

Untangling Constructs of Characteristics of Effective Teaching at the Higher Institute of Sport and Physical Education (Tunis)

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Abstract. This study explored the characteristics of effective teaching, as observed by students at the Higher Institute of Sport and Physical Education (Ksar Saïd) at the University of Manouba, Tunisia. The study employed a descriptive survey method, and analyzed the data quantitatively. The respondents (n=199) were registered for general education courses, and a preconstructed interview schedule was used. The 69 characteristics of effective teaching were ascertained by the qualitative method through axial coding of general themes, in order to make recommendations for the Effective Teaching Program. The major findings are that the three important elements of effective teaching as perceived by students are academic qualifications, attitudes, and skills. It is important to mention that there are characteristics of effective teaching reveals attitudes and skills. Specific recommendations for the Effective Teaching Program are given in the paper, to strengthen teaching effectiveness.

Keywords: characteristics of effective teaching; effective teaching program; student perceptions

1. Introduction

The students of today are described as belonging to the digital generation. They are constantly exposed to digital technology and electronic devices, such as that

used for computer games and other virtual media, and which serve as their learning tools. They are accustomed to a 'plug-and-play' learning approach. The divergent and dynamic learning orientation of this generation involves hands-on experience and learning by trial and error or exploration, as opposed to the traditional sequential or linear learning approach generally followed by Tunisian universities. Students have evolved into active learners, because of an open learning environment characterized by the accessibility of the internet, where information is delivered to anyone, anywhere, and at any time.

Rapid changes in technology, the influence of globalization, or internationalization of education, the diversity of the student body, global competition, and the need for a skilled workforce to meet the challenges of the 21st century, brought teaching effectiveness to the forefront of higher education policies. Education policymakers are faced with a challenging scenario, the need to propose paradigms for quality teaching, and to prepare graduates to work and adapt in a complex and fast-changing environment. An effective teacher is one who can respond to change and meet the learning needs of students in the 21st century.

How do we characterize effective teachers in the 21st century? In response to the challenges posed by the 21st century, three main areas of competency that teachers should develop were identified by a report of the National Institute of Education, Singapore, entitled *A Teacher Education Model for the 21st Century* (2013, p. 31); these areas are (1) Literacies relating to using knowledge and information (adeptness at guiding students' access to information through various electronic and print media critically, creatively and accurately, and develop students' ability to use knowledge to generate better ideas); ability to demonstrate skill at utilizing multiple media or interactive modes of instruction to facilitate learning; and being aware of cultural diversity (or multicultural literacy); (2) Ability to enhance and expand the learning environment by utilizing various instructional tools, technologies and resources to broaden students' awareness and knowledge of real, current issues that affect their own communities and world contexts; and (3) Ability to integrate technology in pedagogy and curriculum by devising innovative and inquiry and problem-based approaches and developing the higher-order thinking skills of students.

A vital element of effective teaching is possessing desirable personal characteristics or personality dispositions. A study by Calderhead (2008) found that, in both educational settings – traditional and online – personality traits correlated significantly with effective teaching – the two variables were found to have a significant linear relationship. Personal characteristics have been found to be of paramount importance for effective teaching, more than content knowledge, cultural knowledge, or pedagogical knowledge (Spitzer, 2009); they influence student achievement and need further attention and investigation (Ciolli-Stewart, 2014; Chandler, 2015); they contribute to a conducive learning environment by facilitating and enhancing learning (Ciolli-Stewart, 2014; Halder & Dutta, 2014; Kimbrough-Walls, 2012); and students' perceptions of 'good or bad teachers' are

based on the personal characteristics observed in class, which impact students' assessment of teaching effectiveness (Ibad, 2018).

As we transform and meet the demands of 21st century education, we should focus not only on what to teach, but also think about how to impart needs and develop the needs of 21st century learners. The latter requires finding out how we can be effective in our teaching, which starts with identifying dispositional characteristics. As a starting point, we explored the perspectives of students at the Higher Institute of Physical Education (Ksar Saïd), University of Manouba (Tunisia), to determine constructs of characteristics related to effective teaching.

2. Literature review

The following body of information makes up the literature review, which has direct bearing on the study.

