

**QUALITIES OF AN EFFECTIVE TEACHER AS PERCEIVED BY GRADE 12
PUPILS AND TEACHERS IN SELECTED SECONDARY SCHOOLS IN
LUSAKA**

BY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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APPROVAL

DEDICATION

This dissertation of Kayungwa Lalah Josiahs is approved fulfilling part of the requirements for the award of the degree of Master of Education by the University of Zambia.

To all the members of my family

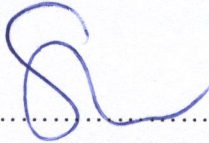
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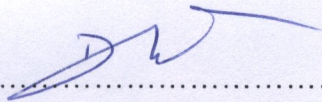
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To all the members of my family.

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ABSTRACT

Despite numerous research studies carried out elsewhere, it is still not known what qualities an effective teacher should have. When asked what qualities constitute an effective teacher, most learners and teachers do not agree on their ratings. Therefore, this study tried to answer the question, "What are the pupils' and teachers' perceptions of an effective teacher?"

The following were the research sub-questions:

- (1) What conditions do pupils and teachers perceive to influence effective teaching?
- (2) What characteristics do pupils and teachers perceive to be essential for an effective teacher?
- (3) What classroom activities do pupils and teachers perceive valuable for effective teaching?

The methodology that was employed was a combination of both the qualitative and quantitative research designs. Questionnaires were used in addition to interviews and focused group discussions. The population comprised Grade 12 pupils and teachers. Teachers' perceptions were used because they are major agents in educational delivery. A total random sample of 90 pupils and 40 teachers was selected. Quantitative data were analysed as percentages manually. The percentages were compared to determine effectiveness.

Qualitative data were coded into categories (themes) which were used to answer the research questions.

In terms of teacher traits, both the pupils and teachers said an effective teacher was one who encouraged pupils. In terms of classroom behaviour, both the pupils and teachers chose preparation for lessons as the most important classroom behaviour an effective teacher should depict. From the teachers' interviews, on traits, teachers chose one who was knowledgeable but the girls preferred one who was approachable, while the boys preferred one who was kind and loving. On classroom behaviour, teachers said an effective teacher was one who prepared for lessons, female students preferred one who explained clearly while male students preferred one who presented information in an interesting manner.

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CHAPTER ONE

INTRODUCTION

An effective teacher is one who quite frequently makes it possible for learners to learn well. Most schools are staffed by both effective and less effective teachers. Numerous research studies that have been carried out elsewhere about the conditions that affect teaching, the teachers' personal characteristics or classroom activities show that there is little agreement among researchers in the field of education about the qualities of an effective teacher (Matambo, 1998; Zindi, 1997; Chivore, 1994). Brandes and Ginnis (1986:9) state that teachers still find didactic methods safe, natural and appropriate. They create teacher dominated environments in class where they feel comfortable in the role of the expert, handing out information to less involved learners. There may be little deliberate attention given to effectiveness. This "transmission" model may also not reveal the qualities of an effective teacher, as a result, learners fail to be creative and are denied the right to develop their potential, fully. In the absence of reliable data, administrators use subjective instruments which are unreliable when rating teachers. Placement officers choose teachers for training and later place them without any research findings to base their decisions on. Teacher trainers train teachers without involving the trainees in curriculum planning.

Robert Serpell, (1993:12) points out that due to teacher ineffectiveness among other reasons, "the appalling conclusion facing society today is that eighty to

ninety percent of pupils at any level emerge as failures.” Teacher effectiveness, therefore, is an issue of great concern which requires urgent attention in the whole education system be it at primary, secondary and tertiary levels. The present Government policy recognises the importance of teacher effectiveness by stating that:

“The Government has a duty to promote the highest standards of education... This entails giving attention to various independent factors including the quality of the curriculum, teaching and assessment, the quality of teachers in schools, school and institutional arrangements, and planning processes. The Government will also develop rigorous procedures for the evaluation of educational effectiveness and outcomes...” (National Policy on Education, 1996:4).

There has been very little attention given to the quality of teachers, neither has there been developed a rigorous procedure for the evaluation of educational effectiveness in general, in Zambia. It may be correct to say that this aspect of the national policy has remained a “white elephant” because it has not been implemented rigorously. This study therefore, concentrated on qualities of an effective teacher as a measure for “educational effectiveness and outcomes.”

STATEMENT OF THE PROBLEM

Research suggests that school quality is highly linked to teacher quality (National Centre for Educational Effectiveness, 2000d). Rivkin, Hanushek and Kain, (1998) recently concluded in one study that teacher quality is the most important determinant of school quality but it is still not known what qualities an effective

should have. Therefore, this study tried to answer the question, "What are the pupils' and teachers' perceptions of an effective teacher?"

PURPOSE OF THE STUDY

The purpose of the study was to:

- Identify conditions which pupils and teachers perceive to influence effective teaching;
- Identify what pupils and teachers perceive to be characteristics (traits) of an effective teacher;
- Determine what pupils and teachers perceive to be valuable classroom activities of an effective teacher.

SIGNIFICANCE OF THE STUDY

The findings may be significant to teachers for improving teaching techniques in the classroom. These perceptions may also be useful to administrators for improving teacher rating scales. In addition, placement officers may also benefit from these findings for improved selection, training and placement of teachers. Others to benefit include teacher trainers for teacher curriculum improvement and training activities. Pupils may also benefit by learning more from effective teachers.

OPERATIONAL DEFINITION OF TERMS

In this study, most terms were used as commonly used by researchers in educational research. However, some terms need to be defined for easy interpretation.

Teacher effectiveness: refers to a type of teaching in which there are positive changes in learners that are attributable to the teacher's help (Coker, 1976:54).

Effective teacher: Refers to a teacher who achieves the set goals by school administrations and Ministries of Education. It is used synonymously with efficient or competent teacher (Chivore, 1994).

Teacher competence: According to Coker, (1976:54), this is the ability to cope with a certain class of problems encountered on the job. A teacher, who can deal with problems in a certain area is said to be competent in that area, and a fully competent teacher is one who can cope successfully with any professional problem.

Conditions which influence effectiveness: Termed presage variables by Dunkin and Biddle, (1974:38). These variables include formative experiences such as social class, age, sex, among others. Included under this category are teacher training experiences and teacher properties (traits).

Traits: Refers to measurable personality characteristics the teacher takes with him or her to the teaching profession. Such traits include warmth, hostility, positive attitude, or intelligence.

Educational system: Refer to the whole teaching - learning environment comprising Pre-schools, Primary and Secondary schools, Teacher-Training Colleges, Trades Training Institutes, the Universities and other forms of Adult Education.

DIVISION OF THE THESIS

The thesis is divided into six chapters. Chapter two reviews the relevant literature; chapter three discusses the methodology or research paradigm which was followed; chapter four brings out the findings; chapter five focuses on discussion. Chapter six draws conclusions and makes some recommendations. Additional information presented in Chapter Six is on suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The success of a school depends, in a large measure, on the quality of its teaching staff. When teachers know how to teach effectively, students will learn more and parents will be happy. But, what does an effective teacher do differently and what characterizes skillful and successful teachers?

In an *Educational Week* essay on teacher preparation, Richard Andrews related a conversation he had with the oldest living school teacher in the United States. This outspoken senior citizen did not mince any words on the subject of teacher quality. "Since I can remember, there has always been three kinds of teachers:

1. One group was just born to teach;
2. A second group was born and should not teach;
3. A third group should never have been born at all" (2000,37).

The group which was born to teach are the effective teachers while the third group are the ineffective ones. Ineffective teachers "add stress and sleepless nights to principals' lives, contribute to low staff morale and create scores of angry parents. But most depressing of all, is that ineffective teachers damage students and diminish learning" (Sanders and Rivers, 1996).

This view of damaging students and diminishing learning is what prompted this study to investigate factors which distinguish effective from ineffective teachers.

The review is divided into three broad categories. The first category includes conditions that influence teaching such as qualifications, experience, age, gender (sex), teaching methods, and how the school climate (supervision and organisation) affects teacher effectiveness.

The second category involves personal characteristics of teachers (traits). These are measurable personality characteristics the teacher takes with him or her to the teaching profession. Such traits include warmth, kindness, hostility authoritarianism and even intelligence.

The third and last category involves the teacher's attitude and behaviour in the classroom which in most cases is shaped by the formative experiences mentioned in the first category and the teacher traits. These blend to direct the teacher's behaviour in the classroom.

QUALIFICATIONS AND TEACHER EFFECTIVENESS

Research to date has not been conclusive with reference to the relationship between length and level of teacher's educational qualifications and teacher effectiveness as well as student achievement.

As society raises its expectations for student achievement, it must also raise standards for teachers. Teachers must be able to help all students increase conceptual understanding and analytical ability. Yet, every now and then, administrators struggle to provide qualified teachers for every classroom. It is an increasingly difficult task, even impossible. Administrators often resort to hiring anyone that they can find. Teachers are assigned to teach out-of-field courses in shortage areas such as Mathematics or Science. Many legislators see nothing wrong with hiring anyone with a bachelors degree. Such policy-makers still have the view of teaching as a simple rote activity that anyone can do, no special preparation required. The reality however, is that the level of skill that a teacher must have to ensure student understanding takes time to develop.

According to the National Commission on Teaching and America's Future:

- In recent years, more than 50,000 people who lack the preparation required for their jobs have entered the teaching profession annually on emergency or substandard licences. The situation in other countries may be the same.
- Recently, 27% of newly hired teachers have not been fully licenced (U.S. Department of Education, NCTAF). In countries where there is no licencing, this figure represents the large number of untrained teachers in schools.

Research show that assigning teachers to teach courses that they are not trained to teach has a negative effect on student achievement (Darling-Hammond, 2000; Goldhaber and Brewer, 1997). After presenting teacher effectiveness data from

four states (Tennessee, Texas, Massachusetts and Alabama), (Haycock, 2000) says what makes an effective teacher is having strong verbal and math skills, deep knowledge of content and teaching skills. The study describes inequities in the distribution of qualified teachers to poor and minority students. The three above mentioned skills may be just what a teacher needs in order to make it easy for students to learn well.

(Darling-Hammond, 1992) points out that over 100 research studies reviewed in 1992 provide evidence that qualified teachers are more effective in the classroom and their students demonstrate larger achievement gains than students whose teachers are not qualified or fully prepared. Hammond says fully prepared teachers are more effective than unprepared teachers in knowing how to guide and encourage individual student learning, knowing how to individualize student learning, how to plan productive lessons and how to diagnose student problems. Experienced teachers have an in-depth knowledge of content and how it can be taught effectively so that students learn. More recent studies have confirmed these conclusions.

An ETS study released in October, 2000 shows that student achievement increases when students have teachers who are trained in developing higher order thinking skills and are skilled at implementing hands-on experiences in the classroom. These findings support the need for content-specific pedagogy, the

"how to teach" portion of teacher development and dispels the idea that only subject matter knowledge is necessary in order to teach effectively.

In Zimbabwe, Chivore, (1994) established that teachers with 'O' level qualifications were more effective than those with Grade 11 academic qualifications. The explanation was that candidates with 'O' level qualifications had more content in their qualifications than those with Grade 11 qualifications. Sanders and Rivers, (1996) report data from Tennessee which shows that two equally performing second graders can be separated by as much as 50 percentile points by the time they reach fifth grade, solely as a result of being taught by teachers whose effectiveness varied greatly.

Finally, a 1996-97 study conducted by the University of Texas' Charles A. Dana Centre showed that Texas students performed better in state exams when their instructors were fully licenced in the subjects they taught. Hispanic third graders' passing rate jumped from 58.7% to 67.5% when their teachers were fully licenced in their field.

Other data and studies support the Dana findings. These findings shows that higher qualifications produced a remarkable improvement in student achievement as opposed to lower qualifications.

AGE AND TEACHER EFFECTIVENESS

The research on the relationship between age and teacher effectiveness was conducted by Martin and Shoho, (2000) who investigated differences in classroom management perceptions and beliefs between traditionally trained beginning student teachers (young teachers); alternative certification (AC) participants; and traditionally trained experienced teachers (older teachers). It was hypothesized that age could account for differences in beliefs regarding classroom management style. Data were collected from a total of 388 participants via the Attitudes and Beliefs on Classroom Control (ABCC) inventory and a demographic questionnaire. Results revealed that older and experienced participants were significantly more controlling (effective) than young teachers on two or three sub-scales of the ABCC.

In another study on the relationship between Pre-service Teachers' Self-efficiency, Task Analysis and Classroom Management Beliefs, Henson Robin (2000) concluded that more efficacious student teachers (young teachers) were less interventionist (more encouraging) regarding instructional and class management beliefs. Due to their encouraging attitude, younger teachers were in this study more effective than older teachers.

In a paper presented at the Annual Meeting of the American Educational Research Association, Zuckerman, (2000) described how 36 science student teachers responded to a classroom management problem. Each had written an

account of a well-remembered event about classroom management. The accounts were analysed to determine whether student teachers attended to the engagement of groups or focussed on the behaviour of individuals and whether they attempted to foster growth or enforce compliance. Results showed that half of the student teachers (young teachers) attended to the engagement of groups (encouraged individual participation). In this sense, the young teachers were more effective. Only less than half demonstrated a pressing need for classroom management guidance for them to become better managers. However, because there was no comparison with older teachers, the results of this study could have been affected by this.

Gaustad, in the Eric Digest of 1993, explained the benefits of cross-age tutoring. He shows how peers can relate better to their tutees and how the psychological needs of both parties can be met. Gaustad suggest that young teachers were more likely to establish a more conducive psychosocial classroom environment than older teachers.

EXPERIENCE AND TEACHER EFFECTIVENESS

Research suggests that students learn more from experienced teachers (those with at least five years of experience) than they do from less experienced teachers (NCES, 2000d; Rivkin, Hanushek and Kain, 1998; Murnane and Phillip, 1981). These studies point primarily to the difference between teachers with fewer than five years experience (new teachers) and teachers with five or more

years of experience. The benefits of experience according to the above studies, however, appear to level off after five years and studies suggest that there are no noticeable differences, for example, in the effectiveness of a teacher with five years of experience versus a teacher with ten years of experience (Darling-Hammond, 2000).

However, in a study among first, second and third year teachers of grades 3-8 who taught reading and/or mathematics (Valli, Linda, Raths, James; Renert-Ariev and Peter, 2001) determined relationships among three sets of variables (teacher preparation, teaching knowledge/practice and student learning). Findings from Tennessee indicated that beginning teachers (inexperienced) were more successful in teaching maths. These researchers believed that new teachers can have an impact on student learning if they received continued support in their first teaching years from an experienced mentor. These findings imply that newly qualified teachers on their own may not be effective. For them to be effective, they need the guidance of those who may have been teaching for more than five years as the above cited studies suggest.

In yet another study on teacher experience and effectiveness, results showed that students tended to learn more from teachers with strong academic skills than they did from teachers with weak academic skills (Ballou 1996; Ferguson and Ladd 1996; Ehrenberg and Brewer, 1995, 1994; Ferguson 1991; Mosteller and

Moynihan, 1992). These academic skills become polished after a specified number of years as a result of experience.

The findings of Valli, and his colleagues in the study cited above is in agreement with findings by Nyagura, (1991) in Zimbabwe who found out that newly trained teachers had more to offer and that longer experience may erode teacher effectiveness, especially in the face of changing curricula, methodology and examination requirements. Nyagura adds that there is therefore a need to invest in in-service programmes geared to improve performance of experienced teachers. Nyagura's findings imply that to remain effective, experienced teachers need timely and constant in-service refresher courses. Where this may not always be possible, it means that the majority of teachers may be slowly become ineffective. This point should be considered carefully by educational planners.

SEX (GENDER) AND TEACHER EFFECTIVENESS

Earlier studies on this subject show that their results on male-female effectiveness were inconclusive. Terri Powell, (2002) quotes Gagne, (1993) who reported that males were more often perceived to be more able in areas requiring physical or technical skills and females were perceived as performing better in the areas of artistic talent and socio affective domains. In Zimbabwe, a study by Nyagura, (1991) concluded that female teachers were more effective than male teachers at Grade 7 final examinations. In another study done by Chivore,

(1990;1994) he also found that on the whole at the primary level, female primary teachers were more effective than their male counterparts.

TEACHING METHODS AND TEACHER EFFECTIVENESS

Instructional methods and teaching methods mean the same thing. Direct and indirect instruction are the two main categories that many educators find useful for classifying teaching methods. Any method a teacher uses has advantages and disadvantages and requires preliminary preparation. Which method is “right” for a particular lesson depends on many factors among them the age and development level of the students, what students already know and what they need to know, the subject-matter content, the objective of the lesson, time, space and material resources and the physical setting (Instructional Methods Information, 2002).

There is no one “right” method for teaching a particular lesson, but there are criteria that pertain to each that can help a teacher make the best decision possible. The following are the different methods which relate to the instruction part of the ADRIMA instruction system. Not all are appropriate for all grades and subject-matter content areas:

- Lecture method
- Lecture with discussion
- Direct teaching
- Cooperative learning (group work) - Report back sessions
- Case studies
- Role playing
- Guest speaker

- Brainstorming
- Class discussion
- Index card exercise
- Worksheet/Surveys

A more difficult problem is to select an instructional method that best fit one's particular teaching style and the lesson situation. Direct teaching is meant for specific learning targets and basic skills. However, it has the disadvantage that it can stifle teacher creativity and requires good oral communication skills.

Cooperative learning helps foster mutual responsibility. It is supported by research as an effective method. However, some students do not work well using this method. Loners find it hard to share and aggressive students try to take over.

The lecture method is useful where information of a factual nature is presented. It may provide experiences which inspire and is good for large groups. However, because the audience is passive and learning is difficult to gauge, it is not appropriate for children of below four.

Brandes and Ginnis, (1986) state that teachers still find the teacher-dominated approach safe, natural and appropriate. This may be due to the fact that information is presented in a direct logical manner and helps clarify lesson objectives. In many schools where there is over-enrollment, this method seems the most appropriate.

