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Evaluating University Teaching Effectiveness and Its Impact on Student Achievement: Insights from the University of Peshawar

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Abstract

The study examined the effectiveness of university teachers and its impact on student performance in two departments at the University of Peshawar: Journalism & Mass Communication and the Institute of Management Studies. Data were collected from 84 students and 9 teachers using convenient and simple random sampling methods. Key findings indicate that students consider an effective teacher to possess qualities such as subject command (79%), good behavior (66%), communication skills (48%), and punctuality (52%). Students identified qualities they valued most in their favorite teachers, such as qualifications, teaching methodology, behavior, cooperation, and command over the subject. Students responded positively to effective teachers by attending classes regularly (98%), completing assignments (98%), submitting them on time (88%),

and showing respect (99%). Effective teachers were noted for encouraging questions and maintaining strong communication with students. Conversely, ineffective teachers were associated with poor subject command (46%), inadequate class control (50%), and subpar teaching methods (52%). Students often avoided attending classes of ineffective teachers and reported feeling hesitant around them. The study found that most teachers (78%) were male with master's degrees, and nearly all had received training in teaching methodology. Teachers joined the profession by choice and were generally satisfied with university incentives. The study concluded that effective teachers significantly contribute to students' academic and personal development, recommending enhanced teacher training, regular feedback from students, and improved accommodations for faculty.

Keywords: University teacher effectiveness, Student performance, Teacher qualities, Teaching methodology, Student engagement.

Introduction

Teachers play a crucial role in shaping individuals by imparting knowledge and skills that enable students to succeed in life. They teach not only academic content but also instill a strong sense of ethics and values, helping students discern right from wrong. This process is best achieved through a respectful and supportive teacher-student relationship, where students respect their teachers, and teachers are dedicated to their profession. Since education is fundamental to a society's development, teachers carry the essential responsibility of preparing future generations to contribute to societal progress. As noted by Panda (1988), education serves as a transformative tool through which a nation shapes its future and works toward its aspirations. Effective education hinges on a healthy teacher-student relationship.

A teacher holds an essential position in a student's life, as an effective teacher can inspire numerous students to reach their potential. It is widely acknowledged that quality education relies on dedicated, effective teachers. They

form the foundation of any progressive educational system, and good education begins with strong, engaging teaching. Therefore, teachers must possess not only academic expertise but also a genuine commitment to their profession, striving to make their lessons clear, engaging, and accessible. An effective teacher embodies several key qualities. They have a strong command of their subject matter and the ability to communicate it effectively, enabling students to comprehend and engage with the material. Patience and empathy are also essential, as understanding each student's unique personality fosters a close and supportive teacher-student connection. A teacher's approach can greatly influence students' attitudes and even shape their outlook on life, making the role of an effective teacher profoundly impactful. Teachers are often regarded as second parents, as students spend significant time with them.

Becoming a skilled and balanced teacher is a gradual process, honed through years of experience and continuous learning. Effective teaching is not achieved overnight; it requires dedication, patience, and a commitment to guiding students. In nurturing students' character, a teacher serves as a friend and mentor who inspires trust and encourages growth. An ideal teacher treats students with kindness but maintains a standard of discipline, fostering an environment conducive to both personal and academic development. Students are the heart of any university, and the institution's existence depends on them. Thus, universities must prioritize students by providing them with top-tier educational facilities, qualified and experienced faculty, and a supportive learning environment. The goal of any university should be to ensure students receive the highest quality education, fostering their development into informed, responsible individuals prepared to contribute to society.

Significance of the Study

Teachers' effectiveness is crucial in any educational institution, as effective teachers contribute directly to student success across disciplines. This study holds

significance for several reasons, especially within the context of Pakistan, where educational standards are declining despite a growing number of graduates. A major issue lies in teacher dissatisfaction, often due to a perceived lack of respect and recognition for their role. Additionally, many students show limited motivation and interest in their studies. Addressing these factors is essential to improve educational outcomes. Teachers are the backbone of society, and their impact on education is vital for societal progress.