2.1. Teacher effectiveness in higher education

Elliott (2010) identified two subtopics related to teaching effectiveness: "effective teacher characteristics may be summarized as measuring who I am or the essence of teaching, whereas teacher effectiveness may be summarized as what I do or the process/product of teaching" (p. 1). In a review of related studies on teacher effectiveness and student outcomes, Burroughs et al. (2019) point out that teacher characteristics and behaviors (observed by students during classroom instruction and delivery of content to support learning) have an influence on student achievement or outcomes. Findings by Teven and McCroskey (1977) on caring as a teacher attribute (Chandler, 2015) indicate that, if students perceive that their teachers care, teachers' caring correlates positively with student learning, as evidenced by higher achievement scores.

Teaching effectiveness can be deduced from perceived, profound, lasting impact on students. Gender and year of study have also been found to influence students' perceptions of teacher effectiveness. A study conducted by Yilmaz (2011) asked students pursuing teacher training to describe the characteristics of teachers whom they characterized as effective throughout their schooling, from primary school to secondary school or university level. A significant number of respondents in this study reported their high school teachers to be 'most effective' to a much greater extent than they did their elementary school or university teachers. The defining factor of effectiveness was the way teachers had contributed to students' personality development – especially in terms of dealing with life challenges, or affecting their outlook in life, their thoughts and emotions, their confidence in their worth (self-esteem), and developing self-sufficiency. Regarding gender and years of study, Yilmaz (2011) found that female students tended to report having effective teachers more than male students did, and that more students during their first year of study (as freshmen) reported having had a teacher that had been effective, at the least.

The idea of what makes a teacher effective also depends on the thinking styles of students. Teaching styles that encourage creative thinking and complex information processing are considered by students to be the most effective

teaching styles (Li-Fang, 2004). The same so-called characteristics of effective teaching (CET) were found in both online environments and traditional face-to-face settings, though the emphasis or order of importance was different in different settings (Delaney et al., 2010; Gangi, 2011). The factors or variables that contribute to successful teaching, ranked according to importance, are (1) Personal knowledge and characteristics (ability to collaborate with colleagues, forms strong relationships with students, etc.); (2) Content knowledge (knowledge about what is to be learned or taught); (3) Cultural knowledge (understanding of cultural context and characteristics of learners belonging to a particular culture); and (4) Pedagogical knowledge (general knowledge of how to teach) (Spitzer, 2009, p. 88). The ability to communicate well, being concerned about student learning, the ability to motivate students, and course organization were found to be significant criteria of teaching effectiveness (Young & Shaw, 1999). Effective teachers did not necessarily get high ratings on all these important variables, which implies that teaching effectiveness does not follow an additive model. Furthermore, informing students of the value or worth of a course was the strongest predictor of teacher effectiveness (Young & Shaw, 1999).

Part of teaching effectiveness is innovation. The eminent psychologist L. S. Vygotsky (1978) emphasized that experience—the idiosyncratic way each individual internalizes the environment's information—is important for both cognitive and personality development. If we give all students the same material, each student will have a different experience according to his or her background, strengths, and challenges. Thus, to promote learning across student intelligence profiles, teachers need to offer students rich experiences—activities in which they can engage with the material personally, rather than just absorb it in an abstract, decontextualized way.

2.2. Students' perceptions of characteristics of effective teachers

A study was conducted, from a Western perspective, to determine students' perceptions of effective teaching in higher education by comparing on-campus and distance modes of delivery (Delaney et al., 2010). Regardless of the mode of delivery, nine CET were identified: respectful, knowledgeable, approachable, engaging, communicative, organized, responsive, professional, and humorous.

Being respectful was ranked first for both on-campus and distance modes of delivery. The students described respectfulness as being fair, realistic, understanding, trustworthy, flexible, humble, caring, empathetic, patient, kind, helpful, consistent, compassionate, open-minded, reasonable, sincere, concerned and diplomatic. Being knowledgeable is demonstrated by being practical, flexible, current, competent, credible, eclectic, qualified, and reflective. Being positive, friendly, happy, personable, helpful, and accessible characterized being approachable. The students described engaging as being assertive, enthusiastic, energetic, interesting, interactive, passionate, stimulating, motivating, charismatic, creative, and positive. Being communicative is demonstrated by being attentive, clear, constructive, understandable, and thorough. To be organized, a teacher should be prepared, efficient and focused. Being perceptive, efficient, helpful, accommodating, and available described being responsive. To

be professional, one has to be confident, dedicated, hygienic, punctual, efficacious and dependable; and being humorous was described as being kind, having a positive outlook, and being engaging and approachable (Boluda & López, 2021).

