



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

By

POTJANEE MUANGSILLAPASART

A Thesis submitted in partial fulfillment
of the requirement for the degree of

Master of Business Administration

Graduate School of Business
Assumption University
Bangkok, Thailand

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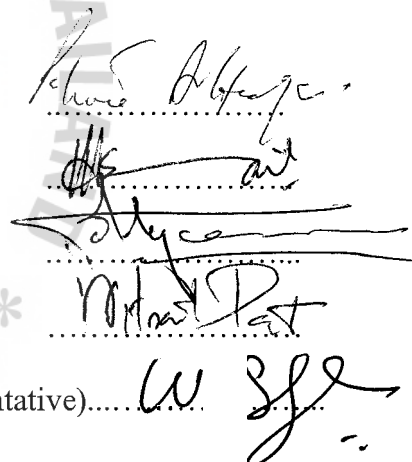
POTJANEE MUANGSILLAPASART

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Examination Committee :

1. Dr. Patricia Arttachariya (Advisor)
2. Dr. Ismail Ali Siad (Member)
3. A. Thierry d'Argoeuves (Member)
4. Dr. Witsaroot Pariyaprasert (Member)
5. Assoc.Prof. Wirat Snaguanwongwan (MOE Representative).....



Handwritten signatures of the examination committee members, corresponding to the list provided. The signatures are written in black ink on a white background.

Examined on : 29 July 2005
Approved for Graduation on :

Graduate School of Business
Assumption University
Bangkok, Thailand
July
2005

Abstract

In educational institutes, especially in universities, student evaluation is widely used as one way to assure a high quality of teaching. This excellent opportunity to express students' perceptions usually comes at the end of the academic term. To know what characteristics students perceive as important for their instructors to possess is critical. Instructors can have a guideline for what to do, to promote students' learning.

The purpose of this study was to determine students' perceptions of effective teaching characteristics which promote their learning in Master of Business Administration (MBA) programs, and to identify personal factors influencing their perceptions of effective teaching. The personal factors used in this study were gender, age, nationality, program-time of study, academic trimester, grade point average, and work experience. For perceived effective teaching characteristics, the researcher employed the Five Key Behaviors in Effective Teaching, which were lesson clarity, instructional variety, task orientation, engagement in learning process, and student success.

In this study, 307 valid responses from MBA students, which consisted of 131 MBA Day program students and 176 MBA Evening program students, were analyzed using a questionnaire. The frequency distribution and percentage were applied to describe the personal factors as well as means and standard deviations of students' perceptions of effective teaching characteristics.

The findings presented the ranking of important teaching characteristics as student success, lesson clarity, task orientation, instructional variety, and engagement in learning process, respectively. Almost all of behaviors were rated as important in students' perceptions. There were a few appraised behaviors which were rated to be neutral. Through Independent T-Test analysis and ANOVA, it was found that age, grade point average, and work experience factors showed no difference in MBA program students' perceptions of effective teaching characteristics. However, personal factors of gender, nationality, program-time of study, and academic trimester showed differences in students' perceptions of effective teaching characteristics.

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July 8, 2005

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Chapter I

Generalities of the Study

1.1 Introduction of the study

Thailand is one country which has grown in development and evolution in the world. 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 can have 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, "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) quoted 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.

The Public Education Foundation (2003) found in their study that the traits of highly effective teaching are as follows;

- Deep knowledge of subject matter
- Instructional planning
- Knowledge of assessment and evaluation
- Understanding students and how they learn
- Motivating students to learn
- Creating safe, productive and well-managed classrooms
- Technological literacy

- Understanding and appreciating diversity
- Promoting strong home-school-community relations
- Commitment to lifelong learning and professional development

Perceived as a two-way interaction between teachers and learners, evaluation from students is one of the factors presenting 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.

Many researchers have identified the specific characteristics teachers should possess in order to be effective educators. Hopkins (2004) in a study of characteristics of high quality teachers found that respondents identified high quality teachers as accessible, diligent, organized, attentive listeners, encouraging, patient, caring, energetic, positive, collaborative, enthusiastic, reflective, compassionate, ethical, resourceful, confident, fair, respectful and respected, consistent, flexible, risk-taker, creative, had high expectations of self, self-starters, intrinsically, motivated, had a sense of humor, was dependable, intuitive, and trustworthy.

✓ Cruickshank, Jenkins & Metcalf (2003) defined effective teacher characteristics as caring, supportive, concerned about the welfare of students, knowledgeable about their subject matter, able to get along with parents and genuinely excited about the work that they do. Effective teachers are able to help students learn. They also reported that effective teachers are enthusiastic, have warmth, and possess a sense of humor.

The basis of judgments of or about teachers is on the students they teach. Students' perceptions about their teachers are useful and helpful in improving and developing teaching performance. Different factors may cause different perceptions. Ornstein (1995) pointed out: "The focus of teacher research should be on the learner, not on the teacher; on the feelings and attitudes of the student, not on the knowledge and information (since feelings and attitudes will eventually determine what knowledge and information are sought after and acquired); and on long-term

development and growth of the students, not on short-term objectives or specific teacher tasks."

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 several specializations. In this study, Master of Business Administration (MBA) program students are selected as respondents, hence the study defines effective teaching characteristics as perceived by graduate students of the MBA program, which is the largest graduate program of the university.

Table 1.1 Number of MBA Program Students Classified by Academic Year (2004-2005)

Academic Year	First Year	Second Year	Above
Total	390	478	189
Grand Total	1,057		

Source: Office of the Registrar, Assumption University, 2005.

Table 1.2 Number of Graduates from MBA Programs Classified by Graduation Plan (2004-2005)

Graduation Plan	Thesis	Comprehensive
May – Aug (1/04)	24	38
Sep – Dec (2/04)	95	129
Jan – April (3/04)	13	89
Total	132	256
Grand Total	388	

Source: Graduate School of Business, Assumption University, 2005.

1.2 Statement of Problem

Assumption University is the first international university and one of the leading private universities in Thailand. Not only it is expanding its facilities for enrolled and prospective students, but it also continually offers new programs. The university, however, always focuses on the aspects of teaching performance and effectiveness. As an educational institution, teaching effectiveness is one of its most important considerations and concerns.

University instructors are to some degree different from teachers in schools. University instructors generally use specialized skills in their position of teachers not just the basis of teaching skills. The pedagogy of instruction depends on individual instructors. Subjects, system and class environment of teaching and studying of undergraduate students are also different from graduate students'.

Nowadays, the inclination to further one's education is increasing. Graduates who perceive the advantages of higher education as important and who have the opportunity to further their study in a specific area of knowledge, usually decide to take a Master's Degree. As education at the Master's Degree level is mainly to extend students' capability as good analysts, the styles of teaching are different from that of the undergraduate level. In practice, graduate students have to assume greater responsibilities for studying to develop their skills whereas instructors perform mostly as advisors. Nevertheless, the instructors' performance affects students. Understanding how the students' personal factors are related to teaching characteristics perceived as effective will be beneficial for the university to evaluate instructors' performance and to put in place a strong faculty development plan.

The specific research problems for the study are thus developed to examine;

1. What are the teaching characteristics which students perceive as important?
2. Do any differences exist in perceptions of effective teaching characteristics among students with different personal factors?

13 Research Objectives

The objective of this study was to determine the relationships between student's personal factors and perceived effective teaching characteristics.

1. To determine which teaching characteristics are perceived as important in students' perceptions.
2. To determine whether any differences exist in perceptions of appraised teaching characteristics between male and female students.
3. To determine whether any differences exist in perceptions of appraised teaching characteristics among students with different age.
4. To determine whether any differences exist in perceptions of appraised teaching characteristics among students with different nationality.
5. To determine whether any differences exist in perceptions of appraised teaching characteristics between Day program and Evening program students.
6. To determine whether any differences exist in perceptions of appraised teaching characteristics among students in different academic trimester.
7. To determine whether any differences exist in perceptions of appraised teaching characteristics among students with different grade point average (GPA).
8. To determine whether any differences exist in perceptions of appraised teaching characteristics among students with different work experience level.

1.4 Scope of the Research

Assumption University has been in the education business for over four decades. Two decades ago, when the university authorities realized that higher education would be increasingly in demand, the Graduate School of Business was established to offer higher education to prospective graduates. The Master of Business

Administration (MBA) programs have been successfully offered over the past 20 years and the Graduate School of Business has produced some of Thailand's well-known and capable managers and entrepreneurs. If Assumption University is to continue to maintain its highly reputed teaching quality as well as fend off competition from other private and state universities, it will need to always keep its finger on the pulse of students' needs and changing paradigms in university teaching.

This research will help in this direction by providing information on effective teaching characteristics as perceived by MBA program students. The study covered MBA students enrolled in the academic year of 2004-2005.

For this study, characteristics contributing to the effectiveness of instructors' teaching were: lesson clarity, instructional variety, task orientation, engagement in learning process, and student success. Student's personal factors used as the independent variables in this research were: (1) gender, (2) age, (3) nationality, (4) program-time of study, (5) academic trimester, (6) grade point average (GPA), and (7) work experience.

1.5 Limitations of the Research

Issues in this study were delimited as follows:

1. The research investigated the relationships between personal factors and perceived effective teaching characteristics of MBA program students, therefore the findings indicate the perceptions of a group of MBA program students of Assumption University only and might not be applicable for other educational departments, other educational institutes or other organizations.
2. The research singled out certain personal factors (gender, age, nationality, MBA program-time of study, academic trimester with 3 trimester and above, grade point average, and work experience) as the independent variables and effective teaching characteristics as the dependent variables (lesson clarity, instructional variety, task orientation, engagement in learning process, and student success), hence the findings might not be applicable for other variables aside from those employed in the conceptual framework of this study.

3. The research determined the perceptions of MBA students only on effective teaching characteristics they perceived as important; therefore it did not hold other factors that affect perception constant (e.g. situational factors, personal characteristics of instructors).
4. The present study was conducted in a specific time period thus the findings might not be applicable to other time periods.

1.6 Significance of the Research

This study attempted to determine the relationship between MBA program students' personal factors and perceived effective teaching characteristics of Assumption University instructors teaching MBA programs. The study will be helpful for the following reasons:

1. The findings of this study may provide Assumption University instructors a greater understanding of MBA program students' perception about effective university teaching.
2. The findings of this study would contribute valuable assessment information on perceptions of MBA program students which can help in designing performance evaluation criteria.
3. The findings of this study would be useful to help identify and suggest the direction for a staff development plan.
4. The findings will help the Human Resources Department in their recruitment criteria.
5. Finally, the findings will contribute to Assumption University's Quality Assurance Initiative and can be used as a benchmark for other private and state universities.

1.7 Definition of Terms

Academic trimester: An academic calendar period of about 15 weeks. Three trimesters make up one year (Colorado Department of Higher Education, May 2005).

Age:	Age refers to how long something has existed (eLook.org, April 2005). In this study, it refers to the age of student in years classified by age level.
Effective Teaching:	The activity that which causes a student to raise his or her thought processes above the facts and data level (Walsh, 1972). Effective teaching is demonstrated when the instructor can write objectives relevant to the course content, specify classroom procedures and student behaviors needed to teach and learn such objectives, and show that students have achieved the objectives after exposure to the instruction (Fuhrmann & Grasha, 1983).
Engagement in learning Process:	The amount of learning time devoted to an academic subject (Borich, 1996).
Gender:	A socially defined category in which the biological specialization of male and female are transformed by associating specific personality, role, and status traits to each sex (Cushner, 2003).
Grade Point Average:	The average of a student's honor points divided by hours attempted. It is calculated at the end of each semester, as well as overall (Western Illinois University, May 2005).
Lesson clarity:	The quality of speaking, writing, or thinking in a clear, logical, step-by-step order, and audible way (Borich, 1996).

Instructional variety:	The variability or flexibility during the presentation of a lesson including the planned mixing of different classroom behavior, variability in instructional materials, questioning, types of feedback, and teaching strategies (Borich, 1996).
Instructor:	In this study, it indicates faculty or teachers teaching MBA programs of Assumption University.
MBA program-time of study:	In this study, it indicates the Master's Degree of Business Administration programs of Assumption University. It is classified as MBA Day and MBA Evening programs.
Nationality:	The status of belonging to a particular nation by birth or naturalization (eLook.org, April 2005).
Perception:	Cushner (2003) stated that perception is the process by which people are aware of stimuli in the world around them. Perceptions result when a person gives meaning to external stimuli or sensations. In this study, it refers to students' opinions or conceptions regarding effective teaching characteristics for MBA programs of Assumption University.
Personal factors:	The factors that characterize individual students. In this study, they are gender, age, nationality, MBA program-time of study, academic trimester, grade point average, and work experience.
Student:	In this study, it indicates the MBA Day and Evening program students of Assumption University.
Student success:	The rate at which students understand and correctly complete exercises (Borich, 1996).

Task orientation:	The classroom time the teacher devotes to the task of teaching an academic subject. The more time dedicated to the task of teaching a specific topic, the greater opportunity students have to learn (Borich, 1996).
Work Experience:	The period of time a worker has worked at a rate of 40 hours per week as a fulltime job by law (Maryland Department of Budget and Management, May 2005).



Chapter 2

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Review of Literature and Related Studies

The purpose of this chapter is to review the pertinent literature related to the topic of research which is the characteristics of effective teaching. This chapter is divided into four sections. The first section presents the perspectives of teaching including definitions and scope of teaching. The second stage presents the definitions of perception, the definitions and characteristics of effective teaching, the perceived characteristics of effective teaching in school and universities, and studies of students' achievement models. The third section acquaints personal factors including gender, age, nationality, program-time of study, academic trimester, grade point average (GPA) and work experience. And the last stage deals with a review of previous studies on student perceptions about effective teaching in Thailand and other.

2.1 Perspectives of Teaching

Teaching and learning is a natural process enthusiastically undertaken by teacher and learner alike. The process takes place throughout the animal world: initially, between mother and offspring; then, between other related adults and youth, between peers, and ultimately, in mankind, between the specialist--philosopher, mathematician, scientist, or artist--and the aspiring knowledge seeker (Flury, 2003). Obviously, since every mother is the primary and natural teacher, teaching must be an innate ability, and the early, unquenchable desire to learn springs from a natural drive that is part of the growing-up phenomenon. The essential qualifications of teachers are: knowledge, good communications skills, patience, dedication, integrity, and leadership.

Public education was instituted to provide all students with a standard level of basic academic knowledge, accumulated by society over the centuries. Public schooling was intended to level the playing field for young students and to prepare them for the workplace or higher learning. Over the last several decades, the public education system has developed into an unmanageable, burgeoning, bureaucratic blob that is producing far from the intended results.

Pratt & Collins (2000) extended a significant amount of work in this area. They studied the perspectives on good teaching involving hundreds of teachers. They studied the five different perspectives teachers have on their role and what it means. The vast majority hold one or two dominant perspectives. Many hold an additional "back-up" perspective that is high, although not dominant. This combination of dominant and back-up perspectives allows teachers to accommodate changes in context, content, and learners.

Pratt & Collins (2000) summarized the perspectives on good teaching as transmission, development, apprenticeship, nurturing, and social reform perspectives. In order to transmit knowledge from teacher to learner, they provide clear objectives, give well-organized lectures, adjust the pace of lecturing, make efficient use of class time, answer questions, set high standards and develop objective means of assessing learning. But transmission teachers have some difficulty with people who do not understand internal logic of their content and lastly, they often spend too much time talking because they are primarily focused on the content not the learner. The primary orientation of a developmental teacher is to develop in their students increasingly complex and sophisticated ways of reasoning and problem solving within a field. But having the patience to provide sufficient "waiting time" while a learner processes a response is often frustrating because the expeditious answer is wanted. Lastly it's hard to develop assignments and assessment mechanisms that are consistent with complex reasoning.