Objective of the Study

1. To check the relationship of teacher's effectiveness and students' performance
2. To assess the behaviors of teachers that influence the students' performance
3. To search & study relevant literature on the topic
4. To find the awareness level about the concerned issues

Literature Review

Ahmad (2000) explains that teacher has to play different roles. He draws some roles by word 'TEACHER', where T conveys the role teacher as Trainer. Word E conveys the role of teacher as Enlighten, A conveys the role of Accomplisher, C stands for councilor, H conveys role of Humanizer, E stands for Enlivener and R draws the role of Re-enforcer. Limitation: Due to shortage of time and lack of financial resources this study will be limited to only 7% teachers and 7% students of Department of Journalism & Mass Communication and Institute of Management Studies, University of Peshawar collectively.

Bacon and Bacon (1996) argued that teacher-caring encouraged student growth and learning and created a safe environment for risk-taking. Barry *et al.* (1999), stated that students are humans first and learners second. The university is not only an educational institution for teachers to enhance student's learning, but also an interactive community of human beings. Biggs (1999) has reported that Teaching is effective by way of getting students' engagement into learning-related activities that help and encourage students to 'adopt a deep approach to learning'.

Brewer (1997) stated that numerous surveys have shown that the most effective educators have been perceived as caring, enthusiastic, consistent, and impartial when dealing with students. Teachers must have control over his class. Control comes through maintaining discipline in the class. Good discipline class can have a good effect on student.

Iqbal (1996) described the roles & behaviors of a teacher who is mainly responsible for instruction, which are as follows. (1) The teacher is engaged more & more in the implantation of educational procedures taking advantage of all modern educational devices and methods. He is an educator & a counselor who tries to develop his students' abilities & interest. (2) The teacher should be aware of the important role they are called upon to play in the local community as professionals and citizens, as agents of development & changes & should be given the opportunity of practicing that role. Luechauer and Shulman (1992) argued that college business classes that were bureaucratic and teacher-focused created feelings of powerlessness among students. Instead, he recommended a class environment that empowered students to form an open and creative team environment

Marzano (2003) reveals a 39 percentage-point difference in student achievement between students with "most effective" and "least effective" teachers. In classrooms headed by teachers characterized as "most effective," students posted achievement gains of 53 percentage points over the course of one academic year, whereas in classrooms led by "least effective" teachers; student achievement gains averaged 14 percentage points. Medley (1992) distinguished between teacher effectiveness, teacher competence and teacher performance. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon students. Teacher performance is the way in which a teacher behaves in the process of teaching, while teacher competence is the extent to which the teacher possesses the knowledge and skills (competencies) defined as necessary or desirable

qualifications to teach. These dimensions are important because they influence the types of evidence that are gathered in order for judgments about teachers to be made. Teachers are also carrier of positive or negative behavior towards their students.

Oliva (1997) stated that the teaching skills are the personal qualities of the teacher. He gives the name of skills as competencies, he provides a list of skills, which as follows.

Effective teaching involves a range of communication and engagement skills. An effective teacher can enunciate clearly and project their voice, ensuring all students can hear and understand. They use proper grammar and sentence structure, contributing to clear and professional communication. Reading students' facial expressions allows teachers to gauge understanding and engagement, while the ability to sustain interest keeps students focused and involved. Relating content to students' past experiences and future applications makes learning more relevant. Speaking at the appropriate level for the audience, managing distractions, and organizing thoughts are essential for maintaining a positive learning environment. Additionally, a good teacher stimulates students' thinking, encouraging them to engage critically and actively with the material.

Ramsden's (1992) research showed that interest in students' individual needs, help with difficulties in understanding and learning and creating a climate of trust between teachers and students are fairly important in quality teaching and learning. Teven and McCrosky (1996) found that students' learning outcomes improve when they perceive their teachers as caring and supportive. Waqar and Salma (1999) described that some characteristics of personality of a good teacher. He said that an effective teacher on the part of his student may posses the following characteristics of personality. Wilkenson (1992) expressed his views, suggesting that teachers impacted students more by their character and commitment than by their verbal communication. He further stated that a

dictionary definition for "teach" was "to cause to know a subject." He believed that whereas students were responsible for learning material in a class, the teacher was responsible for causing the student to know the material. In addition, He also believed that teachers should judge their success by the success of their students and that the purpose for teachers was to serve students. Additional studies have supported his strong views on the responsibility of the teacher to motivate students to learn.

Whitt (1997) reported to ensure that students develop into productive citizens, institutions of higher education aim to educate the whole student. To achieve this goal, universities strive to develop various capacities within each student. These capabilities include the development of intellectual abilities, an understanding of oneself, development of an ethical and spiritual meaning in life, and an exploration of carrier interest.

