

Assessing the Student's Perception on Teacher's Characteristics for Effective Teaching

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ABSTRACT

Background: Student's assessment regarding the teacher's characteristics can be considered as the best evidence about teachers. The most common characteristics which influence the teacher-student learning experience are communication, accessibility and knowledge of the teacher about subject matter.

Materials and Method: The present descriptive cross-sectional survey was conducted at Ved Nursing College, Panipat, Haryana in the month of September, 2017 using self-structured, pre-tested and validated perception rating scale. Total 192 subjects were enrolled in the study.

Results: According to students' perception in personal area, self-confidence of teacher had maximum effect on teaching (92.7%), followed by speaking style of teacher (86.5%), in professional area clarification of doubts (86.5%) was the most important factor effecting teaching followed by method of teaching (85.5%) and in scientific area experience of the teacher (86.4%) effects teaching highly followed by mastery on scientific concepts and materials (84.4%).

Conclusion: Students perceive personal, professional and scientific characteristics of teachers to be equally efficacious for effective teaching.

Keywords: Student, perception, teacher, characteristics, effective, teaching

INTRODUCTION

Teaching is a highly complex activity. A teacher shapes the student's career by using various techniques of teaching¹. Besides teaching there are many qualities of teacher that can affect the student's academic performance. The most common characteristics which influence the teacher-student learning experience are communication, accessibility and knowledge of the teacher about subject matter^{2,3}.

However, literature produces evidence that certain teaching behaviours affect the students' gains, for

example - focusing on class time, student choices, game time for students and personal adjustment. These were sufficiently effective to influence the student's achievements and interest¹.

Student and teacher maintains a close relationship and considered as the fundamental elements of teaching learning process. Teacher selects the subject matter, develops lesson plan, incorporates the best suitable teaching learning activity in it and presents to the students. Student's function is to receive the information, memorize and repeat what has been presented to produce the desired outcome. Academic result of the students not only affects student's academic achievement but it also reflects the effectiveness of teaching^{4,5}.

As suggested by Biggs's model, the present study hypothesizes that teachers' characteristics perceived by the students influence their learning process. Student's

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teacher relationship building is the key for effective transfer of knowledge to students.^{3,6} Good et al. found that teachers who showed an interest in their students and understood students' need were highest scorer on learning ratings⁷. Studies have also found that there are many factors other than affective characteristics which are perceived by the students as important to develop healthy teacher – student relationship².

Nowadays, students from professional institutions are experienced, so they have increased knowledge regarding effective teaching. Therefore, student's assessment regarding the teachers' characteristics can be considered as the best evidence about teachers and can be the best to describe the effective method of teaching and the teacher's quality which influences their learning¹. The present study aimed to identify the characteristics of teachers perceived by the students for effective teaching.

MATERIALS AND METHOD

The present descriptive cross-sectional survey was conducted at Ved Nursing College, Panipat, Haryana in the month of September, 2017 using self-structured, pre-tested perception rating scale. Total 192 subjects were enrolled in the study including 165 B.Sc nursing students, 20 Post Basic B.Sc nursing students and 7 M.Sc nursing students. Consecutive sampling technique was used. The tool used for data collection consisted of socio-demographic profile of students and self-structured perception rating scale. The rating scale consisted of three domains i.e. personal (18 items), professional (19 items) and scientific (5 items). The rating scale scoring was; 1 for very low effect, 2 for low effect, 3 for moderate effect, 4 for high effect and 5 for very high effect. However, during analysis very low and low effect were clubbed to low effect and very high and high effect were clubbed to high effect. Tools were validated by five experts from the field of nursing. Reliability was tested by split half method and Cronbach's alpha was found to be 0.838. Ethical permission was taken from ethical committee of the institution and informed consent was taken from all the subjects. Pilot study was conducted on 15 subjects and study was found to be feasible. The subjects were informed to read the instructions carefully and to give their responses accordingly. The data were analysed using SPSS version 20.

