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**STUDENTS' PERSPECTIVES ON EFFECTIVE TEACHING BEHAVIORS**

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Abstract

The purpose of this study was to explore the students' perspectives toward effective teaching behaviors. This study used qualitative method and semi-structured interview questions and open-ended questionnaire were used for the purpose of data collection. The sample of this study included 15 postgraduates from Faculty of Education and Humanities at Unitar International University. A purposive sampling technique was applied to select the participants and the obtained data were analyzed via content analysis. The results of this study revealed that effective teaching behaviors requires encouraging group work among the students in the class whereby the students can exchange their opinions and interact efficiently. Furthermore, questioning strategies as one of the effective teaching behaviors help the teachers ensure the students' understanding and improvement in learning. Lastly, providing related learning materials for the students creates effective teaching in the classroom.

Keywords: effective teaching behaviors, students' perspectives, social constructivism, behaviourism

Introduction

Education can be well-defined as information and improvement consequential from a learning process (Merriam&Brockett, 2011). Education can be used to offer an answer to an unidentified problem. Therefore, the educational process supplies people with the answers. Olden education stems from individuals seeking understanding of occurrences that did not deliver an immediate answer. Ko, Sammons, &Bakkum (2016) stated that teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement. In fact, effective teaching requires criteria for effectiveness. These criteria refer to the objectives of education in general and of teaching. NeSmith (2003) defined effective teaching as strategies

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and actions which motivate and assist students to learn the lessons. This has not sought to collect a list of “effective” strategies but has assumed that if the student learns then the effectiveness is present. The student’s perception of effective teaching and learning could demonstrate to be a strong indicator of academic success or failure, depending on the extent of difference with their respective teachers.

Percy (2012) proposed that by using a framework of threshold concepts the teachers can identify the areas where they have transcended a threshold in their professional teaching. This study did not focus on effective teaching behaviors; however, it is significant for the instructors and teachers to assist the students by providing additional learning supports. Kirkwood & Price (2013) carried out a comparative study on performance comparisons and attitudinal studies to illustrate how under-examined assumptions lead to questionable findings. They confirmed that underlying expectations and the limits imposed by the method adopted in order to properly interpret results. Researchers did not focus on effective teaching behaviors, whereas, the present study focused on effective teachers’ behavior and effective teaching behaviors as well.

Gablinske (2014) explored the affective domain of instructor and pupil associations using a single case study design. This single case study produced a synthesis of information that directors a classroom instructor in the improvement and maintenance of her associations with her pupils. The qualitative method in this study is derivative from a constructivist viewpoint with an emphasis on deeply understanding this particular case of instructor and pupils’ associations. The result of this study is an account of understandings and procedures that director the improvement and maintenance of associations among an instructor and her pupils. Based on the results, four primary groups emerged with supportive basics that were critical components of each group. These four primary groups represent an interpersonal framework for the learning environment.

Marshall & Hobsbaum (2015) carried out a study on intercession, Sign-Supported English (SSE), which utilizes conventionalized manual signals close by talked words to support the learning of English vocabulary by youngsters with English as an Additional Language (EAL). Adolescents between the ages 4 to 5 were enlisted from two neighboring schools on a region of outside London. A subset for 66 required EAL. On specific schools, those teachers used SSE, and in the other school, they did not. Students over each school were tested towards two shot concentrations using three assorted evaluations for vocabulary. The results of the study revealed that using SSE required no effect on how youngsters were with EAL. Marshall & Hobsbaum (2015) tried to enhance vocabulary learning among students but the result of vocabulary assessment revealed that using SSE had no effect on how well children learn English vocabulary because instructors used signs which did not assist children in that specific age. Ko, et. (2016)

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stated that whole-class interactive teaching is related to seven effective teaching factors which are classroom management, behavior management, direct teaching, varied teaching, interactive teaching, individual practice, and classroom climate. They have added that variations in teaching behaviors contribute to teachers' effectiveness in the class. According to literature review students' evaluations of teachers can identify clear dimensions related to effectiveness of teaching. Therefore, this study attempted to explore the effective teaching behaviors according to the students' perspectives.

