

Report on Self-Assessment of Performance of Bahrain Teachers College Bachelor's Graduates

2020-2021

Bahrain Teachers College

University of Bahrain

Introduction

This report aims to determine the level of satisfaction of Bahrain Teachers College's bachelor's graduates with their performance, with a sample size of **240 graduates**. Data were collected through a questionnaire distributed across **242 schools**, including primary, intermediate, and secondary schools.

The questionnaire consists of six sections, each with a specific number of items measured on a scale from 4 to 1, where 4 represents the highest standard and 1 the lowest. The data were analyzed using Excel, and the results were presented through tables and charts to show the college graduates' responses to the questionnaire items regarding their satisfaction with their performance.

The results will be divided into six sections as follows:

1. **Lesson planning.**
2. **Learning environment.**
3. **Teaching strategies.**
4. **Assessment.**
5. **Professional development.**
6. **Professional responsibility and ethical conduct.**

Section One: Lesson Planning.

The average satisfaction rate of graduates with their performance in this area is high, at 93.4%, indicating that the vast majority have strong capabilities in developing plans with effective strategies that consider student interests.

- The item "Designing student-centered teaching strategies and effective experiences" received the highest rate among the items in this area, estimated at 95.8%.
- Similarly, item number 8, "Choosing appropriate formative assessment methods to verify understanding," scored high in this area, with a rate of 95.4%.
- The item "Developing learning experiences that require demonstrating a variety of knowledge and skills" received the lowest rate in this area, at approximately 90%, although it is still considered a high percentage.

No.	Lesson Planning	Percentage (%)
1	I design lesson plans for students to achieve the required educational competencies	92.1
2	I develop learning experiences that require a variety of knowledge and skills	90.0
3	I consider the interests and backgrounds of my students when planning lessons	93.1
4	I use learning outcomes as a basis for planning teaching and assessment	94.2
5	I design educational activities requiring high levels of cooperation, discussion, and interaction among students	93.9
6	I organize lessons and concepts to ensure continuity and achieve the required knowledge	92.8
7	I design student-centered teaching strategies and effective experiences	95.8
8	I choose appropriate formative assessment methods to verify understanding	95.4
	Average	93.4

Section Two: Learning Environment.

Bachelor's program graduates believe they are excellently capable of providing an effective learning environment, estimated at 94.6%, which is the average rate for all items in this area.

- The highest satisfaction rate among graduates about themselves was in the item of using assistive technology that enables students to interact and achieve educational goals, with most items achieving rates between 95% and 94%, indicating excellent percentages.
- However, items number 14 and 15 had the lowest rates, ranging between 92.6% and 93.9% respectively, concerning time management within the classroom and creating an environment that engages student interest.

No.	Learning Environment	Percentage (%)
9	I vary the organization of the classroom (like chairs, resources, technology, and decor) in line with the lesson plan	95.4
10	I organize the classroom environment considering the physical and educational needs of the students	94.7
11	I diversify the arrangement of students in groups based on interests, abilities, and levels	94.7
12	I provide clear guidelines for classroom rules and ensure students understand their responsibilities	95.2
13	I build a classroom community that values respect and mutual support for the learning of all students	94.3
14	I manage time effectively within the classroom	92.6
15	I create a vibrant, interactive classroom environment that engages students	93.9
16	I motivate students and raise their educational expectations	95.0
17	I use classroom management strategies that minimize individual behavioral issues	94.9
18	I use assistive technology that enables students to interact and achieve educational goals	95.5
	Average	94.6

Section Three: Teaching Strategies.

All items in the teaching strategies area achieved excellent rates, with an average total percentage in this area of 95.1%.

- The highest rates in this area were for items number 19, 27, and 28, where students believe they are capable of preparing effective introductory activities, integrating the subject matter with other disciplines, and providing immediate feedback to enhance student achievement.
- Most items in this area had close rates, ranging between 94% and 96%, indicating that the vast majority of students feel they are capable of employing learning strategies, diversifying teaching methods, and presenting activities that elicit individual student responses.

No.	Teaching Strategies	Percentage (%)
19	I start the lesson with effective introductory activities that prepare students for the lesson	96.1
20	I present activities that elicit individual and group responses from students	94.3
21	I diversify learning methods according to students' needs and individual differences	94.6
22	I deliver engaging and interactive lessons that encourage discussion and dialogue	94.5
23	I enrich students' understanding through the use of varied strategies	94.4
24	I tailor learning based on students' prior cognitive abilities	95.6
25	I identify gaps related to students' understanding of the subject matter	94.7
26	I employ strategies that stimulate higher-order thinking skills	94.8
27	I integrate the subject matter with other disciplines	96.1
28	I provide immediate feedback to enhance student achievement	96.1
	Average	95.1

Section Four: Assessment.

The overall average satisfaction rate of graduates with their performance in the assessment area after graduating from the bachelor's program was excellent, at approximately 94.5%.

- Bahrain Teachers College's bachelor's graduates believe they share assessment results with the student and parent as needed excellently, with a rate of about 95.9%.
- The item "Applying various assessment methods to diagnose students' needs" achieved a high rate of 95.6%.
- The item "Ensuring that assessment aligns with objectives" had the lowest rate in this area at 92.7%, which is still considered an excellent percentage.

No.	Assessment	Percentage (%)
29	I apply various assessment methods to diagnose students' needs	95.6
30	I use different evaluation methods according to various cognitive levels	95.4
31	I ensure that the assessment aligns with the objectives	92.7
32	I use technology to conduct some assessments	93.2
33	I provide feedback on exams and projects to improve student performance	94.3
34	I share assessment results with the student and parent as needed	95.9
	Average	94.5

Section Five: Professional Development.

- This area achieved an excellent average rate across all its items. Bahrain Teachers College's bachelor's graduates believe they have the capability for professional development by working on their specific objectives to improve their performance and by participating in professional development programs and workshops.
- Item 39, "Using a variety of data to assess learning outcomes to modify plans and improve lesson effectiveness," and item 40, "Working with colleagues at school to develop the educational or administrative process," received the highest rates, both at approximately 96.5%.

No.	Professional Development	Percentage (%)
35	I have specific goals for developing my professional performance	94.0
36	I participate in professional development programs and workshops	95.2
37	I self-evaluate my performance and work on developing my professional practices	94.9
38	I use research findings to improve the teaching and learning process	95.6
39	I use a variety of data to assess learning outcomes to modify plans and improve lesson effectiveness	96.5
40	I work with colleagues at school to develop the educational or administrative process	96.5
41	I communicate with parents, the school, and the community to support learning and continuous improvement	96.1
	Average	95.5

Section Six: Professional Responsibility and Ethical Conduct.

The area of professional responsibility and ethical conduct achieved the highest rate compared to the previous areas. The analysis results indicate that the vast majority of Bahrain Teachers College's bachelor's graduates adhere to professional ethics and principles of professional conduct in the teaching profession in the Kingdom of Bahrain, fulfilling the expected responsibilities in dealing with students, the community, and the teaching profession. The average rate for this area was about 97.7%.

No.	Professional Responsibility and Ethical Conduct	Percentage (%)
42	I adhere to the ethics and professional conduct principles of the teaching profession in the Kingdom of Bahrain	97.5
43	I fulfill the responsibilities expected of me in dealing with students, the community, and the teaching profession	97.9
	Average	97.7