

**TEACHING BEHAVIORS THAT PROMOTE  
ACADEMIC SUCCESS FOR THAI  
BUSINESS STUDENTS**

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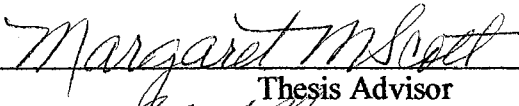
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## CHAPTER I

### Introduction

Education is an important process in the expansion of human resources, which are the essential driving forces in development of the country and recognition of its social, cultural, economic, and political issues. Education is even more important in a global society facing the rapid changes brought on by the advancements in informational technology. His Majesty King Bhumibol Adulyadej claims, “Whether our nation will prosper or deteriorate mainly depends on the education of each citizen. The outcome of today’s education will forecast the future of the nation tomorrow” (Varasundharoth, 2001, p. 5). As a result, many countries spend their resources strengthening themselves to become self-dependent and to survive (Office of the National Education Commission, 1997).

Thai higher education institutions maintain four core missions that help educational management and human resource development. These missions are written in order (1) to transmit knowledge, (2) to conduct research, (3) to provide academic services to communities, and (4) to preserve national cultures (Suwannawong & Sinlarat, 2000). Among these missions, teaching is considered to be the primary mission of all higher education institutions because producing graduates is their main duty (Sinlarat, 2000). In every society, it is essential to produce graduates who have obtained high degrees of academic excellence that will, in turn, contribute to the development of the country (Office of the National Education Commission, 1997).

Today, Thai higher education is confronting educational crises of quality and efficiency, and, therefore, is unable to help solve its country's national chaos. In fact, the country's educational system is failing because it does not uphold its roles and responsibilities and more specifically because it emphasizes traditional teaching styles that may be ineffective. Although the number of graduates substantially increases, the number of thinkers grows slowly. This is because of weaknesses of curricula, learning and teaching management and the lack of qualified teachers (Ministry of University Affairs, 2000). In 1998, there were 684,608 in-service teachers of both public and private sectors, among whom 94,851 (13.85%) had less than a bachelor's degree (Pitiyanuwat, 2001). Currently, there are only about 600,000 teachers in Thailand (350,000 are teaching primary level, 120,000 are at secondary level, and 25,000 are at higher education level), only one percent of 60 million Thai people (Charupan, 2001).

Since 1997, Thailand's major educational reform has contributed to the birth of the National Education Act of B.E. 2542 (1999), the first national education law of Thailand. The act declares eight areas of education reform, all of which share one common goal of making the learners "actually learn." Education institutions and teachers must be encouraged to organize the processes of learning and evaluating as stated in the Education Act (Daechakupt, 2000).

Accordingly, the ninth development plan of higher education level (B.E. 2545-2549) emphasizes human resources development to meet an international quality standard. As a result, the higher education system in Thailand, by implementing efficient and qualified learning and training processes, will create a society that is knowledge-based. Therefore, lifelong learning will become an ultimate goal when this knowledge-

based society emerges. This goal is in line with section 22 of the National Education Act of B.E. 2542 (1999), which calls for an enhancement of sustainable self-learning and development (Office of the National Education Commission, 1999).

The most significant agents of teaching and learning reform are teachers who are to guide and to provide activities to students according to an established curriculum (Best Schools Initiative, 2001; Ulmer, 1997). Moreover, Banner and Cannon (1997) claims that teachers are the ones who preserve cultures and urge students to absorb social beliefs and traditions to which they belong. Brophy (1986) reviewed research and concluded that “western students learn more effectively when their teachers emphasize academic objectives in establishing expectations and allocating time, use of management strategies, and adapt curriculum materials based on students’ knowledge ” (p. 1069), which agrees with Sapamong’s (2000) idea that teacher’s characteristics that positively affect the reform of learning system in Thailand include:

- 1) Having a democratic mind, being good prototypes for students, giving students freedom in thinking, and being kind to students,
- 2) Understanding changes in society, economy, politics, and technology,
- 3) Understanding curricula and policies in organizing learning-centered education in accordance with the National Education Act,
- 4) Regularly using classroom action research to enhance learning,
- 5) Making research to evaluate the quality of learning,
- 6) Being able to create learning activities and evaluating strategies, and
- 7) Learning continuously. (p. 63)

Brophy (1986) states that “any attempt to improve student achievement must be based on the development of effective teaching behavior” (p. 1069). Thus, understanding teaching behaviors of teachers are subject contexts (Brophy, 1986; Brophy & Good, 1986; Primm, 1987; Rosenshine & Stevens, 1986). Research has shown that teacher behaviors make a difference to student achievement (Ornstein & Lasley, 2000, p. 54). As the Royal Highest Princess Sirindhorn posits, “Teachers are the hearts of educational reform” (Teacher, 2001, p. 15). “Schools can never be more effective than the quality of their teachers” (Houston, 1990, p. ix). Additionally, Brennan (1998) states “Teacher quality has greater impact on student achievement than any other single factor, including family income and parent education” (p. 2).

#### Statement of the Problem

Over the past two decades, research on teaching has revealed significant connections to teaching behaviors and student achievement (Brophy & Good, 1986; Greenberg, 1999; Rosenshine & Stevens, 1986). Other research has dealt with students’ perception of how instructors’ classroom behaviors affect the students’ academic success (Cherry, 1987; Lomo-David & Hulbert, 1993). Very little research has compared instructors’ perception of how their teaching behaviors contribute to students’ academic success with students’ perception of how their instructors’ behaviors contribute to their academic success (Nash, 1997; Smith & Necessary, 1994; Ulmer, 1997). All of these studies rely on western design and definitions of teaching behaviors and academic success.

After a review of literature conducted in Thailand, the researcher found that there are studies describing constituents of teaching efficiency of teachers in higher education

institutions (Buasang, 1976; Chommonta, 1976; Mapoung, 1976). Furthermore, other research studied general teaching behaviors of teachers in higher education institutions (Jiwanaranurak, 1976; Wongyuno, 1975). However, there are no previous studies on teaching behaviors and student success dealing with instructors and students in Thai higher education. Most research was conducted in the 1970s. Thus, it is essential that teaching behaviors of the teachers be studied now to seek any changes brought about by the new act, changes in society and technology in the 21<sup>st</sup> century, and a shift in forms of education.

This knowledge would help Thai faculty and students see clear ways in which to promote students' academic success by changing Thai teacher classroom behaviors. Likhitwatanaseth (2001) states that the success of educational reform relies on changes in teaching behaviors (p. 11). Also, section 52 of the National Education Act of B.E. 2542 promotes teacher production and development to meet a quality standard of an advanced profession (Office of the National Education Commission, 1999). The National Education Act of B.E. 2542 describes a new look for the teacher in the age of educational reform in which they need to adapt themselves and their teaching styles to treat students as the learning-center and to achieve "lifelong teaching" (Bleakley, 2001, p. 113).

### Purpose of the Study

This study examined teaching behaviors that Thai business students and their instructors believe contribute to students' academic success and compared teaching behaviors perceived by Thai business students with the perception of their instructors and the effect of instructors' behaviors on the students' academic success using the process-product model and the Lomo-David and Hulbert (1993) study.

The specific purposes of this study are:

- (1) To identify teaching behaviors that Thai business students believe contribute to their academic success,
- (2) To identify teaching behaviors that Thai business instructors believe contribute to students' academic success, and
- (3) To determine if there is a significant difference between the students' and their instructors' perceptions of teaching behaviors that promote students' academic success.

### Theoretical Framework

According to the process-product paradigm (Shulman, 1986), many researchers try to determine what association exists between instructor behaviors (process) and student academic success (product). The fundamental assumption of the paradigm is that it will be possible to determine a set of teaching behaviors that have a stable and consistent causal effect on student learning outcomes (Doyle, 1975). The basic components and the relationship of the process-product paradigm are illustrated in Figure 1.

