

## Full length Research Paper

# Defining effective teaching in Oman: Searching for consensus?

Wajeha T. Al-Ani, Thuwayba A. Al barwani and Sana S. Al-Balushi

College of Education, P.O. Box 32, Sultan Qaboos University, Muscat, Sultanate of Oman

Accepted 12 January 2012

This paper presents findings of a study which aimed at defining effective teaching in the Omani context as it is perceived by teachers (TE), students (ST), and school administrators and supervisors (AS) in government schools in Oman. Three main questions were addressed in this study: How is teaching effectiveness defined in Oman? Do teachers, students and school administrators define it differently? To what extent does the Omani definition differ from that of the other countries? To answer these questions, data were collected using a questionnaire developed by generating a list of effective teacher characteristics from the literature. The items of the questionnaire were piloted. The final version of the instrument comprised 85 items divided into six domains: personality traits, professional characteristics, teaching strategies, implementation skills, academic characteristics, and community relationships. Total reliability coefficient of Cronbach-Alpha, was found to be (0.982) for students and (0.978) for teachers, principals, and supervisors. The sample of the study consisted of a total of 3487 respondents. The overall results indicated that personality traits had the highest mean compared to other domains (3.66) for (AS), (4.06) for (TE), and (3.76) for (ST), while the community relationships domain had the lowest mean for all respondents. ANOVA was used to test if there were significant differences between the groups. Findings revealed significant differences in all domains in favor of (TE) compared to (AS) and (ST). In general the Omani data reveals significant agreements with International findings as they relate to priorities given to characteristics such as teacher personality traits (Rushton et al., 2007), classroom atmosphere (Glanz and Neville, 1997) and link between content and real life of students (Kottler and Kottler, 2000) among others.

**Keywords:** Effective teaching, definition, Oman.

## INTRODUCTION

*"If a single method for developing an effective teacher existed, such a teacher would be in every classroom" (Stronge, 2002).*

Effectiveness is an elusive and highly complex concept and its complexity increases when it is attached to the multi-dimensional nature of the teaching act. Over the last couple of decades researchers have attempted to define teaching effectiveness but have not as yet reached a consensus as to what factors actually contribute to teaching effectiveness.

The growing body of research concerned with teacher effectiveness has reinforced the notion that specific characteristics and behaviors matter in teaching in

terms of student achievement and other desirable outcomes (Blase and Blasé, 2001). However, available research is inconsistent in defining elements of effective teaching behavior (Stronge, 2002). The underlying model called the process-product model has been criticized for being generic and lacking any sense that teachers could be effective with some students and not others, in some contexts not all, in some subjects and not others. In response to this criticism researchers were able to tease out the interacting variables that can be attributed to student performance. Thus this line research has been able to identify five potential dimensions of differentiation in teacher effectiveness. These include: the range of teacher activities or responsibilities, different subjects, background variables, personal characteristics and cultural and organizational contexts (Campbell et al., 2006; Turner-

---

\*Corresponding Author E-mail: [athuwayba@hotmail.com](mailto:athuwayba@hotmail.com)

Bisset, 2001).

As the field of education moves toward a stronger focus on accountability, the teacher has again become the focus of attention as it becomes evident that the teacher is the single most influential element in student achievement.

As the Arab Gulf States strive to develop their economies, education systems are being challenged to transform themselves so as to respond to the requirements of knowledge economies, international market demands and international standards (Al-Sulayti, 1999). As a result, the last decade witnessed a number of reform initiatives that were in keeping with the requirements for compliance with standards of best practice set by key International players such as UNESCO, the World Bank, UNDP, WTO, GATT etc.

In Oman, like in other Arab Gulf States, reform initiatives took the form of Basic Education which, introduced in 1998, set out to transform the existing traditional system to a more modern one with focus on improved standards, learner centered philosophy, professional development of teachers, curricula improvement, ICT and improved assessment systems. Despite these initiatives, Oman like others, found itself in a dilemma where the level of performance of its students in international testing was found to be below the international average (UNESCO 2000, 2007). It was soon understood that a lot more work needed to be done with teachers since they carried the burden of the responsibility of the success of the reform initiatives.

