STUDENT PERCEPTION OF PROFESSORS' TEACHING ATTRIBUTES IN POST-

SECONDARY HOSPITALITY MANAGEMENT DEGREE PROGRAMS

by

Oren Hertz

A Dissertation Submitted to the Faculty of

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This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. Valerie Bryan, Department of Educational Leadership and Research Methodology, and has been approved by the members of his supervisory committee. It was submitted to the faculty of the College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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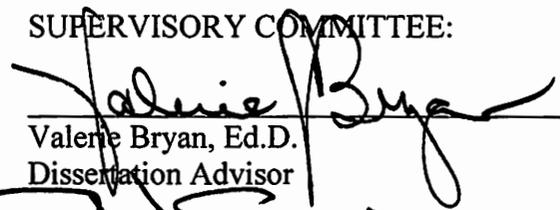
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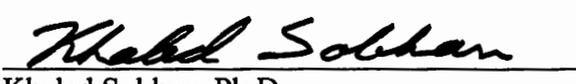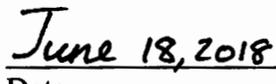Dissertation Advisor
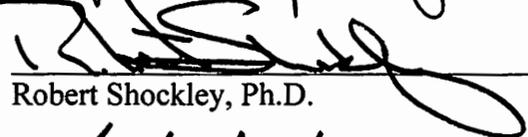
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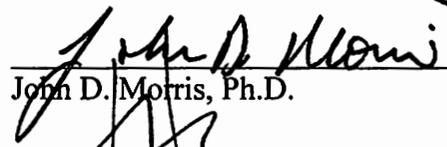
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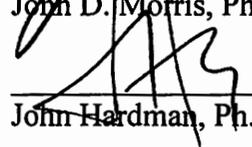
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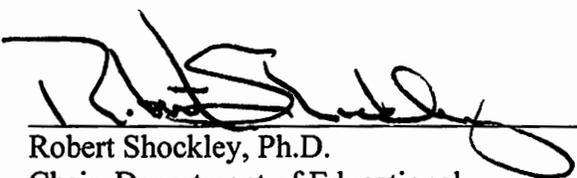
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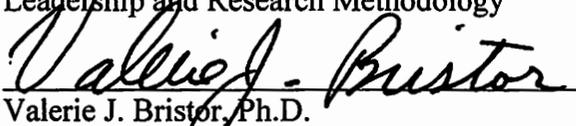
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iii

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ABSTRACT

Author: Oren Hertz

Title: Student Perception of Professors' Teaching Attributes in Post-Secondary Hospitality Management Degree Programs

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This study describes how undergraduate students in their junior and senior year seeking a bachelor's degree in hospitality management at a regionally accredited university perceive their professors' instructional attributes and behaviors. This examination concentrated on two critical zones of discernment concerning professors' instructional practices. Participants were asked what teaching attributes contributed to their academic success, and teaching attributes did not contribute to their academic success. The study also sought to identify any obstacles faced by the participating undergraduate students and their faculty as indicators of how to mitigate such obstacles.

This study included a review of an extensive collection of research on student perspectives and how those perspectives may reflect on the evaluation of the adequacy of various teaching techniques and academic practices. This study found that the instructional attributes that participating students reported that they value include: agreeableness (concern and regard for students), accommodation (accessibility), and

receptiveness to others' conclusions (support of class inquiries and exchange), yet all instructors do not exhibit each of these attributes.

This study identified the positive teaching characteristics of professors in one setting and how these professors interact with their students in a manner that captures students' attention and promotes teaching and learning in the classroom. It also suggests attributes that professors in this setting and discipline may wish to elevate to better connect with students in the classroom.

DEDICATION

I dedicate this work to my mother, Ziva Hertz (1940–2009); my shining light, my guiding and guardian angel, and the one person I so wish could read this dedication. The ache in my heart is so much a part of who I am.

STUDENT PERCEPTION OF PROFESSORS' TEACHING ATTRIBUTES IN POST-

SECONDARY HOSPITALITY MANAGEMENT DEGREE PROGRAMS

TABLES

FIGURES

CHAPTER 1. INTRODUCTION

This research examined the perceptions of upper division undergraduate students of their professors' instructional attributes and behaviors. This research acknowledges that educators in higher education bring to their classrooms, their expertise, as evidenced by their teaching and research skills. With knowledge as to what should be occurring in studies related to hospitality management, the researcher presumes that each credit awarded to students in this field should be moving those students toward competence in a set of abilities backed by research as appropriate for the profession. This study was conducted to determine students' perceptions of how much of their in-class experience was impacted by the quality of their faculty and their impressions of the impact that faculty may have on their learning over time.

Hospitality management education started out with deeply historic origins with a strong vocational ethos permeating the curriculum (Morrison, & O'Mahony, 2003). Hospitality management programs include the study of guest relations, leadership of hospitality organizations, financial management, human resource management, accounting, facility maintenance, and safety and security, to name a few. Sectors taught may include hotels, restaurants, private clubs, airlines, casinos and gaming, and event management. By the late 1990s there was a strengthening international movement, driven by higher education hospitality academics towards the liberation of hospitality management higher education from its vocational base to exploring the inclusion in the curriculum of a broader and more reflective orientation (Morrison & O'Mahony, 2003).

1

The research site included four different campuses in different geographical locations across the United States, all within one regionally accredited university. The researcher presumed that lower division undergraduate students in their freshman and sophomore years would be less likely to precisely answer the research questions as they would not yet have had the experience of taking an assortment of classes with various professors since they are in the initial phase of their undergraduate degrees.

Statement of the Problem

In a perfect world, faculty would exhibit outstanding teaching attributes regardless of topic of instruction or student population. In reality, educators differ starting with one instructive foundation then on to the next. For instance, some universities and many colleges require that faculty have acquired the minimum of a master's degree in their subject area, while others may require a terminal degree, such as doctoral degree. This typically changes as indicated by accreditation requirements. In more profession-driven higher education programs, there might also be some industry-specific stipulations. For instance, faculty may need at least 10 years of industry experience in addition to meeting degree requirements. While faculty qualifications are vetted, there are no guarantees that credentialed faculty are good teachers with instructional attributes and behaviors that resonate with students.

In view of research on college instruction and learning led by Chickering and Gamson (1987), a good teacher:

> (1) empowers contacts amongst undergraduate students and personnel; (2) creates
> correspondence and collaboration amongst undergraduate students; (3) utilizes
> dynamic learning procedures; (4) gives relevant criticism; (5) utilizes class time

2

efficiently; (6) imparts elevated requirements; and (7) regards assorted abilities

and methods for learning. (p. 43)

Suggestions of good educational approaches include: freshman courses on imperative

subjects educated by senior faculty; learning gatherings of five to seven undergraduate

students who meet routinely amid class to tackle issues set forth by the teacher; faculty

knowledge, understanding, and utilization of organized activities, exchanges, group tasks,

and autonomous investigation; and computer-aided approaches. Faculty in higher

education may have broad teaching knowledge but may still lack high quality teaching

skills depending on where, when, and how they were trained to teach, if they even were.

A "good teacher" is characterized as one that can hold undergraduate students'

attention and convey the course material in a fascinating and connecting way, while

meeting all course goals and objectives. In his article "A Good Teacher," Drazen (2006)

stated that he was lucky to have good teachers in secondary school, as well as in college

and beyond. "In school, the moving figure was a teacher of an electrical building, who

showed me to utilize my thinking capacity to take care of issues and how to utilize the

answers for enhancing our comprehension of physical procedures" (Drazen, 2006, p. 13).

This is an example of what a student saw as powerful and fundamental for their learning,

and what the student could potentially take away from a class with a good educator.

Further:

I discovered that on the off chance that I didn't comprehend the issue, I couldn't

locate a genuine answer for it. In medicinal school, I was sufficiently fortunate to

examine with a teacher of physiology who showed me that the scan for truth

implied amassing an understanding that would let one reason from perceptions to

3

main drivers. Every one of these instructors was supporting in that they requested the best from us and would not make due with less; they had the blessing to propel their undergraduate students. (Drazen, 2006, p. 1,374)

Drazen (2006) made a strong case of how great instructors can impact their students. The way that Drazen (2006) made the association between inspiration and powerful instructing is noteworthy for this examination as is divulged in the conclusion.

As indicated by Sowell (2002):

A "great" educator is characterized as an instructor whose students take in more. A "decent" educator is somebody who represents the predominant authoritative opinions of the instructive foundation. The overall population most likely considers great instructors as individuals like Marva Collins or Jaime Escalante, whose minority undergraduate students met and surpassed national models. Be that as it may, such primary concern criteria have since a long time ago vanished from most government-funded schools. (p. 9)

Sowell's (2002) selection of words, "winning creeds of the instructive foundation" (p. 9) means that good educators align with their institutional objectives.

Walsh and Maffei (1994) studied undergraduate students at Miami University of Ohio with 46 items scored on a seven-point Likert-type scale. The scale ran from whether a specific teaching behavior "incredibly improved" instruction to whether a specific teaching behavior "extraordinarily degraded" instruction. Staff responses included: "Gives singular regard for undergraduate students experiencing issues," "Applies a similar assessment criteria to all undergraduate students," "Is dubious about desires of undergraduate students," "Has a tendency to be equivocal in reacting to questions," and

4

"Clarifies evaluating criteria" (Walsh & Maffei, 1994, p. 67-68). Note that the educators tended to stress the mechanics of the courses they teach, while students tend to stress relational aspects of instruction when evaluating instructors. In a related study, Rallis (1994) assembled data on undergraduate students' impressions of educators' teaching propensities by requesting that students record them anonymously on a listed card. This procedure permitted the entire professoriate to see and benefit from the results of the overview without singling out any single faculty member with criticism or praise. This study of hospitality management teaching practices took a similar approach.

Study Purpose

The purpose of this phenomenological qualitative study was to explore and describe students' perceptions about their professors' teaching attributes and behaviors in post-secondary hospitality management degree programs. Moustakas (1994) stated that the phenomenological method is often used for human science inquiry because this approach allows for specific detailed descriptions of the outcomes. The researcher can then synthesize the information provided by the participants to provide a descriptive insight of events for better understanding and portrayal of the study in its entirety (Moustakas, 1994).

The motivation behind this study was to shed light on teaching behaviors in higher education and better understand what students expect from their professors. Moreover, the findings may provide educators with information concerning how undergraduate students see teaching qualities, why teaching qualities are important to students, and how professors can enhance their teaching practice. Post-secondary hospitality management education was chosen as the focus of the study in order to

increase accuracy of findings, versus combining other academic disciplines. Teaching traits may differ contingent upon the subject taught and keeping in mind the researcher's expectation that shared teaching attributes might be discovered, the researcher tried to concentrate on teaching attributes and behaviors and the value-add to student learning in post-secondary hospitality management programs, paying little regard to course content.

Research Questions

The research questions for this study were purposefully constructed to invite students to share their perceptions of their professors' teaching attributes and behaviors. The basic industry specific and teaching knowledge and experience may not satisfy the question this study is trying to unveil, that is, how do students perceive the teaching attributes of their professors? A sub-question following the focal inquiry was: What, if any, teaching attributes are needed based on students' perceptions of their professors in the hospitality management program at the selected institution, and others like it?

The inquiries for this investigation were intended to distinguish student recognition of their professors' instructional attributes and behaviors. While factors related with the student race/ethnicity, age, sex, financial status, background, and others might influence their perceptions of instruction, the research focused on shared characteristics identified by students as positive or negative to their learning experience.

Significance of Study

In spite of the fact that faculty might be specialists in their field, the centrality of this examination is to offer an association between the student and the educator in light of students' impression of their professors' capacity to convey a topic in a classroom situation in such a manner that the student is informed, treated professionally, and feels

that he or she is valued. Subsequently, discovering professors' teaching characteristics could streamline the association between students' and instructors' learning expectations and needs and strengthen the exchange of learning processes; thus, this study may offer hospitality management faculty the opportunity to adjust their teaching practices based on the students' perceptions of what they expect from their professors. In other words, students' view of their educators' teaching traits may uncover data on how teachers can associate with undergraduate students at the learning exchange and help ensure that exchange of learning happens in the classroom by shedding light on teaching practices that educators' can reflect on to improve their own teaching.

Role of the Researcher

The researcher aimed to remain unbiased throughout the investigation regardless of the fact that he was employed as a faculty member by the participating institution at the time of this study. In preparation for each interview, the researcher meditated in order to gain focus and help free him from prejudice or pre-conceived notions. The meditations helped the researcher remain neutral throughout the process as he is an avid meditator and uses meditation regularly as a tool to gain clarity and focus.

To help ensure credibility and trustworthiness of data analysis, a peer debriefer with expertise in the topic was asked to ensure reporting of data was fair and accurate. As an additional measure of confidentiality and to reduce bias, participating students in this study were requested to decline to give any details that may uncover their educators' private information, such as their name or course title. Not knowing the educators' personal information helped the researcher to stay unprejudiced since the researcher is

teaching at the same institution and may have been familiar with the educators upon which students were commenting.

Methodology

The examination was led by using phenomenological inquiry (van Manen, 2011). Phenomenology is a research tradition that can be traced back to philosophical movements such as postmodernism, feminism, and culture critique (van Manen, 2011). For this study, phenomenology was used as a research vehicle for the student perspectives on their professors' teaching attributes and behaviors and was specifically targeted to gain perspective on how students view their instructors in the classroom.

There are two methodological impulses in phenomenological inquiry and writing: the *reductio* (the reduction) and the *vocatio* (the vocative dimension) (van Manen, 2011). Since the method of phenomenology is radical reflection, the researcher decided to use this method of research in order to gain perspective of how students view their professors' teaching attributes, deeply reflect on the findings, and write about the reflection, which is the second aspect of phenomenological methodology—the *vocatio* (van Manen, 2011). The intent of the writing process was to produce textual portrayals that resonate with meaning and reflection of the students' perspective of their professors' teaching attributes. It was helpful for the researcher to be reminded that phenomenological inquiry writing is based on the idea that "no text is ever perfect, no interpretation is ever complete, no explication of meaning is ever final, no insight is beyond challenge" (van Manen, 2011, para. 1). Therefore, the researcher selected this methodology as related to this study as the information collected from the students was perspective-based as opposed to empirical evidence.

8

The researcher was able to utilize interviews as the essential instrument of information accumulation and investigation and accepted an inductive position to gain significance from the data. Data collection was guided by the interview questions, then coded, and reflected upon. Fifteen one-on-one student interviews across four campuses of one regionally accredited university offering a Bachelor of Science degree in hospitality management were conducted. The researcher felt it was imperative to gather information from undergraduate students who are juniors and seniors since they have experienced assortment of educators with various teaching qualities. Moreover, the researcher aimed for a geographically diverse sample by talking with undergraduate students from each of the four campuses located in different areas of the United States.

Throughout the research process the researcher took field notes, created and maintained an audit trail, and shared the process and progress with the peer debriefer. The researcher did not choose to use a data analysis software for this particular study, however the researcher will consider using data analysis software for future research, depending on the research design and if there will be a need for the usage of data analysis software.

Site. The site was selected due to the researcher's easy access as a full-time faculty member at one of the four campuses of the university. Established in 1914, the institution is a private non-profit New England Association of Schools and Colleges (NEASC) regionally accredited university. The university offers a variety of degree programs intended to prepare students to be successful in an array of career fields. The university instructs 17,000 undergraduate and graduate students from 100 nations in more than 40 undergraduate and graduate online and brick and mortar majors including those

in the sciences, business, culinary arts, education, hospitality management, entrepreneurship, and other programs. The university's main campus is located in Providence, Rhode Island with three satellite campuses located in Denver, Colorado; North Miami, Florida; and Charlotte, North Carolina.

Sample. Fifteen junior and senior undergraduate students were included in the sample. Freshmen and sophomore students were excluded from the sample with the understanding that they likely would not have as much experience taking an assortment of college level courses to fully answer the open-ended questions of how they perceive their professors' instructional attributes. Students were randomly chosen to guarantee that they did not have any acquaintance with each other in order to diminish contamination of responses. The objective was to maintain a strategic distance from undergraduate students talking about the interviews with each other so that they could give dependable responses based on their own perspectives.