A cross-cultural study that compared the qualities of good teachers in China reports results that are consistent with studies in the United States, in spite of finding different categories (Liu & Meng, 2009). Three categories that characterize effective teachers as perceived by Chinese students were (1) A high degree of ethical behavior, (2) Possessing professional skills, and (3) Their students obtain good test scores. A teacher who demonstrates high teacher ethics is one who is responsible, treats students equally, is caring, maintains friendly and close relations with students, is humorous, considerate, and able to control his/her temper. A teacher who is knowledgeable has excellent teaching skills and is able to create an active classroom atmosphere – these traits were perceived as representing good professional skills. If students obtain good test scores, the teacher is considered to be effective (Rayou, 2018).

2.3. Dimensions of Characteristics of Effective Teaching

There are three important dimensions that relate to teaching effectiveness: academic characteristics, social and psychological characteristics of personality, and practical and pedagogical expertise. These dimensions were found to characterize effective ESL (English as a Second Language) teachers by female Qatari college students (Sabbah, 2018). Students expected that highly effective ESL teachers who were rated highly on academic characteristics had achieved the basic skills and required teacher qualifications, or had pursued graduate degrees, had attended relevant training, exhibited teaching proficiency, and were able to speak the students' native language. In terms of social and psychological characteristics, the students regarded the following as highly important: being friendly, just or fair, kind, showing stability under pressure, stimulating learning, being a good listener, being polite and respectful, reducing students' anxiety in class, encouraging and motivating students, being patient, showing a willingness to help students in and out of the class, being flexible in checking attendance, and firm in dealing with students, and giving regular assignments. Teachers who demonstrated a high degree of practical and pedagogical expertise applied various strategies in their teaching, were well-prepared, managed the class and class time properly, prepared activities that stimulated the interest of students, and utilized technology (such being familiar with the software being used, multi-media, and social media) in teaching.

Turkish college students based their perceptions of effective teachers on teachers' personal and professional characteristics (Yilmaz, 2011). In order of preference, they listed the top 10 characteristics or qualities of effective teachers as follows: (1) Exhibits dynamism, (2) Shows empathy, (3) Has expertise on the subject area, (4) Shows warmth and friendliness, (5) Is fair to students, (6) Communicates effectively, (7) Motivates and inspires students, (8) Has a good sense of humor and makes learning fun, (9) Is well informed and up to date on relevant issues, and (10) Promotes the talents of students.

Another study (Çakmak, 2009), involving Turkish prospective teachers (college students), identified important behaviors that describe effective teaching characteristics as follows: states the objectives of the lesson; keeps students lively in the lesson; is fond of his/her job; teaches with consideration of students' interests and talents, and is able to maintain rapport with students. The least important of the behaviors of an effective teacher are arranges various seating arrangements (group, etc.) in the teaching process; jokes with students; requires students to do presentations (projects, etc.) in lessons; suggests a source material list to students that they should adhere to in the lessons, and the tendency to be authoritative.

Teaching effectiveness is perceived as a combination of personality and ability, the former being regarded as a key factor. Research conducted by Raymond (2008) with students primarily from Middle East regions identified five important personality traits of effective teachers, namely (1) Being respectful, (2) Making classes interesting, (3) Fairness in grading and evaluating student work, (4) Cares that students succeed in the course and (5) Being friendly to students. Three important ability attributes were found to describe excellent teaching, namely being (1) able to encourage students' questions and discussion, (2) well prepared and organized, and (5) able to make difficult subjects easy to learn.

