

Defining an Effective Teacher: An Examination of Characteristics That School Heads Associate with the Concept

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Abstract

The aim of the study was to examine what characteristics primary school heads of Bindura District, in Zimbabwe associate with effective teachers, and to determine the degree of consensus among them on this parameter. A descriptive survey was preferred as the design and a sample of 30 school heads was drawn from a District population of 54. A questionnaire and interviews were used to gather data. Respondents were agreed that effective teachers provide maximum opportunities for all students to learn, build a supportive climate and learning environment, and frequently engaged students in active learning situations. There was also concurrence among school heads on the view that many circumstances combine to yield student success and therefore an effective teacher may not be measured or defined on the basis of production of high pass rates. Staff development programmes were recommended as a means to help school heads find common ground regarding what to look for as they supervise and evaluate teachers.

Keywords: *Characteristics of an Effective Teacher, Teacher Effectiveness, Effective Teacher*