Hirsch, (1998) characterized traditional and progressive education focussing on the popularity of the progressive approach and the role of higher order thinking in progressive teaching methods. He reviewed studies on effective teaching methods and compared the practices seen with U.S classrooms to those seen internationally. He concluded that traditional instruction was more affective than progressive approaches. This excludes the positive changes associated with the use of participatory discovery methods and the promotion of higher order thinking skills. In most cases, the teacher will use a method which reflects the availability of resources. However, effective teachers can adapt their methods flexibly to ensure that students learn well. The Thakaneng Collective Outline of Teacher Expectations and Effectiveness, (1999) points out that an effective teacher will choose a method which will provide all students with the opportunity to (further) develop and achieve intellectually emotionally, physically and spiritually, which implies being eclectic.

SCHOOL CLIMATE AND TEACHER EFFECTIVENESS

A school climate can be positive or negative. A positive school climate is one characterized by a developed methodological culture in teaching methodological and team work among teaching staff which give these schools their uniqueness in terms of effectiveness while a negative school climate is characterized by lack of cooperation among teachers and where there are numerous instances of confusion in reinforcement. In his assessment of school climate, Gottfredson, (2000) generated a detailed picture of the school environment by measuring and

reporting on school safety, staff morale, administrative leadership, fairness and clarity of school rules, respect for students, academic climate, school rewards, student educational expectations and attachment to school. These attributes provided an objective measure of a school's strengths and weakness as reflected in teachers' and students' perceptions, behaviour and attitudes.

On safety, he indicates how safe teachers and students reported the school environment to be. On morale, he includes the degree of enthusiasm of a school's faculty and faculty confidence in the school. A high score proved that teachers were likely to be enthusiastic and participated in the development of new programmes. A low score suggested that many faculty share a sense of resignation and little confidence about the school. On Administrative leadership, Gottfredson indicated how teachers and students perceived the school administration. A high score implied that teachers perceived that they got the help they needed to do their jobs when they needed it, that the administrator was supportive to teachers, that administrators rewarded staff for doing a good job and that there was little conflict or tension between teaching staff and administrators.

Sawyer, Ayers, Paul, Dinham and Steve, (2000) investigated techniques of highly effective teachers of year 12 English in New South Wales, Australia. They concluded that successful (effective) teachers saw themselves as operating in

positive school environments and overwhelmingly saw themselves functioning as part of a team.

Chivore, (1994) found that effective schools were by and large a result of an effective administration, which implies close monitoring and supervision. An effective administration looks after in-school factors which affect both teacher effectiveness and student achievement. An administrator's leadership style can act as an external reward which "pulls" the teacher towards cooperation or a negative reinforcer which may repel the teacher towards cooperation. When the school administrator knows how best to do the former, we have even ineffective schools turning round to be effective ones. If the administrator on the other hand is in the habit of frustrating teachers, then we see effective schools declining into ineffective ones.

In the Louisiana School Effectiveness study conducted by the John Hopkins University (2000), school effects (climate) predicted 13% of individual level student achievement while teacher effects accounted for another 11%. The cumulative effects of such contributions were substantial, especially if a student stayed in a school which retained its effectiveness over time. The importance of the Principal throughout LSES phases was more pronounced than expected. The study found several cases of schools which improved dramatically over time as well as several cases of schools that became less effective due mainly to the leadership style of the Principal. An effective supervision, it can be implied, is

one which respected teacher opinion. The ability to recognise and nurture effective teachers is an essential skill of school administrators. This is a crucial variable in determining teacher effectiveness.

School size is a variable which determines how effective or less effective a school will be. Research has repeatedly found that small schools are superior to large schools on most measures and equal to them on the rest. However, examination of the research reveals that there is simply no reliable relationship between school size and curriculum quality (Fowler and Walberg, 1991; Gregory, 1992; Howley, 1994; 1996; Melnick et al., 1986; Monk, 1987; 1992; Monk and Haller, 1993; Nachitigal, 1992; Pittman and Haugwout, 1987; Royers, 1987; Williams, 1990). Therefore, in order to determine how effective a school will be we should also look at its size, urbanicity, grade level and even community support.

TEACHER TRAITS AND EFFECTIVENESS

Teacher traits are measurable personality characteristics the teacher takes with him or her to the teaching profession. They are presumed to characterize the individual teacher in a consistent fashion, over time, and serve to explain his/her behaviour in response to a variety of situations. It is also presumed that such properties are laid "within" the teacher and are not amenable to direct observation in the same way that behaviour can be observed.

In her book entitled, "*Ten Traits of High Effective Teachers*", Elaine McEwan (2002) classified teacher traits in three categories:

- (1) Personal traits that signify character such as warmth, caring, tough and demanding;
- (2) Teaching traits that get results such as style, with-it-ness and motivational expertise and
- (3) Intellectual traits that demonstrate knowledge, awareness and self understanding.

The Thakaneng Collective Outline of Teacher Expectations and Effectiveness (1999) reveals the following as important to teacher effectiveness:

- (a) Self-acceptance, self-appraisal and self-confidence.
- (b) Love and acceptance of children.
- (c) Curiosity and willingness to learn.
- (d) Patience with self and others.
- (e) Flexibility.

Avenant, (1990) maintains that an effective teacher should be a person who is capable of motivating students into cooperation. He/she prepares detailed lessons plans with a variety of activities. The teacher must be able to use time effectively and efficiently, with most time being spent on instruction and tasks. Although traits not measured on standardized tests (such as interpersonal skills, public speaking skills and enthusiasm for working with children), influence

teacher effectiveness, these traits tend to be hard to quantify, and most studies examining the link between teacher skills and student learning limit their definition of teacher skills to academic skills (NCES, 2000d). In short, a teacher's traits should enable him/her to promote cooperation and respect between teachers and students, among students and between teachers, parents and students (The Thakaneng Collective Outline, 1999).

CLASSROOM MANAGEMENT AND TEACHER EFFECTIVENESS

Effective classroom management is one of the important determinants of an effective teacher. Ayres, Paul, Sawyer, Wayne, Dinham, Steve, (2001) investigated five Australian teachers who were considered to be exemplary in helping students develop independence, influenced and guided students to extremely high grades in Grade 12. Overall, teachers had positive attitudes towards their schools and students. They considered being close as a team and having mastery of content knowledge as crucial to their success. Strong positive classroom relationships were an integral feature against which their teaching strategies were enacted. Planning of content/teaching were key aspects of teaching success. The first part of the lesson was being heavily teacher-centered, the second, more independent learning. Overall, teachers encouraged student independence. Student independence is a prerequisite for the promotion of higher order thinking skills. Matambo and Muriro, (1998) found ability to stimulate intellectual curiosity, knowledge of material, preparation and organisation of lessons as being crucial in effective classroom management.

These aspects may be key to success in creating a challenging learning environment and a low potential for trouble. It is the case in most classrooms that the teacher spends three quarters of the time correcting misbehaviour, thereby reducing the time spent on tasks. Minor, Lynn, Onwegbuzie, Antony, Witcher and Ann, (2000) examined preservice teacher's perceptions of effective teachers, as well as whether the perceptions were influenced by educational beliefs (i.e. progressive versus transmissive). Data for the study was collected from 134 preservice teachers at Georgia University. Students were given a questionnaire asking them to identify, rank and define characteristics they believed excellent teachers possessed or demonstrated. Findings showed that an effective teacher was one who was:

- (1) Student centred;
- (2) An effective classroom and behaviour manager;
- (3) Competent instructor;
- (4) Ethical;
- (5) Enthusiastic about teaching;
- (6) Knowledge about subject and
- (7) Personable.

Some other research has demonstrated that teachers who were effective in promoting student achievement generally had better organised classrooms and fewer student behaviour problems. As the above findings show, a teacher who is student centred, enthusiastic, knowledgeable or personable is likely to make

learning easy for his or her students thereby becoming more effective than a teacher who is not.

Other researchers like Katherine McFarland, (2000) emphasized the following strategies:

- (1) Planning for lessons that show components of the teaching-learning cycle and reflecting-learning styles;
- (2) Being orderly by having good room management a traffic area free of congestion and a professional space;
- (3) Having a positive attitude and high expectations for all students;
- (4) Choosing non-verbal comments when directing individual off-task behaviours;
- (5) Being motivated, enthusiastic, interested and well-informed about content;
- (6) Preventing discipline problems by planning for them before they happen;
- (7) Giving clear explicit instructions of expectations before moving students to activities;
- (8) Keeping students actively engaged and
- (9) Using humour, creativity and concern to handle many problems.

All the above reflect the teacher's positive attitude to his or her students and towards his or her school. It is the teacher's attitude which determine his or her behaviour. Without such a positive attitude, the teacher will share a sense of resignation and low moral which reflect ineffectiveness.

MATERIAL PROVISION AND TEACHER EFFECTIVENESS

Teacher effectiveness cannot be separated from material provision at a particular school. Fuller, (1987) concluded:

“A good deal of evidence now suggests that material factors in schools – such as more textbooks or writing materials exercise more influence on achievement in the Third World than in industrialized countries.”

Schiefelbein and Simons, (1981) found that availability of textbooks was associated with high student achievement in 7 out of 10 studies carried out. Riddell and Nyagura, (1991) found that student achievement was higher when schools had a greater availability of textbooks, a larger proportion of trained teachers and teachers who had taught at that school for a longer period of time.

“This suggests that raising the portfolio of trained teachers and more importantly improving the provision of textbooks and providing incentives for teachers to remain in the same school for a reasonable period of time - are promising investment options to boost student achievement.”

In other words, the availability or lack of these resources determines how effective a given teacher will be in a particular school.

SUMMARY OF THE REVIEW

This chapter has reviewed the related literature in three broad categories: conditions that influence effective teaching such as qualifications, age, sex, experience, teaching methods and school climate.

The second categories reviewed teacher traits. These are measurable personality characteristics that the teacher takes with him or her to the teaching profession.

The third category has reviewed classroom management techniques which includes the teacher's attitude and behaviour. The teacher's attitude and behaviour it has been argued are influenced by the conditions that affect teaching and the teaching traits. These blend to shape the teacher's attitude and behaviour in the classroom. Lockheed and Verspoor, (1991) have provided the following comprehensive summary to teacher effectiveness data:

"A key determinant of student achievement is the quality of teaching. An effective teacher should possess at least a thorough knowledge of the subject matter being taught, an appropriate repertoire of pedagogical skills and motivation. The teaching force in many countries fails to meet these standards... Governments must design policies and programmes aimed specifically at improving the academic and pedagogical preparation of teachers and providing incentives to strengthen their motivation and professional commitment. The challenge is particularly difficult for low income countries which must not only improve the quality of the current teaching force but also expand its size if they are to achieve universal primary and secondary education. Improving teacher motivation is perhaps the trickiest task that Governments face in their task to improve the teaching force. This will require a variety of measures such as paying adequate salaries and providing non-salary benefits, improving working conditions, offering opportunities for professional advancement and incentives for good performance and strengthening supervision and support" (pp.115-16).

On qualifications, the review has pointed out that highly qualified teachers are more effective than lowly qualified teachers. On age and teacher effectiveness, the review has shown that older teachers were effective than young teachers

even though findings from Tenesse and those of Nyagura (1991) contradicts this view. On sex and teacher effectiveness, the review has shown that in Zimbabwe, female teachers were on the whole more effective than males.

On teaching methods, the review has pointed out that progressive discovery methods are more helpful in fostering higher order thinking skills even though some researchers still feel that traditional methods have more to offer (Brandes and Grinnis, (1986); Hirsch, (1998). On school climate, the review has suggested that a positive school climate is a necessity for teacher effectiveness. Regarding experience, most literature reviewed points out that students learn more from experienced teachers than they do from less experienced ones. On teacher traits, many traits have been mentioned, but the most prominent ones being warmth, love for students, teaching style, knowledgeability, curiosity, patience and flexibility among others. On material provision, the reviewed literature shows that for teachers to be effective, teaching materials like textbooks and other teaching aids should be provided. Higher student achievement it has been noted is possible only if schools are not in short supply of teaching aids. Lastly, on classroom management, it has been noted that an effective teacher is one who developed student independence, planned for lessons and generally one who developed students intellectually, socially, emotionally, physically and spiritually. The development of students holistically has been emphasized.

The review has identified characteristics commonly agreed as indicators of what effective teaching is. The literature reviewed in this chapter is significant to this study in that it has established crucial issues in the study of teaching and is the most appropriate step to take in raising the standards of secondary school teacher performance in Zambia. The next chapter describes the methodology employed in collection of data in two secondary schools in Lusaka from September to October, 1999.

CHAPTER THREE

METHODOLOGY

This chapter focuses on the methodology that was employed in the study. It describes the design, the population, the sample, sampling procedures, instruments, the procedure for data analysis, limitations of the study and the conceptual framework.

RESEARCH APPROACH

The design that was used was a combination of both the quantitative and the qualitative methods. This combination was considered appropriate because of the weaknesses of the studies cited above which used questionnaires only for evaluation. Zindi, (1997) has pointed out that, it is next to impossible to evaluate teacher effectiveness with the instruments currently in place. Students ratings of teachers which were used, were often influenced by factors such as the sex of the teacher, the age, his/her status, the popularity of the teacher, among other prejudices. Thus, the use of the quantitative method on its own did not yield valid and reliable results. Dunkin and Biddle, (1974:14) argue that, "in the first place, the raters themselves (the students), were given the very difficult problem of establishing what constitutes effective teaching." Because of these difficulties with the quantitative approach, the qualitative method was used in addition to the quantitative method in this study, in order to get "... people's own written and

spoken words, and observable behaviours... in the settings holistically” (Bogdan and Taylor, 1984:9). In short, the qualitative method was used as a supplement, to get detailed viewpoints or in-depth data. The quantitative method was used to survey the viewpoints from a relatively larger number of respondents.

THE POPULATION

Grade 12 pupils were chosen because they are more mature, critical, and have had more experience with teachers than other pupils. Due to weaknesses of extracting characteristics of effective teaching from student evaluations on their own, teacher evaluation was also used in this study as they are major agents in educational delivery. The study therefore, regarded the use of both teacher peer evaluation and student evaluation as the most appropriate means of collecting data on teacher effectiveness in Zambia. The limit of this population was that out of a huge number of teachers and pupils in Zambia, only 90 pupils and 40 teachers were chosen. This limits the wider acceptability of the findings.

THE SAMPLE

The Quantitative Sample

A total sample of 90 pupils and 40 teachers were randomly selected from two schools in Lusaka. From Matero Boys High School, 45 pupils were drawn and from Matero Girls High School, the same number was drawn. This means that there were 45 boys and 45 girls in the study. Twenty teachers were also

randomly drawn from each school (11 females and 9 males from Matero Girls High School, 2 females and 18 males from Matero Boys High School).

The Qualitative Sample

For the qualitative sample, a total of 20 pupils and 8 teachers were randomly selected. Four teachers were drawn from Matero Boys' School for interviews (3 males and 1 female) and ten pupils were drawn for the focused group discussion. The same number of teachers was selected from Matero Girls school (3 males and 1 female) and ten pupils respectively.

SAMPLING PROCEDURES

The two schools chosen were in the same township of Matero. They were chosen on the basis of following conditions:-

- (a) Each of them represented a particular gender of pupils (that is, boys and girls respectively);
- (b) At the time of the study, Matero Boys had a male as the Head, while Matero Girls had a female as Head;
- (c) All of them drew their pupils from the same catchment area, that is, the pupils going to the two school may be different in sex, but, came from the same homes with similar socio-economic backgrounds and therefore, no significant differences were expected in home backgrounds;

- (d) Matero Boys is church run while Matero Girls is government run. This difference was expected to make the findings reliable and internally valid, just as the difference in (b) and the similarity in (c) were expected to.

PROCEDURE

Quantitative data Collection

For quantitative data collection, questionnaires were distributed to both the teachers and the pupils. Pupils were assembled in the Science laboratory at Matero Boys School where the researcher distributed the questionnaires after explaining the purpose of study. Pupils filled in the questionnaires while the researcher waited in front of the class. When they had filled them, the school captain collected them and handed them over to the researcher. The same procedure was repeated at Matero Girls High School.

At both schools, teachers were given the questionnaires during the tea break when the majority were assembled in the staff room for their tea. The teachers did not fill the questionnaires just there and then. They took the questionnaires with them home and brought them the next day.

Qualitative Data Collection

For qualitative data collection structured interviews were used to collect data from teachers. At each school, the researcher was given a departmental office to carry out the interviews. I began negotiating entry into the conversation by

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Qualitative Data Collection

For qualitative data collection structured interviews were used to collect data from teachers. At each school, the researcher was given a departmental office to carry out the interviews. I began negotiating entry into the conversation by

explaining the purpose of the study. After this we introduced ourselves again and a number of questions followed. I asked interviewee relaxing questions like, "How long have you been teaching?" or "Do you enjoy teaching at this school?". These were meant to ease the atmosphere and bring us closer. After this was done, I now went straight into the structured questions. I wrote down the answers as the interviewee answered the questions. Each interview lasted on average an hour but some especially the beginning ones, lasted up to two hours.

Group interviews were used to interview pupils instead of individual pupils because as noted by Maimbolwa and Chilangwa, (1995), some pupils tend to feel uncomfortable speaking to adults on their own. With regard to the focused group discussions, the same instrument which was used to interview teachers was also used to guide the pupils' group discussions. This was done to minimise confusions during data analysis. The pupils' focused group discussions lasted close to two and half hours. This was because each pupil was given a chance to say something on each question, unless he or she had nothing to say.

DATA ANALYSIS

Quantitative data analysis

Quantitative data were analysed as percentages manually.

Qualitative Data Analysis

Qualitative data was analysed by coding it into categories (themes) manually.

For both quantitative and qualitative data, greater weight was given to commonly held perspectives, and those individual perspectives which had greater intensity, to use Claser and Strauss's terminology. The data from questionnaires, interviews and pupils' focused group discussions were therefore all coded into categories. I began by coding pupils' questionnaires, then teachers' questionnaires before coding interviews and focused group discussions. Each questionnaire and interview was numbered by site and by the order in which it appeared. Matero Girls was the first site to be numbered followed by Matero Boys.

Analysis was done inductively. I gave a code to each idea for each question. The codes developed into major categories of data. After reading or analysing the first two or three scripts, the codes emerged and it then became easy to code the remaining scripts because now it was a question of looking for these codes in the rest of the scripts.

LIMITATIONS OF STUDY

The following were some of the limitations of the study:-

- (1) There are so many government secondary schools in Zambia. In addition to this, there are also private secondary schools. This research involved only two secondary schools and therefore, this limits the generalisability of the findings of the study.