### Methodology

The purpose of this research was to investigate the characteristics of effective teaching behaviors perceived by the students in Unitar International University. The sample of the study involved 15 local and international postgraduate students from Faculty of Education. A qualitative research method was used to conduct this research by collecting data through semi-structure interview as well as open-ended questionnaire. The researchers conducted an individual interview session with each student. The interview sessions were recorded, and the obtained data were transcribed accordingly. The open-ended questionnaires were distributed to all students. They were asked to answer each question carefully and explain their answers in detail.

### Results And Discussions

This study explored the characteristics of effective teaching behaviors perceived important by the students. The participants were asked a question in interview which helped probe them to share their ideas about the effective teaching behaviors. All students provided almost the same responses. They agreed that one of the most important factors in having effective teaching behaviors is using professional teaching styles and methods in the classroom. Moreover, based on the students' responses, effective teachers should assist the students with necessary supportive learning materials such as notes, videos, and audios in order to help students learn more. They also emphasized that in order to receive effective teaching in the classroom, teachers should integrate technology in their teaching. Some of the respondents' feedback are as follows:

*“Effective teaching must include some important factors. For example, the first five minutes of the lecture the lecturer should provide a golden opportunity to get the students to sit down and pay attention. In addition, the lecturer should consider the sequencing of*

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*course materials and make sure that they are presented in a clear and logical manner through preparing the framework of lecture.” (Student 5)*

*“Teachers should always simplify what has been explained, should not follow traditional methods of teaching or traditional ways of assignments, using questioning skills so much, and allow independent learning takes place among the student. Using technology in classroom is very important for effective teaching. Also, to let the students share knowledge and having meaningful interactions among all students is one of the effective teaching factors to me.” (Student 9)*

*“In my opinion, effective teaching happens when the teacher or lecturer is eager to teach genuinely enjoys teaching and dealing with students in the class. This shows excitement in the classroom and provides the students with positive energy to make the classroom more pleasant and it allows the effective teaching takes place.”(Student 14)*

According to the collected data, some students mentioned that some lecturers do not provide a self-learning environment for them and they prefer the teacher-centered approach which makes the students feel bored. The students mentioned that in order to receive effective teaching in the class, teachers should provide the students with more interactions rather than providing traditional way of teaching. For instance, one of the students stated that:

*“In fact, student-centered approach helps for effective teaching in the class. It is not a good idea that the teacher teaches and talks for the whole session. The students must be given opportunities to share thoughts and experiences. This make the teaching more effective as the students learn from each other via sharing their knowledge and the teacher can play a role as a facilitator only.”(Student 6)*

Based on the collected data, majority of the students stated that teaching method is very important to help them become independent learners. Some of the participants’ feedback are as below:

*“Teachers can have effective teaching when they have a combination of using more than one teaching method during their teaching. They can use CLT method and silent method which allow the students to be independent and discover learning. They should also encourage the students to have good communication skills in the class. Teachers can make the students more motivated if they use a combination of teaching styles because different students learn differently.” (Student 10)*

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According to the students' perspectives, questioning skill is very significant and effective in helping students to learn more in the class. They stated that interaction among the students and between the student and teacher is very helpful to enhance learning and create effective teaching. The students believed that questioning strategies help the teacher know if the students understand the lessons or not. In other words, this strategy can guide the teacher to realize if the students need more assistance regarding the lessons taught.