Questions were raised as to whether the Omani teachers' pre service education has in fact prepared them to be effective teachers who possess the skills, competencies and dispositions required for the 21<sup>st</sup> century classroom. This paper attempts to address this issue by reviewing research on characteristics of an effective teacher for the 21<sup>st</sup> century and then collecting data from teachers, students, principals and subject supervisors on what they perceive to be the characteristics of an effective teacher in Oman. The ultimate purpose of the larger research was to develop an instrument that can be used to measure teacher effectiveness in Omani classrooms.

### **The state of teacher preparation in Oman**

Despite the rapid expansion of education in Oman after 1970, there were no teachers' colleges or training institutes in the country. Teachers were recruited from neighboring countries regardless of their qualifications, to help in teaching as more schools opened and demand for education services became intense. Some teachers joined the teaching profession with only grade six of primary education. In 1970 the Omani government had recruited 151 teachers without any college preparation or teaching training of any sort (Ministry of Higher Education, 2009).

The need for Omani teachers became even more acute as more schools were opened in the most remote areas and villages and the recruitment of expatriate teachers became more expensive and highly unreliable. Thus a decision was taken to establish the first Teachers' Training Institute in 1976 and graduates of grade six primary class were admitted to be trained as teachers. The training took three years after which students were appointed to teaching positions possessing only nine years of education. In 1977 policies changed and students could only be enrolled after completion of grade nine. Thus, after a three year teacher preparation program at the institute, teachers would have completed twelve years of education qualifying them to teach at different levels. In 1979 the program was further developed and only high school graduates could be admitted to a one year teacher preparation program. In 1983, because of the massive demand for education, the Ministry decided to upgrade the institutes to a two year college preparation program. All teachers who enrolled in programs prior to the 1983 decision were allowed to teach in primary classes only (Ministry of Higher Education, 2009).

In 1991, a ministerial decision was issued to establish an Institute for Teaching Certification. The aim of the institute was to train Bachelor degree holders with non-education qualifications to become teachers. The year they spent at the institute allowed them to be exposed to the school curriculum, teaching methods as well as doing some practicum hours in schools. Graduates of these institutes were allowed to teach at middle schools and after gaining experience, they were promoted to teach in secondary schools.

In 1986, the first group of secondary school leavers was admitted to the College of Education at Sultan Qaboos University (the first Government University in the Country) to major in teaching different specializations required by the Ministry of Education. By 1994 the number of Teachers Colleges increased to six and the oversight responsibility was given to the newly established Ministry of Higher Education.

The mid 90s witnessed an influx of secondary school graduates choosing education as a career and thousands of them began to apply for admission to teacher preparation programs in both public and private institutions within Oman and abroad. Since thousands of new recruits were needed for the education reform implementation which started in 1998, the teaching profession became lucrative and greatly sought after especially among females. Compared to other government jobs, teaching offered a guaranteed job for almost all who applied and also offered an attractive salary package and a number of other perks. Applicants to these programs were attracted more by the security that the teaching job offered than by their interest or passion in teaching as a career. Thus one finds that teachers in Oman come from a variety of teacher preparation programs with varying qualifications, stan-

dards and expectations.

### **Status and quality of the Omani teachers**

Analysis of the historical development of the teaching profession reveals that teacher preparation programs in Oman have gone through major shifts and developments that have produced a differentiated caliber of teachers. Due to the unique history of education in Oman, quality of teachers and teaching was not seen as a priority until mid 1980s. It was only in the early 90s that mandatory professional development courses were prescribed for newly appointed teachers as well as the more experienced ones.

Despite the efforts put by the Ministry of Education in the professional development of teachers, newly qualified teachers continue to admit that they need additional training to help them in their teaching (Ministry of Education, 2006) and the Omani society continues to show dissatisfaction with the quality of teachers in general, and their effectiveness in the classroom in particular.

