Identifying Dimensions of Effective Teacher and Validating its Components by High School Teachers in Yasooj

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Abstract

This study aimed to identify dimensions of effective teacher and validate its components by high school teachers in Yasooj. This is a descriptive-analytical study. In the first part, dimensions of effective teacher and its components were identified using document analysis. In the second part, a descriptive research was done for its validation. In the first part, all written theoretical idea and research literature related to dimensions of effective teacher and its components were explored without sampling. In the second part, 252 high school teachers in Yasooj in academic year of 2010-2011 were selected through stratified random sampling using Krejcie and Morgan’ table. Research instruments were note sheets (in the first phase) and a researcher-made questionnaire based on the experts’ viewpoints. Academic members confirmed its content validity and face validity. Its Cronbach’s alpha was 0.90. The most important factors of effective teachers were the ones dealing with personality, evaluation, teaching, and classroom management respectively. Other findings showed that female teachers focused more on the evaluation dimension of the effective teacher and there was no significant difference based on the teaching experience.

Key words: Teacher, Effectiveness, Dimensions and Components of Effective Teacher