It reported that some evidence suggested that factors like class size, teacher qualification, school size and other school variables may play an environmental role in student's achievement. Research has also shown that when given the choice, holding salaries constant, teachers choose to work in education systems that offer better working conditions, such as more motivated students and better administrative support (Hanushek, Kain and Rivkin 1999)

Baryy et al. (1999) reported that teachers, either inside the classroom or outside The classroom, exert a great deal of influence on establishing a good quality of teacher-student relationship. Hanif & Saba (2000), describes characteristic of effectives teachers as they says that Many people teach, some are effective, they maintain student interest in subject matter and then a few are truly great they have spent much time in learning to be effectively. Effective teaching is bail of bright future whereas ineffective depress the environment.

Brewer and Marmon (2000) identified three general areas teachers in training used to evaluate themselves: instruction, relationships, and management.

Instruction involved teacher skills and competencies. Relationships concerned the attitudes teachers had toward their students. Management dealt with classroom organization and planning. These three categories also represented the major areas under a college teacher's control. Likewise, each of these areas provided the teacher with three ways to motivate students to learn.

Benenett et al (2000) reported that the quality of the teacher (love, concern for students) is more important than other teaching aspects. Theall and Franklin (2001) describe the most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings.

Marzano, et all in (2001) conformed that By integrating these strategies into their current classroom practice, teachers can help students deepen their understanding and strengthen their proficiency. Brewer, DeJonge, and Stout (2001) suggested that highly structured, well-organized, and outcomes-oriented teachers seemed to maintain student motivation. Though class structure and organization were important, balancing the classroom environment with flexibility and student empowerment could be just as important. Jacob (2002) explores a Chicago program in which students with low test scores were not promoted to the next grade and schools and teachers were put on probation. He finds that the program increased student achievement, although the improvement was larger in skill sets used on the high-stakes exam.

Wenglinsky (2002) describes on the link between teacher effectiveness and student performance, supports the belief that teacher inputs do influence student performance. He notes that the greatest influence on student's achievement comes from classroom practices and the professional development that supports them. Wenglinsky's research indicates that "regardless of the level of preparation

students bring into the classroom, decisions that teachers make about classroom practices can either greatly facilitate student learning or serve as an obstacle to it" That is, teacher pedagogical decisions and activities (which are separate from but not unrelated to teacher subject matter knowledge) independently make a difference in student achievement. Goldhaber (2002) found that teachers' knowledge of the subject area they teach as measured by college majors and minors, the courses taken in the subject area, and subject certification area, were significantly related to increases in student achievement, particularly in math and science. Having advanced degrees outside of subject area(s), however, was not significantly related to such gains

Smith (2002) reported that there are several criteria for bad teacher. Bad teacher creates a tension based on pressure of unrealistic goals and deadlines and has a similar level of punishment for all incidents big and small. A bad teacher frowns on a wide curriculum and sees education in terms of a narrow range of basic skills and sees outcomes as standard and stereotyped and develops a restrictive timetable that dominates every routine. He demands passive learning and has a single dominating teaching style. He goes on to suggest that if most of these attributes are present, children will often produce less and of a lower standard because they are working at the pace of the slowest and what they do is teacher controlled.

Jenkins et.all.(2003) found that although students' needs and motivational stimulants are diverse, there are some commonalities among them. They include (a) the need to please others (teachers, parents, etc.); (b) the need to enhance their employability; (c) the desire to belong to a group (such as the university or the department); (d) the desire to play a role (student, mathematician, etc.); and (e) the motivation to enhance their self-efficacy through the acquisition of skills and knowledge. They define self-efficacy as students' "beliefs about their own competence in the task domain. Raths and Lyman (2003), reported about the

quality of teacher , he focused on seven areas in which incompetence is evident in pre-service teaching: knowledge of subject matter, instructional problem-solving, relationships with students, engaging students in high quality active learning, managing student behavior and classroom activities, conscientiousness as a teacher, and quality of professional judgment.

Carey (2004) stated that NCLB (commission on No Child Left Behind) placed an unprecedented emphasis on teacher quality. The law required states to ensure that all teachers were “highly qualified,” meaning that they possessed state certification, held a bachelor’s degree or higher and demonstrated knowledge of the subjects they teach. In addition, the law attempted to ensure that teacher quality was fairly distributed, and that all students, particularly low-income and minority students, had access to highly qualified teachers. The intent of these provisions was based on a substantial body of research that showed clearly that teacher quality is the most important school-related variable associated with student achievement.