### **Controversy in the definition of effectiveness**

Research in the last three decades has shown that studies on effective teaching tended to generate lists of different qualities, dispositions, attributes, traits and behaviors of effective teachers. In recent years however, research has focused more on the value-added connection between teaching and learning since it has been found that effective teachers produce a strong cumulative effect on student achievement, and the quality of the teacher has a powerful residual effect on student learning (Stronge and Hindman, 2003).

While some researchers define teacher effectiveness in terms of student achievement; others focus on high performance rating from supervisors; and still others rely on comments from students, administrators, and interested stakeholders, which mostly focus on teacher personality traits, behaviors, attitudes, abilities, competences and many other personal characteristics (Cheng and Tsui, 1996). (Cruickshank and Haefele, 2001) found that good teachers have often been labeled as ideal, analytical, dutiful, competent, expert, reflective, diversity-responsible, and respected. While (Cullingford, 1995) stated main characteristics of an effective teacher as being related to personal characteristics, like a concern for other people, and willingness to work hard, and other characteristics related to the way the classroom is run.

Since teaching is a complex act, it is difficult to agree upon specific characteristics of an effective teacher. Many researchers conclude that the kind of questions teacher asks, the way they respond to students, their expectations of and attitudes toward students, their classroom management techniques, their teaching

methods, and their general teaching behaviors all make a difference (Ornstein and Lasley, 2000). As supervisors who work with teachers, (Beach and Reinhartz, 2000) explain teacher effectiveness as it relates to the art and science of teaching. They contend that effectiveness is reflected in the teacher's values, style, life experiences, commitment, level of abstract thinking, and climate of classroom interactions, while the science of teaching is seen in the teaching strategies, management and assessment procedures, communication skills, lesson plans, and knowledge of theories and models of teaching and learning. As these elements come together and overlap, they strengthen the teacher's effectiveness. Hence effective teaching needs to include behaviors that exhibit the relationship of the art and science of teaching.

A successful teacher is also characterized by being one who is able to manipulate student effort (Bonesronning, 2004). Accordingly, effective teaching involves specific, observable and job-related behaviors, which have student achievement as their goal. (Beach and Reinhartz, 2000) generated a list of 10 specific effective teaching behaviors that have been consistently shown to foster student achievement these include focus and review of previous day's work, a clear statement of instructional goals and objectives, modeling best practice, instructional clarity, checking understanding and asking questions, guided and independent practice and continuous feedback to students. Added to this was academic learning time for themselves, classroom management and organization and varied methods of instruction.

New perspectives on effective teaching however, have focused on (a) the dynamics of teaching and learning within the overall context of the classroom, (b) the nature of student learning, (c) the nature of subject-matter teaching, and (d) new classroom data-collection procedures (Beach and Reinhartz, 2000). These researchers assert that teachers should be encouraged to engage in a reflective process that helps them move from holding a more structured or technical view of teaching to becoming reflective practitioners with a more complex view of instruction. Besides being reflective, the teacher's ability to create a pleasant atmosphere in the classroom where students will be safe physically and secure psychologically to explore the world of learning, are also considered to be important for the teacher of the 21<sup>st</sup> century. According to (Glanz and Neville, 1997), reflective teaching involves assisting students to discover and build knowledge that they already possess and helping them to integrate their existing knowledge with knowledge learned in school. They prescribe that to be more effective, teachers must work toward building self-respect and self-esteem of each student. Furthermore, they must work toward fostering tolerance and cooperation in the classroom by adapting methods and style befitting the culture, backgrounds and individual needs of students. On a similar vein, (Kottler and

**Table 1.** Total population and study sample

<b>Variables</b>	<b>Total Population</b>	<b>Actual Sample</b>	<b>Percentage</b>
Students	92.168	2628	3%
Teachers	8.171	563	7%
School Principals	113	91	80%
Subject Supervisors	822	261	32%
Total	101.274	3.543	3.5%

Kottler, 2000) add that an effective teacher must pay attention to external events that disrupt the daily schedule, such as a crisis in the community, acts of violence or any psychological or personal problem such as depression, loneliness. etc that students bring to the classroom.