FINDINGS

**Table 1: Socio-demographic profile of students
n = 192**

Variables	Frequency (f)	Percentage (%)
Gender		
Male	17	8.9
Female	175	91.1
Course		
B.Sc Nursing	165	85.9
Post Basic B.Sc Nursing	20	10.4
M.Sc Nursing	7	3.6
Locality		
Rural	76	39.6
Urban	116	60.4
Residence		
Residing in hostel	116	60.4
Day Scholar	76	39.6
Family income per month (Rs)		
<10,000	26	13.5
10,001 – 20,000	50	26
20,001 – 30,000	63	32.8
>30,001	53	27.6
Father Education		
Illiterate	6	3.1
Primary	16	8.3
Secondary	55	28.6
Senior Secondary	54	28.1
Graduation and above	61	31.8
Mother Education		
Illiterate	24	12.5
Primary	32	16.7
Secondary	51	26.6
Senior Secondary	38	19.8
Graduation and above	47	24.5
Father Occupation		
Unemployed	22	11.5
Self-employed	65	33.9
Private Job	40	20.8
Government Job	55	28.6
Retired	10	5.2
Mother Occupation		
Housewife	153	79.7
Self-Employed	10	5.2
Private Job	13	6.8
Government Job	16	8.3
Institution last attended		
Government	30	15.6
Private	161	83.9
Semi-government	1	0.5

Majority of students (91.1%) were females and mean age of students was 20.20 years with a standard deviation of 2.17. Majority of students (85.9%) were doing B.Sc. nursing and most of them (60.4%) were residing in hostel. Almost one-third of students (32.8%) had family monthly income between Rs 20,001 – 30,000, 27.6% had family monthly income > Rs 30,001 and 26% had family monthly income between Rs 10,001 – 20,000. Fathers of 31.8% students were educated up to graduate

or above and 3.1% fathers were illiterate. Mothers of 26.6% students had attained secondary education while 12.5% were illiterate. Fathers of 33.9% children were unemployed, 28.6% were in government job and 5.2% were retired. Mothers of majority of students (79.7%) were housewives and 5.2% were self-employed. Majority of students (83.9%) had attained last education from private sector.

Table 2: Student's perception of teacher's personal area characteristics

n = 192

Personal area	Quality		
	Less Effect f (%)	Moderate Effect f (%)	High Effect f (%)
Effect of age on teaching	40 (20.9)	76 (39.6)	76 (39.6)
Effect of gender on teaching	112 (58.4)	56 (29.2)	24 (12.5)
Effect of Physical appearance on teaching	89 (46.4)	54 (28.1)	49 (25.5)
Self confidence	2 (1)	12 (6.3)	178 (92.7)
Sense of humor	5 (2.6)	33 (17.2)	154 (80.2)
Speaking style (audible, tone and pitch)	4 (2)	22 (11.5)	166 (86.5)
Language and pronunciation	6 (3.1)	33 (17.2)	153 (79.7)
Gesture and posture	22 (11.5)	83 (43.2)	87 (45.4)
Respect for students	8 (4.2)	45 (23.4)	139 (72.4)
Popularity among students	33 (17.2)	89 (46.4)	70 (36.4)
Flexibility in dealing with students	7 (3.6)	46 (24)	139 (72.4)
Intimacy with students	8 (4.2)	31 (16.1)	153 (79.7)
Observing social values	17 (8.9)	73 (38)	102 (53.2)
Discipline and timely attendance at classes	4 (2.1)	33 (17.2)	155 (80.7)
Open to criticism/suggestions	14 (7.3)	49 (25.5)	129 (67.2)
Attempts at solving students problems	6 (3.1)	30 (15.6)	156 (81.3)
Trustworthiness	9 (4.7)	35 (18.2)	148 (77.1)
Responsibility and accountability	7 (3.6)	28 (14.6)	157 (81.8)

Table 2 shows that majority (92.7%) of students' perceived self-confidence of teacher as major influencing factor followed by speaking style of teacher (86.5%), attempts at solving student's problems (81.3%), discipline and timely

attendance at classes (80.7%) and sense of humour (80.2%). Personal factors which had least effect on teaching according to students' perception were; gender of teacher (58.4%), physical appearance of teacher (46.4%) and age of teacher (20.9%). Moderately affecting characteristics were popularity among students (46.4%) and gesture and posture (43.2%).

