

The Assessment of Students' Perception Regarding the Qualities of Teacher which Influence their Learning Process

SYED SAJID HUSSAIN SHAH

Department of Pathology, Faculty of Medicine, Northern Border University, Arar - Kingdom of Saudi Arabia
Correspondence to Prof. Syed Sajid Hussain Shah Email: prof.sajid99@gmail.com Cell: 00966537759649

ABSTRACT

Background: The teaching and learning have got paramount importance is the process of growth and development of the community as well as the country. The successful learning process among the students is strongly influenced by the quality teaching as well as the qualities of teachers.

Aim: To assess the perception of MBBS students regarding qualities of teachers affecting their learning process.

Methods: After the approval from ethical committee, a total of 300 proformas containing structured questions have been distributed among the willing participants from MBBS students by convenience sampling. The structured questionnaire contains 34 items regarding the qualities of teachers. Two hundred and five filled proformas have been received back from the students during the study period. The data is entered in the computer and subsequently analyzed.

Results: A total of 205 responses are collected from the medical college students during the study period with a response rate of 68% which included 69 female students and 136 male students. According to the perception of female students, the best quality of teacher which has strong influence on their learning process is the use of simple and easy understandable language by the teacher and the second best quality of teacher is the kind and caring attitude of the teacher. Similarly, the perception of male students regarding the top quality of teachers which has strong impact on their learning is that the teacher should be very knowledgeable and uses good sense of humor in the class.

Conclusion: Thorough knowledge, use of simple & easy understandable language, kind & caring attitude and good sense of humor are very important qualities of teachers which have strong influence on the learning process of students according to the perception of students from faculty of medicine.

Keywords: Student's perception, Teaching qualities, Learning process.

INTRODUCTION

The teachers are one of the main sources of knowledge and psychomotor skills for the learners. The qualities of teacher exert strong influence on the learning process¹. It has been strongly established that quality teaching provides a solid base for the building of strong academic process. The excellent teaching qualities of the teachers effectively attract the attention of students and generate more interest and desire for learning. One of the important qualities of teacher is to create a conducive environment for the teaching and learning process. The learning environment has got paramount importance in the learning process². The effective teaching strategy includes the conversion of complexity of the subject into simplicity by the teacher with the help of his strong background knowledge and skill.

The teaching and learning is a dynamic process which requires innovation and improvement in the teaching strategies with the advancement in the knowledge and psychomotor skills. An important quality of good teacher is to update himself with latest techniques and gadgets required for the smooth teaching and learning process.

The studies have proved that significant variation exists among the knowledge and skill of learners who were taught by different teaching style which highlights the importance of methods of delivery of the knowledge and skills to the students³.

The teachers are mainly evaluated by the administration on the basis of qualification, teaching experience and research publications for the purpose of hiring or promotions but the input from the students in

generally lacking. It would be important to listen to the voice from the learners regarding the teaching qualities of the teachers which affect their learning process.

The variation exists among the gender and various regions regarding the perception of students about the qualities of teachers for their successful learning process.

Along with strong and sound professional knowledge and skill, communication skills, enthusiasm, teaching style, use of simple language, constructive feedback and teaching material also contribute in the effective teaching process⁴⁻⁷.

In teacher centered educational process, the teacher is mainly a transmitter of knowledge and in student centered educational process, the role of teacher is mainly a facilitator but more effective teaching lies in the process of focused learning which would be facilitated by good qualities of teacher with respect to teaching such as more focus on understanding, comprehension and problem solving. The main aim and objective of the present study is to find out the qualities of teachers which facilitate the students in the process of learning and compare the perception of male and female students regarding the impact of teacher's qualities on the learning process.

MATERIALS AND METHODS

After the approval of the present study from the Local Committee of Bio Ethics - Northern Border University, a total of 300 proformas have been distributed among the students of faculty of medicine who are willing to participate in the study. The main aim and objectives of the present research project has been discussed with the willing

participants. During the study period of April-May 2019, the structured questionnaire of the present study has been dispersed among the students of medical college (Northern Border University) by convenience sampling. This structured proforma included 34 items regarding the qualities of teachers. For the better understanding of the questions included in the questionnaire, the questions have been translated into Arabic.

After receiving the proformas from the students, the data is entered in the computer for the analysis and all possible steps have been taken to ensure the confidentiality of the data.

RESULTS

Three hundred proformas with structured questions have been distributed among the MBBS students of faculty of medicine – Northern Border University - Arar. A total of 205 responses have been collected from the medical college students during the study period with a response

rate of 68% which included 69 female students and 136 male students.