Data collection. Upon institutional review board (IRB) approval (see Appendix A) and consent from the participating university (see Appendix B), the researcher advertised an invitation to participate in a qualitative study through the participating site's learning management system (LMS) (see Appendix C). The announcement was broadcast across all four campuses of the institution. The researcher waited for students to respond, and the first 15 students who responded were selected to participate in this study. Participating students were selected independent of each other and the researcher selected students among those willing who enrolled in different classes during different semesters.

The interviews took place at the researcher's on-campus office or via videoconference and did not commence until students returned a consent form (see

Appendix D). Each interview had a time limit of 30 minutes to allow students to respond in full to the two open-ended interview questions. Each interview was audio recorded, while the researcher observed participants' body language, change in tonality, facial expressions, and eye contact.

Data analysis and credibility. According to Merriam (2009): "Qualitative researchers can never capture an objective 'truth' or 'reality,' but there are a number of strategies that you as a qualitative researcher can use to increase the credibility of the study" (p. 215). One of these strategies is triangulation. Familiarity with triangulation is an essential characteristic that a researcher should possess. In triangulation, understanding the phenomenon being studied is established by using a variety of methods, data sources, and theoretical lenses. It helps ensure that research findings are authentic, trustworthy, well developed, comprehensive, and rich. Triangulation can be accomplished in four different ways:

1. Methods triangulation: In this method, the consistency and authenticity of findings are established and checked by the use of various data collection methods.

2. Triangulation of sources: In this method, different data sources are utilized while using the same data collection method. This method is applied when two different populations of people are being interviewed, people having different perspectives are being compared, or the interviews are being carried out in private or public settings.

3. Analyst triangulation: In this method, analysts or observers other than the researchers are utilized to review the findings of the research project and to establish its credibility.

4. Theoretical triangulation: In this method, data are analyzed by utilizing various theoretical perspectives. (Creswell, 2013, p. 62)

In order to establish credibility using triangulation, this study used the analyst triangulation method (Creswell, 2013) where the data were member checked by the participants and reviewed by a peer debriefer prior to analysis. The peer debriefer reviewed the IRB process and documents, interview protocol, written communication to the participants, data derived from the interviews, and reviewed the first cycle coding as well as second cycle coding. Additionally, the peer debriefer verbally communicated with the researcher throughout the data collection process, writing, and interpretation of the data.

This study used a phenomenological approach; therefore, the researcher took the time to reflect upon the data since "reflective inquiry activities aim to interpret the aspects of meaning or meaningfulness that are associated with this phenomenon" (van Manen, 2011, para. 2). The responses from the interviewing process, as well as the researcher's reflections, contributed to the study. The way in which the interview questions were constructed as open-ended questions that invite elongated and well thought out responses from the participants also contributed to richness in responses.

The researcher utilized a peer reviewer in order to enhance the credibility of the data, and the study as a whole. The peer reviewer is a retired colleague of the researcher who agreed to take on this role for the study. The peer reviewer also served as a former

peer mentor for the researcher prior to the peer reviewer's retirement. The peer reviewer did not find any discrepancies in the data, data collection process, participant responses, transcribing process, or way in which the researcher prepared for each interview.

The researcher separated from the data by first meditating prior to each interview. The meditation added a degree of separation for the researcher as the researcher is an avid meditator and uses meditation on daily basis to increase clarity and operate from the heart, free of judgment or preconceived notion. This added credibility to the process of the data analysis for this study, as the researcher is employed by the investigated site. The researcher approached the entire process with a great deal of mindfulness in order to eliminate contamination of the data and increase the purity of the findings. The researcher treated the interviews as fact-based and removed emotions from the information shared. Through meditation, the researcher achieved a clutter-free mind with the necessary degree of separation to avoid attachment to any particular segment of the data. This entire process contributed to the credibility of the research process, data analysis, and findings.

Trustworthiness and validity. Trustworthiness of qualitative research and transparency of the conduct of the study are crucial to the usefulness and integrity of the findings (Cope, 2014). Trustworthiness refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck as cited in Connelly, 2016). The study was conducted at a well-established, regionally accredited university. Students were encouraged to share their honest opinions and employ freedom of thought in answering the open-ended interview questions. It can be assumed that the data gathered from the sample is valid since there is no evidence or motive to suggest

otherwise. The participating students are independent of each other and the researcher and participated upon their own free will.

To enhance validity, the researcher conducted member checking where the participants were asked to review the full transcript, scope, and purpose of the study prior to the interview, then participants reviewed and approved the transcribed data after their interview. The researcher was positioned to be free of bias and predispositions and self-reflective in order to analyze the data purely and focus on the information provided by the participants objectively. The researcher took the time to meditate prior to each interview in order to enter each interview in the same manner, disposition, attitude, and using similar posture, body language, and verbiage. Additionally, the researcher sought to disconfirm the evidence by searching for disputes in the data, disconfirmation, or data that stood out as irrelevant to the research questions.

Limitations and Delimitations

Limitations are "constraints that are largely beyond your control but could affect the study outcome" (Simon & Goes, 2013, p. 2). Regardless of how well this study is constructed, in qualitative research there are always going to be limitations that are related to the methodology, in this case, phenomenology. Additionally, the limitations associated with this qualitative study are unique to the study "because qualitative research occurs in the natural setting it is extremely difficult to replicate studies" (Wiersma, 2000, p. 211). Limitations for this study, therefore, include the small sample size, objectivity of student responses, students' willingness to participate, and the limited time the researcher had to conduct the interviews. While the researcher expected the data given by the

14

students to be precise, the possibility that a few students may have given erroneous data has to be considered.

The study consisted of participants who were solely studying hospitality management and no other discipline was included in the sample. The researcher asked the participants two questions during the interview, and the questions were dichotomies and addressed the participants who were studying hospitality management. The research did not offer a view of professor teaching attributes that are not polarized and more of a middle ground in terms of teaching attributes. The study offered student perception of good teachers and less effective teachers, but there was no investigation or discussion about mediocre teachers or teachers that are not very good teachers, but also not ineffective teachers.

Delimitations of a study are "those characteristics that arise from limitations in the scope of the study" (Simon & Goes, 2013, p. 4). Delimitations result from specific choices made by the researcher. Among these are the choices of objectives, questions, the theoretical framework, and participants. Delimitations of this study, therefore, included that freshmen and sophomore students were excluded and that the site was selected out of researcher convenience.

Chapter Summary

This chapter introduced the background and historical context of the study, which was designed to focus on how undergraduate students perceive their professors' teaching attributes in a post-secondary hospitality management degree program across four campuses of a regionally accredited university. This chapter also introduced the methodology and research design and highlighted the limitations and delimitations of the

study. The researcher selected phenomenology as the methodology since it involves deep

reflection of the collected data. While the data collected were from one regionally

accredited university in a specific major, the diversity among the 15 participants

contributes to transferability of findings to other colleges and programs. Chapter 2 offers

a review of relevant literature. The researcher sought out a variety of resources related to

teaching attributes and what it means to be a good teacher from the student perspective.

CHAPTER 2. REVIEW OF THE LITERATURE

The purpose of this phenomenological qualitative study was to explore and describe students' perceptions about their professors' teaching attributes and behaviors in post-secondary hospitality management degree programs. Moustakas (1994) stated that the phenomenological method is often used for human science inquiry because this approach allows for specific detailed descriptions of the outcomes. The researcher can then synthesize the information provided by the participants to provide a descriptive insight of events for better understanding and portrayal of the study in its entirety (Moustakas, 1994).

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The inquiries for this investigation were intended to distinguish student recognition of their professors' instructional attributes and behaviors. While factors related with the student race/ethnicity, age, sex, financial status, background, and others might influence their perceptions of instruction, the research focused on shared characteristics identified by students as positive or negative to their learning experience.

As indicated by Sowell (2002):

a "great" educator is characterized as an instructor whose undergraduate students take in more. A "decent" instructor is somebody who represents the common authoritative opinions of the instructive foundation. The overall population most likely considers great educators as individuals like Marva Collins or Jaime Escalante, whose minority undergraduate students met and surpassed national benchmarks. Be that as it may, such main concern criteria have since a long time ago vanished from most state-funded schools. (Sowell, 2002, p. 9)

18

Sowell's selection of words "winning authoritative opinions of the instructive foundation" (p. 9) means that good educators align with their institutional objectives, and Drazen (2006) made a strong case for how great instructors can decidedly impact their students.

Compelling evidence has been identified concerning adult learner instruction in the 21st century. As indicated by Merriam and Brockett (2007): "At the very edge of the twenty-first century, adult learners' instruction seems more various and more divided than any other time in recent memory" (p. 79). Teaching qualities ought to incorporate the teacher's capacity to adjust to a various and regularly evolving condition, including what they have to pass on in terms of content as well as how students' can and may absorb the material being passed down.

Beder (1989), for instance, recognized the "streams and cross-ebbs and flows, evaluates and counter investigates [that] possess large amounts of the possibility of adult training," and after that proposed five "center rules that frame the essential establishment of the field" (p. 21). First, whether society is essentially great or naturally imperfect, it can and ought to be making strides. In this, adult instruction can and should assume a noteworthy component as the transport of data for instructors, in particular, those that protest higher education foundations. Second, if people, and society, are to succeed, learning must proceed all throughout life. Students should profit from their educators' teaching attributes, and great instructors can advance learning and influence students to proceed through lifelong learning opportunities in higher education institutions and elsewhere. Third, adults are equipped for learning and ought to be treated with respect in this regard. This is essential in the domain of adult education. Great instructors will treat

their students with said respect and such practice should become second nature for good educators. Fourth, adult learners should focus their learning on absorbing information required for essential work in society. Further, access to learning ought to incorporate direction to help learners find the information they seek. Great educators have the ability to provide this direction. Fifth, although adult learners might vary from younger learners regarding psychological processes of absorbing material, the setting of adult training contrasts significantly from the context of pre-adult instruction. As such, adult learners ought to be taught with this characteristic in mind (Beder, 1989).

Usher and Bryant (1989) espoused that the accentuation on uniqueness has not served adult education well. "Despite what might be expected, one could state that an essentialist safeguard of student training has added to its minimization" (Usher and Bryant, 1989, p. 3). Usher and Bryant contended that as a result of this underestimation, which they see as impeding adult student training, "it is significantly more vital for grown-up instruction to both see itself and be viewed as a major aspect of the universe of training" (p. 3). Underestimation can conceivably transform into exceptional outcomes with the driver of substance and the qualified educators with strong teaching practice. The key ostensibly lies in instructors having like direction and availability to interact with their adult undergraduate students. The more grounded the association is, the more exchange of learning can be normalized in the student-instructor relationship. This could lead student training out of minimization, as portrayed by Usher and Bryant (1989), and into a remarkable nature of direction in student instruction.

Dynamic Learning

"Dynamic learning," or similar pedagogical notion, such as cooperative or group-based learning, is not unbeknownst to most educators in the modern era. The literature is brimming with reports about the viability of dynamic learning. Professional development courses underscore the need to incorporate significant, compelling, practical, and dynamic activities. However, most college educators continue to utilize a lecture-based approach to content delivery, preferring it over instruction involving more direct and personal communication with students (Paulson & Faust as cited in Jones & Jones, 2008). Despite research proposing a dynamic approach, hesitance toward shunning the conventional lecture approach could be legitimized given that lecture-cased teaching styles can be more compelling and effective for some subjects, students, and educators (Covill, 2011). Keeping this in view, educators looking to strengthen their teaching practice face a predicament.

Incorporation of some dynamic and cooperative learning practices in a lecture-based class is one plausible solution (Paulson & Faust as cited in Jones & Jones, 2008). However, this begs the question of which strategy should take the lead. An appropriate response might be found by referring to an alternate method of teaching efficacy; that is, an educator's characteristics, as reflected on by their students. Nearly everyone values the recollections of his or her favorite teacher. If the remembrance is analyzed, it might be discovered that it lays more emphasis on who that instructor is as a person than on his or her way of teaching. This basic behavior is reinforced by the research illustrated in this study. It depicts that students evaluate a teacher's efficacy, to some degree, in light of who that teacher is: an amalgam of characteristics, for example, vigor, justness, and

21

decency; and obtained abilities, for example, information about the topic and expertise. If the students' impression of the teacher's qualities and characteristics are influenced—positively or negatively—by the educator's choice of instructional strategy, that outcome is likely to help the teacher in picking a more viable technique moving forward.

Historical and Philosophical Context

In the public k-12 sector of education in the United States, school districts and state boards have been focusing on the practices that straightforwardly impact student learning, particularly in this era of high stakes testing. Techniques for assessment are transforming to practices that deliver significant and quantifiable student academic accomplishment. The literature presents profound information that reinforces a common conviction: an educator's adequacy is the best determinant of student accomplishment (Darling-Hammond, 2000; Goldhaber & Brewer, 2000; Hanushek, Kain, & Rivkin 1998). Regardless of the possibility that instructors were haphazardly disseminated among schools and the more significant part of school variety in student accomplishment is the result of other factors, contrasts in teaching quality would overwhelm all other school inputs (Hanushek et al., 1998). This study assumes the same for higher education.

Recent patterns in higher education have expanded the consideration given to the nature of instruction offered to undergraduates. The appearance of advanced mass education in the 1960s, and significantly more so in the 1980s, delivered a shift. As indicated by Coaldrake and Stedman (1999), until the late nineteenth century, educating was the significant capacity of colleges. The German model of research and instruction began to influence educational models in the United Kingdom and the United States and drove research as the sine qua none of the university in the 20th century. This placed

teaching activities below research activities in importance. But since the development of the contemporary advanced education area, the significance of instruction is currently being reassessed.

Changes in the financial structure of numerous colleges also impacted the nature of education. The cutting-edge state, the "evaluative state" (Neave, 1998, p. 8), is a state that has concerns commanded by an incentive for cash and open responsibility. Higher education institutions must figure out how to react to this emphasis on finances. Higher education is progressively observed as a venture that should add to national success and more emphasis is being placed on the success and impact of private colleges (Yorke, 2000). This is due to the public and industry approach to viewing undergraduate students—who are progressively paying higher costs for their college attendance—as "consumers" of higher education (Telford & Masson, 2005). Undergraduate students themselves are concerned about the nature of the education they pay for. As the "way of life of advanced education" (p. 29) has moved toward becoming "progressively market-oriented" (Green, 1993, p. 30), students' requests for quality instruction are growing. Furthermore, the Internet and the globalization of information and the economy, and therefore education, requires that higher education institutions provide a broad and universal curriculum.

Numerous educators are presently teaching an internationalized undergraduate student body, often online, and thus should develop educational strategies to meet these students' needs. Teaching strategies have advanced as well. Educators who wish to incorporate online learning need to get comfortable with new academic techniques for

online learners. For example, instructors must move from a print-based to an online-based method of conveying content. Blended learning is becoming the norm.

Individuals in remote areas and working adults were among the first to encounter this new type of instruction. Professional-based programs, which prepare students for vocations are common and considered a vital aspect of higher education systems. There are educational programs that now offer another opportunity to individuals who did not achieve higher education or for whom the learning aptitudes acquired in childhood were inadequate for their chosen lifetime profession (Marginson & Van der Wende, 2007). Deep-rooted learning is at the core of the goal-oriented learner (Marginson & Van der Wende, 2007) and higher education institutions today must heed the call of these learners.

Higher education has changed further in the last 20 years: the quantity of students has significantly expanded, and financial concerns have shifted. The exchange of information in support of personal and professional development and business achievement is paramount. As globalization proceeds, global competition for the best students will increase among higher education institutions, subsequently strengthening the need to deliver high quality instruction to improve their ranking, reputation, and interest among potential students.

A generation of new and younger instructors will soon come in to supplant the children of post-war America when the latter retire en masse. These new instructors will have grown up with the Internet and will have a recharged vision of what great educating can be. A likely change is that the workforce may come to embrace new educational

approaches as well through, for example, the reconceptualization of the connection

between teaching, learning, and research (Bauer & Henkel, 1997).

