



Evaluation Process & Competence Assessment: An Advanced Training Program for School Teachers in a Government High School in Lahore, Pakistan

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Introduction

Without any doubt teaching is an important profession which is essential to the education and building of a nation. One can only build on a solid and sound foundation and education provides this foundation. In the case of educating the nation, the first foundations are laid in the home. Parents are the first educators, and the mother in particular is the first teacher. Here it is important to mention that there are many kinds of teachers (like parents, religious teachers, primary school teachers, kindergarten child care workers, middle school teachers, higher secondary school teachers—in the south Asian school system, where these teachers are responsible for the 9th to 12th class, then lecturer and professor etc.) and teaching. Further kinds of teachers include SST (Subject Specialist Teachers), ST (Science Teachers) etc. No matter what level or kind of teacher, teaching is an important and responsible position, which needs to be updated according to the needs of present time, as indeed other professions are updated. Only in this way can



teaching function optimally and produce the best possible results. The success of students at any level of education depends on it. And this updating must include new ways or methods of teaching.

Review

The effect of teaching can be estimated from the learning outcomes. Because the effects of teaching is a vast topic, we will not discuss it here. Our purpose is to clarify the relationship between teaching and learning, and for the betterment of learning process the updating of teaching methods. Further, updating of teaching methods is also a big area—which aspect of teaching should be updated first, which second and so on. Should the theoretical aspects of teaching method be updated first or rather the practical or visual parts or perhaps the learning activities should be enhanced and updated and connected with the updating of the observation process. It is therefore evident that an evaluation of teaching is necessary. Because according to Reischmann (2006) evaluation consists of the determination and assessment of the processes in order to better control the course of the processes such that governance of education can be improved. It provides a review of the learning process and a preview of the implementation (Siebert 2010).

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The efficiencies and deficiencies of teaching can be ascertained through the evaluation process. Through this the effectiveness of teaching can be enhanced. Things that can be evaluated are, amongst others are the individual learning progress, learning outcomes for the whole group and the teaching behaviour (Siebert 2010). In the evaluation of teaching three aspects are included: the methods used for data collection, evaluating processes and results and the understanding and design of a model to implement in practice in the field of education (Reischmann 2006). That means, in order to evaluate a teaching learning process the first step would be data collection. Many aspects are included in data collection for the evaluation of teaching learning process.

These are for example observations, interviews, interview with students, interview with parents, and biographic interviews where direct questions are asked to ascertain details which cannot be deduced through observation for instance family background, financial status etc., as well as guided interviews. Also included are different kind of tests, personality tests, subject interest tests, psychological tests, intelligence test and previous progress reports. Data about the teacher's own qualifications, his own interest in teaching, his own financial background, his own family background etc. can also be collected. The sum



of the above-mentioned aspects, taken together, are an important element in the evaluation of the teacher-learning process. They facilitate the collection of standard data for evaluation.

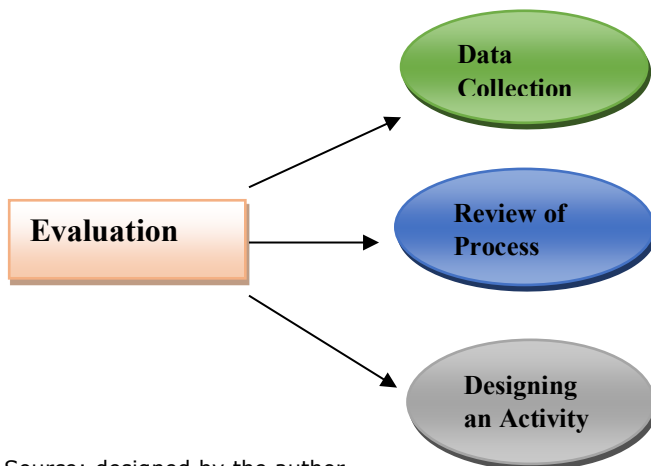
In the processing of data, the deficiencies of teaching learning process can be pinpointed and in order to solve these deficiencies a standard plan of action can be prepared, which can be implemented in the teaching learning process as the last stage of an evaluation process. Under these conditions the progress of the evaluation process should be controlled from time to time to make sure that the process is always improving.

Execution

With the cooperation of GIBBZ and PASS Punjab, a teacher training programme ("Design of the Evaluation Process & Competence Assessment") has been organised. That program is based on 3 modules. Module 1: "The methodical capture: standard data collection procedures." Module 2: "The review of processes and results." 3. Module: "Understanding and designing an activity in the field of evaluation through its impact on assessment, control and reflection of the teaching".

