

APPENDIX H

TEACHER'S SELF RATING SCALE (FINAL FORM)

CENTRE OF ADVANCED STUDY IN EDUCATION

M.S. UNIVERSITY OF BARODA

BARODA

Name:

School:.....

Date:.....

This booklet contains statements related to different aspects of your classroom behaviour. For every statement there are five alternative responses, namely, strongly agree, agree, undecided, disagree, and strongly disagree. Read each statement carefully. Indicate how you perceive the behaviours described in each statement by choosing the response you deem fit.

Encircle SA ☐ if you strongly agree with the statement.

Encircle A ☐ if you agree with the statement.

Encircle U ☐ if you are undecided about the statement.

Encircle D ☐ if you disagree with the statement.

Encircle SD ☐ if you strongly disagree with the statement.

Answer each item carefully; please donot skip any. There is no time limit.

Prof.M.B. Buch
Guide

Rama Mathew
Investigator

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. In order to create interest and motivate the students, I introduce the lesson by					
a) using their previous knowledge	SA	A	U	D	SD
b) using appropriate devices like lecturing, questioning, story telling, etc.	SA	A	U	D	SD
c) maintaining continuity in my talk	SA	A	U	D	SD
d) uttering relevant statements or questions	SA	A	U	D	SD
2. I am able to elicit answers by asking questions which are					
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) followed by a pause	SA	A	U	D	SD
f) not repeated often	SA	A	U	D	SD
g) not accompanied by repetition of answers	SA	A	U	D	SD
h) sufficient in number	SA	A	U	D	SD
3. I elicit answers to even difficult questions by using the techniques of					
a) prompting ¹	SA	A	U	D	SD

1 Prompting technique involves the teacher to give clues or hints to the pupil to elicit the answer. He does not supply the answer.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
b) seeking further information ²	SA	A	U	D	SD
c) refocusing ³	SA	A	U	D	SD
d) increasing critical awareness ⁴	SA	A	U	D	SD
4 In order to make my students understand physics clearly, I explain by					
a) using links such as therefore, because, since, hence, etc.	SA	A	U	D	SD
b) using beginning and concluding statements	SA	A	U	D	SD
c) avoiding irrelevant statements	SA	A	U	D	SD
d) maintaining continuity in the sequence of ideas	SA	A	U	D	SD
e) using appropriate vocabulary	SA	A	U	D	SD
f) speaking fluently	SA	A	U	D	SD
g) avoiding vague words and phrases like some, many, almost, may, etc.	SA	A	U	D	SD
5 I am able to draw and sustain the attention of my pupils by					
a) pausing meaningfully	SA	A	U	D	SD
b) using facial cues like smiling, frowning, looking thoughtfully at the pupils, etc.	SA	A	U	D	SD

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2. If the initial response of a pupil is either incomplete or partially correct, then the teacher helps the pupil to clarify, elaborate, or explain his initial response. He seeks further clarification from the pupil.
 3. When the pupil gives a correct response, the teacher enables him to view(or refocus)his response in relation to other similar situations.
 4. The technique of increasing critical awareness involves asking 'how' and 'why' of a completely correct response. The teacher asks the pupil to justify his response rationally.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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c) using head movements such as nodding, shaking, tilting, etc.	SA	A	U	D	SD
d) using hand movements such as pointing to one student, from one student to the other, etc.	SA	A	U	D	SD
e) moving purposefully in the class	SA	A	U	D	SD
f) focusing	SA	A	U	D	SD
g) modulating my voice accordingly	SA	A	U	D	SD
h) talking with proper speed	SA	A	U	D	SD
i) redirecting the questions to different pupils	SA	A	U	D	SD
j) changing the interaction styles, i.e. from teacher-group interaction to teacher-pupil or pupil-pupil interaction or vice versa	SA	A	U	D	SD
k) changing the medium of communication, i.e., from oral to visual, visual to oral=visual, etc.	SA	A	U	D	SD
6 I pace the lesson so that my students can move along with me by					
a) observing the students to check my pace	SA	A	U	D	SD
b) asking questions	SA	A	U	D	SD
c) making statements	SA	A	U	D	SD
d) using pace reducing techniques such as going slow, elaborating, asking questions or writing on the blackboard while explaining, etc.	SA	A	U	D	SD
e) using pace increasing techniques such as going fast, lessening the elaboration, assigning work to pupils which is within their reach, etc.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7 I make my lesson understandable and interesting with the help of teaching aids which are					
a) realistic	SA	A	U	D	SD
b) big enough	SA	A	U	D	SD
c) authentic and uptodate	SA	A	U	D	SD
d) moderately used	SA	A	U	D	SD
e) sequenced	SA	A	U	D	SD
f) integrated with other aids	SA	A	U	D	SD
g) used at the appropriate time	SA	A	U	D	SD
h) provided in a proper atmosphere and environment	SA	A	U	D	SD
i) cognizant of individual differences of pupils	SA	A	U	D	SD
8 I bring clarity and simplicity in my teaching by illustrating with examples which are					
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, etc.	SA	A	U	D	SD
e) appropriate with respect to approaches like inductive, deductive, or inducto-deductive	SA	A	U	D	SD
f) sufficient in number	SA	A	U	D	SD
9 I use the blackboard effectively by writing on it					
a) legibly	SA	A	U	D	SD

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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|---|----|---|---|---|----|
| b) neatly | SA | A | U | D | SD |
| c) appropriately, i.e., by maintaining continuity, simplicity and brevity | SA | A | U | D | SD |
| d) in an organised way | SA | A | U | D | SD |
| 10 I increase the frequency of desirable behaviours of pupils by | | | | | |
| a) using positive verbal reinforcement | SA | A | U | D | SD |
| b) using 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 |
| e) avoiding inappropriate use of reinforcement | SA | A | U | D | SD |
| 11 I summarise 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 |
| 12 I locate the attending and nonattending behaviours of pupils by | | | | | |
| a) observing their verbal and nonverbal behaviours | SA | A | U | D | SD |
| b) asking questions | SA | A | U | D | SD |
| 13 I manage the classroom effectively by | | | | | |
| a) making a beginning statement to set the minds of the pupils / on the lesson | SA | A | U | D | SD |
| b) planning for the day's lesson before hand | SA | A | U | D | SD |

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
c) giving directions	SA	A	U	D	SD
d) rewarding their attending behaviour	SA	A	U	D	SD
f) ignoring minor misbehaviour	SA	A	U	D	SD
g) changing the teaching strategy when required, for example, from lecture to questioning	SA	A	U	D	SD
h) giving scope to ask questions and clarify doubts	SA	A	U	D	SD
i) accepting feelings and/or ideas of pupils	SA	A	U	D	SD
j) controlling emotions	SA	A	U	D	SD
k) avoiding threats of punishment	SA	A	U	D	SD
14 I make my assignment challenging and interesting to the students by					
a) motivating them to awaken interest	SA	A	U	D	SD
b) defining the objective of the assignment	SA	A	U	D	SD
c) considering the individual differences among the students	SA	A	U	D	SD
d) setting appropriate time limit	SA	A	U	D	SD
e) giving it at the proper stage of the lesson	SA	A	U	D	SD
f) providing opportunities for applying the knowledge in new situations	SA	A	U	D	SD
g) supervising and solving the individual difficulties of pupils	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 14 scores on 14 variables.
