

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.