Teachers' Perceptions Of Teacher And Teaching Effectiveness In The Higher Education

Said Mkhdramine, Khadija Essafi, Fatiha Kaddari and Abdergani Elachqar
Didactic, innovation and curricular laboratory
Faculty of Sciences, Univesity of Sidi Mohamed Ben Abdellah, Fes, Morocco

Abstract: *It is obvious that the greatest concern of teachers is the learning of their students. However, there is an unquestionable need to understand what constitutes an effective educational process. The study attempted to examine Moroccans teacher's perceptions regarding teacher and teaching effectiveness in a higher education context. In this qualitative study, the data was gathered by using open-ended surveys. The questionnaire was conducted to 12 lecturers at a university in Fes, Morocco. The results indicated that teachers 'perceptions of an effective teacher and effective teaching show their students' concerns. So they opt for personal qualities and professional acts which help students to overcome their social and academic problems. The findings provide valuable direction for teachers in the higher education.*
Keywords: *teachers, higher education, qualitative study, effective teacher, effective teaching*

I.   Introduction
It is probably not easy to come up with common and exhaustive definitions of what are "effective teacher" and "effective teaching". According to Baumann (2007), these two concepts cannot be restored to a single specific and unique set of practices, behaviors or personality traits. Ko et al. (2013) report that defining the effective teacher and effective teaching is a complex and controversial process. According to the authors, efficiency is a contested term which can evoke strong emotions due to its perceived links with notions of professional competence and issues of responsibility.

Definition of "effective teacher"
Beaucoup de professions ont forgé une longue tradition dans la recherche sur les caractéristiques du leader. Le monde du Business offre un excellent exemple des approches populaires pour l'examen des caractéristiques et des techniques de gestion et du leadership efficace. Ainsi, au cours des dernières décennies, les chefs d'entreprises ont popularisé plusieurs écrits qui se sont intéressés à l'identification des caractéristiques qui semblent être constamment détenus par ceux qui ont réussi comme leaders dans la gestion de leurs entreprises.

In the field of education, studies of teacher effectiveness now occupy a prominent place in the spectrum of research in this subject. In fact, teachers are the most important component of the education system (Anderson, 1992) and improving their effectiveness is a pressing issue, as they are called to take center stage. Interest in the question of teacher effectiveness began in the early 1920s, sparking an impressive number of studies thereafter. This reflects the central role of the teacher and its effect which goes beyond that of the institution on the academic performance of learners. Recent research findings underscore the importance of teacher quality in improving learners' academic performance. Teacher effectiveness has been found to have a greater effect on student achievement than any other factor (Slate et al. 2011). Thus, students assigned to ineffective teachers perform significantly less than those assigned to effective teachers (Jordan, Weerasinghe & Mendro, 1997). In addition, the influence of an effective teacher on learners is usually long lasting. Stronge et al. (2008) state that, being in a high quality teacher for only one year, students will remain successful, for the next few years, compared to their peers.

The term "effective teacher" first appeared in the 1970s under the influence of the Coleman Report (Cruickshank & Haefele, 2001). The evaluation of the effectiveness of teachers is done, according to the researchers, either in terms of student performance, or performance evaluations carried out by supervisors, or even, by referring to comments via questionnaires, of students , peers, administrators and sometimes interested stakeholders (Chism, 2004).

Indeed, having a common definition of this concept is essential whether it is for the teacher himself, the support staff of the teachers, the university managers and the institutions, in general, for all the actors of the teaching. higher (Devlin and Samarawickrema, 2010). As Clark (1993) points out, educational research offers

us a variety of definitions that it seems difficult to adopt just one. For example, In terms of requirements, Avalos and Haddad (1979) define the effective teacher as one who produces changes in the knowledge, attitudes and behaviors of individuals and communities. Other definitions focus on the goals to be achieved, for example, for Cole and Chan (1986), the effective teacher is one who optimizes student performance, or who, according to Glickman (1991) observes his students to know whether they are learning or not and adjusts his teaching practice accordingly, in the same sense, Anderson (1992) sees him as the one who achieves objectives fairly regularly which, directly or indirectly, interest the acquisition of knowledge by its students. From this perspective, the effective teacher tends to be purposeful and determined to achieve their goals. Anderson says these goals can be set by himself or assigned by others. A corollary of this definition is that effective teachers must have the necessary theoretical and practical knowledge and know how to adapt it to various situations in order to achieve their ends, that is, the achievement of the goals they seek to achieve for their learners. In terms of prerequisites, Romainville, Houart and Schmetz (2006) define the effective teacher as the one who succeeds in laying the predictions made on the basis of the starting variables, that is to say the one who succeeds correct entry inequalities through effective and equalizing upgrading.