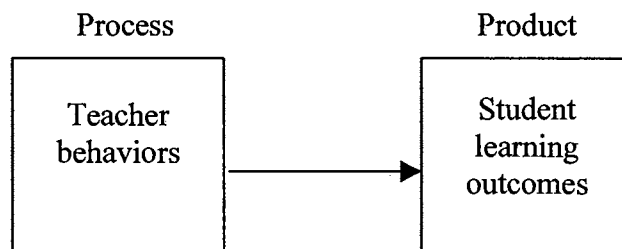


Figure 1. Components of the process-product paradigm

In the study of McIlrath and Huitt (1995), the Cruickshank model is explained. The model provides the concept of classifying variables as product, process, and presage as follows:

The product is learning on the part of the student (change in behavior or behavior potential) while the process involves interaction between the student and the teacher. The presage is the teacher's intelligence, level of experience, success and other teacher characteristics. The presage affects the process, and process, in turn affects the product. (p. 3)

The components of the Cruickshank model are described in Figure 2 (Cruickshank, 1986; McIlrath & Huitt, 1995). Presage Variables

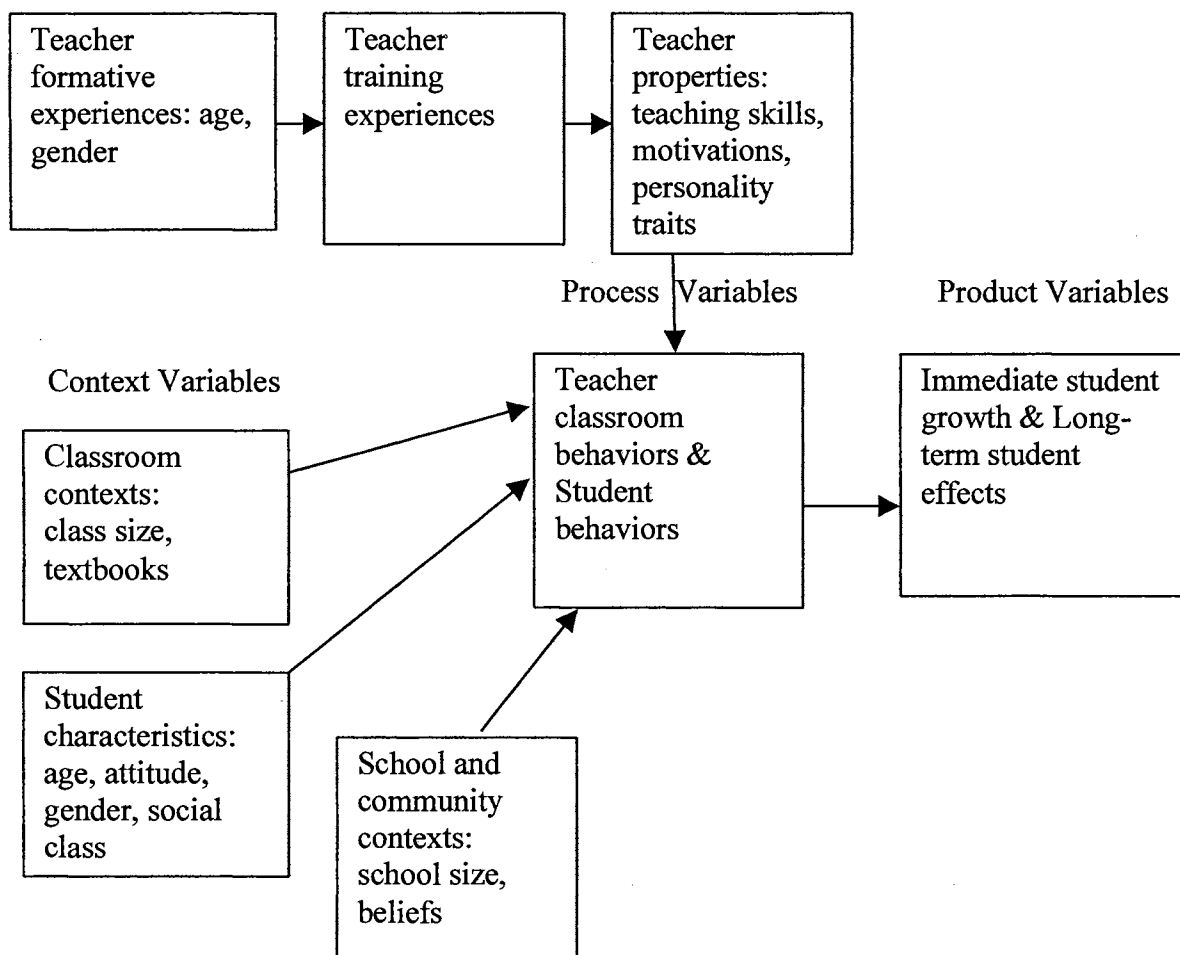


Figure 2. Components of the Cruickshank model



The conceptual framework of this study (Figure 3) is based on the integration and adaptation of the process-product paradigm and Cruickshank's model that identifies essential factors associated with teachers' behaviors and students' achievement. In addition, Lomo-David and Hulbert (1993) and Smith and Necessary (1994) conducted studies to identify instructors' classroom behaviors that students believe promoted their academic success. These authors provide their methodology and survey instruments, and give recommendations for further study as the basis for this study.

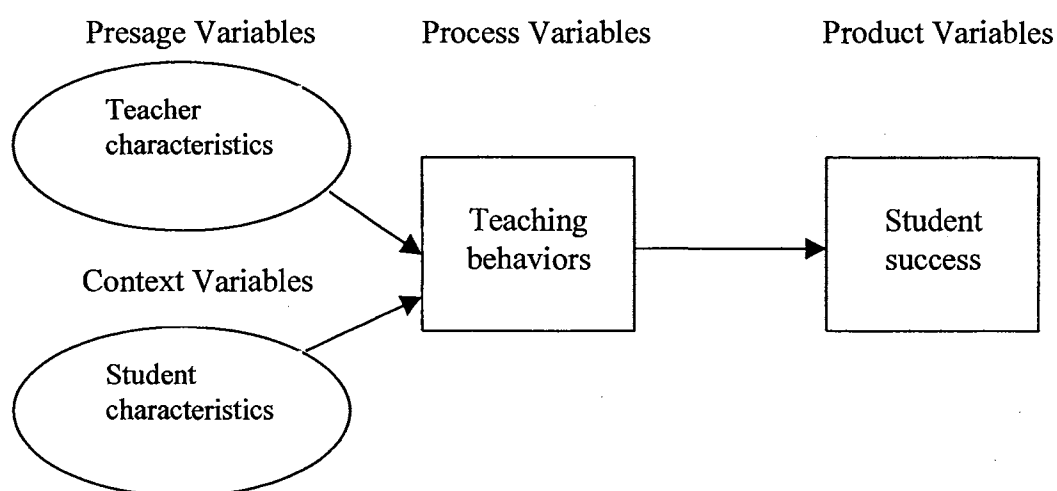


Figure 3. The conceptual framework

### Research Questions

Research questions that guided this study were:

- (1) What are the high-rated teaching behaviors (Lomo-David & Hulbert, 1993) that Thai business students and their instructors believe contribute to student academic success?
- (2) What are the relationships between Thai business students' and the instructors' perceptions of teaching behaviors (Smith & Necessary, 1994) that promote students' academic success?

### Significance of the Study

The findings of this study may yield significant results to the areas of theory, research, and practice.

#### Theory

The results from this study imply that teaching behaviors will influence achievement of students who are surrounded by an environment of their culture and teaching-learning style that is different from the western style. Moreover, the process-product paradigm and previous studies by Lomo-David and Hulbert (1993), Smith and Necessary (1994), and Ulmer (1997) are confirmed.

#### Research

Further research should be conducted to determine whether students from different cultures or other disciplines believe teaching behaviors contribute to their academic success.

#### Practice

Brophy (1986) states that “educators are recognizing that teaching is both an art and an applied science and that a validated knowledge base, if used properly, should benefit practitioners” (p. 1075). Thus, the findings in this study serve as a starting point for discussion about future faculty development activities that focus on teaching behaviors. The applications of the findings lead educators to attempt to create classroom environments conducive to teaching and learning productivity. As Cruickshank, Bainer, and Metcalf (1995) indicate, the techniques used by organizations to identify factors that contribute to employee success may also be used successfully in the educational setting.

In the same way, the results from this study may be applied in the business and industrial sectors for promoting effective training. Greenberg (1999) suggests the framework for applying to a faculty development program as shown in Figure 4 (p. 1).

