

APPENDIX G

TEACHER'S SELF RATING SCALE (FIRST DRAFT)

CENTRE OF ADVANCED STUDY IN EDUCATION

M.S. UNIVERSITY OF BARODA

BARODA

We want to know about your behaviour in the classroom. This is a rating scale containing all positive items. These items are a matter of opinion. Give frank and true opinion of your behaviour to the best of your knowledge. These data are meant purely for research purposes and will be kept CONFIDENTIAL.

INSTRUCTIONS

1. Answer each item carefully. Please do not skip any item.
2. For every statement, there are five alternatives, namely, Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree, Choose the one that you think best for each statement.
 - (a) If you 'Strongly Agree' with the Statement, encircle SA.
 - (b) If you 'Agree' with the Statement, encircle A.
 - (c) If you are 'Undecided' about the Statement, encircle U.
 - (d) If you 'Disagree' with the Statement, encircle D.
 - (e) If you 'Strongly Disagree' with the Statement, encircle SD.

Prof.M.B. Buch
Guide

Rama Mathew
Investigator

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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|---|--|----|---|---|---|----|
| 1 | I introduced the lesson effectively in order to create interest and motivate them by | | | | | |
| | a) using their previous knowledge | SA | A | U | D | SD |
| | b) using appropriate devices like story telling, role playing, lecturing, etc. | SA | A | U | D | SD |
| | c) maintaining continuity | SA | A | U | D | SD |
| | d) uttering relevant statements or questions | SA | A | U | D | SD |
| 2 | I was able to elicit answers by asking questions which were | | | | | |
| | a) grammatically correct | SA | A | U | D | SD |
| | b) Concise | SA | A | U | D | SD |
| | c) relevant to the topic | SA | A | U | D | SD |
| | d) specific | SA | A | U | D | SD |
| | e) with proper speed and pause | SA | A | U | D | SD |
| | f) with suitable voice | SA | A | U | D | SD |
| | g) not repeated too often | SA | A | U | D | SD |
| 3 | I could elicit answers to even difficult questions by | | | | | |
| | a) prompting | SA | A | U | D | SD |
| | b) seeking further information | SA | A | U | D | SD |
| | c) refocussing | SA | A | U | D | SD |
| | d) redirection | SA | A | U | D | SD |
| | e) increasing critical awareness | SA | A | U | D | SD |

4. I made my students understand the subject matter clearly by explaining effectively. For this ... I

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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(a) used explaining links such as therefore, since, hence, because, etc.

SA A U D SD

(b) used beginning and concluding statements

SA A U D SD

(c) put questions to test their understanding

SA A U D SD

(d) avoided irrelevant statements

SA A U D SD

(e) maintained continuity in the sequence of ideas

SA A U D SD

(f) used appropriate vocabulary

SA A U D SD

(g) spoke fluently

SA A U D SD

(h) avoided vague words and phrases like some, many, almost, probably, may, etc.

SA A U D SD

5. I was able to draw and sustain attention of the pupils by

(a) moving purposefully in the class

SA A U D SD

(b) using various gestures such as head, hand and body movements

SA A U D SD

(c) modulating my voice accordingly

SA A U D SD

(d) focusing pupils' attention on important points

SA A U D SD

(e) changing the interaction styles, i.e. from teacher-group interaction to teacher-pupil or pupil-pupil interaction and vice versa

SA A U D SD

(f) pausing meaningfully

SA A U D SD

(g) switching the medium of communication from one to the other, i.e., from oral to visual, or from visual to oral-visual, etc.