For apprenticeship perspective teachers, they view themselves as coaches who not only build skills but also transform learners' identities to acculturate them into a profession. For these teachers it is very difficult to find "authentic" tasks in the classroom. They often use the case study approach or project oriented assignments to simulate as closely as possible actual practice. Nurturing teachers believe that long-term, hard, persistent efforts to achieve come from the heart, not the head. Student motivation will be increased when the fear of failure is removed, there is support from teacher and peers, and achievement is a product of effort not benevolence of the teacher. These teachers often give too much of themselves and burn out quickly or neglect other important work. Lastly, they often find themselves constantly defending their perspective against colleague's criticism.

The most difficult perspective to describe is social reform. They are clear and organized, bring learners into diverse communities of practice, ask probing questions, and work hard to promote the dignity of their learner. Learners, however, must come to believe that the guiding ideals are as important to them as they are to the teacher. This is not an easy task when addressing and/or changing underlying value systems of students. Pratt (1998) also pointed out that perspectives are neither good nor bad, they are simply philosophical orientations to knowledge, learning, and the role and responsibility of the teacher. Research showed that most teachers hold one or two perspectives as their dominant view and marginally identify with one or two others.

The question why public education results continue to decline despite escalating education costs and demands for higher teacher qualifications has become a hotly debated political issue. Everyone can agree that teaching quality directly affects learning achievement. However, there is absolutely no agreement about teacher qualifications, what constitutes quality teaching, or how to improve learning achievement (Qualters, 2001).

2.1.1 Definition and Scope of Teaching

Teaching might be defined as the sum of arrangements that make learning possible (Knight, 1997). Teaching is a unique profession where teachers are continuously discovering, incorporating and applying new and more effective skills and knowledge about student learning and development, and it is also a satisfying and challenging profession where every practitioner must persevere and strive to attain ever higher levels of success in shaping and guiding the growth and development of all students to become productive citizens of the future. Ornstein (1995) explained teaching as a complex holistic enterprise, and trying to slice, isolate, or categorize it into a set of recommendations or a hierarchy of principles or methods may not be realistic.

2.2 Effective Teaching

2.2.1 Definition and Characteristics of Effective Teaching

A series of studies have confirmed what was probably obvious from the beginning. Good teachers, effective teachers, matter much more than particular

curriculum materials, pedagogical approaches, or proven programs. It has become clearer that investing in effective teaching, whether in hiring decisions or professional development planning, is the most "research-based" strategy available (Allington, 2002).

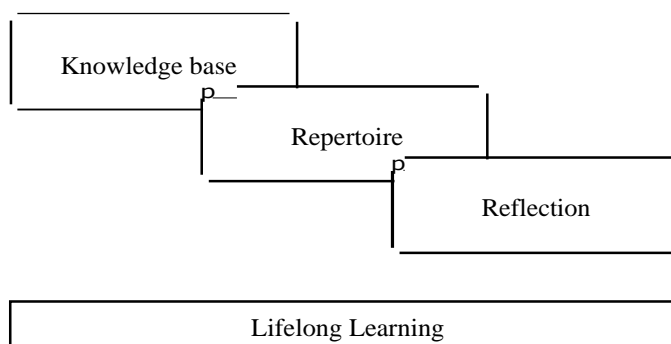
In 1972, Walsh stated effective teaching as the activity at which causes a student to raise his or her thought processes above the facts and data level. Effective teaching is demonstrated when the instructor can write objectives relevant to the course content, specify classroom procedures and student behaviors needed to teach and learn such objectives, and show that students have achieved the objectives after exposure to the instruction (Fuhrmann & Grasha, 1983).

In 1983, Miron specified that attributes of "effective teaching" fall into four distinct general categories, composed of different dimensional content. Advising is the instructor's interaction with his students, flexibility, tolerance, and willingness to help. Method of instruction includes organization, planning of lessons, and giving clear explanation. Contribution means the instructor's contribution to the student's intellectual development and motivation. And scholarship refers to the desired status of the instructor as an intellectual and researcher.

The summary of Ornstein (1995) expressed that good teachers know that good teaching is really about the capacity to accept, understand, and appreciate students on their terms and through their world; making students feel good about themselves; having attitudes; and getting fired up with enthusiasm and a cheerful presence. However, Slavin (1995) quoted that effective instruction is not just good teaching.

Arends (1991) stated that several characteristics are prerequisites for teaching but they are insufficient without four higher-level sets of attributes. The attributes are effective teachers have control of a knowledge base that guides the art of teaching, have a repertoire of best practices, have the attitudes and skills necessary for reflection and problem solving, and they consider learning to teach a life-long process. The figure is shown below.

Figure 2.1 A View of Effective Teaching



Source: Arends (1991), "Learning to Teach: The Scientific Basis for the Art of Teaching", McGraw-Hill, p.7.

Lowman (1994) discussed characteristics of effective college teaching in terms of two dimensions: intellectual excitement and interpersonal rapport. Intellectual excitement includes clarity, knowledge of the subject, organization, and public speaking ability. Interpersonal rapport includes communication skills, caring, and sensitivity. Smith (1980) had the checklist for good teaching. These attributes are good teaching tests pre-requisite skills, provides feedback to the teacher (the feedback may come from quizzes, non-credit tests, discussion with students, non-verbal messages, for examples; drops in attendance and students sleeping), adapts to individual differences, provides specific feedback to students, motivates students, and promotes active student learning. This researcher also stated that good teaching can be checked by questionnaires, it should be flexible, and clear and well organized.

Clark (1995) suggested the effective university teaching as any list of the major goals of university teaching would include such objectives as changing students' factual knowledge and competence in the course material, strengthening various cognitive capacities (e.g., study skills, reasoning, writing and speaking skills), and fostering intellectual appreciation of the subject matter. Clark (1995) also declared the qualities of university instruction to be cognitive and affective qualities. The cognitive qualities are knowledge and appreciation, organization of individual lessons, clarity of explanations, and quality of presentation. And the affective qualities are stimulation of interest, participation and openness to ideas, rapport and concern, and disclosure and fairness.

Mabrouk (2005) also indicated great teachers as: who see the potential in their students, know their job isn't about teaching at all but instead it is all about learning, open windows for opportunity for their students, don't just love teaching but live teaching and are unabashedly passionate about it, and understand that great teaching is a gift with far greater impact than is ever fully realized.

Good teaching is one responsibility of the institution. The institutional responsibility ought not to be reduced to questions about individuals' skill and confidence (Knight, 1997). From the environment and style of Master's level teaching and learning, teachers or instructors' view of themselves as teachers had to move to one of teachers as people with expertise working with a learning-center institution, focusing upon the whole person of the learner, not just upon the transmission of knowledge to her or him (Knight, 1997). Therefore, if there is something distinctive about master's level work, then there ought, logically, to be dedicated provision for master's program faculty.

2.2.2 Definition of Perception

Perception is the basis of all learning. Perceptions result when a person gives meaning to external stimuli or sensations. Meanings which are derived from perceptions are influenced by an individual's experience and many other factors (dynamicflight.com, 2004). Cushner (2003) stated that perception is the process by which people are aware of stimuli in the world around them.

In studies of teaching effectiveness, the perceptions of students, colleagues, and administrators have been used to identify what an effective teacher is and what effective teaching characteristics are. Cashin (1988) stated that student perceptions are a useful component of understanding teaching effectiveness. Bolin (1995) quoted 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.

2.2.3 Perceived Characteristics of Effective Teaching

Though there seems to be a prevailing assumption that effective teaching cannot be defined, the research literature indicates otherwise. Some studies have identified some of the characteristics of teachers who are defined as "effective" by

students, peers, and administrators. Eble (1971) studied the recognition and evaluation of teaching as measured by perception of student. He got the components of Effective Teaching as perceived by students which are:

- Analytic/ Synthetic Approach: the teacher discusses points of view other than his/her own, contrasts implications of various theories, discusses recent development in the field, presents origins of ideas and concepts, gives references for more interesting and involved points, presents facts and concepts from related fields, and emphasizes conceptual understanding.
- Organization / Clarity: the teacher explains clearly, is well prepared, gives lectures that are easy to outline, is careful and precise in answering questions, summarizes major points, states objectives for each class session, and identifies what he/she considers important.
- Instructor – Group Interaction: the teacher encourages class discussion, invites students to share their knowledge and experiences, clarifies thinking by identifying reasons for questions, invites criticism of his/her own ideas, knows if the class understands him/her or not, has interest and concern in the quality of his/her teaching, and has students apply concepts to demonstrate understanding.
- Instructor – Individual Student Interaction: the teacher has a genuine interest in students, is friendly toward students, relates to students as individuals, recognizes and greets students out of class, is accessible to students out of class, is valued for advice not directly related to the course, and respects students as persons.
- Dynamism / Enthusiasm: the teacher is a dynamic and energetic person, has an interesting style of presentation, seems to enjoy teaching, is enthusiastic about the subject, seems to have self-confidence, varies the speed and tone of his/her voice, and has a sense of humor.

As Eble (1971) described behaviors in each characteristic teachers should have to judged as effective, Sheffield (1974) indicated those characteristics of effective teaching most often mentioned that effective teachers are competent: they are master of their subjects, well prepared: they prepare the lessons orderly, practical: the subjects are related to life, encourage: they encourage students to have questions and opinions, enthusiasm: they are enthusiastic about the subject they teach, approachable:

they are available and friendly to students, concern: they are concerned for students' progress, amusing: they have the sense of humor, sympathetic: they are warm and kind enough, and they use the teaching aids effectively.

Hasenstab & Wilson (1989) clarified that effective teachers are who: express themselves positively; communicate with interest and enthusiasm; employ direct eye contact; phrase questions, directions, and statements clearly; view situations with empathy; identify a compelling "why"; limit the amount of new information; explain and illustrate concepts both abstractly and concretely; teach sequentially and globally; ask thought-provoking questions; employ a wide variety of methods; anticipate events in the classroom; recognize off-task behavior; use humor; counsel sensitively; know how to achieve group goals; maintain poise when something goes wrong; avoid aggravation; use classroom space to the best advantage, and use intrinsic and extrinsic rewards more often than penalties. Saunders (1999) signified that effective teacher should possess and be attentive to: enthusiasm, clarity, interaction, organization, pacing, disclosure, speech, rapport, relevance, learner centered, flexibility, and leadership.

Notwithstanding, the terminology "effective teacher" may sometimes be deputized in other terms. Barrett (1986) agreed in the literature that "good" means "effective." As Ebro (1977) studied the characteristics of effective teachers and called them to be great teachers, he addressed great teachers as: they get right down to business; teach at a fast pace; use a variety of instructional strategies; stay with their subjects; use humor; have command of their classes; interact with the students by giving immediate response to student question or answer, provide corrective feedback, use probing questions, and praise correct answers with an observation based on the answer (i.e., an explanation of why the answer was correct); provide a "warm classroom climate", let students free to interrupt at any time; have spontaneous introduction of humor; have nonverbal behavior; uses gestures frequently; and extend use of eye-contact.

Hildebrand & Feldman (1973) described that teachers possessing all of the characteristics are considered "great" teachers by their students, colleagues, and administrators. They separated the attributes of great teachers as the followings:

- Stimulating style: the great teachers present in ways which are interesting and involving; use humor to help maintain attention, and reinforce every major point with a meaningful referent; example or illustration; relate material to the student's world ; relate the material to actual experience in real life; focus on learning which will remain a permanent part of one's life and will be repeatedly used outside of school; develop the desire to want to know; and spend time getting students "psyched-up" to learn.
- Ability to communicate clearly: the great teachers put information across in a clear, understandable manner; are capable of reducing knowledge to its simplest components; tie information together; relate theory, principles, and concepts to practical application; make objectives available and clear; answer questions completely and freely; give feedback regularly and in a manner which helps students learn; and explain criticisms.
- Command of the subject matter: they are knowledgeable in the content area; current and up-to-date in the field; committed to the field of specialization (reads the literature, attends professional meetings, etc.); maintain contact with colleagues in the field (on and off campus); can demonstrate and illustrate the important aspects, as well as explain them; know the material well enough to emphasize the most important aspects; point out the contrasts and implications of various theories and principles; and relate the more important facts and concepts to related fields of study.
- Prepared and organized: they plan for the semester, the unit, the week, the day's activities; provide a syllabus containing objectives, bibliography, assignments, lab reports, homework, test schedule, special requirements, grading, guidelines; come to class ready to deal with the topic; use class time effectively and efficiently; present so students can see the relationships within the material; highlight main ideas; use instructional aids effectively; and summarize to aid learning and retention.
- Dynamic enthusiasm: the great teachers are excited about teaching...and shows it; sincerely interested in the subject matter; make learning a pleasurable experience; exude a positive attitude toward life in general; develop own unique style of humanism; use enthusiasm and excitement to

improve student attitudes toward both the subject and the instructor; and will go that extra step to get the students to do whatever is necessary to learn.

- Personal interest in students: they sincerely respect students and convey this helping, caring attitude; make it clear that they want to help students learn; take the time and effort to know the students and their needs; work with each student as an individual; talk with students, both in and out of class; help students answer their own questions; and they are valued for advice on other than class problems, as well as in-class activities.
- Interactive skills: the great teachers perceive student needs and keeps informed on individual progress; use student reaction and feedback to improve and guide actions; accurately read and communicate nonverbal signals; sense when the class does not understand; look at students when talking to them, in or out of class -- eye contact shows real awareness; make an effort to get students to know each other; and praise successful performance to motivate future learning.
- Flexibility, creativity, openness: they use a variety of presentation styles and methods; break up each period into at least three different activities; work with different students differently; change approach to meet new situations; try new and different ideas periodically; constantly searching for new ideas, approaches and methods; open to student suggestions on content, methods, and projects; and use individuality and originality in arranging teaching-learning activities.
- Sound character: they have integrity and honesty in all dealings with students; they are up-front with all rules, regulations, and special requirements with no hidden expectations; do not change the rules without careful justification to the students; use great care and fairness in grading and testing; maintain confidentiality with students; they are willing to risk being wrong and then correct errors made; and have patience and understanding for the beginner.
- Commitment: the great teachers demonstrate the sincere desire to teach; make teaching the number one priority; accept the restrictions and the

work necessary to do the job right; do what must be done to keep students apprised of their progress, successes, and needs; seek student, colleague, and administrator feedback for improvement purposes; accept criticism and suggestions as positive signs for change; constantly looking for new and better ways to teach; and share the best ideas with colleagues for their improvement.

Some other terminologies have been used in preference to effective teacher. Sherman (1987) also presented the characteristics of effective teaching in the terms of best or ideal teachers as:

- Enthusiasm (vocal delivery that is lively and varied; high energy level; pleasure in teaching; love of the subject; deep interest in the subject);
- Clarity (clear explanation of concepts; comprehensibility; summarizing of major premises; systematic presentation of material);
- Preparation and organization (detailed course outlines; establishment of course objectives; preparation for each class session; definition of evaluation procedures);
- Stimulation (creation of interest and thoughtfulness in students; inspiration of intellectual curiosity in students; ability to be interesting; motivating; thought provoking);
- Knowledge (grasp of subject matter; ability to make interrelationships of knowledge areas clear).

About characteristics of ideal teachers, Feldman (1988) synthesized 31 studies that had used both structured and unstructured data methods and found that both student and faculty members identified the following as important factors for university teaching. The deduced characteristics are the teacher's sensitivity to and concern with class level and progress, the teacher's preparation and organization of the course, the teacher's knowledge of the subject, the teacher's enthusiasm (for the subject or for teaching), the teacher's clarity and understandability, the teacher's availability and helpfulness, the teacher's fairness, impartiality of the teacher's evaluations of students, and the quality of examinations which was the attribute found in a very few theorists'. Imparting knowledge and skills to students is the major objective of university instruction for many faculties. Teachers who are strong in

some of the areas and weak in others are considered fine instructors by some observers and poor instructors by others (Hildebrand, 1973).