Due to these shifts, a few questions need to be considered. For example, "Can the

ownership of a Ph.D. be taken as an intermediary for teaching fitness?" (Ryan, Fraser, &

Dearn, 2005, p. 38). All the more essentially, what constitutes "great" and "appropriate"

instruction? Further, in what manner can a "quality culture" in higher education assure

that quality teaching is accomplished? The challenge to characterizing "quality," and

henceforth, "quality teaching," as viewed by Ramsden (1991), is the numerous

approaches to characterize quality in higher education. He and others contend that such

meanings of value are "partner relative" (p. 15). Partners may include students,

businesses, instructional and non-instructional staff, government and subsidizing offices,

banks, examiners, assessors, and the public at large. Additionally, Ramsden found that all

partners held their perspective of what quality instruction means to them.

Students' value of higher education has received considerable attention in the

literature. Crawford (1991) first introduced the idea of student as consumer in the United

Kingdom. Consumerism underscores that it is the student who selects among higher

education institutions. This can be problematic for an institution as in some cases, a

student may discover years after a college course, why that specific course was useful,

but during the course may feel unsatisfied and have a negative perspective of the course.

Thus, Telford and Masson (2005) affirmed an absence of consistency between the

primary institutional partners' perspectives, which is critical for research. This study, too,

demonstrates that such institutional partner disconnect regarding instruction is not in

itself an adequate explanation for students' disappointment as consumers, but still makes an important contribution to the literature.

Teacher Effectiveness

Boyd, Lankford, Loeb, Rockoff, and Wyckoff (2008) discovered that the student success gaps in New York City schools narrowed when teachers with more distinctive certifications were assigned and taught in poverty-stricken schools. That such gaps can be mitigated by effective educational techniques is upheld by the research of Good and Brophy (1994), Goldhaber and Brewer (2000), and Darling-Hammond (2000).

Compelling educators are efficient regarding their content delivery and set high expectations for their students as well as themselves (Demmon-Berger, 1986). Successful educators can set acquirable objectives and delivery course materials in a way that enlightens students (Good & Brophy, 1994) while simultaneously developing solid student relationships in a considerate and encouraging classroom atmosphere (Cotton, 1995; Levy, Wubbels, Brekelmans, & Morganfield, 1997). In an overview on influential instructing, competitive instructors were distinguished as the individuals who knew the art of challenging and supporting their students and exuding eagerness for the subject. The educators were ready to attempt new educational strategies and build connections between the subject and the students' lives. According to Ladson-Billings (2009):

> Part of being highly qualified as a teacher is that you understand students, you understand the community, you understand context—so that you go into a setting and you're able to understand enough about the setting, enough about yourself, to be able to be effective.... If the students aren't learning anything, how can you be highly qualified? That has got to be an ultimate goal of the enterprise—that

26

students come out able to solve problems, able to make decisions, able to critically analyze their environments. Highly qualified teaching is intimately tied to results, but I'm not talking about results as standardized tests. (p. 161)

Research conducted concerning teacher assessment started during the late 1800s. Ladson-Billings (2009) illustrated that it was anything but difficult to deduce that "all who learned could instruct" (p. 162). Research regarding instructor viability began decisively in the mid-1920s with a focus on the perspective of educational administration directors (Dunkin & Biddle, 1974; Remmers, Gage, & Rummel, 1965). Analysis undertaken in the 1930s and 1940s pivoted toward looking for the connection between educator viability and student achievement, classroom exercises, and teaching techniques. These investigations added to the knowledge base of effective teaching methodologies (Campbell, Muijs, Robinson, & Kyriakides, 2003; Dunkin & Biddle, 1974) and prompted the examinations in the 1960s that focused on educators' convictions about student learning. It was brought to light by Medley and Mitzel (1963) that a fundamental aspect of student knowledge is the educator. This has been bolstered by studies by Darling-Hammond (2000), Devore, Logsdon, Williams, and Ferguson (1991), Hammond and Collins (1991), Haycock (1998), and Sanders and Horn (1998).

Studies concerning the association between instruction and learning continue to be a focus of research and innovative practice, and assessment as the measure of quality of instruction is popular in contemporary educational research. For example, the characterization of "value-added" instruction is dependent on incremental measures of student learning based on regular standardized assessments (Carter, 2008). Dr. William Sanders created the Tennessee Value-Added Assessment System in the 1980s. It is model

utilized that attempts to demonstrate that viable educators are essential for increasing

student achievement. Sanders, Wright, and Horn (1997) undertook a three-year analysis

that shows that fifth grade students who were paired with very effective educators over

long periods of time had scores in the 96th percentile on state science tests in Tennessee.

Contrarily, students who were put in classrooms for the same time span with

comparatively less effective educators ended up with scores in the 44th percentile on the

same assessment. A later report directed by Nye, Konstantopoulos, and Hedges (2000)

upheld the discoveries of the Sanders et al. (1997) investigation. It was observed that

significant contrasts were exhibited in educators' inclination to deliver improvement in

students' achievement on standardized tests as a measure of student learning. Mendro

(1998) also studied effective teaching and student achievement in Dallas Independent

Schools, finding that students assigned to effective instructors for one year saw

improvements; however, students assigned to less effective educators lagged behind and

required approximately three years to catch up academically with their peers. If we

consider that instructors reserve the ability to boost or diminish student achievement, an

examination of impactful instructional techniques should follow suit.

As a result of analysis of data from the National Educational Longitudinal Studies

(NELS) of 1988, it was brought to focus that post-secondary students' endeavors in math

and science subjects were impacted by instructors with accreditation in their discipline

(including educators with a degree in their subject) (Kaufman & Rasinski, 1991). That

was not the case for educators without such accreditation (Goldhaber & Brewer, 2000).

Research by Goldhaber and Brewer (2000) is bolstered by the prior work of Ferguson and

Womack (1993) who verified that the measure and quality of instructor training

coursework improved execution of new skills by more than four times more than the standards required of substantive learning. Still, disciplinary knowledge equips instructors with content to convey in lessons; however, it does not ensure that instructors are effective in conveyance of the content.

The Measures of Effective Teaching (MET) Project (Kane & Cantrell, 2010), financed by the Bill and Melissa Gates Foundation, examined educator efficacy of effective teaching techniques in science and English of students in grades 4-8. The project revealed four findings. First, successful value-added educators predicted student achievement. Second, the value-added advantage furthered comprehension of ideas. Third, instructors affected math achievement more than English Language Arts on state assessments. Fourth, students' impressions of educators' qualities, including shortcomings, were accurate—students could recognize an instructor's capacity to be in charge of their classes and to assign thorough, stimulating work. Kane and Cantrell (2010), also shared students' assessments of their instructors as a way to give those instructors some feedback. Similarly, in the Tripod Project for Student Improvement (Tripod Education Partners, 2014), established by Ronald Ferguson of Harvard University, data were collected from students in 2,519 classrooms utilizing a 5-point scale to score their instructors on seven constructs: care, control, clarify, challenge, captivate, confer, and consolidate. For each inquiry, means were computed statistical analyses were performed to measure instructors as rated by students in various sections of the same course. The general relationship over the majority of the constructs was .67; the correlations for all seven constructs ran from .58 to .68. This study demonstrated that

students' perspectives of instruction might help principals when assessing instructors, in addition to classroom observations and student test scores.

Characteristics of Effective Teachers

Research conducted by Stronge, Ward, Tucker, and Hindman (2007) of dynamic teaching practices and instructor behaviors in relation to student learning, examined four levels of viability (high to low) within four areas: guideline, student appraisal, classroom administration, and individual attributes. Data from 1,936 students in 85 classrooms were used to survey improvements in student achievement. Actual achievement was compared with expected achievement utilizing ordinary least squares and hierarchical linear modeling. Stronge et al. (2007) found that compelling educators who had more prominent authoritative abilities held higher expectations of and had higher regard and decency for students, and asked more complicated questions. Further, nuisance behaviors by students were insignificant in contrast with less effective teachers' classrooms.

The advantage of Stronge et al.'s (2007) analysis is identification of instructional attributes and practices that were associated with improvements in student learning. They found that successful educators are aware that a single approach does not foster effective student learning. Thus, it is believed that effective educators, while considering students' accomplishments, have a set of qualities that result in deep and strong teacher-student connections and, as a result, student performance. Research by Sanders et al. (1997), Mendro (1998), Darling-Hammond (2000), Nye et al. (2000), and Stronge et al. (2007) support these findings.

Analysis of instructor efficacy has also incorporated the investigation of educators' convictions about education and learning. Work by Tomlinson et al. (2003)

found that educators' demeanor affected their enthusiasm to undergo professional growth and execute new concepts learned through professional development opportunities. The convictions instructors have about learning are frequently hard to alter; many enter education with assumptions about what is, and is not, a successful teaching technique. Earlier, Tobin and Fraser (1990) found that instructor demeanor significantly affected the techniques used to actualize educational modules, in turn affecting student learning including the motivation to learn and participation in classroom activities.

Effective and influential educators are those ready to consider new concepts and techniques that are likely to enhance their experience. Gentry, Steenbergen-Hu, and Choi (2011) directed an investigation to recognize top quality instructors based on student evaluations of teaching. Utilizing two tools, My Class Activities (MCA) (Gentry, Rizza, & Gable, 2001) and Student Perceptions of Classroom Quality (SPOCQ) (Gentry & Owen, 2004), the researchers included 49 schools from urban, suburban, and rural areas with varying student demographics. Information from the MCA was acquired from 23 schools and included 3,744 students from seven states. There were 7,411 students' reports from the SPOCQ test, also including students from seven states. Information gathered from the students was spread over a vast range of instructors, not only those distinguished as effective. The students were given MCA and the SPOCQ. The SPOCQ surveyed students' knowledge in light of challenge, decision, progress, seriousness, and self-adequacy. Students' scores were ranked according to their scores to recognize instructors in the top 5-10% of the sample. Scores that showed standard deviations of over .75 were utilized to assign rank and for some instructors, this was 1.04 standard deviations higher than for other educators. Four findings emerged:

1. These educators know and demonstrate an individual enthusiasm for their students.

2. These instructors set elevated standards for themselves and their students.

3. These educators make content learning significant and pertinent to the future regarding students' decisions.

4. These instructors reserve reasonable energy for their students, teaching, and for their subject. (Gentry & Owen, 2004, pp. 147-148)

This examination provided proof of how educators can identify with their students and construct more strengthened teacher-student connections. The students in the study perceived quality via instructional techniques and educators' enthusiasm and devotion to teaching. A critical finding in this examination worthy of future study is that "not the greater part of the administrators accepted or remembered them as commendable instructors" (Gentry & Owen, 2004, p. 150). Two essential issues that hiring and training administrators should consider is how to identify characteristics of effective educators in order to improve skills of all instructors and in what ways could administrators recognize educators who are enthusiastic and dedicated in order to retain them.

Teacher and Student Perspectives of the Classroom

Effective teaching practices tested by research has included estimations of students' inclinations for classroom atmosphere and encounters, as well as student objectives, inspiration, confidence, and efficacy. Some research has focused on educator experience, yet not many have considered instructional adequacy entirely from the students' viewpoint. Springer, Morganfield, and Diffily (2007) researched the constructivist teaching practices of 11 instructors in Texas given the education models

created by the Texas State Board of Educator Certification and 254 post-secondary students that belonged to one classroom of each of the 11 instructors. Researchers used a 2 x 2 ANOVA to investigate three inquiries: 1) What likenesses existed between students' and instructors' inclinations for classroom atmospheres given state-characterized instructor guidelines? 2) How extraordinary are the inclinations in classroom situations amongst students and educators? 3) How are students' inclinations and classroom encounters affected by the level of study, sexual orientation, and financial status? The outcomes showed that the educators and students varied extensively as far as adherence to state measures: 1) students and instructors both felt that the teaching practice did not intersect their aspirations and inclinations, 2) female students exhibited an inclination toward compelling teaching practices more than male students, and 3) older male students aspired for higher grades than the female students.

These discoveries bring up the contrasts amongst instructors and student observations and also a distinction in inclinations amongst male and female students. Male and female students often have contradicting perspectives of their confidence and self-esteem. Male students tend to overstate their capacities, while females tend to think little of their scholarly abilities, which can impact test scores and other measures of achievement (Brooks, 1982). Contrast in students' views of teaching are not restricted to gender. Students hailing from differing ethnic backgrounds and socioeconomic status have different convictions and assumptions about learning and their involvement in the classroom.

Garcia, Agbemakplido, Abdela, Lopez, and Registe (2006) presented the stories of post-secondary school students registered in a social equity course. The students were

requested to contemplate their school encounters with educators and portray what they believed were the crucial characteristics of instructors. The assignment given students was based on the framework of the motivation behind instruction regarding history, social equity, research, and community organization and included an investigation into No Child Left Behind, an audit of education-related literature, an examination of the students' own particular learning encounters, and comprehension of their school's criteria and aspirations for instructors. The reactions of students demonstrated that being a qualified educator did not imply that instructors were educated in an exceptionally skilled way.

To develop a better understanding of social contrasts that a diverse student body brings to the classroom, additional supporting detail can be found in an investigation portraying the after effects of the *Pathways to Student Success* (Engstrom & Tinto, 2009) project undertaken in 10 Boston post-secondary colleges. Students expressed their thoughts on the best way to enhance instruction in their programs by offering proposals about successful educator practices. According to the students, teachers ought to be composed, tolerant, bear sound knowledge of their subject, and be enthusiastic about it. Further, instructors ought to be firm, yet at the same time, exude regard for their students (Engstrom & Tinto, 2009).

Another study reinforces these findings in its examination of African American students' views of their learning environment. Howard (2002) directed a subjective contextual analysis of African American students in urban colleges looking for their understanding of practical teaching. According to Howard, African American students indicated that educators did not think about their scholarly achievement and exhibited

disregard towards them in the classroom. Moreover, he recommended that the state of mind of the educator influences the way that students see their learning encounters. The investigation concentrated on five schools with a sample of 30 post-secondary students. In spite of the fact that the sample was small, students' interviews shed light on how African American students characterize effective instruction. Howard (2002) identified "culturally connected caring," (p. 33) as an effective practice. Howard recommended students develop relationships with educators and meet the outside of the classroom. Students uncovered that they were more encouraged to learn when their educators found relatable methods of communication outside of class.

Worrell and Kuterbach (2001) noticed that another sample of students had been disregarded in the measurement of instructor adequacy: talented students in college-based summer programs. Two groups of post-secondary students were requested to rate their six-week summer program concerning their teacher, course, and program quality. Discoveries demonstrated that students gave legitimate evaluations of teachers and that the utilization of student evaluations could be a useful device to provide input to educators.

Glover and Law (2004) analyzed student evaluations to find a connection between learning background and school environment using student perception of instruction and factored in students' sexual orientation, age, area of study, and national educational policies. Findings regarding student learning experience were gathered into five classifications: physical condition of the school, a test of instructor's expectations, learning background and teaching techniques, nature of connections amongst educators and students, and student comprehension of educational modules. Leading institutions

were found to be those whose administration systems and leaders share decision-making with faculty and where they all help develop procedures, strategies, and an environment that promotes comprehension of instructional techniques. However, Datnow, Hubbard, and Conchas (2001) critiqued the investigation for the absence of focus on student views of instructional practices and techniques, taking note that teachers and researchers were "hesitant to ask the students what they think" (p. 200).

Good and Weinstein (1986) discussed student commitment to classroom work, recommending that more thought and attention be paid to the inclinations of students. Good (1981) expressed that post-secondary school students are ignorant of their capacity to influence change in the classroom, and still today, students may not give opinion, particularly if the classroom environment is not conducive to considering alternatives for improvement of instruction. Recently, scholars are starting to incorporate the student voice in the assessment of educators and schools.

In 2004, Den Brok, Brekelmans, and Wubbels analyzed students' view of their instructors' interpersonal practices through reviews of physics and English as a foreign language courses. They found four arguments for the utilization of student evaluations: students have an emotional reaction to instructors based on what an educator does in the classroom; student opinions can be gathered efficiently; students have many encounters with instructors and can give information in light of more than one perception, that is, students can offer an interesting perspective on the classroom as they have been exposed to a wide range of circumstances and settings; and student opinions collected as an average value over time are not susceptible to the feelings that may emerge and be reported on any single given day, eliminating the impact of chance.

Instructors are in a position to encourage a feeling of belonging in the classroom, which is likely to help achieve more positive learning results for their students. Students demonstrated improved effort in the classroom and enthusiastically seek help. An important result of these positive changes in student practices is the students' capacity to see how learning is pertinent to their future. The significance of course content is specifically tied to students' motivation to learn. As substantiated by Hubbard (2013), students are most influenced by instructor techniques in the classroom, yet few studies focus on the students' perspective of their learning environment.