Research has shown that expectations that principals hold for effective teacher performance are largely related to student academic success since few principals have time to interact directly with students on daily basis (Blasé and Kirby, 2000). According to Glanz and Neville (1997), effective teaching from supervisory perspective derives from observing and analyzing many teachers at work, from knowing the broad scope and sequence of curriculum, from responding to pressures from both within and outside the school, from seeing students' achievements as they progress through the system and across subject areas.

## METHOD AND PROCEDURE

This study set out to investigate the distinctive characteristics of effective teaching as perceived by teachers themselves, students, school administrators and supervisors in Oman. The study answers the following questions:

- 1- What characteristics describe effective teachers in Oman?
- 2- Are there statistically significant differences in the way students, teachers, subject supervisors, and principals describe effective teachers and teaching?
- 3- How different is the Omani definition of effective teaching compared to that found in the literature?

### Research instrument

The main instrument used in this study was a questionnaire developed by generating a list of effective teacher characteristics derived from literature (Campbell et al., 2006; Stronge, 2002; Bonesronning, 2004; and Rushton et al., 2007) and a pilot workshop conducted for the purpose of collecting perspectives on effective teachers and teaching from a sample of secondary level students, classroom teachers, senior teachers, principals, and subject supervisors from different educational regions in the Sultanate of Oman.

The resultant list of characteristics was face validated by a group of referees in the area of educational supervision, educational psychology, and educational administration at the Sultan Qaboos University.

A revised list of (86) items representing characteristic of effective teachers was developed into a Likert-type questionnaire (with a scale ranging from 1=low to 5 =High). The reliability of the instrument was determined using Cronbach Alpha and it was found to be (0.982) for students on the total items and (0.978) for teachers, principals and supervisors (as a group). The instrument was then distributed to a random sample of 25 students, senior teachers, supervisors and school principals for the purpose of piloting.

The list was further converted to a questionnaire comprising of two sections: The first section solicited demographic information while the second section comprised of a list of (86) items. An analytic descriptive approach was used to answer the study questions.

### Sample

The total population of this study included 92,168 students of grades 11 and 12, 8,171 teachers of these two grade levels, 113 school principals, and 822 subject supervisors representing all educational regions in Sultanate of Oman. The randomly selected sample representing the total population is shown in Table 1.

## RESULTS AND DISCUSSION

This study attempted to identify the characteristics of effective teaching in Oman as perceived by School Administrators and Subject Supervisors (AS), Teachers (TE) and Students (ST). The characteristics are presented in six domains as shown on Table 2.

The outcome of the first question was to produce a list of characteristics of effective teaching as identified by the total Omani sample. A theoretical mean of 3.00 (mid-point of the scale) was determined as a criterion to judge the means. Table 2 shows characteristics (arranged as domains) of effective teachers and teaching as defined by the three groups in Oman (see Appendix 1 for the complete inventory).

As a group the Omani sample ranked personality related characteristics as being more important than

**Table 2.** Means and standard deviations of all responses (N= 3543), Principal and Supervisor (N=352), Teacher (N= 563), Student (N=2628)

Domains	N	Mean (M)	Standard deviation (SD)
Personality Traits	3543	3.97	0.681
Professional Characteristics	3543	3.67	0.725
Teaching Methods	3543	3.59	0.755
Implementing Skills	3543	3.53	0.803
Academic Characteristics	3543	3.53	0.794
Community Relationship	3543	3.24	0.889

**Table 3.** Means and standard deviations of the perceptions of teaching effectiveness according to AS, TE and ST

Domains	AS (n= 352)		TE (n= 529)		ST (n= 600)	
	Means	SD	Means	SD	Means	SD
Personality Traits	3.66	.541	4.06	.590	3.76	.690
Professional Characteristics	3.41	.606	3.95	.636	3.65	.744
Teaching Methods	3.35	.631	3.94	.637	3.55	.762
Implementing Skills	3.35	.669	3.96	.646	3.49	.819
Academic Characteristics	3.11	.704	3.74	.709	3.54	.802
Community Relationships	2.94	.797	3.44	.798	3.24	.881

professional characteristics. Similarly, community relationships were ranked to be of least importance compared to the other domains. To investigate whether any differences existed in the perceptions of the three groups, individual group means and standard deviations were calculated. Table 3 shows the perceptions of the three groups on the six domains.