Besides individuals' studies, some institutes had studied about effective teaching. As the Graduate School and Center for Instructional Development and Research (2003), University of Washington, studied about the elements of effective teaching, they stated four elements of effective teaching are instructor knowledge, course organization, group interaction skills, and enthusiasm. Obviously, it helps any teacher to have been born with charisma, wit, warmth, sparkle, and dynamic enthusiasm. But these aren't the only important qualities for superior teaching, and we can capitalize upon those areas where we already have our greatest strengths (Hildebrand and Feldman, 1973). They also stated that students are not only motivated by enthusiasm, they are also motivated by organization, clarity, scholarship, and good techniques of classroom conduct. These are in the grasp of any instructor who really cares and truly wants to be good at teaching.

Some recommended fewer attributes than others. Wong (1998) suggested how to be an effective teacher in his book "The First Days of School" and declared the three characteristics of effective teaching as are good classroom management skills, teaching for mastery, and positive expectations for student success. This researcher also inferred that "Teachers + Parents = Good Students."

Knowles (1999) studied "Effects of teacher knowledge and motivation on students" and found out four teaching characteristics included teachers' pedagogical knowledge about English, teachers' pedagogical knowledge about student motivation, teachers' intrinsic motivation toward teaching, and teachers' self-efficacy toward teaching. It was predicted that the four teaching characteristics would be associated with students' achievement and motivation. This study examined the effect of teacher engagement on student achievement and motivation.

Tiberius & Tipping (1990) studied "Twelve Principles of Effective Teaching and Learning" These twelve principles are intended as guidelines to faculty and administrators interested in the improvement of teaching and learning. The list is derived, in part, from a study co-sponsored by the American Association for Higher Education and the Education Commission of the States (AAHE Bulletin, March 1987).

- Teachers' knowledge of the subject matter is essential to the implementation of important teaching tasks.
- Active involvement of the learner enhances learning.
- Interaction between teachers and students is the most important factor in student motivation and involvement.
- Students benefit from taking responsibility for their learning.
- There are many roads to learning.
- Expect more and you will achieve more.
- Learning is enhanced in an atmosphere of cooperation.
- Material must be meaningful.
- Both teaching and learning are enhanced by descriptive feedback.
- Critical feedback is only useful if the learner has alternatives to pursue.
- Time plus energy equals learning.
- Experience usually improves teaching.

The "Seven Principles for Good Practice in Undergraduate Education," originally published in the AAHE Bulletin (Chickering & Gamson, 1987), are a popular framework for evaluating teaching in traditional, face-to-face courses. The principles are based on 50 years of higher education research (Chickering & Reisser, 1993). The principles are good practice encourages student-faculty contact, good practice encourages cooperation among students, good practice encourages active learning, good practice gives prompt feedback, good practice emphasizes time on task, good practice communicates high expectations, and good practice respects diverse talents and ways of learning. A faculty inventory (Johnson Foundation, 1989) and an institutional inventory (Johnson Foundation, 1989) based on these principles have helped faculty members and higher-education institutions examine and improve their teaching practices.

Borich (1996) concluded five key behaviors in effective teaching as lesson clarity, instructional variety, task orientation, engagement in learning process, and student success. Borich (1996) regarded the indicators for an effective teacher being.

Lesson clarity:

- Informs learners of the lesson objective (e.g., describes what behaviors will be tested or required on future assignments as a result of the lesson);

- Provides learners with an advance organizer (e.g., places lesson in perspective of past and/or future lessons);
- Checks for task-relevant prior learning at beginning of the lesson (e.g., determines level of understanding of prerequisite facts or concepts and researches, if necessary);
- Gives directives slowly and distinctly (e.g., repeats directives when needed or divides them into smaller pieces);
- Knows ability levels and teaches at or slightly above learners' current level of functioning (e.g., knows learners' attention spans);
- Uses examples, illustrations, and demonstrations to explain and clarify (e.g., uses visuals to help interpret and reinforce main points);
- Provides review or summary at end of each lesson.

Instructional Variety:

- Uses attention-gaining devices (e.g., begins with a challenging question, visual, or example);
- Shows enthusiasm and animation through variation in eye contact, voice, and gestures (e.g., changes pitch and volume, moves about during transitions to new activity);
- Varies mode of presentation, (e.g., lectures, asks questions, then provides for independent practice);
- Uses a mix of rewards and reinforcers (e.g., extra credit, verbal praise, independent study and so on);
- Incorporates student ideas or participation in some aspects of the instruction (e.g., uses indirect instruction or divergent questioning);
- Varies types of questions and probes (e.g., divergent, convergent, to clarify, to solicit, to redirect).

Task Orientation:

- Develops unit and lesson plans that reflect the most relevant features of the curriculum guide or adopted text (e.g., each unit and lesson objective can be referred back to curriculum guide or text);
- Handles administrative and clerical interruptions efficiently (e.g., visitors, announcements, collection of money, dispensing of materials and supplies)

- by anticipating and pre-organization some tasks and deferring others to non-instructional time;
- Stops or prevents misbehavior with a minimum of class disruption (e.g., has pre-established academic and work rules to "protect" intrusions into instructional time);
 - Selects the most appropriate instructional model for the objectives being taught;
 - Builds to unit outcomes with clearly definable events (e.g., weekly and monthly review, feedback, and testing sessions).

Engagement in the Learning Process:

- Elicits the desired behavior immediately after the instructional stimuli (e.g., provides exercise or workbook problems with which the desired behavior can be practiced);
- Provides opportunities for feedback in a non-evaluative atmosphere (e.g., asks students to respond as a group or covertly the first time through);
- Uses individual and group activities (e.g., performance contracts, programmed texts, games and stimulations, and learning centers as motivational aids);
- Uses meaningful verbal praise to get and keep students actively participating in the learning process;
- Monitors seatwork and frequently checks progress during independent practice.

Student Success:

- Establishes unit and lesson content that reflects prior learning;
- Administers corrective immediately after initial response;
- Divides lessons into small, easily digestible pieces;
- Plans transitions to new content in small, easy-to-grasp steps;
- Varies the pace at which stimuli are presented and continually builds toward a climax or key event (e.g., pacing and intensity gradually build toward major milestones).

Feldman (1996) studied effective teaching characteristics and received the six weighed heaviest by students as follows:

1. Teacher's stimulation of interest in the course and its subject matter;
2. Teacher's clarity and the ability to be understood by students;
3. Students' perceived outcome or impact of instruction;
4. Intellectual challenge and encouragement of independent thought (by the teacher and through the coursework);
5. The teacher's sensitivity to class level and rate of progress;
6. The teacher's advance preparation and organization of the course.

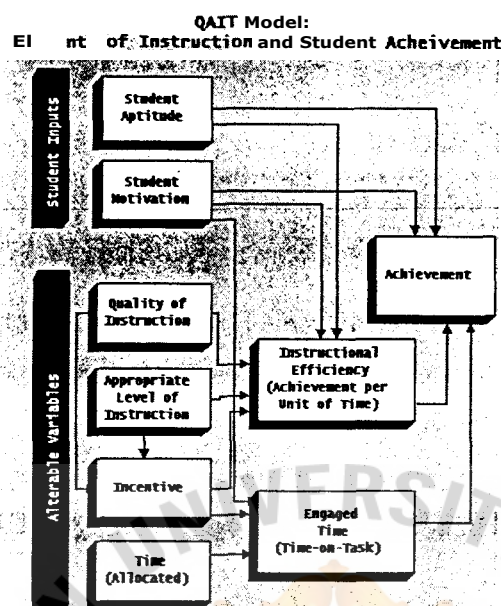
Kearsley (2000) summarized the characteristics of exemplary teachers as:

- Be knowledgeable and enthusiastic about their subject matter;
- Have charisma, good presentation skills and a good sense of humor;
- Ability to get students engaged/excited about the subject they teach;
- Can present material so that it can be understood easily;
- Are student-centered and "tuned in" to students concerns and;
- Can adopt different roles (expert, counselor, facilitator, moderator, etc.).

2.2.4 Studies on Students' Achievement Models

Hiring teachers who can raise student achievement is a vital and increasingly complex responsibility (Kaplan & Owings, 2004). As student achievement is a highest purpose of teaching, Slavin (1995) studied the elements affecting students' achievement and procreated the model called the QAIT model. The QAIT model can be conceptualized in terms of intermediate effects on time-related variables. The QAIT Model below depicts a model of how alterable elements of instruction might affect student achievement.

Figure 2.2 QAIT Model: Elements of Instruction and Student Achievement



Source: Slavin (1995), A Model of Effective Instruction, Center for Research on the Education of Students Placed at Risk, Johns Hopkins University.

Slavin (1995) described: the quality of instruction is the degree to which information or skills are presented so that students can easily learn them; the appropriate levels of instruction is the degree to which the teacher makes sure that students are ready to learn a new lesson (that is, they have the necessary skills and knowledge to learn it, and the lesson is neither too difficult nor too easy) but have not already learned the lesson; the incentive is the degree to which the teacher makes sure that students are motivated to work on instructional tasks and to learn the material being presented; and time is about the degree to which students are given enough time to learn the material being taught.

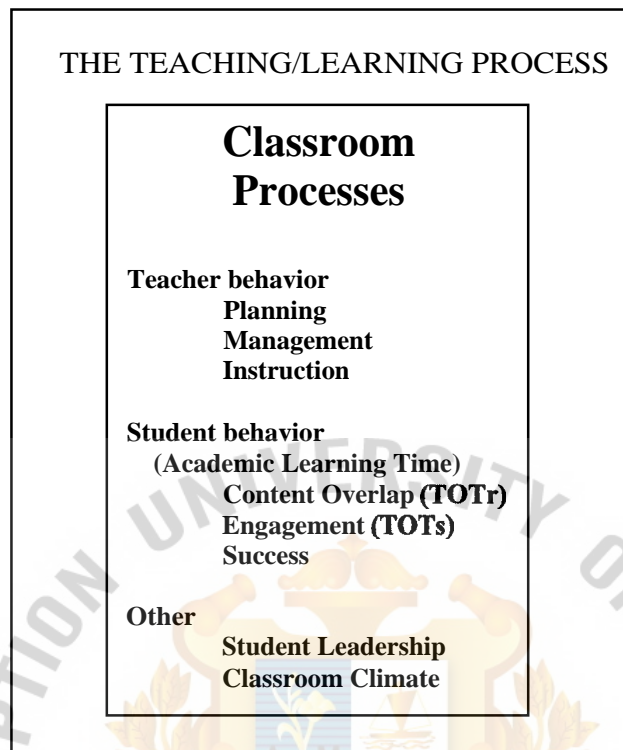
In this chart, two types of independent variables are presented: Student inputs and alterable variables. Student inputs refer to factors over which the school has little control in the short run: students' aptitude (including their prior knowledge of a subject) and those aspects of motivation to learn that students bring from home (as distinct from the motivation created by classroom practices). The alterable variables are the QAIT elements discussed earlier. Of course, student inputs are not unchangeable, but can be affected by classroom practices. The effects of the alterable variables on student achievement are held to be mediated by two time-related variables: Instructional efficiency and engaged time, or time-on-task. Instructional

efficiency can be conceptualized as the amount of learning per time. Engaged time is the amount of time students are actually participating in relevant learning activities, such as paying attention to lectures and doing assignments. Instructional efficiency and engaged time are multiplicatively related to student achievement; obviously, if either is zero, then learning is zero.

According to Slavin (1995), the most important implication of the QAIT model is that teachers need to focus on each of the four elements of effective instruction: quality, appropriateness, incentive, and time to make a substantial difference in student achievement. One important characteristic is all four must be adequate for instruction to be effective. Again, effective instruction is not just good teaching. No matter how high the quality of instruction, students will not learn a lesson if they lack the necessary prior skills or information, if they lack the motivation, or if they lack the time they need to learn the lesson. On the other hand, if the quality of instruction is low, then it may make little difference how much students know, how motivated they are, or how much time they have. Each of the elements of the QAIT model is like a link in a chain, and the chain is only as strong as its weakest link. In fact, it may be hypothesized that the four elements are multiplicatively related, in that improvements in multiple elements may produce substantially larger learning gains than improvements in any one (Slavin, 1995).

This version of Slavin's QAIT model can be contrasted with the "Classroom Processes" section of Huitt's (1997) "model of the teaching/learning process". The latter is a slight adaptation of the Dimensions of Classroom Effectiveness developed by Squires, Huitt, & Segars (1983).

Figure 2.3 The Teaching/Learning Process



Source: Huitt (1997), Educational Psychology Interactive, Valdosta, GA: Valdosta State University.

Huitt's (1997) model considers measures of school learning beyond those of standardized tests of basic skills, teacher characteristics such as teacher efficacy, and context factors such as school characteristics and processes and home environment. The major difference between Slavin's and Huitt's classroom models is that Slavin (1995) has redefined the important variables in John Carroll's model into Teacher Classroom Behavior variables. By doing this Slavin (1995) has emphasized the importance of the classroom teacher in arranging the conditions that will optimize student learning. However, he has simultaneously eliminated student classroom behavior as an influence on teacher behavior.

2.3 Perspectives of Personal Factors

Demographics refer to vital statistics that characterize human populations, including age, gender, ethnicity, and so forth. Demographics, often generated from population census data, can be used to project future trends and needs of relevance to

educators (Cushner, 2003). Numbers of studies use demographic factors to segment a population into various segments based on, for examples, age, gender, level of income, education, occupation, nationality, and marital status. Demographic variables have been used to measure the relationships between them and, moreover, these variables have been used to measure the differences in perception among manifold demographic factors in previous studies.

According to Cashin (1988), student perceptions are a useful component of understanding teaching effectiveness. While student perceptions are taken into account in the process of forming those evaluations, the evaluations are made by faculty members and administrators, not by students. Student ratings must be supplemented with other sources of information about teaching, such as: syllabi; tests; grade distributions; faculty self-evaluations; and reports of class observations by colleagues. Student ratings are only one tool for helping to improve teaching. Ratings can be a valuable source of information that aids in instructional improvement. They may help to identify particular aspects of a course that merit attention (e.g., test and exams, organization, student interaction, etc.).

In order to determine effective teaching characteristics, exclusive using demographic variables might not be adequate. There are some other student's personal variables, apart from demographic factors, have been used and practicable to determine the effective characteristics of teaching. Koon & Murray (1995) stated that students in different class sizes and in different courses may identify different sets of skills and activities as effective. The age and work experience of the evaluator also affect which teaching skills and activities are judged as effective. In some previous studies grade point average (GPA) had been used as one variable of student to study the effective characteristics of teaching. Western Illinois University (May, 2005) conveyed the description of grade point average (GPA) as the average of a student's honor points divided by hours attempted. It is calculated at the end of each semester, as well as overall. University of Maryland (2002) elucidated full-time experience as work experience at a rate of 40 hours or more per week. Applicants must prorate all part-time experience to determine the full-time equivalent, using the following formula to determine the equivalent months of full-time experience: $(\text{number of hours per week} / 40 \text{ hours}) \times \text{number of months worked} = \text{number of months of full-time experience}$. For example, if an applicant worked 20 hours per week for 36 months,

divide 20 by 40, resulting in 0.5. Multiply the result by 36 months for the equivalent prorated experience: (20 hours per week divided by 40 hours) multiplied by 36 months = 18 months. Hence, this applicant worked the equivalent of 18 months of full-time experience.