- (2) The study was concerned with only three major variables:
- (a) The conditions which influence effective teaching such as the teacher's age, sex, training experiences among others;
 - (b) Teacher properties (traits or characteristics); and
 - (c) The teacher's attitude and subsequent behaviour in the classroom.

Other factors that might have an impact on effective teaching were not included. If these had been included, the findings may have been different. There may be other limitations, but the above were considered the major ones.

CONCEPTUAL FRAMEWORK

The writer was influenced by Gage, (1972:46) in choosing the framework for studying possible factors that might influence teacher performance. Figure 1 is the framework from which the three variables studies were chosen.

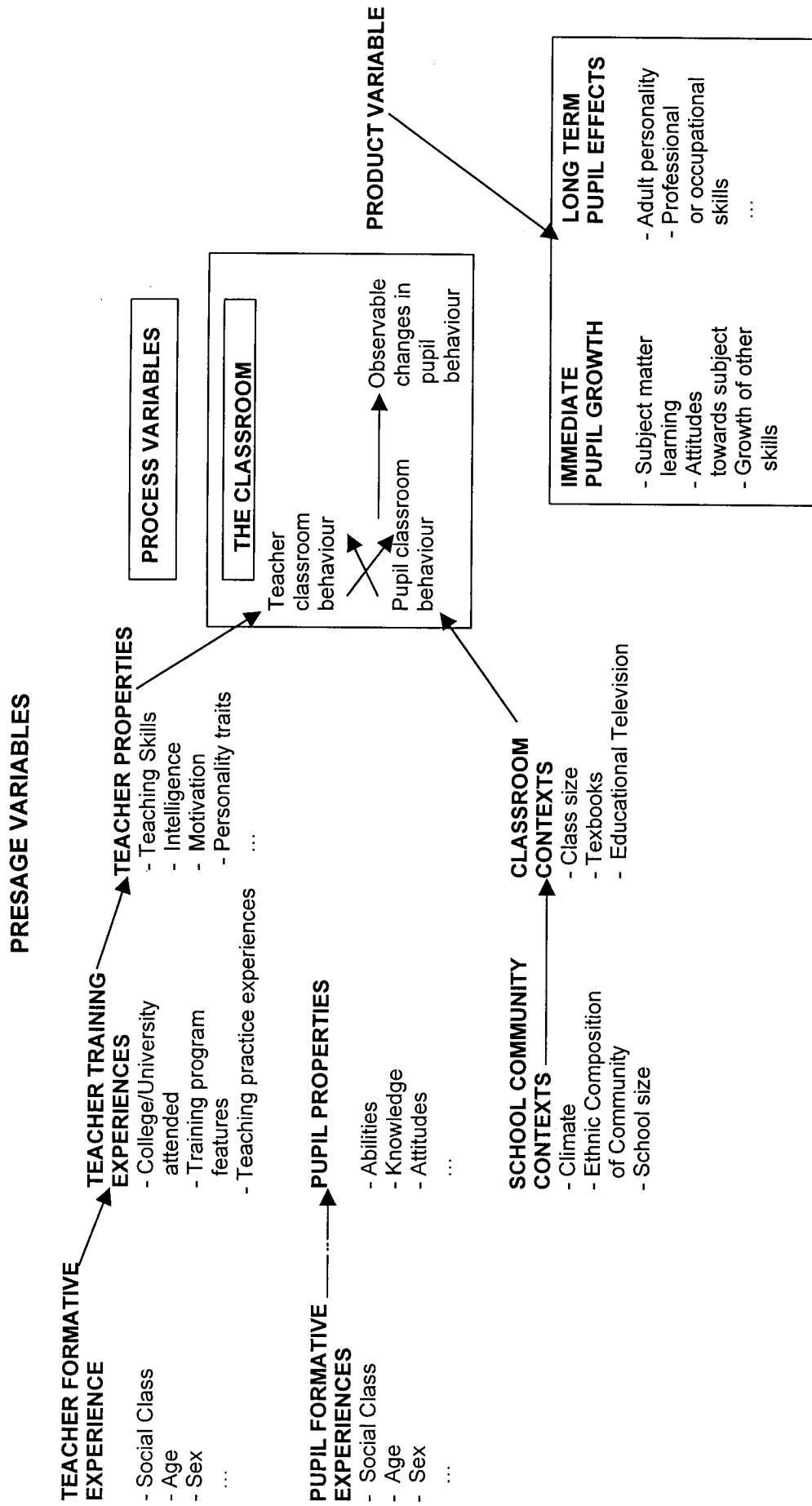


FIGURE 1: A MODEL FOR THE STUDY OF TEACHING
(Adopted from Dunkin and Biddle, 1994:38)

CHAPTER FOUR

FINDINGS

DEMOGRAPHIC CHARACTERISTICS OF TEACHERS AND PUPILS WHO PARTICIPATED IN THE STUDY

The first part of this chapter presents the demographic characteristics of teachers and pupils who participated in the study. The information covered sex, age, marital status, number of children, the highest qualifications held, teaching experience, years of teaching at present school, teaching level, grades taught, main teaching subject and average class size.

AGE OF TEACHERS IN THE STUDY

Table 1 shows the age of teachers who participated in the study.

TABLE 1
Distribution of participating Teachers by age
(N=40)

SEX	25-29	%	30-34	%	35-39	%	40-44	%	TOTAL	%
Male	12	30.0	4	10.0	5	12.5	6	15.0	27	67.5
Female	2	5.0	3	7.5	5	12.5	3	7.5	13	32.5
TOTAL	14	35.0	7	17.5	10	25.0	9	22.5	40	100

The table shows that the majority of teachers in the study (35%) were relatively young, aged between 25-29 years.

MARITAL STATUS

Table 2 shows the marital status of teachers who participated in the study.

TABLE 2

**Distribution of participating Teachers by marital status
(N=40)**

SEX	SINGLE	%	MARRIED	%	DIVORCED	%	SEPARATED	%	WIDOWED	%
Male	7	17.5	20	50.0	-	-	-	-	-	-
Female	2	5.0	8	20.0	1	2.5	1	2.5	1	2.5
TOTAL	9	22.5	28	70.0	1	2.5	1	2.5	1	2.5

Table 2 shows that the majority of teachers in the study were married.

NUMBER OF CHILDREN

Table 3 shows the number of children of teachers in the study. Table 3 shows that the married male teachers had more children than the married women.

TABLE 3

**Number of children of Teachers in the study
(N=40)**

NUMBER OF CHILDREN	0	1	2	3	4	5	6	TOTAL
SEX/STATUS								
Males								
Single	5	-	-	1	1	-	-	7
Married	-	5	7	3	2	2	1	20
Females		-						
Single	1	-	-	1	-	-	-	2
Married	1	1	2	3	1	-	-	8
Divorced	-	-	1	-	-	-	-	1
Separated	-	-	-	-	-	1	-	1
Widowed	-	-	-	-	1	-	-	1
Total	7	6	10	8	5	3	1	40

HIGHEST QUALIFICATIONS HELD

Table 4 shows the highest qualifications of the teachers who took part in the study.

TABLE 4
Highest qualifications held of Teachers in the study
(N=40)

QUALIFICATION	NO	%
Advanced Certificate	3	7.5
Diploma	22	55.5
B.A/Sc.	15	37.5
Total	40	100

The above table shows that the majority of teachers in the study had diplomas.

TEACHING EXPERIENCE

Table 5 shows the number of years of teaching of teachers in the study.

TABLE 5
Previous teaching experience
(N=40)

YEARS OF TEACHING	1-3	%	4-6	%	7-9	%	10-12	%	13-16	%	17-19	%	TOTAL	%
Males	8	20.0	6	15.0	5	12.5	2	5.0	5	12.5	1	2.5	27	67.5
Female	-	-	2	5.0	4	10.0	3	7.5	2	5.0	3	7.5	13	32.5
Total	8	20.0	8	20.0	9	22.2	5	12.5	7	17.5	4	10.0	40	100

Table 5 shows that the majority of teachers in the study had between seven to nine years of teaching experience.

YEARS OF TEACHING AT PRESENT SCHOOL

Table 6 shows the number of years of teaching at present school of teachers in the study.

TABLE 6
Years of teaching at present school
(N=40)

YEARS OF TEACHING	1-3	%	4-6	%	7-9	%	10-12	%	13-16	%	17-19	%	TOTAL	%
Males	14	35.0	5	12.0	4	10.0	2	5.0	1	2.5	1	2.5	27	67.5
Female	2	5.0	5	12.0	4	10.0	1	2.5	1	2.5	-	-	13	32.5
Total	16	40.0	10	25.0	8	20.0	3	7.5	2	5.0	1	2.5	40	100

The above table shows that the majority of teachers in the study were relatively new at their present school having been there for only one to three years.

TEACHING LEVEL OF TEACHERS IN THE STUDY

Table 7 shows the teaching level of teachers in the study.

TABLE 7
Teaching level of Teachers in the study
(N=40)

SEX	JUNIOR (8-9)	%	JUNIOR/SENIOR	%	SENIOR (12)	%	TOTAL	%
Males	3	7.5	16	40.0	8	20.0	27	67.5
Females	2	5.0	6	15.0	5	12.5	13	32.5
Total	5	12.5	22	55.0	13	32.5	40	100

This shows that the majority of teachers in the study were teaching both the juniors and the seniors.

MAIN TEACHING SUBJECT

Table 8 shows the main teaching subjects for teachers in the study. This table shows that the majority of teachers in the study taught English and Literature.

TABLE 8
Subjects taught by Teachers in the study
(N=40)

SUBJECT	FEMALE	%	MALES	%	TOTAL	%
English/Literature	6	15.0	5	12.5	11	27.5
Mathematics	2	5.0	4	10.0	6	15.0
Accounts/Commerce	1	2.5	3	7.5	4	10.0
Art/English	-	-	3	7.5	3	7.5
Environmental Science/Biology	1	2.5	2	5.0	3	7.5
Geography	1	2.5	2	5.0	3	7.5
History	1	2.5	2	5.0	3	7.5
Religious Education	1	2.5	1	2.5	2	5.0
Physics	-	-	2	5.0	2	5.0
Woodwork/Technical Drawing	-	-	1	2.5	1	2.5
Music	-	-	1	2.5	1	2.5
Total	13	32.5	27	67.5	40	100

TABLE 9
Average Class size of Teachers in the study
(N=40)

CLASS SIZE	40	%	45	%	48	%	50	%	60	%	65	%	TOTAL	%
Males	6	15.0	8	20.0	9	22.5	3	7.5	1	2.5	-	-	27	67.5
Females	1	2.5	5	12.5	1	2.5	5	12.5	-	-	1	2.5	13	32.5
Total	7	17.5	13	32.5	10	25.0	8	20.0	1	2.5	1	2.5	40	100

AVERAGE CLASS SIZE

Table 9 shows the average class size taught by teachers who took part in the study. The

table shows that the majority of teachers had on average class size of 45.

PUPILS’ CHARACTERISTICS

Table 10 shows the characteristics of pupils who participated in the study.

TABLE 10
Characteristics of participating pupils
(N=40)

AGE RANGE		16	%	17	%	18	%	19	%	20	%	21	%	22	%	TOTAL	%
SEX	GRADE																
BOYS	12	-	-	1	2.2	11	24.4	20	44.4	9	20.0	3	6.6	1	2.2	45	50.0
GIRLS	12	1	2.2	5	11.1	17	37.7	15	33.3	7	15.5	-	-	-	-	45	50.0
Total		1	2.2	6	13.3	28	62.1	35	77.7	16	35.5	3	6.6	1	2.2	90	100

Out of a total of 90 pupils in the study, 45 were boys and 45 were girls. The table shows that the majority of pupils in the study were aged nineteen years.

**FINDINGS FROM PUPILS’ QUESTIONNAIRES, FOCUSED GROUP DISCUSSIONS AND
TEACHER’S INTERVIEWS**

The first question in the instrument was on whether the pupils’ favourite teacher was male or female and what he or she did differently from others. Table 11 shows the pupils’ responses.

TABLE 11

**Pupils' sex preference for Teachers
(N=90)**

SEX		#		%
Male		81		90.0
Female		9		10.0
Total		90		100

The table shows that out of 90 pupils in the study 81(90%) said that their favourite teacher was male while only 9(10%) said their favourite teacher was female. This shows that the majority of pupils in the study preferred male teachers to female ones.

Table 12 shows what the chosen teacher did differently from others. Out of 90 pupils in the study, 19 (21.1%) said that the chosen teacher was their favourite because he/she explained clearly, 14(15.5%) said the teacher made sure that every pupil understood the topic, 9(10%) chose one who treated them fairly. This shows that the majority of pupils considered an effective teacher as one who explained clearly. For other behaviours the effective teacher exhibited, see Table 12.

TABLE 12

Pupils' views of what their effective Teacher did differently from others

(N=90)

	RESPONSE	GIRLS	%	BOYS	%	TOTAL	%
1	Explains clearly	15	33.3	4	8.8	19	21.1
2	Makes sure everybody understands	2	4.4	12	26.6	14	15.5
3	Fair (treats equally)	8	7.7	1	2.2	9	10.0
4	Willing to help	3	6.6	5	11.1	8	8.8
5	Committed/Hardworking	4	8.8	3	6.6	7	7.7
6	Adequate preparation	-	-	4	8.8	4	4.4
7	Ever punctual	4	8.8	-	-	4	4.4
8	Encourages	1	2.2	3	6.6	4	4.4
9	Teachers relevant topics	-	-	3	6.6	3	3.3
10	Understanding	2	4.4	1	2.2	3	3.3
11	Ever present	1	2.2	1	2.2	2	3.3
12	Easy to approach	2	4.4	-	-	2	2.2
13	Very friendly	-	-	2	4.4	2	2.2
14	Patient	-	-	1	2.2	1	1.1
15	Live/interesting	-	-	1	2.2	1	1.1
16	Repeats teaching if necessary	1	2.2	-	-	1	1.1
17	Never comes drunk	1	2.2	-	-	1	1.1
18	Doesn't like punishing	1	2.2	-	-	1	1.1
19	Cheerful	-	-	1	2.2	1	1.1
20	Welcomes questions freely	-	-	1	2.2	1	1.1
21	Looks for weaknesses	-	-	1	2.2	1	1.1
22	Respects pupils in class	-	-	1	2.2	1	
	Total	45	100.0	45	100.0	90	100

From qualitative findings, the following is what respondents said as to who an effective teacher was.

EFFECTIVE DELIVERY

Most teachers interviewed (five out of eight) said an effective teacher was one who presented information effectively such that pupils understood it in order to make them succeed in the examination. A minority view was that an effective teacher was one who did

his work with interest which in turn got pupils also interested.

“An effective teacher is one who prepares lessons adequately for effective delivery.” (Mwale, 27 years, male, senior teacher, Matero Boys).

When pupils were asked the same question, most of them also emphasized effective delivery and said that an effective teacher took time to explain, making sure all pupils understood, with eagerness.

“An effective teacher is one who explains clearly, is ever punctual and does not favour. If the teacher is favouring, it encourages laziness and false confidence; in the end you even hate the teacher and the subject.” (Susan, 19 years, female, grade 12, Matero Girls).

The quotation is in agreement with that of the teacher. It points out the importance of punctuality to effective delivery. This turn instilled in the pupils hard work and confidence. Lockheed and Verspoor, (1991) also concluded that an effective teacher was one who had a thorough knowledge of the subject matter being taught; had an appropriate repertoire of pedagogical skills and one who was motivated.

As a follow-up to the above, pupils were asked (using questionnaires) whether sex affected their favourite teacher's effectiveness or not. Table 13 shows their responses.

TABLE 13

Pupils' views on whether the sex affected their favourite Teacher's effectiveness or not

(N=90)

	RESPONSE	NO				YES					
		Boys	%	Girls	%	Boys	%	Girls	%	TOTAL	%
1	What matters is being free to discuss any topic.....	14	15.5	13	14.4	-	-	-	-	27	30.0
2	Sex has nothing to do with someone's work.	6	6.6	8	8.8	-	-	-	-	14	15.5
3	What matters is commitment and interest.	2	2.2	9	10.0	-	-	-	-	11	12.2
4	What matters is being gender sensitive.	1	1.1	2	2.2	-	-	-	-	3	3.3
5	What matters is having a positive attitude.	-	-	2	2.2	-	-	-	-	2	3.3
6	What matters is being qualified.	-	-	2	2.2	-	-	-	-	2	2.2
7	What matters is being understanding.	-	-	2	2.2	-	-	-	-	2	2.2
8	What matters is confidence	1	1.1	1	1.1	-	-	-	-	2	2.2
9	Freer to talk from a sex related stand point.	-	-	-	-	11	12.2	-	-	11	12.2
10	Male teachers are always present.	-	-	-	-	4	4.4	-	-	4	4.4
11	Female teachers are more responsible	-	-	-	-	2	2.2	2	2.2	4	4.4
12	Easier to understand sex related issues.	-	-	-	-	2	2.2	1	1.1	3	3.3
13	As a male teaching girls, this makes him more interesting.	-	-	-	-	-	-	1	1.1	1	1.1
14	Some female teachers are lazy (teach while seated).	-	-	-	-	-	-	1	1.1	1	1.1
15	Some female teachers are full of problems.	-	-	-	-	-	-	1	1.1	1	1.1
16	He seems to have more time to study	-	-	-	-	1	1.1	-	-	1	1.1
17	He has a firm control of the class, especially us Grade 12s.	-	-	-	-	1	1.1	-	-	1	1.1
	SUB-TOTALS	24	26.6	39	43.3	21	23.3	6	6.6	90	100
	Total	63				27				90	100

According to the table, 63(70%) said the teacher's sex did not affect his/her effectiveness while 27(30%) said the teacher's sex affected his/her effectiveness. This shows that the majority of pupils did not perceive the teacher's sex to affect his or her effectiveness.

Out of 27 who said the teacher's sex affected his/her effectiveness, the majority said this was so because a teacher of the same sex as the pupils was freer to talk on any topic from a sex related point of view. For other reasons on both sides of the question, see Table 13. From qualitative data, the following is what the respondents said.