SA A U D SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6. I maximised the pupil participation and made it meaningful, useful and directed by using					
(a) facial cues like smiling, frowning, looking thoughtfully at the students	SA	A	U	D	SD
(b) head movements such as nodding, shaking, tilting, etc.	SA	A	U	D	SD
(c) body movement	SA	A	U	D	SD
(d) hand movements such as pointing to the student, from one student to another, etc.	SA	A	U	D	SD
(e) pauses purposefully	SA	A	U	D	SD
7. I paced the lesson so that my students could move along with me by					
(a) examining their verbal expressions	SA	A	U	D	SD
(b) examining their nonverbal cues	SA	A	U	D	SD
(c) using pace increasing techniques	SA	A	U	D	SD
(d) using pace decreasing techniques	SA	A	U	D	SD
8. I made my lesson understandable and interesting with the help of audio-visual aids keeping in mind the following dimensions:					
(a) appropriate size	SA	A	U	D	SD
(b) individual differences of the pupils	SA	A	U	D	SD
(c) authenticity of aids	SA	A	U	D	SD
(d) judicious use	SA	A	U	D	SD
(e) sequencing and integrating the aids	SA	A	U	D	SD
(f) creating proper atmosphere	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
9 I brought clarity, simplicity and interest in my teaching by illustrating with examples which were					
(a) simple	SA	A	U	D	SD
(b) relevant to the concept or rule	SA	A	U	D	SD
(c) interesting	SA	A	U	D	SD
(d) appropriate with respect to media like objects, models, pictures, diagrams, experimental demonstration or verbal	SA	A	U	D	SD
(e) appropriate with respect to approach like inductive, deductive or inductive deductive	SA	A	U	D	SD
10 I used the blackboard effectively by writing on it					
(a) legibly	SA	A	U	D	SD
(b) neatly	SA	A	U	D	SD
(c) appropriately (brevity, simplicity, continuity)	SA	A	U	D	SD
(d) in an organised way	SA	A	U	D	SD
11 I increased the frequency of desirable behaviours of pupils by					
(a) positive verbal reinforcement	SA	A	U	D	SD
(b) positive nonverbal reinforcement	SA	A	U	D	SD
(c) avoiding negative verbal reinforcement	SA	A	U	D	SD
(d) avoiding negative nonverbal reinforcement	SA	A	U	D	SD

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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- | | | | | | |
|--|----|---|---|---|----|
| e) avoiding inappropriate use of reinforcement | SA | A | U | D | SD |
|--|----|---|---|---|----|
- 12 I summarised the lesson so as to organise the teaching points in the minds of the students by
- | | | | | | |
|--|----|---|---|---|----|
| a) consolidating the major points | SA | A | U | D | SD |
| b) providing opportunities for application | SA | A | U | D | SD |
| c) linking their previous knowledge with the new knowledge | SA | A | U | D | SD |
| d) linking the new knowledge with the future learning | SA | A | U | D | SD |
- 13 I located the attending and nonattending behaviours of s pupils by examining their
- | | | | | | |
|--|----|---|---|---|----|
| a) responding and initiating behaviour | SA | A | U | D | SD |
| b) facial expressions | SA | A | U | D | SD |
| c) bodily posture | SA | A | U | D | SD |
| d) misbehaviour | SA | A | U | D | SD |
- 14 I managed the classroom effectively by
- | | | | | | |
|---|----|---|---|---|----|
| a) presenting the pupils with appropriate attention getters | SA | A | U | D | SD |
| b) keeping the lesson at a good pace | SA | A | U | D | SD |
| c) giving scope to ask questions and clarify doubts | SA | A | U | D | SD |
| d) ignoring minor misbehaviour | SA | A | U | D | SD |
| e) making them assume responsibility | SA | A | U | D | SD |
| f) giving credit to desirable behaviour | SA | A | U | D | SD |

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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g) avoiding threats of punishment	SA	A	U	D	SD
h) giving direction	SA	A	U	D	SD
i) accepting feelings and/or ideas of students	SA	A	U	D	SD
j) asking questions	SA	A	U	D	SD
k) controlling emotions	SA	A	U	D	SD
15 I made my assignment challenging and interesting to the students by considering the dimensions of					
a) motivation of pupils	SA	A	U	D	SD
b) simple language for defining the objectives	SA	A	U	D	SD
c) time limit	SA	A	U	D	SD
d) length of the assignment	SA	A	U	D	SD
e) individual differences of pupils	SA	A	U	D	SD
f) supervision of the assignment	SA	A	U	D	SD

SCORING KEY

All the statements are positive. The weightage given to these statements is as follows: SA = 5, A = 4, U = 3, D = 2, and SD = 1. The total score for each of the statements provides a measure of teacher's self perception about his performance of that particular skill. Thus, this scale provides 15 scores on 15 variables.