As stated by Ladson-Billings (2009):

Part of being highly qualified as a teacher is that you actually understand kids, you understand community, you understand context—so that you go into a setting and you're able to understand enough about the setting, enough about yourself, to be able to be effective. (p. 164)

Educational reforms have been addressed at federal, state, and local levels throughout the history of this nation and that is no less true today. At the district level, school leaders work with district leaders, department heads, specialized curriculum development staff, and support staff, to screen student progress and modify educational programs and scheduling, improvising as issues emerge. In bringing reform, unfortunately, they have neglected to perceive the estimation of the most crucial partner in training—the student, as important in k-12 as in higher education. This current study analyzed student impressions of teaching to determine the practices, techniques, and characteristics of teachers that encourage student learning and involvement in post-secondary education.

Regardless of whether society is necessarily good or intrinsically imperfect, it can and should progress and improve. Literate adults can and should play a part in such improvement, particularly teachers, including the educators that teach in higher education institutions. For people, and society, to succeed, learning must continue throughout life. People who intend to learn throughout their lives profit from their educators' teaching qualities, and in turn, excellent instructors promote lifelong learning. Adult learners have a readiness to learn and ought to be treated with respect and positive regard. Adult learners ought to be taught uniquely in contrast to children. This is critical in the domain of educational techniques for adult learners and should be second nature for good instructors. Great instructors that have solid teaching skills impart quality education for adult learners and this positively impact the society as a whole.

Chapter Summary

This review of the literature provided several examples of a variety of teaching styles, as well as examples of solid teaching attributes. While some examples are not at the post-secondary level, they still illustrate the importance of teaching attributes and how teaching attributes affect student learning and engagement. In this study, freshmen and sophomore students were excluded from the sample due to their limited exposure to different professors. However, the literature review illustrates that regardless of level of exposure, some students can identify teaching attributes earlier and report how positive teaching attributes are related to their learning success.

CHAPTER 3. METHODOLOGY

The purpose of this phenomenological qualitative study was to explore and describe students' perceptions about their professors' teaching attributes and behaviors in post-secondary hospitality management degree programs. Moustakas (1994) stated that the phenomenological method is often used for human science inquiry because this approach allows for specific detailed descriptions of the outcomes. The researcher can then synthesize the information provided by the participants to provide a descriptive insight of events for better understanding and portrayal of the study in its entirety (Moustakas, 1994).

The motivation behind this study was to shed light on teaching behaviors in higher education and better understand what students expect from their professors. Moreover, the findings may provide educators with information concerning how undergraduate students see teaching qualities, why teaching qualities are important to students, and how professors can enhance their teaching practice. Post-secondary hospitality management education was chosen as the focus of the study in order to increase accuracy of findings, versus combining other academic disciplines. Teaching traits may differ contingent upon the subject taught and keeping in mind the researcher's expectation that shared teaching attributes might be discovered, the researcher tried to concentrate on teaching attributes and behaviors and the value-add to student learning in post-secondary hospitality management programs, paying little regard to course content.

The research questions for this study were purposefully constructed to invite students to share their perceptions of their professors' teaching attributes and behaviors. The basic industry specific and teaching knowledge and experience may not satisfy the question this study is trying to unveil, that is, how do students perceive the teaching attributes of their professors? A sub-question following the focal inquiry was: What, if any, teaching attributes are needed based on students' perceptions of their professors in the hospitality management program at the selected institution, and others like it?

The inquiries for this investigation were intended to distinguish student recognition of their professors' instructional attributes and behaviors. While factors related with the student race/ethnicity, age, sex, financial status, background, and others might influence their perceptions of instruction, the research focused on shared characteristics identified by students as positive or negative to their learning experience.

Qualitative Approach

This study employed phenomenological inquiry (van Manen, 2011). Phenomenology is a research tradition that can be traced back to philosophical movements such as postmodernism, feminism, and culture critique (van Manen, 2011). Phenomenology was used as a vehicle for collecting student perspectives on their professors' teaching attributes, particularly in the classroom. The researcher was looking for meaning in the interpretation of perceptions. As Moustakas (1994) stated, "meaning is created when the object as it appears in our consciousness, mingles with the object in nature" (p. 27). Additionally, Moustakas (1994) elaborated that "what appears in consciousness is an absolute reality while what appears to the world is a product of learning" (p. 27). The researcher chose phenomenology since it involves deep reflection,

interpretation of perceptions, and the understanding that humans view and make sense of the world differently. The researcher sought patterns in the perceptions, and once patterns were found, the researcher coded and categorized them in order to better understand how students perceive their professors' teaching attributes in post-secondary hospitality management degree programs.

Research Design

As noted earlier, qualitative research is a broad method of research employed in many different fields of study. Different disciplines may have different aims for qualitative research. Qualitative research answers the why, what, who, and when of decision-making (Simon & Goes, 2013). The most popular disciplines employing qualitative research include the social sciences, education, and political science (Simon & Goes, 2013). In this section, the researcher explains what methodological approach was used to conduct the study, and describes details of the sampling, data collection, and analysis and interpretation processes.

The researcher selected phenomenology as the methodology for this study. There are two methodological impulses in phenomenological inquiry and writing: the *reductio* (the reduction) and the *vocatio* (the vocative dimension) (van Manen, 2011). Since the method of phenomenology is radical reflection, the researcher decided to use this method of research in order to: gain perspective of how students view their professors' teaching attributes; deeply reflect on the findings; and write about the reflection, which is the second aspect of phenomenological methodology—the *vocatio* (van Manen, 2011). The intent of the writing process was to produce textual portrayals that conveyed meaning and

description/interpretation of the students' perspectives of their professors' teaching attributes.

It was helpful for the researcher to be reminded that phenomenological inquiry writing is based on the idea that "no text is ever perfect, no interpretation is ever complete, no explication of meaning is ever final, no insight is beyond challenge" (van Manen, 2011, para. 1). Therefore, the researcher selected this methodology as related to this study as the information collected from the students was perspectives based as opposed to empirical evidence, facts, or ground rules on how teachers should teach.

Phenomenology is the name for the major philosophical orientation in continental Europe in the 20th and 21st centuries. Phenomenology is "the study or inquiry into how things appear, are given, or present themselves to us in prefelective or lived experiences" (van Manen, 1991, p. 610). In the past 100 years, scores of philosophers and human science scholars have been:

> inspired to take up the phenomenological challenge of exploring where and how meaning originates, what it means to understand something, and how self and other are implicated in the ethics of presence and otherness, being and alterity (otherness of the other). (van Manen, 1991, p. 610)

The researcher chose this methodology since it is deeply reflective in its nature and given the scenario of this study where the researcher was looking at other humans' perspectives, this methodological framework appeared to be the best fit for the study.

Integrity of the Research

In order to clarify the role of the researcher in this study and how the researcher conducted this study, it is worthwhile to take note of some contrasts between

terminologies of various approaches. The following are the terms connected to research integrity. In quantitative research, designs, outlines, legitimacy, consistent quality, and generalizability (or external legitimacy), depend on the integrity of the plan, the techniques and tools utilized, and to a lesser degree, on the researcher. In qualitative research, contrarily, authenticity, steadfastness, and transferability depend on the individual and its execution by the researcher (Simon & Goes, 2013). This is why the role played by the researcher is discussed in qualitative research. The integrity of the research is equivalent to the integrity of the researcher. This is valid for both quantitative and qualitative research as researchers are sometimes prone to make mistakes, and these debilitate the legitimacy, authenticity, and utility of their investigations. However, qualitative researchers, at times, lack the availability of protective measures against mistakes that the standard techniques, traditional means, and classic designs bear (Simon & Goes, 2013). Therefore, they should trust in their ability, receptiveness, and honesty. In this way, the role of the researcher is bare for scrutiny.

Monitoring and reducing bias. Individuals' biased behavior is one of the reasons that cause errors in research. When a quantitative analyst directs a standardized survey, predisposition is less an issue than when a qualitative researcher discusses responses with a participant. The researcher's thoughts—about the investigation, his/her insight regarding the subject governed by literature, and even human distractibility—can contort the analysis. Confirmation bias harrows quantitative researchers as well, typically during interpretation when they are dissecting information and see what they arranged to see. Quantitative researchers, seeking to discover significance, experience affirmation predisposition in each encounter with both participants and data (Simon & Goes, 2013).

Observing and overcoming one's bias to decipher too rapidly is a fundamental piece of the role of the researcher. Qualitative analysts have developed an assortment of techniques for this, for example, phenomenological lessening and epoché. However, the qualitative approach requires an explicit depiction of how the researcher will stay aware of his or her past learning and how he or she will control the interruption of inclination (van Manen, 1991). For instance, numerous qualitative analysts practice meditation to help them turn noticeably mindful when their musings are about prior learning instead of being open and responsive to the data from participants. This is why the researcher chose to meditate prior to each interview to help eliminate bias and enter the interview process with a judgment-free mind and an open heart. The researcher is an avid meditator and has studied, as well as practiced, different forms of meditation for several years

Developing competence in methods. Subjective techniques, such as qualitative strategies, require actualizing special abilities effectively. Proficiency in these skills depends on:

- Illustrate the investigation without biasing other participants.

- Schedule interviews appropriately, as per the plan.

- Form appropriate field perceptions.

- Choose appropriate journals, artifacts, pictures, etcetera.

- Handle information as per the policy.

- Perceive and contemplate the data according to the idea. (Wolcott, 2009, p. 16)

These skills are not taught in many methodology courses; aspiring researchers are frequently expected to acquire skills using the tool of self-education. According to Wolcott (2009), "The initial step is self-recognition, to access your capability" (p. 17).

The subsequent stage is to converse with your instructor about an arrangement to practice and train. For instance, numerous students who need to exhibit the ability to perform individual interviews execute a couple of training interviews and request that their instructors evaluate their performance.

Data Collection

Applying a phenomenological approach, the researcher collected data in the form of open-ended interviews with 15 hospitality management post-secondary students and analyzed the data in order to obtain meaning from it. The researcher collected this data using easy to understand open-ended interview questions. The questions were designed in a way for students to reflect on their perceptions of how they perceive their professors' teaching attributes. The researcher asked open-ended questions so that the students could give their views more broadly without any limitations to assist with keen and accurate analysis. Some students were able to meet with the researcher face-to-face in the researcher's office on one of the four university campuses, while other students participated from remote campuses using videoconferencing technology.

During the interview process the researcher advised the participants to keep any identifying information about their professors strictly confidential. This practice was in place to assure that no names, course number, classroom number, date or time, or any other revealing information were shared with the researcher. The researcher reiterated the importance of this to the participants in the Adult Consent Form as well as in person prior to the start of each interview. As a result of this measure, no personal information about the professors was leaked during the interview process to the researcher. This measure contributed to the purity of the data and research and eliminated researcher bias. This

approach was necessary since the researcher was teaching full-time at the investigated site and that posed a risk of the researcher possibly knowing the professors who were mentioned anonymously throughout all 15 interviews.

The researcher maintained an audit trail throughout the data collection process as well as field notes in order to document, and later reflect on the research process. The audit trail and field notes were shared with the peer debriefer throughout the data collection and data interpretation process. The peer debriefer provided the researcher with constructive feedback on the process in order to increase purity of the research process and reduce potential contamination of the data.

Participants. Fifteen students in their junior and senior years were interviewed so that they could reflect and give their perceptions about professors' teaching attributes in both the initial and final stages of their degree program. The researcher presumed that juniors might give their perceptions about professors' teaching attributes in the early stages of their degree programs, and this could help professors improve their teaching habits and better meet the expectations of students. The researcher also presumed that seniors might give their perceptions about professors' teaching attributes and may discuss all the good and bad experiences they had with their professors that helped or hindered them in achieving their goals and becoming more confident, self-assured, and satisfied with their degree program. Juniors and seniors may have different perceptions about their professors' teaching attributes and may give more broad and varied answers to the interview questions.

Interview questions. The questions developed for the student interviews included:

1. Think of a class you have taken at this institution where you felt the professor was a good teacher. What did the professor do to motivate you to learn?

2. Think of a class you have taken at this institution where you felt the professor was not a good teacher. What did the professor do to demotivate you to learn?

The rationale for the researcher to develop these questions was based in part on the review of the literature. Some studies suggested that students might be more inclined to answer more broadly stated questions without any limitations or boundaries; and students could share their perceptions about both positive and negative teaching attributes and behaviors that may have affected their learning.

The researcher did not use prompts during the interview process. The two open-ended questions were asked, students responded elaborately, and there were no probing questions or prompts used during the interview. Each interview was set up the exact same way in order to increase validity of the research process and eliminate contamination of the data.

Sampling plan. Sampling plans should be designed in such a way that the resulting data will contain a representative sample of the parameters of interest and allow for all research questions to be answered. Steps involved in developing a sampling plan include: identifying the parameters to be measured, the range of possible values, and the required resolution; designing a sampling scheme that details how and when samples will be taken; selecting sample sizes; designing data storage formats; and assigning roles and responsibilities (Strauss & Corbin, 1994).

The researcher advertised an invitation to participate in this study through the site's Learning Management System (LMS). The announcement was broadcast across all

four campuses of the institution. The researcher waited for students to respond and selected students who agreed to participate in this study. Participating students were selected independent of each other, as the researcher selected students who took different classes during different semesters. The researcher sought avoid students pre-discussing this study with their peers in order to achieve purity of their responses. Additionally, the LMS announcement did not include the research questions or about which the researcher was directly inquiring. The announcement invited students to participate in a qualitative study, and the details remained vague at this stage. Again, this was done in order to maintain the study's integrity, so that students could not discuss their responses with their peers in advance. Once students started responding, individual invitations for interviews were randomly sent and was not published due to the risk of distortion of data. When 15 students had agreed to participate in the study, the researcher removed the general invitation announcement from the LMS. The major goal was to keep the students from discussing the research and interview questions in order to obtain trustworthy and authentic information composed of the students' idiomatic and individualized perceptions.

Interviews. The interviews took place either in the researcher's office or via videoconference. Each interview had a time limit of 30 minutes to allow students to respond in full to the two open-ended questions. Each interview session was audio recorded while the researcher observed participants' body language, change in tonality, facial expressions, and eye contact. After the responses were audio recorded, the researcher transcribed the recordings and proceeded to member checking and peer debriefing prior to analyzing the data.

Site. The site is the place where the study took place. The site has a major role in the establishment of efficient research. A good site will affect the authenticity of the research in a positive manner and will have an overall good impact on the project. The researcher chose an established regionally accredited university as the site due to easy access to the sample with the researcher being employed full-time at the participating institution. The institution was established in 1914 and is a private non-profit university accredited by NEASC. Currently, approximately 17,000 students are enrolled across four campuses in difference geographic locations in the United States. These students belong to about 100 different countries. The programs offered by the university include more than 40 undergraduate and graduate program, including online and brick and mortar, as well as continuing education and accelerated programs in various disciplines such as arts and sciences, business, culinary arts, hospitality management, technology, and education.

The main campus of the university is located in Providence, Rhode Island. It has three additional campuses located in Denver, Colorado, North Miami, Florida, and Charlotte, North Carolina. This study was conducted across all four campuses of the university. The university agreed to participate in this study and provided a letter of cooperation.

Sample. A sample is a set of individuals or items selected from a population for analysis to yield estimates of, or to test hypotheses about, parameters of the whole population. The sample also has a major role in research. The sample in this study included students pursuing a bachelor's degree in hospitality management from a regionally accredited university. The sample represented students in higher education and it can be assumed is also a representation of how students might perceive their

professors' teaching attributes across higher education, although the sample was only of students pursuing a degree in hospitality management. Generalizability of findings is not possible, but transferability of findings is possible. The researcher chose to interview a total of 15 students in their junior and senior years from across all four campuses of the university. The researcher chose these students with the understanding that they could provide comprehensive and variant responses to the open-ended questions because of their year in college and demographic diversity (see Table 1).