Saafin (2008) characterizes an effective teacher as one who can establish and maintain good rapport, and shows flexibility and willingness to compromise or adjust in depicting United Arab Emirates (UAE) culture. Two themes, namely interpersonal rapport with students, and instructional skills, were identified by students in UAE as characteristic of perceived qualities of effective teaching. The qualities and practices that were identified by content analysis, in order of frequency, are (1) Treats students with respect, (2) Shows flexibility and willingness to compromise, (3) Is helpful and caring, (4) Is friendly, (5) Has a good sense of humor, (6) Helps students understand by exhausting all possible means for students to learn, (7) Gives students a chance to speak and ask questions, (8) Shows dedication in teaching, (9) Is fair or treats students equally in class, (10) Is a role model, (11) Is knowledgeable or has mastery of courses taught, (12) Is patient, and (13) Smiles often.

3. Objectives of the Study

This qualitative, descriptive study aimed to explore the concept of effective teaching of students at a higher education institution in Tunisia. Specifically, it aimed to achieve the following research objectives:

1. To identify the dominant CETs as perceived by students;
2. To determine the elements that the concept of CET comprises, as identified by the students.
3. To recommend a set of programs for effective teaching.

4. Research Paradigm

Figure 1 shows the process paradigm of the study.

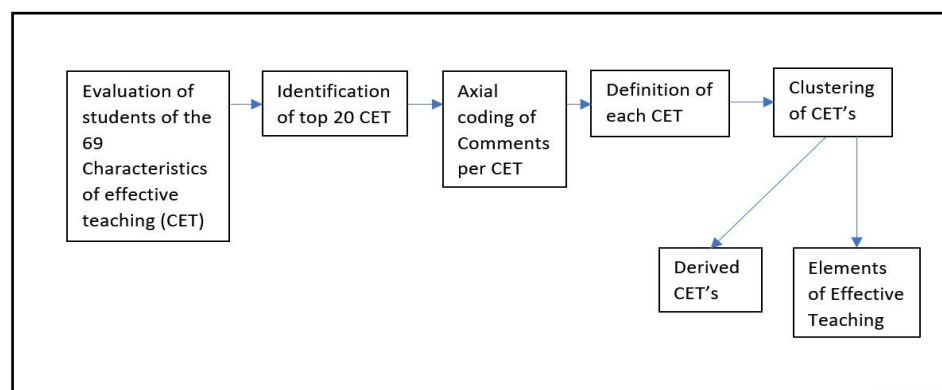


Figure 1: The process paradigm of the study

The paradigm (Figure 1) displays the process of the qualitative study. In determining the dominant CETs, the mean rating per CET was computed and the top 20 CETs identified. Comments for the 20 CETs were gathered for analysis. Then, axial coding was done to provide an abstract of the definition per CET. The first part of the coding established whether the comments were clear definitions of the CET, or otherwise; thus, “Definition” and “Unclear” were coded accordingly. A second coding round was done on the comments that had been coded as Definition. Thematic clustering was used as the basis for coding. Comments with the same theme were given the same code and were clustered further, to derive the CETs and group them with the elements of effective teaching.

5. Analysis of Data

The paper employed a qualitative research design, particularly, a descriptive study, utilizing an interview method. A process of content analysis was employed, through axial coding and clustering of responses, to come up with specific constructs of CET. A total of 199 students voluntarily participated in this study, of whom 121 were women, and 78 men. The study was conducted in a private university of the Higher Institute of Sport and Physical Education (Ksar Saïd), University of Manouba (Tunisia).

5.1. Research Instrument

An accessibility sampling technique was employed, through which all the students registered in the General Education Program were invited to take a part in the study. Each of the 199 respondents was individually invited in an interview session that was facilitated by the authors of this research paper. Students were given the assurance that their identity would be withheld as part of ethical practice. The respondents were given a preconstructed list of CETs (Table 1), and they were asked to choose five CETs from the given list and rank these five items in order of importance (1 being the most important, and 5 being the least important). Thereafter, the student respondents were asked to describe the characteristics they had chosen. The descriptions provided by the students were considered and were tabulated. The top five most important characteristics from the list of 69 CETs were ascertained through content analysis (axial coding and clustering of CETs).

6. Results and discussion

This section will present the results derived from the data collected from the 199 respondents after the necessary analysis had been done. The analysis of data was guided by the problems investigated by this study.

Objective 1: Identify the dominant CETs as perceived by students

Based on the top five responses generated by the respondents, the CETs were chosen. The 20 CETs were generated through coding and framing of student responses provided during the interviews conducted personally by the authors. Table 1 lists the CETs with their corresponding ranks, based on the frequency distribution.