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Figure 1: Learning evaluation.



Source: designed by the author.

The first Module has been executed in beginning of January 2019 in a Govt. High School in Punjab, Pakistan. 20 Teachers (e.g. SST, ST etc.) have participated in the first part of the training. The first Module was executed over two working days. The 2nd and 3rd Modules will be executed by end of March 2019. Dr M. Ghulam is the Project director, whereas Mrs. T. Pudelko is a contributor. This conception of teacher training programme has been conceived after numerous discussions on



different occasions with Punjab Association for Subject Specialist (PASS Punjab, Pakistan), the cooperation partner of German Association for International Academic Advisory and Research Collaboration (GIBBZ).

The objectives of first module of training was to introduce the evaluation process, to explain what it consists of and to clarify the need for evaluation. What are the benefits of an evaluation of teaching learning process and what are the drawbacks of not carrying out such evaluations? Furthermore, the purpose of this module was to train the teachers on how they can collect the data for the evaluation their teaching learning process. To introduce to them what is included under the concept of data collection, such as interviews with students, interviews with parents in order to find out about a student's personal social situation, to estimate the effects of the social aspect on his learning, to observe the student in class when faced with different tasks as well as considering their progress in the last exams. In which subject is this student weak and in which subjects is he strong, does he struggle with studying. Which subjects is he interested in, and which subjects do not interest him? Is he actually interested in studying or not, or does he struggle only in some subjects? It was also the objective to train the teacher to observe the study potential of student by observing their interest or disinterest in certain study subjects.

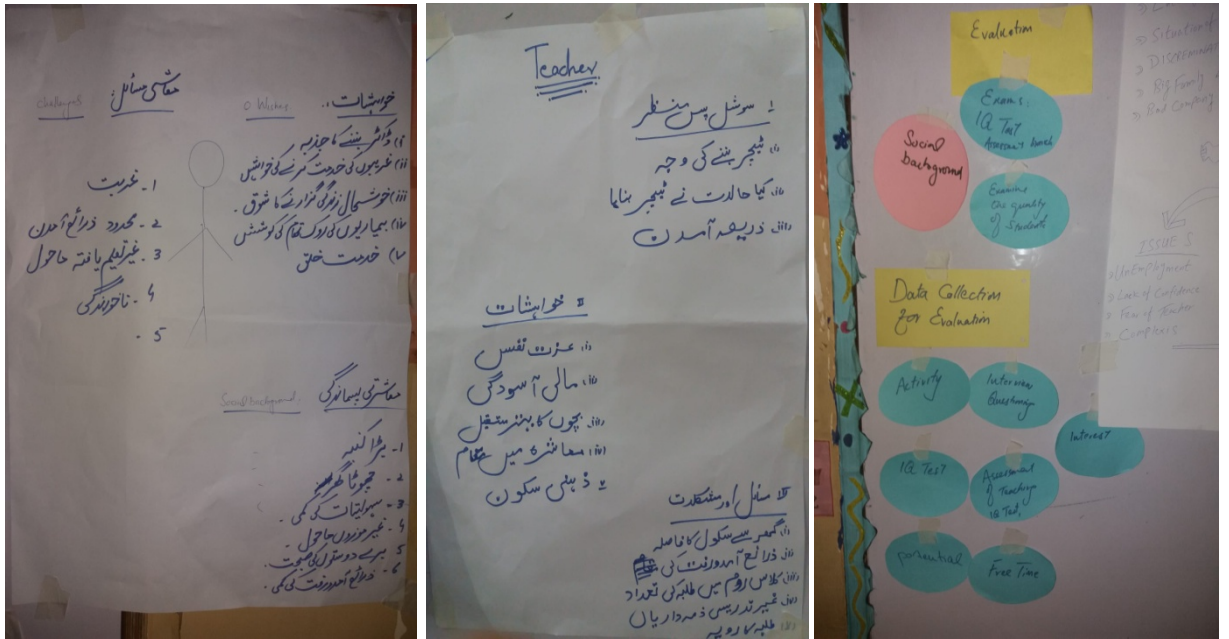
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A further objective of this training was to make teachers more attentive towards the consideration of their own qualifications, their own social problems, teaching style, their interest in teaching. The purpose of this is to make the teacher aware that these aspects can affect the effectiveness of his teaching. His teaching methods may be outdated so that students do not understand him, or are not interested. The teacher must also be taught to recognise when a personality clash with a student's affects the student's learning capabilities and causes him to loose interest in a subject.