SEX HAS AN EFFECT ON EFFECTIVENESS

The general view was that sex of the teacher affected his or her effectiveness. Only two out of eight teachers said the teacher's sex did not affect the teacher's effectiveness. Those who said sex affected effectiveness gave the following reasons:

"Female teachers are not good (ineffective) in subjects like Biology and that in such subjects, girls tend to favour male teachers." (Mulenga, 27 years, female, Geography teacher, Matero Boys).

One 29 year old male teacher from Matero Boys High School disagreed with the above view when he said:

"It depends on the teacher's dedication, interest an attitude. Both male and female teachers can do commendable work." (Sitali, maths teacher).

When pupils were asked his question, they said that the teacher's sex affected his or her effectiveness. One pupils at Matero Girls High School put in this way.

"Female teachers are moody, short-tempered and their problems at home usually affect their teaching. However, they are good (effective) in teaching subjects like English and History." (Helen, 18 years, female, Grade 12).

Gagne, (1993) concluded that males were more able in areas requiring physical or technical skills while females were perceived as performing better in areas of artistic talent and socio-affective domains. This suggests that neither is effective in all areas but in specialist areas.

However, in Zimbabwe, Nyagura (1991) and Civore, (1990:1994) found that on the whole female teachers were more effective at the primary level than male teachers. Nyagura, (1991) and Chivore, (1990;1994) did not find female teachers effective in specialized areas.

The second question in the instrument was on whether the pupils' favourite teacher was a degree or diploma holder. Table 14 shows views.

TABLE 14
Qualifications of pupils' favourite Teacher
(N=90)

QUALIFICATION	#	%
Degree	56	62.2
Diploma/Certificate	34	37.7
Total	90	100

According to table 16, 56(62.2%) said their favourite teacher was a degree holder while 34(37.7%) said their favourite teacher was a diploma or certificate holder. This shows that the majority of the pupils in the study preferred degree holders to diploma holders.

From qualitative data, the following is what the respondents said.

HIGHER TEACHER QUALIFICATION MAKES A DIFFERENCE

The majority view among teachers (six out of eight) was that higher qualifications played a

role in teacher effectiveness. One teacher said:

"If one is ill-trained, he/she will not know enough of the content making his/her teaching inadequate (ineffective). He/she may be threatened by pupils who may ask questions which the teacher may fail to answer. The teacher can fear to go in an academic argument with the pupils." (Nsofu, 30 years, male, maths teacher, Matero Boys)

Another female teacher who taught English to boys said:

"It instills confidence in the teacher who is highly qualified but it is the commitment which really matters not the papers." (Kamanga, 27 years, Chemistry teacher, Matero Girls).

"Seconded teachers need more training for them to handle all levels. However, there are some highly trained teachers who are not committed and therefore not effective" (Banda, 30 years, male, English teacher, Matero Boys).

A girl expressed an opposite view when she said:

"Yes qualifications affect the teacher's effectiveness, the higher the qualifications, the better the teaching." (Marjorie, 20 years, Grade 12, Matero Girls).

Darling-Hammond, (1992) concluded that over 100 research studies reviewed in 1992 provide evidence that highly qualified teachers were more effective in the classroom and their students demonstrated larger achievement gains than students whose teachers were not qualified or fully prepared. Other findings which support this view are those of Chivore, (1994); Sanders and Rivers, (1996); ETS study, (2000) and the Charles A. Dana Centre (1996-1997).

TABLE 15

Pupil's perceptions of whether age affected their favourite Teacher's effectiveness or not

(N=90)

	RESPONSE	YES				NO					
		Boys	%	Girls	%	Boys	%	Girls	%	TOTAL	%
1	He is old, experienced and therefore, more effective.	18	20.0	4	4.4	-	-	-	-	22	24.4
2	Works hard because he is young and energetic.	5	5.5	14	15.5	-	-	-	-	19	21.1
3	His young age makes him understand our generation better.	2	2.2	5	5.5	-	-	-	-	7	7.7
4	Being our parents' age, we give her all the respect.	4	4.4	2	2.2	-	-	-	-	6	6.6
5	His mind is fresh, sharp and therefore effective	1	1.1	4	4.4	-	-	-	-	5	5.5
6	She is old and treats us as her own children.	3	3.3	1	1.1	-	-	-	-	4	4.4
7	Due to his young age, he isn't boring and freely advises us.	-	-	4	4.4	-	-	-	-	4	4.4
8	Some old teachers are lazy and never serious.	1	1.1	1	1.1	-	-	-	-	2	2.2
9	We treat him as an agemate and dictate his approach.	1	1.1	-	-	-	-	-	-	1	1.1
10	Despite him being young, he teaches adequately.	-	-	-	-	3	3.3	4	4.4	7	7.7
11	What matters is confidence and ability to teach not age	-	-	-	-	3	3.3	2	2.2	5	5.5
12	He has the interest to teach, so age plays no part.	-	-	-	-	-	-	2	2.2	2	2.2
13	Despite being older, others can teach better than him.	-	-	-	-	2	2.2	-	-	2	2.2
14	When explaining, he does not hide anything.	-	-	-	-	-	-	1	1.1	1	1.1
15	Even though he is young, he can teach like older teachers.	-	-	-	-	-	-	1	1.1	1	1.1
16	What matters is punctuality and readiness to teach.	-	-	-	-	1	1.1	-	-	1	1.1
17	What matters is how much research one does	-	-	-	-	1	1.1	-	-	1	1.1
	Total	35	38.7	35	38.7	10	11.0	10	11.0	90	100

The third question in the instrument was on whether age played a part in their favourite teacher's effectiveness or not and why. Table 15 above shows that out of 90 pupils, 70(77.7%) said age affected the teacher's effectiveness while 20(22.2%) said age did not affect their favourite teacher's effectiveness. This shows that the majority of pupils perceived age to play a part in teacher effectiveness. From qualitative data, the following is what the respondents said.

AGE AFFECTED TEACHER EFFECTIVENESS

Most teachers interviewed (seven out of eight) said age affected the teacher's effectiveness while only one said age did not affect teacher effectiveness. They gave various reasons, but the most common were:

"Those teachers who are too old may not have the energy to teach effectively and lose track of effective methodology. Young teachers are ready to learn and adopt new methodologies of teaching. Young teachers are also still fresh and therefore eager to teach." (Mukumbuta, 33 years, male, science teacher, Matero Boys).

"Aged teachers tend to relax and feel they need not be controlled by young administrators. They also lack the motivation to teach. The fact that they are not promoted leads to frustration." (Kaale, 31 years, male, Geography and English teacher, Matero Girls).

"Old teachers tend to be very effective. Young teachers have different ambitions and expectations which might cause them not to fit into teaching as much as old teachers." (Mulele, 40 years, female, industrial arts teacher, Matero Boys).

One female teacher gave an opposite view:

"Age plays no part because what really matters is dedication and knowledge of subject matter." (Kunda, 29 years, maths teacher, Matero Girls).

The majority of pupils said older teachers were more experienced in what message to deliver and how to deliver the "goods" more effectively compared to newly graduated teachers.

"Teachers who are older tend to exercise authority over the pupils than younger teachers. On the other hand, older teachers may not have all the energy needed for effectiveness." (Mubanga 19 years, male, Grade 12, Matero Boys).

The majority view from the findings emphasized young teacher effectiveness in that the older the teachers got, the higher the possibility that they would be conservative where

methodology was concerned. On the contrary side, there was a perception from respondents that younger teachers were more ambitious and eager to teach effectively than older teachers.

Zuckerman, (2000) also found that younger teachers encouraged individual student participation and therefore, more effective than other teachers. Gaustad, (1993); Robin Henson, (2000) also concluded that young teachers were more likely to establish a more conducive psychosocial classroom environment than older teachers. A minority view, Martin and Shoho, (2000) found the opposite.

Fourthly, pupils were asked how many years their favourite teacher had been teaching and whether experience played any part in his/her effectiveness. Tables 16 and 17 show the pupils' views.

TABLE 16

**Pupils' estimates of the number of years their favourite Teacher had been teaching
(N=90)**

NO. OF YEARS	1-2	%	3-4	%	5-8	%	9-12	%	13-14	%	TOTAL	%
NO. OF RESPONDENTS	7	7.7	13	14.4	6	6.6	5	5.5	2	2.2	33	36.6
DON'T KNOW	-	-	-	-	-	-	-	-	-	-	57	63.3
											90	100

According to table 16, out of 90 pupils, 57(63.3%) said they did not know how many years their favourite teacher had been teaching. Out of the 33 who knew their teacher's experience, seven (7.7%) said their favourite teacher had been teaching for one to two years; 13(14.4%) said their favourite teacher had been teaching for three to four years;

while only six (6.6%) said their favourite had been teaching for five to eight years. This shows that the majority of pupils who knew their teacher's experience thought that after three to four years of teaching, one would gain experience and therefore capable of being effective.

As a follow up to the above question, pupils were asked whether their favourite teacher's experience played a part in his/her effectiveness or not and why. Table 17 shows their views.

TABLE 17

Pupils’ reasons of why their favourite Teacher’s experience played a part in his/her effectiveness

(N=90)

	RESPONSE CATEGORY	YES					
		BOYS	%	GIRLS	%	TOTAL	%
1	Experience is the best teacher	20	22.2	15	16.6	35	38.8
2	Due to experience, he knows the behaviour of us pupils and how to treat us.	8	8.8	10	11.1	18	20.0
3	No reason given	5	5.5	7	7.7	12	13.3
4	Due to experience, he knows the best material for us.	5	5.5	4	4.4	9	10.0
5	He knows the methods with which we can understand better.	2	2.2	1	1.1	3	3.3
6	He knows our individual weaknesses and tackles them.	1	1.1	2	2.2	3	3.3
7	He has known the type of questions we expect and how to answer them.	1	1.1	1	1.1	2	2.2
8	His training (University) has made him understand his subject and is clear.	1	1.1	1	1.1	2	2.2
9	He has known how to treat fairly and is therefore liked by pupils.	-	-	2	2.2	2	2.2
10	Has known which parts of the syllabus to emphasize and never cheats.	1	1.1	1	1.1	2	2.2
11	When teachers teach for a long time they lose interest.	-	-	1	1.1	1	1.1
12	Has known how to communicate with pupils.	-	-	1	1.1	1	1.1
	Total	42	46.6	48	53.3	90	100

According to table 17, all 90 pupils agreed that experience played a part in their favourite teacher's effectiveness (48 girls and 42 boys). Out of the 90 pupils, 35(38.8%) said this was so because experience was the best teacher. 18 (20%) said that due to experience, the teacher had known the behaviour of pupils and how to treat them. This shows that all pupils perceived experience to affect teacher effectiveness.

LENGTH OF SERVICE WAS AN IMPORTANT DETERMINER OF TEACHER EFFECTIVENESS

Most teachers interviewed (six out of eight) said one to two years was enough for one to be effective. The majority of pupils also mentioned two years as the minimum period to gain experience. They gave various reasons on why experience had an impact on effectiveness.

The most common were these:-

"Yes, both negatively and positively. Negatively because experience makes one to be over-confident. Positively because the teacher knows the material and effective methodology; experience is the best teacher" (Banda, male, 30 years, music teacher, Matero Boys).

"Teaching effectively does not depend on a number of years but the information the teacher has and how well he/she is able to present it so that pupils are able to understand clearly. However, the number of years a teacher has been teaching helps in knowing how to handle the pupils well, how exams come and thus know which topics to really emphasize and how to tackle problems. (Kaunda, 29 years, female, maths teacher, Matero Girls).

"Although experience has some effect on how effective the teacher can be, commitment to the work is the bottom line to effectiveness." (Mulele, 40 years, female, industrial arts teacher, Matero Boys).

When pupils were asked this question, one of them summed it up this way,

"With experience, teachers tend to know topics which might be hard or easy for pupils. They also tend to know the syllabus well and topics therein." (Kelvin, 19 years, male Grade 12, Matero Boys).

The majority view was that experience has an important bearing in determining teacher effectiveness. The minority views emphasized commitment to the work, mastery of the content and subject presentation.

Research findings suggests that students learnt more from experienced teachers (those with at least five years of experience) than they did from less experienced teachers (NCES, 2000d; Rivkin, Hanushek and Kain, 1998; Murname and Phillips, 1981). The benefits of experience, however, appear to level-off after five years and studies suggest that there are no noticeable differences for example, in the experience of a teacher with five years of experience and one with ten years of experience (Darling-Hammond, 2000). However, findings from Tennessee show that beginning teachers (inexperienced) were more successful in teaching maths as long as they received continued support from an experienced teacher (mentor). Chivore, (1991) also found the same in Zimbabwe.

TABLE 18
Pupils’ preference of the method their favourite Teacher used
(N=90)

	METHOD	BOYS	%	GIRLS	%	TOTAL	%
1	Explanation	39	41.0	38	48.1	77	44.2
2	Question-answer	31	32.6	20	25.3	51	29.3
3	Group-work	15	15.7	10	12.6	25	14.3
4	Role-play	6	6.3	6	7.5	12	6.8
5	Silent seat-work	4	4.2	5	6.3	9	5.1
	TOTAL	95	100	79	100	174*	100

*Reflects the number of choices, not the number of respondents.

Table 18 shows the methods which pupils preferred the teacher to use. Out of the 174 respondent responses, 77(44.2%) ranked the explanation method as number one (39 boys and 38 girls). The question – answer method was ranked second with a total of 51 responses (29.3%). This shows that the majority of pupils preferred the teacher to use the traditional method which is explanation.

CHOICE OF METHODS FOR EFFECTIVE TEACHING

Teachers chose eclecticism first, question-answer second and the inquiry method third. Pupils chose question-answer first and group work second. This was from the five options given namely: group work explanation question-answer, role-play and silent seat work.

ECLECTICISM

Four out of eight teachers interviewed chose eclecticism while two chose the question-answer method. An art and English teacher from Matero Boys aged 35 years said:

“An effective teacher should be eclectic. The situation dictates which method the teacher should use. Teaching should be flexible according to the class, topic and age of pupils.” (Twaambo, 36 years, male, English Teacher, Matero Boys)

“The teacher should use a combination of methods which are pupil-centered. The teacher-centered approach is boring to pupils”. (Banda, 35 years, female, Chemistry teacher, Matero Girls).

A boy from Matero Boys aged 20 years said this on group-work:

Each pupil should be given an opportunity to express himself or herself. In this case, pupils are able to listen for a purpose in order to contribute to the discussion. Infact, some pupils explain well to fellow pupils” (Mulenga, 20 years, male, Grade 12, Matero Boys).

From quantitative findings, pupils chose the traditional approach (explanation). Teachers

preferred to use the question-answer method which to some extent is being eclectic. From interviews most respondents chose being eclectic.

The findings from pupils in this study are in agreement with those of Brandes and Ginnis, (1986) who state that teachers still find the teacher dominated approach safe, natural and appropriate. Brandes and Ginnis' findings however, are not in agreement with what the respondents said from interviews where they emphasized that an effective teacher was one who was eclectic.

Hirsch, (1998) also concluded that traditional instruction was more effective than progressive approaches. The findings from this study stating that an effective was one who was eclectic are in agreement with those of the instructional methods information, (2002) and those of the Thakaneng Collective Outline of Teacher Expectations and Effectiveness, (1999) who concluded that "there is no one right method for teaching a particular lesson, but there are criteria that pertain to each that can help a teacher make the best decision possible, such as the age of the learners." The emphasis on eclecticism from this study's findings is with a bias to pupil-centredness. Since a teacher can be eclectic but still biased to traditional approaches the emphasis on pupil-centred eclecticism distinguishes an effective eclectic teacher from one who is not.

The last question under conditions which influence effective teaching, required pupils to say whether school climate played a role in determining teacher effectiveness or not. Table 19 shows their views. According to the table, out of 90 pupils 63(70%) said that school climate played a role in their favourite teacher's effectiveness while 27(30%) said school climate

played no role in their favourite teacher's effectiveness. Out of the 63 who said school climate played a role in teacher effectiveness, the majority said this was so because it is only a conducive environment which promoted effective teaching and learning, as a result, teachers and pupils worked hard.

Out of the 27 who said the school climate played no role, 11(12.2%) said this was so because even if the chosen teacher was taken elsewhere, he would still be effective adding that he was naturally good and committed. This shows that the majority of pupils considered the school climate to pay a major role in determining teacher effectiveness. For other reasons given, see Table 19

TABLE 19

Pupils' views on whether School climate played a part in their favourite Teacher's effectiveness or not

(N=90)

	RESPONSE	YES				NO					
		BOYS	%	GIRLS	%	BOYS	%	GIRLS	%	TOTAL	%
1	Because there is a conducive teaching and learning environment, pupils work hard	28	31.1	6	6.6	-	-	-	-	34	37.7
2	The school administration demands excellence and instils morals in teachers.	9	10.0	2	2.2	-	-	-	-	11	12.2
3	No reason given	4	4.4	2	2.2	-	-	-	-	6	6.6
4	She was encouraged to work hard by choosing her to be the most disciplined teacher.	-	-	2	2.2	-	-	-	-	2	2.2
5	Boards have ensured that teachers follow the regulations.	-	-	2	2.2	-	-	-	-	2	2.2

6	The administration is not concerned about the teacher's effectiveness in class.	-	-	2	2.2	-	-	-	-	2	2.2
7	Staying within, he is never late thereby increasing his effectiveness.	2	2.2	-	-	-	-	-	-	2	2.2
8	There is no organisation in the school by the teachers.	-	-	2	2.2	-	-	-	-	2	2.2
9	Teachers find it difficult because there are inadequate facilities.	-	-	1	1.1	-	-	-	-	1	1.1
10	The head ensures that there is close supervision.	-	-	1	1.1	-	-	-	-	1	1.1
11	Even if he is taken elsewhere, he would still be effective, he is just naturally good and committed.	-	-	-	-	2	2.2	9	10.0	11	12.2
12	Though the school organisation is not all that good, he is still effective.	-	-	-	-	-	-	10	11.1	10	11.1
13	The administration does not encourage young teachers.	-	-	-	-	-	-	3	3.3	3	3.3
14	If it did, all teachers would have been good and interested.	-	-	-	-	-	-	1	1.1	1	1.1
15	It does not, because he sometimes comes to class drunk and at his own time.	-	-	-	-	-	-	1	1.1	1	1.1
16	Other teachers become ineffective under strict supervision, not him	-	-	-	-	-	-	1	1.1	1	1.1
	Sub-total	43	47.7	20	22.2	2	2.2	25	27.7	90	100
	Total		63				27				
			70				30				

From qualitative data, the following is what the respondents said.