Finally, according to a humanist approach, the effective teacher is perceived by Parker (1990) as one who discovers and develops teaching methods that emerge from his own integrity, far from the technicality of the act. Likewise, Taylor and Wasicsko (2000) define him as a person capable of facilitating positive change in people's lives. Similarly, Martinazzi and Samples (2000) conceive of the effective teacher as one who touches not only the intellect but also the heart and soul of the student. The same perspective is also found in Brown and Atkins' (2002) definition, according to which, an effective teacher is one who values attitudes more than short-term gains in knowledge. Becker (2010) for his part indicates that the effective teacher has a positive chemistry with his students, according to the author it is something intangible, difficult to describe, to reproduce. This chemistry reflects the innate human qualities of individuals.

However, teacher effectiveness according to Sanders and Rivers (1996) is both additive and cumulative.

Definition of "effective teaching"

Over the past two decades, increasing attention has been paid to the quality of teaching and learning at university level across the world (Devlin, 2007). There is an increased demand both to ensure effective teaching in universities and to be able to prove this effectiveness. There is also a lack of consensus on a single definition of this concept, given that it is difficult to grasp (Stronge and Hindman, 2003), difficult to define (Coe et al. 2014).

There is a great debate regarding its description. Some authors even evoke the impossibility of defining it (Chism, 2004). Thus, as Young and Shaw (1999) point out, teaching depends on several factors such as discipline, class size, student skills, and assessment practices among other contextual factors. So, coming up with an exact definition of the concept of "effective teaching" remains a challenge for researchers (Tuckman, 1995; Young & Shaw, 1999; Marsh & Roche, 2000). Of course, effective teaching is recognized as a multidimensional process (Marsh & Roche, 2000). Therefore, as can be seen below, there is not a single behavior, trait or dimension that can more accurately describe or define what effective teaching is. Thus, for example, Vogt (1984) conceives of effective teaching as the capacity to provide instruction to students with a wide variety of competence points of view. Whereas for Ramsden (1992), it is a process that helps students change their view of the world around them. With this in mind, it consists of:
• Encourage high quality learning and promote a strong commitment of learners to the content of the subject taught,
• Discourage student adoption of the surface learning and memorization approach.

For Cole and Chan (1994), these are actions of professionally trained individuals that enhance the cognitive, personal, social, and physical development of students. This definition revolves around two perspectives on the goals of education, a traditional and a humanist. The traditional view advocates a strong commitment to academic learning, formal exams, and compliance with conservative social norms. The traditional view emphasizes the value of strong discipline and orderly behavior of students. The humanistic view encourages the development of individual learning goals, personal responsibility and social skills. This perspective promotes the value of promoting self-fulfillment, self-determination, personality development and individual adjustment in a positive learning environment. Bastick (1999), for his part, sees effective teaching as maximizing student academic performance, as well as teacher and student satisfaction with the course. Biggs (2001), defines effective teaching as teaching that transforms learners' perception of their world, and the way they apply their knowledge to real world problems.

Finally, Staver (2007) proposes a definition of effective teaching which takes into account two elements which he encourages teachers to take into account:

- be constantly aware of the difficulties that students encounter in learning;
- continuously adjust their teaching strategies and techniques to help students study through difficulties.

Perceptions of the effective teacher

In an attempt to identify the qualities of an effective teacher based on the perceptions of high school English teachers, a study was designed by Khojastehmehr and Takrimi (2009) where participants in number of 215 teachers, 62% women (N = 135) and 38% men (N = 80) were invited to answer a questionnaire comprising 50 items. Principal component analysis revealed four factors relating to the effective teacher:

- Teaching strategies
- Communication skills (social)
- Personal characteristics
- The knowledge

Guskey and Easton (1983), in an attempt to explore the characteristics and behaviors of effective teachers, surveyed a sample of 28 teachers judged to be effective, selected from six different colleges. The results of the study led to four dimensions characterizing the effective teacher, namely:

- Allocate the necessary time for the planning and organization of the course, the objectives and criteria;
- Expresses a positive attitude towards the students;
- Encourages student participation through lectures and group discussions;
- Provide students with regular feedback on their learning progress.

For his part Verner (2000 cited by Taqi et al. 2014), seeking to identify the characteristics of the effective teacher. The author undertook a qualitative study of a sample of 17 teachers identified as excellent and effective according to criteria adopted by the State of Illinois Board of Education. Proceeding by open-ended interviews to collecting responses, the author managed to develop, through data analysis, five themes that distinguish these teachers, namely:

- Have a passion for teaching;
- Support their students during the learning process;
- Show a dynamic positive interpersonal relationship in their classrooms;
- Are available to their students;
- Use humor in their interactions with students.

