

Teaching Qualities and Perception towards Mathematics Professor by LICT Students': Self-Appraisal Survey

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ABSTRACT

This study studied the perception of Lumbini Information and Communication Technology (LICT) Campus students' towards mathematics professors (MP) also examining the teaching qualities. The aim of this study was to identify the level of perception, teaching quality, and behavior of MP and tried to find out that how the MP's communication skills, topics presentation, and guidance towards students was. The population of the study compared all students of LICT Campus. The study sample consisted 376 students selected through the cluster and simple random sampling techniques from the Campus domain mail. The cross-sectional survey design was used and 26.06 % of data was collected from 24 self-made Five Likert scale (very poor to excellent) by questionnaires through a google form. Data were analyzed by descriptive statistics using SPSS 20. The total number of male respondents were 72.20%, 70.20% were first-year and 57.6% were CSIT students. The descriptive statistic showed the class management was more consistent than other teaching qualities and that MP was friendly, never rude and biased but proud. We concluded that professors should be well communicating, presenting the subject matter confidently, motivating towards research activities, and behave friendly and peaceful.

Keywords: Perception, communication skill, teaching quality and behaviors.

Introduction

A teacher is the mirror of society. Every pupil learns by imitating their teachers in their daily activities. Thus, teachers have a great responsibility to teach good things to their students. A person learns a lot his whole life from teachers. Therefore, the teacher guides the future of society.

“Good looks are a great asset” and “Being perceived as physically attractive is associated with a wide range of positive outcomes” quoted literature of Myres and Langlois et al by Shaha (Shaha, 2012). Appropriate greeting, good grooming, a cheerful face, patience activity, and a tidy appearance are always preferable much more professional appearance for teachers. The most frequent response was that a great teacher develops relationships with students. The research literature agrees with them: Teachers need to be able to build trusting relationships with students in order to create a safe, positive productive learning environment. A study concluded that the students and teacher relationship was good in a medical school but students' perceptions towards this relationship were independents of their academic grades (Khalid A. Bin, 2016) .

After reviewing the literature of related study by on communication we found that, the communication skills are most vital for interactions with students, because the act of teaching itself requires them. In teacher role, students are responsible for comprehending and breaking down complex information. Teacher must be perfect in conveying the information clearly to students (both verbally and in written), presenting in a manner that sustains students attention, also listening and resolving their questions or problems (Hunt & Copper, 2010) . Therefore a teacher has a significant role in the academic success of the students. Thus, it is necessary for teachers to adopt good communication skills while teaching to the students (Khan & Khan, 2017). Quality education always helps to ensure security, welfare and prosperity of a nation. Therefore, education is the first priority for developing a nation. The key factors influencing the quality of higher education is the quality of faculty, curriculum standards, technological infrastructure available, research environment, administrative policies, financing, evaluation and good governance.

(Mucella, Melis Seray, & Ahu, 2011)The quality of education is assessed through the quality of curriculum, students, teachers/faculty, teaching methods, governance, financing, evaluation and linkages with other institutions.

The attitude of the teacher to students reflects his status on students. The positive attitudes increase the students' motivation, self-confidence, and eventually lead to success in learning. In contrast, negative attitudes could demotivate the students and might eventually lead to failures. (Ricardo, Nikos, Juan Gregorio, & Kimberley Jane, 2018) In the teaching-learning process, the teacher should be seen as a role model who can inspire their students. Therefore, teachers should have certain good personal quality standards that include responsibility, authority, independence, and discipline. The teacher's disciplinary attitude is manifested through adherence to the rules and principles of professionalism, because it is tasked with disciplining students, especially in the class.

The emphasis of student-centered educational topics is usually on the effect of teachers' attitudes on students' academic success with a lack of lifespan developmental perspective. A teacher with his teaching methods and furthermore with his attitudes and behaviors provides his students to gain a mentally healthy personality. Some study suggests that radically changing the learning environment can affect teachers' identities and their approaches to teaching in predictable ways that can inform teacher education and professional development programs for teachers, maximizing the success of teachers as they implement student-centered pedagogy (Keiler, 2018).

Jasia, Zayed, & Islam concluded students' perception not only depends on teachers' internal characteristics but also is influenced by other factors. Teachers are playing a very crucial role in our society for making skill full and capable students. They are always trying to offer their best in education for students. For better education, our education system needs teachers and students to collaborate (Jasia, Zayed, & Islam, 2018).

Teaching qualities support the fact that effective teachers not only make students feel good about campus and learning but also that their work actually results in increased student achievement. Thus this study was beneficial to the professors in a way that not only developed the quality of education but also enhanced the positive aspects of the professor and motivated him to improve his teaching skills and ultimately assisting the quality circle of LICT.

The main aim of this study was to identify the strengths and weaknesses of a mathematics professor and how to access the full potential present in the professor for further growth and development. The traditional evaluations create one-way conversations. We, the professors, perform a self-evaluation task and grade ourselves on the same criteria. Self-evaluation is the key to success. Self-evaluations bring us to gain insights to initiate dialogue, facilitate employee development, build trust, create accountability, less discrimination, and relieve stress. Perception and attitude towards mathematics Professor by LICT students': self-appraisal survey justified the development of teacher's performance at work, completion of tasks and projects, adhering to policies, time management skills and communication skills, etc.