As can be seen on the table above, personality traits are the most highly rated characteristics by all the three groups AS, TE, and ST with means of 3.66, 4.06 and 3.76 respectively followed by professional characteristics and teaching methods. The table also shows that the lowest rated domain for the three groups is community relationships with means of 2.94, 3.44 and 3.24. The table also indicates that AS and ST are in agreement in the way they ranked their perceptions with regards to the first three domains namely personality traits, professional characteristics and teaching methods. Teachers on the other hand have rated their first three domains differently. To teachers, Implementing skills are of higher importance than both professional characteristics and teaching methods. These results can be attributed to the fact that AS and ST perceptions regarding effective teaching are more concerned about the teacher as a person and teaching as a profession rather than the methods they use in teaching. Such findings are consistent with the findings of (Malikow, 2006) and (Cullingford, 1995).

To answer the second question which aimed at investigating whether there are statistically significant differences in the perceptions of AS, TE, and ST regarding teaching effectiveness, One Way Analysis of Variance (ANOVA) was used and the results are

shown on Table 4.

As shown in Table 4, there are significant differences ( $\alpha=0.001$ ) in the perception of effective teaching between the three groups studied on all domains of the characteristics of teaching effectiveness. Looking at the personality traits domain, the results of the one way ANOVA indicate that there is a significant difference between the perception of TE, AS, and ST in favor of TE, which might indicate that Omani teachers consider personality traits to be more important in determining teaching effectiveness compared to the other two groups. This is consistent with (Cullingford, 1995) who reported on teachers' high ranking of personality traits as a determinant of effective teaching. This domain may be of particular importance to Omani public school teachers because the society expects teacher personalities to reflect high moral standards that are consistent with the Islamic principles. Muslim teachers are believed to be carrying out a sacred mission and as a result, they bear the trust (*Amanah*) of the community by taking the responsibility of teaching children (Ahmed and Murad, 2002).

Looking at the professional development domain, the results of this study show a statistically significant difference in the perceptions of teaching effectiveness among the different groups involved in the study. A further look at the results shows that compared to the other two groups, Omani teachers give more value to a different set of characteristics such as: ethics of teaching, qualification in teaching the content area, teaching performance, lesson plan preparation and classroom management. This finding is consistent with other research findings (Dwyer, 1993 and Simpicio, 2000).

**Table 4.** ANOVA results showing difference between and within groups on the perception on the domains of teaching effectiveness

Domains	Level	Sum of Square	DF	Mean Square	F	Level of Sig.
Personality Traits	Between Groups	41.504	2	20.752	53.708	.000
	Within Groups	584.212	1512	.386		
	Total	625.716	1514			
Professional Characteristics	Between Groups	64.485	2	32.243	70.873	.000
	Within Groups	687.868	1512	.455		
	Total	752.353	1514			
Teaching Methods	Between Groups	84.252	2	42.126	89.023	.000
	Within Groups	715.485	1512	.473		
	Total	799.736	1514			
Implementing Skills	Between Groups	101.840	2	50.920	97.013	.000
	Within Groups	793.613	1512	.525		
	Total	895.453	1514			
Academic Characteristics	Between Groups	87.607	2	43.803	78.709	.000
	Within Groups	841.460	1512	.557		
	Total	929.067	1514			
Community Relationships	Between Groups	54.613	2	27.306	39.506	.000
	Within Groups	1045.093	1512	.691		
	Total	1099.705	1514			

## CONCLUSION

The study set out to determine how Omani educators and students define effective teaching and whether teachers, students and administrators differed in their perception of teaching effectiveness. It was also the purpose of this study to determine whether the Omani definition of effective teaching differed from that found in the literature.