THE SCHOOL CLIMATE HAD AN IMPACT ON TEACHER EFFECTIVENESS

The majority view expressed by the teachers was that a conducive environment was a prerequisite for teacher effectiveness.

"If the climate is conducive, teachers and pupils work had." (Kaale, 31 years, male, Geography teacher, Matero Girls).

"A conducive environment gives the teacher freedom to do what is best for the pupils." (Kalenga, 36 years, female, science teacher, Matero Boys).

When pupils were asked this question, one boy aged 20 years said:

"The administrator's leadership style can motivate or demoralize teachers. Differences between administrators and teachers dampens the teachers' morale to teach effectively, causing permanent frustration." (Peter, male, Grade 12, Matero Boys).

A girl aged 17 years from Matero Girls said:

"The environment or school climate does not really matter to an effective teacher since he or she already has that zeal, enthusiasm and eagerness to teach." (Mary, female, Grade 12).

The majority view from the findings show that a positive school climate is what determined teacher effectiveness.

Sawyers, Ayers, Paul, Dinham and Steve, (2000) also found that effective teachers saw themselves as operating in positive school environments and overwhelmingly saw themselves as functioning as part of a team. Chivore, (1994) also find that effective schools were by and large a result of an effective administration, which implies close monitoring and supervision. Haddad et al., (1990) concluded that the most important factor governing how well pupils do in schools is school management. Several studies had identified Headmaster education and experience as important variables that affected pupil achievement.

This study's findings therefore is in agreement with the above mentioned findings, all emphasizing the importance of a positive school climate to teacher effectiveness.

Question 7 and 8 required pupils to rate their favourite teacher in terms of teacher traits (characteristics) and the teacher's behaviour in the classroom. Table 20 shows their ratings. According to Table 20, out of 90 pupils in the study, 75(83.3%) said the most outstanding trait that the teacher had to be considered effective was that he/she encouraged pupils to learn. The second trait chosen was fairness, which had 73 respondents (81.1%). The third was enthusiasm with 65 respondents (72.2%). This shows that the majority of pupils in the study expected an effective teacher to encourage them. The trait chosen least was harshness, with 11 respondents (12.2%). This shows that pupils did not expect an effective teacher to be ill-tempered and to be harsh.

Another component of the rating comprised the teacher's classroom behaviour. According to the table, out of 90 pupils, 78(86.6%) chose first preparation for lessons and knowledge of materials second with 76 responses (84.4%. This shows that the majority of pupils expected an effective teacher to prepare for lessons and know the subject matter thoroughly.

TABLE 20
Pupils' ratings of Teacher Traits and Classroom behaviour
(N=90)

	TRAITS	BOYS	%	GIRLS	%	TOTAL	%
1	Encourages	37	41.1	38	42.2	75	83.3
2	Fairness	40	44.4	33	36.6	73	81.1
3	Enthusiasm	37	41.1	28	31.1	65	72.2
4	Cooperativeness (encourages it)	33	36.6	32	35.5	65	72.2
5	Consideration for the individual	28	31.1	26	28.8	54	60.0
6	Kindness	24	26.6	28	31.1	52	57.7
7	Pleasant	24	26.6	23	25.5	47	52.2
8	Flexibility	22	24.4	24	26.6	46	51.1
9	Friendly	27	30.0	18	20.0	45	50.1

10	Attitude	25	27.7	20	22.2	45	50.0
11	Sense of humour	19	21.1	26	28.8	45	50.00
12	Cheerfulness	23	25.5	21	23.3	44	48.8
13	Consistent behaviour	28	31.1	14	15.5	42	46.6
14	Patience	24	26.6	17	18.8	41	45.5
15	Temper	10	11.1	13	14.4	23	25.5
16	Harshness	8	8.8	3	3.3	11	12.2
	CLASSROOM BEHAVIOUR	BOYS	%	GIRLS	%	TOTAL	%
1	Preparation for lessons	40	44.4	38	42.2	78	86.6
2	Knowledge of material	41	45.5	35	38.8	76	84.4
3	Emphasizing major points	38	42.2	31	34.4	69	76.6
4	Interesting presentation	39	43.3	29	32.2	68	75.5
5	Use of examples	34	37.7	34	37.7	68	75.5
6	Organisation of lessons	37	41.1	30	33.3	67	74.4
7	Willingness to help	36	40.0	28	31.1	64	71.1
8	Quality of exams	33	36.6	29	32.2	62	68.8
9	Clear expression	32	35.5	30	33.3	62	68.8
10	Adequate coverage of material	31	34.4	25	27.7	56	62.2
11	Encouraging to think for oneself	28	31.1	28	31.1	56	62.2
12	Adequate time spent on class work	33	36.6	18	20.0	51	56.6
13	Adequate use of teaching materials	39	32.2	22	24.4	51	56.6
14	Attention to student feedback	28	31.1	20	22.2	48	53.3
15	Open to other view points	27	30.0	21	23.3	48	53.3
16	Raising challenging questions	27	30.0	20	22.2	47	52.2
17	Readily available for consultation	26	28.8	20	22.2	46	51.1
18	Adequate class control	22	24.4	23	25.5	45	50.0
19	Provides immediate feedback	26	28.8	18	20.0	44	48.8
20	Pupil freedom	28	31.1	7	7.7	35	38.8
21	Adequate written feedback	21	23.3	13	14.4	34	37.7
22	Pupil freedom	19	21.1	12	13.3	31	34.4
23	Free extra tuition	18	20.0	7	7.7	25	27.7
24	Encourages group work	14	15.5	9	10.0	23	25.5
25	Involvement in extra-curricula activities	13	14.4	9	10.0	22	24.4
26	Administering harsh punishment	7	7.7	4	4.4	11	12.2

QUALITATIVE FINDINGS

TEACHER TRAITS WHICH DETERMINED EFFECTIVE TEACHING

From qualitative data respondents were asked to mention in order of importance teacher traits which were relevant to effectiveness. The following were their choices:

TABLE 21

**Teachers' and pupils' order of choices of relevant Traits
Number of Teachers = 8)**

(NO. OF PUPILS PER GROUP = 10)

	TEACHERS	#	TEACHERS	#	GIRLS	#
1	Knowledgeable	4	Kind and loving	6	Approachable	5
2	Friendly	2	Encourages	2	Considerate	3
3	Enthusiastic	1	Firm	1	Kind	1
4	Firm but fair	1	Social	1	Commitment	1
	TOTAL	8		10		10

For their first choice four teachers out of eight chose being knowledgeable followed by friendliness, enthusiasm and finally being firm but fair. Boys chose firstly kind and loving, one who encouraged second, one who was firm third and finally one who was social. Girls had firstly a teacher who was approachable, followed by one who was considerate, thirdly, they chose kindness and finally commitment.

McEwan Elaine (2002) classified teacher traits in three categories:

- (1) Personal traits such as warmth, caring, demanding;
- (2) Teaching traits such as style and motivational expertise (interest);
- (3) Intellectual traits such as knowledgeability and self-understanding

The Thakaneng Collective Outline (1999) outlines a different set of traits:

- (1) Self acceptance appraisal and self-confidence;
- (2) Love for children (learners);
- (3) Curiosity and willingness to learn;
- (4) Patient and

(5) Flexibility.

All the above, among many others are important to teacher effectiveness. This study's findings emphasize encouragement, knowledgeability, kindness, approachable. The differences with other findings in perceptions of which traits matter to teacher effectiveness is small. If a teacher develops positive self concepts in learners by encouragement, that teacher is most likely to be caring and warm, is motivated, is positive and flexible. A kind teacher is in most cases likely to be patient and approachable. So in a large measure, this study's findings are similar to those mentioned above. The only difference is that of emphasis.

CLASSROOM ACTIVITIES CONTRIBUTING TO EFFECTIVE TEACHING

Teachers were given choices on activities that contributed to effective teaching and asked to give reasons for their choices. In terms of choice the following was the order:

- Preparation for lessons (4 respondents out of eight);
- Knowledge of material (2 respondents);
- Interesting presentation (1 respondent);
- Allows pupils to ask questions (1 respondent).

Teachers gave various reasons for their choices. On preparation for lessons the most common reason was:

“Only a well prepared teacher would teach effectively.” (Mulele, 40 years, female, industrial arts teacher, Matero Boys).

Findings from teachers somewhat correlated with qualitative findings from boys and girls as follows:

TABLE 22**Pupils choice of important classroom activities which contributed to Teacher effectiveness****(NUMBER OF PUPILS = 10 PER GROUP)**

#	BOYS	#	#	GIRLS	#
1	Interesting presentation	5	1	Explain clearly	6
2	Gives chance to participate	3	2	Interesting presentation	2
3	Acts on pupil feedback	1	3	Related explanation to lives	1
4	Encourages	1	4	Accommodates pupil feedback	1
	Total	10			10

The main activities mentioned by teachers as important classroom activities contributing to teacher effectiveness were preparation for lessons, knowledge of subject content and interesting presentation. The boys' emphasis was interesting presentation while the girls' emphasis was explaining clearly. This study's findings are in agreement with those of Matambo, Muriro, (1998) who found ability to stimulate intellectual curiosity, knowledge of material and lesson preparation and organisation as the most important aspects of effective classroom management. The only difference is in the order. Dinham, Ayers, Paul, Sawyer and Steve, (2001) also concluded that planning of content/teaching were key aspects of teaching success. These findings emphasize the importance of a positive teacher attitude towards their schools and students. Catherine McFarland's findings, (2000) also emphasize among other aspects, planning for lessons, having a positive attitude, motivated, enthusiastic and the giving of clear explicit instructions before moving students to activities.

Table 23 shows pupils' perceptions of characteristics of a "bad" teacher. According to the table, there were a total of 268 responses from the 90 pupils. Out of the 268 responses, 46(17.1%) perceived harshness and being irresponsible as the outstanding characteristics

of a “bad” teacher. This shows that the majority of pupils in the study perceived harshness as symbolic of ineffective teaching. For other perceptions of ineffective teaching, see Table 23.

Table 24 shows pupils’ perceptions of teacher activities in class which constituted ineffective teaching. 14(15.5%) still perceived harshness in class as an activity which made one to be considered ineffective. Teaching while seated was the second activity pupils considered as symbolic of ineffective teaching with 13 responses (14.4%). This shows that beating pupils in class or being harsh in general was despised by the majority of pupils in the study. For other perceptions of ineffective teaching, see Table 24.

Connected to the above, pupils were asked to give reasons why they thought the activities in Table 24 constituted ineffective teaching. Table 25 brings out these reasons with reference to the first four activities only. For details, see Table 25.

TABLE 23
Pupil’s perceptions of characteristics of a “bad” Teacher
(N=90)

	PERCEPTION	BOYS	%	GIRLS	%	TOTAL	%
1	Harshness/irresponsible	19	21.1	27	15.0	46	17.1
2	Ill-tempered	5	5.5	19	10.6	24	8.9
3	Not available for consultation	9	10.0	10	5.5	19	7.0
4	Does not give a clear explanation	6	6.6	12	6.7	18	6.7
5	Has favourities/unfair	2	2.2	15	8.3	17	6.3
6	Coming late	2	2.2	14	7.8	16	5.9
7	Lazyness	1	1.1	12	6.7	13	4.8
8	Does not prepare adequately	9	10.0	2	1.1	11	4.1
9	Comes drunk	1	1.1	7	3.9	8	2.9
10	Interested only in salary, not work	2	2.2	5	2.7	7	2.6
11	Impatient	2	2.2	5	2.7	7	2.6
12	Unfriendly	2	2.2	5	2.7	7	2.6
13	Not listening to pupils' problems	4	4.4	3	1.6	7	2.6
14	Absentism	2	2.2	4	2.2	6	2.2
15	Discourages instead of encouraging	2	2.2	4	2.2	6	2.2

16	Uncheerful	2	2.2	4	2.2	6	2.2
17	Not open to pupils	4	4.4	2	1.1	6	2.2
18	Poor organisation of lessons	4	4.4	2	1.1	6	2.2
19	Too many jokes	-	-	4	2.2	4	1.4
20	Proposes pupils (girls)	-	-	4	2.2	4	1.4
21	Negative attitude to work	1	1.1	3	1.6	4	1.4
22	Poor knowledge of material	2	2.2	2	1.1	4	1.4
23	Bad language (insulting pupils)	2	2.2	2	1.1	4	1.4
24	Does not give freedom to pupils	-	-	3	1.6	3	1.1
25	Talks about irrelevant things	-	-	3	1.6	3	1.1
26	No adequate notes/No explanation of notes	2	2.2	1	0.5	3	1.1
27	Solving problems alone without involving pupils.	1	1.1	1	0.5	2	0.7
28	Boring/dull presentation	1	1.1	1	0.5	2	0.7
29	Unkind	1	1.1	1	0.5	2	0.7
30	Not marking classwork/homework	1	1.1	-	-	1	0.3
31	Rushing pupils to understand	-	-	1	0.5	1	0.3
32	Never gives pupils time to explain	-	-	1	0.5	1	0.3
	Total	89	98.8	179	98.5	268*	96.2

*Reflects the total number of choices, not the number of respondents

TABLE 24

**Pupils' Perceptions of Activities in Class which Constitute Ineffective Teaching
(N=90)**

	PERCEPTION	BOYS	%	GIRLS	%	TOTAL	%
1	Always harsh (beating pupils in class)	10	11.1	4	4.4	14	15.5
2	Teaching while seated (doesn't care about pupils)	8	8.8	5	5.5	13	14.4
3	Silent seat-work	4	4.4	6	6.6	10	11.1
4	Uses abusive language (insulting, fooling, mocking)	5	5.5	4	4.4	9	10.0
5	Too much joking	3	3.3	5	5.5	8	8.8
6	Allows too much noise and fidgeting in class	3	3.3	2	2.2	5	5.5
7	Giving work without explanation	1	1.1	2	2.2	3	3.3
8	Rushing to finish the syllabus/incomplete lesson presentation	1	1.1	2	2.2	3	3.3
9	Teaches irrelevant topics (material)	1	1.1	2	2.2	3	3.3
10	Unwilling to help individuals	1	1.1	2	2.2	3	3.3
11	Moody all the time	1	1.1	2	2.2	3	3.3
12	Simply can't control the class	1	1.1	1	1.1	2	2.2

13	Story telling throughout the period	2	2.2	-	-	2	2.2
14	Allows pupils to do whatever they want	1	1.1	1	1.1	2	2.2
15	Always reading books in class (no group work)	1	1.1	1	1.1	2	2.2
16	Ill-tempered/impatient	1	1.1	1	1.1	2	2.2
17	No pupil freedom	1	1.1	1	1.1	2	1.1
18	Giving pupils to write notes on the board	-	-	1	1.1	1	1.1
19	No quick feedback	-	-	1	1.1	1	1.1
20	Little response to teacher's work	-	-	1	1.1	1	1.1
21	A teacher who is always sad	-	-	1	1.1	1	1.1
	Total	45	49.6	45	49.5	90	99.1

TABLE 25

Pupils' reasons of why the activities in Table 24 constitute "bad (ineffective) Teaching (N=90)

	ACTIVITY IN CLASS & REASONS WHY THE CONSTITUTE INEFFECTIVE TEACHING		
1	<u>ALWAYS HARSH (BEATING PUPILS IN CLASS)</u> (a) Pupils become afraid of such a teacher, not free to ask questions. (b) Due to fear, pupils do not understand. (c) Harshness makes pupils uncomfortable in class, leading to absentism. (d) Pupils lose concentration as they are deprived of a free environment. (e) Harshness and good teaching cannot go together.	14	15.5
2	<u>TEACHING WHILE SEATED (DOESN'T) CARE ABOUT PUPILS</u> (a) Pupils do not get the necessary information for them to pass. (b) Lazy teachers makes pupils lazy as well. (c) Pupils tend to hate the subject. (d) Leads to gaps in knowledge and failing due to not finishing the syllabus. (e) Pupils taught by such teacher tend to copy from each other or not doing work.	13	14.4
3	<u>SILENT SEAT-WORK</u> (a) It gets boring, pupils lose concentration and fail in the end. (b) Not everybody understands what the teacher is saying, therefore, it is better to encourage group work to help those who are behind. (c) Pupils loses interest in the subject and automatically fail.	10	11.0

4	<u>USES ABUSIVE LANGUAGE (INSULTING, FOOLING, MOCKING)</u>	9	10.0
	(a) Pupils hate him and lose interest in his lessons, resulting in failing. (b) It discourages pupils and creates enmity between the teacher and pupils. (c) An insulting teacher does not expect pupils to like him/her. (d) It discourages pupils and reduces their self-concept.		

CHARACTERISTICS OF AN INEFFECTIVE TEACHER

From qualitative data, teachers were asked to mention the characteristics of a “bad” teacher (ineffective).

The following were the commonest responses:

- One who is hot-tempered and too harsh (five out of eight teachers).
- One who fails to prepare adequately and ends up telling stories (two out of eight teachers).
- One who does not know the material well (subject matter) (one out of eight teachers).

When pupils were asked the same question, the commonest response among boys was:

- One who does not have interest in teaching.

The girls’ commonest response was:

- One who uses abusive language (insults pupils).

On activities in class which teachers perceived constituted ineffective teaching the following were the commonest responses:

- One who does not pay attention to pupil feedback (six out of eight teachers).

- One who does not mark work or marks after a long time (two out of eight teachers).

Both boys and girls were agreed that it was:

- One who was not consistent with pupils (had favourites).

Most of the respondents said a teacher who possessed the above characteristics and performed the mentioned activities in class ended up failing most of the pupils and it shows lack of a positive attitude on the part of the teacher. McDonald and Stallings (1996) found that a teacher with a positive attitude was more effective than vice-versa.

AVAILABILITY OF TEACHING MATERIAL HAD AN IMPACT ON EFFECTIVENESS

The general view from the teachers was that availability of materials facilitated teacher effectiveness but they were not a substitute for the teacher. The dominant perception was that the teacher can still be ineffective even where materials are available.

"The teacher can remain ineffective if he/she just picks textbooks to read for whole periods without explanation to relate the content to the lesson and if the teacher ignores the teacher's guide." (Kalenga, 36 years, female, science teacher, Matero Boys).