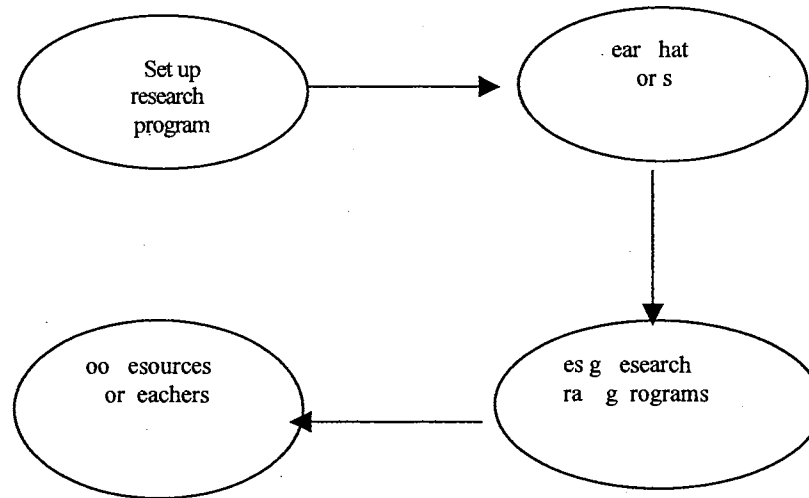


Figure 4. Framework for teacher development

### Definition of Terms

To provide the reader with a better understanding of this study, definition of terms is described:

Teaching behaviors. Teaching characteristics and methodology that business faculty use in the classroom.

Academic success. The academic achievement that individual desired or intended.

Business instructors. Faculty who teach accounting, economics, finance, marketing, business management, computer applications, and other business-related courses.

Business students. Thai undergraduate students majoring in General Business Administration, Accounting, Finance, Marketing, General Management, International Business Management, Industrial Management, and Business Computers.

Process-product research. Research that identifies the relationships between teaching behaviors and student academic success.

### Limitations

The findings from this study only apply to a Thai private university selected in the academic year 2001. This is no guarantee that the findings from this university are representative of other private universities or other time periods. Any other subjects, variables, or conditions not specified were considered beyond the scope of this study.

### Assumptions

The following assumptions were made regarding this study:

1. This study adopts questions from a study of Lomo-David and Hulbert (1993) who conducted a study to identify instructor classroom behaviors that business students believe contribute to their academic success.
2. Instructors and students answered the questions provided on the survey instrument honestly and to the best of their knowledge.

### Organization of the Dissertation

This study is comprised of five chapters. Chapter 1 provides the background of the problems in teaching behaviors that affect business students' academic success and the need for developing a clearer understanding of the relationship between students' and instructors' perceptions of teaching behaviors that promote students' academic success.

Chapter 2 presents a review of literature on factors that are relevant to teaching behaviors and student achievement from related research in Thailand and America. Chapter 3 explains the populations, samples, sampling strategy, development of an instrument, data collection, and data analysis. Chapter 4 depicts the research findings in the tabular and descriptive forms. Finally, Chapter 5 presents the conclusions from the research outcomes, compare present and previous findings and suggestions for further research and applications.

## CHAPTER II

### Review of the Literature

This literature review is concerned with five themes related to teaching behaviors and student academic success. The review first defines the meaning of teaching; second, it describes analysis of classroom behaviors; third, it presents process-product paradigm and its applications; fourth, it examines teacher and student personality traits related to student learning outcomes; and finally it reviews the literature on teaching behaviors associated with student academic success.

### Concepts about Teaching

Teaching is considered to be the primary and principal mission of all kinds of higher education institutions everywhere because the production of graduates is the main duty of higher education institutions. Teaching is an activity created by each teacher with his or her own art so that it suits the teaching environment (Thong-uthai, 1980, p. 7). Teachers must regularly adjust their teaching methods.

The following educationists defined “teaching” differently.

Davis (1997) defines teaching as “The interaction of a student and a teacher over a subject” (p. 1). In his teaching model, there may be one student or several in a class and the subject can be easy and simple or difficult and complex.

Good (1973) states that “teaching” is organization of environments or activities that promote the learners’ learning process, which will contribute to their physical, intellectual, emotional, and social development.

Hunter, cited in Ornstein (2000), defines “Teaching as both a science and an art. The science is based on psychological research that identifies cause-effect relationships between teaching and learning. The art is how those relationships are implemented in successful and artistic teaching” (p. 59).

Limangsorn and Sariman (1971) define “teaching” as processes or methods of a teacher that are aimed at making students perceive and understand what they are supposed to. Those processes and methods involve asking questions, demonstration, encouraging the analysis of problems and finding their solutions (p. 22).

Shulman (2001) describes in his comment of “The Scholarship of Teaching” that teaching is often identified only as the interactions between teacher and students in the classroom setting. He concludes that teaching comprises at least five elements: vision, design, interactions, outcomes, and analysis (p. 1).

Smith (1961) states the usage of the word “teaching” as ways of making something known to others. He defines teaching in this sense into the following ways:

*Teaching:* arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so.

*Teaching:* intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter.

*Teaching:* impartation of knowledge to an individual by another in a school. (p. 87)

Smith then concludes that teaching is everywhere the same, regardless of the cultural context in which it occurs. The actions of teaching may be behaved differently

from culture to cultures or from one individual to another within the same culture, depending upon the state of knowledge about teaching and the teacher's pedagogical knowledge and skill (p. 88).

Thongsang (1972) defines that "teaching" is a process that encourages students' learning, experience, and development, all of which will enable them to perform further activities (p. 10).

Similarly, Karunyavanich (1975) and Somprayul (1982) define "teaching" as processes or methods that help students learn.

According to the meanings of "teaching" in the above educationists' viewpoints, teaching plays an important role in education since it is a process that a teacher organizes for his or her students so that they learn easily. Many educationists agree that teaching methods are more important than the lessons to be taught (Hannakin, 1981, p. 179). If a teacher uses the right methods, his or her students will certainly learn, understand, specialize in what they learn, and be able to apply their knowledge with their daily life and with problem solving. Thus, teachers take great responsibility in the quality of education. In other words, the quality of education depends largely on teachers. This conforms to the idea that teachers are the most important factor in organizing teaching environments in order to facilitate the learning process of students and helps efficiently direct the national education plan to its goal (Sathorn, 1979, p. 3).

#### Classroom Behavior Analysis

Brophy (1986) states "Teachers differ in how they perform such instructional behaviors as giving information, asking questions, and providing feedback" (p. 1069).



The findings from teaching research conclude that any attempt to improve student achievement is linked to effective teaching behaviors.

Teaching behaviors have been studied for more than thirty years. Ned A. Flanders, a major initiator in this study field, claims that teaching behavior observation was born from the idea that teaching behaviors can be perceived in forms of events that occur continuously in short periods. Trained teachers can evaluate their own teaching behaviors.

In the early stage of teaching behavior observation, there was no particular goal of observation. Observation was so general that it could not evaluate or observe all aspects of behaviors. Educationists who were interested in this study field tried to create accurate tools that could actually evaluate teachers' teaching behaviors more thoroughly.

In 1970, Flanders invented Flanders Interaction Analysis Categories (FIAC), an analyzing tool for classroom behaviors. The tool is used for recording teachers' and students' behaviors, which are classified into ten categories: (1) giving directions; (2) criticizes, justifies authority; (3) accepting feeling; (4) praises and encouragement; (5) students' using ideas; (6) asking questions; (7) lecturing; (8) students' responsive talks; (9) students' initiative talks, and (10) silence and confusion (pp. 33-37).

### Process-Product Research

The process-product approach to research on teaching reached its peak in the late 1960s and early 1970s (Oser, 1992, p. 21). The purpose was to identify effective teaching behaviors that could then be used for teacher education and evaluation. According to the process-product or process-outcome, many researchers attempt to determine what

association exists between instructor behaviors (process) and student academic success (product).

Shulman (1986) states that "the most vigorous and productive of the program of research on teaching during the past decade has been the teaching effectiveness approach, also known as the process-product program" (p. 9). Anderson, Evertson, and Brophy (1979) describe the basic concepts of process-product research:

To define relationships between what teachers do in the classroom (the process of teaching) and what happens to their students (the product of learning). One product that has received much attention is achievement in the basic skill. Research in this tradition assumes that greater knowledge of such relationships will lead to improve instruction: once effective instruction is described, then supposedly programs can be designed to promote those effective practices (p. 193).