Research Methodology

The researcher worked on the following variables of teacher effectiveness and student performance. These variables were; Teachers qualification, Teacher training, Teacher experience, Command over subject, Teacher Behavior towards their students, Teacher control over the class, communication power of the teacher, method of teaching , discussion on current affairs. These are the indicators of teacher effectiveness which can play a major role in student success and performance. The researcher has also found the indicators of student performance. The student performance indicators were students attendance, Assignments, Marks in the tests as well as in the final exam, Participation of student in the class by asking questions and feed back to the teacher, Boldness of the student, competitiveness, knowledge level, behavior, leadership qualities, etc. the relationship of these two indicators were seen in the research by the

researcher. The researcher was intended to find how much teacher is effective in student performance in these two departments, how the behavior of teacher affects student performance. Based on this research, the researcher also has given some suggestions for further improvement in teacher effectiveness. It is the responsibility of the teachers to know about his students, what is going on with the students in the class. Students feel that teachers can help them in their studies, in solving their problems etc. but they afraid to ask their teacher. Why this gap exists between students & teacher? In my view, the most important thing which can improve the efficiency of student's performance is the encouragement of students. It may not only boost the

Table 1: Variables of the Study

Concepts	Indicators	Variables
Teacher effectiveness	Qualification	Education level
		Training
		Experience
		Subject Command
		Cooperation
	Communication	Teaching Methodology
		Use of Audio/Visual Aids
	Class Control	Number of students
Class size		
Students Performance	Participation in the class	Asking question
		Demonstration
		Attendance
		Assignments
		Punctuality
	Knowledge level	Grades

	Participate in co-curricular activities	leadership qualities
		Behavior of student
		Boldness
		Responsibility

The study defines various key terms relevant to teacher effectiveness and student performance. Qualification is described as technical competence, often certified by degrees like a Master’s or M.Phil., required to fulfill professional roles. Training refers to gaining specific skills through vocational or practical instruction, directly enhancing competencies. Experience encompasses knowledge and insights acquired through active involvement, with historical links to the concept of experimentation. Communication is defined as a two-way process of exchanging ideas toward a shared goal, encompassing body language, tone, and words as key components in effective face-to-face interactions.

Methodology of teaching includes the practices teachers employ to effectively impart knowledge, while class control refers to maintaining discipline through authoritative influence. Student performance reflects how well students perform in terms of marks, behavior, and knowledge. Participation in class indicates active student engagement, such as asking questions or presenting. Assignments are homework tasks completed outside of class to reinforce learning. Punctuality entails consistently meeting scheduled times, while knowledge broadly refers to skills, expertise, and familiarity gained through education and experience. Leadership qualities enable teachers and students to guide others effectively, and behavior reflects one’s response to external situations. Boldness is the ability to communicate without hesitation. Responsibility is the obligation to fulfill one’s duties, while co-curricular activities complement formal education. Finally, discussion on current affairs involves critically examining relevant events,

and audio/visual aids are tools that enhance teaching effectiveness by aiding comprehension.

Study of Universe

The Students and Teachers University of Peshawar which comprises of six faculties, 41 departments, two Constituent colleges, each for girls and boys, and five Centers of Excellence have make the universe of this study. Although, 599 faculty members are working on permanent basis in University of Peshawar During the year 2008 and the enrollment of students at university are 106159, including 10,018 at undergraduate, 61818 at graduate, 33982 at post-graduate, 222 at M.Phil and 119 at Ph.D level.(**Directorate of Admissions office-2008**). However, the researcher has selected teachers & students from only two departments, due to the shortage in time and material resources through convenient and simple random sampling, i.e. Journalism & Mass Communication and Institute of Management Studies as a case.

Population

The population included all the teachers and Students studying in the department of Journalism & Mass communication and Institute of Management Studies, University of Peshawar. There are 70 teachers working in these two departments, in which 16 are working on permanent basis and 14 are on contract basis, the remaining 40 are working as visiting teachers. These 70 teachers have to cope with 1200 students of the said two departments.