In the present study, the researcher segments demographic characteristics of the population based on age, gender, and nationality. In addition, other four personal factors of student which are MBA program-time of study, academic trimester, grade point average (GPA), and work experience are employed in the study with those demographic characteristics.

2.4 Review of Previous Studies on Perceived Effective Teaching Characteristics

Research on effective strategies is useful to teachers in helping them make informed and intelligent choices of teaching strategies designed to accelerate student achievement (Slavin, 1997). Effective teaching characteristics are one important component of the effective strategies. Several studies, however, have attempted to identify the characteristics of effective university teaching, within the educational community there has been a remarkable diversity in the definition of effective teaching (Arends, 1991).

Suwandee (1995) studied the characteristics of effective teaching identified by Thai students in the Faculty of Science, Mahidol University. This researcher employed the questionnaire by adopting various studies found in the literature as a basis and the reliability of the instrument was determined during the analysis of the data collected by using Cronbach's alpha to establish the internal consistency for each of the six components. According to the findings, Suwandee (1995) acquired the ranking of the perceived important teacher characteristics as: (1) Preparation/Organization/Clarity; (2) Examination/Grading; (3) Enthusiasm/Stimulation; (4) Knowledge; (5) Instructor-Individual Student Interaction; and (6) Instructor-Group Interaction. The results showed that gender of students significantly affected their perceptions of valued effective teaching characteristics in Knowledge and Instructor-Group Interaction components. And academic status also significantly affected students' perception of valued effective teaching characteristics in Knowledge, Instructor-Group Interaction, and Instructor-Individual Student

Interaction components. But grade point average did not significantly affective students' perception of valued effective teaching characteristics in any components.

Meepiarn (1995) deliberated effective teaching characteristics as a main concern in a Thai police higher educational institution and examined the perception of Thai police cadets in the Royal Thai Police Cadet Academy (RTPCA) to determine: (a) Thai police cadets' perceptions of effective teaching demonstrated by instructors at the Royal Thai Police Cadet Academy (RTPCA) and teaching characteristics specific to the Thai police academy; (b) teaching characteristics which supported learning characteristics of instructors; and (c) information concerning teacher assessment which could be transmitted to the RTPCA Commissioner. The factors examined in this study included classification (group-1: from pre-cadet school, group-2: from non-commissioned police officers), academic status, and grade point average (GPA).

Meepiarn (1995) used the questionnaire depicting nine components. The findings of study presented that Thai Police cadets at the RTPCA ranked the nine components of the importance of teaching characteristics as: (1) Preparation/Organization/Clarity; (2) Knowledge; (3) Communication Skills; (4) Enthusiasm/ Stimulation; (5) Teaching Strategies; (6) Instructor-Individual Student Interaction; (7) Classroom Environment; (8) Instructor-Group Interaction and (9) Examination/Grading. His findings showed classification of Thai police cadets significantly affected Thai police cadets' perception of valued teaching characteristics on the Knowledge component. And academic status also significantly affected Thai police cadets' perception of valued teaching characteristics on Preparation/Organization/Clarity, Knowledge, Enthusiasm/ Stimulation, Teaching Strategies, Instructor-Individual Student Interaction, Classroom Environment, and Instructor-Group Interaction. But grade point average did not significantly affect Thai police cadets' perception of valued teaching characteristics in any components.

Walsh & Maffei (1994) surveyed students at Miami University of Ohio with 46-items on seven-point Likert Scales on the faculty-student relationship. The seven-point scales ranged from whether a particular teaching behavior "greatly enhanced" teaching at one end to "greatly detracted" from teaching at the other end. Of the 14 top behaviors listed as enhancing or detracting on the Likert Scales, professors and students diverged on five of them. Students (but not faculty) listed, "Treats students as

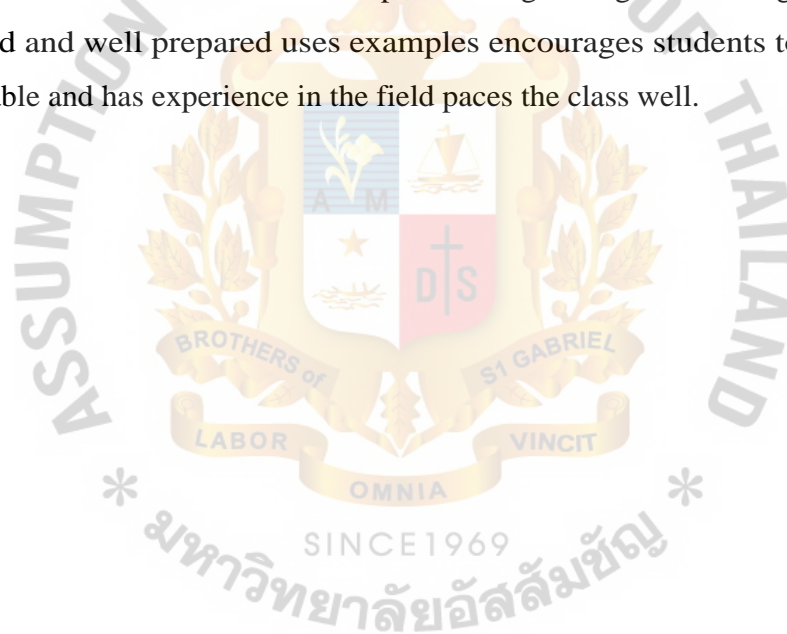
equals," "Smiles and displays a friendly demeanor," "Is accessible outside of office hours," "Greet students encountered outside of class," and "Is available before and after class" as greatly enhancing teaching. Faculty (but not students) listed, "Gives individual attention to students having difficulty," "Applies the same evaluation criteria to all students," "Is vague about expectations of students" (greatly detracting from teaching), "Tends to be evasive in responding to questions" (greatly detracting from teaching), and "Explains grading criteria."

In 1999, Sheehan & DuPrey designed a study to examine the factors that predict effective instruction at the university level. They defined effective university instruction as students' perceptions of their learning in the class. The respondents were both graduate and undergraduate (upper and lower division) courses in a Department of Psychology in the Rocky Mountain region. The questionnaire instrument used in the study to predict effective university teaching contained items gleaned from a thorough review of the literature on teaching effectiveness. In all, 27 items were included in the instrument.

The findings from Sheehan & DuPrey's (1999) study revealed that teaching effectiveness was multifaceted: there were different components to effective instruction. The regression analysis revealed a linear combination of five items that accounted for 69% of the variance in teaching effectiveness. The items were: informative lectures, whether tests, papers and or other assignments were good measures of course material, instructor preparation, interesting lectures, and students' perception of whether the class was challenging. Students rated the informativeness of lectures to be of the utmost importance. Whether tests and other assignments as good measures of course material was the second to enter the regression equation and it was somewhat surprising as this item did not deal with a professor's in-class instructional performance. The next two items entering the equation (instructor preparation and interesting lectures) were given that they referred to in-class lecturing behaviors. It was certainly pleasing to see the challenging class item entering the equation. The presence of this item suggested that professors who challenge students in class receive high ratings for teacher effectiveness (Sheehan and DuPrey, 1999).

Dryden et al. (2003) studied the student perspective on effective teaching. These researchers segmented the respondents who were students in University of Arizona based on their demographic factors as academic status and major of study.

Specified demographic data were used to identify the effective teacher. The descriptive words were required to list from students. All descriptors were categorized according to the Seven Principles of Good Practice as: student/faculty contact, cooperation among students, active learning, giving prompt feedback, emphasizing time on task, communicating high expectations, and respecting diverse talents and ways of learning. Regarding the personal examples of effective teacher, the findings could be concluded that an effective teacher is passionate about what he/she teaches is willing to help students applies class material to real life encourages class participation, discussions, and group work is flexible and willing to meet with students outside of class uses humor in class knows how to use different types of media encourages learning that is interactive, hands-on, individualized relates to students, understands conflicts uses multiple teaching strategies encourages feedback is organized and well prepared uses examples encourages students to do well is knowledgeable and has experience in the field paces the class well.



Chapter 3

Research Framework

In this chapter, the researcher focuses on the research framework. The related theoretical concepts from the literature review on perceived effective teaching characteristics have been applied to develop the Conceptual Framework.

This chapter comprises: (1) the theoretical framework presenting the inferential conception being employed to advocate the study; (2) the conceptual framework presenting the overall relational idea that explains the compositions of variables which are gender, age, nationality, program-time of study, academic trimester, grade point average (GPA) and work experience regarded to be independent variables, and the perceived effective teaching characteristics regarded to be dependent variables; (3) the research hypotheses presenting the assertions of proposal to be formulated for empirical testing; and (4) the operationalization of the independent and dependent variables.

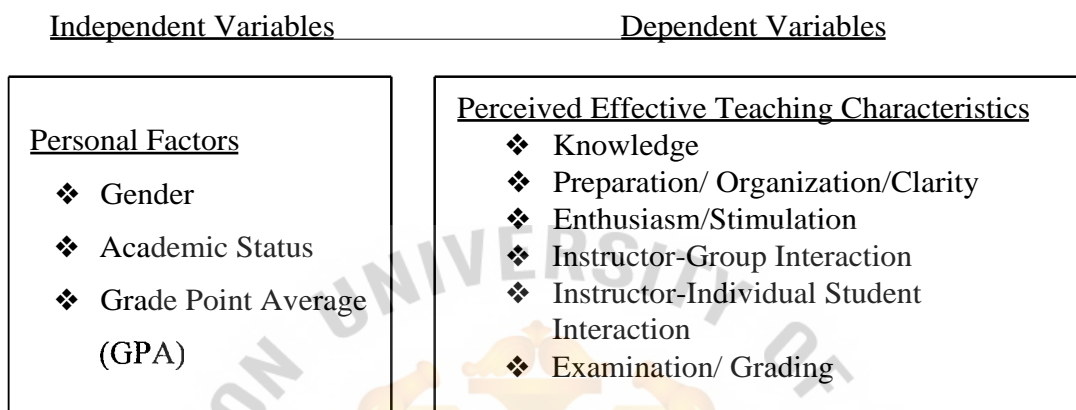
3.1 Theoretical Framework

The theoretical framework is a conceptual model of how one theorizes the relationship among several factors that have been identified as important to the problems, which discusses the relationship among the variables that are deemed to be integral to the dynamics of the situation being investigated (Sekaran, 1992).

This study examined the effective teaching characteristics as perceived by MBA program students of Assumption University. The conceptual framework of the previous study by Suwandee (1995) was used as a basis for the platform of the structure of student's personal factors. The framework of Suwandee's (1995) study included independent variables which were: gender, academic status, and grade point average (GPA). The dependent variables represented the effective teaching characteristics from the lists identified in 14 studies dating from 1965 to 1987. They were knowledge, preparation/organization/clarity, enthusiasm/stimulation, instructor-group interaction, instructor-individual student interaction, and examination/grading.

The theoretical framework was adapted for the conceptual framework of the study and is diagrammed in Figure 3.1.

Figure 3.1 The Relationship between Student's Personal Factors and Perceived Effective Teaching Characteristics



Source: Suwandee, A. (1995), "Students' Perceptions of University Instructors' Effective Teaching Characteristics in the Faculty of Science, Mahidol University", Journal of the Department of Foreign Languages, Vol.5, Dec.1995, pp.6-22.

For these personal factors, gender was divided into two groups: male and female. Academic status refers to the academic year of students; however, it was not used in the conceptual framework of this study because MBA program is a two-year program. The academic trimester was used instead because MBA program is a three-trimester per year program.

There are some other student's personal variables. Age was used as a variable of this study because MBA program is a graduate program which includes several ranges of student's age. Koon & Murray (1995) stated that students in different class sizes and in different courses may identify different sets of skills and activities as effective. The age and work experience of the evaluator also affects which teaching skills and activities are judged as effective.

Being an international educational institution, there are various nationalities of students. Students of different nationality and race will have different cultural backgrounds and different perception. Therefore, nationality is one of independent variables used to compare differences in perceptions of effective teaching.

Grade point average (GPA) and student's work experience conjointly with some demographic characteristics were selected as factors that might be related to perceived effective teaching characteristics. MBA programs include day and evening programs. Every evening program students are required to have at least 2 years work experience and some day program students also have work experience.

The study also draws on Borich's (1996) conclusion regarding five key behaviors in effective teaching: lesson clarity, instructional variety, task orientation, engagement in the learning process, and student success.

Figure 3.2 Five Key Behaviors in Effective Teaching

<u>Five Key Behaviors in Effective Teaching</u>	
•	Lesson clarity
•	Instructional variety
•	Task orientation
•	Engagement in learning process
•	Student success

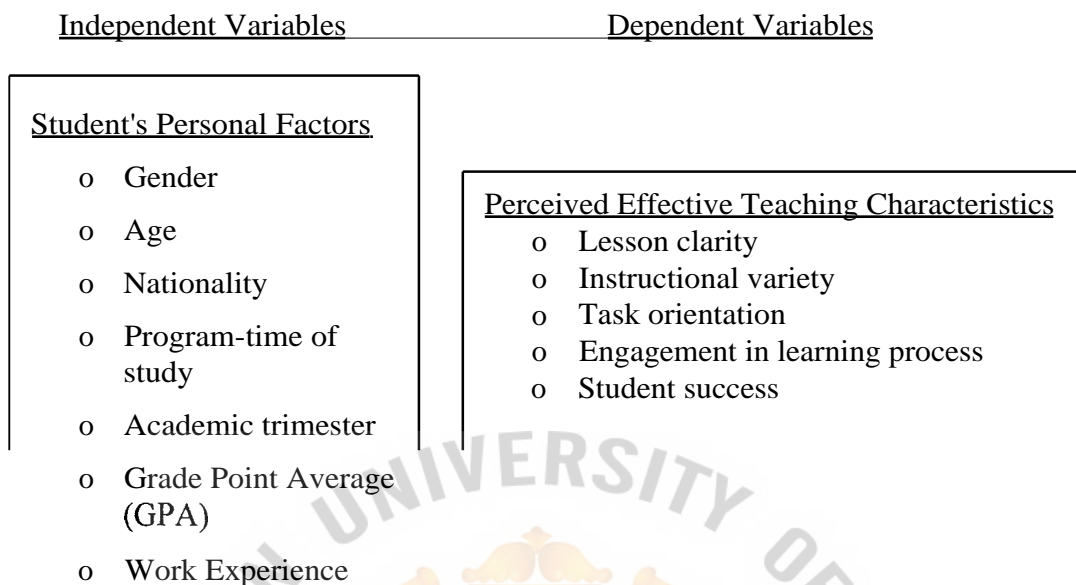
Source: Borich (1996), *Effective Teaching Methods*, third edition, New Jersey, Prentice-Hall, Inc.

Lesson 'clarity refers to how clear and interpretable a presentation is to the class. Instructional variety refers to the variability of flexibility during the presentation of a lesson. Task orientation refers to how much classroom time the teacher devotes to the task of teaching an academic subject. Engagement in learning process refers to the amount of learning time devoted to an academic subject. And student success refers to the rate at which students understand and correctly complete exercises.

3.2 Conceptual Framework

The conceptual framework presents the independent and dependent variables. Independent variables are student's personal factors including gender, age, nationality, MBA program-time of study, academic trimester, grade point average (GPA), and work experience. Effective teaching attributes theory (Borich, 1996) is applied as the dependent variables.

Figure 3.3 Conceptual Framework



In this study, the researcher examined the relationships between student's personal factors classified by gender (male, female), age (21-25, 26-30, 31-35, >35), nationality (Chinese, Indian, Thai, Vietnamese, other), program-time of study (Day program, Evening program), academic trimester (3rd, 4th, 5th, 6th, and above), grade point average (<3.00, 3.00-3.40, 3.41-3.70, 3.70-4.00), and work experience (none, <2, 2-5, >5 years) and perceived effective teaching characteristics.