Table 1. Dominant CETs as perceived by the students.

CETs	N	Rank
Helpful	67	1
Knowledgeable	65	2
Friendly	63	3
Organized	39	4
Flexible	37	5
Understanding	29	6.5
Respectful	29	6.5
Open minded	27	8
Fair	25	9
Understandable	22	11
Motivating	22	11
Happy	22	11
Communicative	20	13
Interesting	19	15
Clear	19	15
Professional	19	15
Qualified	15	17
Focused	14	18
Available	12	19
Humorous	11	20.5
Patient	11	20.5

The result of the analysis for Objective 1 shows that being helpful is the most dominant characteristic among the top 21 CETs considered, namely helpful, knowledgeable, friendly, flexible, respectful, fair, understanding, motivating, communicative, interesting, clear, professional, qualified and patient.

As Table 2 shows, the first five CETs fall under the category of personal knowledge and characteristics (Spitzer, 2009). The factors or variables that contribute to successful teaching, ranked according to importance, are (1)

Personal knowledge and characteristics (ability to collaborate with colleagues, form strong relationships with students and others); (2) Content knowledge (knowledge about what is to be learned or taught); (3) Cultural knowledge (understanding the cultural context and characteristics of learners belonging to a particular culture); and (4) Pedagogical knowledge (general knowledge of how to teach).

Objective 2: Determine the elements that comprise the concept of effective teaching

Table 2. Clustered elements that comprise the concept of effective teaching

Academic Qualifications	Attitude	Skill
Professional Knowledgeable Qualified	Flexible	Flexible
	Understanding	Understanding
	Communicative	Communicative
	Focused	Focused
	Understandable	Understandable
	Clear	Clear
	Open Minded	Open Minded
	Helpful	Helpful
	Respectful	Knowledgeable
	Friendly	Motivating
	Happy	Interesting
	Patient	Professional
	Available	Humorous
	Fair	Organized

Table 2 shows that the initial clustering resulted in three elements making up the concept of effective teaching: academic qualifications, attitudes, and skills. It is significant that there are the same number of characteristics for attitudes and skills, 14, the first eight of which are in the same order.

An academically qualified instructor who is perceived as effective in teaching is one who has PhD, has undergone relevant training and certification related to the field of study, imparts lessons clearly, is able to relate to student experiences, and is adept at using technology to enhance learning. In terms of attitude, an effective teacher is one who demonstrates flexibility, is fair, shows respect and patience, maintains a happy demeanor, is accessible when needed and, at the same time, is able to deliver lessons clearly, is sensitive to students' diverse needs and can address the learning difficulties of students. Teaching skills that students perceived to be important are the ability to communicate effectively and establish good rapport to keep students engaged in and motivated for learning, encouraging students to openly share their opinions and values, showing expertise in the subject area and acting professionally, by being updated about the use of technology; being able to recognize and address the diverse needs of students (of different abilities and cultural backgrounds).

Objective 3: Recommend a set of programs for effective teaching

Based on the results of the study, the following are strongly recommended as basis for an effective teaching program:

1. Faculty development. Faculty should be given the time, venue and opportunity to reflect on their methods, their delivery, and the way they connect with their students. Through diagnostic meetings and appropriate workshops, they should be able to uncover those weaknesses, enhance their strengths further and come up with courses of action to improve their effectiveness in teaching.
2. Faculty recruitment. The elements that comprise the concept of CET that include academic qualifications, attitudes and skills, should be considered in the recruitment of faculty.
3. Student feedback. Consider students' concept of effective teaching when developing tools for evaluating effective teaching of instructors; evaluation should take place on an annual basis, at the least.
4. Faculty evaluation. Evaluate effective teaching further in the university using the behavioral manifestations of the CET as perceived by students.
5. Data analytics. Compare effective teaching concepts of faculty and administrators, using the concept of CET identified by the student as basis for leveling expectations.

7. Study Limitations

The study was conducted with the help of students, without taking into consideration several factors, such as their experience, their personalities and their grade levels. Likewise, the study did not consider a possible relationship between the nature of the subjects taught by the teachers and the CET observed by the students involved in the study.