A boy aged 19 years summarized the whole issue as follows:

"Availability of teaching materials is very important to teacher effectiveness, but it is not the availability which matters but utility. What matters is dedication, commitment and interest to get the right materials and use it to the right pupils. When the teacher cannot explain well what is in the textbooks and when the teacher cannot detect irrelevant materials from the textbooks, he or she will end up being ineffective even with plenty textbooks." (Kelvin, male, Grade 12, Matero Boys).

Fuller, (1987); Sciefelbein and Simsons, (1981); Riddell and Nyagura, (1991) all found that student achievement was higher when schools had a greater availability of textbooks than

when they had less or none. The emphasis from this study's findings is the utility of these teaching materials, not their availability. Instead, dedication, commitment and interest were emphasized. However, the availability of these materials makes a difference to student achievement.

FINDINGS FROM TEACHERS' QUESTIONNAIRES

The first question in the teachers' questionnaire required them to say whether the teacher they considered effective was male or female and what he or she did differently from others. Table 26 shows their preferences.

TABLE 26
Teachers' choices of the sex of the Teacher considered effective
(N = 40)

SEX	#	%
Male	29	72.5
Female	11	27.5
Total	40	100

According to Table 26, out of 40 teachers in the study, 29(72.5%) said the teacher chosen to be effective was male while 11(27.5%) chose a female as their effective teacher. This shows that the majority of teachers in the study thought that males were more effective than female teachers. As an extension of the above question, teachers were asked to mention what the teacher they chose to be effective did differently from others. Table 27 on the next page shows what their chosen teacher did differently.

Out of a total 40 teachers in the study, there were a total of 56 responses of which 12(21.4%) said what their chosen teacher did differently was being punctual always and being serious in class. 9(16%) said the teacher was always prepared for the lessons. This shows that the majority of teachers in the study perceived punctuality and seriousness in class as the qualities which distinguished an effective from a less effective teacher. For other perceptions, see Table 27. Another part of the same question required the teachers to decide whether the sex of the teacher affected his/her effectiveness or not and why. Table 28 shows their responses.

TABLE 27

Teachers’ perceptions of what the Teacher chosen as effective did differently from others

(N = 40)

	PERCEPTIONS	TOTAL	%
1	Always punctual and serious in class	12	21.4
2	Always prepared for the lesson	9	16.0
3	Dedicated to his duties	5	8.9
4	Interesting presentation	4	7.1
5	Always available in school	3	5.3
6	Marks work earlier than others	3	5.3
7	Teaching during free time and holidays freely	2	3.5
8	Excellent results	2	3.5
9	Confident	2	3.5
10	Always updating his teaching materials	2	3.5
11	Relates well to both pupils and teachers	2	3.5
12	Fair/treats equally	1	1.7
13	Patient	1	1.7
14	Friendly	1	1.7
15	Has knowledge of the subject	1	1.7
16	Cares about pupils	1	1.7
17	Uses very clear illustrations	1	1.7
18	Explains clearly	1	1.7
19	Shows expertise in his/her field	1	1.7
20	Handles his/her class effectively and efficiently	1	1.7
21	Is creative	1	1.7
	Total	56	98.5

TABLE 28

Teachers' views on whether the sex of their chosen Teacher affected his/her effectiveness or not

(N = 40)

	RESPONSE	NO	%	YES	%	TOTAL	%
1	Both males and females are effective	9	22.5	-	-	9	22.5
2	What matters is punctuality and interesting presentation.	3	7.5	-	-	3	7.5
3	What matters is preparation for lessons	2	5.0	-	-	2	5.0
4	She also displays a manly attitude no nonsense.	2	5.0	-	-	2	5.0
5	What matters is one's attitude to work	1	2.5	1	2.5	2	5.0
6	What matters is teaching ability and class control.	1	2.5	-	-	1	2.5
7	What matters is the way one delivers	1	2.5	-	-	1	2.5
8	She teaches to the satisfaction of pupils	1	2.5	-	-	1	2.5
9	She just loves her profession	1	2.5	-	-	1	2.5
10	What matters is confidence in oneself	1	2.5	-	-	1	2.5
11	Teaching is not a sex role	1	2.5	-	-	1	2.5
12	No response given	1	2.5	-	-	1	2.5
13	As a bachelor, he has enough time to prepare	-	-	5	12.5	5	12.5
14	He has no children to disturb his preparation	-	-	3	7.5	3	7.5
15	As a male, he has a firm control of the class	-	-	2	5.0	2	5.0
16	As a female, she understands the girls more than males do.	-	-	2	5.0	2	5.0
17	As a married man, he has a lot of interferences.	-	-	1	2.5	1	2.5
18	Girls seem to favour male teachers	-	-	1	2.5	1	2.5
19	Boys admire female teachers with interest	-	-	1	2.5	1	2.5
	Total	25	62.5	15	37.5	40	100

According to the table, out of 40 teachers in the study 25(62.5%) said that the teacher's sex had no effect on his/her effectiveness while 15(37.5%) said that the teacher's sex had an effect on his/her effectiveness. This shows that the majority of teachers in the study did not perceive sex to have an effect on the teacher's effectiveness. For other views on both sides of the question, see Table 28.

The second question required the teachers to mention what qualification the chosen teacher had, whether that qualification affected the teacher's effectiveness and how. Table 29 shows the chosen teacher's qualification.

TABLE 29
Qualifications of the Teacher chosen as effective
(N = 40)

QUALIFICATION		#	%
Degree		22	55.0
Diploma/certificate		18	45.0
Total		40	100

According to the table, out of 40 teachers in the study, 22(55%) said that the teacher chosen as effective was a degree holder while 18(45%) said the chosen teacher was a diploma or certificate holder. This shows that the majority of teachers in the study chose degree holders as more effective than diploma or certificate holders .

Table 30 shows the teachers' views on whether qualifications affected the chosen teacher's effectiveness or not and how.

TABLE 30

Teachers' perceptions on whether qualifications affected their chosen Teacher's effectiveness or not

(N = 40)

	RESPONSE	YES	%	NO	%	TOTAL	%
1	Due to his qualification, he has mastered his subject and explains it clearly.	9	22.5	-	-	9	22.5
2	His qualification (degree) gives him confidence in what he is doing.	5	12.5	-	-	5	12.5
3	He needs a higher qualification as he seems to have less knowledge/confidence	3	7.5	-	-	3	7.5
4	She was trained in how she could teach effectively	2	5.0	-	-	2	5.0
5	As a diploma holder, he had more practical training	1	2.5	-	-	1	2.5
6	The teacher has to be well qualified to handle all levels effectively.	1	2.5	-	-	1	2.5
7	His qualifications (degree) added to his personality, makes him effective.	1	2.5	-	-	1	2.5
8	Those with lower qualifications are forced to aim higher.	1	2.5	-	-	1	2.5
9	Some degree holders are very poor teachers while some diploma holders are more effective.	-	-	5	12.5	5	12.5
10	What matters is knowing her subject deeply	-	-	3	7.5	3	7.5
11	She simply loves her profession	-	-	2	5.0	2	5.0
12	Higher qualifications do not make one effective but her self-discipline	-	-	1	2.5	1	2.5
13	What matters is approaching her topics maturely	-	-	1	2.5	1	2.5
14	He is just self-motivated	-	-	1	2.5	1	2.5
15	Diploma holders are also effective because of their practical training.	-	-	1	2.5	1	2.5
16	He is effective with or without higher qualifications.	-	-	1	2.5	1	2.5
17	Degree holders seem to be on the same level, teaching-wise.	-	-	1	2.5	1	2.5
18	Every teacher who is trained can do the same	-	-	1	2.5	1	2.5
	Total	23	57.5	17	42.5	40	100

According to the table, out of 40 teachers in the study, 23(57.5%) said qualifications affected the teacher's effectiveness while 17(42.5%) said qualifications had no effect on the teacher's effectiveness. This shows that the majority of teachers in the study considered qualifications to affect the teacher's effectiveness. For other reason on both sides of the question, see Table 30.

The third question required the teachers to state whether the chosen teacher was old, middle aged or young; whether age played a role in his/her effectiveness and why. Table 31 shoes their responses.

TABLE 31

Teachers’ responses on whether the chosen Teacher was young, middle aged or old
(N = 40)

AGE	#	%
Young	11	27.5%
Middle aged	25	62.5
Old	4	10.0
Total	40	100

According to the table, out of 40 teachers in the study, 11(27.5%) said the teacher chosen as effective was young; 25(62.5%) said their favourite teacher was middle aged and four (10%) said the teacher chosen as effective was old. This shows that the majority of teachers in the study chose the middle aged group as more effective than others.

Linked to the above was a question which required the teachers to decide whether age played a part in the chosen teacher’s effectiveness or not and why. Table 32 on the next page shows their responses. According to the table, out of 40 teachers in the study, 22(55%) said age had no effect on effectiveness while only 18(45%) said age played a role in the chosen teacher’s effectiveness. This shows that the majority of teachers in the study did not perceive age to have an impact on effectiveness. For other reasons, see Table 32.

Question four required the teachers to mention the number of years the chosen teacher had been teaching, whether experience played a part in his/her effectiveness or not and why. Table 33 shows the number of years the chosen teacher had been teaching. According to the table, out of 40 teachers in the study, 16(40%) did not know how many years the chosen teachers had been teaching. Out of the 24(60%) who knew the number of years the chosen teacher had been teaching, two said the chosen teacher had been teaching for two to three years; six said four to six years; five said seven to nine years; seven said 10-12 years and four said 13-20 years. This shows that even if there were teachers who thought two years was enough for one to gain experience, the majority were of the view that 10-12 years was the period in which a teacher would have gained meaningful experience.

TABLE 32

Teachers’ perceptions of whether age played a part in the chosen Teacher’s effectiveness or not and why
(N = 40)

NO	RESPONSES	N0	%	YES	%	TOTAL	%
1	What matters is being committed to the job	6	15.0	-	-	6	15.0
2	It is the teacher’s attitude that matters	5	12.0	-	-	5	12.5
3	What matters is confidence in oneself	2	5.0	-	-	2	5.0
4	She is naturally hard-working	2	5.0	-	-	2	5.0
5	Even before she became that age, she was effective	1	2.5	-	-	1	2.5
6	Pupils respect her caring, no nonsense approach, not age.	1	2.5	-	-	1	2.5
7	What is important is the ability to teach well	1	2.5	-	-	1	2.5
8	No matter how old he will be, he will still be effective	1	2.5	-	-	1	2.5
9	Effectiveness can be at any age; the teacher’s calibre is what matters.	1	2.5	-	-	1	2.5
10	The older one gets, the faster he/she forgets new methodology.	1	2.5	-	-	1	2.5
11	The older one gets, the more difficult is to handle teenagers.	1	2.5	-	-	1	2.5
12	He is still young, eager, and has all the energy to teach effectively.	-	-	10	25.0	10	25.0

13	The older one gets, the more experience he/she gains.	-	-	6	15.0	6	15.0
14	He does not have a big family to disturb him much	-	-	1	2.5	1	2.5
15	Because he is young he makes his presentation interesting.	-	-	1	2.5	1	2.5
	Total	22	55.0	18	45.0	40	100

TABLE 33

Number of years the Teacher chosen as effective had been teaching

(N = 40)

RESPONSE						TOTAL	%
Number of years	2-3 yrs	4-6 yrs	7-9 yrs	10-12 yrs	13-20 yrs		
	2	6	5	7	4	24	60.0
Do not know	-	-		-	-	16	40.0
Total	-	-	-	-	-	40	100

Table 34 shows the teacher’s view on whether experience played a part in the chosen teacher’s effectiveness or not and why. According to the table, out of 40 teachers in the study, 33(82.5%) said experienced played a part in the chosen teachers effectiveness while only seven (17.5%) said experience played no role in the chosen teacher’s effectiveness. This shows that the majority of teachers in the study perceived experience to play a major role in teacher effectiveness.

TABLE 34

Teachers' view's on whether experience played a part in the chosen Teacher's effectiveness or not and why

(N = 40)

	RESPONSE	YES	%	NO	%	TOTAL	%
1	More years means more experience equals effective teaching (experience is the best teacher).	11	27.5	-	-	11	27.5
2	She has become more aware of her subject matters.	9	22.5	-	-	9	22.5
3	She knows the points to capitalize on and which method to use.	5	12.5	-	-	5	12.5
4	She has become aware of problems pupils encounter and how to solve them.	4	10.0	-	-	4	10.0
5	The results are all the time perfect due to his experience.	1	2.5	-	-	1	2.5
6	She is able to advise the inexperienced teachers how to be effective.	1	2.5	-	-	1	2.5
7	She knows exam type questions which motivate pupils.	1	2.5	-	-	1	2.5
8	He has confidence born out of experience	1	2.5	-	-	1	2.5
9	An effective teacher is good from the word go	-	-	3	7.5	3	7.5
10	She is just naturally effective	-	-	1	2.5	1	2.5
11	What matters is commitment and clear presentation.	-	-	1	2.5	1	2.5
12	What matters is confidence not experience	-	-	1	2.5	1	2.5
13	He is just as effective as the old timers	-	-	1	2.5	1	2.5
	Total	33	82.5	7	17.5	40	100

The fifth question was on methods which the teachers in the study thought if used, one would be effective and why. Table 35 shows their choices.

TABLE 35
Teachers' Preferences of Method to be used for one to be effective
(N = 40)

	METHOD	#	%
1	Question-answer	14	35.0
2	Group work	9	22.0
3	Explanation	8	20.0
4	All methods combined (eclectic)	5	12.5
5	Role-play	4	10.0
6	Silent seat-work	0	-
	Total	40	100

According to the table, out of 40 teachers in the study, 14(35%) chose the question-answer method; and nine (22%) chose group-work. This shows that the majority of teachers in the study preferred to use the question-answer method. Table 36 shows the reasons for the above preferences.

TABLE 36
Teachers' reasons for their choice of Method in Table 35
(N = 40)

	METHOD AND REASONS FOR ITS CHOICE	#	%
1	QUESTION-ANSWER		
	(a) There is full class participation and the teacher can easily tell if the lesson has been understood or not.	5	12.5
	(b) Since pupils are involved, this method promotes intellectual development.	3	7.5
	(c) Gives the teacher knowledge on pupils' ability and weaknesses and adjusts accordingly.	3	7.5
	(d) No time is wasted because problems of misunderstanding are sorted out there and then.	2	5.0
	(e) Because it is not teacher-centered, it is popular among pupils.	1	2.5
	Sub-total	14	35.0
2	GROUP-WORK		
	(a) Pupils learn from each other and the teacher can observe them better.	4	10.0
	(b) Since pupils are fully involved, it encourages individual intellectual development.	3	7.5
	(c) Every pupil in the group participates; this participation discourages rote learning.	1	
	(d) It keeps every pupil at the same pace.	1	
	Sub-total	9	22.5

3	EXPLANTION		
	(a) Pupils understand much better if the teacher explains clearly.	4	10.0
	(b) A good explanation makes teaching easier.	2	5.0
	(c) This makes every topic clear to pupils. They can ask if not clear.	1	2.5
	(d) Explanation is the easiest method when there are no teaching aids.	1	2.5
4	ECLECTICISM (COMBINATION OF ALL METHODS)		
	(a) The method to be used is dictated by the topic.	4	10.0
	(b) Each method has its own merits depending on the pupils' age.	1	2.5
	Sub-total	5	12.5
5	ROLE-PLAY		
	(a) it helps pupils remember easily because the roles remind them.	3	7.5
	(b) It improves understanding as pupils discover on their own.	1	2.5
	Sub-total	4	10.0
6	SILENT SEAT-WORK	-	-
	Total	40	100

When the 14 who chose the question-answer method were asked why, five (12.5%) said this method was the best because with it, there was full class participation and the teacher could easily tell if the lesson was understood or not; three (7.5%) said this method promoted intellectual development since pupils were involved. Out of the nine who chose group-work four (10%) said pupils learnt from each using this method and that the teacher can observe them better; three (7.5%) said group-work encouraged individual intellectual development since all pupils were fully involved.

Question 6 required the teachers to state if the school climate played a role in the chosen teacher's effectiveness or not and how. Table 37 shows their responses. According to the table, out of 40 teachers in the study, 31(77.5%) said the school climate played a part in the chosen teacher's effectiveness while 9(22.5%) said the school climate played no role in teacher effectiveness. This shows that the majority of teachers in the study considered school climate to play a role in determining how effective the teacher could be. For other reasons, see table 37.

TABLE 37

Teachers' views on whether school climate played a role in the chosen Teacher's effectiveness or not and how

(N = 40)

	RESPONSE	YES	%	NO	%	TOTAL	%
1	A conducive climate encourages teachers and pupils to work hard.	7	15.0	-	-	7	17.0
2	A good climate makes teaching and learning effective.	6	15.0	-	-	6	15.0
3	A variety of teaching aids are available	6	5.0	-	-	6	15.0
4	The administration is strict and particular about teacher input.	2	5.0	-	-	2	5.0
5	He is not overloaded, so he has all the time to prepare.	2	5.0	-	-	2	5.0
6	There is too much supervision which could be demoralising.	2	5.0	-	-	2	5.0
7	The school has good discipline, so teachers are able to teach.	2	5.0	-	-	2	5.0
8	The climate makes it possible for her to be tough and strict.	1	2.5	-	-	1	2.5
9	As a friendly school climate, it boosts the teachers' morale.	1	2.5	-	-	1	2.5
10	The climate encourages a good teacher-pupil relationship.	-	2.5	-	-	1	2.5
11	The climate encourages competition among teachers.	1	2.5	-	-	1	2.5
12	No matter how unconducive (bad) the climate can be, he can still be effective.	-	-	5	12.5	5	12.5
13	Every teacher is exposed to the same climate but the stands out in effectiveness.	-	-	4	10.0	4	10.0
	Total	31	77.5	9	22.5	40	100

Question 7 required the teachers to rate the chosen teacher on teacher traits. Table 38 shows their ratings.