Sample

From the whole population a sample size of 7% Samples of teachers up to the minimum number 9 and 7% samples of students were taken from the total population. So, in this way the researcher had a sample size of 9 teachers and 84 students in these two departments. Consequently, a total of 93 respondents from these two departments were taken as sample through sample random sampling.

Research Instrument

Questionnaire was the instrument for study. Questions were developed to collect data from the teachers and students of Journalism & Mass Communication and Institute of Management Studies. Two questionnaires were made each for students and teachers separately. The questionnaires were developed in the light of expert/supervisor opinion.

Data Collection

The researcher visited these two departments and met the teachers and Students personally and also administered the questionnaire. The teachers and students were the main source of information for this research. Selection of samples from students were made on the basis of convenient sample technique while selection of sample from teachers were made on the basis of simple random sampling technique which requires that each unit of the universe should have an equal chances to be chosen for the sample as all of the departments, centers of excellence and colleges of the University of Peshawar are similar in most of the socio-graphic and ethnographic characteristics and gender distribution, therefore, selection of sample from the two departments will have no problem in the generalization of the result.

Data Analysis

Data collected through the research instrument i.e. Questionnaire are tabulated, analyzed and interpreted in the light of the objectives of the study. For analysis of data, descriptive as well as the inferential statistics was used. All the analysis done with the help of SPSS package.

Results and Discussion

Age of the Respondents

Data presented in Table 4.1 shows the age of the students. The data shows that 58% of the students are in the age category of 20-23 years while 26% of the student's respondents fall in the category of 24-27 years. Fourteen percent of the

respondents are in the category of less than 20 years. But very few i.e. 2% falls in category of more than 27 years. The reason of fewer students in this category is that at this age the students often wandering for finding their jobs. The students often pass their SSC (Secondary School Certificate) in 16 years of age, intermediate in age of 18 years while graduation in 20 years, so 20-23 years is the ideal age for the students in the university. This reveals that majority of the respondents were doing graduation and post graduation at the age of 20-23 years.

Table 4.1: Age of the Student

Age category(in years)	Frequency	Percent
Less than 20	12	14
20-23	49	58
24-27	21	26
More than 27	2	2
Total	84	100.0

Source: Field Survey

Domicile of the Respondents

The data analyzed in Table-4.2 shows that majority (42%) of the students in these two department are from Peshawar. while 13% were from Mardan, 8% from Swabi, 6% from Charsadda, 7% from FATA, while other which were 24% include Swat, Chitral, Upper Dir, lower Dir, Hangu, Lakki Marwat, the main reason of majority of students of Peshawar domicile is that Peshawar university comes in the territory of Peshawar that is why majority of student is from Peshawar.

Table 4.2: Domicile of the student

Place of Birth	Frequency	Percent
Peshawar	35	42
Mardan	11	13
Swabi	7	8

Charsadda	5	6
FATA*	6	7
Other**	20	24
Total	84	100

Source: Field Survey

Qualities of an effective teacher

Data in Table 4.3 show that what qualities of an effective teacher must have. These qualities are mentioned by their students by observing their teachers. A very huge amount of respondents i.e. 79% said that an effective teacher must have subject command. 24% respondents said that an effective teacher should be trained. 48% said that an effective teacher must know the skills of communication. If a teacher has a big knowledge but its communication power is weak then there will be a communication gap which result in weakness of student in a particular subject. 66% said that an effective teacher must have good behavior. 26% respondents said that an effective teacher must be updated in a particular subject. He must not be limited to the text book. 52% said that an effective teacher must be punctual. 14% said that an effective teacher must have control over his class. 45% has said that an effective teacher must have the qualities like teacher impartiality, sense of responsibility, good personality, leadership qualities, active, keeping record of student, well prepare before class, sense of humor, experienced, maintain discipline, good methods of teaching, serious towards his profession, serious towards his students, motivate his students and must have limits with his students.