Rosenshine (1971) defines the four basic elements of the process-product paradigm:

(1) the development of an instrument that can be use to record the frequency of certain specified teaching behaviors; (2) use of the instrument to record classroom behaviors of teachers and their students; (3) a ranking of classrooms according to a measure of student achievement adjusted for initial difference among the classes; and (4) a determination of the behaviors whose frequency of occurrence is related to adjusted class achievement scores. (p. 53)

Based on the meaning and characteristics of the process-product paradigm mentioned above, research findings on teaching behaviors related to student achievement are summarized as follows.

Arends, Winitzky, and Tannenbaum (1998) identify several realms of teacher behavior that were associated with student learning. These behaviors were: (1) using time effectively; (2) high expectation towards students' performance; (3) classroom organization and management; (4) obvious work requirement and feedback; (5) using appropriate praises; (6) clear presentations and explanations, and (7) active teaching (pp. 44-46).

Cruickshank, et al. (1999) identifies teachers' characteristics and behaviors that are associated with students' learning. The eight attributes of teachers' characteristics were classified as: (1) enthusiasm; (2) warmth and humor; (3) credibility; (4) high expectation for students' achievement; (5) encouragement, and supportivity; (6) businesslike approach; (7) adaptability/flexibility, and (8) knowledge ability (p. 307).

Gage (1978) analyzes 49 process-product studies and identifies four groups of teaching behaviors that represent a correlation of student outcomes: (1) teachers' indirectness, the willingness to accept students' ideas and feelings; (2) teacher praise, support and encouragement, use of humor; (3) teacher acceptance, clarifying and developing student ideas; and (4) teacher criticism, reproaching students and justifying authority (p. 55).

Good and Brophy (2000) summarize teacher characteristics that related to student achievement: (1) teachers' expectation in line with students' abilities; (2) providing student opportunity to learn; (3) classroom organization and management; (4) curriculum pacing; (5) active teaching; (6) teaching to mastery, and (7) supportive and cooperative learning environment (pp. 378-380).

Langlois and Zales (1992) reviewed over 700 studies of an effective classroom teacher. The findings summarized eight principles of effective classroom instruction including: (1) teachers' expectation of students' success; (2) careful delineation of course methods and routines; (3) appropriate use of teaching methods and materials; (4) supportive learning environment; (5) enthusiastic appearance; (6) clear belief that their subject is significant; (7) relating instruction to students' interests, and (8) knowledge about content (p. 1).

Rosenshine and Furst (1971) studies teachers' teaching behaviors that affect students' academic achievement. The findings conclude that there are 11 teaching behaviors strongly related to students' achievement: (1) clarity of presentation and ability to organize classroom activities; (2) variety in the use of media, materials, teaching procedures and activities; (3) showing enthusiasm; (4) task orientation or businesslike classroom behaviors; (5) maximizing student opportunity to learn; (6) acceptance of student ideas and giving praises for good ideas; (7) justified criticism; (8) use of structuring comments; (9) use of questioning techniques; (10) probing or encouraging student elaboration, and (11) challenging instructional materials (pp. 37-72).

Ryans (1960) conducted a teacher characteristic study that collected personal information from more than 6000 teachers in 1700 schools over a six-year period and found twenty-five effective and ineffective teaching behaviors (see Table 1).

Table 1: Ryans' Critical Teaching Behaviors

Effective Behavior	Ineffective Behavior
1. Alert, appears enthusiastic.	1. Is apathetic, dull, appears bored.
2. Appears interested in students and classroom activities.	2. Appears uninterested in students and classroom activities.
3. Cheerful, optimistic.	3. Is depressed, pessimistic, appears unhappy.
4. Self-controlled, not easily upset.	4. Loses temper, is easily upset.
5. Likes fun, has a sense of humor.	5. Is overly serious, too occupied for humor
6. Recognizes and admits own mistakes.	6. Is unaware of, or fails to admit, own mistakes.
7. Is fair, impartial, and objective in treatment of students.	7. Is unfair or partial in dealing with students.
8. Is patient.	8. Is impatient.
9. Shows understanding and sympathy in working with students.	9. Is short with students, use sarcastic remarks, or in other ways shows lack of sympathy with students.
10. Is friendly and courteous in relation with students.	10. Is aloof and removed in relations with students.
11. Helps students with personal as well as educational problems.	11. Seems unaware of students' personal needs and problems.
12. Comments effort and gives praise for work well done.	12. Does not commend students, is disapproving, hypercritical.

Table 1 (Continued)

Effective Behavior	Ineffective Behavior
13. Accepts students' efforts as sincere.	13. Is suspicious of student motives.
14. Anticipates reactions of others in social situations.	14. Does not anticipate reactions of others in social situations.
15. Encourages students to try to do their best.	15. Makes no effort to encourage students to try to do their best
16. Classroom procedure is planned and well organized.	16. Procedure is without a plan, disorganized.
17. Classroom procedure is flexible within over-all plan.	17. Shows extreme rigidity of procedure, inability to depart from plan.
18. Anticipates individual needs.	18. Fails to provide for individual differences and student needs.
19. Stimulates students through interesting and original materials and techniques.	19. Uninteresting materials and teaching techniques used.
20. Conducts clear, practical demonstrations and explanations.	20. Demonstrations and explanations are not clear and are poorly conducted.
21. Is clear and thorough in giving directions.	21. Directions are incomplete, vague.
22. Encourages students to work through their own problems and evaluate their accomplishments.	22. Fails to give students opportunity to work out own problems or evaluate their own work.

Table 1 (Continued)

Effective Behavior	Ineffective Behavior
23. Disciplines in quiet, dignified, and positive manner.	23. Reprimands at length, ridicules, resorts to cruel or meaningless forms or correction.
24. Gives help willingly.	24. Fails to give help or give it grudgingly.
25. Foresees and attempts to resolve potential difficulties.	25. In unable to foresee and resolve potential difficulties.

Source: David Ryans (1960, p. 82)

Furthermore, Walberg (1986) summarizes in reviews of the research on teaching that there were five board teaching constructs which positively related to student outcomes: cognitive stimulation, motivational incentives, student engagement in learning, reinforcement, and management and classroom climate.

Putting together ideas from a number of sources, it seems that noted research about teaching earlier than 1970 were about teacher styles, teacher characteristics, and teacher-student interactions, which involve processes that take place in class or teachers' behaviors. Those researchers include A.S. Barr and David Ryans (Ornstein, p. 71). Most research in 1970s and 1980s focuses on teachers' effectiveness and on the results of teaching on students' achievement, such as those conducted by Jere Brophy, Thomas Good and Jere Brophy, Barak Rosenshine, Walter Doyle, and Nathaniel Gate.

Besides, the mentioned research revealed that teachers' behaviors that have an influence on students' success include teachers' expectation towards students'

performance, enthusiastic appearance, clear presentation and explanation, classroom organization and management, active teaching, providing student opportunity to learn, and supporting learning environment.

### Teacher and Student Personality Traits

Most research on teacher characteristics reveals that teachers' traits make an impact on student achievement. Darling-Hammond (2000) summarizes that teachers with less than three years of teaching experience were less effective than were veteran teachers (p. 1). This finding also supports the statement of James Davis (1997):

In the research on the difference between the beginning and experienced teachers in school settings, it is found that beginning teachers lack the conceptual structures to make sense of classroom events. Experienced teachers see better what is happening, and have more perspective on the instructional process. While the beginning teachers do not extract the same levels of meaning from what they see. (p. 6)

According to Dunkin (1987), male teachers are more often reported authoritative and inflexible than female teachers, who are more often found to have warmer classroom environments. Moreover, male teachers' classrooms are usually better organized and more task-oriented, while female teachers seem to use praise more regularly and are more likely to provide the correct answer when students can't or don't. Similarly, Coulter (1987) finds that female student teachers are more "tender-minded" and student supportive and less authoritative than males (p. 591). Kalaian and Freeman (1994) conclude that female secondary education majors are more likely to use student-centered instruction, more likely to accept responsibility for teaching exceptional students, and



usually have realistic expectations regarding teaching. Gender differences also tended to exist among university professors.