*“I think if a teacher is trying to have an effective teaching, he/she should ask many questions after teaching the lessons. This strategy helps the students to start thinking deeply to answer the questions which will lead them learn more. The teacher should answer the questions after receiving the students' answers in order to make the answers clearer. (Student 3)*

*“Question skills for effective teaching is very important to obtain information helps maintain control of a conversation, express an interest in the other person, and to clarify*

*a point.” (Student 5)*

Based on the students' feedback, effective teaching should involve effective teaching methods and approaches in the classroom. Sajjad (2010) believed that inventiveness among students' understanding and evaluation about the fascinating and compelling instructing technique to propose upgrades in teaching and learning the process. Allan, Clarke, and Jopling (2009) also stated that effectiveness is based less on university instructors having high academic prospects and more on the provision of a supportive environment in which instructors scaffold learning effectively and encourage effective communication with their students. Finally, Kukla-Acevedo, (2008) stated that the instructor characteristics prove the value of both contents and pedagogical knowledge on student achievements.

It is worth noting that this study focused on some aspects of the theories of behaviorism and social constructivist. The findings of the study showed that effective teaching behaviors motivate the students to improve not only their learning but also their skills. As Skinner (1938) stated that operant conditioning; it implies generally changing of behavior by the utilization of fortification which is given after the wanted reaction. Skinner focused on neutral operands, reinforces and punishers. Teachers may use positive and negative reinforcement in the classroom. For example, if the students did not submit their homework on time, the teacher may punish them and deduct some marks which is a negative reinforcement. On the other hand, if the students submit their homework on time, the teacher may encourage and admire them which is a positive

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reinforcement. So, instructors ought to communicate well with learners and guide them effectively to enhance their skills.

Behaviorism can be used as a point method to reward students' good behavior or good academic performance. Also, this theory can be exceptionally valuable in effective teaching behaviors and can urge students to do their best work and to energize changes. This can assistance students to realize that they can do their best in order to improve their learning. Vygotsky (1978) illustrated the relationship between the teacher and the students is predictable with the theory of social constructivism. Vygotsky argues that learning is not an autonomous procedure but rather a social development of commonly shared implications. Vygotsky's theory of social constructivism gives a general hypothetical structure to the present investigation of viable educators' minding convictions and practices.

Vygotsky (1978) perceived the essential thought of social association being fit with language, substance, and thought. He found that the social encounters of kids decide their idea advancement, which later gets to be internalized. Regular learning techniques in social constructivist classrooms incorporate two-way communicative interactions like talks, request, productive arguments, cooperative learning, dialogical exchange, and peer mentoring. These interactive learning exercises advance interpersonal associations which could have significant results on students' development and scholastic achievement. This theory covered the relationship between teachers and students, which means learning should involve social development. This theory helps teachers to have more effective teaching behaviors in the classrooms especially if they encourage students to be more cooperative in learning via getting engaged in discussions.

Vygotsky stated that cooperation with associates as a successful method for creating attitudes and techniques. Vygotsky proposed that instructors utilize cooperative learning practices were less able kids create with assistance from more adroit associates inside Zone Proximal Development (ZPD). Vygotsky believed that when a learner is in the ZPD for a specific undertaking, giving the suitable help will give the student enough "support" to accomplish the errand. This is the zone where learning activities ought to be engaged, lying between what the learners can accomplish autonomously and what the learner can accomplish with the instructor's master direction.

In short, effective teaching behaviors requires encouraging cooperation and group work among the students in the class whereby the students can exchange their opinions and interact efficiently. Furthermore, effective teachers ought to provide active learning environment in order to enhance that students' learning by strengthening their information through the teachers'

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supports. Based on the results of this study, questioning strategies help the teachers to ensure the students' understanding and improvement in learning. Lastly, providing related learning guides for the students creates effective teaching in the classroom.

### Conclusion

The findings of the study showed that the effective teaching behaviors should involve different teaching methods and approaches in the classroom and teachers should integrate technology in teaching to motivate the students to learn more. In addition, the findings of the study provided evidences that effective teaching behavior is regarded as a useful teaching strategy in classroom to enhance students' learning process. It can be concluded that it is very significant to incorporate the students' perspectives and experiences to promote positive classroom climates that engage and motivate students.

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