Perceptions of effective teaching

Ramsden (1991) through a qualitative analysis of studies examining the question of effective university teaching, he came to identify six key principles of effective teaching from the perspective of teachers. :

- Explain clearly;
- Give appropriate reviews and assessments;
- Encourage independence and active engagement;
- Set clear goals and intellectual challenges;
- Respect students and care about their learning;
- Be prepared to learn from students.

Hativa, Barak and Simhi (2001), examining the views of four teachers considered exemplary (successful in teaching and pedagogical knowledge) identified four characteristics of effective teaching namely:

- The ability to organize conferences (courses)
- Be very clear in the communication of knowledge
- Make the course interesting
- To be able to create an environment within the classroom

For their part, Kane et al. (2004), in an attempt to better understand the complex nature of teaching practice and to highlight the qualities characterizing effective higher education, the authors have started a study that aims to identify the views and practices of 17 science teachers recognized as being excellent by their respective department heads. The research design was crafted to "capture" what teachers both report and do about their teaching practices. The researchers proceeded through interviews, classroom observations and the directory grid technique. The data analysis allowed them to identify five characteristics of effective teaching, namely:

- Knowledge of the subject and the need to keep up to date with news in the field;
- Pedagogical competence
- The interpersonal relationship
- The research / teaching relationship

- Personality: The characteristics most cited are being enthusiastic, having a sense of humor, and being approachable by students.

Kane et al. (2004) highlighted another transversal dimension, associating the five dimensions with each other, called reflective practice.

II. Methodology

Design
A qualitative survey design was used in this study. Survey research has been characterized as "the best method available to the social researcher who is interested in collecting original data for describing a population too large to observe directly…Surveys are also excellent vehicles for measuring attitudes and orientations in a large population."(p.270) (Babbie 2008). This approach proved successful as respondents offered rich descriptions and detailed narratives about their experiences as students "Students were to be free to identify the characteristics and how they are demonstrated without having their belief system influenced by researchers' views... Since the origins of perceptions are found in the belief systems of the students, the rich narratives provided by the students could identify, with greater certainty, the beliefs of the participants".(p.4) (Delaney et al.2010) . The survey allow students to express themselves spontaneously, fully, and in their own language rather than through the predetermined choices of the researchers (Hong 1984), to identify the characteristics that they believe are important by hand-wrote. According to Cohen et al 2000 an "open-ended question can catch the authenticity, richness, depth of response, honesty and candor which … are the hallmarks of qualitative data" (p.255).

Sample
Participants in this study were 12 teachers were choose randomly, to obtain a representative sample (Onwuegbuzie and Leech 2007). According to Guest et al. (2006) "If the goal is to describe a shared perception, belief, or behavior among a relatively homogeneous group, then a sample of twelve will likely be sufficient… The more similar participants in a sample are in their experiences with respect to the research domain, the sooner we would expect to reach saturation"(p.76) In general, sample sizes in qualitative research should not be too large that it is difficult to extract thick, rich data (Onwuegbuzie and Leech 2007).

Instrumentation
For the data collection we used a qualitative questionnaire comprising demographic questions and four open-ended questions. Additionally, the instructions were typed at the top of each sheets of paper that each participant received and assured the respondents of the confidentiality of the data and the answers they provide. Twelve teachers were asked four questions in the same questionnaire:
1. In your point of view what are the characteristics of effective teacher?
2. What qualities (professional and behavioral) in your point of view that the students appreciate in a teacher?
3. How you qualify effective teaching?
4. What in your point of view are the practices that permitted effective teaching?
The questions 2 and 4 were added just for inciting and encouraging teachers to more expressiveness about the effective teacher and effective teaching characteristics respectively.

Procedure
My thesis director, being the head of the department, personally took care of handing out the survey instrument with opened-ended questions to his colleagues in order to answer the questions. She explained them the purpose of the study.

Data Analysis
The descriptors extracted from the teachers' responses were sorted into conceptual items based on Walls et al.'s verb-referent methodology (2002) presented in the table. A conceptual item consisted of a verb followed by that verb's referent. Examples of these verb-referent statements are: Is punctual; Respects students, and so on. After careful analysis of the descriptive corpus, emergent categories of verb-referent statements of effective teaching and effective teacher were captured. At the end we got two categories of items, one represent what constitutes effective teacher and another represent of what constitutes effective teaching from the overall perspectives of the respondents.

