

PERCEPTION OF EFFECTIVE TEACHING CHARACTERISTICS: A CASE STUDY OF MBA PROGRAM STUDENTS OF ASSUMPTION UNIVERSITY, THAILAND

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ABSTRACT

This study determined students' perceptions of effective teaching characteristics which promote learning in the Master of Business Administration (MBA) program, and identified personal factors influencing their perceptions of effective teaching. The researcher selected seven personal factors (gender, age, nationality, program-time of study, academic trimester, grade point average (GPA), and work experience) to study the differences in their perceptions of Five Key Behaviors contributing to effective teaching (lesson clarity, instructional variety, task orientation, engagement in learning process, and student success).

A total of 307 responses consisting of 131 MBA Day program and 176 MBA Evening program students were collected. The responses ranked important teaching characteristics as student success, lesson clarity, task orientation, instructional variety, and engagement in learning process, respectively. Through Independent T-Test analysis and ANOVA, it was found that age, GPA, and work experience showed no difference in students' perceptions of effective teaching characteristics. On the other hand, gender, nationality, program-time of study, and academic trimester showed significant differences in students' perceptions of effective teaching characteristics.

INTRODUCTION

Although Thailand is classified as a developing country, it has moved rapidly from an agriculture society to an industrialized society. Higher education is one of the most important factors which has helped in developing people. People obtain higher education or even more knowledge from learning. The quality of teaching, however, is one important consideration. Determining teacher effectiveness is critical. Ornstein (1995) stated that confusion over terms, measurement problems, and the complexity of the teaching act are major reasons for the negligible results in judging teacher effectiveness.

Numerous researchers have been trying to define what an effective teacher is. Ornstein (1995) stated that investigators have examined teacher personalities, traits, behaviors, attitudes, values, abilities, competencies, methods, and many other characteristics to find the best form for being an effective teacher. Some theoretical issues may help

us in identifying effective teaching. Bolin (1995) argued that if we want to measure a teacher's effectiveness or competence, we should only need to measure how much his or her students learn, the more they learn, the better the teaching.

Perceived as a two-way interaction between teachers and learners, evaluation from students is one of the factors which measures the effectiveness of educators. Teaching is a blending of an art and a science. The educational reform movement has brought about changes in the way of teaching. Thomas (1993) stated that it is apparent that the future quality of an educational system will depend upon the effectiveness of teachers currently in the system. Good teachers are not only the ones who give knowledge to students, but also are guides for them.

Assumption University of Thailand is Thailand's first international university. Students come from various nations worldwide. The university has produced a number of graduates who are qualified in