The findings from Marchant (1992) report that female teachers and teachers with six or fewer years of teaching experience scored effective teaching behaviors significantly higher than did teachers with 25 to 30 years of experiences. Furthermore, Barnes (1987) compares age and years teaching experience to teaching style and effectiveness. The finding reports that teachers are perceived as becoming better at teaching during the first few years, leveling off, and then probably declining somewhat.

In the review of the research by Westphal (2000), teachers who were fully-certified were very significantly and positively correlated with student learning outcomes. These teachers were highly successful in using various teaching techniques and organizing the classroom.

Similarly, McIlrath and Huitt (1995) report that students' characteristics, such as age, gender, race, and motivation, had a great impact on classroom processes or classroom behaviors and school achievement. Although some teachers' characteristics, such as personal warmth and rapport appear valued by all students, other traits seem to be valued differentially as a function of student experience and years in school (Student Perspectives on Good Teaching, 2001).

Additionally, the results from the study of Field, et al. (1976) indicate that there were significant differences in perceived importance of selected teaching behaviors in terms of their importance to students. It also was found that ratings of some of these behaviors tended to vary across gender of students. Furthermore, Sunalai's study (1978) concludes the differences between college students at different levels:

(1) Freshmen — They are excited about all activities. They are eager and willing to learn and want to adapt themselves to university life.

(2) Sophomores — They became discontent toward their professors and the university.

(3) Juniors — They like to be with their friends and become apathetic toward society and the university.

(4) Seniors — They are no longer interested in university life but are concerned about employment and their future. (p. 6)

The research indicated that teaching behaviors that promote student-learning achievement were influenced by teachers' and students' personality traits. Thus, this research has tended to study the perceptions of teaching behaviors varying in teachers' and students' characteristics.

#### Research Related to Teaching Behaviors That Affect Students' Academic Success

Research on teaching behaviors that promote students' academic success are categorized as:

- 1) Research in Thailand
- 2) Research in the United States

Research in Thailand. Chommonta (1976) conducted research on teaching efficiency variables for higher education in humanities. The finding reports that there were six factors of teaching effectiveness: teachers' personality, teaching skills, attitude towards students, variety in the use of media, clear presentation, and using appropriate textbooks.

Mapoung (1976) conducted a study in order to investigate the factual structure of

teaching efficiency at higher education in social sciences. The research constructed a questionnaire concerning teaching effectiveness variables. The psychologically meaningful factors were the relationships between instructors and students, clear presentation, personal attributes, attitude towards subject matters, and evaluation.

Phoomiravi (1979) compared the perceptions of the instructors and students from Songkhla Teachers' College regarding the importance of behaviors on teaching efficiency and the frequency of teaching behaviors reported in the same institutions and between the institutions among the areas of Thai, English, mathematics, sciences, social study, and education. The findings conclude that there was no significant difference in the perception of the important behaviors in teaching efficiency in English, mathematics, and education between instructors from both institutions at  $p < .05$  level.

The result from the Sombatnimit (1990) study, which collected data from 240 physical education instructors and 391 students, reports that teaching behaviors of instructors as perceived by students and their instructors were rated at a high level in eight teaching behaviors aspects: teaching personal characteristics, lesson planning, actual teaching, virtue and ethic cultivating, equipment usage, motivation and reinforcement in teaching, assignment for practicing, and learning evaluation.

Thong-uthai (1977) concluded from the research on effectiveness of teaching in domestic and foreign higher education, both of which yielded agreeable findings classified into six factors:

- 1) *Teachers' traits*: attention towards students, informality, and specialization in the subjects taught;

- 2) *Teaching methods*: organizing teaching processes and classrooms, various teaching skills, and precise and clear presentation of knowledge;
- 3) *Relationship between teachers and students*: listening to students' opinions, assistance for students both inside and outside class;
- 4) *Teaching media*: using various teaching tools and textbooks in students' native languages;
- 5) *Evaluation with feedback and support*: sound examination and fair grading;
- 6) *Teachers' attitudes towards teaching and students*: praising students' ability and teaching enthusiastically.

Most of the research on teaching behaviors mentioned above focuses on higher education with factor analysis and study of efficient teaching behaviors. Questionnaires with teacher and student samples are popular tools for data collection.

Research in the United States. Field, et al. (1976) studied the perceptions on the importance of selected teaching behaviors from 105 college students enrolled in seven randomly selected, upper-level business courses. From this number, thirty-six respondents were randomly selected to test for the effects of students' gender, class rank, and academic performance on the rated importance of teaching behaviors. The results report that there were significant differences in perceived importance of selected teaching behaviors. Moreover, significant difference between students' gender was found in the rating of some of these behaviors.

Lomo-David and Hulbert conducted the study in 1992 at nine business colleges. A total of 735 students enrolled in the college of business were asked to identify instructor-teaching behaviors that they believe contribute to student academic success. The findings

indicate that only 17 of 51 instructors' classroom behaviors were rated as "important" to their academic success. At  $p < .05$  level, only 4 of the 17 high-rated instructors' classroom behaviors found statistically significant differences among students from various majors.

Mintzes (1982) examined relationships between student perceptions of teaching behavior and learning outcomes in college biology. One hundred and one students who enrolled in an introductory college biology course reported the frequencies of twenty overt, in-class teaching behaviors and rated the instructor on 12 measures of teaching effectiveness. Moderately, strong relationships were found between student perceptions of "information-transmitting" behaviors and achievement, while generally stronger relationships linked behavior factors with student ratings of teaching effectiveness.

Raley (1986) studied the relationships among selected teachers' characteristics, teachers' classroom behaviors, and student achievement. The sample was 70 teachers varying in grade level taught, certification level, undergraduate grade point average, teaching experience, and the mean ratings from three references were employed by a city school district in east Alabama. The result indicates that only teachers' grade point average had a negative relationship with a predictor of student achievement at the .05 level.

Romine (1974) examined a study on student and faculty perceptions of effective university instructional climates. Polling with 268 teachers and 1,237 students from different faculty suggests that good teaching behaviors that promote effectiveness of teaching include enthusiasm, sense of humor, good teaching preparation, clear

declaration of learning objectives, clear and precise explanation, asking questions to encourage students to think, feedback, and organizing special tutorials.

Smith and Necessary (1994) examine research about “student and faculty perceptions of teaching behaviors and student academic success,” using a Lomo-David and Hulbert research instrument. The subjects were 92 faculty and 415 students enrolled in business classes at a large mid-western university. The results conclude that faculty and students agree on some effects of teaching behaviors related to student academic success but disagree on the magnitude of that importance. At  $p < .01$ , statistically significant differences between faculty and students were found for 44 of the 51 items.

The research in the USA discussed above involved a study of the nature of effective teaching behaviors. They also used a comparative study of teachers’ and students’ opinions towards teaching behaviors that have influence on students’ achievement, with analysis on teachers’ and students’ personal attributes.

### Conclusion

Before discussion of methodology in Chapter III, it is essential to highlight the concepts of teaching, process-product paradigm, and students’ and teachers’ characteristics related to students’ achievement. The review of literature provided the background information of the process-product paradigm that illustrates the components of variables taking place in teaching-learning process.

The process-product approach and classroom behavior analysis are useful tools for seeing what happened in the classroom and what kinds of variables affected in the learning environment. Utilizing Cruickshank’s process-product model, the presage and context variables are examined in terms of teachers’ and students’ characteristics.

Several studies indicate that teaching behaviors that contribute to students' achievement were influenced by teachers' and students' personality traits. Understanding and exploring the relationship between those variables and the perception of teaching behaviors gives the researcher a foundation and structure to better understand how teachers' and students' attributes are important variables in this study.

## CHAPTER III

### Methodology

This chapter describes the research method and procedures used to conduct this study and is divided into the following sections: research design, subjects and sample description, instrument, data collection, and data analysis.

#### Research Design

The purpose was to identify teaching behaviors that Thai business students and their instructors believe contribute to students' academic success and to compare teaching behaviors perceived by Thai business students with the perception of their instructors and the effect of instructors' behaviors on the students' academic success using process-product paradigm and Lomo-David and Hulbert's study. Particularly, this study was designed to address the following questions: (1) What are the high-rated teaching behaviors that Thai students and their instructors believe contribute to student academic success? (2) What are the relationships between Thai business students' and the instructors' perceptions of teaching behaviors that promote students' academic success?