The data analysis of the responses from the female students revealed that according to their perception, the best quality of teacher which has strong influence on their learning process is the use of simple and easy understandable language by the teacher. The second important quality and characteristic of teacher which influence their learning process is the kind and caring attitude of the teacher and third important quality is that the teacher shows concern for the student progress.

According to the male students, the top qualities of teachers which have strong impact on the student learning are that the teacher should be very knowledgeable, at the end of session, the student should have gained some important knowledge from his session and the teacher should use good sense of humor in the class. The results are shown in table 1.

Table 1" The perception of MBBS students regarding the qualities of teacher which influence their learning

Questions	Gender	Strongly agree n (%)	Agree n (%)	Neutral n (%)	Disagree n (%)	Strongly Disagree n (%)	Total n(%)
The teacher is very knowledgeable	Male	99 (73)	25 (18)	11 (8)	1 (1)	0 (0)	136 (100)
	Female	31 (45)	28 (41)	7 (10)	3 (4)	0 (0)	69 (100)
The teacher is kind and caring	Male	76 (56)	29 (21)	25 (18)	1 (1)	5 (4)	136 (100)
	Female	39 (57)	18 (26)	9 (13)	3 (4)	0 (0)	69 (100)
The teacher makes the contents of teaching material more interesting	Male	77 (56)	39 (28)	13 (10)	6 (5)	1 (1)	136 (100)
	Female	24 (35)	21 (30)	17 (25)	5 (7)	2 (3)	69 (100)
The teacher explains the contents of knowledge very clearly	Male	88 (65)	31 (22)	15 (11)	1 (1)	1 (1)	136 (100)
	Female	30 (44)	24 (35)	12 (17)	3 (4)	0 (0)	69 (100)
The teacher exhibits enthusiasm about teaching	Male	67 (49)	37 (27)	26 (19)	5 (4)	1 (1)	136 (100)
	Female	32 (47)	21 (30)	8 (12)	7 (10)	1 (1)	69 (100)
Appearance of teacher is good (neat and clean, dress)	Male	55 (40)	28 (21)	48 (35)	4 (3)	1 (1)	136 (100)
	Female	30 (44)	31 (45)	7 (10)	1 (1)	0 (0)	69 (100)
The teacher motivates the student	Male	64 (47)	40 (30)	26 (19)	3 (2)	3 (2)	136 (100)
	Female	32 (46)	20 (29)	8 (12)	8 (12)	1 (1)	69 (100)
Loudness of voice is appropriate	Male	67 (49)	43 (31)	17 (13)	8 (6)	1 (1)	136 (100)
	Female	34 (49)	24 (35)	8 (12)	3 (4)	0 (0)	69 (100)
The teacher makes appropriate eye contact with the students during teaching	Male	68 (50)	35 (26)	30 (22)	3 (2)	0 (0)	136 (100)
	Female	32 (46)	25 (36)	8 (12)	2 (3)	2 (3)	69 (100)
The teacher makes the student to understand the concepts	Male	84 (61)	31 (23)	16 (12)	4 (3)	1 (1)	136 (100)
	Female	34 (49)	21 (31)	9 (13)	4 (6)	1 (1)	69 (100)
The teacher pays respects to the questions of the students and Answers all sort of questions from students with smile	Male	84 (61)	30 (22)	17 (13)	4 (3)	1 (1)	136 (100)
	Female	38 (55)	22 (32)	7 (10)	0 (0)	2 (3)	69 (100)
The teacher answers the queries of students with Logics	Male	80 (59)	28 (21)	21 (15)	4 (3)	3 (2)	136 (100)
	Female	34 (49)	19 (28)	11 (16)	3 (4)	2 (3)	69 (100)
The teacher has good sense of humor	Male	91 (67)	33 (24)	10 (7)	1 (1)	1 (1)	136 (100)
	Female	36 (52)	28 (41)	3 (4)	2 (3)	0 (0)	69 (100)
The teacher repeats the important points during the lecture / class	Male	66 (49)	37 (27)	25 (18)	8 (6)	0 (0)	136 (100)
	Female	29 (42)	24 (35)	13 (19)	2 (3)	1 (1)	69 (100)
At the end of lecture, the students perceives that he / she gained some important knowledge from this session	Male	92 (68)	30 (22)	10 (7)	4 (3)	0 (0)	136 (100)
	Female	35 (51)	21 (30)	9 (13)	2 (3)	2 (3)	69 (100)
Teacher tells the importance and clinical application of the taught contents of the lecture	Male	70 (52)	41 (30)	18 (13)	6 (4)	1 (1)	136 (100)
	Female	32 (46)	26 (38)	6 (9)	4 (6)	1 (1)	69 (100)
The teacher guides the student for their studies	Male	72 (53)	31 (23)	26 (19)	3 (2)	4 (3)	136 (100)
	Female	37 (54)	17 (25)	10 (14)	3 (4)	2 (3)	69 (100)
The teacher is Confident	Male	73 (54)	25 (18)	30 (22)	7 (5)	1 (1)	136 (100)
	Female	35 (51)	21 (30)	9 (13)	2 (3)	2 (3)	69 (100)
The teacher is organized	Male	86 (63)	37 (27)	12 (9)	1 (1)	0 (0)	136 (100)
	Female	31 (45)	26 (37)	8 (12)	4 (6)	0 (0)	69 (100)
The teacher is flexible	Male	74 (54)	38 (28)	22 (16)	1 (1)	1 (1)	136 (100)
	Female	28 (41)	32 (46)	8 (12)	1 (1)	0 (0)	69 (100)
The teacher is polite	Male	75 (55)	40 (29)	20 (15)	0 (0)	1 (1)	136 (100)
	Female	33 (48)	27 (39)	8 (12)	1 (1)	0 (0)	69 (100)
The teacher takes feedback from the students for improvement in the lectures and teaching	Male	77 (56)	38 (28)	20 (15)	1 (1)	0 (0)	136 (100)
	Female	35 (51)	28 (41)	5 (7)	1 (1)	0 (0)	69 (100)
The teacher does justice to the students in the class as well as in the assessments	Male	63 (46)	33 (24)	32 (24)	4 (3)	4 (3)	136 (100)
	Female	27 (39)	24 (35)	15 (22)	3 (4)	0 (0)	69 (100)