3.3 Research Hypotheses

A statement about concepts that may be judged as true or false if it refers to observable phenomena is a proposition and when a proposition is formulated for empirical testing, it is called a hypothesis. As a declarative statement, a hypothesis is of a tentative and conjectural nature. Hypotheses have also been described as statements in which we assign variables to cases.

In this section of the research, the hypotheses are stated in testable forms: the null and alternative hypotheses, which are able to predict the relationship between particular variables.

Hypothesis 1

Ho1: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between male and female students.

Ha1: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between male and female students.

Hypothesis 2

Ho2: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different age.

Ha2: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different age.

Hypothesis 3

Ho3: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different nationality.

Ha3: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different nationality.

Hypothesis 4

Ho4: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between Day program and Evening program students.

Ha4: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between Day program and Evening program students.

Hypothesis 5

H₀₅: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students in different academic trimester.

H_{a5}: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students in different academic trimester.

Hypothesis 6

H₀₆: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different grade point average.

H_{a6}: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different grade point average.

Hypothesis 7

H₀₇: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different work experience level.

H_{a7}: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different work experience level.

3.4 Operationalization of the Independent and Dependent Variables

The aforesaid variables of independent and dependent variables in the conceptual framework of the study which are derived from the literature are operationalized in this stage. The measurement scales are shown below:

3.4.1 Operationalization of Independent Variables

In this study, the independent variable comprised of student's personal factors. They are gender, age, nationality, program-time of study, academic trimester, grade point average (GPA), and work experience.

Table 3.1 Operationalization of the Student's Personal Factors

Student's Personal Variables	Definition and Operational Compositions	Part Question No.	Level of Measurement
Gender	Classification of sex : <ul style="list-style-type: none">• Male• Female	1	Nominal Scale
Age	The period of time during which someone exists. Classification of age used : <ul style="list-style-type: none">• 21 - 25• 26 - 30• 31 -35• More than 35	2	Ordinal Scale
Nationality	The status of belonging to a particular nation by birth or naturalization. Classification of nationality used: <ul style="list-style-type: none">• Chinese• Indian• Thai• Vietnamese• Other	3	Nominal Scale

Student's Personal Variables	Definition and Operational Compositions	Part ๓ Question No.	Level of Measurement
MBA program-time of study	<p>The program time of study the student is enrolled.</p> <p>Classification of program-time of study:</p> <ul style="list-style-type: none"> • Day program • Evening program 	4	Nominal Scale
Academic Trimester	<p>An academic calendar period of about 15 weeks. Three trimesters make up one year.</p> <p>Classification of academic trimester used :</p> <ul style="list-style-type: none"> • 3rd • 4th • 5th • 6th and above 	5	Nominal Scale
Grade Point Average	<p>The average of a student's honor points divided by hours attempted. It is calculated at the end of each semester, as well as overall.</p> <p>Classification of GPA used :</p> <ul style="list-style-type: none"> • Less than 3.00 • 3.00 – 3.40 • 3.41 – 3.70 • 3.71 – 4.00 	6	Ordinal Scale

Student's Personal Variables	Definition and Operational Compositions	Part 2 Question No.	Level of Measurement
Work Experience	<p>The period of time a worker has worked at a rate of 40 hours per week as a fulltime job by law.</p> <p>Classification of work experience:</p> <ul style="list-style-type: none"> • None • Less than 2 years • 2 – 5 years • More than 5 years 	7	Ordinal Scale

3.4.2 Operationalization of Dependent Variables

In this study, the sub-variables of dependent variable are; lesson clarity, instructional variety, task orientation, engagement in learning process, and student success.

Table 3.2 Operationalization of Perceived Effective Teaching Characteristics

Perceived Effective Teacher Variables	Definition and Operational Compositions	Part 1 Question No.	Level of Measurement
Lesson Clarity	<p>The quality of speaking, writing, or thinking in a clear, logical, step-by-step order, and audible way.</p> <p>Ex: The instructor informs learners of the lesson objective.</p>	1-7	Interval Scale

Perceived Effective Teacher Variables	Definition and Operational Compositions	Part ¹ Question No.	Level of Measurement
Lesson Clarity (continued)	Ex: The instructor gives directives slowly and distinctly.		
Instructional variety	<p>The variability or flexibility during the presentation of a lesson including the planned mixing of different classroom behavior, variability in instructional materials, questioning, types of feedback, and teaching strategies.</p> <p>Ex: The instructor shows enthusiasm and animation through variation in eye contact, voice, and gestures.</p> <p>Ex: The instructor varies types of questions and probes.</p>	8-13	Interval Scale
Task Orientation	<p>The classroom time the teacher devotes to the task of teaching an academic subject. The more time dedicated to the task of teaching a specific topic, the greater opportunity students have to learn.</p> <p>Ex: The instructor develops unit and lesson plans that reflect the most relevant features of the curriculum guide or adopted text.</p>	14-18	Interval Scale

Perceived Effective Teacher Variables	Definition and Operational Compositions	Part 1 Question No.	Level of Measurement
Task Orientation (continued)	Ex: The instructor establishes unit outcomes with clearly definable events to learners.		
Engagement in learning process	<p>The amount of learning time devoted to an academic subject.</p> <p>Ex: The instructor provides exercise or workbook problems immediately after the instructional stimuli that the desired behavior can be practices.</p> <p>Ex: The instructor provides opportunities for feedback in a non-evaluative atmosphere.</p>	19-23	Interval Scale
Student success	<p>The rate at which students understand and correctly complete exercises.</p> <p>Ex: The instructor establishes unit and lesson content that reflects prior learning.</p> <p>Ex: The instructor administers correctives immediately after initial response.</p>	24-28	Interval Scale

Chapter 4

Research Methodology

The purpose of this chapter is to address the research methodology employed in the study. This chapter consists of five sections including (1) research methods used;(2) details of respondents and sampling procedures;(3) research instruments and questionnaires;(4) collection of data and gathering procedures; (5) pre-testing of questionnaire, and (6) statistical methods for data analysis.

4.1 Research Methods Used

This research is envisaged as a descriptive study to describe the perceptions of students on effective teaching characteristics with quantitative approach. The survey by questionnaire was employed to collect data from respondents. Zikmund (1997) stated that survey is a research technique in which information is gathered from a sample of people by use of a questionnaire; a method of data collection based on communication with a representative sample of the target respondent. The researcher collected data by distributing questionnaires in classes. The findings, with the quantitative approach involving statistical analysis, were used to test hypotheses and to draw conclusions.

4.2 Respondents and Sampling Procedures

4.2.1 Population

According to Cooper & Schindler (2002), population is the total collection of elements about which we wish to make some inferences and the target population is the specific, complete group relevant to the research project.

For this study, the researcher has targeted the MBA program students of Assumption University as the respondents. The total number of MBA program students of Assumption University acquired from the Office of the Registrar, Assumption University for the academic year 2004 – 2005 is presented in Table 4.1.

Table 4.1 Number of MBA Program Students Classified by Academic Year (2004-2005)

Academic Year	First Year	Second Year	Above
Total	390	478	189
Grand Total	1,057		

Source: Office of the Registrar, Assumption University, 2005.

Table 4.2 Number of Graduates from MBA Programs Classified by Graduation Plan (2004-2005)

Graduation Plan	Thesis	Comprehensive
May – Aug (1/04)	24	38
Sep – Dec (2/04)	95	129
Jan – April (3/04)	13	89
Total	132	256
Grand Total	388	

Source: Graduate School of Business, Assumption University, 2005.

The number of students who were enrolled during the academic year 2004 — 2005 in table 4.2 was 1,057. Of this number, 388 students, who have graduated, is deducted from the total number of students. The population therefore was 669 students. In this study, the students' personal factors were applied to determine the relationships with perceived effective teacher characteristics.

Zikmund (1997) stated that sampling is the process of using a small number of items or parts of a larger population to make conclusion about the whole population.

4.2.2 Sample Size

In this study, sample size is determined by estimating proportion. The theoretical sample size table is presented in Table 4.3.

Table 4.3 Theoretical Sample Size for Different Sizes of Population

Size of Population	Percent of Error					
	1%	2%	3%	4%	5%	10%
500	-	-	-	-	222	83
1,000	-	-	-	385	286	91
1,500	-	-	638	441	316	94
2,000	-	-	714	476	333	95
2,500	-	1,250	769	500	345	96
3,000	-	1,364	811	517	353	97

Source: Yamane Taro, Statistics: an introductory analysis, second edition (Harper & Row Corporations, 1969).

Based on the information from the Registrar's Office of Assumption University, there are 669 MBA program students, which are matched against 1,000 in the table. Therefore, regarding the theoretical sample size table, with the allowance for the sampling error in this study of 5% with confidence level, the sample size should be 286 respondents.

In this study, only students enrolled in the 3rd trimester and above, were included. There are some students studying in their 1st and 2nd trimester included in the academic year 2004 – 2005, who were not accounted for in the sample. The reason for this exclusion is that students who have not spent a sufficient number of trimesters at Assumption might not be in a position to make accurate judgement on effective teacher characteristics. The researcher distributed the questionnaire to 350 respondents who were enrolled in both day and evening programs for higher confidence.

4.3 Research Instrument/Questionnaire

The first part of the questionnaire contains the set of questions from effective instructor checklist. These questions were used to determine effective teaching characteristics. The five-point Likert's scale was used to determine the degree of importance of each of the items.

The second part consisted of the questions on student's personal factors which are gender, age, nationality, MBA program-time of study, academic trimester, grade point average(GPA), and work experience by using multiple choices and fill in the blank formats to classify the respondents' personal characteristics.

The conceptual framework of the study was used as a base to compose all questions in the questionnaire. In the questionnaire, the respondents were reminded to give only their perceptions on effective teaching and not to evaluate the teachers. The contents are presented in Table 4.4.

Table 4.4 Contents of the Questionnaire

Part	Core Variables	Sub-Variables	Questions
1	Effective Teaching Characteristics	<ul style="list-style-type: none">• Lesson clarity• Instructional variety• Task orientation• Engagement in learning process• Student success	<p>1-7</p> <p>8-13</p> <p>14-18</p> <p>19-23</p> <p>24-28</p>
2	Student's Personal Factors	<ul style="list-style-type: none">• Gender• Age• Nationality• MBA program-time of study• Academic trimester• Grade Point Average (GPA)• Work Experience	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>

4.4 Collection of Data/Gathering Procedures

The questionnaires were distributed to MBA program students of Assumption University. All the responses were completely anonymous. The data collection was done over a period of three weeks, starting in the 2nd week of June, 2005.

4.5 Pre-testing of Questionnaire

In this study, the researcher attempted to remove respondents' misunderstandings about the questions by testing the reliability of the questionnaire. Questionnaires were randomly distributed to 30 participants who were enrolled as graduate students in the MSc program at Assumption University. Vanichbunch (2001) cited that in order to conduct a pretest, the number of respondents should be at least 25 samples.

The pre-tested questionnaires were coded and processed by using SPSS program (Cronbach). This is a model of internal consistency, based on the average inter-item correlation. Sekaran (1992) suggested that if the reliability value is at least 0.6, it is considered reliable. The result of reliability analysis is presented in Table 4.5.

Table 4.5 Reliability Analysis

Variables	Results
Perceived Effective Teaching Characteristics:	
• Lesson Clarity	0.620
• Instructional Variety	0.641
• Task Orientation	0.625
• Engagement in Learning Process	0.642
• Student Success	0.688

The Cronbach's alpha values of the study were ranged between 0.620 and 0.688, which indicated that the questionnaire was considered reliable and appropriate for data collection.

4.6 Statistical Treatment of Data

The researcher made use of the Statistical Package for Social Science (SPSS) to interpret the data after completion of data collection work with the following categories.

1. Descriptive statistics were applied to transform the raw data into a form to describe or summarize information about a population or sample (Zikmund, 2000). It refers to frequency distribution and percentage to describe the data. For this study, descriptive statistics were applied in order to describe the personal factors as well as means and standard deviations of perceptions on effective teaching characteristics of the respondents. The interpretations on respondents' perception for effective teaching characteristics using average weighted mean are as follows:

Perception Average Weighted Mean for Effective Teaching Characteristics

<i>Rating Scales</i>	<i>Interpretation</i>
5.00-4.20	Very Important
4.19-3.40	Important
3.39-2.60	Neutral
2.59-1.80	Least Important
1.79-1.00	Not Important

2. Inferential statistics (F-Test ANOVA and T-Test) were used to determine the relationship between independent variables and dependent variables. In this research, the Independent T-Test was applied for testing the differences in perception between males and females and between Day and Evening program students. F-Test ANOVA was applied for testing the differences in perception among students with different age, nationality, academic trimester, grade point average, and work experience. The F-Test ANOVA was used to test the different opinions in each independent variable towards the dependent variables.

Illustratively, the Table 4.6 represents the summary of statistical analyses used in testing the hypotheses of the study.

Table 4.6 The Summary of Statistical Analyses used in Hypotheses Testing of the Study

Hypothesis	Statistical Testing
Ho 1: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between male and female students.	Independent T-Test
Ho2: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different age.	ANOVA
Ho3: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different nationality.	* ANOVA
Ho4: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between Day program and Evening program students.	Independent T-Test

Hypothesis	Statistical Testing
Ho5: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different academic trimester.	ANOVA
Ho6: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different grade point average.	ANOVA
Ho7: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different work experience level.	ANOVA

Chapter 5

Presentation of Data and Critical Discussion of Results

This chapter presents the results of the study based on 307 research participants who are MBA program students of Assumption University. This chapter reveals the analyses of data collected and is divided into three sections. The first section includes the presentation of personal characteristics of total respondents consisting of gender, age, nationality, program-time of study, academic trimester, grade point average (GPA), and work experience. The second section describes the overall perception of the research participants on effective teaching characteristics. The last section exhibits the hypothesis tests of the relationship between respondents' personal factors and perception of effective teaching characteristics. The analyses are based on SPSS (Statistical Package for Social Science) program and employ Independent T-test and Analysis of Variance (ANOVA).

5.1 Personal Factors of the Respondents

In the study, the researcher identified the personal factors of the respondents based on seven aspects consisting of gender, age, nationality, program-time of study, academic trimester, grade point average (GPA), and work experience. Descriptive statistics analysis was employed to analyze the data.

5.1.1 Gender of the Respondents

Among the 307 respondents, 52.4 percent are females and 47.6 percent are males. This indicates that the majority of the respondents in the study are females as illustrated in Table 5.1.

Table 5.1 Frequency Distribution by Gender

Gender	Frequency	Percent
Male	146	47.6
Female	161	52.4
Total	307	100.0

5.1.2 Age of the Respondents

For age level of the respondents, the majority of the respondents are 21-25 years, which represents 46.6 percent, followed by the age group of 26-30 years with 44.6 percent of total respondents, 31-35 years, and above 35 years, respectively, as illustrated in Table 5.2.

Table 5.2 Frequency Distribution by Age Level

Age Level	Frequency	Percent
21 – 25 years	143	46.6
26 – 30 years	137	44.6
31 – 35 years	22	7.2
Above 35 years	5	1.6
Total	307	100.0

5.1.3 Nationality of the Respondents

For nationalities of the respondents, the majority of the respondents are Thai, which represents 75.2 percent, followed by Indian and Chinese. There are a few Vietnamese and others as illustrated in Table 5.3.

Table 5.3 Frequency Distribution by Nationality

Nationality	Frequency	Percent
Chinese	13	4.2
Indian	53	17.3
Thai	231	75.2
Vietnamese	3	1.0
Other	7	2.3
Total	307	100.0

5.1.4 Program-time of study of the Respondents

Among the 307 respondents, 57.3 percent are MBA evening program students and 42.7 percent are MBA day program students. This indicates that the largest group of the respondents in the study are in the Evening program as illustrated in Table 5.4.