8. Conclusion

This study aimed to identify the constructs of CET at a higher education institution, and to propose using them as basis for an effective teaching program. Specifically, it aimed to determine the dominant CETs as perceived by the student respondents; to determine how the students defined the CETs; to ascertain the CETs that can be derived from the combination of identified CETs; and to determine the elements that comprise the concept of CET identified by the students. The unit of analysis was taken from the 199 student respondents and using a preconstructed interview schedule consisting of 69 CETs. The dominant CETs perceived by the student respondents were 21 items, with being helpful heading the list, followed by being knowledgeable, friendly, organized and flexible in the top five.

9. Implications of the Study

Despite the limitations discussed in Section 7, the results reported in this study are promising and encouraging. This study opens up a new research perspective and could constitute an interesting contribution to the initial training of teachers and for recruitment for Tunisian university teachers.

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Declaration of Conflicting Interests

The authors declare no potential conflicts of interest.

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APPENDIX A

PRECONSTRUCTED CHARACTERISTICS OF EFFECTIVE TEACHING USED IN THE INTERVIEW SCHEDULE

1	Approachable	24	Challenging	47	Creative
2	Enthusiastic	25	Practical	48	Realistic
3	Available	26	Energetic	49	Compassionate
4	Knowledgeable	27	Thorough	50	Professional
5	Stimulating	26	Helpful	51	Qualified
6	Personable	29	Attentive	52	Pleasant
7	Humorous	30	Eclectic	53	Hygienic
8	Understanding	31	Efficient	54	Accommodating
9	Flexible	32	Accessible	55	Reasonable
10	Understandable	33	Prepared	56	Consistent
11	Open Minded	34	Confident	57	Perceptive
12	Communicative	35	Friendly	58	Kind
13	Punctual	36	Trustworthy	59	Interactive
14	Responsive	37	Positive	60	Focused
15	Sincere	38	Empathic	61	Charismatic
16	Concerned	39	Dedicated	62	Efficacious
17	Organized	40	Current	63	Credible
18	Interesting	41	Dependable	64	Assertive
19	Patient	42	Caring	65	Passionate
20	Fair	43	Engaging	66	Diplomatic
21	Motivating	44	Happy	67	Reflective
22	Clear	45	Constructive	68	Humble
23	Respectful	46	Competitive	69	Collaborative

Based on Delaney et al. (2010, p. 20).

APPENDIX B

CHARACTERISTICS OF EFFECTIVE TEACHING (Axial coding sequence)

Characteristics	Behavioral manifestations of instructors as described by students
Helpful	<p>Instructors take initiative to ask students of anything they missed or failed to understand.</p> <p>Instructors answer all queries from students in and out of their classroom. Instructors make sure that students understand the lessons in class.</p> <p>Instructors encourage students to do their best.</p> <p>Instructors assist students, even for non-academic purposes.</p> <p>Instructors prepare students to face what is in store for them in the field of work.</p> <p>Instructors provide bonus questions to help students increase their grades.</p>
Knowledgeable	<p>Instructors have PhDs. Instructors are proficient in the use of English as a medium of instruction in class.</p> <p>Instructors are confident with facts of their lesson because of their use of several references, like books and personal experiences.</p> <p>Instructors are confident in explaining their lesson with the use of technologies.</p>
Friendly	<p>Instructors find time to greet, converse and make jokes with students even outside the classroom.</p> <p>Instructors create a family working environment inside the classroom.</p> <p>Instructors find time to help students understand the lesson even outside the classroom.</p> <p>Instructors smile in and outside the classroom.</p>
Organized	<p>Instructors see to it that instructional materials are guided by the arrangement of topics in the course syllabus.</p> <p>Instructors make sure that materials are reader friendly.</p> <p>Instructors present topics using a certain flow of information that is easily understandable by students.</p>
Flexible	<p>Instructors can manage and change schedules in class accordingly.</p> <p>Instructors are not strict with absences and 'late incurrence' of students in class.</p> <p>Instructors explain requirements and quizzes ahead of time, then, provide additional help to students when needed.</p> <p>Instructors can use practical approaches in teaching when needed.</p> <p>Instructors provide means on how students can reach them when needed.</p>
Understanding	<p>Instructors exert effort to understand and adjust to the limitations of students.</p> <p>Instructors find time to know personal concerns of students even outside their classroom.</p>
Respectful	<p>Instructors respect the religion and culture of every student.</p>
Open minded	<p>Instructors can discuss any topic and accept any answers from students.</p> <p>Instructors recognize differences in abilities and cultures and adjust accordingly</p>