TABLE 38
Teacher Ratings on chosen Teacher Traits
(N = 40)

	TRAIT	TOTAL NUMBER OF CHOICES	%
1	Encourages	26	65.0
2	Enthusiasm	25	62.5
3	Co-operativeness	24	60.0
4	Consideration for the individual	21	52.5
5	Pleasant	20	50.0
6	Cheerfulness	19	47.5
7	Patience	19	47.5
8	Consistent behaviour	18	45.0
9	Fairness to pupils	18	45.0
10	Attitude	17	42.0
11	Sense of humour	16	40.0
12	Kindness	10	25.0
13	Friendly	10	25.0
14	Flexibility	8	20.0
15	Temper	8	20.0
16	Harshness	1	2.5

According to the table, out of 40 teachers in the study, 26(65%) said they chose the chosen teacher as effective because he/she encouraged pupils; 25(62.5%) said it was because of the teacher's enthusiasm. This shows that the majority of teachers perceived their teacher as effective because of his or her capacity to encourage pupils. Chosen least was harshness, which had one response (2.5%). This shows that teachers in the study did not expect the teacher chosen as effective to be harsh.

Linked to this question, teachers were asked to give reasons for choosing the traits in Table 38. Reasons for the choice of the first four traits are given in Table 39.

Question eight required the teachers to choose five most important classroom behaviours from the twenty-six that were provided and to arrange them in order of importance as they

applied to the chosen teacher. They were also asked to explain why those behaviour were the most critical to teacher effectiveness. Table 40 shows their responses. According to the table, the five most important classroom behaviours were as follows:

1. Preparation for lessons which had 28 responses (70%);
2. Knowledge of material which had 27 responses 67.5%);
3. Interesting presentation which had 25 responses (62.5%)
4. Organisation of lessons which has 24 responses (60%) and
5. Emphasing major points which had 22 responses (55%).

This shows that the majority of teachers in the study considered the teacher chosen as effective to prepare for lessons. Apart from this, they expected the teacher chosen to be effective to have a deeper knowledge of material. For other teacher behaviours in the classroom in order of importance see, Table 40.

TABLE 39
Teachers’ reasons for their ratings on chosen Teacher Traits in table 38
(N = 40)

	TRAIT/REASONS	#	%
1	ENCOURAGES	26	65.0
	(a) Encouragement is part of counselling as it boots a pupils’ self-concept.	10	25.0
	(b) A teacher who encourages makes pupils do well in his/her subject.	6	15.0
	(c) It is the cornestone of an effective teacheer’s role who should keep on encouraging pupils in his/her subject to give hope even to the weak pupils.	4	10.0
	(d) Pupils need a push all the time.	3	7.5
	(e) Pupils in turn work hard and this in turn improves the results.	3	7.5
2	ENTHUSIASM	25	62.5
	(a) An enthusiastic teacher boosts the morale of pupils and they pass.	10	25.0
	(b) Without it, work becomes boring and pupils fail.	9	25.0
	(c) Without enthusiasm, pupils do not get the best and therefore do not progress.	4	10.0
	(d) Makes him to be ever ready to teach and therefore effective .	2	5.0

3	COOPERATIVENESS	24	60.0
	(a) Working as a team produces good results in all subjects.	10	25.0
	(b) Cooperation creates good relationships which enhance effective teaching.	5	12.5
	(c) There is need for cooperation because teachers aim to achieve one goal.	3	7.5
	(d) He is free to consult experienced teachers due to cooperation.	3	7.5
	(e) For him to be effective, he needs cooperation from other teachers.	3	7.5
4	CONSIDERATION	20	50.0
	(a) He places individual pupils first because that is what effective teaching is.	8	20.0
	(b) Pupils can only understand individually when treated as such.	6	15.0
	(c) Pupils need personal attention because they are at different levels.	2	5.0
	(d) Pupils are motivated because it shows that the teacher cares.	2	5.0
	(e) You have to understand your pupils as individuals to help them better.	2	5.0

TABLE 40

Teachers' choices of important classroom behaviour in order of importance as they applied to the chosen Teacher

(N = 40)

	CLASS BEHAVIOUR	#	%
1	Preparation for lessons	28	70.0
2	Knowledge of material	27	67.5
3	Interesting presentation	25	62.5
4	Organisation of lessons	24	60.0
5	Emphasising major points	22	55.0
6	Proper use of teaching materials	20	50.0
7	All time spent on class work	20	50.0
8	Adequate class control	19	47.5
9	Provides adequate written feedback	18	45.0
10	Willingness to help	17	42.5
11	Attention to student feedback	15	37.5
12	Closeness of pupils	15	37.5
13	Encouraging to think for oneself	13	32.5
14	Covering material adequately	11	27.5
15	Readily available for consultation	10	25.0
16	Raising challenging questions	10	25.0
17	Using examples in class	8	20.0
18	Open to other viewpoints	8	20.0
19	Pupils freedom for self expression	7	17.5
20	Clear expression	6	15.0
21	Exam reflecting term work	3	7.5
22	Encourages group work	3	7.5
23	Provides free extra tuition	1	2.5
24	Provides adequate oral feedback	1	2.5
25	Involvement in extra-curricula activities	1	2.5
26	Administering harsh punishment	1	2.5

TABLE 41

Teachers' reasons for choosing the classroom behaviours in Table 40

(N = 40)

	BEHAVIOUR/REASONS	#	%
1	PREPARATION FOR LESSONS	28	70.0
	(a) For an effective presentation, the teacher has to prepare	10	25.0
	(b) For a good lesson progression, the teacher needs to prepare	8	20.0
	(c) Pupils lose interest when they notice that the teacher is unprepared.	6	15.0
	(d) If the teacher does not prepare, he/she has no knowledge of material.	2	5.0
	(e) It becomes easy to teach if the teacher has prepared adequately.	2	5.0
2	KNOWLEDGE OF MATERIAL	27	67.5
	(a) Knowledge of material gives confidence and self-esteem to teach convincingly.	12	30.0
	(b) It is knowledge of material which determines how effective the teacher is.	8	20.0
	(c) The teacher should be more knowledgeable than the pupils to convince them.	4	10.0
	(d) The teacher's deep knowledge of material contributes to good pupil performance.	2	5.0
	(e) The teacher cannot challenge pupils to pass without a deeper knowledge of material.	1	2.5
3	INTERESTING PRESENTATION	25	62.5
	(a) It makes the pupils to be attentive and to like the subject.	9	22.5
	(b) An effective teacher must make the lesson interesting to attract pupils.	7	17.5
	(c) An interesting presentation motivates pupils to want to learn.	5	12.5
	(d) An uninteresting, presentation bores the pupils causing absentism.	3	7.5
	(e) Captures pupils' minds as they do not want to miss the joke.	1	2.5
4	ORGANISATION OF LESSONS	24	60.0
	(a) Unorganised lessons are chaotic, ineffective and lead pupils to failure.	10	25.0
	(b) For the teacher to be effective, his/her points need to follow each other consecutively.	5	12.5
	(c) A carefully organised lesson is the basis for class and homework.	3	7.5
	(d) To capture their attention pupils should see organisation in the teacher.	3	7.5
	(e) The teacher controls the pace of the lesson by carefully organising it.	3	7.5

*Reflects the number of choices, not the number of respondents.

Linked to the above question, the teachers were asked to give reasons for the choice of the classroom behaviour's above. Table 41 shows the reasons they gave for the choice of the classroom behaviour in table 40. Only reasons for the first four behaviour are given. For details, see Table 41.

The last question required the teachers to name the characteristic of a “bad” (ineffective) teacher, the activities in class which constituted ineffective teaching and to give reasons why those activities constituted ineffective teaching. Table 42 shows the characteristics of a “bad” teacher. According to the table, out of 40 teachers in the study, there were a total of 91 responses. Out of these 91 responses, 21(23%) perceived a “bad” (ineffective) teacher as one who presented lessons badly due to lack of adequate preparation. 10(10.9%) said a “bad” teacher is one who always came late to the lesson. This shows that the majority of teachers in the study perceived ineffectiveness in terms of poor lesson presentation. For other perceptions, see table 42.

As an extension of the same question, teachers were asked to mention the activities in class which they perceived as constitution ineffective teaching. Table 43 shoes their responses. According to the table, out of 40 teachers in the study, there were a total of 69 responses. Out of these, nine (13%) said the most outstanding activity in class which was a reflection of ineffective teaching was letting pupils make noise in class; eight (11.5%) said using the teacher-centered approach reflected ineffective teaching. For other activities reflecting ineffective teaching, see Table 43.

TABLE 42

**Teachers' perceptions of characteristics of "bad" (ineffective) Teacher
(N = 40)**

	CHARACTERISTIC	#	%
1	Presents lessons badly due to lack of adequate preparation	21	32.0
2	Coming late always	10	10.9
3	Very rough with pupils (short-tempered)	7	7.6
4	Lack of knowledge of material	5	5.4
5	Teaching while seated (lazy)	4	4.3
6	No sense of humour	4	4.4
7	Unfriendly	3	3.2
8	Excessive beer drinking/drunk at work	3	3.2
9	Does not mark books	3	3.3
10	One who just gives notes without explanation	3	3.2
11	Having an "I don't care" attitude	2	2.1
12	Lack of class control	2	2.1
13	Loving pupils (girls)	2	2.1
14	Unapproachable	2	2.1
15	Does not give homework	2	2.1
16	Does not value pupils	2	2.1
17	Unpleasant looking (dirty)	2	2.1
18	Negative attitude to work	2	2.1
19	Biased towards a certain group of pupils	2	1.0
20	Giving notes without the teacher being there	1	1.0
21	Poor attendance/absentism	1	1.0
22	Chatting in class/story-telling	1	1.0
23	Lack of confidence (uncertainty)	1	1.0
24	"Work as you earn" attitude	1	1.0
25	Failure to deliver	1	1.0
26	Shyness	1	1.0
27	Does not encourage independent thinking	1	1.0
28	Does not know pupils individually	1	1.0
29	Using abusive language	1	1.0
30	Using the teacher-centered approach	1	1.0
	Total	91*	97.1

*Reflects the total number of choices, not the number of respondents.

TABLE 43

Teachers' perceptions of activities in class which constituted ineffective teaching
(N = 40)

	ACTIVITY	#	%
1	Letting pupil's make noise in class	9	13.0
2	Using the teacher-centred approach	8	11.5
3	Inadequate class control	7	10.1
4	Telling stories not related to the topic	6	8.6
5	No preparation for lessons	5	7.2
6	Lack of knowledge of material	4	5.7
7	Teaching from a chair	3	4.3
8	Dependence on a textbook	3	4.3
9	Does not encourage pupils	2	2.8
10	Always administering harsh punishment	2	2.8
11	Does not allow other viewpoints	2	2.8
12	Just giving a lot of notes without explanation	2	2.8
13	Spends more time on easy topics	2	2.8
14	Boring presentation	2	2.8
15	Screams at pupils anyhow	2	2.8
16	Lessons not properly organised	1	1.4
17	No attention to student feedback	1	1.4
18	Giving a lot of work without marking	1	1.4
19	Does not use appropriate teaching materials	1	1.4
20	Unapproachable	1	1.4
21	Lacks a sense of humour	1	1.4
22	Always lost as to what topic to teach next	1	1.4
23	Does not write on the board	1	1.4
24	Absentism	1	1.4
25	Insensitive to individual differences	1	1.4
	Total	69*	98.3

*Reflects the number of choices, not respondents.

TABLE 44

Teachers' reasons why the activities in Table 43 constitute ineffective teaching**(N = 40)**

	REASONS	#	%
1	LETTING PUPILS MAKE NOISE IN CLASS	9	13.0
	(a) Noise makes the lesson (meaningless/ununderstood/not taken seriously).	5	
	(b) This deprives the pupils of the much needed concentration.	1	
	(c) Does not provide a conducive atmosphere for teaching and learning.	1	
	(d) Hinders teaching and learning because pupils are not ready.	1	
	(e) It confuses pupils and they end up failing.		
2	USING THE TEACHER-CENTRED APPROACH	8	11.1
	(a) Since pupils are not placed at the center, they remain at the periphery even in exams.	4	5.7
	(b) Using this method is failure to teach effectively as it encourages memorizing.	1	1.4
	(c) Makes pupils to remain inactive. A passive pupil learns less.	1	1.4
	(d) Makes pupils not to look forward to your lesson, reduces their desire to learn causing absenteeism.	1	1.4
	(e) Pupils lose confidence because of their passive state.	1	1.4
3	INADEQUATE CLASS CONTROL	7	10.1
	(a) Leads to gross inability to achieve the intended goals.	3	4.3
	(b) Keen pupils feel neglected.	1	1.4
	(c) Lessons cannot be developed as planned leading to behindness.	1	1.4
	(d) Both the teacher and pupils lose confidence contributing to poor teaching and learning.	1	1.4
	(e) Pupils cannot learn in a disorganised classroom.	1	1.4
4	TELLING STORIES IRRELEVANT TO THE TOPIC	6	15.0
	(a) Pupils will not have learnt anything at the end, leading to failures.	2	2.8
	(b) Reflects lack of preparedness and hence, ineffectiveness.	1	1.4
	(c) Shows that the teacher has an inadequate knowledge of material.	1	1.4
	(d) Pupils lose faith in you and do not trust your teaching.	1	1.4
	(e) Shows how uncommitted and uninterested the teacher is.	1	1.4

Finally, teachers were asked to give reasons why they perceived the activities in Table 43 as a reflection of ineffective teaching. Table 44 shows their reasons for the first four activities only. For a detailed scrutiny of these reasons, refer to table 44.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

DISCUSSION

The study tried to answer the question, "What are the pupils' and teachers' perceptions of an effective teacher?" Specifically the study tried to answer three sub-questions:-

- (1) What conditions do pupils and teachers perceive to influence effective teaching?
- (2) What characteristics (traits) do pupils and teachers perceive to be essential for an effective teacher? and
- (3) What classroom activities do pupils and teachers perceive valuable for effective teaching?

The respondents in this study perceived an effective teacher generally to be one who presented information effectively (explain clearly) such that pupils understood it, and one who prepared for the lesson adequately. As can be noticed from the findings, pupils and teachers attached great importance to interpersonal skills, public speaking skills and enthusiasm which are crucial to teacher effectiveness. As mentioned in the findings, Lockheed and Verspoor, (1991) concluded that an effective teacher was one who had a thorough knowledge of subject matter; one who had a repertoire of pedagogical skills and one who was motivated. It is only a teacher who has a deep knowledge of the subject and has a variety of pedagogical skills apart from being motivated who is

able to present that information effectively and therefore, be considered effective. This study findings are in agreement with those of Lockheed and Verspoor, (1991). It can be argued that a teacher who has a shallow knowledge of the subject to be taught, has a narrow view of teaching approaches and is not motivated is more likely to be perceived as ineffective.

The first condition to be investigated was on whether the teacher chosen as effective was male or female and whether sex affected the teacher's effectiveness or not. The majority view from quantitative data indicate that male teachers were perceived to be more effective than females. From qualitative data males were again preferred to female teachers who were not preferred in some subjects like Biology, but were said to be effective in subjects like English and History. This study's findings are contrary to findings by Gagne, (1993) who found that males were more able in some areas such as those requiring technical and physical skill while females were also effective in areas of artistic talent and socio-effective domains. This study's findings are also contrary to those by Nyagura, (1991) and those of Chivore, (1990; 1994) who all found that female teachers were more effective at the primary level. Little is known about female teacher effectiveness at secondary school from their research. The difference between these findings which favour male teacher effectiveness and those of other studies mentioned which favour females could be as a result of the few number of female teachers surveyed in this study compared to male teachers. The only major difference with Gagne's findings and those of Nyagura and

Chivore is that the later did not find female teacher effectiveness in specialised areas. A minority view from this study's findings emphasized dedication, interest and a positive attitude rather than the teacher's sex.

Regarding qualifications, all respondents in this study preferred degree holders to diploma holders and said higher qualifications instilled confidence in a teacher who was highly qualified; the higher the qualifications, the better the teaching. Darling-Hammond, (1992); Chivore, (1994); Sanders and Rivers, (1996); ETS study, (2000) and the Charles A Dana Centre (1996-1997) all concluded that highly qualified teachers were more effective in the classroom and their students demonstrated larger achievement gains than students whose teachers were not qualified. This study's findings are in total agreement with those mentioned above. This is perhaps because a highly qualified teacher may not be threatened by pupils asking questions and will find effective presentation easy due to a deep knowledge of the subject content. It can be argued, therefore, that a teacher with low qualifications may be threatened by the pupils' questions, may have less confidence and may not effectively present information to students thereby rendering him or her ineffective.

On age and teacher effectiveness, the majority view from teachers was that age affected the teacher's effectiveness favouring younger teachers in as far as effectiveness was concerned. Older teachers were perceived not to have the energy to teach and tended to relax on effective methodology. Younger teachers

were perceived to be more effective because they were eager to teach, were ready to learn and were ready to adopt new methodologies of teaching. A minority view was that what mattered was not age, but dedication to teach and knowledge of the subject matter. Most pupils however, preferred older teachers to younger ones. Zuckerman, (2000); Gaustad, (1993); Robin Henson (2000) all concluded that younger teachers were more effective than older teachers. This study's findings (majority view) is therefore in agreement with those of the above mentioned researchers, but in disagreement with findings by Martin and Shoho, (2000) who found that older (and experienced) teachers were more controlling (effective) than younger teachers. However, this finding is in agreement with that of pupils above. Younger teachers were perceived to be effective than older teachers perhaps due to the fact that they understood the student generation better and therefore related better to their learners in their psychosocial needs. The difference in perceptions between teachers and pupils in this study could be attributed to the fact that as recipients of information, pupil's valued most the parental care and responsibility associated with older teachers while the teachers most effective delivery.

On experience, the majority view was that experienced teachers were more effective than younger inexperienced teachers and that, within two to four years of teaching, one would gain the necessary experience needed to teach effectively. This study's findings are in agreement with those of Chivore, (1991); (NCES, 2000d; Rivkin, Hanushek and Kain, 1998; Murnane and Phillips, (1981)

who all concluded that students learnt more from experienced teachers than they did from less experienced teachers. This similarity may be attributed to the fact that experienced teachers knew the relevant subject matter, they knew which methodology was effective, how to handle pupils well and how to tackle pupil problems. These could be some of the reasons why all the respondents perceived experience to be “the best teacher” and to perceive experienced teachers to be more effective than inexperienced teachers.