A survey was distributed to Thai undergraduate business students and their instructors from a private university to rate teaching behaviors that best describe instructor-teaching behaviors contributed to students' academic success.

Descriptive statistics were used to describe students' and instructors' demographic data. A two-tailed t-test and one-way Analysis of Variance (ANOVA) were used to examine the differences between Thai business students' and their instructors' ratings for each teaching behaviors at the 95% confidential interval. The post hoc test using LSD was used where a significant ANOVA was found. Spearman rank-order correlation



coefficients were computed between student ratings, instructor ratings, and student/instructor composite ratings.

### Subjects

The subjects of this study were Thai undergraduate business students, majoring in General Business Administration, Accounting, Finance, Marketing, General Management, International Business Management, Industrial Management, and Business Computers. Students were enrolled in business courses and work with business instructors at private higher educations in Thailand. Courses taught by business instructors include business courses such as accounting, economics, marketing, management, computer applications, and other business-related subjects.

The samples for this study were 362 Thai undergraduate business students at a private university and their 72 instructors who teach business courses. The sample size was calculated using the following formula (Yamane, 1970):

$$n = \frac{p(1-p)}{\frac{e^2}{z^2} + \frac{p(1-p)}{N}}$$

n = number of sample

p = population ratio

z = level of significance

e = error ratio

N = number of population

Calculation on actual figures of students:

$$\begin{aligned}
 n &= \frac{(.50)(1 - .50)}{\frac{(.05)^2}{(1.96)^2} + \frac{(.50)(1 - .50)}{5633}} \\
 &= \frac{.25}{\frac{.0025}{3.8416} + \frac{.25}{5633}} \\
 &= \frac{.25}{.00065 + .00004} \\
 &= \frac{.25}{.00069} \\
 &= 362.32 \\
 &\approx 362
 \end{aligned}$$

The stratified random sampling (95% confidential interval) by students' majors and instructors' department is a sampling method for this study. The ratios of samples are shown in Table 2 and Table 3.

Table 2

The Numbers of Thai Business Undergraduate Student Samples

Students' Major	Number of students	Percentage	Sample
General Business Administration	993	17.63	64
Accounting	1,153	20.47	74
Finance	114	2.02	7
Marketing	723	12.84	46
General Management	558	9.91	36
International Business Management	397	7.05	26
Industrial Management	300	5.33	19
Business Computer	1,395	24.76	90
Total	5,633	100.00	362

Table 3

The Numbers of Business Instructor Samples

Department	Number of instructors		Sample		
	Full-time	Part-time	Full-time	Part-time	Total
Accounting	15	8	12	6	18
Finance	12	1	10	1	11
Marketing	6	6	5	5	10
General Management	8	1	6	1	7
International Business Management	4	1	3	1	4
Industrial Management	4	1	3	1	4
Business Computer	18	4	15	3	18
Total	67	22	54	18	72

### Instrument

A survey instrument was developed based on a pilot study conducted by Lomo-David and Hulbert (1993) using 215 undergraduate students enrolled in business classes and eight business professors from eight different schools of business accredited by the American Assembly of Collegiate Schools of Business (AACSB). In 1992, Lomo-David and Hulbert (1993) used 735 students from nine randomly selected AACSB accredited institutions to rank the instructor classroom behavior statements based on how contributive to students' academic success the statement are according to the students' beliefs. Permission was received by the researcher to adapt the Lomo-David and Hulbert instrument.

In this study, each of the business students and their instructors were given a questionnaire consisting of two parts as follows:

Part 1: Demographic data of respondents. This part comprises checklist items asking students about gender, age, student major, classification, and GPA, and asking instructors about gender, age, major of teaching area, level of education, teaching experience, and status of the instructors (full-time or part-time).

Part 2: Teaching Behaviors. This section is based on a 5 point Likert scale: (1) not important, (2) rarely important, (3) fairly important, (4) very important, and (5) extremely important. It contains 40 items similar to or slightly different from those on the previous Lomo-David and Hulbert questionnaire.

The questionnaire, which is found in appendix C, was translated from English into Thai and then edited by three bilingual doctoral students and four undergraduate business students.

In order to test internal consistency (reliability) of an instrument, 50 undergraduate business students enrolled in business courses at a private university in Bangkok, Thailand, were asked about teaching behaviors that they consider important to their academic success. The instrumental reliability using Cronbach's Alpha Coefficient is .93.

#### Data Collection

The questionnaire was administered at the end of the first semester of the academic year 2001. The researcher used a sample (without replacement) of 72 instructors and 362 business students. Questionnaires were completed during regular class session. The objectives of the research were explained to the instructors and students as shown in the script (see Appendix B).

#### Data Analysis

All data was calculated by a computer program called Statistical Package for the Social Sciences for Personal Computer (SPSS for PC+). The demographic data was analyzed using frequency, percentage, and descriptive statistics (means and standard deviations). A two-tailed t-test was used to compare the rating of teaching behaviors between students' gender, instructors' gender, and status of instructors (full-time or part-time) at the 95% confidence interval. A one-way Analysis of Variance (ANOVA) was used to examine the differences of perceptions of teaching behaviors between students' age, classification, major, and GPA, between instructors' age, department, education level, and teaching experience at the 95% confidence interval. The Least Squared Differences test (LSD) was used for the post hoc test where a significant ANOVA was found. Factor analysis was used to group 40 teaching behaviors into a cluster of related variables. Three rank orderings were developed based on student ratings, instructor

ratings, and a student/instructor composite rating for each behavioral statement.

Correlations between each of rank-orderings were computed using Spearman rank-order correlation coefficients at the .01 significant levels. Research findings are found in Chapter IV.

## CHAPTER IV

### FINDINGS

This study aims to explore teaching behaviors that Thai business students and their instructors believe contribute to students' academic success and at comparing teaching behaviors perceived by Thai business students with the perception of their instructors and the effect of their behaviors on the students' academic success. The two research questions are addressed.

(3) What are the high-rated teaching behaviors that Thai business students and their instructors believe contribute to student academic success?

(4) What are the relationships between Thai business students' and the instructors' perceptions of teaching behaviors that promote students' academic success?

The following general hypotheses were examined in this study:

- (1) There are significant differences of perception on teaching behaviors between Thai business students (varying in gender, age, classification, major, and GPA).
- (2) There are significant differences of perception on teaching behaviors between business instructors (varying in gender, age, status, department, teaching experience, and level of education).
- (3) There are significant differences between students' and their instructors' perceptions of teaching behaviors that promote students' academic success.
- (4) There is a relationship between student ratings, instructor ratings, and student/instructor composite ratings for each teaching behavioral statement.

In order to answer those research questions, the findings are divided into four sections:

- (1) Demographic characteristics of respondents
- (2) Rating of teaching behaviors by students and instructors
- (3) Rank-order correlations of teaching behaviors that promote students' academic success
- (4) Results of hypothesis testing

#### Students' Demographics

Thai business students in this study were selected from a private university classified by major. The students' demographic data is summarized in Table 4.

Approximately three quarters of the subjects were female. Business students ranged from 18 to 26 years of age, and only 3.87% were above the age of 23. Sixty-one percent of business students were earning four- year degrees, and 12% were classified as freshmen, 13% as sophomores, 19% as juniors, and 17% as seniors. The number of juniors working toward of two-year degrees in business is equal to senior students.

Twenty-five percent of the business students were business computer students, 20% were accounting students, and only 2% were finance students. Data compiled from business students indicated that 26% were first year students (no GPA), more than 64% reports GPAs of 2.01 to 4.00, and only 0.55% reports GPAs below 1.75.