Table 1

Demographics of Participants

Subject	Gender	Ethnicity	Age	Level in Program	Geographical Location
1	Male	White	20	Junior	Miami, FL
2	Male	Hispanic	21	Junior	Miami, FL
3	Female	Black	25	Senior	Providence, RI
4	Male	Undisclosed	Undisclosed	Junior/Senior	Providence, RI
5	Female	White	27	Senior	Providence, RI
6	Female	White	19	Junior	Denver, CO
7	Female	White	21	Junior	Charlotte, NC
8	Male	Black	22	Senior	Charlotte, NC
9	Female	Native American	22	Senior	Miami, FL
10	Male	White	20	Junior	Denver, CO
11	Male	White	23	Senior	Providence, RI
12	Female	White	22	Junior	Providence, RI
13	Male	Hispanic	20	Junior	Miami, FL
14	Male	White	24	Senior	Miami, FL
15	Female	Hispanic	21	Senior	Denver, CO

Data Analysis

Data analysis, also known as analysis of data or data analytics, is a process of

inspecting, cleansing, transforming, and modeling data with the goal of discovering

useful information, suggesting conclusions, and supporting decision-making. In this

study, the data collected from the open-ended interview questions asked in the interviews were analyzed and interpreted using a two-cycle coding and categorization process, the output of which is described in Chapter 4.

Credibility. Credibility comprises the objective and subjective components of the believability of a source or message. Credibility has two key components: trustworthiness and expertise, both of which have objective and subjective components. The credibility of a study has a major role in establishing its trustworthiness and believability. The important factor is the richness of the data collected versus the quantity of data collected. If the data collected are irrelevant and not authentic, but high in quantity, it is of no use, as compared to a small, but relevant and authentic data set (Wolcott, 2009). Credibility demands that the researcher link finding of the study to reality. Credibility may be established by various techniques. The two most important techniques are triangulation and member checking.

Triangulation. Familiarity with triangulation is an essential tool that a researcher should have. In triangulation, understanding the phenomenon being studied is established by using a variety of methods, data sources, observations, and theoretical lenses. It helps to ensure that the findings of a study are authentic, trustworthy, well developed, comprehensive, and rich. Triangulation can be done in four different ways:

1. Methods triangulation: In this method, the consistency and authenticity of findings are established and checked by the use of various data collection methods.

2. Triangulation of sources: In this method, different data sources are utilized while using the same data collection method. This method is applied when two different

populations of people are being interviewed, people having different perspectives are being compared, or the interviews are being carried out in private or public settings.

3. Analyst triangulation: In this method, analysts or observers other than the researchers are utilized to review the findings of the research project and to establish its credibility.

4. Theoretical triangulation: In this method, data are analyzed by utilizing various theoretical perspectives. (Creswell, 2013, p. 62)

In order to establish credibility using triangulation this study employed the analyst triangulation method (Creswell, 2013) where the data were member checked by the participants and reviewed by a peer debriefer prior to analysis (see Figure 1).
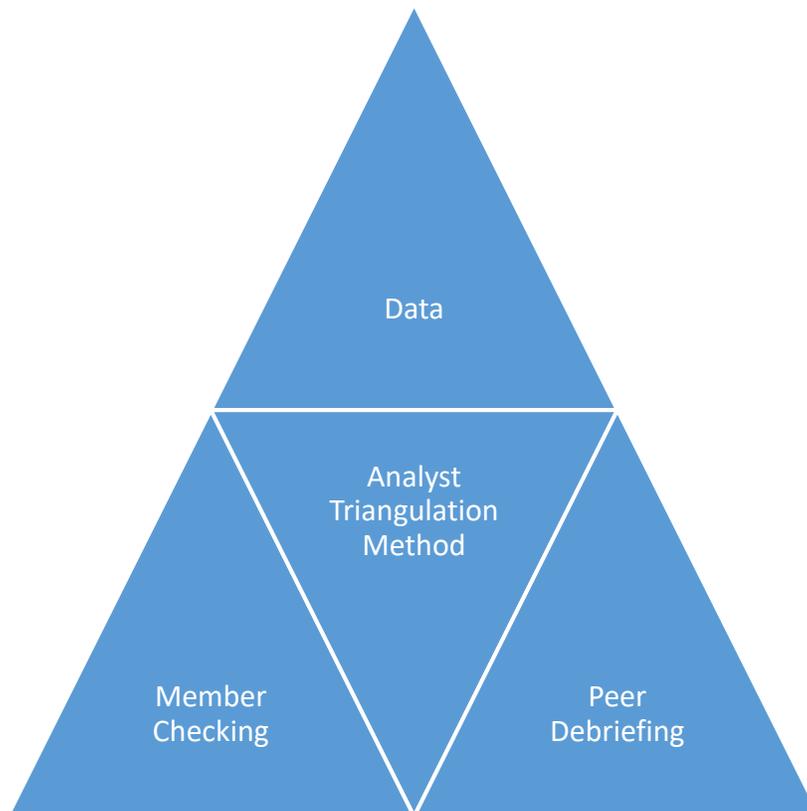
Figure 1. Triangulation of data in this study.

Member checking. Member checking was performed during the interview process in order to increase the credibility and validity of this study. The interviewer strived to build rapport with the interviewees in order to obtain honest and open responses. During the interview process, the researcher transcribed the responses from the audio recording and then presented the transcription to the participants in order to determine accuracy. Member checks were conducted after all interviews were complete and findings were derived from the data shared by the participants in order to allow the readers of this study to critically analyze the findings and comment on them. The participants of this study were given access to their responses once transcribed so that they could verify that the summaries reflected their views, feelings, and experiences, or that they do not reflect these experiences and needed amendment.

All 15 participants affirmed the accuracy and completeness of data and findings, which in turn is to say that the study has credibility. These member checks were completed to decrease the incidence of incorrect data collection and interpretation. The overall goal of this process was to provide findings that were authentic, original, and reliable.

Peer debriefing. To ensure the reporting of data was fair and accurate, the researcher invited a peer debriefer with expertise on the topic under review to ensure to ensure reporting of the data was fair and accurate. The researcher also utilized the peer debriefer in order to enhance the credibility of the data and the study itself. The peer debriefer is a retired colleague of the researcher who agreed to take on this role for the study. The peer debriefer also served as a former peer mentor for the researcher prior to the peer debriefer's retirement. The peer debriefer did not find any discrepancies in the

data, data collection process, participant response, the transcribing process, or the way the researcher approached each interview by meditating prior to the interview.

The peer debriefer was given full transcripts directly from the participants prior to the researcher interpreting the data. As an additional measure of confidentiality and to reduce bias, participating students in this study were requested to decline to give any details that may uncover the educator's private information, such as the educator's name or the name of the class the educator was teaching. Not knowing the educators' personal information helped the researcher to stay unprejudiced since the researcher is teaching at the same institution.

The peer debriefer reviewed the IRB process and documents, interview protocol, written communication to the participants, data derived from the interviews, and reviewed the first cycle coding as well as second cycle coding. Additionally, the peer debriefer verbally communicated with the researcher throughout the data collection process, writing, and interpretation of the data.

Transparency. Since the study followed a phenomenological approach, interviews were conducted systematically, asking the exact same questions of all interviewees and responses were recorded precisely as the interviewees reported them prior to coding the data. To maintain the transparency of the collected information, an audit trail of was created. An audit trail is a system or series of records, the maintenance of which results in documented evidence of the activities or events that may have altered a research operation. The purpose of the audit trail is to maintain evidence of authenticity and trustworthiness of the collected data.

Trustworthiness. In qualitative research, the researchers do not use instruments with established metrics of validity and reliability, so an important point that needs to be addressed is how a qualitative researcher establishes the degree of trustworthiness. The researcher carried out this study at a well-established regionally accredited university. During the interview process, the researcher encouraged students to answer the open-ended questions freely without any constraints and allowed them to give their honest opinions and perceptions with complete freedom. There was no evidence or motive to suggest otherwise.

Data were triangulated within the sample. The participants of the research study were independent and not in any way related to other participants. Additionally, the participants were selected randomly and independent of the professor. As a result, participants shared different experiences of the student-professor interaction, each of which was different for each participant. Data were triangulated using the analyst triangulation method (Creswell, 2013) in the sample prior to coding.

The researcher asked the participants to review the complete scope and purpose of the study along with their interview transcript, to help establish validity. The researcher analyzed the data while deeply reflecting upon it and without any bias and purely focused on the data provided by the participants. Additionally, the researcher pointed out any data that were irrelevant to the research questions and sought to disconfirm it.

Limitations

Limitations are "constraints that are largely beyond your control but could affect the study outcome" (Simon & Goes, 2013, p. 2). Limitations are the restrictions or factors outside of the researcher's control. Regardless of how well this study was constructed, in

qualitative research there are always going to be limitations that are related to the methodology, which in this case was phenomenology. Additionally, the limitations associated with this study are unique to the study "because qualitative research occurs in the natural setting it is extremely difficult to replicate studies" (Wiersma, 2000, p. 211).

Some of the study's limitations include sample size, the objectivity of student responses, students' willingness to participate, and the limited time the researcher had to conduct the interviews. The sample was relatively small, incorporating a total of 15 students across four different campuses of the same regionally accredited university. While the researcher expected the data given by the students to be precise, the possibility that a few students may have given erroneous data ought to be considered. Moreover, because the institution where the study was conducted is a private, non-profit university, there are limitations to the generalizability of the findings. The complete limitations of the study include:

- Sample size: sample size, that is, the number of students interviewed, is small. A greater sample size would have resulted in more variant and explicit data regarding students' perception of their professors' teaching attributes.

- The accuracy of participant responses: degree of authentication and accuracy of the answers given by the students does not hold a strong position. Students may not have given authentic information and may not have taken the study and the interview questions seriously, which endangers the accuracy of the data collected from the interviews.

- Participants' willingness to be interviewed: some participants may not have volunteered to interview, and this lack of willingness to be interviewed may have

affected the accuracy of responses. Thus, some students may not have given answers according to their actual perception of professors' teaching attributes.

- Open-ended questions: open-ended questions offer no boundary to students and is time consuming. This time could have been utilized to interview more students.

- Number of questions asked: the number of questions asked was limited to two. If the sample were larger, more responses would have been provided which would have strengthened the validity of the findings of this study.

- Biased information: some students may have a biased opinion towards their professors and may not have given trustworthy answers to the interview questions.

- The study consisted of participants who were solely studying hospitality management and no other discipline was included in the sample. The researcher asked the participants two questions during the interview, and the questions were dichotomies and addressed the participants who were studying hospitality management.

- The research did not offer a view of professor teaching attributes that are not polarized and more of a middle ground in terms of teaching attributes. The study offered student perception of good teachers and less effective teachers, but there was no investigation or discussion about mediocre teachers or teachers that are not very good teachers, but also not ineffective teachers.

Delimitations

Unlike limitations, which flow from implicit characteristics of method and design, "Delimitations result from specific choices made by the researcher. Among these are the

choice of objectives and questions, variables of interest, theoretical perspectives that were

adopted, the paradigm, the theoretical framework, and the choice of participants" (Simon

& Goes, 2013, p. 4). Delimitations are the definitions that are set as the boundaries of a

study, so delimitations are within the control of the researcher. Some of the delimitations

of this study include that: freshmen and sophomore students were excluded from the

study since they do not have enough experience of a wide range of educators and that the

site was selected out of researcher convenience. The complete delimitations of the study

include:

- Research across all four campuses: as the study was spread across all four
  campuses of the university, data collection was enhanced and helped increased the
  diversity of students interviewed.

- The reputation of the university: the research site is a well-respected university
  established in 1914 and provided a solid platform for research as it is well known
  among the institutions offering hospitality management degrees.

- Researcher being an employee of the institution: being an employee of the
  institution favored the researcher in gaining access to the sample, although
  potential bias required mitigation.

- The use of open-ended questions: open-ended questions allowed the students to
  give their views more broadly and elaborately without any constraints. This
  favored them in giving a more honest perception.

- Individual invitations: sending individual invitations for the interview to the
  students helped prevent distortion of data and safeguarded data authenticity.

- Random selection of students: students were randomly selected so that they would be unaware of their peers participating in the study. This helped prevent them from discussing the interview questions and endangering the trustworthiness of the data.

Chapter Summary

This qualitative study employed a phenomenological approach. Care was taken to randomly select as small, but diverse sample of students to interview. 15 students were interviewed in person and virtually, and data were member checked, peer debriefed prior to analysis. The next chapter describes the data analysis conducted and presents the findings of the study.

CHAPTER 4. FINDINGS

The purpose of this phenomenological qualitative study was to explore and describe students' perceptions about their professors' teaching attributes and behaviors in post-secondary hospitality management degree programs. Moustakas (1994) stated that the phenomenological method is often used for human science inquiry because this approach allows for specific detailed descriptions of the outcomes. The researcher can then synthesize the information provided by the participants to provide a descriptive insight of events for better understanding and portrayal of the study in its entirety (Moustakas, 1994).

The motivation behind this study was to shed light on teaching behaviors in higher education and better understand what students expect from their professors. Moreover, the findings may provide educators with information concerning how undergraduate students see teaching qualities, why teaching qualities are important to students, and how professors can enhance their teaching practice. Post-secondary hospitality management education was chosen as the focus of the study in order to increase accuracy of findings, versus combining other academic disciplines. Teaching traits may differ contingent upon the subject taught and keeping in mind the researcher's expectation that shared teaching attributes might be discovered, the researcher tried to concentrate on teaching attributes and behaviors and the value-add to student learning in post-secondary hospitality management programs, paying little regard to course content.

The research questions for this study were purposefully constructed to invite students to share their perceptions of their professors' teaching attributes and behaviors. The basic industry specific and teaching knowledge and experience may not satisfy the question this study is trying to unveil, that is, how do students perceive the teaching attributes of their professors? A sub-question following the focal inquiry was: What, if any, teaching attributes are needed based on students' perceptions of their professors in the hospitality management program at the selected institution, and others like it?

The inquiries for this investigation were intended to distinguish student recognition of their professors' instructional attributes and behaviors. While factors related with the student race/ethnicity, age, sex, financial status, background, and others might influence their perceptions of instruction, the research focused on shared characteristics identified by students as positive or negative to their learning experience.

This research study was designed to examine the perceptions of upper division undergraduate students regarding their professors' instructional attributes and behaviors. It was assumed in this study that students pursuing post-secondary studies are taught by professors with expert knowledge of their respective disciplines and who are current with the most substantive research in their field, in this case, hospitality management. What might be unverifiable is the manner in which knowledge is imparted to students. Given that the quality of education being provided to students can improve their interpretation and learning of the subject, this study was designed to look at the students' perception of instruction and to explore what they expect from their professors, in contrast with what is communicated to them by their professors.

The findings of this research study were derived from a sample of 15 interviews

conducted across four campuses, located in different geographical locations across the

United States, of a regionally accredited university. All students in the sample were either

juniors or seniors and were pursuing a bachelor's degree in hospitality management. The

researcher identified a total of five teaching characteristics of a good teacher. In order to

show the connectivity between the literature review and the five characteristics of a good

teacher, the researcher illustrated in Table 2 the connection between the researchers in the

literature review and the five teaching characteristics created by the researcher in this

study.

Table 2

Literature Review as Related to the Five Characteristics of a Good Teacher

Number	Theme	Name of Researcher
1	Relationship skills	Darling-Hammond (2000), Den Brok et al., (2004), Hammond & Collins (1991), Haycock (1998), Kane & Cantrell (2010), Medley & Mitzel (1963), Ramsden (1991), Sanders & Horn (1998)
2	Emotional state	Covill (2011), Engstrom & Tinto (2009), Gentry & Owen (2004), Ladson-Billings (2009), Stronge et al. (2007)
3	Generativity (Erikson, 1950)	Beder (1989), Darling-Hammond (2000), Erikson (1950), Gentry & Owen (2004), Goldhaber & Brewer (2000), Hanushek et al. (1998), Marginson & Van der Wende (2007), Nye et al. (2000)
,4	Self-awareness	Cotton (1995), Datnow et al. (2001), Gentry & Owen (2004), Ladson-Billings (2009), Levy et al. (1997), Mendro (1998), Tobin & Fraser (1990), Tomlinson et al. (2003), Usher & Bryant (1989)
5	Competence	Bauer & Henkel (1997), Campbell et al. (2003), Carter (2008), Dunkin & Biddle (1974), Ferguson & Womack (1993), Gentry & Owen (2004), Goldhaber & Brewer (2000), Good & Brophy (1994), Hubbard (2013), Jones & Jones (2008), Ladson-Billings (2009), Worrell & Kuterbach (2001)

There is a fairly even distribution of literature review research among the five characteristics of a good teacher. While the literature review looked at teachers from a variety of disciplines as well as teachers from non-post-secondary programs, Table 2 shows the connectivity between teaching attributes identified by the researcher and what the literature suggests in terms of positive teaching attributes.