The findings of this study indicate that as a whole, the study sample perceives teachers' personality traits to be the most important contributing factor in teaching effectiveness. Similarly, their rating of the domains that are considered to contribute to effective teaching does not differ much from those identified in other studies. The exception is noted in community relationships which takes the lowest rank amongst the Omani population in general. This finding deserves some attention. Contrary to expectations, all the three groups have ranked this domain as the least important factor in effective teaching. The Ministry of Education has for a long time urged collaboration between the school and society and has created a number of networks that encourage parents to be involved in their children's education. Perhaps a plausible explanation may be related to the fact that teachers and school administrators always complain of overload and they may have considered involvement with the community as an additional responsibility that is not vital to their work.

As a group, teachers seem to differ significantly in the way they rate the characteristics. This is problematic. What teachers consider to be effective teaching

characteristics are not seen by supervisors who assess their work, or by students who are the benefactors of good teaching, to be essentially effective teaching characteristics. The discrepancy between the perception of teachers and the other two groups is important to be reconciled as meaningful learning can only be achieved when the three groups agree upon what constitutes effective teaching. It is only through this reconciliation that we can have effective pre-service and in-service programs that will produce teachers who are fit to teach in classrooms of the 21st Century.

The inventory produced as an outcome of this study might further be developed to be used as a tool to assess effective teaching in societies similar to that of Oman. Consequently, data collected might be compiled to inform educators and perhaps provide a better understanding of how we can measure effective teaching in our classrooms.

## REFERENCES

- Ahmed K, Murad K (2002). *The Islamic Way of Life*. Markfield Dawah Center, U.K.
- Al-Sulayti H (1999). Education and training in GCC countries some issues of concern, Education and the Arab World. Published by the Emirates Center for Strategic studies and Research, U.A.E.
- Beach, DM, Reinhartz J (2000). *Supervision Leadership: Focus on Instruction*. Allyn and Bacon, A Person Education Company, Needham Heights, Massachusetts.
- Blase J, Blase J (2001). *Empowering Teachers*. Corwin Press, INC. A Sag Publications Company, Thousand Oaks, California.
- Blase JK, Peggy C (2000). *Bringing out best in teachers*. Corwin Press, INC. A Sag Publications Company, Thousand Oaks, California.
- Bonesronning H (2004). Can effective teacher behavior be identified?.

