

Expectation of Undergraduates on Teachers in Professional Colleges - A Survey

Dr. Kamaladevi¹ and Dr. M. P. Brundha¹

Graduate, Department of Pathology¹

Associate Professor, Department of Pathology²

Saveetha Dental College, Saveetha Institute of Medical and Technical Sciences, Saveetha University, Chennai.
generalpath2015@gmail.com

Abstract: *Andragogy- adult learning is a part of higher education, in which an intentional or professionally guided activity-based learning takes place to understand the concepts of a subject among the adolescent children. Teaching is a process which facilitates learning by encouraging students well versed in the subject. Learning style for learner's most efficiently. In a student-centered learning environment, the main focus is on knowledge sharing and when learning is used properly, it can become a lifelong learning process. In this way, the student looks for a solution to solve the problem without complete dependence on a teacher. This study aimed to know the preference of the students on teachers' attitudes with a survey.*

Materials and method: To investigate students' preferences on teachers in a dental college, among the population of 100 dental students, we conducted a questionnaire survey using a set of questions regarding teachers' attitude, characteristics, friendliness and patience in and out of the classroom.

Results and conclusion: The survey was conducted among dental students and the results stated that students are more likely to appreciate teachers who are not biased, those who don't mock at students and are very patient in cooperating with the students on the other hand students disapprove those teachers who don't use interactive learning sessions and those who don't motivate students on extra activities. The results conclude that students prefer teachers who are more likely to be more friendly with the students and well going rapport and who are always motivating an individual in not only academics but also in other fields so as to make him/ her a better citizen of tomorrow.

Keywords: *Andragogy*

I. INTRODUCTION

Adult learning (andragogy) is an art and science of helping adults to learn. An intentional and professionally guided activity that aims at change in an adult person. Malcolm Knowles is the theorist who brought the concept of Adult learning [1]. Adults are autonomous and self-directed. External expectations of adult learning are social welfare, personal advancement, and cognitive interest. The critical elements of adult learning are motivation, reinforcement, retention and transference. The elements that influence adult learning are evaluation, climate setting, learning plan execution. Adult learning is important to make our economy grow and develop and to live healthy and fulfilled lives. In the same way, Bloom's taxonomy is important in three domains of learning : cognitive, psychomotor, and affective learning [2].

Bloom's taxonomy is remembering low order thinking skills to high order thinking skills. Applying, analyzing, creating means building a structure from diverse elements, and evaluating making judgments based on a set of guidelines and the value of ideas or materials. Higher level learning skills are knowledge, comprehension, analysis, applications, synthesis and evaluation. Critical thinking is of primary importance at the analysis level of Bloom's taxonomy for examining ideas, topics, problems, etc. It is also used at other cognitive levels within the original and revised taxonomies. Remembering: Recall or retrieve previous learned information. Examples: Recite a policy. Quote prices from memory to a customer. Recite the safety rules. Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states. Technologies: book marking, flash cards, rote learning based on repetition, reading are the major in bloom's taxonomy[3].

Miller's pyramid traditionally only has 4 stages but during recent discussions there have been suggestions that we should include 2 underpinning awareness levels that usually occur before we "know". The first two stages, 'knows' and 'know how', can be assessed using the traditional assessment tools of written and oral tests. However, 'knowing' and 'knowing how' clearly do not necessarily extrapolate to the application of knowledge in the workplace. Miller's prism of clinical competence only in the 'DOES' triangle doctor truly performs, this is through direct observation, workplace-based assessment. 'Shows' mean demonstration of learning via simulations.

'KNOWS HOW' means interpretations or applications through case presentations, essays and extended matching types. 'KNOWS' fact gathering. These are the awareness levels which may underpin higher levels of knowledge. [4]

Strict teachers' advantages like making students adhere to class structure which increases opportunities to learn, it teaches the students about responsibility for their actions. More likely to treat everyone the same as rules to govern the class. Students tend to be more respectful [5]. The disadvantages are like they cannot connect with students, decreases student participation, kills classroom atmosphere, and shows respect through fear. The lenient teacher advantages be students favor the educator more, students don't feel burdened, may increase the participation. The disadvantages are that it doesn't focus on responsibility, emotions can govern decisions, and respect for the wrong person [6].

