out of classroom" was found inconsistency in the perception of the teachers. The result of college teachers' perception regarding their classroom performance in terms of instructional planning was found consistency in the perception of the teachers. The result of college teachers' perception regarding their classroom performance in terms of classroom management was found consistency except the two items "maintain students' difficulties/problems" and "do not bother about the organization of seating arrangement of students" was found inconsistency in the perception of the teachers. The result of

college teachers' perception regarding their classroom performance in terms of subject matter competencies was found consistency in the perception of the teachers. The result of college teachers' perception regarding their classroom performance in terms of students' achievement was found consistency in the perception of the teachers.

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