Table 5.4 Frequency Distribution by Program-Time of Study

MBA program	Frequency	Percent
Day	131	42.7
Evening	176	57.3
Total	307	100.0

5.1.5 Academic Trimester of the Respondents

For the academic trimester of the respondents, the largest group of respondents are in the 3rd trimester, which represent 39.1 percent, followed by 6th trimester and up, 4th, and 5th trimester, respectively, as illustrated in Table 5.5.

Table 5.5 Frequency Distribution by Academic Trimester

Academic Trimester	Frequency	Percent
3rd	120	39.1
4th	74	24.1
5th	38	12.4
6 th and up	75	24.4
Total	307	100.0

5.1.6 Grade Point Average of the Respondents

Among 307 respondents, the largest group of the respondents are in the range of 3.00 – 3.40 of GPA, which represent 45.3 percent, followed by GPA range of 3.41 – 3.70, 3.71 – 4.00, and less than 3.00, respectively, as illustrated in Table 5.6.

Table 5.6 Frequency Distribution by Grade Point Average

GPA	Frequency	Percent
Less than 3.00	6	2.0
3.00 – 3.40	139	45.3
3.41 – 3.70	107	34.8
3.71 – 4.00	55	17.9
Total	307	100.0

5.1.7 Work experience of the Respondents

For work experience, the largest group of the respondents are in the group of 2 - 5 years of work experience, which represent 42.3 percent, followed by the group of no work experience, more than 5 years of work experience, and less than 2 years, respectively, as illustrated in Table 5.7.

Table 5.7 Frequency Distribution by Work Experience

Work experience	Frequency	Percent
None	70	22.8
Less than 2 years	47	15.3
2 – 5 years	130	42.3
More than 5 years	60	19.6
Total	307	100.0

5.2 Respondents' Perception on Effective Teaching Characteristics

In this research, perceived effective teaching characteristics include lesson clarity, instructional variety, task orientation, engagement in learning process, and student success. Based on the research survey, table 5.8 presents findings on the overall perception of the research participants on the independent and dependent variables.

Table 5.8 Mean Ranking of Respondents' Perceptions on Effective Teaching Characteristics

No.	Variables	Mean	Standard Deviation	Qualitative Rating
1	Student Success	3.932	0.578	Important
2	Lesson Clarity	3.887	0.547	Important
3	Task Orientation	3.692	0.566	Important
4	Instructional Variety	3.647	0.559	Important
5	Engagement in Learning Process	3.519	0.565	Important

Table 5.9 Mean Ranking of Respondents' Perceptions on Sub-Statements of Perceived Effective Teaching Characteristics

Mean	Question NO.	Sub-statement	Qualitative Rating
4.21	6	The instructor uses examples, illustrations, and demonstrations to explain and clarify the content in text and workbooks.	Very Important
4.08	1	The instructor informs learners of the lesson objective.	Important
4.04	2	The instructor provides learners with an advance organizer.	Important
3.99	25	The instructor administers correctives immediately after initial response.	Important
3.98	27	The instructor plans transitions to new material in easy-to-grasp steps.	Important
3.97	10	The instructor varies mode of presentation.	Important
3.95	9	The instructor shows enthusiasm and animation through variation in eye contact, voice, and gestures.	Important
3.94	26	The instructor divides lessons into small parts that can be easily digested by learners.	Important
3.88	28	The instructor varies the pace at which stimuli are presented and continually builds toward a climax or key event.	Important
3.88	14	The instructor develops unit and lesson plans that reflect the most relevant features of the curriculum guide or adopted text.	Important

Mean	Question NO.	Sub-statement	Qualitative Rating
3.88	24	The instructor establishes unit and lesson content that reflects prior learning (e.g., arranges lessons in the most logical order).	Important
3.81	17	The instructor, generally, selects the most appropriate instructional model for the objectives being taught.	Important
3.78	12	The instructor incorporates student ideas or participation in some aspects of the instruction.	Important
3.78	8	The instructor uses attention-gaining devices.	Important
3.77	5	The instructor knows learners' ability levels and teaches at or slightly above learners' current level of functioning.	Important
3.74	3	The instructor checks for task-relevant prior learning at beginning of lesson and re-teaches if necessary.	Important
3.72	7	The instructor provides review or summary at end of each lesson.	Important
3.65	18	The instructor establishes unit outcomes with clearly definable events (e.g. tests) to learners.	Important
3.65	20	The instructor provides opportunities for feedback in a non-evaluative atmosphere.	Important
3.64	4	The instructor gives directives slowly and distinctly (e.g., repeats directives when needed or divides them into smaller pieces).	Important

Mean	Question NO.	Sub-statement	Qualitative Rating
3.57	21	The instructor uses individual and group activities (e.g., games, programmed texts, learning centers) when needed.	Important
3.56	15	The instructor handles administrative and clerical interruptions efficiently.	Important
3.56	16	The instructor stops and prevents misbehavior with a minimum of disruption (e.g., has pre-established academic and work rules to protect intrusions into instructional time).	Important
3.56	23	The instructor monitors class-work and frequently checks progress during independent practice.	Important
3.43	22	The instructor uses meaningful verbal praise to get and keep students actively participating in the learning process.	Important
3.39	19	The instructor provides exercise or workbook problems immediately after the instructional stimuli that the desired behavior can be practiced.	Neutral
3.38	13	The instructor varies types of questions and probes.	Neutral
3.02	11	The instructor uses a mix of rewards and reinforcers (e.g., extra credit, verbal praise, etc.)	Neutral

Table 5.10 Perception Average Weighted Mean for Perception of Effective Teaching Characteristics

Rating Scales	Interpretation
5.00 – 4.20	Very Important
4.19 – 3.40	Important
3.39 – 2.60	Neutral
2.59 – 1.80	Least Important
1.79 – 1.00	Not Important

5.3 Hypotheses Testing

In this section, the researcher indicates the differences in perceptions of effective teaching characteristics among students' personal factors. In order to analyze the differences, Independent T-test was employed to test the first and the fourth hypotheses of the study. Analysis of Variance (ANOVA) was employed to test the other 5 hypotheses of the study.

Hypothesis 1

Ho1: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between male and female students.

Hal: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between male and female students.

Table 5.11 The Analysis of Difference in Perception of Effective Teaching Characteristics Using Independent T-Test

	West for Equality of Means		
	T	df	Sig. (2-tailed)
Lesson Clarity	-2.621	305	.009
Instructional Variety	1.198	305	.232
Task Orientation	-1.174	305	.241
Engagement in Learning Process	.443	305	.658
Student Success	-1.808	305	.072

The Independent T-Test in table 5.11 indicates the significance value (p-value) of 0.009 on the composition of lesson clarity, which is less than 0.05 ($0.009 < 0.05$). Therefore, the null hypothesis is rejected, which means that there is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between male and female students. The significant difference exists on perception of "lesson clarity."

Hypothesis 2

Ho2: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different age.

Ha2: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different age.

Table 5.12 The Analysis of Difference in Perception of Effective Teaching Characteristics among Students with Different Age Using ANOVA

Source	Dependent Variables	F	df	Sig.
Age	Lesson Clarity	1.163	3	.324
	Instructional Variety	.490	3	.689
	Task Orientation	.388	3	.762
	Engagement in Learning Process	1.009	3	.389
	Student Success	.898	3	.443

The ANOVA in table 5.12 indicates the significant value (p-value) of 0.324, 0.689, 0.762, 0.389, and 0.443 which are greater than 0.05 ($0.324 > 0.05$, $0.689 > 0.05$, $0.762 > 0.05$, $0.389 > 0.05$, $0.443 > 0.05$). Therefore, the null hypothesis is failed to reject, which means that there is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different age.

Hypothesis 3

Ho3 There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different nationality.

Ha3: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different nationality.

Table 5.13 The Analysis of Difference in Perception of Effective Teaching Characteristics among Students with Different Nationality Using ANOVA

Source	Dependent Variables	F	df	Sig.
Nationality	Lesson Clarity	1.400	4	.234
	Instructional Variety	1.640	4	.164
	Task Orientation	1.078	4	.368
	Engagement in Learning Process	2.715	4	.030
	Student Success	2.507	4	.042

The ANOVA in table 5.13 indicates the significant value (p-value) of 0.030 on engagement in learning process and 0.042 on student success which are less than 0.05 ($0.03 < 0.05$, $0.042 < 0.05$). Therefore, the null hypothesis is rejected, which means that there is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different nationality. Significant differences were evidenced in perceptions of "engagement in learning process and student success."

Hypothesis 4

Ho4: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between Day and Evening program students.

Ha4: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between Day and Evening program students.

Table 5.14 The Analysis of Difference in Perception of Effective Teaching Characteristics between MBA Day program and Evening Program Students Using Independent T-Test

	t-test for Equality of Means		
	T	df	Sig.(2-tailed)
Lesson Clarity	.219	305	.827
Instructional Variety	.314	252.079	.754
Task Orientation	.319	305	.750
Engagement in Learning Process	2.805	305	.005
Student Success	.534	305	.594

The Independent T-Test in table 5.14 indicates the significant value (p-value) of 0.005 on the composition of engagement in learning process, which is less than 0.05 ($0.005 < 0.05$). Therefore, the null hypothesis is rejected, which means that there is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between Day program and Evening program students. Significant difference exists on perception of "engagement in learning process."

Hypothesis 5

H₀: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students in different academic trimester.

H_{a5}: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students in different academic trimester.

Table 5.15 The Analysis of Difference in Perception of Effective Teaching Characteristics among Students in different Academic Trimester Using ANOVA

Source	Dependent Variables	F	df	Sig.
Academic Trimester	Lesson Clarity	3.005	3	.031
	Instructional Variety	2.220	3	.086
	Task Orientation	1.055	3	.369
	Engagement in Learning Process	1.830	3	.142
	Student Success	1.039	3	.376

The ANOVA in table 5.15 indicates the significant value (p-value) of 0.031 which is less than 0.05 ($0.031 < 0.05$). Therefore, the null hypothesis is rejected, which means that there is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students in different academic trimester. The significant difference exists on perception of "lesson clarity."

Hypothesis 6

Ho6: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different grade point average.

Ha6: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different grade point average.

Table 5.16 The Analysis of Difference in Perception of Effective Teaching Characteristics among Students with Different GPA Using ANOVA

Source	Dependent Variables	F	df	Sig.
Grade Point Average	Lesson Clarity	.734	3	.532
	Instructional Variety	.428	3	.733
	Task Orientation	.324	3	.808
	Engagement in Learning Process	.697	3	.555
	Student Success	1.229	3	.299

The ANOVA in table 5.16 indicates the significant value (p-value) of 0.532, 0.733, 0.808, 0.555, and 0.299 which are greater than 0.05 ($0.532 > 0.05$, $0.733 > 0.05$, $0.808 > 0.05$, $0.555 > 0.05$, $0.299 > 0.05$). Therefore, the null hypothesis is failed to reject, which means that there is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different grade point average.

Hypothesis 7

Ho7: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different work experience level.

Hal: There is a difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different work experience level.

Table 5.17 The Analysis of Difference in Perception of Effective Teaching Characteristics among Students with Different Work Experience Level Using ANOVA

Source	Dependent Variables	F	df	p-value
Work Experience	Lesson Clarity	1.113	4	.351
	Instructional Variety	1.083	4	.365
	Task Orientation	.596	4	.666
	Engagement in Learning Process	.789	4	.533
	Student Success	1.107	4	.353

The ANOVA in table 5.17 indicates the significant value (p-value) of 0.351, 0.365, 0.666, 0.533, and 0.353, which are greater than 0.05 ($0.351 > 0.05$, $0.365 > 0.05$, $0.666 > 0.05$, $0.533 > 0.05$, $0.353 > 0.05$). Therefore, the null hypothesis is failed to reject, which means that there is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success."

Chapter 6

Summary Findings, Conclusions, and Recommendations

This chapter presents the summary, conclusions, and recommendations based on research findings of the study. The first section is the explanation of the findings. The second section is the conclusions and the discussions of the research findings. The last section offers suggestions on the effective development of university plan; it also offers recommendations for further studies on perception of students about effective teaching characteristics.

6.1 Summary Findings

The present research identifies the differences in students' perceptions of effective teaching characteristic related to their personal factors. The personal factors of student refer to gender, age, nationality, program-time of study, academic trimester, grade point average, and work experience. Perceived effective teaching characteristics include lesson clarity, instructional variety, task orientation, engagement in learning process, and student success. In this case, the MBA program students of Assumption University of Thailand were selected as the research participants. The researcher employed survey method by distributing the questionnaires to 350 students and received 307 valid responses.

6.1.1 Summary of Findings based on Personal Factors

- **Gender:**

Regarding the findings from the survey research, the largest group of research participants classified by gender were female in which there were 52.4 percent of female respondents and 47.6 percent of male respondents.

- **Age:**

The respondents' aged between 21-25 years accounted for 46.6 percent of total respondents followed by 44.6 percent of respondents who were aged between 26-30 years, 7.2 percent of respondents who were aged between 31-35 years, and 1.6 percent of respondents who were aged above 35 years, respectively.

- **Nationality:**

Most of respondents were Thai with 75.2 percent of total respondents followed by 17.3 percent of Indian, 4.2 percent of Chinese, 2.3 percent of other nationalities, and 1 percent of Vietnamese, respectively.

- **Program-time of study:**

The largest group of participants were in MBA Evening program with 57.3 percent and the remaining 42.7 percent of total respondents were in the Day program.

- **Academic trimester:**

Most respondents were in 3rd trimester of study with 39.1 percent followed by 24.4 percent of 6th trimester and above, 24.1 percent of 4th trimester, and 12.4 percent of 5th trimester, respectively.

- **Grade Point Average:**

According to grade point average (GPA) of respondents, the largest group of respondents had grade point average (GPA) at 3.00-3.40 with 45.3 percent of respondents followed by 34.8 percent of 3.41-3.70, 17.9 percent of 3.71- 4.00, and 2 percent of lower than 3.00, respectively.

- **Work Experience:**

The respondents' with work experiences of 2-5 years accounted for 42.3 percent of total respondents, followed by 22.8 percent with no work experience, 19.6 percent of more than 5 years, and 15.3 percent of less than 2 years, respectively.

6.1.2 Summary of Findings based on the Overall Perception of Respondents on Effective Teaching Characteristics

Research question 1: What are the teaching characteristics which students perceive as important?

Regarding the perceptions of research participants on effective teaching characteristics, the findings show high mean scores on all appraised effective teaching characteristics which means that effective teaching characteristics in the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning

process, and student success" are all perceived as important. Based on the ranking of the five compositions, the order of importance of respondents' perception (see table 5.8) is;

1. Student success
2. Lesson clarity
3. Task orientation
4. Instructional variety
5. Engagement in learning process

Moreover, based on the traits which indicate each effective teaching characteristic, the five traits that MBA program students perceive as most important (see table 5.9) are:

1. The instructor uses examples, illustrations, and demonstrations to explain and clarify the content in text and workbooks.
2. The instructor informs learners of the lesson objective.
3. The instructor provides learners with an advance organizer.
4. The instructor administers correctives immediately after initial response.
5. The instructor plans transitions to new material in easy-to-grasp steps.

The five least important traits that MBA program students perceive are;

1. The instructor uses a mix of rewards and reinforcers.
2. The instructor varies types of questions and probes.
3. The instructor provides exercise or workbook problems immediately after the instructional stimuli that the desired behavior can be practiced.
4. The instructor uses meaningful verbal praise to get and keep students actively participating in the learning process.
5. The instructor monitors class-work and frequently checks progress during independent practice.