Teachers like their mother's advantages, like the teacher is always there for u whenever there is a problem for u, She / He is your guiding light, Teachers are sometimes harsh, but only because they love you. A teacher is truly selfless, Teachers are inspirational Teachers never blow their own trumpets they do things quietly but surely. A teacher might not remember your name after 10 years but will remember every little quirk of yours. A teacher always puts him / herself second. A teacher knows you for all your goodness and vices, and still loves you. Teachers should be like second parents for students to motivate and be a guide light. A teacher is not afraid of telling the truth, all those times you hated your teacher for being harsh? Well, you were only being molded into a better individual. A teacher is a lot more than just someone who teaches [7].

A teacher is a guide, friend, an enemy and a parent. Teaching is not only a transfer of information from a teacher to the students but also a process of two-way sharing of thoughts and feelings. The teacher should be aware of the recent developments in medical education [8]. Teaching is a process which facilitates learning by encouraging students well versed in the subject. Learning style for learner's most efficiently. In a student-centered learning environment, the main focus is on knowledge sharing and when learning is used properly, it can become a lifelong learning process. In this way, the student looks for a solution to solve the problem without complete dependence on a teacher. [9]

In the student-centered classroom, the cooperative learning method is used, in which students produce the questions. Teacher acts as a facilitator to students. This approach also leads to finding fundamental information and possible solutions of the questions included in the debate based on the inquiry. The teacher does not just read from notes. Teacher's voice should be clear. The material covered is relevant. Lecturing is an analytical process. The purpose of the lecture is to teach the students important concepts and principles and gives stress on the main points. The teacher has to present the aim and objectives in the beginning of the class. He should give small breaks between the main points. He should present a summary before the end of the lesson and encourage the students to ask questions. Teacher-centered teaching and learning approach got the support of 97% students combined in extremely, more and moderately appropriate whereas student-centered teaching and learning approach got the support of 70% students in the above three items. [10]

Lecture teaching and learning method got the preference of 100% students combined in extremely, more and moderately appropriate. Problem-based teaching and learning methods got the preference of 64% combined in the three items. Small group teaching and learning methods got the preference of students 100% in all the discussion, clarification of doubts and interaction with the students combined extremely, more and moderately appropriate. Large group teaching and learning methods secured the preference of 31%, 35% and 28% for discussion, clarification of doubts and interaction with the teacher respectively combined extremely, more and moderately appropriate.

This examination endeavored to distinguish the overall significance of wanted qualities of a compelling educator as indicated by the points of view of medicinal instructors. In this investigation the 'Information on subject' was appraised the most noteworthy by the workforce regardless of field, sexual orientation, showing experience or social foundation. [11]

Excitement was considered as the second most significant parameter of a successful instructor in this investigation. "Eager, amped up for instructing, dynamic, and persuades understudies to learn". The attribute of relational abilities was noted to be the third most wanted characteristic for a powerful educator. "Correspondence is a central clinical ability that can be educated and learned." A viable instructor ought to be a guide in addition to a pioneer. Teachers should be a bright guiding light for students. This is a student- centered study to analyze the preference of the professional teacher's characteristics with a Questionnaire.

II. MATERIALS AND METHODS

To investigate students' preferences on teachers in a dental college, among the population of 100 dental students, we conducted a questionnaire survey using a set of questions regarding teachers' attitude, characteristics, friendliness and patience in and out of the classroom.

The study adopts a quantitative framework and the data have been collected from hundred dental undergraduate students through survey planet software. All objective and subjective questions given in this questionnaire are analyzed, categorized and counted in accordance with Activity sessions, Patience, Instructiveness, Passion, Student personal life involvement, Leniency, Academic work, Involvement in non-academic activities, encouraging in economic backgrounds, Group discussions, presentations etc. And introducing Innovative methods in teaching and learning process. The results were tabulated and analyzed.