Table 4

## Students' Demographics

(n = 362)

Variable	Frequency	Percentage
Gender		
Male	95	26.24
Female	267	73.76
Age		
18 to 20	157	43.37
21 to 23	191	52.76
24 to 26	14	3.87
Classification		
Four-year degree		
Freshman	43	11.88
Sophomore	46	12.71
Junior	70	19.34
Senior	62	17.13
Two-year degree		
Junior	71	19.61
Senior	70	19.34
Major		
General Administration	64	17.68
Accounting	74	20.44
Finance	7	1.93
Marketing	46	12.71
General Management	36	9.94
International Business Management	26	7.18
Industrial Management	19	5.25
Business Computer	90	24.86

Table 4 (Continued)

Variable	Frequency	Percentage
Grade Point Average (GPA)		
1 <sup>st</sup> year student (no GPA)	93	25.69
Below 1.75	2	0.55
1.75 to 2.00	34	9.39
2.01 to 2.50	93	25.69
2.51 to 3.00	65	17.96
3.01 to 3.50	61	16.85
3.51 to 4.00	14	3.87

Table 5 shows the 40 teaching behaviors that were rated by 362 business students. The table indicates the frequency, percentage, mean, and standard deviation of students' rating each teaching behavior as "Extremely Important," "Very Important," "Fairly Important," "Rarely Important," or "Not Important."

Table 5

#### Ratings of Teaching Behaviors by Business Students

Teaching Behavior	Extremely Important	Very Important	Fairly Important	Rarely Important	Not Important	Mean	SD.
1. Treats students equally and fairly	93 (25.69)	199 (54.97)	68 (18.78)	2 (0.55)	0 (0.00)	4.06	.68
2. Listens attentively to students' questions	78 (21.55)	213 (58.84)	68 (18.78)	3 (0.83)	0 (0.00)	4.01	.66
3. Sets realistic deadlines for assignments	47 (12.98)	173 (47.79)	125 (34.53)	15 (4.14)	2 (0.55)	3.69	.77

Table 5 (Continued)

Teaching Behavior	Extremely Important	Very Important	Fairly Important	Rarely Important	Not Important	Mean	SD.
4. Announces tests in advance	60 (16.57)	147 (40.61)	138 (38.12)	15 (4.14)	2 (0.55)	3.69	.82
5. Grades and returns tests promptly	44 (12.15)	127 (35.08)	163 (45.03)	26 (7.18)	2 (0.55)	3.51	.82
6. Follows textbooks' content	76 (20.99)	183 (50.55)	88 (24.31)	15 (4.14)	0 (0.00)	3.88	.78
7. Uses real world examples in teaching	91 (25.14)	139 (38.40)	106 (29.28)	23 (6.35)	3 (0.83)	3.81	.92
8. Is professional in speech and action	90 (24.86)	167 (46.13)	99 (27.35)	5 (1.38)	1 (0.28)	3.94	.77
9. Involves students in class discussions	73 (20.17)	192 (53.04)	88 (24.31)	8 (2.21)	1 (0.28)	3.91	.74
10. Allows time for questions after class	73 (20.17)	174 (48.07)	92 (25.41)	22 (6.08)	1 (0.28)	3.82	.83
11. Relates teaching to career interest	56 (15.47)	138 (38.12)	134 (37.02)	29 (8.01)	5 (1.38)	3.58	.89
12. Provides a break in a two-hour or longer class	31 (8.56)	99 (27.35)	153 (42.27)	64 (17.68)	15 (4.14)	3.19	.96
13. Gives classwork to enhance learning	59 (16.30)	161 (44.48)	122 (33.70)	19 (5.25)	1 (0.28)	3.71	.81
14. Gives homework to enhance learning	57 (15.75)	146 (40.33)	140 (38.67)	19 (5.25)	0 (0.00)	3.67	.80

Table 5 (Continued)

Teaching Behavior	Extremely Important	Very Important	Fairly Important	Rarely Important	Not Important	Mean	SD.
15. Previews the lesson before teaching	33 (9.12)	125 (34.53)	160 (44.20)	40 (11.05)	4 (1.10)	3.40	.84
16. Reviews the lesson after teaching	46 (12.71)	144 (39.78)	139 (38.40)	29 (8.01)	4 (1.10)	3.55	.85
17. Empathizes with students	67 (18.51)	157 (43.37)	126 (34.81)	12 (3.31)	0 (0.00)	3.77	.78
18. Writes notes on blackboard while teaching	85 (23.48)	142 (39.23)	112 (30.94)	20 (5.52)	3 (0.83)	3.79	.89
19. Varies voice tone while teaching	37 (10.22)	133 (36.74)	161 (44.48)	26 (7.18)	5 (1.38)	3.47	.83
20. Gives students extra credits assignments	35 (9.67)	119 (32.87)	153 (42.27)	42 (11.60)	13 (3.59)	3.33	.93
21. Uses personal experiences as examples in teaching	43 (11.88)	152 (41.99)	147 (40.61)	20 (5.52)	0 (0.00)	3.60	.77
22. Allocates points for class participation	24 (6.63)	103 (28.45)	161 (44.48)	63 (17.40)	11 (3.04)	3.18	.90
23. Gives objective exams	43 (11.88)	108 (29.83)	159 (43.92)	33 (9.12)	19 (5.25)	3.34	.98
24. Allocates points for class attendance	57 (15.75)	148 (40.88)	107 (29.56)	43 (11.88)	7 (1.93)	3.57	.96
25. Encourages team or group work	75 (20.72)	159 (43.92)	96 (26.52)	25 (6.91)	7 (1.93)	3.75	.93

Table 5 (Continued)

Teaching Behavior	Extremely Important	Very Important	Fairly Important	Rarely Important	Not Important	Mean	SD.
26. Has a sense of humor in class	66 (18.23)	128 (35.36)	132 (36.46)	32 (8.84)	4 (1.10)	3.61	.92
27. Requires students to bring textbooks to class	49 (13.54)	143 (39.50)	134 (37.02)	29 (8.01)	7 (1.93)	3.55	.89
28. Deducts points for assignments submitted late	12 (3.31)	52 (14.36)	189 (52.21)	85 (23.48)	24 (6.63)	2.84	.87
29. Requires that all papers be typed	32 (8.84)	60 (16.57)	128 (35.36)	83 (22.93)	59 (16.30)	2.79	1.17
30. Uses the case study method in teaching	27 (7.46)	110 (30.39)	181 (50.00)	33 (9.12)	11 (3.04)	3.30	.85
31. Assigns projects requiring the use of the library or the Internet	63 (17.40)	118 (32.60)	124 (34.25)	44 (12.15)	13 (3.59)	3.48	1.03
32. Remembers students' names accurately	25 (6.91)	71 (19.61)	156 (43.09)	72 (19.89)	38 (10.50)	2.93	1.04
33. Moves around in the classroom when teaching	38 (10.50)	92 (25.41)	133 (36.74)	79 (21.82)	20 (5.52)	3.14	1.05
34. Has students read a chapter and answer the chapter questions before teaching the content of the chapter	43 (11.88)	135 (37.29)	152 (41.99)	28 (7.73)	4 (1.10)	3.51	.84
35. Uses transparencies or multimedia to teach	127 (35.08)	135 (37.29)	70 (19.34)	23 (6.35)	7 (1.93)	3.97	.99
36. Gives essay exams	46 (12.71)	101 (27.90)	151 (41.71)	44 (12.15)	20 (5.52)	3.30	1.02

Table 5 (Continued)

Teaching Behavior	Extremely Important	Very Important	Fairly Important	Rarely Important	Not Important	Mean	SD.
37. Does not accept assignments submitted late	19 (5.25)	81 (22.38)	169 (46.69)	66 (18.23)	27 (7.46)	3.00	.96
38. Encourages students to dress professionally	107 (29.56)	146 (40.33)	88 (24.31)	14 (3.87)	7 (1.93)	3.92	.93
39. Gives unannounced quizzes	23 (6.35)	67 (18.51)	140 (38.67)	87 (24.03)	45 (12.43)	2.82	1.07
40. Does not allow students to enter class after instruction begins	12 (3.31)	40 (11.05)	125 (34.53)	84 (23.20)	101 (27.90)	2.39	1.10

Table 6 represents mean rating of teaching behaviors from the highest means to the lowest means rated by 362 business students. Of the 40 teaching behaviors, 33 of them have mean ratings of 3.0 or more (3's), 5 of them 2's, and none below 2.0. Moreover, two items were highly rated (mean rating of 4.0 or more). Those two items were "Treats students equally and fairly," and "Listens attentively to student's questions."