The study findings show that while teachers' positive attitudes have positive effects on students' performance and personality developments, negative attitudes have a negative effect on both the performance levels and personality development of students. The study findings show that while teachers' positive attitudes have positive effects on students' performance and personality developments, negative attitudes have a negative effect on both the performance levels and personality development of students.

Methodology

This study tested an explanatory model based on self-determination theory. The descriptive qualitative method and descriptive tools were used in this study. The study design was a cross-sectional survey, using a systematic sampling procedure to obtain a representative sample of 26.16 % of the LICT students considered as a population (376) of the study consisted of all three streams. Variables were teaching qualities, perception and behavior of students towards the MP. All the questions were in five Likert scales (very poor to excellent) close-ended except three demographic and three contained questions were open-ended. Primary data were collected by google form using Campus domain mail and secondary data reviewed from online journals. Data were analysis by SPSS-20.

Results

1. What was the demographic status of the study?

Table number 1.1 shows the demography analysis of respondents. The total number of male respondents was 72.20%, 70.20% was first-year and 57.6% was CSIT students. This scenario happens because boys are more empowered to study technical field's context of Nepalese society, mathematics subject is only taught in the first

year and the CSIT stream is an old and popular stream in the LICT

Table number 1: Represents demography status of the study

Year		Streams	
First	70.2%	CSIT	57.6%
Second	19.7%	BCA	25.8%
Third	2.6%	BIM	16.6%
Fourth	2.5%	BHM	0%
Male: 72.20%		Female: 25.8%	

2. **How was the academic quality of the mathematics professor at LICT?**

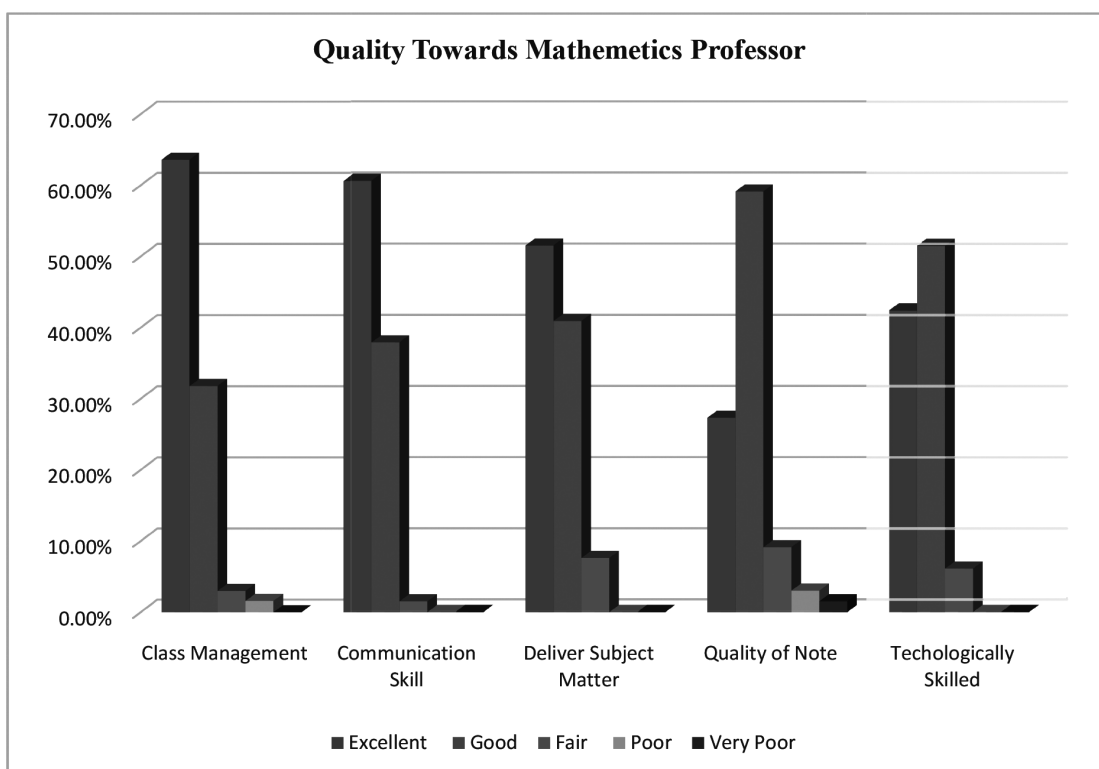


Figure number 1: Represents quality toward mathematics professor

Figure number 1 indicates the academic qualities of the mathematics professor according to LICT students. It seemed that 63.30% of students put their opinion of class management on excellent followed by 31.8%, 3%, and 1.6% respectively to good, fair, and poor. Moreover, the communication skills and delivery of the subject matters were more on excellent than that of quality of note and technology skills. When concerned about the descriptive statistic (mean, standard deviation, and coefficient of variance), it was found that 4.6, 0.932, 20.26% for class management, 4.5, 0.97, 21.5% for communication skill, 3.28, 0.96, 29.27% for delivery of contents, 3.9, 0.93, 23.85% for quality of note and 3.8, 0.92, 24.21% for technical skill. The above data showed that the class management was more consistent than other. The above information forced us to say that the mathematics professor is the best professor at LICT Campus. Students’ perception on teaching strategy of MP were almost similar to the

students’ perception on teacher’s teaching strategy (Rahmiyanti, Zaim, & Refnaldi, 2019)