III. RESULTS

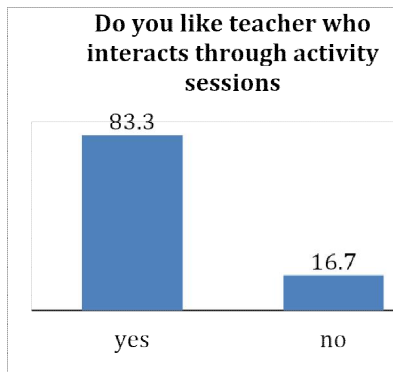


Figure 1: Activity sessions

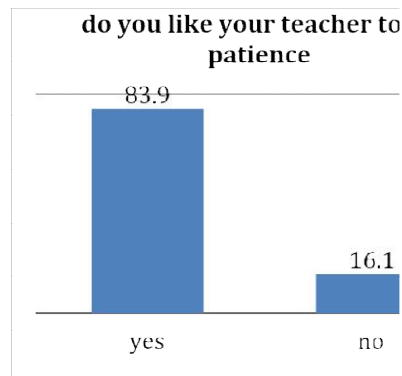


Figure 2: Teachers' Patience

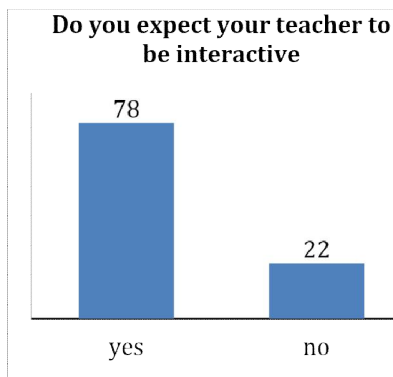


Figure 3: Interactive teachers

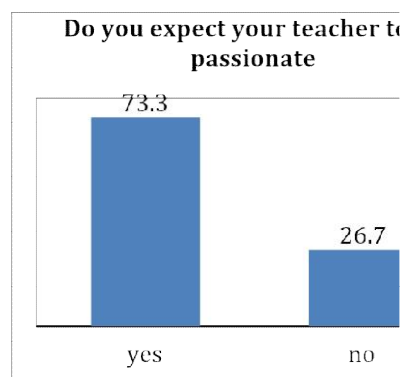


Figure 4: Passionate teachers

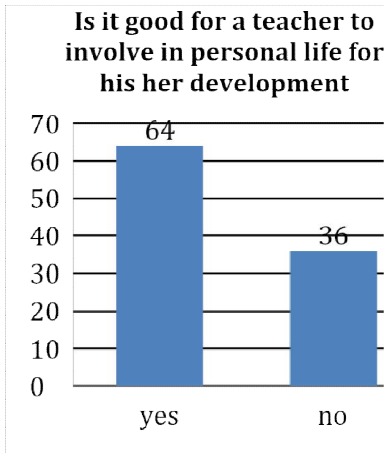


Figure 5: involvement in personal life

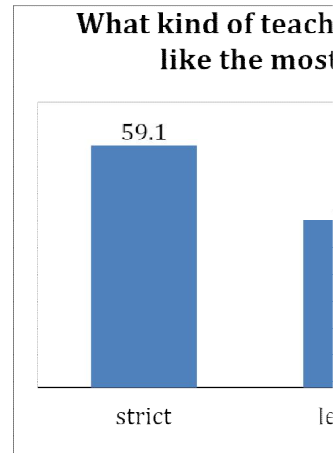


Figure 6: Strict/ Lenient teachers

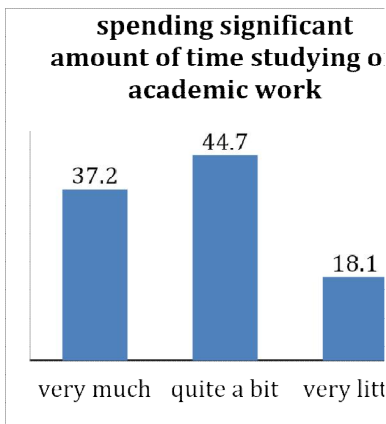


Figure7: preference on academics

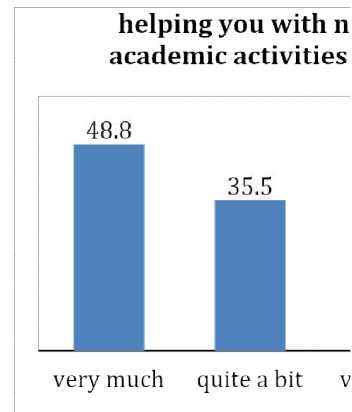


Figure 8: preference on non-academics

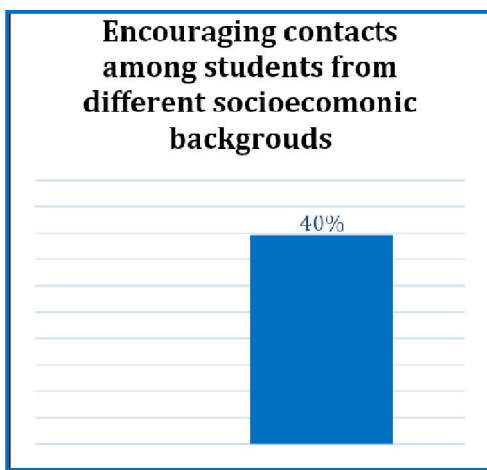


Figure 9: Socioeconomic rationale

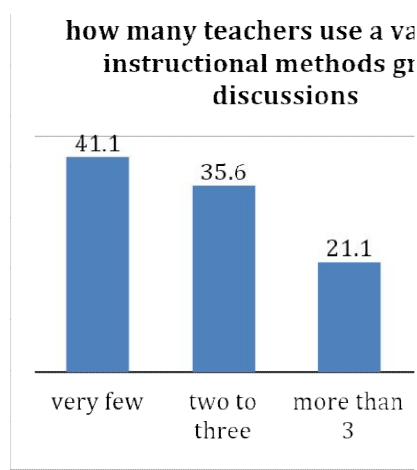


Figure 10: Group Discussion

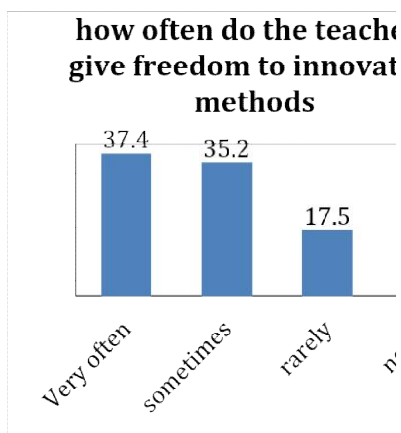


Figure 11: Innovative Methods

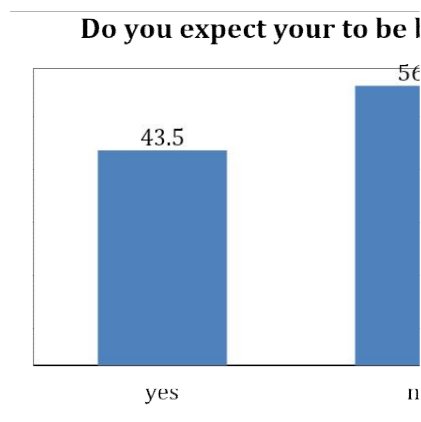


Figure 12: Biased teachers

The characteristic order on expectations of undergraduates on teachers is tabled below

IV. DISCUSSION

A need assessment is done before planning any professional developmental activity and typically takes the form of a survey. The respondents are asked for their thoughts concerning various issues and their suggestions on professional development programs that might address those issues. Well planned programs should strike a balance between meeting individual and organizational needs. Literature has emphasized the importance of well-crafted needs assessment to ensure that programme goals are relevant to the needs of participants. We compiled items ranked by the respondents.