Table 4.3: Effective teacher qualities in view of students

Variable	Frequency	Percentage
Subject Command	66	79
Well Trained	20	24
Good Communication	40	48

Skills		
Good Behavior	55	66
Updated	22	26
Punctual	43	52
Control over class	12	14
*Other	38	45

Source: Field Survey

*Other (include impartial, sense of responsibility, good personality, leadership qualities, active, keep record of the students, well prepare before class, sense of humor, experienced, maintain discipline, good methods of teaching, serious towards his profession, serious towards his students, motivate his student, must have limits with his students)

Best Teacher Qualification

Table No. 4.4 show the best teacher qualification according to student's views in their respective departments. The data analyzed in the table shows that 49% students showed their response about their effective teacher qualification that their qualification is average. 17% showed their response as their qualification level is above average while 34% show the response in a matter that their qualification is excellent. No one show the response of poor or below average to the teacher. This conclude that majority of teachers in these two department are averaged qualified. It is clear from the data collected from the department of Journalism & Mass Communication and Institute of Management Studies which both have collectively 7 PhD teachers two M.Phil Teachers while the remaining are master level teachers. In many studies, teachers' experience and qualifications have been found to be associated to some degree with student gains (Hammond 1999).

Table 4.4: Best teacher Qualification in student's views

	Frequency	Percent
Average	41	49
Above Average	14	17
Excellent	29	34
Total	84	100

Source: Field Survey

Best Teacher punctuality

The tabulated data in Table 4.5 shows punctuality of an effective teacher. Mostly (36%) of the sample respondents reported that the teacher punctuality is excellent while 31% of the respondent said that the punctuality of an effective teacher in these two departments is above averaged. Twenty four percent of the respondents said that the punctuality of effective teachers was below average. The respondents also reported below averaged functionality (7%) in these two departments. Poor functionality of the teacher was also reported by 2% of the sample respondents. So, it is clear from this data that an effective teacher must be punctual and regular in taking their classes.

Table 4. 5: Students views about Best teacher Punctuality

	Frequency	Percent
Poor	2	2
Below Average	6	7
Average	20	24
Above Average	26	31
Excellent	30	36
Total	84	100.0

Source: Field Survey

The Behavior of the Teacher with students.

The data in Table No.4.6 shows that 1% students responded that their effective teacher behavior with students is poor, While 10% students said that the teacher behavior with students is average. Thirteen percent of the sample respondents responded that their behavior with students is above average. In overwhelming majority (76%) said that the teacher had an excellent behavior with their students. Similar finding was also reported by Corson (2001) and Macias (2004) who said that Students spend a large portion of their day at school where they have direct contact with their teachers. Teachers can play an influential role in shaping students' attitudes and behavior. The work done by Clark (1988) and Flores (2001) has shown that teacher attitudes and behavior significantly affect student behavior and attitudes as well as their teaching practices.

Table 4. 6: Best teacher Behavior with students in views of the students

	Frequency	Percent
Poor	1	1
Average	8	10
Above Average	11	13
Excellent	64	76
Total	84	100

Source: Field Survey

Table 4.7: Punctuality of student

Table No. 4.7 shows the punctuality of students that they achieved from their effective teacher. It is clear from the table that 1 % said that they got poor quality of punctuality from their teacher, While 5% said below average functionality gain from the teacher. Most of the respondents (44%) answered that they got average of this quality from their teachers. Twenty three percent said that they achieved

this quality as above average while 27% said that they have got an excellent punctuality from their teachers. It is clear from the table that most of the teachers insist on punctuality on their students and they also expect the same from their students.

Table 4.7: Punctuality of student

	Frequency	Percent
Poor	1	1
Below Average	4	5
Average	37	44
Above Average	19	23
Excellent	23	27
Total	84	100

Source: Field Survey

Student attendance in effective teacher class

Data presented in Table 4.8 show the response of the student to his effective teachers regarding student presence in the class. It was reported by 98% of the sample respondents who said that they attend their effective teacher class regularly while 2% said that they do not attend their classes regularly. So it is clear from the above table that an overwhelming majority attend their effective teacher classes regularly.

It was reported by Launius (1997) who suggested that class attendance at colleges was positively correlated with academic achievement. Similarly Van-Blerkom (1996), also found a significant correlation between class attendance and final grades of students.

Table 4.8: Student attendance in effective teacher class

	Frequency	Percent
Yes	82	98
No	2	2
Total	84	100.0

Source: Field Survey

Student reply to effective teacher assignments.

The data given in Table 4.9 depicts the student response to his effective teacher; presenting that whether the students do the effective teacher assignment on time. It was reported by 98% of the sample respondents that they do their effective teacher assignments while very few i.e. 2% pointed out that they do not do their assignments.