III. Results

Al first, the most participants' responses given in the questions 1 and 3 were rewrite in the questions 2 and 4 respectively. As shown in table 1, the 12 participants' responses yield a total of 21 and 24 verb referent statements corresponding to effective teacher' characteristics and effective teaching' characteristics respectively. The first observation that can be made from these data shows a clear distinction in the teachers' responses, it's finds a specifics about the teachers' perceptions of their educational effectiveness yielding distinct items. Thus, regarding verb-referent statements that constitute effective teacher were shorts, one, two or three words (i.e. is dedicated, respect students…), the most statements are personality traits that teachers adopt and express in their relationship with their students. In terms of their responses to effective teaching, these are long sentences focusing mostly on the facts, i.e. what teachers do to transmit knowledge to their students and support in their learning.

Table 1: Effective teacher and teaching verb referent categories extracted from survey

Characteristics of effective teacher *Verb referent statements*	Characteristics of effective teaching *Verb referent statements*
…is good communicator	...is transmitting knowledge in a way that facilitate learning
…explain well	…is respecting students and treating them with sympathy
…is punctual	…is continuous improvement of pedagogical practice
…is enthusiastic	…is variation of teaching methods
…is cultured	…is encouraging students to participate in discussions and to share ideas
…is dedicated	...is course well prepared and clearly explained
…is persevering	…is mastering of matter teaching
…is friendly	…is involving students in the course
…is serious	…is showing good impression toward students
…is voluntary	…is providing (by teacher) support and helps to students
…possesses a sense of humor	…is inciting a students to be explorers of knowledge
…is modest	…is adapting a course content to the research progress in the subject
…is patient	…is integrating support to facilitate learning
…respect students	…is initiating students to research
…is dynamique	…is having a genuine interest and concern in students needs
…have experience in teaching	…is development in students of thinking and analysis skills
…is self-confident	…is motivation of students and stimulation of their interest
…is good listener	…is availability (teacher) to any student consultation
…is accessible	…is course content must be consistent with the content of the TP
…is kind	…is giving an evaluation in relation to what is taught
…uses technology	…is the teacher encourages the students to seriously engage in their studies
	…is practice of continuous checks
	…is development in students of critical thinking and synthesis
	…is Integration of technology to improve the quality of teaching

IV. Discussion and Conclusion

the analysis of the different items from the teachers' responses, concerning their perceptions of an effective teacher and effective teaching shows, that the teachers place the emphasis above all on the qualities of the teacher relating to openness, empathy, support, i.e. qualities that promote interaction, social and emotional support and demonstration of a mastery of the subject and the conditions favoring the transmission of information to the students and their student's motivation to learn the content provided. All this suggests that, teachers see the effective teacher and teaching in terms of the acquisition of knowledge by the students, their learning gains and thereby their academic performance, apparently more in accordance with the definitions proposed by Cole and Chan (1984), Glickman, (1991) and Anderson (1992). Through this perception, it turns out that the teacher, on the one hand, does more than see his students as empty "dishes" that need to be filled.

But, on the other hand, he does not see himself as a facilitator of the construction of knowledge by the student either. However, by drawing on their own personal qualities, the teacher aims to trigger a commitment on the part of the students to their studies. This is evident from the nature of the qualities mentioned. It seems that teachers feel that not all students from the moment they enter university show a great commitment to their studies, especially when enrollment in the course is uninteresting and tasteless for the disciplines taught there. In this regard, Lemaire (2010) reports that 38% of first year students lack interest in the subjects studied. For his part, Canceil (1996) reveals that up to 57% of those enrolled in L1 would have preferred to enter another stream than the one in which they began their studies. On the other hand, the transition from secondary school to university, in other words the passage from student status to student status, generally constitutes an unbalancing shock for almost all students (Boyer et al., 2001). These beginner students are faced with a training system that is distinguished by its codes, laws and academic and social standards. They live like this, a break both academically and socially. They show affiliation difficulties in their new study context (Felouzis, 1997; Coulon and Paivandi 2008). However, for teachers like those in our sample, professional and very experienced, a student with little or no commitment cannot succeed in his first year and ultimately his entire university course. Therefore, we suggest that the representation that teacher make of the effective teacher and effective teaching and how he sees his role, adheres to the conception centered on the engagement of the student, according to the classification of Åkerlind (2004).

We can conclude from the data from our study that the teachers in our sample care about their students. They choose personal qualities that encourage and facilitate interaction with students. On the other hand, they opt for the teaching characteristics that promote learning and the assimilation of knowledge. These results may constitute a reference for teachers in higher education.

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