Expectations, as communicated schoolwide and in classrooms, can and do affect student achievement and attitudes. High expectations are a critical component of effective schools. In effective schools, high expectations are communicated through policies and practices which focus on academic goals. Teacher expectations and accompanying behaviors have a very real--although limited--effect on student performance, accounting for five to ten percent of student achievement outcomes [12].

A teacher should have a very friendly attitude towards the students as in the students can learn in a very healthy environment. The teacher should also be friendly so that the students will be able to approach the teacher in their free time to clear their doubts and the teacher should also make the subject lighter as well as more interesting for the students so that they can understand the concept better. Also, the teacher should be teaching the students the practical application of the topic and the subject so that the students do not learn for the sake of the exam but they learn because they can use it in their practical life as well.

At the same time the teacher should always be positive towards students, understand their problems, try to solve them and be a friend but not to support the students in wrong deeds because the work of the teacher is to bring the students on the right path and show them light and remove all the darkness. If a student has made a mistake it is the duty of the teacher to tell the student and make him realize about his mistake otherwise it is the bigger mistake on the part of the teacher.

To know what exactly students feel about teachers, a survey was conducted among dental students to find out the impact and behavior of teachers' attitude towards them. The data was collected and the results were compiled accordingly. In the modern teaching curriculum, the institutions were instructed to use activity-based sessions in all the classes. Activities in between the classes or sessions are always welcomed by the students to keep them in an enthusiastic mood and more attentive in the classroom. Activities like games, quiz and some physical exercises [13] are becoming favorites among the students in the classroom. The same was expressed by the students in our study. Around 83.3% preferred the teachers who conduct activities in the session and 16.7% opposed the same. (Figure 1)

A teachers notable character is he or she must be patient towards a student while it comes to the methodology of teaching since various students have different adaptation of time such as one will have the capability to grasp things quickly while some requires time, for the one which requires time teachers must be polite in approaching him and have

immense patient in helping him out. Thereby the most accepted and liked and notable quality of a teacher that students find it most likely to accept in a teacher [14]. Our study reveals that 83.9% of the students were willing to have a patient teacher than teachers with less patience (16.1%). It is shown in Figure 2. Interactiveness is one of the important characteristics of the teachers who teach in professional institutions. In between the classes the students need some positive interactions related to the topic that was taken previously. These interactions will keep them attentive and make them relax in between the constant talk from the teachers. As the article by Linda et al [15] highlighted that interactiveness is the best character to be followed by all the professional teachers, our article (Figure 3) also emphasizes that preference of the students for an interactive teacher is higher around 78% than the less interactive teachers (22%).

Passion is needed to improve education because the teaching profession requires teachers to invest time, energy and their hearts in the teaching for the benefit of the students. Passion is what makes them constantly search for more effective ways to keep their students more attentive and increase the eagerness to learn. Passion among the teachers is essential to high quality teaching [16]. Same way in our study we found that the students prefer a passionate teacher (73.3%) than an unpassionate (26.7%) which is shown in Figure 4.

Students find it more likely to accept teachers who coordinately interfere in helping out students in their personal life for their betterment and helping them out is quite an appreciable and notable character of that of a teacher and are accepted by students since it helps them out in clearly the mind or psychological block his or her faces and can concentrate more on their studies efficiently. We found that the preference of teachers involved in the personal life of the students (64%) was more than that of the teachers who were not involved in personal life (36%). As shown in Figure 5). This was well correlated with the study done by Su YH et al in 2012.[17]

Students prefer or are more likely to like teachers who not only help them out in academics but also them out in the non-academic part also such as, if a student is good at his sports, helping him out in achieving the goals is one such quality of a good teacher that students prefer. And helping out with his family backgrounds and these are mostly followed by teachers [18,19]. Figure 7 and 8 showed that the students who participated in this study preferred a teacher who supported the non-academic activities (48.8%) more than the academic activities (37.2%). The students who did not prefer the teacher to be involved in the non-academic activities (15.5%) were less than that of the teacher involved in the academic activities (18.1%).