Table 4.9: You do his/her assignments

	Frequency	Percent
Yes	82	98
No	2	2
Total	84	100

Source: Field Survey

Student timely submission of assignments to effective teacher

The data tabulated in Table 4.10 show the response of the students whether the students submit their assignments timely to their effective teachers or otherwise. It was reported by 88% of the sample respondents who said that they submit their assignments on time to their effective teachers while 12% mentioned that they do not submit the assignment to the effective teachers on time. It is clear from the table that majority of the students doing the assignments of effective teacher timely .

Table 4.10: You timely submit his/her assignments

	Frequency	Percent
Yes	74	88
No	10	12
Total	84	100

Source: Field Survey

Student behave with effective teacher

Data analyzed in Table 4.11 show the response of the students to their effective teacher regarding giving more respect to him. It was mentioned by 99% of the sample respondents who said that they give more respect to their effective teacher as compared to other teachers. But 1% said that they do not do so. It is clear from the data in table that majority of the students give more respects to their teachers.

Table 4.11: You always give him/her more respect

	Frequency	Percent
Yes	83	99
No	1	1
Total	84	100

Source: Field Survey

Teacher Attitude towards Their Student

The data presented in Table 4.12 shows the teacher attitude towards their students. Teachers have all types of student in their class. How they tackle their students, they responded in the following way. It was reported by 11% teachers said that they should treat their student equally while the same amount of teachers responded that the students should be treated in way that the best performers or gifted students should be affected. Majority (56%) of the teachers responded that

poor students should be brought at par. 11% said they do not want indulge himself/herself in this controversy.

Table 4.12: frequency distribution of respondent on Teacher Attitude Towards their Students (Teacher perspective)

	Frequenc y	Percent
Equally	1	11
Best performers should not be affected	1	11
poor performers should be brought at par	5	56
should not indulge himself/herself in this controversy	1	11
Jud best poor	1	11
Total	9	100

Source: Field Survey

The study conducted at the University of Peshawar, focusing on two departments—Journalism & Mass Communication and the Institute of Management Studies—aimed to assess teacher effectiveness from the students' perspective. It involved 93 respondents, including 84 students and 9 teachers, selected through random and convenient sampling methods. Key findings from the study include that the majority (58%) of students were aged between 20-23 years, and 42% hailed from the Peshawar district. A significant portion (79%) of students believed that effective teachers must have strong command over their specialized subjects. The qualities that students valued in teachers included subject knowledge, teaching methodology, behavior, cooperation, and punctuality.

According to the students, effective teachers were noted for their excellent subject command (87%), teaching methodology (64%), behavior (76%), and cooperation (74%). Additionally, students reported that effective teachers

attended classes regularly (99%), encouraged assignments (98%), and promoted timely submission (88%). The study revealed that effective teachers positively influenced students' performance, with 50% of students reporting average to good marks. Other key qualities students identified included good behavior (56%), a sense of responsibility (58%), and leadership qualities (35%). In contrast, students perceived ineffective teachers as having average subject command (46%) and below-average class control (50%), methodology (52%), and punctuality (33%).

Students reported avoiding classes with ineffective teachers and showed hesitation in interacting with them. The teacher respondents, 78% were male, with the majority holding Master's and M.Phil degrees. Most had received training to enhance their teaching methods, with 56% entering the profession for personal satisfaction. A large majority (78%) expressed satisfaction with the current government incentives for teaching. The study emphasizes the significant role that effective teachers play in students' academic and personal development. Effective teachers not only contribute to higher academic performance but also foster positive student behaviors, leadership qualities, and a strong sense of responsibility. Conversely, ineffective teachers can lead to disengagement, with students avoiding their classes and showing a lack of respect. The study highlights the importance of continuous professional development and feedback for teachers to ensure they meet the needs of their students.

Conclusion

This study investigated teacher effectiveness and its influence on student performance and development in the Journalism & Mass Communication and Institute of Management Studies departments at the University of Peshawar. Responses from 84 students and 9 teachers indicated that effective teachers possess strong subject knowledge, employ effective teaching methods, demonstrate punctuality, and are approachable. These teachers inspire positive student behaviors, such as regular attendance, timely assignment submission, and

respectful interactions. In contrast, ineffective teachers, who lack strong subject command and classroom management, are associated with lower student engagement and performance. Most teachers reported satisfaction with their jobs and found that training improved their teaching skills. The study concludes that effective teachers play a crucial role in students' academic success and personal growth. It recommends continuous teacher training, student feedback mechanisms, and supportive incentives to further enhance teaching quality.

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