6.1.3 Summary of Findings based on Hypotheses Testing

Research question 2: Do any differences exist in perceptions of effective teaching characteristics among students with different personal factors?

In this study, the first and the fourth hypotheses were tested with Independent Samples T-Test, and the other 5 hypotheses were tested with Analysis of Variance (ANOVA), the results of which were summarized and exhibited in table 5.11 – 5.17. All hypotheses were tested under 0.05 significant level (p-value). The findings show that the null hypotheses of H₂, H₆, and H₇ are failed to reject, which means that there is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among MBA program students with different personal factors of age, grade point average, and work experience level. However, the null hypotheses of H₁, H₃, H₄, and H₅ are rejected, which means that there are differences in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among MBA program students with different personal factors of gender, nationality, program-time of study, and academic trimester.

Table 6.1 Summary of Results from Hypotheses Testing

Hypothesis	Result
Ho 1: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between male and female students.	Reject Ho
Ho2: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different age.	Failed to reject Ho

Hypothesis	Result
Ho3: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different nationality.	Reject Ho
Ho4: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between Day and Evening program students.	Reject Ho
Ho5: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students in different academic trimester.	Reject Ho
Ho6: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different grade point average.	Failed to reject Ho
Ho7: There is no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different work experience level.	Failed to reject Ho

6.2 Conclusions

As mentioned earlier, many researchers have identified the specific characteristics teachers should possess in order to be effective educators. These researchers have summarized their studies and presented the results of the findings. One part of a previous researcher has been selected to be dependent variables, which are effective teaching characteristics in the compositions of lesson clarity, instructional variety, task orientation, engagement in learning process, and student success, in this study. The researcher examined the differences in perceptions of appraised effective teaching characteristics among students with their different personal factor by selecting a sample of MBA program students of Assumption University of Thailand.

According to the findings of this study, the following conclusions are presented:

1. There was a significant difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between male and female students. The significant difference existed on their perceptions of lesson clarity.
2. There was no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different age.
3. There were significant differences in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different nationality. The significant differences existed on their perceptions of engagement in learning process and student success.
4. There was a significant difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" between Day and Evening program students. The significant difference existed on their perceptions of engagement in learning process.

5. There was a significant difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students in different academic trimester. The significant difference existed on their perceptions of lesson clarity.
6. There was no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different grade point average.
7. There was no difference in perceptions of effective teaching characteristics for the compositions of "lesson clarity, instructional variety, task orientation, engagement in learning process, and student success" among students with different work experience level.

In this case, there was a significant difference in perceptions of appraised effective teaching characteristics for the composition of "lesson clarity" between male and female students. The results revealed that female students placed higher importance on lesson clarity than male students. This result is similar to the study of Suwandee in 1995, which found that there was a difference between male and female students' perceptions regarding some valued effective teaching characteristics.

The findings show that there was no difference in perceptions of appraised effective teaching characteristics for the compositions of lesson clarity, instructional variety, task orientation, engagement in learning process, and student success among students with different age.

The results also show that there were significant differences in perceptions of appraised effective teaching characteristics for the compositions of "engagement in learning process and student success" among students with different nationality. For engagement in learning process, Vietnamese students placed the highest importance, followed by Indian, Chinese, other nationalities, and Thai, respectively. Thai students placed the highest importance on student success, followed by Indian, other nationalities, Vietnamese, and Chinese, respectively.

The data analysis presented that there was a significant difference in perceptions of appraised effective teaching characteristics for the composition of "engagement in learning process" between Day and Evening program students. MBA Day program students placed higher importance on the engagement in learning process composition than MBA Evening program students.

Personal factor of academic trimester was another variable which showed difference in perception of appraised effective teaching characteristics for the compositions of "lesson clarity." The students in 3rd academic trimester placed the most importance on lesson clarity, followed by students in 6th and above trimesters, 4th trimester, and 5th trimester, respectively.

Among different groups of grade point average factor, the results illustrated that there was no difference in perceptions of appraised effective teaching characteristics for the compositions of lesson clarity, instructional variety, task orientation, engagement in learning process, and student success. It is similar to Suwandee's study (1995) and Meepiarn's study (1995), both of which showed that there was no significant difference in perceptions of appraised effective teaching characteristics between students with GPA of 2.5 and above and below 2.5.

Moreover, the result also portrayed work experience factor as not having difference in terms of perception of appraised effective teaching characteristics for the compositions of lesson clarity, instructional variety, task orientation, engagement in learning process, and student success.

6.3 Recommendations

As mentioned earlier, the MBA program is the oldest and largest of any master's degree programs offered by Assumption University. To maintain teaching effectiveness is one of its most important considerations and concerns. Regarding the findings of this research, they are meaningful results presenting the perceptions of MBA program students on good teaching characteristics. Unlike lower education levels as undergraduate, high schools, and primary schools, there are not many research studies on this issue conducted in Thailand.

These results can be valuable to the instructors teaching the MBA programs of Assumption University since it reveals the needs of students as to which

characteristics they would like their instructors to possess. The more the instructors can develop of these 28 traits in themselves, the more they can hope to promote better learning among their students.

Moreover, the results of this research present that the characteristic of student success is rated as the most important for MBA program students. It also reveals that the students perceive the success of studying in each subject is mostly related to the course instructor. Instructors should have a good plan which is able to support students through the whole trimester. The last characteristic, which was engagement in the learning process, might be caused from the learning culture of the graduate school. It is expected that MBA graduates have to rely mainly on themselves, and unlike undergraduates, are not spoon-fed with theories. In the MBA, students bring knowledge they received from the instructors to support their critical thinking to analyze and to solve problems employing case studies in most subjects. The instructors may provide more outside-class activities, which can help develop students' learning, to be alternative styles of teaching apart from those used in class.

The results indicated that the five teaching characteristics are all perceived as important in eliciting good teaching. Assumption University can develop a good guideline for instructors. Furthermore, these components of perceived effective teaching characteristics should be adopted in a student rating form for instructor evaluation. Allowing for more traits which students perceive their instructors should possess, should also be provided in the instructor evaluation form.

6.3.1 Directions for Future Research

Since the subjects in this study were only MBA program students of Assumption University of Thailand, the results are limited in the generalization to other graduate programs and organizations. Similar researches should be conducted for other graduate programs of Assumption University of Thailand to investigate whether the students' perceptions of effective teaching characteristics are similar to those revealed by MBA students in this study. Secondly, studies should be conducted on graduate program students of other institutes to determine their perceptions. Thirdly, the results of this study presented no difference in perceptions of effective teaching characteristics among students with different age, grade point average (GPA), and work experience level. Future studies should determine whether these

personal factors may be generalized to students at other programs and other institutes. Fourthly, studies should be conducted on instructors themselves, to determine their perceptions of effective characteristics they should possess. Finally, other factors should be included to be independent and dependent variables in determining teaching characteristics.



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Appendix A
Questionnaire

Cover of Questionnaire

Dear Participant,

This questionnaire is designed for the study of "Perception of Effective Teaching Characteristics: A Case study of MBA program students of Assumption University of Thailand in order to fulfill the requirements for the degree of Master of Business Administration, Assumption University.

Since you are an MBA program student who studies and deals with instructors, you are being asked to fill in the questionnaire and your responses will be kept confidential. Please note that you are being asked to rate the characteristics, not to evaluate the instructors.

Your perceptions will be the great value to the improvement of MBA instructors. Your kind cooperation and time are much appreciated. Thank you.

Sincerely Yours,

Potjanee Muangsillapasart

PART 1 : Importance of teacher characteristics

Direction : Please indicate the degree of importance you perceive for each statement.

		1= Unimportant , Least important , 3= Neutral, 4= Important 5= Very important				
<u>Lesson Clarity</u>						
1	The instructor informs learners of the lesson objective.	1	2	3	4	
2	The instructor provides learners with an advance organizer (e.g., places lesson in perspective of past and/or future lessons).	1	2	3	4	5
3	The instructor checks for task-relevant prior learning at beginning of lesson and re-teaches if necessary.	1	2		4	
4	The instructor gives directives slowly and distinctly (e.g., repeats directives when needed or divides them into smaller pieces).	1	2	3	4	5
5	The instructor knows learners' ability levels and teaches at or slightly above learners' current level of functioning.		2			
6	The instructor uses examples, illustrations, and demonstrations to explain and clarify the content in text and workbooks.	1	2			
	The instructor provides review or summary at the end of each lesson.					
<u>Instructional Variety</u>						
8	The instructor uses attention-gaining devices (e.g., begins with a challenging question, visual, or example).		2		4	
9	The instructor shows enthusiasm and animation through variation in eye contact, voice, and gestures.	1	2		4	5
10	The instructor varies mode of presentation. (e.g., lectures, asks questions, and/or provides for independent practice).		2			
11	The instructor uses a mix of rewards and reinforcers (e.g., extra credit or verbal praise).	1	2			
12	The instructor incorporates student ideas or participation in some aspects of the instruction.		2		4	5
13	The instructor varies types of questions and probes.	1			4	
<u>Task Orientation</u>						
14	The instructor develops unit and lesson plans that reflect the most relevant features of the curriculum guide or adopted text.					5
15	The instructor handles administrative and clerical interruptions efficiently.					

		1= Unimportant , 2= Least important , 3= Neutral, 4= Important 5= Very important				
16	The instructor stops and prevents misbehavior with a minimum of disruption (e.g., has pre-established academic and work rules to protect intrusions into instructional time).	1	2	3	4	
17	The instructor, generally, selects the most appropriate instructional model for the objectives being taught (e.g., uses direct instruction for knowledge and comprehension and indirect instruction for inquiry and problem-solving objectives).	1	2	3	4	s
18	The instructor establishes unit outcomes with clearly definable events (e.g., reviews, tests) to learners.		2		4	
Engagement in Learning Process						
19	The instructor provides exercise or workbook problems immediately after the instructional stimuli that the desired behavior can be practiced.	1	2	3	4	s
20	The instructor provides opportunities for feedback in a non-evaluative atmosphere.	1	2			
21	The instructor uses individual and group activities (e.g., games, programmed texts, learning centers) when needed.					-
22	The instructor uses meaningful verbal praise to get and keep students actively participating in the learning process.					
23	The instructor monitors class-work and frequently checks progress during independent practice.					
Student success						
24	The instructor establishes unit and lesson content that reflects prior learning (e.g., arranges lessons in the most logical order).					
25	The instructor administers correctives immediately after initial response (e.g., shows model of correct answers).	1				
26	The instructor divides lessons into small parts that can be easily digested by learners.		2	3	4	
27	The instructor plans transitions to new material in easy-to-grasp steps.					
28	The instructor varies the pace at which stimuli are presented and continually builds toward a climax or key event.	1	2			

PART 2: Personal Data

Direction: Please complete every item.

1. Gender: **II** Male Female
2. Age category: **I I** 21- 25 26- 30 31 - 35 | I > 35
3. Nationality:
- ☐ Chinese ☐ Indian Thai
- ☐ Vietnamese **I I** Other (_____)
4. MBA Program : Day Evening
5. Academic Trimester : **II** 3rd 4th 5th 6th and up
6. Grade Point Average (GPA)
- I I** < 3.00 **I I** 3.00 - 3.40 3.41 - 3.70 3.71 - 4.00
7. Work Experience (Full Time)
- ☐ None **I I** < 2 years **I I** 2 - 5 years | I > 5 years

Thank you for your kind cooperation.



Appendix B
Questionnaire
(Thai Version)

ส่วนที่ 1 : ความสำคัญในสิ่งที่อาจารย์พึงกระทำ

คำชี้แจง : กรุณาเลือกระดับความสำคัญจากความรู้สึของท่านในแต่ละข้อ

มีความกระจำของบทเรียน		สำคัญมาก				
ไม่สำคัญเท่าไรนัก ,						
ไม่สำคัญเลย						
1	ผู้สอนมีการแจ้งจุดประสงค์ของการเรียนในบทเรียนให้ผู้เรียนทราบ	1	2	3	4	5
2	ผู้สอนมีการจัดเรียงระบบการเรียนการสอนล่วงหน้า ให้ง่ายต่อการศึกษาและความเข้าใจของผู้เรียน (เช่น จัดเรียงบทเรียนก่อน-หลังให้เข้าใจง่าย)					
3	ผู้สอนมีการตรวจสอบในช่วงเริ่มบทเรียนนั้นๆว่า ผู้เรียนมีความรู้พื้นฐานสำหรับการเรียนในบทนั้นหรือไม่ และทำการสอนทบทวนหากจำเป็น	1	2	3	4	5
4	ผู้สอนทำการสอนอย่างช้าๆและกระจำ (เช่น มีการสอนเนื้อหาซ้ำเมื่อจำเป็น หรือ มีการแบ่งเนื้อหาเป็นส่วนๆ ให้เข้าใจง่าย)					
5	ผู้สอนทราบบรรยากาศความสามารถของผู้เรียน และสอนในระดับที่ผู้เรียนรับได้ หรือ ในระดับที่ต่ำกว่าเล็กน้อย					
6	ผู้สอนมีการยกตัวอย่าง แสดงภาพประกอบ และทำการสาธิต ในการอธิบายให้เนื้อหาในตำราให้กระจำยิ่งขึ้น					
7	ผู้สอนมีการทบทวน หรือสรุปบทเรียนในตอนท้ายของแต่ละบท					5
ความหลากหลายในการสอน						
8	ผู้สอนมีวิธีการดึงดูดความสนใจของผู้เรียน (เช่น เริ่มต้นการสอนด้วยคำถาม 1111 หรือตัวอย่างที่น่าสนใจ)				4	
9	ผู้สอนแสดงออกถึงความกระตือรือร้นและมีความมีชีวิตชีวา โดยผ่านการสบตากับผู้เรียน และอากัปกริยาของผู้สอน	1			2	
10	ผู้สอนมีวิธีการให้ความรู้ที่หลากหลาย (เช่น สอนเนื้อหาโดยตรง มีการถามคำถาม / หรือให้ทำแบบฝึกหัด)					
11	ผู้สอนมีการให้รางวัล (เช่น ให้คะแนนพิเศษ หรือกล่าวชมเชย)					
12	ผู้สอนนำความคิด หรือ ข้อคิดเห็นของผู้เรียนในบางเรื่อง มาใช้เสริมประกอบการเรียนการสอน	1		2		
13	ผู้สอนมีการออกข้อสอบหลายแบบ หรือ มีการสอบหลายวิธี	1				