- Economic of Education Review, 23(3): 237-247.
- Campbell J, Kyriakides L, Muijs D (2006). Assessing Teacher Effectiveness- Developing a differentiated model. Routledge Falmer. Taylor and Francis Group. London and New York.
- Cheng YC, Tsui KT (1996). Total teacher effectiveness: new conception and improvement. International Journal of Educational Management, 10(6):7-17.
- Cruikshank DR, Haefele D (2001). Good teacher, plural. Educational Leadership, 58(5):26-30.
- Cullingford C (1995). The effective teacher. Cassell Villiers House, New York.
- Dwyer CA (1993). Teaching and diversity: Meeting the challenger for innovative teacher assessments, J. Teacher Educ. 44(2):119-129.
- Glanz J, Neville R (1997). Educational Supervision: Perspective, Issues and Controversies. Christopher-Gordon Publisher Inc. U.S.A.
- Kottler JA, Kottler E (2000). Counseling skills for teachers. Corwin Press, INC. A Sage Publications Company, Thousand Oaks California.
- Kyriacou C (2001). Effective teaching in schools- theory and practice. 2nd Edition, Stanley Thorn Publishers Ltd, United Kingdom.
- Malikow M (2006). Effective teacher study. National Forum of Teacher Education. J. Elect. 16 (3E).
- Ornstein AC, Lasley TJ (2000). Strategies for Effective teaching. The MacGraw-Hill Companies, U.S.A. 3rd Edition.
- Reiman AJ, Thies-Sprinthall L (1998). Mentoring and Supervision for Teacher Development. Addison Wesley Longman Inc. New York.
- Rushton S, Morgan J, Richard M (2007). Teacher's Mayers-Briggs personality profiles: Identifying effective teacher personality traits. Teaching and Teacher Education.(23):432-441.
- Simplicio JSC (2000). Teaching classroom educators how to be more effective and creative. Education, 120(4):675-680.
- Stronge JH (2002). Qualities of Effective Teachers. ASCD, Alexandria, Virginia, USA
- Stronge JH, Hindman JL (2003). Hiring the best teachers. Educational Leadership, 60(8): 48-49.
- Turner-Bisset R (2001). Expert Teaching: Knowledge and pedagogy to lead the Profession. Davis Fulton Publishers, the Cromwell Press Ltd, Trowbridge, Wilts.
- UNESCO (2000). The EFA 2000 Assessment: Country Report. [www.unesco.org/education/wef/countryreports/Oman](http://www.unesco.org/education/wef/countryreports/Oman)
- UNESCO (2007). Trends in International Mathematics and Science Study (TIMSS) 2007. [www.bced.gov.bc.ca/assessment/nat\\_int\\_assess.htm](http://www.bced.gov.bc.ca/assessment/nat_int_assess.htm)

**APPENDIX 1****Inventory of characteristics of effective teaching  
as perceived by HS, TE & ST in Oman.**

Quality	Indicators			
Personality Traits	Maintains good health	4.17	0.777	Q1
	Commits to attending the classroom	4.11	0.834	Q5
	Deserves other's trust	4.04	0.835	Q4
	Committed to offer a secure classroom environment	4.01	0.842	Q12
	Works in teams	3.99	0.878	Q8
	Fair in respecting all students	3.92	0.886	Q11
	Works hard to achieve goals and responsibilities	3.90	0.841	Q7
	Uses suggestions regarding his/her job	3.89	0.871	Q3
	Good listener in the classroom	3.89	0.906	Q10
	Good skill in dealing with people	3.87	0.806	Q6
	Witty	3.84	0.880	Q9
	Collaborates with colleagues in different activities	3.83	0.852	Q13
	Emotional control	3.77	0.797	Q2
	Positive attitude regards teaching profession	3.58	1.036	Q14
Professional Characteristics	Committed to the ethics of teaching profession	4.24	0.810	Q22
	Qualified in his/her subject	4.00	0.842	Q15
	Uses his/her teaching experiences to improve his/her performance	3.90	0.883	Q26
	Has good communication skills	3.89	0.861	Q25
	Gets involved in school activities that improve his/her professional development	3.86	0.898	Q23
	Plans the lessons well before presenting to his/her students	3.81	0.928	Q21
	Offers a conducive classroom environment for student participations	3.80	0.858	Q19
	Participates in training courses that improves his/her professional development	3.72	0.967	Q24
	Has ability to design appropriate educational activities	3.69	0.935	Q18
	Cares about offering opportunities for students to share in decision making	3.61	0.978	Q20
	Has high expectation of himself / herself	3.47	0.902	Q16
	Helps his/her students to identify their learning objectives	3.39	1.090	Q17
	Has good knowledge of other scientific areas other than his/her own specialization	3.37	0.993	Q27
Teaching Methods	Has ability to connect the taught subject with student personal life	3.92	0.919	Q30
	Monitors students performance in the classroom	3.92	0.847	Q31
	Organizes teaching material to make it b more effective	3.89	0.811	Q38
	Controls the factors that interrupt or delay the lesson	3.86	0.810	Q43
	Formulates objectives that are suitable for student's abilities	3.83	0.880	Q29
	Has time management skills during teaching	3.83	0.877	Q33
	Stimulates student learning	3.74	0.907	Q34
	Encourages students to be responsible and accountable	3.71	0.863	Q39
	Uses active learning strategies (such as cooperative learning)	3.70	0.942	Q41_A
	Uses various classroom activities in order to address individual differences	3.69	0.944	Q32
	Cares about using appropriate assessment strategies	3.69	0.929	Q37
	Uses a variety of instructional media	3.68	0.931	Q42
	Uses suitable strategies to achieve his/her objectives	3.64	0.860	Q28