Table 3: Student's perception of teacher's professional area characteristics

n = 192

Professional area	Quality		
	Less Effect f (%)	Moderate Effect f (%)	High Effect f (%)
Create and maintain suitable environment	9 (4.6)	59 (30.7)	124 (64.8)
Motivate the students to learn and study	4 (2.1)	28 (14.6)	160 (83.4)
Commonality in discipline	10 (5.2)	29 (15.1)	153 (79.7)
Involving students in debates and discussions	10 (5.2)	38 (19.8)	144 (75)
Offering course outline template to students	14 (7.3)	79 (41.1)	99 (51.6)
Content adequacy and organization	11 (5.7)	80 (41.7)	101 (52.6)
Method of teaching	1 (0.5)	27 (14.1)	164 (85.5)
Use of appropriate examples	5 (2.6)	27 (14.1)	160 (83.4)
Use of multiple AV-aids	15 (7.9)	48 (25)	129 (67.2)
Use of new technology in teaching	9 (4.7)	28 (14.6)	155 (80.7)
Summarization of topic	7 (3.6)	22 (11.5)	163 (84.9)
Clarification of doubts	8 (4.1)	18 (9.4)	166 (86.5)
Timely use of incentive tools	16 (8.4)	57 (29.7)	119 (62)
Fairness in dealing with students (evaluation, verbal communication etc.)	9 (4.7)	39 (20.3)	144 (75)
Periodic assessments (assignments, tests) and feedback	14 (7.3)	45 (23.4)	133 (69.3)
Approachability outside the class	35 (18.2)	78 (40.6)	79 (41.1)
Motivate students for extra co-curricular activities	18 (9.4)	44 (22.9)	130 (67.7)
Maintains positive relationship with college and colleagues	9 (4.6)	46 (24)	137 (71.4)
Maintains strong working relationships with parents	22 (11.4)	71 (37)	99 (51.6)

Table 3 depicts effect of professional characteristics of teachers on teaching. According to students, clarification of doubts (86.5%) was the most important factor affecting teaching followed by method of teaching (85.5%), summarization of topic (84.9%) and motivation to students and use of examples

(83.4%). Approachability outside the class (18.2%) and maintaining strong working relationship with parents (11.4%) had least effect on teaching. Moderately influencing factors for teaching were content adequacy and organization (41.7%) and offering course outline template to students (41.1%).

Table 4: Student's perception of teacher's scientific area characteristics**n = 192**

Scientific area	Quality		
	Less Effect f (%)	Moderate Effect f (%)	High Effect f (%)
Academic rank of teacher (Instructor, Senior tutor, Assistant professor, Associate professor)	14 (7.3)	56 (29.2)	122 (63.5)
Experience of the teacher	6 (3.1)	20 (10.4)	166 (86.4)
Mastery on scientific concepts and materials	6 (3.1)	24 (12.5)	162 (84.4)
Up datedness	8 (4.1)	39 (20.3)	145 (74.6)
Correlation of theory with real world setting	10 (5.2)	37 (19.2)	145 (74.6)

Table 4 shows that majority of students' perceived, experience of the teachers (86.4%) had high effect on teaching followed by mastery on scientific concepts and materials (84.4%). Academic rank of teacher (7.3%) and correlation of theory with real world setting (5.2%) had least effect on teaching. Moderately effecting factor was up datedness of the teacher (20.3%).

DISCUSSION

Present study highlighted important teaching characteristics needed for effective teaching according to students' perception. In the study by Farahjolah Maleki, Mehri Hosein Talaei⁵ the highest score in personal area was attributed to respect for students and fairness in dealing with students in professional area. In the present study self-confidence of teacher in personal area and clarification of doubts in professional area were the most reported influencing factors by students. Present study showed that experience of a teacher was considered most important factor for effective teaching. Findings are in line with the study by Rockstroh, Angela H¹ who showed in their study that experience of a teacher significantly affected pass-out number of students from a school.

Limitations and recommendations

The present study had few limitations as it was limited to a single college. Multicentre studies can be conducted. Studies can be conducted on different teaching strategies and styles.

CONCLUSION

Students perceive personal, professional and scientific characteristics of teachers to be equally efficacious for effective teaching. Thus, teachers must work on their characteristics which they feel need improvement, so as to deliver effective teaching.

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