1 = ไม่สำคัญเลย = , 3 = , 4 = 5 = สำคัญมาก					
การปฏิบัติหน้าที่					
14	ผู้สอนพัฒนาแผนการสอนให้สอดคล้องกับเนื้อหาในหนังสือ หรือแนวการสอนที่กำหนดไว้มากที่สุด	1	2	3	4
15	ผู้สอนสามารถจัดการกับสิ่งที่มาขัดจังหวะการเรียนการสอนได้เป็นอย่างดี	1	2	3	4
16	ผู้สอนระงับและป้องกันพฤติกรรมที่ไม่พึงประสงค์ โดยให้มีการยอมรับโดยรวม และเกิดความขัดแย้งน้อยที่สุด (Liii มีการดงกฎเกณฑ์ในห้องเรียนไว้ก่อน)	1	2		
17	ผู้สอนเลือกแบบการสอนที่เหมาะสมที่สุด สำหรับจุดประสงค์ในแต่ละเนื้อหา Will สอนตรงๆสำหรับการให้ความรู้และทำให้ผู้เรียนเข้าใจ และใช้การสอนแบบอื่น เพื่อให้ผู้เรียนได้ฝึกกรแก้ปัญหา)	1	2	3	4
18	ผู้สอนวัดผลการเรียน โดยใช้วิธีการที่ชี้แจงผลได้ชัดเจน (เช่น การสัมภาษณ์ หรือ การให้ทำข้อสอบ)				
การเกี่ยวข้องในกระบวนการเรียนรู้					
19	เรียนใน เรียนทำแบบฝึกหัดภายหลังการสอนในทันที เพื่อให้ เรียนได้ฝึกฝนความรู้				
20	สอนเปิดโอกาสให้มีการตอบรับ 140 เสียงสะท้อนจากผู้เรียน ในช่วงที่ผู้สอนไม่ได้ประเมินไว้ล่วงหน้ามาก่อนว่าจะมี				
21	ผู้สอนมีการให้ทำกิจกรรม 5DAMายบุคคล และให้ทำเป็นกลุ่มเมื่อจำเป็น (Liu มีเกม หนังสือ หรือ จัดศูนย์กลางการเรียนรู้)		2		
22	สอนมีการกล่าวชมเชย เพื่อให้ผู้เรียนมีความตื่นตัวในการสนใจและใส่ใจในการเรียน				
23	สอนดูแลการเรียน และวัดความก้าวหน้าของผู้เรียนแต่ละคนอยู่เป็นประจำ โดยดูจากแบบฝึกหัดที่ทำ				
ความสำเร็จของผู้เรียน					
24	ผู้สอนมีการเรียบเรียงบทเรียน โดยคำนึงถึงบทเรียนก่อนหน้านั้นด้วย (เช่น จัดเรียงบทเรียนในลำดับที่สอดคล้องและมีเหตุผลที่สุด)				
25	ผู้สอนแก้ไขสถานการณ์ทันที หลังจากรับทราบปฏิกิริยาของผู้เรียน (เช่น เฉลยคำตอบที่ถูกต้อง เมื่อเห็นว่าผู้เรียนไม่ทราบคำตอบหรือไม่เข้าใจ)				

1	ไม่สำคัญ	2	ไม่สำคัญเท่าไรนัก , 3 = เฉยๆ ,	สำคัญมาก
26	ผู้สอนแบ่งเนื้อหาออกเป็นส่วนย่อยๆ ที่ผู้เรียนสามารถเข้าใจได้โดยง่าย			3
27	ผู้สอนมีการวางแผนลำดับในการที่จะเชื่อมโยงเนื้อหาไปยังเนื้อหาใหม่			2
28	ที่สุดของเนื้อหา			

ส่วนที่ 2: ข้อมูลของผู้ตอบแบบสอบถาม

คำชี้แจง : กรุณาตอบตามความเป็นจริงให้ครบทุกข้อ

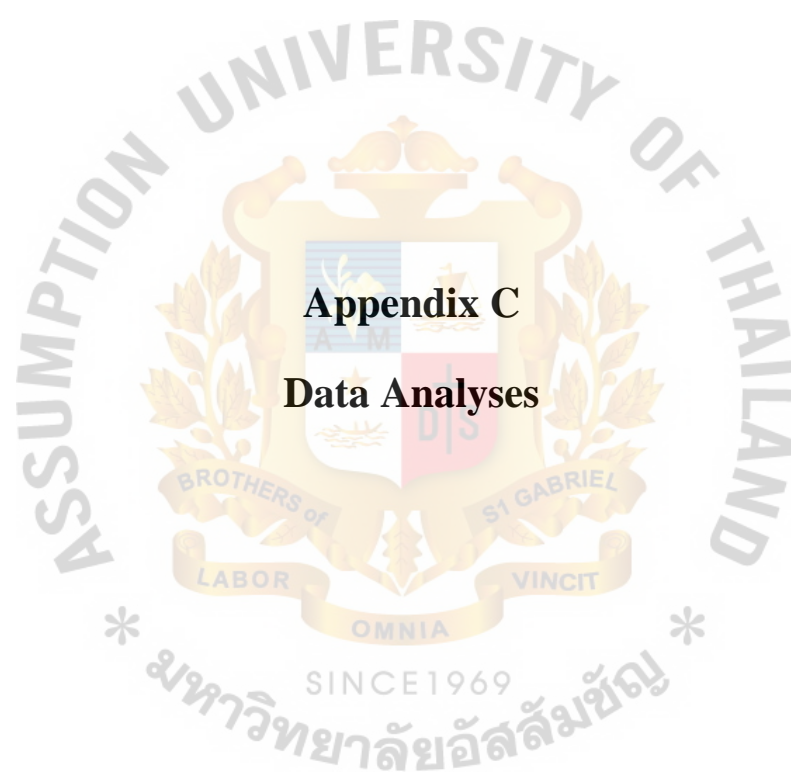
- WW1: | | | | 140J
- อายุ: 21 - 25 26 - 30 31 - 35 I I > 35
- สัญชาติ:

จีน
 อินเดีย
 เวียดนาม
 ()
- MBA Program: ☐ ภาคปกติ
- ภาคการศึกษา: ☐ 3rd 4th 5th 6th ขึ้นไป
- ผลการเรียนเฉลี่ย (GPA):

< 3.00
 3.00 – 3.40
 3.41 – 3.70
 3.71 – 4.00
- ประสบการณ์การทำงาน (งานประจำ):

< 2 ปี
 2 – 5 ปี
 I I > 5

ขอขอบคุณในความร่วมมือของท่าน



Appendix C

Data Analyses

Frequency Tables

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	146	47.6	47.6	47.6
	Female	161	52.4	52.4	100.0
	Total	307	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-25	143	46.6	46.6	46.6
	26-30	137	44.6	44.6	91.2
	31-35	22	7.2	7.2	98.4
	Above 35	5	1.6	1.6	100.0
	Total	307	100.0	100.0	

Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	13	4.2	4.2	4.2
	Indian	53	17.3	17.3	21.5
	Thai	231	75.2	75.2	96.7
	Vietnamese	3	1.0	1.0	97.7
	Other	7	2.3	2.3	100.0
	Total	307	100.0	100.0	

MBA Program-time of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Day program	131	42.7	42.7	42.7
	Evening program	176	57.3	57.3	100.0
	Total	307	100.0	100.0	

Trimester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3rd	120	39.1	39.1	39.1
	4th	74	24.1	24.1	63.2
	5th	38	12.4	12.4	75.6
	6th and up	75	24.4	24.4	100.0
	Total	307	100.0	100.0	

GPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3.00	6	2.0	2.0	2.0
	3.00-3.40	139	45.3	45.3	47.2
	3.41-3.70	107	34.9	34.9	82.1
	3.71-4.00	55	17.9	17.9	100.0
	Total	307	100.0	100.0	

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	70	22.8	22.8	22.8
	Less than 2 years	47	15.3	15.3	38.1
	2-5 years	130	42.3	42.3	80.5
	More than 5 years	60	19.5	19.5	100.0
	Total	307	100.0	100.0	

Descriptive

Descriptive Statistics

	N	Mean	Std. Deviation
MeanSuccess	307	3.9322	.57789
MeanClarity	307	3.8874	.54657
MeanTask	307	3.6919	.56594
MeanVariety	307	3.6471	.55863
MeanLearn	307	3.5192	.56498
Valid N (listwise)	307		

T-Test: Gender

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
MeanClarity	Male	146	3.8023	.52583	.04352
	Female	161	3.9645	.55513	.04375
MeanVariety	Male	146	3.6872	.55082	.04559
	Female	161	3.6108	.56487	.04452
MeanTask	Male	146	3.6521	.50436	.04174
	Female	161	3.7280	.61585	.04854
MeanLearn	Male	146	3.5342	.57204	.04734
	Female	161	3.5056	.55994	.04413
MeanSuccess	Male	146	3.8699	.56646	.04688
	Female	161	3.9888	.58406	.04603

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MeanClarity	Equal variances assumed	.137	.712	-2.621	305	.009	-.16216	.06187	-.28391	-.04041
	Equal variances not assumed			-2.628	304.413	.009	-.16216	.06171	-.28359	-.04073
MeanVariety	Equal variances assumed	.023	.879	1.198	305	.232	.07645	.06380	-.04909	.20199
	Equal variances not assumed			1.200	303.384	.231	.07645	.06372	-.04894	.20183
MeanTask	Equal variances assumed	1.172	.280	-1.174	305	.241	-.07590	.06464	-.20309	.05130
	Equal variances not assumed			-1.186	301.942	.237	-.07590	.06402	-.20187	.05008
MeanLearn	Equal variances assumed	.094	.759	.443	305	.658	.02866	.06465	-.09856	.15588
	Equal variances not assumed			.443	300.706	.658	.02866	.06472	-.09871	.15602
MeanSuccess	Equal variances assumed	.898	.344	-1.808	305	.072	-.11896	.06580	-.24843	.01052
	Equal variances not assumed			-1.811	303.614	.071	-.11896	.06570	-.24824	.01033

Oneway: Age

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
MeanClarity	Between Groups	1.040	3	.347	1.163	.324
	Within Groups	90.373	303	.298		
	Total	91.413	306			
MeanVariety	Between Groups	.461	3	.154	.490	.689
	Within Groups	95.032	303	.314		
	Total	95.494	306			
MeanTask	Between Groups	.375	3	.125	.388	.762
	Within Groups	97.635	303	.322		
	Total	98.010	306			
MeanLearn	Between Groups	.967	3	.322	1.009	.389
	Within Groups	96.710	303	.319		
	Total	97.677	306			
MeanSuccess	Between Groups	.901	3	.300	.898	.443
	Within Groups	101.290	303	.334		
	Total	102.191	306			

Oneway: Nationality

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
MeanClarity	Between Groups	1.664	4	.416	1.400	.234
	Within Groups	89.749	302	.297		
	Total	91.413	306			
MeanVariety	Between Groups	2.030	4	.508	1.640	.164
	Within Groups	93.463	302	.309		
	Total	95.494	306			
MeanTask	Between Groups	1.379	4	.345	1.078	.368
	Within Groups	96.630	302	.320		
	Total	98.010	306			
MeanLearn	Between Groups	3.390	4	.848	2.715	.030
	Within Groups	94.286	302	.312		
	Total	97.677	306			
MeanSuccess	Between Groups	3.284	4	.821	2.507	.042
	Within Groups	98.907	302	.328		
	Total	102.191	306			

T-Test: Program-time of Study

Group Statistics

MBA		N	Mean	Std. Deviation	Std. Error Mean
MeanClarity	Day program	131	3.8953	.54205	.04736
	Evening program	176	3.8815	.55137	.04156
MeanVariety	Day program	131	3.6590	.61180	.05345
	Evening program	176	3.6383	.51715	.03898
MeanTask	Day program	131	3.7038	.59761	.05221
	Evening program	176	3.6830	.54274	.04091
MeanLearn	Day program	131	3.6229	.57467	.05021
	Evening program	176	3.4420	.54662	.04120
MeanSuccess	Day program	131	3.9527	.60908	.05322
	Evening program	176	3.9170	.55482	.04182

Independent Samples Test

		Levene's Test for Equality of Variances		T-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
MeanClarity	Equal variances assumed	.602	.438	.219	305	.827	.01382	.06317		-.11048	.13812
	Equal variances not assumed			.219	282.757	.827	.01382	.06301		-.11021	.13785
MeanVariety	Equal variances assumed	4.934	.027	.322	305	.748	.02078	.06456		-.10626	.14781
	Equal variances not assumed			.314	252.079	.754	.02078	.06616		-.10952	.15107
MeanTask	Equal variances assumed	1.088	.298	.319	305	.750	.02086	.06540		-.10783	.14956
	Equal variances not assumed			.315	264.546	.753	.02086	.06633		-.10974	.15147
MeanLearn	Equal variances assumed	.182	.670	2.805	305	.005	.18086	.06448		.05398	.30773
	Equal variances not assumed			2.784	272.310	.006	.18086	.06495		.05299	.30872
MeanSuccess	Equal variances assumed	1.878	.172	.534	305	.594	.03563	.06676		-.09575	.16700
	Equal variances not assumed			.526	265.060	.599	.03563	.06768		-.09764	.16889

Oneway: Academic Trimester

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
MeanClarity	Between Groups	2.641	3	.880	3.005	.031
	Within Groups	88.772	303	.293		
	Total	91.413	306			
MeanVariety	Between Groups	2.054	3	.685	2.220	.086
	Within Groups	93.440	303	.308		
	Total	95.494	306			
MeanTask	Between Groups	1.013	3	.338	1.055	.369
	Within Groups	96.997	303	.320		
	Total	98.010	306			
MeanLearn	Between Groups	1.739	3	.580	1.830	.142
	Within Groups	95.938	303	.317		
	Total	97.677	306			
MeanSuccess	Between Groups	1.041	3	.347	1.039	.376
	Within Groups	101.150	303	.334		
	Total	102.191	306			

Oneway: GPA

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
MeanClarity	Between Groups	.660	3	.220	.734	.532
	Within Groups	90.753	303	.300		
	Total	91.413	306			
MeanVariety	Between Groups	.403	3	.134	.428	.733
	Within Groups	95.091	303	.314		
	Total	95.494	306			
MeanTask	Between Groups	.314	3	.105	.324	.808
	Within Groups	97.696	303	.322		
	Total	98.010	306			
MeanLearn	Between Groups	.669	3	.223	.697	.555
	Within Groups	97.007	303	.320		
	Total	97.677	306			
MeanSuccess	Between Groups	1.228	3	.409	1.229	.299
	Within Groups	100.962	303	.333		
	Total	102.191	306			

Oneway: Work Experience

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
MeanClarity	Between Groups	1.328	4	.332	1.113	.351
	Within Groups	90.085	302	.298		
	Total	91.413	306			
MeanVariety	Between Groups	1.351	4	.338	1.083	.365
	Within Groups	94.143	302	.312		
	Total	95.494	306			
MeanTask	Between Groups	.768	4	.192	.596	.666
	Within Groups	97.241	302	.322		
	Total	98.010	306			
MeanLearn	Between Groups	1.011	4	.253	.789	.533
	Within Groups	96.666	302	.320		
	Total	97.677	306			
MeanSuccess	Between Groups	1.476	4	.369	1.107	.353
	Within Groups	100.715	302	.333		
	Total	102.191	306			

Compare Means: Gender on Lesson Clarity

Report

Mean of Lesson Clarity

gender	Mean	N	Std. Deviation
Male	3.8023	146	.52583
Female	3.9645	161	.55513
Total	3.8874	307	.54657

Compare Means: Nationality on Engagement in Learning Process and Student Success

Report

Nationality		MeanLearn	MeanSuccess
Chinese	Mean	3.6615	3.5692
	N	13	13
	Std. Deviation	.39484	.39872
Indian	Mean	3.7245	3.8453
	N	53	53
	Std. Deviation	.57942	.56384
Thai	Mean	3.4623	3.9827
	N	231	231
	Std. Deviation	.56315	.58685
Vietnamese	Mean	3.7333	3.6000
	N	3	3
	Std. Deviation	.61101	.40000
Other	Mean	3.4357	3.7429
	N	7	7
	Std. Deviation	.45981	.39521
Total	Mean	3.5192	3.9322
	N	307	307
	Std. Deviation	.56498	.57789

Compare Means: Program-time of Study on Engagement in Learning Process

Report

Mean of Engagement in Learning Process

MBA	Mean	N	Std. Deviation
Day program	3.6229	131	.57467
Evening program	3.4420	176	.54662
Total	3.5192	307	.56498

Compare Means: Academic Trimester on Lesson Clarity

Report

Mean of Lesson Clarity

trimester	Mean	N	Std. Deviation
3rd	3.9821	120	.50467
4th	3.8552	74	.50797
5th	3.6917	38	.59091
6th and up	3.8667	75	.60076
Total	3.8874	307	.54657

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