Has strong desire to use students learning outcomes to improve teaching performance	3.64	0.942	Q36
Designs teaching methods that encourage student's participation	3.61	0.913	Q40
Uses active learning strategies such as self -learning	3.58	0.969	Q41_B
Uses active learning strategies such as peer learning	3.48	1.009	Q41_C
Implements various teaching strategies and approaches (role play, problem solving, and critical thinking)	3.46	1.026	Q35
Encourages healthy student competition	3.91	0.868	Q44
Supports students in doing their work	3.90	0.852	Q45
Cares about giving the student enough time to answer questions	3.88	0.902	Q54
Encourages students to present their ideas	3.87	0.916	Q46
Helps students to do their assignments	3.84	0.903	Q47
Cares about asking different types of questions to students to get their attention	3.79	0.933	Q56
Organizes classroom activities logically	3.77	0.914	Q57
Uses activities that are directly related to student learning	3.75	0.871	Q49
Is committed to preparing classroom question list before starting the lesson	3.70	1.049	Q53
Cares about improving students reading ability	3.65	0.961	Q52
Is committed to using classroom activities that take into account individual differences	3.64	0.952	Q48
Has the ability to use concept learning approach and to relate it to students personal life	3.63	0.918	Q51
Improves students self –assessment skills	3.58	0.897	Q50
Offers suitable lessons to special needs students	3.21	1.100	Q55
Cares about prior planning for lessons in accordance with teaching-learning objectives	4.02	0.889	Q61
Is able to take advantage of students' prior knowledge while presenting the lesson	3.76	0.908	Q63
Connects between various topics to enhance student learning	3.71	0.906	Q60
Cares about improving students' skills in using instructional media	3.64	0.952	Q66
Keeps up to date current developments in his/her own area of specialization	3.61	1.041	Q62
Knows the elements of the Omani school curriculum	3.56	1.011	Q58
Is able to deal with creative and gifted students	3.54	0.978	Q69
Improves students' ability to discover and build their own knowledge	3.53	0.977	Q64
Is creative in his/her own specialization	3.45	0.974	Q71
Has an analytical critical vision of the school curriculum	3.45	1.044	Q72
Coordinates between what he/she is teaching and the content of other subjects that students are taking	3.42	1.011	Q59
Searches for new teaching/learning strategies	3.42	1.074	Q67
Cares about improving students' research skills	3.35	1.069	Q65
Is able to deal with students with learning difficulties	3.17	1.022	Q70
Reads the most recent published research in his/her specialization	2.93	1.079	Q68
Knows about what is going on around him/her in the society	3.71	0.901	Q73
Cares about keeping the society informed about what is going on in the school	3.54	1.021	Q74
Connects the curriculum with society needs	3.44	1.055	Q79
Guides students to make the best use of the natural resources in the community	3.44	1.053	Q85

Helps in identifying school problems that are related to the society	3.39	1.069	Q86
Guides students to study the society's problems and try to find solutions	3.32	1.094	Q78
Is able to involve the family in solving their children's problems	3.31	1.036	Q82
Establishes relationship between the school and society	3.30	1.044	Q77
Encourages social institutions to support the educational process	3.21	1.087	Q83
Is able involve parents to participate in school activities	3.16	1.041	Q75
Is committed to using information technology to discover the society needs for education	2.96	1.125	Q81
Organizes regular visits to civil society organizations that are mentioned in the curriculum	2.92	1.145	Q76
Cares about organizing meetings with society members outside the school	2.86	1.152	Q84
Is able to make internet learning more effective through the use of intranet facilities available in the school	2.83	1.179	Q80