Good perception of teacher from the senior students	Male	82 (60)	26 (19)	23 (17)	1 (1)	4 (3)	136 (100)
	Female	37 (54)	21 (30)	9 (13)	0 (0)	2 (3)	69 (100)
Experience of teachers in the field of teaching (more senior teacher is more effective teacher leading to more effective learning and understanding by the students)	Male	57 (42)	40 (29)	31 (23)	7 (5)	1 (1)	136 (100)
	Female	30 (43)	24 (35)	11 (16)	4 (6)	0 (0)	69 (100)
Qualification of teachers (more qualified teacher is more effective teacher)	Male	38 (28)	22 (16)	50 (37)	19 (14)	7 (5)	136 (100)
	Female	20 (29)	21 (30)	13 (19)	9 (13)	6 (9)	69 (100)
The teacher provides constructive Feedback	Male	38 (28)	25 (18)	43 (32)	19 (14)	11 (8)	136 (100)
	Female	20 (29)	18 (26)	18 (26)	10 (15)	3 (4)	69 (100)
The teacher is easily approachable	Male	63 (46)	43 (32)	26 (19)	3 (2)	1 (1)	136 (100)
	Female	30 (44)	29 (42)	5 (7)	4 (6)	1 (1)	69 (100)
The teacher uses simple and easy understandable language	Male	89 (65)	28 (21)	15 (11)	0 (0)	4 (3)	136 (100)
	Female	42 (61)	18 (26)	7 (10)	2 (3)	0 (0)	69 (100)
The teacher is punctual in class	Male	83 (61)	39 (29)	11 (8)	0 (0)	3 (2)	136 (100)
	Female	34 (49)	28 (41)	6 (9)	1 (1)	0 (0)	69 (100)
The teacher comes to class with good preparation of the lecture	Male	73 (54)	42 (31)	18 (13)	0 (0)	3 (2)	136 (100)
	Female	38 (55)	21 (30)	7 (11)	3 (4)	0 (0)	69 (100)
The teacher shows patience	Male	69 (51)	39 (29)	19 (14)	6 (4)	3 (2)	136 (100)
	Female	31 (45)	21 (31)	10 (14)	3 (4)	4 (6)	69 (100)
Teacher makes the complex things more simple	Male	79 (58)	39 (29)	16 (12)	0 (0)	2 (1)	136 (100)
	Female	34 (49)	25 (36)	8 (12)	2 (3)	0 (0)	69 (100)
The teacher shows concern for the student progress	Male	88 (65)	29 (21)	15 (11)	3 (2)	1 (1)	136 (100)
	Female	39 (57)	17 (25)	10 (14)	2 (3)	1 (1)	69 (100)

DISCUSSION

The effective learning plays a vital role in the progress and prosperity of the nation. The successful learning process among the students is strongly influenced by the quality teaching as well as the qualities of teachers (8). The teachers with remarkable teaching qualities have got paramount significance in the facilitation of learning process among the students and these leave a long lasting impact on the professional growth of students.

The meaningful teaching enriches, nourishes and illuminates their students with beneficial knowledge, skill and values for the service of the community. The effective teaching brings positive attitude among the students towards their studies. The personal characteristics of teachers along with technique and technology used by teachers have got a significant impact on the acquisition of knowledge and psychomotor skills by the students and even these have impact on the student's attitude and behavior⁹⁻¹¹.