On teaching methods, the majority of teachers said an effective teacher was one who was eclectic in approach. Most pupils however, preferred one who was still using the traditional approach of explanation. Brandes and Ginnis (1986) also concluded that teachers still found the teacher-dominated approach safe, natural and appropriate. Hirsch, (1998) also concluded that traditional instruction was more effective than progressive methods. The pupil’s findings in this study are in agreement with those of Hirsch, (1998) and those of Brandes and Ginnis, (1986). Traditional approaches are still popular especially from the pupil’s perceptions in this study probably due to the fact that this approach is useful for large groups. With over-enrolment in most schools, pupils in this study did not perceive any other method as more effective. In addition, this method is good for teaching specific facts and basic skills. The eclectic approach teachers preferred for effective teaching is in agreement with those of the Thakaneng Collective Outline of Teacher Expectations and Effectiveness, (1999) and those of the Instructional Methods Information, (2002) who emphasized that there is no one right method

for a particular lesson... Eclecticism was chosen by teachers perhaps because this method helps foster mutual responsibility and is supported by research as an effective method. The promotion of higher-order thinking skills makes this method appropriate for the achievement of this objective especially for older learners. This method also helps students to be patient and less critical. Pupils may not have perceived this method as effective probably due to the fact that it requires time to prepare them how to learn in groups. Additionally they may have been exposed less to this approach.

Regarding school climate, there was consensus among the respondents that it is only a positive school environment which encouraged teachers and pupils to work hard. It can be argued therefore that a school environment characterised by squabbles and misunderstanding between administrators and teachers may not be conducive for higher student achievement. Such an environment may render even effective teachers ineffective.

On teacher traits and effectiveness, a teacher who encouraged learners to learn was perceived more effective than one who did not. From qualitative data, there was no consensus in that teachers chose one who was knowledgeable, boys chose one who was kind and loving and girls preferred one who was approachable. McEwan Elaine, (2002) in her classification of traits also concluded under teaching traits that motivational expertise was a must for a

teacher to be effective. It is only a teacher who is motivated, who is likely to encourage pupils to learn. Encouragement was chosen by most respondents perhaps because it helps in the promotion of a positive self-concept which in turn promotes intrinsic motivation in learners. Other traits chosen above are equally important because it should be a combination of these traits for a teacher to be effective. It can be argued therefore that a teacher with some or all the above mentioned traits is more likely to be effective than one who does not.

On classroom activities contributing to teacher effectiveness, the following was the order of choices.

- (1) Preparation for lessons;
- (2) Knowledge of material and
- (3) Interesting presentation.

Matambo and Muriro (1998) also found ability to stimulate intellectual curiosity, knowledge of material and lesson preparation as crucial classroom behaviours. Dinham, Ayers, Paul, Sawyer and Steve (2001) also concluded that planning of content/teaching were key aspects of teaching effectiveness. This study's findings is therefore in agreement with the above mentioned. It can be argued that a teacher who does not plan for lessons, has less content knowledge and does not present information in an interesting manner is likely to be perceived as ineffective. To define effectiveness, both knowledge of material and effective

techniques of delivery should be considered, in addition to adequate lesson preparation.

On availability of teaching materials, the main emphasis from this study's findings was on utility rather than availability. Dedication, commitment and interest which were mentioned suggest that a teacher can still be perceived as ineffective if he/she is not committed or interested to find the correct materials and use the materials to the right learners.

Lastly, all respondents mentioned harshness to be contrary to effectiveness.

CONCLUSIONS

From the discussion of findings, a number of conclusions can be drawn concerning teacher effectiveness on age, sex, qualifications, experience, teaching methods, school climate, teacher traits and classroom activities. The following are the conclusions:

- (1) From the findings on who an effective teacher is, it can be concluded that he or she should concentrate on techniques that will improve pupils' understanding.
- (2) On the teacher's sex, it can be concluded that male teachers are more likely to make learning easy for pupils. However, had more female teachers been sampled, perhaps the findings could have been different.

- (3) Concerning qualifications, from the point of view of this study's findings, it can be concluded that qualifications affect teacher effectiveness. Teachers with higher qualifications are more likely to teach more effectively than teachers with lower qualifications.
- (4) On age, it can be concluded from the teachers' perceptions that younger newly qualified teachers are more likely to make learning easy for pupils.
- (5) The conclusion to be drawn from the findings concerning experience is that experienced teachers are more likely to teach effectively than unexperienced ones.
- (6) On teaching methods, it can be concluded that for teachers to be perceived as effective, they should not only be eclectic in approach, but also use vigorously the pupil-centered discovery approaches such as group-work or role-play.
- (7) Concerning school climate, it can be concluded that the school-climate does make a very big difference and that for the teacher to be effective, school administrators should also be effective. Without this, it is impossible to talk of teacher effectiveness.
- (8) On teacher traits it can be concluded that for teacher to be perceived as effective, he or she must encourage pupils; to instil a positive self-concept in them, he or she must also be "knowledgeable", "kind and loving" and

"approachable". Overall, the teacher would do well to have a mixture of characteristics.

- (9) On classroom activities it can be concluded according to this study's findings that adequate preparation, knowledge of material and interesting presentation are critical to effectiveness.
- (10) On characteristics of a "bad" teacher, the conclusion to be drawn is that if the teacher has to be perceived as effective, he or she should not be harsh or not tempered.

RECOMMENDATIONS

The following recommendations are made to teacher trainers, administrators in colleges, policy-makers, curriculum developers in the Ministry of Education and teachers. It is recommended that:

- (1) Teachers should concentrate on techniques of teaching that will improve pupils' understanding of subjects.
- (2) Since male teachers were perceived to be more likely to make learning easy for pupils than their female counterparts according to this study's sample, schools should organise workshops on effectiveness where there should be a cross-fertilization of ideas between male and female teachers.

- (3) A policy should be introduced to compel all teachers with Diploma or Certificates to acquire degrees or Diplomas respectively. Alternatively, cheaper ways of on-the-job training should be introduced where experienced educational psychologists should be contracted to conduct school by school training of teachers in aspects of effective teaching.
- (4) Order teachers should go for refresher course after every five years to keep them abreast of new techniques of effective methodology.
- (5) More young teachers than older ones should be made available in all schools as they are perceived to be more eager and interested to teach than older teachers.
- (6) Older teachers should be motivated and encouraged to stay in teaching by rewarding those with outstanding results. It should also be policy that after a certain number of years of producing outstanding results, such teachers should be given rewards.
- (7) Young teachers with outstanding performance should be given an additional salary.
- (8) Experienced teachers who are effective from the pupils' point of view should be given salaries in management scales as in incentive.
- (9) Teachers who are rated ineffective regardless of age and qualifications should be completed to go for in-service training.

- (10) Increased emphasis should be placed on teacher training colleges to use pupil-centered participatory-discovery approaches.
- (11) On school climate, school administrators should be rated for effectiveness by teachers after every two years using an appropriate instrument which should be developed by the University of Zambia's Department of Educational Administration;
- (12) School administrators with a leadership style which demoralises teachers should be removed from office quickly in national interest. Alternatively, teachers should vote Heads into or out of office by secret ballot.
- (13) Heads of schools should be leaders for a period of two years only except if voted into office again through popularity.
- (14) Before teachers are recruited or considered for further training or promotion they should be screened to determine which traits can be improved on.
- (15) Workshops and seminars on teacher effectiveness should be part of the school calendar since attitude change is an ongoing process.
- (16) Teachers should maximize time spent on academic activities and minimize disruptive behaviour.
- (17) Characteristics of an effective teacher should be introduced in the teacher training curriculum as part of the Sociology of Education.

- (18) The public media should introduce programmes on effective teaching.
- (19) Drama and debate clubs should include issues on effective teaching.
- (20) Teachers producing good results should be given priority attention for promotion.
- (21) Each school should have a computer with a Website on teacher effectiveness so that teachers can constantly refresh their minds on this topic.
- (22) Teachers who teach during prep time and during holidays should be rewarded for each hour taught.
- (23) Donors should be asked to help provide scholarships for teachers chosen as effective by pupils.
- (24) Less effective teachers (through pupils assessment) should be encouraged to feel free to consult or observe lessons from others.

SUGGESTIONS FOR FURTHER RESEARCH

The following are suggestions for further research on the same topic:-

- (a) An investigation into effectiveness of male teachers and females teachers.
The suggested method is qualitative with a bigger sample of female teachers.

- (b) Of participatory-discovery methods.
- (c) Effect of working conditions on teacher effectiveness.
- (d) The impact that bad relations with administrators have on effective teaching.
- (e) The impact of pupils' family background on teacher effectiveness.
- (f) The impact of class size on teacher effectiveness.

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TEACHER'S INTERVIEW SCHEDULE SCHEDULE/PUPILS FGD GUIDE

SCHOOL NAME:..... DISTRICT:.....
GRADE TAUGHT:.....
QUALIFICATIONS:..... SEX:.....
OTHER RESPONSIBILITIES:.....
LENGTH OF SERVICE:.....
MAIN TEACHING SUBJECT:.....
YEARS OF TEACHING AT PRESENT SCHOOL:.....
AVERAGE CLASS SIZE:.....

A: VARIABLES DETERMINING TEACHER EFFECTIVENESS

1. Who is an effective teacher?
2. Do you think the sex of the teacher affects his/her teaching? Why
3. Do you think someone's qualifications plays a role in his/her effectiveness? Why?
4. Does the age, play a role in teacher effectiveness? Why?
5. How many years of teaching, do you think, makes one an effective teacher? Does experience have any impact on teaching?
6. Which methods do you think if used makes one an effective teacher? Why?
7. What about your school climate (supervision, organisation, school life), how does it contribute to teacher effectiveness?

B: THE TEACHER'S PERSONAL CHARACTERISTICS (TRAITS)

8. Are there any personal characteristics or traits of the teacher which are relevant to effectiveness? Would you like to mention three most important ones in order of importance?

C: PROCESS VARIABLES

9. Can you mention to me three most important activities in the classroom which contribute to teacher effectiveness (in order of importance?) Why have you chosen these three?
10. Do you think the teacher can be ineffective even with availability of teaching materials? Why?
11. In conclusion, what are the personal characteristics of a "bad" teacher and what activities in class constitute "ineffective" teaching?

RESEARCH QUESTIONNAIRE (FOR PUPILS)

Qualities of an effective teacher as perceived by grade 12 pupils and Teachers in selected Secondary Schools in Lusaka

School:..... Sex:.....
Age:..... Grade:.....

The information you will provide will be confidential. You are asked to answer the questions as honestly as you can.

INTRUCTIONS: You know of teachers (who teach you in Grade 12) who are effective. Choose one teacher (who makes you learn well) and answer the following questions about him or her. Fill in the blanks or tick (✓).

A. VARIABLES DETERMINING TEACHER EFFECTIVENESS

1. Is your favourite teacher (1) Male [] or (2) Female? []
What does he or she do differently from others?.....
.....

Does the sex affect his/her effectiveness? Yes [] or No []
Why?.....
.....

2. Is your favourite teacher (above) (1) a Degree holder [] or
(2) a Diploma holder? []

3. Do you think his/her age plays a part in his/her effectiveness?
Yes [] No [] Why?.....
.....

4. How many years has your chosen teacher been teaching? [] years
Don't know []

Does his/her experience play a part in his/her effectiveness?
Yes [] No [] Why?.....
.....

5. Which method do you like the teacher to use?

1. Explanation.....
2. Question and answer method.....

3. Group work.....
4. Role play.....
5. Silent seat-work.....

6. Does your school climate (supervision, organisation, school life) play a part in your chosen teacher's effectiveness? Yes [] No []
How?.....

7. How do you rate your favourite teacher in the following traits and classroom aspects? 4 = excellent; 3 = good; 2 = fair; 1 = poor. (Tick ✓) see at back (appendix) for definitions.

	7. TRAIT	4	3	2	1
1	Fairness				
2	Kindness				
3	Patience				
4	Cheerfulness				
5	Pleasant				
6	Sense of humour				
7	Friendly				
8	Flexibility				
9	Harshness				
10	Encouragement				
11	Enthusiasm				
12	Temper				
13	Attitude				
14	Consistent behaviour				
15	Consideration for the individual				
16	Cooperativeness				
	8. CLASSROOM ASPECT				
1	Preparation for lessons				
2	Organisation of lessons				
3	Provides immediate feedback				
4	Knowledge of material				
5	Presentation				
6	Willingness to help				
7	Attention to student feedback				
8	Time spent on classwork				
9	Written feedback				
10	Quality of exams				
11	Encouraging to think for oneself				
12	Raising challenging questions				
13	Clear expression				
14	Use of teaching materials				

15	Open to other viewpoints				
16	Emphasizing major points				
17	Material covered				
18	Pupil freedom				
19	Readily available for consultation				
20	Use of examples				
21	Class control				
22	Closeness to pupils				
23	Involvement in extra-curricula activities				
24	Free extra time/tuition				
25	Encourages group-work				
26	Administering harsh punishment				

9. What are the characteristics of a “bad” teacher and what activities in class constitute “ineffective” teaching?
Characteristics.....
.....
Activities in class.....
Why do these activities constitute “bad” (ineffective) teaching?
.....
.....

APPENDIX 1

Definition of Traits (Question 7)

- 1. **Fairness** – impartial; not one side; not having favourites.
- 2. **Kindness** – acting in a friendly manner; considerate.
- 3. **Patience** – not in a hurry to act.
- 4. **Cheerfulness** – welcoming with a smile; warmth.
- 5. **Pleasant** – good-natured.
- 6. **Sense of humour** – likes jokes to make people laugh.
- 7. **Friendly** – closeness to another person.
- 8. **Flexibility** – ability to change when necessary.
- 9. **Harshness** – cruel in treatment.
- 10. **Encourages** – give you morale.
- 11. **Enthusiasm** – doing something with interest.
- 12. **Good Tempered** – not losing temper easily.
- 13. **Positive Attitude** – having a caring, understanding approach.
- 14. **Consistent behaviour** – not changing what has been said or agreed.
- 15. **Consideration for the individual** – playing attention to each pupil.
- 16. **Co-operative** – togetherness, oneness, doing things as a group.

RESEARCH QUESTIONNAIRE FOR TEACHERS

Qualities of an effective Teacher as perceived by Grade 12 pupils and Teachers in selected Secondary Schools in Zambia

- | | |
|----------------------------------------------|---------------------------------|
| 1. SEX:..... | 8. TEACHING LEVEL..... |
| 2. AGE:..... | 9. GRADE:..... |
| 3. MARTIAL STATUS..... | 10. MAIN TEACHING SUBJECT:..... |
| 4. NO. OF CHILDREN:..... | 11. AVERAGE CLASS SIZE:..... |
| 5. HIGHEST QUALIFICATION HELD:..... | |
| 6. YEARS OF TEACHING (EXPERIENCE):..... | |
| 7. YEARS OF TEACHING AT PRESENT SCHOOL:..... | |

A: VARIABLES DETERMING EFFECTIVE TEACHING

The information provided will be confidential. You are asked to be as honest as you can.

INSTRUCTION: Choose a fellow teacher whom you consider an effective (good) teacher and answer the following questions about him or her. Fill in the blanks or tick (✓).

1. The teacher chosen as effective is (1) Male ☐ or Female ☐
What does he/she do differently from others?.....

Does the sex affect his/her effectiveness? Yes ☐ No ☐
Why?.....

2. What qualification does not chosen teacher hold? (1) Degree ☐
(2) Diploma ☐

Do you think the qualification affects his/her effectiveness? Yes ☐ No ☐

How?.....

3. Is the chosen teacher (1) old ☐ (2) middle aged ☐ (3) Young? ☐
Do you think his/her age plays a part in his/her effectiveness?

Yes ☐ No ☐
Why?.....

4. How many years has the chosen teacher been teaching? ☐ years
☐ I don't know.

Do you think this experience plays a part in his/her effectiveness?

Yes [] No []

Why?.....

5. Which method do you think if used makes one effective?

- (1) Explanation
- (2) Question-answer
- (3) Group Work
- (4) Role-play
- (5) Silent seat-work

Why?

6. Do you think the climate of your school plays in the chosen teacher's effectiveness? Yes [] No []

How?

B: The teacher's personal characteristic and effectiveness

7. How do you rate the chosen teacher on the following personal traits?

4 = excellent; 3 = Good; 2 = fair; 1 = poor (tick ✓)

		4	3	2	1		Trait	4	3	2	1
1	Fairness					11	Enthusiasm				
2	Kindness					12	Temper				
3	Patience					13	Attitude to pupils				
4	Cheerfulness					14	Consistent behaviour				
5	Pleasant					15	Consideration for the individual/pupil				
6	Sense of humour					16	Cooperation with other teachers				
7	Friendly										
8	Flexibility										
9	Harshness										
10	Encourages										

Choose three most important traits from above and arrange them in order of importance as they apply to the chosen teacher.

1st Choice:.....

2nd Choice:.....

3rd Choice:.....

C: The teacher’s classroom aspects and effectiveness

From the following (26) classroom aspects, choose three which you think are the most important to teacher effectiveness. Arrange them in order of importance (i.e.) 1 most important; 2 the next, etc.

- 1. Preparation for lessons
- 2. Knowledge of material
- 3. Interesting presentation
- 4. Organisation of lessons
- 5. Provides adequate written feedback
- 6. Emphasizing major points
- 7. Proper use of teaching materials
- 8. Adequate class control
- 9. Covering material adequately
- 10. Readily available for consultation
- 11. Raising challenging questions
- 12. Clear expression
- 13. Using examples in class
- 14. Open to other viewpoints (in class)
- 15. Pupil freedom for self-expression
- 16. Providing adequate oral feedback (praise)
- 17. Willingness to help pupils
- 18. Attention to student feedback
- 19. Exams reflecting term work
- 20. All time spent on class work
- 21. Encouraging to think for oneself
- 22. Closeness to pupils
- 23. Providing free extra tuition
- 24. Encourages group-work
- 25. Administering harsh punishment
- 26. Involvement in extra-curricula activities

Explain why you have chosen the first one first; up to the fifth one

- 1st choice:.....
- 2nd choice:.....
- 3rd choice:.....

- 8. What are the personal characteristics of a “bad” teacher and what activities in class constitute “ineffective” teaching?

Characteristics..
.....

Activities in class.....
.....

Why do these activities constitute ineffective teaching?
.....