Interview questions were open-ended. Each participant was asked the exact same questions in order to collect accurate and relevant data. The interview questions were:

1. Think of a class you have taken at this institution where you felt the professor was a good teacher. What did the professor do to motivate you to learn?

2. Think of a class you have taken at this institution where you felt the professor was not a good teacher. What did the professor do to demotivate you to learn?

Positive and Negative Instructional Attributes and Behaviors

Findings depicted the students' classroom experiences with their professors. These experiences included both positive and negative aspects. The researcher compiled all comments from the participants and placed them into two separate tables: one including positive comments and the other including negative comments. Comments were numbered for the mere purpose of separating the comments individually; thus, no comments are considered more meaningful or supersede other comments in any way.

All comments are in the words of the participants as they were aggregated into the tables directly from verbatim interview transcriptions after member checking and peer debriefing so as to maintain accuracy in data reporting and categorization. Positive attributes that students found in their professors at the investigated institution are displayed in Table 3. Negative attributes that students found in their professors at the investigated institution are displayed in Table 4.

Table 3

Professors' Positive Teaching Attributes: Student Comments

Number	Student Comment
1	"Apart from teaching in the classroom, professors were also available to teach a small gathering of students outside of office hours."
2	"Professors explained the essential tools of learning."
3	"Professors knew the material they were teaching."
4	"Professors encouraged class discussion that enabled the students to think rationally."
5	"Professor helped students to relate their learning to the real world."
6	"Professor seemed to be intelligent."
7	"Professors engaged the entire classroom towards the learning process."
8	"Professors walked around the classroom."
9	"Professors greeted students and addressed them personally."
10	"Professor individually answered questions and allow[ed] opinion-based questions and answers."
11	"Professor clearly cares about the students."
12	"Professor asked students to give their opinions and ideas apart from just making them learn from the textbooks."
13	"Professor encouraged creativity in the classroom."
14	"Professor treats students with dignity and respect."
15	"Professor makes students feel they are important and their opinion matters."
16	"Professor wants to see students succeed."
17	"Professor kept students active in class."
18	"Professor use[d] humor and did not bore the students by continuous subject talk."

(continued)

Table 3. Professors' Positive Teaching Attributes: Student Comments (continued)

Number	Student Comment
19	"Professors used strategic ways to promote learning in the classroom."
20	"Professor brought in guest speakers related to the subject area."
21	"Professors showed concern towards their students' welfare."
22	"Professor knew each student by name and guided them individually."
23	"The professor was professionally dressed."
24	"Professor showed a little bit strict attitude which motivated the students toward learning."
25	"The professor linked the subject to reality by engaging current events into the lectures."
26	"The professor delivered frequent quizzes which encouraged the students to learn day by day without leaving any burden."

Table 4

Professors' Negative Teaching Attributes: Student Comments

Number	Student Comment
1	"The professors kept reading from the slides and provided little explanation."
2	"The professor was not available outside the classroom and gave inconvenient office hours such as 7:30 am to 8 am which was unsuitable for most students."
3	"While working on group projects, the professor did not give appropriate instructions and guided the students very poorly."
4	"The professor showed bias[ness] toward some students and favored them."
5	"The professor clearly does not care for students and it seems like this professor is in the wrong profession."
6	"The professor graded the students unfairly."
7	"The professor highlighted students who were weak in learning and that discouraged them to a great deal."
8	"The professor did not fulfill the expectations of the students."
9	"Professor was a hard grader for no reason."
10	"Professor seems bored and not interested in teaching."
11	"The professor seemed to be very snarky and sarcastic while answering questions."
12	"The professor burdened the students with too many assignments despite the fact that it was a one-credit subject."
13	"The professor did not engage students in the discussion and just kept on speaking himself."
14	"Professor seemed to be very unfriendly."
15	"The professor spoke too fast, and it was not easy to keep up with his pace, and as a result, students were not able to completely understand the topic."
16	"The professor seemed to be unprepared for the subject and was not able to deliver the lecture efficiently."

Table 4. Professors' Negative Teaching Attributes: Student Comments (continued)

Number	Student Comment
17	"The professor tried to be *too* personal with a student."
18	"The professor seemed to be biased and opinionated."
19	"The professor did not let students give their opinion, but just opposed his own will and forced students to do what he liked."
20	"The professor used to bully some students by calling them names."
21	"Professor's overall demeanor discouraged students."
22	"The professor encouraged cramming rather than conceptual learning."

All to these findings were derived from students in a post-secondary hospitality management program but can be related to other fields as well. In an article about quality teaching, Orlando (2013) identified nine characteristics of a great teacher that can be identified with some of the teaching attributes and behaviors identified in this study. Similar characteristics include instructors who: respect students; create a sense of community and belonging in the classroom; are warm, caring, accessible, enthusiastic, and caring; set high expectations; have his or her own love of learning; are skilled leaders; can "shift-gears;" collaborate with colleagues and use constructive advice; and maintain professionalism in all areas of their work.

Coding and Categorization of Findings

Coding is the process in qualitative inquiry that is most often represented as a "word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldaña, 2013,

p. 11). A portion of the data collected in this study was coded during a first cycle coding process followed by a second cycle that categorized the first cycle codes. Codes ranged in magnitude from a single word to a full paragraph.

First cycle coding. The 15 participants in the study sample responded to two open-ended interview questions that were analyzed using first cycle coding (Saldaña, 2013). This was the initial cycle of data analysis. In the first cycle coding for this study, the researcher assigned a single word code. The researcher created the following codes:

1. (P) PASSION

2. (A) ATTITUDE

3. (M) MOTIVATE

4. (KN) KNOWLEDGABLE

5. (PR) PROFESSIONAL

6. (C) CHALLENGING

7. (I) INTERACTIVE

8. (UNK) UNKNOWLEDGABLE

9. (DISR) DISRESPECTFUL

10. (DEM) DEMOTIVATES

11. (DISO) DISORGANIZED

12. (PRO) PROCRASTINATE

13. (IRR) IRRELEVANT

Categorization of codes. After reviewing and reflecting upon the codes created in the first cycle coding process, it became evident to the researcher that categories could be derived that contained the most responses from the sample. It was assumed that those

categories might have more meaning to the study participants. The codes were narrowed down into the following categories:

1. (RS) RELATIONSHIP SKILLS

2. (ES) EMOTIONAL STATE

3. (GN) GENERATIVITY

4. (SA) SELF-AWARENESS

5. (CO) COMPETENCE

Relationship skills speak to how professors engaged the entire classroom, greeted students personally, individually answered questions, encouraged creativity, asked for students' opinions, and knew students by name. Emotional state is related to how professors care about their students, showed concern towards their students' welfare, and dressed professionally. Generativity, a term coined in the 1950s by psychologist, Erik Erikson, has to do with transferability of knowledge and experience to the next generation. According to McLeod (2013):

> During middle adulthood (ages 40 to 65), we establish our careers, settle down within a relationship, begin our own families and develop a sense of being a part of the bigger picture. We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. By failing to achieve these objectives, we become stagnant and feel unproductive. Success in this stage will lead to the virtue of care. (p. 4)

The researcher grouped the following responses under the category of generativity: professors taking the time to meet students outside class time and outside of office hours, professors encouraged class discussions and to think rationally, professors helped

students relate to real-world scenarios, professors kept students active in class, professors used humor in class to better connect with students, and professors brought-in guest speakers so the students can better relate to the topic/lesson. Self-awareness explains how professors seemed to be intelligent, walked around the classroom, treated students with dignity and respect, and made students feel important and that their opinion matters. Competence speaks to how professors explained essential tools of learning, knew the material they were teaching, used strategic ways to promote learning in the classroom, linked the subject of learning with current trends, and delivered frequent quizzes.

Chapter Summary

In this phenomenological qualitative study, the sample included a diverse group of 15 hospitality management students enrolled in a regionally accredited university. The purpose of the study was to garner information from students in higher education and elicit a portrayal of how students see their educators' teaching attributes and behaviors that might apply to other academic fields. The researcher utilized two cycles of coding and categorization, using induction to analyze the data to extract the most substantive meaning from the data collected (Saldaña, 2013). Thirteen codes and five categories emerged from the analysis including: relationship skills, emotional state, generativity, self-awareness, and competence. These findings have significant implications for the instructional practices of professors employed by the university where the research was conducted. These are discussed in Chapter 5, along with a comprehensive discussion regarding the study's findings, a conclusion, and recommendations for further research.

CHAPTER 5. DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

The purpose of this phenomenological qualitative study was to explore and describe students' perceptions about their professors' teaching attributes and behaviors in post-secondary hospitality management degree programs. Moustakas (1994) stated that the phenomenological method is often used for human science inquiry because this approach allows for specific detailed descriptions of the outcomes. The researcher can then synthesize the information provided by the participants to provide a descriptive insight of events for better understanding and portrayal of the study in its entirety (Moustakas, 1994).

The motivation behind this study was to shed light on teaching behaviors in higher education and better understand what students expect from their professors. Moreover, the findings may provide educators with information concerning how undergraduate students see teaching qualities, why teaching qualities are important to students, and how professors can enhance their teaching practice. Post-secondary hospitality management education was chosen as the focus of the study in order to increase accuracy of findings, versus combining other academic disciplines. Teaching traits may differ contingent upon the subject taught and keeping in mind the researcher's expectation that shared teaching attributes might be discovered, the researcher tried to concentrate on teaching attributes and behaviors and the value-add to student learning in post-secondary hospitality management programs, paying little regard to course content.

The research questions for this study were purposefully constructed to invite students to share their perceptions of their professors' teaching attributes and behaviors. The basic industry specific and teaching knowledge and experience may not satisfy the question this study is trying to unveil, that is, how do students perceive the teaching attributes of their professors? A sub-question following the focal inquiry was: What, if any, teaching attributes are needed based on students' perceptions of their professors in the hospitality management program at the selected institution, and others like it?

The inquiries for this investigation were intended to distinguish student recognition of their professors' instructional attributes and behaviors. While factors related with the student race/ethnicity, age, sex, financial status, background, and others might influence their perceptions of instruction, the research focused on shared characteristics identified by students as positive or negative to their learning experience.

Discussion

The purpose of this study was to gather information about how students perceive their professors' teaching attributes in post-secondary hospitality management degree programs. The motivation behind this study was to shed light on instruction attributes in higher education and better understand what students expect from their professors in class. Information was gathered exclusively through student interviews. It was expected that student perceptions would reflect both positive and negative attributes of professors, which may have led to the motivation or demotivation of students regarding their learning. These findings may help professors improve their teaching methods. The findings may also increase students' seriousness toward their studies because when

74

professors teach in ways that students can relate, they may become more interested in learning.

The literature review in this study revolved around quality teaching in post-secondary as well as non-post-secondary institutions. The literature reviewed quality teaching in a variety of forms to illustrate the connectivity between quality teachers and learning in the classroom. This study is adding to the literature about quality teaching and student perceptions through the investigation of student perceptions of their professors' teaching attributes. While this study was focused on students in a hospitality management program, the findings shed light on how students perceive their professors' teaching attributes and can be carried on to different disciplines through future research. This study may also encourage other institutions to attempt similar research regarding instructional practices and student motivation. This applies to all disciplines, although it particularly might apply to post-secondary hospitality management degree programs.

According to Sowell (2002), the definition of a good teacher is not of a person who encourages his or her students to learn more, rather, the exemplification of the prevailing ethics of an educational system is the focal character of a good teacher. If teachers were to be judged by their students' learning, then the list of best teachers would be an entirely different one. Teaching potential is independent of what meets the eye. Good teaching involves the teacher's commitment, not only to knowledge, but also to serving students by engaging them in their learning. According to Breach (2004) the characteristics of a good teacher include increasing students' ability to accept challenges, and inspire and motivate them to learn better, think rationally, and consider things from a new perspective. Competency and knowledge are the essentials of a good teacher.

A good teacher should be flexible to change teaching their habits and open to adopting methods that are more favorable to students' needs. Awareness of students' emotional, as well as academic needs, is an essential attribute that a good teacher must possess. Looking to medical education, the researchers of a study about awareness and mindful practice discussed that self-awareness requires a paradigm shift to a culture where teachers and learners are willing to consciously attend to their relationships and to work on self-awareness and mindfulness while they also master the biomedical knowledge required of the profession (Dobie, 2007). Consistency, dependability, non-biasness, and responsibility are also essential characteristics that a good teacher must possess. A good teacher must be a lifelong learner. A good teacher must appreciate the efforts of all students, and respect and value every student they teach. Admitting mistakes with the potential of correcting them is an essential trait that must be possessed by a good teacher for students to emulate.

According to Hassett (2000), technique is not an essential part of good teaching, but appropriate attitude is. Students always have a different perception of the idea of a good teacher relative to instructors. For some, a good teacher is one who lectures all the time, for others experiential activities are more valued. Some students feel that a good teacher is one who pays attention to their needs. One thing is common: a good teacher is someone who has good communication skills and keeps students engaged in their learning.

Some characteristics that allow teachers to be potentially good in their profession include awareness of the expectations of students, having a plan to implement to meet the

needs of students, and a sense of purpose. Another observation as related to teaching is that a good teacher has high expectations of success for all students.

1. A good teacher must be able to stand the lack of feedback, and it should not affect the teacher's teaching skills.

2. Adaptation to the students' needs is an essential characteristic that a good teacher must possess.

3. A good teacher is not ashamed of not knowing something or not being able to answer a question immediately.

4. A good teacher must serve as an ideal for the students by keeping all the students engaged during the lecture.

5. A good teacher should not show bias towards any particular student or group of students.

6. A good teacher is a person who has an idea and follows the path of a good role model.

7. A good teacher engages her/himself with students and shows she/he enjoys her/his work.

8. A good teacher encourages students to also participate in extra-curricular activities and improve their intellect.

9. A good teacher will help the students in every way to make them a better person of the society. (Hassett, 2000, pp. 2-5)

Conclusions

While discussing the philosophies of and reasons for adult education, Beder (1989) focused on five core principles as the foundation of the field: improvement of

society; lifelong learning; encouraging students to prosper in various areas of life; dignity and respect for students and instructors; quality instruction and student engagement. Similarly, characteristics of a good teacher can also be categorized under five common themes as derived from this research study: relationship skills, emotional state, generativity, self-awareness, and competence. Among these, the first four characteristics are non-cognitive, whereas the last one is cognitive (see Table 5).

Table 5

The Five Characteristics of a Good Teacher

Number	Theme	Skill
1	Relationship skills	A good teacher must possess the property to recognize the student-teacher relationship as an essential tool. The learning process is a bidirectional exchange.
2	Emotional state	A good teacher must be able to excite his or her students and boost their enthusiasm toward the learning process.
3	Generativity (Erikson, 1950)	A good teacher must be generous in the passing on of their skills and knowledge to their students.
4	Self-awareness	A good teacher is a reflection of their teaching skills and is aware of the potential of elevating those skills.
5	Competence	A good teacher should be an expert in the subject matter or professiona and must know how to teach effectively.

Research on the characteristics of a good teacher is needed for the educational system and may play a large role in improving a system. Such research may permit educators become familiar with the characteristics that can make them better teachers and help improve student learning. Based on the five characteristics of a good teacher, the researcher developed the following graphic organizer to show the five characteristics of a good teacher (see Figure 2). Good teachers fall into these five categories according to the

findings from this study, and the categories all relate to quality teaching attributes as identified by the researcher according to the findings from the sample.

Figure 2. Quality teaching attributes.