3. How was students’ perception toward mathematics professor at LICT?

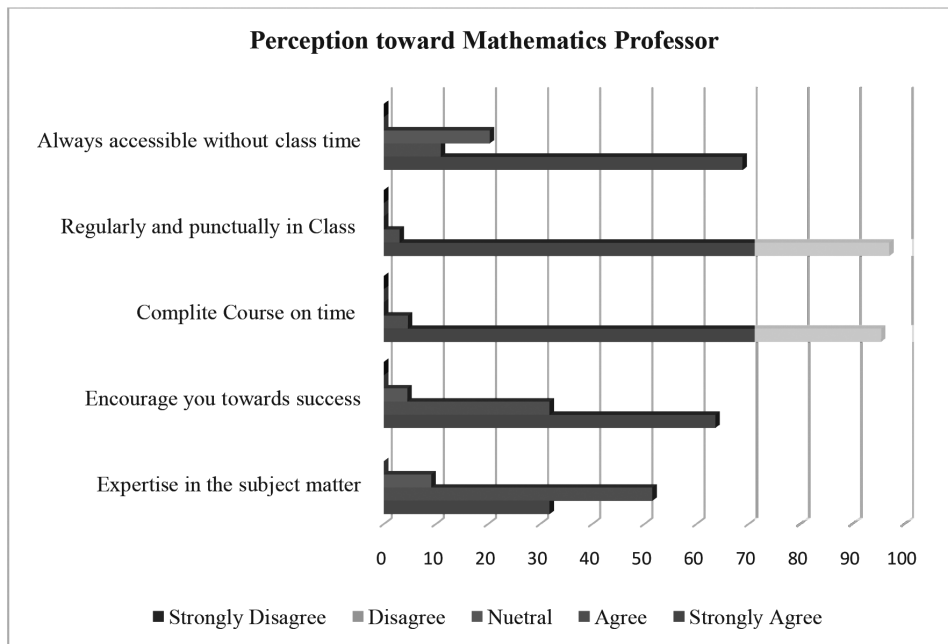


Figure number 2: Reflects perception toward mathematics professor

Figure number 2 reflects the perception of students towards mathematics professor at LICT. Students voted their attitude towards mathematics professors into categories like accessibility without class time, punctuality and regularity in class, motivation to students, and expertise in the subject, and the course completed in time. All most all of all these categories were strongly agreed followed by agree except expertise the subject. The descriptive statistics (mean, standard deviation and coefficient of variation) were found 4.93, 0.92, 18.66% for regularity and punctuality, 4.96, 0.89, 17.94% for completed course on time, 4.59, 0.852, 18.56% for encourage and motivation to successes, 4.49, 0.892, 19.86% for accessibility without class time and 3.9, 0.798, 20.46% for expertise the subject. The above information indicated that the mathematics professor at LICT is a student oriented teacher.

4. How was the behavior of mathematics professor to students at LICT?

Table number 2. Regarding behavior of mathematics professor towards students

Variable	Never (5)	Rarely (4)	Some time (3)	Often (2)	Always (1)	Mean	Standard Deviation	Coefficient of Variation
Biased	39%	18%	16%	4%	23%	3.46	1.34	38.55%
Friendly	0%	0%	9%	28%	63%	1.46	0.859	58.83%
Proud	3%	5%	16%	31%	45%	1.9	1.12	58.95%
Rude	68%	25%	5%	2%	0%	4.59	0.98	21.35%

Table number 2 insights the behavior of mathematics professors at LICT Campus according to LICT students. The table showed that the mathematics professor at LICT Campus never behaved rudely according to 68%. According to 63% and 45%, of students, MP was always friendly and proud respectively. The descriptive statistic of biased were 3.46, 1.34, 38.55%, friendly were 1.46, 0.859, 58.83%, proud were 1.9, 1.12, 58.95% and rude were 4.59, 0.98, 21.35%. The information collected from table 2 showed that the mathematics professor of LICT Campus was friendly, never rude and biased but proud.

Discussion

The teaching quality includes teaching strategy for communication skill, class management, delivering subject matter, quality of note, reading, technology friendly etc. The students' perception on teaching strategy of MP were almost similar to the students' perception on teacher's teaching strategy (Rahmiyanti, Zaim, & Refnaldi, 2019). The behavior of professor are proud, rude, friendly, bias, punctuality, motivation toward successes etc. The results of our study were similar to student's perception toward their teacher behavior (Jasia, Zayed, & Islam, 2018).

Conclusion

They are always trying to offer their best in education for students. For better education, our education system needs professor and students to collaborate. From the review of recent studies and this study, we conclude that professors should be well communicating, presenting the subject matter confidently, motivating towards research activities, unbiased and behave friendly and peacefully.

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