Fair	Instructors give a grade that is due to students based on their work, not on nationality. Instructors properly supervise students to provide appropriate grade. Instructors provide instructional materials to everybody.
Understandable	Instructors use a language that is understandable to all students. Instructors accent do not affect students understanding of the lesson. Instructors make themselves available for questions from students even outside their classes.
Motivating	Instructors bring out the best in every student.
Happy	Instructors come to class in good mood and with all smiles.
Communicative	Instructors are available whenever students would like to communicate with them. Instructors are capable of indulging students to participate in exchanging information through discussion in and even outside the class. Instructors use several means to communicate with students like SMS, webmail, and portal.
Clear	Instructors exert effort in making sure that students understand each lesson, requirements, policies and exams clearly. Instructors see to it that students know how to communicate with them whenever they have questions even outside their classes.
Professional	Instructors are educated with higher degree and teaches subjects from their own field. Instructors present lessons in a simple manner with the use of technologies.
Qualified	Instructors teach subjects in their field of specialization and shows evidence that they are studying or learning subjects outside their specialization. Instructors do have high qualifications like PhDs and degrees of specialization.
Focused	Instructors are grounded with their mission to develop each student. Instructors exert effort in simplifying lessons for maximum understanding of students.
Available	Instructors are anywhere in the university when needed by students. Instructors are willing to render service in the absence of the other. Instructors delegates tasks in his absence.
Humorous	Instructors exert effort to break the seriousness of the class by giving jokes and funny comments.
Patient	Instructors entertain many questions from students and is not irritated when students come to class late or when students leave the room.

APPENDIX C

**CLASSIFICATION OF CHARACTERISTICS DERIVED FROM THE
COMBINATION OF THE CETs AS PERCEIVED BY THE STUDENTS
USING AXIAL CODING**

A. Buddy Type

Characteristics	Behavioral Manifestations
Available	Instructors are accessible at the university when needed by students.
Flexible	Instructors provide ways students can reach them when needed.
Communicative	Instructors are available whenever students would like to communicate with them. Instructors use several means to communicate with students, like SMS, webmail, and portal.
Clear	Instructors see to it that students know how to communicate with them whenever they have questions, even outside their classes.
Understanding	Instructors make themselves available for questions from students, even outside their classes.
Helpful	Instructors answer all queries from students in and out of their classroom. Instructors take the initiative to ask students about anything they missed or failed to understand.

B. Accommodating Type

Characteristics	Behavioral Manifestations
Friendly	Instructors find the time to help students understand the lesson, even outside the classroom.
Understanding	Instructors exert effort to understand and adjust to the limitations of students.
Focused	Instructors exert effort to simplify lessons for maximum understanding by students.
Clear	Instructors exert effort to make sure that students understand each lesson, requirements, policies and exams clearly.
Organized	Instructors present topics using a certain flow of information that is easily understandable for students.
Understandable	Instructors use a language that is understandable by all students. Instructors' accent do not affect students' understanding of the lesson.
Helpful	Instructors make sure that students understand the lessons in class.

C. Cool Type

Characteristics	Behavioral Manifestations
Flexible	Instructors are not strict with absences and "late incurrence" of students in class.
Patient	Instructors are not irritated when students come to class late.

D. Academician Type

Characteristics	Behavioral Manifestations
Professional	Instructors are educated with higher degrees and teach subjects from their own field.
Knowledgeable	Instructors have PhDs.

Qualified	Instructors do have high qualifications, like PhDs and degrees of specialization
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E. Techie Type

Characteristics	Behavioral Manifestations
Professional	Instructors present lessons in a simple manner and use technologies.
Knowledgeable	Instructors are confident about explaining their lesson with the use of technologies.
Communicative	Instructors use several means to communicate with students, like SMS, webmail, and portal.

F. Non-Biased Type

Characteristics	Behavioral Manifestations
Respectful	Instructors respect the religion and culture of every student.
Open minded	Instructors recognize differences in abilities and cultures and adjust accordingly.