According to Drazen (2006), students see ideal teachers in three ways: the way they handle scholarship, students, and expertise in academics; the way they deliver the lectures and make everything clear to students; and the way they interact with students. According to Musgrove and Taylor (2012), students see ideal teachers in five different ways: having a fitting personality, being able to maintain discipline, having effective teaching techniques, employing good behavior in the classroom, and being able to maintain order in the classroom. Blishen (1969) described the quality of a good teacher as

a person who gives his full attention to the students, is modest and polite, participates

fully in classroom activities, has a good relationship with students, conducts lectures on

time, views the student as an important and valuable member of the education system,

does not impose extreme burdens on students, and understands that the students are not

always ready to study.

Students do not categorize the ideal characteristics of their teachers in a one-

dimensional way. Rather, they divide them into two essential categories: professional

knowledge and personality traits. Professional knowledge includes both disciplinary as

well as didactic knowledge. For students, an ideal teacher is one who possesses both of

these characteristics. This finding is supported in the literature by Fraser and Walberg

(2005). The researcher identified and developed five characteristics of a good teacher as

illustrated in Table 5. Next, the researcher categorized the positive student responses in

correlation with the five characteristics of a good teacher. This is where the data meets

the outcome. The outcome is the development of the five characteristics of a good

teacher, and Table 6 lists positive responses collected from the student participants in this

study organized by the five teaching characteristics developed by the researcher.

The researcher created the five categories based on the outcome from the data

with the exception of one category: Generativity. Generativity is a term coined by

psychologist Erik Erikson in 1950 and has to do with transferability of knowledge and

experience to the next generation. According to McLeod (2013):

> During middle adulthood (ages 40 to 65), we establish our careers, settle down
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> within a relationship, begin our own families and develop a sense of being a part
>
> of the bigger picture. We give back to society through raising our children, being

productive at work, and becoming involved in community activities and

organizations. By failing to achieve these objectives, we become stagnant and feel

unproductive. Success in this stage will lead to the virtue of care. (p. 4)

Table 6

Participant Responses as Related to the Five Characteristics of a Good Teacher

Number	Theme	Participant Responses
1	Relationship skills	"Professors engaged the entire classroom towards the learning process."
		"Professors greeted students and addressed them personally."
		"Professor individually answered questions and allow[ed] opinion-based questions and answers."
		"Professor asked students to give their opinions and ideas apart from just making them learn from the textbooks."
		"Professor encouraged creativity in the classroom."
		"Professor wants to see students succeed."
		"Professor knew each student by name and guided them individually."
		"Professor showeed a little bit strict attitude which motivated the students towards learning."
2	Emotional state	"Professor clearly cares about the students."
		"Professors showed concern towards their students' welfare."
		"The professor was professioanlly dressed."
3	Generativity (Erikson, 1950)	"Apart from teaching in the classroom, professors were also available to teach a small gathering of students outside of office hours."
		"Professors encouraged class discussion that enabled the students to think rationally."
		"Professor helped students to relate their learning to the real world."
		"Professor kept students active in class."
		"Professor use[d] humor and did not bore the students by continuous subject talk."
		"Professor brought in guest speakers related to the subject area."

Table 6. Participant Responses as Related to the Five Characteristics of a Good Teacher
(continued)

Number	Theme	Participant Responses
4	Self-awareness	"Professor seemed to be intelligent."
		"Professors walked around the classroom."
		"Professor treats students with dignity and respect."
		"Professor makes students feel they are important and their opinion matters."
5	Competence	"Professors explained the essential tools of learning."
		"Professors knew the material they were teaching."
		"Professors used strategic ways to promote learning in the classroom."
		"The professor linked the subject to relaity by engaging current events into the lectures."
		"The professor delivered frequent quizzes which encouraged the students to learn day by day without leavign any burden."

Hardman (2012) stated that "the relationship between leaders and followers has become more balanced and improved as a result of developments in models of leadership" (p. 11). The relationship between students and teachers in the classroom depicts this, and improvements in the learning process help make this relationship more balanced. The findings of this study can help teachers improving their teaching methods to better suit the needs of their students. Students could be encouraged by this and could clarify their needs regarding the characteristics they seek in their professors. The findings of this study summarize what attributes the participating students find valuable in their teachers and what attributes the students find discouraging in their teachers. The findings of this study also suggest that students are serious about their learning and expect the

same attitude from their teachers. The findings may encourage professors to review their attributes and behaviors and inspire them become more professional and dedicated to enhancing their teaching skills for the betterment of their students, and in turn, their institution and society.

The researcher created Figure 3 to illustrate the quality teaching attributes of good professors in accordance to the student perceptions in this study. The researcher coded the categories of the quality teaching attributes as an added illustration to compliment Table 6 in the following manner: (R) Relationship Skills, (E) Emotional State, (G) Generativity (Erikson, 1950), (S) Self-awareness, (C) Competence.
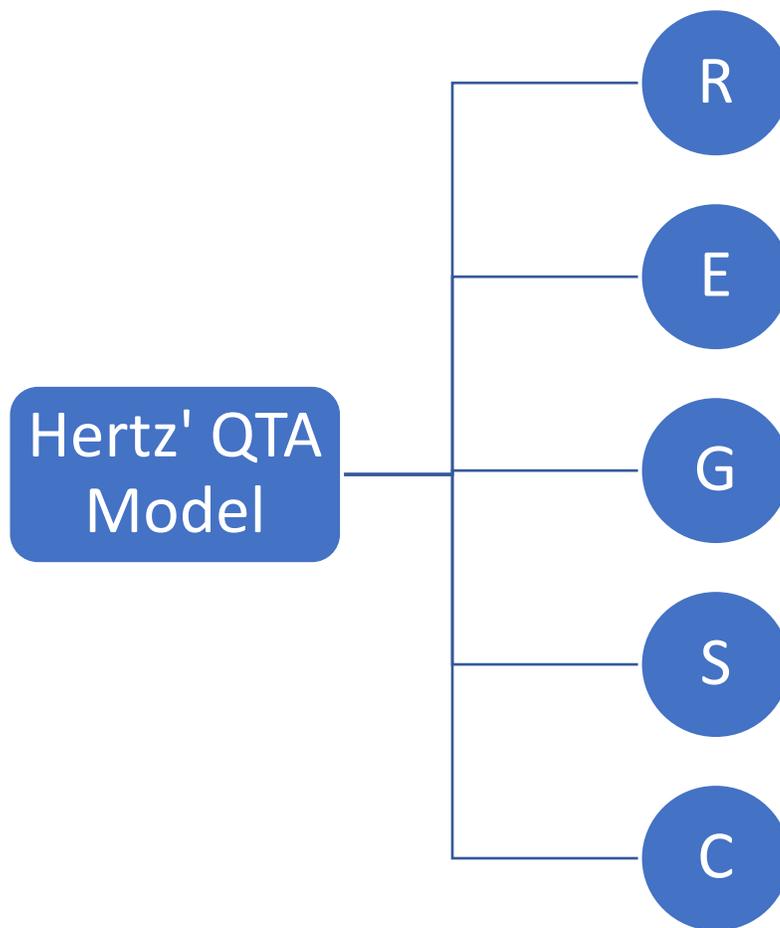

Figure 3. Hertz' quality teaching attributes (QTA) model.

The study can be applied to various educational sectors and may be useful for improving broader higher education functions and practices. Students are able to learn more efficiently when their teachers fulfill their expectations, and teachers will also feel more satisfied upon seeing their students working hard and being dedicated to their learning. This will have an overall positive impact on students and teachers in hospitality management programs and in other disciplines. It may also influence other institutions to carry out similar research.

When it comes to making of students what people desire, or in fact, what the student him or herself desires, the method of educating plays, by far, the most influential role. The analogy that comes to mind is that of setting a metal. When extrusion or cold forging is not a solution, the advised method is melting and casting. It allows the metal to decide for itself where to go before hardening. So is the nature of students. When forced into a method of learning unsuitable to the student, the molding of the student is not achievable. This brings forth the need to define a certain ideal environment, where students are open to being shaped, and the pivot of this environment, the primary focal point, is the educator. Thus, the educator should have certain qualities that foster student achievement. Who better to determine these characteristics than the student?

This research was carried out as a mean to identify student expectations and needs of their professors. The questions asked in this study were open-ended in order to achieve honest and accurate results. The results, though obtained from a small sample, are transferable to the broader population. Previous research has demonstrated that students recognize almost immediately whether their instructor qualifies for their attention, has the capacity to be in charge of and engage the class, motivate them to study, and in the end,

be a role model for those who would like to become educators or future industry professionals. The qualities identified from earlier research speak of classroom and behavioral control in certain situations and the abilities to: clarify different perspective to enhance student comprehension, inspire the best residing within each student, captivate students and encourage freedom of thought and discussion, and finally, help students bridge the gap between theoretical material and real-world application. Students seek out high quality, that is effective and "good" instructors when they are able to, given they are not simply assigned certain courses in their academic programs, which sometimes they are. The teacher is given a chance to deliver. If the high-performance delivery does not occur in the classroom, students' attitude toward that teacher will change. This may also influence student behavior in the classroom, as students may develop less serious behavior toward the subject as well as toward the instructor.

Recommendations

In this study, effective teachers were able to teach students outside of class hours, which promoted individual learning, as not every student can learn effectively from a general lecture. Furthermore, there are always students that are too shy to ask questions in front of the entire class; thus, office discussion serves them better. This also bridges the students with their instructor, as the student-teacher relationship is particularly important student success in to advanced studies and can offer the exchange of real world questions and answers. Good instructors remembered students' names and their learning needs, which helped motivate students.

The educator did not just teach, but also explained the essential tools of learning so as to manifest student interest in their learning process. They came prepared and had

gathered extra knowledge apart from textbooks and had, themselves, thoroughly learned all the material they had to teach each day. They extensively knew the topic they were teaching, and once an educator is confident in the subject matter, they can encourage questions in class, which result in a deeper understanding, as well as public sharing of different thoughts on the topic.

The educators kept their classes engaged in numerous small activities that would catch the attention of students. They used real-life scenarios, current events, and in class discussions to give students a better idea of how real-world problems are solved. The students gathered information and thought more critically on the topic concerning real world applications.

Educators encouraged creativity. They respected the individual opinions of their students. They let students submit their ideas to develop a sense of ownership of the material. Students were encouraged to propose ideas. Encouraging participation such as this is an excellent way to help make students more comfortable, confident, and professional and could result in future application of useful ideas. Educators told jokes and used humor to re-engage students. This approach is vital, as human minds tend to lose attention after just a few short minutes. Also, switching topics can help keep students' attention for longer periods. Use of discussion increases gives students the confidence to address the educator for questions and can also help a student learn things apart from the subject that are relevant to their development.

Educators demonstrated professionalism, not only in their language, but also through their attire and attitude. This helps students to take the subject more seriously and helps set the expectation for respectful behavior. Educators who are strict, and consistent,

about certain aspects of the class, such as assignments and quizzes, earn high marks on their evaluations. Students appreciate structure and fairness. Educators conducted regular quizzes, and these were reported to have left a reasonable impact on the learning attitude and methods of students, requiring continuous studying to achieve and maintain good grades. Educators who are lacking in this way may lose the respect of some of their students.

Less effective educators read from their slideshows and do not properly explain the material. This defeats the purpose of an educator, as students can read for themselves. This can result in cramming, and so the results show, there were educators that promoted cramming and did not explaining material adequately. Rather, they taught by the book, which is not applied in real world scenarios. An educator should have the ability to transfer relevant and applicable knowledge and explain it well.

Ineffective educators did not help students when it came to projects, leaving students in a predicament as pressure would build to complete the project without the necessary help and guidelines, which can result in poor performance and poor grades. Further, it can leave a sense of failure in students.

Ineffective educators bully poor performing students, smothering their confidence, discouragement their learning, and developing in them a sense of failure and shame in front of the class, which leaves a student less inclined to consult others, especially the teacher, for problems, which will further challenge student success. The pressure on a student to face the world, or even just his or her teachers after failure, can be more averse than the failure itself, leaving a student demotivated.

Fast-paced teaching can be difficult for students to manage. This may cause students to fall further behind in comprehension. A lack of understanding of basic concepts causes an inability to learn complex concepts. Fast-paced instructors generally do not want frequent interruptions to explain again and again, but if these ineffective instructors learned to slow down, they would not need to do so as often. In addition, professors who frequently speak about themselves and do not tolerate interruptions, discourage students from asking relevant course content related questions, create an uncomfortable environment in the class, and demote learning.

Professors that trespass the boundaries of the student-teacher relationship and tried to get personal with students, only distanced them from class participation and attendance. Student discomfort from such misbehavior may also create a reluctance to study the course material and could lead to dropping the course. In effective educators that appeared to employ biased in grading also failed to hear students' opinions. The students were left unable manage what was required of them to perform well in the class. Such professors used power to rule over their students and tell them to do work exactly as ordered, with counters the tenets of adult education.

One educator did not come prepared for the lecture, which resulted in him or her stuttering while delivering. The student interpreted this as unprofessional behavior that left a negative impact. Further, students were not able to grasp the depth of the content or ask questions and receive helpful responses. The professor did not encourage class questions and marked questions as unnecessary and irrelevant to avoid responding. Such behavior is discouraging and negatively impacts student learning.

In light of the positive and negative attributes of professors elucidated above, the researcher recommends that educators learn how to be inspiring, have control over their emotions, and in general, be a supporter of their students. Educators should exhibit qualities that help make students want to learn from them. The educator should exhibit excellence in teaching, not only of the course content, but of how to learn the subject as well. Explaining how to analyze real world problems, how to identify a flaw related to the topic in a certain system, how to explain the content to others in a professional setting are all foci of good teachers. In terms of professional ethics, teaching morality and manners as related to classroom environment, learning communities, and professional behavior are also critical for good teaching.

Educators need to be aware that they must prepare themselves for different approaches to address the learning needs of their students and have multiple hands-on examples to help illustrate course content. In the ideal educator's classroom, questions are asked less often because the questions are answered before they were even asked. Still, a good teacher should be able to readily answer any question that is asked in the class in order to make concepts clearer to students. Good teachers should also set elevated standards for their students, as well as for themselves. Such teachers should encourage students to use their textbook only as a guide and make assignments challenging to enhance involvement in the learning process.

Using the syllabus, good teachers need to create a milestone chart and communicate it with the students at the earliest opportunity, so that student can chart their progress along with their class throughout the semester. From the first day of class, a good teacher should make it clear to students what is expected of them and by when it is

expected. Achieving milestones step-by-step can become moments of celebration. Good teachers demonstrate that they care about their students by asking them what challenges to learning they may be facing, to either guide the student or watch how the student navigates an issue to his or her own success. Generally, a teacher who is friendlier and understanding towards students is well liked by students, but whether or not a teacher is friendly does not alter the role of the teacher as the standard bearer and help students achieve. Good educators should be readily involved in administrative issues to the best of their ability. Their involvement can make a positive and lasting impact on the institution, especially if they can help represent students' learning needs.

The researcher recommends that institutions develop a model to evaluate teachers based on the positive attributes found in this study. Some questions that need to be asked, among others, in the development of such a model include: How should teaching attributes be assessed and quantified, during the hiring phase and in regular evaluations? What would a teacher need to have as a set of attributes to be considered a good teacher?

The researcher compiled the study participants' comments about less effective teachers and categorized them in accordance to the five characteristics in order to identify what professors should not do while teaching. Similar to Table 6, where the researcher grouped the positive comments with the five categories, Table 7 shows the opposite. The researcher identified the importance of displaying both sides of the data output in order to share a more complete picture of the collected data and how the data falls into the identified categories in this study. Note that the five categories were amended to show lack of relationship skills, low emotional state, lack of generativity, lack of self-awareness, and lack of competence (see Table 7).

Table 7

Participant Responses as Related to the Five Characteristics of a Less Effective Teacher

Number	Theme	Participant Responses
1	Lack of relationship skills	"The professor showed bias[ness] toward some students and favored them."
		"Professor seemed to be very unfriendly."
		"The professor tried to be *too* personal with a student."
		"The professor used to bully some students by calling them names."
2	Low emotional state	"The professor clearly does not care for students and it seems like this professor is in the wrong profession."
		"The professor graded the students unfairly."
		"Professor seems bored and not interested in teaching."
		"The professor seemed to be very snarky and sarcastic while answering questions."
3	Lack of generativity (Erikson, 1950)	"The professor was not available outside the classroom and gave inconvenient office hours such as 7:30 am to 8 am which was unsuitable for most students."
		"Professor was a hard grader for no reason."
		"The professor burdened the students with too many assignments despite the fact that it was a one-credit subject."
		"The professor did not let students give their opinion, but just opposed his own will and forced students to do what he liked."
		"The professor encouraged cramming rather than conceptual learning."