Training mediums include activities in small group, group work, discussions, presentations, charts, moderation cards, Power Point Presentations and white board usage.



Figure 2: Charts, an activity during training.



Source: Photos taken by the author.

First chart from left:

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Wishes

- Motivation to be a Doctor
- Helping the poor peoples
- To have a luxury life
- Contribute to stop the diseases
- Serving the people

Social Background

- Big family
- Small House
- Lack of facilities
- Unsuitable Environment
- Bad company
- Lack of public transport

Social Problems – Challenges

- Poverty
- Limited financial resources
- Uneducated Environment
- Illiteracy



Second chart

Social Background

- Reason to choose the teaching
- Are circumstances the reason to join teaching
- Mean of Earning

Wishes

- Self-respect
- Good Financial condition
- Bright future of children
- Good reputation in society
- Peace of mind

Problems

- Distance between Home and School
- Lack of public transport
- Overloaded class rooms
- Irrelevant assignments
- Student's behaviour

Third chart from left

Evaluation

- Exams
- IQ Test
- Assessment Branch
- Social Background
- Examine the quality of students

Data Collection for evaluation

- Activity
- Interview – Questioning
- IQ-Test
- Assessment of Teaching
- Free Time
- Interest

Findings

Students

According to teachers 90 per cent students belong to the middle class, a class which has migrated from rural to urban areas. The family environment is very simple like in village. The mother is normally a housewife. The family income is usually very limited. The number of family members is approximately eight to ten, living in a small house. Mostly, a small house is also occupies by extended family members, which is also strange for a normal environment. Further, they come from



an environment where the caste system is strong and which is given importance and priority. This poses social challenges for the students. For these reasons his attention is diverted and he cannot give much or necessary attention to his studies. There is also a lack of facilities in this environment and this is often the reason behind the trend of abandoning the studies to enter the workforce.

This results in the lack of higher education. A further point raised in the discussion regarding the challenges faced by students is that higher education is expensive. Families are not supportive because of limited income resources. And if student is motivated to study then the factors which are hurdles in his progress, and can demotivate him are for example the limited facilities in educational institutes, lackluster teaching, lack of learning tools and resources (e.g. computer labs, library), lack of visual aids such as video, powerpoint etc., changes in the curriculum from time to time, and the concept of pass or fail.

A student desires a friendly and well-resourced educational environment, good grades, moral and professional support from teacher and parents, career counselling, job security after completion of studies, but is often disappointed that these are lacking. These (mentioned above) are the basic needs for a learner. And a reason why some of these basic precepts are lacking is caused by the constant political/ economic instability in the country.

Teacher

In investigating the challenges faced by teachers, their social background and their expectations and desires the following results were reached: teachers have low incomes, low living standards, they normally come from the middle classes. Further they claim that they and their profession have a low level of respect in community. That is why most of the teachers are not happy in their profession— there are other reasons behind that.

Teachers need to be accepted with respect by the society. Other challenges teachers face are the long travelling distances and travelling times to reach their place of work, too many students in a class, behaviour of students, who cannot be disciplined by corporal punishment due to the law, outdated course content, too much work and small salary, more responsibilities due to big families, no extra funding facilitation in case of emergency cases, and no secure future for their children. All this has the effect of making the teacher depressed and also affects his teaching abilities so that he cannot concentrate his work and cannot teach effectively as his concentration is diverted, his mind is busy



with different things at same time. A teacher also desires a well-equipped classroom with small number of students, facilitation of modern technology to use during teaching, and opportunities to visit advanced teacher training.

Further, he would like to have enough money left at the end of month. This would alleviate the stress due to the above-mentioned reasons. The teaching profession should be accepted and respected in society so that it becomes more attractive for peoples to join the profession, by choice and not by compulsion. Otherwise it will prove very difficult for a teacher, in spite of teaching training programmes, to produce good teaching results under the above given circumstances. Teachers must be brought to a situation where they are ready to get additional training through a training programme. However, such training programmes are missing. Maybe motivational teaching training programmes, teaching teachers how to teach well under the given circumstances are needed. To achieve this, a further big and intensive survey is needed in order to initiate such a training programme, which may effective for their teaching skills.

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