Teachers also help students out to interact with one another without having in mind the caste based or religion-based interactions wherein teachers offering students to mingle with one another freely having social relations in mind is mostly accepted and appreciated by students. Sensitivity, acceptance and encouragement are critical when approaching the issues associated with the diversity of the children. Effective teachers understood their students without analyzing or judging. These kinds of qualities are appreciated among students [20]. Here we found that the preference of the students on teachers with social relationship was around 40% and the students not preferred were 19%, students preference of any kind was around 48%.(Figure 9)

Often teachers do not use a variety of methods to adapt the way of learning things so that students find it difficult to adapt to certain concepts on learning thereby students prefer teachers who are very innovative and use a variety of instructional methods such as group discussion, presentations etc, thereby making the learning easy [21]. Our study also showed that 21.1% of the students preferred the teacher who conducts group discussion frequently at a rate of more than three in a module, the 35.6%, 41.1% preferred the group discussion at a rate of minimum two times and very rarely respectively (Figure 10).

The students prefer teachers who provide sufficient time and ways of method to try innovative ideas or methods for the betterment of learning. So that students find it easier to find out things and understand them more often in learning the concepts thoroughly and not just for the sake of learning. It's really crucial, when a teacher is teaching to some child, he/she must know what and how much learning a child can adapt at a particular time. Always decide by keeping in mind a specific learner unlike keeping in mind a group of pupils [22]. In this study, we obtained the same that of the students exposed to this type of teacher with innovative thinking very often 37.4%, 35.2% of the students had innovative classes sometimes only, 17.5% experienced it rarely and 9.9% never exposed to this type of innovative classes.(Figure:11)

A teachers most accepted character is his or her being lenient and not being biased among students and not preferring one student over the other since it can create a bad impact on the students attitude towards teacher thereby students prefer teachers with such broad mind and can help him or her equal not having any controversies or any other ill thought or motive behind a particular student, help students in need, understand that every student has different way of learning, not be overly sensitive, passionate about what he or she is teaching. A teacher's most important characteristic more than being lenient or not being biased is he or she must treat a student in a mature manner so that students find it more approachable towards them rather than treating him or her as a child [23]. In our study the preference of leniency and biased teachers were checked with two different questions. As shown in figure 6 and 12, students liked to have a strict teacher were 59.1% and lenient teachers were 40.9% and students expecting a non-biased teacher more 56.5% than a biased teacher were 43.5%.

V. CONCLUSION

The survey was conducted among dental students and the results stated that students are more likely to appreciate teachers who are not biased, those who don't mock at students and are very patient in cooperating with the students on the other hand students disapprove those teachers who don't use interactive learning sessions and those who don't motivate students on extra activities. The results conclude that students prefer teachers who are more likely to be more friendly with the students and well going rapport and who are always motivating an individual in not only academics but also in other fields so as to make him/her a better citizen of tomorrow.