(continued)

92

Table 7. Participant Responses as Related to the Five Characteristics of a Less Effective

Teacher (continued)

Number	Theme	Participant Responses
4	Lack of self-awareness	"The professor highlighted students who were weak in learning and that discouraged them to a great deal."
		"The professor did not fulfill the expectations of the students."
		"The professor did not engage students in the discussion and just kept on speaking himself."
		"The professor spoke too fast, and it was not easy to keep up with his pace, and as a result, students were not able to completely understand the topic."
		"The professor seemed to be biased and opinionated."
		"Professor's overall demeanor discouraged students."
5	Lack of competence	"The professors kept reading from the slides and provided little explanation."
		"While working on group projects, the professor did not give appropriate instructions and guided the students very poorly."
		"The professor seemed to be unprepared for the subject and was not able to deliver the lecture efficiently."

This study is helpful in understanding the instructional attributes and behaviors that contribute or detract from student learning from the post-secondary student perspective. It helps to answer the question, what particular qualities make an educator a remarkable one or the one about whom a student can say was impactful? On the other hand, it also clearly illustrates how less effective educators can ruin a class environment and lessen student' interest and learning. The study suggests better ways to teach in the classroom, clarifying how students want and need an educator to be in support of their learning.

The research study could be improved in various ways, and the limitations can be avoided in future research. The sample size in the research project was small and the research findings could not be generalized to the larger population. A larger sample size would provide more diverse findings and increase the ability of findings to be generalized. Conducting this research using a different career lens might uncover different teacher attributes. It was assumed that freshmen students couldn't answer the inquiries precisely as they stand at the starting phases of their studies, yet research that focused on these students could enlighten educators about students' learning needs at this stage of their academic program, which are different than for more established and confident students.

Another limitation of the research study was that the participants might not have provided accurate and authentic data. This limitation can be mitigated in future research by asking more questions and collecting additional data. The site of the research project was also a limitation. Future research could be expanded to other universities offering hospitality management degree programs. This would allow collection of more diverse data and enable comparison of results between studies.

The study offered a polarized view of teaching attributes where good teaching attributes where categorized, then less effective teaching were categorized according to student' perceptions. Future research can look in to the middle, where an "okay teacher" can be identified. The "okay teacher" could be the middle ground between a good teacher and teachers with less effective teaching qualities. Such identification can assist middle ground teachers improve their teaching qualities and may compliment this study by softening the polarization presented in this study.

Further development of this study can quantify professors' teaching attributes by the development of a Likert-type scale of the five characteristics of a good teacher as illustrated by the researcher in this investigation. The development of a Likert-type scale can assist with the identification of a good teacher if all five categories are met with high scores. Additionally, lack of good quality teaching attributes can be identified by the idea of the creation of this quantitative Likert-type scale, and conclusions can be drawn by the findings. Future development of this qualitative study can take a turn into a quantitative study by the development of a Likert-type scale, testing it with a sample of students, and interpreting the data quantitatively according to the scale. The researcher encourages future development of this qualitative study to contribute to the literature and the practice of quality teaching.

This study can also assist with the advancement of faculty through faculty rank promotion, added duties, or other related promotion of faculty by having students evaluate the respected faculty member's teaching attributes in order to determine if he or she is indeed in line with good teaching attributes. This could particularly be helpful for administrators who may consider faculty promotion as related to teaching, advising, or dealing with students in a college or university setting. Future research can be combined with the quantitative recommendation mentioned earlier in this chapter in order to enhance the use of the findings from this study and utilize the findings to make stronger promotional decisions for faculty to better align with what students expect from faculty.

Final Summary

This study was designed to deeply reflect on how professors teach hospitality management post-secondary courses according to their students' perceptions. There is a

vast collection of research regarding different states of mind, practices, and academic experiences, topic information, and arrangement and association of the course. Teachers in the hospitality management program are expected to use their training, information, research and accreditation practices, to educate the students on the theory and current and best practices in the field.

Drazen (2006) in, "A Good Teacher," indicated that he was lucky to have propelling educators in his career development. Drazen (2006) stated that: "I did not comprehend the issue unless I could locate the general answer" (p. 21). Instructors did not give him the answers, they taught him to find the answers himself. Sowell (2002) indicated that a "great and decent" (p. 20) educator authoritatively conveys lessons in an efficient manner. Walsh and Maffei (1994) found that educators who "grin and shows a cordial disposition, is accessible prior and then afterward class" (p. 7), vastly improve their own teaching.

Sowell's (2002) recorded impression of educators permits the whole professoriate to see and take advantage of the results of that study that uncovered the student perspective. Such information may give educators feedback concerning how students perceive their teaching attributes and behaviors and make improvements. The significance of this study offers an association between an educator's capacity to convey a topic in a classroom and draw and maintain students' attention through the discovery of effective teaching attributes that demonstrate their desire to enhance student learning and achievement.

Drazen (2006) made a strong case of how great instructors can influence student learning. Merriam and Brockett (2007) asserted that adult learners' instruction seemed

more varied and divided than at any other time in recent memory. Beder (1989) recognized the streams and cross-ebbs and flows of the adult learning process. A good teacher should be able to observe and discover students' varied learning needs and treat all students with poise and regard, providing direction, and the freedom to explore relevant material on their own. Paulson and Faust (as cited in Jones & Jones, 2008) suggested the inclusion of cooperative learning practices in a lecture-based class to enhance student learning. Dynamic learning activities, such as cooperative learning, can be applied to lesson delivery as well as assessments of student learning and are more responsive to the needs of adult learners. Boyd et al.'s (2008) research was to discover the qualities of good teachers in poverty-stricken schools. They concluded that "when you understand the students, the class and you understand the context, then you are highly qualified as a teacher" (p. 47). This applies to higher education as well.

Mills, McDowelle, and Rouse (2011) demonstrated that compelling instructors who had more authoritative abilities, and student behavior was responsive. This relates to the findings of this study, as the authoritative abilities found by Mills et al. (2011) can be compared with the relationship skills found here. Authoritative abilities are a form of relationship building, as professors set boundaries and authoritatively, yet respectfully, convey to the students what is expected of them.

Stronge, Ward, and Grant (2011) found that educators' demeanor about instructing affected their enthusiasm to undergo professional growth. Tobin and Fraser (1990) found that instructors are greatly affected by the techniques used to actualize educational modules. Gentry, Rizza, and Owen (2002) utilized class activities and student perceptions of classroom quality and surveyed knowledge in light of challenge, decision,

progress, seriousness, and self-adequacy. They found that good educators demonstrated enthusiasm for their students, set high standards, made content learning significant and pertinent to the future, and reserved reasonable energy for the students, teaching, and the subject, yet administrators did not remember the commendable instructors above the other faculty. This is problematic. Abiding by the state and local regulations and norms keep a check on faculty accomplishments. A significant part of such emphasis fixates on educator's academic preparation and experience. If a commendable educator does not receive praise for their contributions to the learning of students, he/she may move on to another institution.

Garnering student perception of teaching begs the question of if and how student gender and race/ethnicity may play a role in student evaluation of teaching attributes. Male and female students can have different perspectives and levels of confidence and self-esteem in certain settings. Students from different racial/ethnic backgrounds, and even socioeconomic status, may have different convictions and assumptions about learning. Garcia et al. (2006) found that student perspectives do differ based upon such factors and asserted teachers ought to be understanding and responsive, showing comportment and professionalism in their teaching.

Teaching attributes are the distinct qualities of a teacher that allow them to communicate knowledge to students effectively and impressively. Good professors in this study encouraged class discussion, engaged the entire classroom towards the learning process, walked around the classroom and reached out to students individually to answer questions, did not shy away from student opinions, and encouraged creativity in the classroom. Ineffective professors in this study showed bias towards and favored some

students over others, appeared to grade students unfairly, highlighted students who were weak in learning and through this action discouraged their learning, did not fulfill the expectations of students, used sarcasm while answering questions, seemed unprepared and not able to deliver the lecture efficiently, did not let students share their opinions, bullied, and even encouraged cramming, among other inappropriate behaviors.

The study could have been expanded to other universities also offering post-secondary hospitality management degree programs. This would allow the collection of more and diverse data and it is recommended for further research. The findings of this study depict students' perspectives and may lead to professors reflecting on their teaching attributes and asking: "Why am I teaching?" and "how do students perceive my teaching attributes?" Additionally, the study may invite students to think about how they learn and interact with their professors, and that may present an opportunity for students to better understand their professors and therefore assist a good teacher to bridge the gap between students and professors.

This study was significant to the researcher as the researcher aimed to investigate teaching attributes. Since the researcher is a professor of hospitality management, this study served as a self-reflection for the researcher, as the researcher learned a great deal from this study with a relatively small sample size. The most significant discovery the researcher was impressed with is the fact that four out of the five teaching characteristics presented in Table 5 are spiritual as opposed to cognitive. Relationship skills, emotional state, generativity, and self-awareness are attributes that come from a deeper place than thinking cognitively. For example, a professor cannot think about generativity as this is coming from a deep place of care. Generativity cannot be planned, in a sense, but rather

felt by the professor since it involves caring, and caring does not necessarily come from the cognitive mind, but rather the limbic brain, which is the part of the brain that controls feelings and emotions (Sinek, 2009).

The researcher found great value not only in the research process, but also with the outcome of this study. This study holds a great potential for expansion of the understanding and the making of a "good teacher," and the researcher views this particular study as a spring board to dig deeper into the world of positive teaching attributes and the continuation and exploration of the DNA code of a good teacher.

APPENDICES

Appendix A. Florida Atlantic University IRB Approval Letter

DATE: January 9, 2017

TO: Valerie Bryan
FROM: Florida Atlantic University Social, Behavioral and Educational Research IRB

PROTOCOL #: 955534-1
PROTOCOL TITLE: [955534-1] Student Perception on Professors' Teaching Attributes in Post-Secondary Hospitality Management Degree Programs

SUBMISSION TYPE: New Project
REVIEW CATEGORY: Exemption category # A3

ACTION: DETERMINATION OF EXEMPT STATUS
EFFECTIVE DATE: January 9, 2017

Thank you for your submission of New Project materials for this research study. The Florida Atlantic University Social, Behavioral and Educational Research IRB has determined this project is EXEMPT FROM FEDERAL REGULATIONS. Therefore, you may initiate your research study.

We will keep a copy of this correspondence on file in our office. Please keep the IRB informed of any substantive change in your procedures, so that the exemption status may be re-evaluated if needed. Substantive changes are changes that are not minor and may result in increased risk or burden or decreased benefits to participants. Please also inform our office if you encounter any problem involving human subjects while conducting your research.

If you have any questions or comments about this correspondence, please contact Donna Simonovitch at:

Institutional Review Board
Research Integrity/Division of Research
Florida Atlantic University
Boca Raton, FL 33431
Phone: 561.297.1383
researchintegrity@fau.edu

* Please include your protocol number and title in all correspondence with this office.

**This letter has been electronically signed in accordance with all applicable regulations,
and a copy is retained within our records.**

Generated on IRBNet

Appendix B. Participating Institution's Letter of Cooperation

██████████████████████   ████████████

September 1, 2016

Dear Mr. Hertz:

Based on my review of your research proposal, I give permission for you to conduct the study entitled "Student Perception on Professors' Teaching Attributes in Post-Secondary Hospitality Management Programs" within the ██████████ campus of ██████████ ██████████. As part of this study, I authorize you to:

- Interview students according to your research protocol in order to collect the data you are seeking.
- Explain the process of data collection to all students and personnel involved with your study.
- Discuss the interview results with the appropriate students and personnel as related to your study.

Individuals' participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from Florida Atlantic University IRB.

Sincerely,

██████████████

██████████████████
██████████████████████████
███████████████ ████████████

Appendix C. Email Recruitment Letter

Dear [student name],

My name is Professor Oren Hertz, and I am conducting a study about student perception on their professors' teaching attributes as part of my doctoral degree studies. You have been selected to anonymously participate in this study since you are a junior or a senior, and you study Hospitality Management.

I would like to extend my invitation for you to participate in this study.
In order for me to collect data, I would like to invite you for a 30-minute one-on-one interview that includes the following:

- Your response to a total of two open-ended questions about your perception of your professors' teaching attributes
- An audio recording, with your permission, of the interview process (done by me, the researcher)
- Transcribing of the audio-recorded interview onto a secure Word document (done by me, the researcher)
- An opportunity for you to review (and possibly revise) the written transcription following the interview.

The scheduled interviews will take place at the university in my office – ███████████████ ███████████ .
Participating in this study is **strictly voluntary**. There is no compensation or gifts involved with participation.
Your name and all other personal identifying factors will remain strictly confidential. Your name will never be published. You **do not** have to participate in this study, therefore lack of participation **will not** affect your academic standings with the university.

If you choose to participate in this study, please reply to this email by [insert date here] so we can set up the interview.

Your consideration is much appreciated.

Sincerely,

Oren Hertz, MBA, CHE
Assistant Professor

Appendix D. Adult Consent Form

ADULT CONSENT FORM

Consent Form Version & Date Version 1.0, September 5, 2016

1) Title of Research Study: Student Perception on Professors' Teaching Attributes in Post-Secondary

Hospitality Management Degree Programs

2) Investigator(s): Dr. Valerie Bryan, PI / Oren Hertz, FAU Doctoral Student

3) Purpose: This study characterizes how students perceive their professors' teaching attributes. This study will survey students in their junior and senior year, pursuing a Bachelor degree in Hospitality Management at a regionally accredited post-secondary institution. The study will focus on two significant areas of student perceptions regarding their professors' teaching attributes. The students will be asked: (1) what they expect from their professors in terms of teaching, and (2) what is a priority teaching attribute students seek from their professors. The study can serve as an identifier of how to bridge the gap between students and professors in higher education institutions to increase the quality of learning.

4) Procedures:

- You will be asked to participate in an interview and will be asked a total of 2 open-ended questions.
- Your participation in this interview is only one time, and the interview length will be up to 30 minutes.
- The research will be conducted on campus at ███████████████████████████ ██████.
- The interview will be audio recorded.
- There is no reward, class credit, or compensation involved with this study.
- Participation in this study is strictly voluntary. If you choose not to participate it will not affect your academic standings with the university.

5) Risks: There is a general risk of information or data being breached or compromised. The researcher will do his best to prevent this from happening by assigning a code to the interviews and maintaining the completed interviews and consent forms in a secure location at the university. However, there cannot be a guarantee that a breach of confidentiality will never happen.

6) Benefits: We do not know if you will receive any direct benefits by taking part in this study. However, this research will contribute to a greater understanding of professors' teaching attributes and how those attributes are percieved by students. This study may contribute to an enhanced teaching and learning exchange in post-secondary education.

Participant Initials _____

7) Data Collection & Storage:

Any information collected about you will be kept confidential and secure and only the people working with the study will see your data, unless required by law. The data will be kept by the researcher. The

data will be kept for three (3) years in a locked cabinet at the researcher's office located at the university. Your name will not be attached to the documents that are kept – only a verification code. After three (3) years, paper copies will be destroyed by shredding and electronic data will be deleted. We may publish what we learn from this study, but without identifying information. If we do, we will not let anyone know your name/identity.

8) Contact Information:
- If you have questions about the study, you should call or email the investigator(s) Dr. Valerie Bryan or Oren Hertz at ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮, or email bryan@fau.edu or ohertz@fau.edu
- If you have questions or concerns about your rights as a research participant, contact the Florida Atlantic University Division of Research, Research Integrity Office at (561) 297-1383 or send an email to researchintegrity@fau.edu.

9) Consent Statement:
*I have read or had read to me the information describing this study. All my questions have been answered to my satisfaction. I am 18 years of age or older and freely consent to participate. I understand that I am free to withdraw from the study at any time without penalty. I have received a copy of this consent form.

I agree _____   I do not agree ___ be audiotaped

Participant Code (to be assigned by co-investigator Oren Hertz):

  _____

Signature of Participant:_____

Date: _____

Printed Name of Investigator: _____

Signature of Investigator: _____

Date: _____

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