Teacher Self-Assessment and its Impact on Teaching Performance from the Perspective of High School Teachers at the City of AL-Khobar

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master’s Degree in Educational Measurement and Evaluation

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ABSTRACT

The purpose of this research was to measure the self assessment and its impact on teacher performance of teaching for secondary school teachers in the city of Al-Khobar, and to identify the assessment application level of teachers, through:

- revealing teacher assessment techniques currently implemented at the secondary stage in the city of Al-Khobar.
- revealing the extent of practicing self assessment by teachers at the secondary stage in the city of Al-Khobar.
- revealing the relationship between self assessment and teacher performance at the secondary stage in the city of Al-Khobar.

The sample consisted of 20 teachers selected randomly. And the instrument was a 31-item questionnaire designed by the researcher, suitable to the research purposes, and fulfills the psychometric properties, with regard to content validity and reliability of results.

In light of the field study, and statistical analysis of this research, the researcher came up with the following:

1. Public education administrators favor traditional assessment techniques, where the most implemented assessment techniques, the item " I get a report about my performance from the educational supervisor", was ranked the first among the implemented assessment techniques. Then the item " I get notified about the performance assessment form at the beginning of the school year" , was ranked the second. The item " a meeting is convened between me and the educational supervisor / school principal to discuss my performance after the visit", was ranked the third.

2. Secondary school teachers ratings in the city of Al-Khobar varied among the sample regarding the importance of self assessment, where the item " shortage of the implementation of teacher self assessment leads to weakness in educational outcomes" , was ranked the second, followed by the item " self assessment helps me review my classroom instructional strategies", was ranked the third.

3. There was a significant relationship at (.01) level , between self assessment scores and teacher performance among the sample.

In light of the findings of this research, the researcher recommends the following:

1. Convening training workshops about strategies and criteria of self assessment to develop instructional skills, and improve classroom instructional performance of teachers.


3. Preparing a unified guide about the concepts of self assessment , as well as unifying its criteria and strategies.

4. Training of students and parents on the techniques and instruments of self assessment, to help teacher in increasing the effectiveness of instructional performance.