REFERENCES

- [1]. Vickie E. Jones, Anastasios Karydis and Timothy L. Hottel. Dental and Dental Hygiene Interprofessional Education: A Pilot Program education. *Journal of Dental Education*. 2012 Jan 1;76(1):89-97.
- [2]. Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.
- [3]. Bloom, B.S.(1956). Taxonomy of educational objectives – The classification of educational goals – Handbook 1: Cognitive domain. London: Longmans, Green & Co. Ltd.
- [4]. Reeves S, Pryce A. Emerging themes: An exploratory research project of an Interprofessional Education module for medical, dental and nursing students. *Nurse Education Today*. 1998 Oct 1;18(7):534-41.
- [5]. Kaufman LB, Henshaw MM, Brown BP, Calabrese JM. Oral health and Interprofessional collaborative practice: examples of the team approach to geriatric care. *Dental Clinics*. 2016 Oct 1;60(4):879-90.
- [6]. Morrisons, Marley J, Michniewski S. Educating the dental team: Exploring perceptions of roles and identities. *British Dental Journal*. 2011 Nov; 211(10):477.
- [7]. MacEntee MI. Muted dental voices on InterProfessional Healthcare teams. *Journal of Dentistry*. 2011 Dec 1;39:S34-40.
- [8]. Singh S, Pai DP, Sinhal NK, Kaur A, Kyaw Soe HH, Barua A. Qualities of an effective teacher: what do medical teachers think? *BMC Medical Education* 2013; 13:128 Available at: <http://www.biomedcentral.com/1472-6920/13/128>. Accessed 2/17/2016.
- [9]. Polyzois I, McLoughlin J, Kelly A, Claffey N. Clinical teaching in restorative dentistry and the variation between students' and supervisors' perceptions of its effectiveness. *Eur J of Dent Educ*. 2010;14:92-8.
- [10]. Irby DM. What clinical teachers in medicine need to know? *Acad Med*. 1994; 69(5):333-42.
- [11]. de Jong, R. J., van Tartwijk, J., Verloop, N., Veldman, I., & Wubbels, T. (2012) Teachers' expectations of teacher-student interaction: Complementary and distinctive expectancy patterns, *Teaching and Teacher Education*, 28, 948–956. <http://dx.doi.org/10.1016/j.tate.2012.04.009>
- [12]. Doyle, W. (2006). Ecological approaches to classroom management. In C. M. Evertson &
- [13]. C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 925–944). Mahwah, NJ: Erlbaum.
- [14]. Janssen I, LeBlanc AG. Systematic review of the health benefits of physical activity and fitness in school-aged children and youth. *Int J Behav Nutr Phys Act*. 2010;7

- [15]. Alan, Sule and Seda Ertac. 2018. "Fostering Patience in the Classroom: Results from Randomized Educational Intervention." *Journal of Political Economy* 126 (5): 1865-1911.
- [16]. Linda B. Nilson (1998). *Teaching at its best. A research-based resource for college instructors.* Vanderbilt University. Anker Publishing Company, Inc. Bolton.
- [17]. Carbonneau, N., & Vallerand R.J., Fernet, C., & Guay, F., (2008). The role of passion
- [18]. for teaching in intrapersonal and interpersonal outcomes. *Journal of Educational Psychology*, 100(4), 977-987. doi: 10.1037/a0012545
- [19]. Su YH, Feng LY, Yang CC, Chen TL. How teachers support university students' lifelong learning development for sustainable futures: The student's perspective. *Futures*. 2012 Mar 1;44(2):158-65.
- [20]. Brown, R. (2007). Exploring the social positions that students construct within a classroom community of practice. *International Journal of Education Research*, 46, 116-128.
- [21]. Ajibade, L. T. (2003). A methodology for the collection and evaluation of farmers indigenous environmental knowledge in developing countries. *Indilinga African Journal of Indigenous Knowledge Systems*, 2, 99–105.
- [22]. Darling, N., Caldwell, L., & Smith, R. (2005). Participation in school-based extracurricular activities and adolescent adjustment. *Journal of Leisure Research*, 37(1),51-76.
- [23]. Coleman, J. S. et al. *Equality of Educational Opportunity* (US Government Printing Office, 1966).
- [24]. Balliet, D. (2010). Communication and cooperation in social dilemmas: A meta-analytic review. *Journal of Conflict Resolution*, 54 (1), 39-57. doi: 10.1177/0022002709352443.
- [25]. Ramaswamy S, Harris I, Tschirner U. Student peer teaching: An innovative approach to instruction in science and engineering education. *Journal of science education and technology*. 2001 Jun 1;10(2):165-71.