In the present study, data analysis of male student responses revealed that the most preferred quality of teaching is that the teacher should be very knowledgeable (topic expertise) and the student should gain some important knowledge from his sessions and it is followed by use of good sense of humor.

The use of simple and easy understandable language, kind & caring attitude and concern of teacher for the student progress are the most important qualities of teacher which have got influence on the learning process according to female students.

A study published from faculty of pharmacy, University of Sydney showed that the students' three top most preferred teaching qualities include enthusiasm, topic expertise and clear presentation style¹².

Another study conducted among the medical students from Canada revealed that the important teaching attributes according to the medical students are tailors teaching to the learner's level, strong knowledge base and approachability¹³.

The students' preference in the teaching qualities may vary among the male and female student, from one profession to other profession and from one region to other

region based on cultural aspects. In this regards, it would be important to find out the students' preference regarding qualities of teacher which have impact on their learning process in the institutions and the application of these would enhance the learning and increase the level of academic achievements by the students.

CONCLUSION

According to the perception of undergraduate medical students, the most important qualities of teacher which have got strong influence on their learning process are thorough knowledge, use of simple & easy understandable language, kind & caring attitude and good sense of humor.

Conflict of interest: Nil

Funding: This study has been funded by the Deanship of Scientific Research, Northern Border University – Arar, Kingdom of Saudi Arabia

Acknowledgement: The author is thankful to Prof. Anshoo Agarwal, Dr. Ekramy Elmursi and Dr. Asmara Syed for their assistance.

REFERENCES

- Jayasuriya-Illesinghe V, Nazeer I, Athauda L, Perera J. Role Models and Teachers: medical students perception of teaching-learning methods in clinical settings, a qualitative study from Sri Lanka. *BMC Med Educ.* 2016;16:52. doi:10.1186/s12909-016-0576-6
- Victoroff KZ, Hoqan S. Students' perceptions of effective learning experiences in dental school: a qualitative study using a critical incident technique. *J Dent Educ.* 2006 ;70(2):124-32.
- vanRoermund TA, Mokkink HG, Bottema BJ, van Weel C, Scherpbier AJ. Comparison of expectations and beliefs about good teaching in an academic day release medical education program: a qualitative study. *BMC Med Educ.* 2014;14:211. doi:10.1186/1472-6920-14-211
- Huanq F, Hoi CKW, Teo T. The Influence of Learning Style on English Learning Achievement Among Undergraduates in Mainland China. *J Psycholinguist Res.* 2018 ;47(5):1069-1084. doi: 10.1007/s10936-018-9578-3.

5. Huang Z, Napier J. Perceptions of Teachers and Students on the Qualities of an Effective Translation Teacher. *The Journal of Language Teaching and Learning*, 2015;1: 1-23
6. Singh S, Pai DR, Sinha NK, Kaur A, Soe HH, Barua A. Qualities of an effective teacher: what do medical teachers think?. *BMC Med Educ*. 2013;13:128. doi:10.1186/1472-6920-13-128
7. Goldie J, Dowie A, Goldie A, Cotton P, Morrison J. What makes a good clinical student and teacher? An exploratory study. *BMC Med Educ*. 2015;15:40. doi:10.1186/s12909-015-0314-5
8. Sirait S. Does Teacher Quality Affect Student Achievement? An Empirical Study in Indonesia. *Journal of Education and Practice*. 2016;7(27):34-41
9. Blazar D, Kraft MA. Teacher and Teaching Effects on Students' Attitudes and Behaviors. *EducEval Policy Anal*. 2017;39(1):146–170. doi:10.3102/0162373716670260
10. Gershenson S. Linking teacher quality, student attendance, and student achievement. *Education Finance and Policy*. 2016;11(2):125–149. https://doi.org/10.1162/EDFP_a_00180
11. Bambaeroo F, Shokrpour N. The impact of the teachers' non-verbal communication on success in teaching. *J Adv Med Educ Prof*. 2017;5(2):51–59.
12. Alrakaf S, Sainsbury E, Rose G, Smith L. Investigating the relationship between pharmacy students' achievement goal orientations and preferred teacher qualities. *Am J Pharm Educ*. 2014;78(7):135. doi:10.5688/ajpe787135
13. Melvin L, Kassam Z, Burke A, Wasi P, Neary J. What Makes a Great Resident Teacher? A Multicenter Survey of Medical Students Attending an Internal Medicine Conference. *J Grad Med Educ*. 2014;6(4):694–697. doi:10.4300/JGME-D-13-00426.