Table 6

Mean Ratings of Teaching Behaviors by Business Students

Teaching Behavior	Item No.	Mean	SD.
Treats students equally and fairly	1	4.06	.68
Listens attentively to students' questions	2	4.01	.66
Uses transparencies or multimedia to teach	35	3.97	.99
Is professional in speech and action	8	3.94	.77
Encourages students to dress professionally	38	3.92	.93
Involves students in class discussions	9	3.91	.74
Follows textbooks' content	6	3.88	.78
Allows time for questions after class	10	3.82	.83
Uses real world examples in teaching	7	3.81	.92
Writes notes on blackboard while teaching	18	3.79	.89
Empathizes with students	17	3.77	.78
Encourages team or group work	25	3.75	.93
Gives class work to enhance learning	13	3.71	.81
Sets realistic deadlines for assignments	3	3.69	.77
Announces tests in advance	4	3.69	.82
Gives homework to enhance learning	14	3.67	.80
Has a sense of humor in class	26	3.61	.92

Table 6 (Continued)

Teaching Behavior	Item No.	Mean	SD.
Uses personal experiences as examples in teaching	21	3.60	.77
Relates teaching to career interest	11	3.58	.89
Allocates points for class attendance	24	3.57	.96
Reviews the lesson after teaching	16	3.55	.85
Requires students to bring textbooks to class	27	3.55	.89
Grades and returns tests promptly	5	3.51	.82
Has students read a chapter and answer the chapter questions before teaching the content of the chapter	34	3.51	.84
Assigns projects requiring the use of the library or the Internet	31	3.48	1.03
Varies voice tone while teaching	19	3.47	.83
Previews the lesson before teaching	15	3.40	.84
Gives objective exams	23	3.34	.98
Gives students extra credits assignments	20	3.33	.93
Uses the case study method in teaching	30	3.30	.85
Gives essay exams	36	3.30	1.02
Provides a break in a two-hour or longer class	12	3.19	.96
Allocates points for class participation	22	3.18	.90
Moves around in the classroom when teaching	33	3.14	1.05
Does not accept assignments submitted late	37	3.00	.96
Remembers students' names accurately	32	2.93	1.04
Deducts points for assignments submitted late	28	2.84	.87



Table 6 (Continued)

Teaching Behavior	Item No.	Mean	SD.
Gives unannounced quizzes	39	2.82	1.07
Requires that all papers be typed	29	2.79	1.17
Does not allow students to enter class after instruction begins	40	2.39	1.10

The following summary table represents means and standard deviations of each variable that were calculated for all teaching behaviors rated by business students. A two-tailed t-test was used to determine the mean difference of teaching behaviors between male and female students. The finding indicates that there were non-significant differences of male's and female's perceptions of teaching behaviors at the  $p < .05$ . The one-way Analysis of Variance (ANOVA) was used to compare mean rating of teaching behaviors rated by business students. Statistically significant differences were found between business students' perceptions of teaching behaviors varying in age, classification, major, and GPA at the  $p < .05$ .

Table 7

Comparisons of Teaching Behaviors of Business Students

(n = 362)

Variable	Mean	SD.	Statistics	Sig.
Gender				
Male	3.56	.44	t = 1.88	.061
Female	3.47	.38		

Table 7 (Continued)

Variable	Mean	SD.	Statistics	Sig.
Age				
18 to 20	3.41	.37	F = 6.36	.002*
21 to 23	3.56	.41		
24 to 26	3.51	.38		
Classification				
Four-year degree				
Freshman	3.33	.36	F = 6.27	.000*
Sophomore	3.40	.36		
Junior	3.58	.31		
Senior	3.62	.40		
Two-year degree				
Junior	3.37	.39		
Senior	3.59	.46		
Major				
General Administration	3.37	.36	F = 2.55	.014*
Accounting	3.55	.44		
Finance	3.72	.23		
Marketing	3.57	.32		
General Management	3.61	.54		
International Business Management	3.41	.36		
Industrial Management	3.48	.40		
Business Computer	3.45	.35		

Table 7 (Continued)

Variable	Mean	SD.	Statistics	Sig.
Grade Point Average (GPA)				
1 <sup>st</sup> year student (no GPA)	3.37	.37	F = 2.68	.015*
Below 1.75	3.60	.35		
1.75 to 2.00	3.65	.42		
2.01 to 2.50	3.50	.38		
2.51 to 3.00	3.53	.37		
3.01 to 3.50	3.54	.45		
3.51 to 4.00	3.46	.39		

\* $p < .05$

The post hoc analysis using LSD test for a significant ANOVA of business students' perceptions of teaching behaviors varying in age, classification, major, and GPA were computed. The result indicates that there was a significant age difference between 18 to 20 and 21 to 23 at the .05 level of significance. The differences in perceptions were found between the following pairs: freshman 4-yr degree and junior 4-yr degree; senior 4-yr degree; junior 2-yr degree; and senior 2-yr degree; sophomore 4-yr degree and junior 4-yr degree; senior 4-yr degree; and senior 2-yr degree; junior 4-yr degree and junior 2-yr degree; senior 4-yr degree and junior 2-yr degree; and junior 2-yr degree and senior 2-yr degree. At the  $p < .05$ , there were significant major differences between the following pairs: general administration and accounting; finance; marketing; general management; and business computer; general management and International

business management; and business computer. Finally, the result from LSD post hoc analysis of students' GPA was found between 1<sup>st</sup> year student and 1.75-2.00; 2.01-2.50; and 2.51-3.00.

### Instructors' Demographics

There were 72 instructors who teach business courses under this study. The samples were selected from a private university for business students. Data obtained from the questionnaires indicates that there were 56% male and 44% female instructors. Approximately 24% were ranged from 31 to 35 years of age, 22% from 36 to 40 years, and only 7% below 25 years.

One-quarter of instructors were part-time, with 54% of the instructors had 1 to 5 years of teaching experience in higher education. Ten percent was teaching in their first year, and 4% had taught for more than 20 years. Results from the study reveal that 25% of the instructors teach in the area of Accounting, equal to the number of Business Computer instructors, about 15% in Finance, 14% in Marketing, 10% in General Management, and the rest in International Business Management and Industrial Management. More than 80% hold master's degrees and only 2.78% hold doctorate (see Table 8).

Table 8

### Instructors' Demographics

(n = 72)

Variable	Frequency	Percentage
Gender		
Male	40	55.56
Female	32	44.44

Table 8 (Continued)

Variable	Frequency	Percentage
Age		
Below 25	5	6.94
25 to 30	16	22.22
31 to 35	17	23.61
36 to 40	13	18.06
41 to 45	12	16.67
46 to 50	3	4.17
Above 50	6	8.33
Status		
Full-time	54	75.00
Part-time	18	25.00
Department		
Accounting	18	25.00
Marketing	10	13.89
General Management	7	9.72
International Business Management	4	5.56
Industrial Management	4	5.56
Business Computer	18	25.00

Table 8 (Continued)

Variables	Frequencies	Percentages
Level of education		
Bachelor	11	15.28
Master	59	81.94
Doctorate	2	2.78
Teaching experience in higher education		
1 <sup>st</sup> year to teach	7	9.72
1 to 5 years	39	54.17
6 to 10 years	14	19.44
11 to 15 years	5	6.94
16 to 20 years	4	5.56
More than 20 years	3	4.17

The 40 teaching behaviors rated by 72 instructors were revealed in Table 9. The table indicates the frequency, percentage, mean, and standard deviation of instructors' rating each teaching behavior as "Extremely Important," "Very Important," "Fairly Important," "Rarely Important," or "Not Important."

Table 9

Ratings of Teaching Behaviors by Instructors  
(n = 72)

Teaching Behavior	Extremel Important	Very Important	Fairly Important	Rarely Important	Not Important	Mean	SD.
1. Treats students equally and fairly	44 (61.11)	26 (36.11)	2 (2.78)	0 (0.00)	0 (0.00)	4.58	.55
2. Listens attentively to students' questions	43 (59.72)	25 (34.72)	4 (5.56)	0 (0.00)	0 (0.00)	4.54	.60
3. Sets realistic deadlines for assignments	15 (20.83)	44 (61.11)	12 (16.67)	1 (1.39)	0 (0.00)	4.01	.66
4. Announces tests in advance	16 (22.22)	25 (34.72)	23 (31.94)	6 (8.33)	2 (2.78)	3.65	1.01
5. Grades and returns tests promptly	14 (19.44)	27 (37.50)	29 (40.28)	2 (2.78)	0 (0.00)	3.74	.80
6. Follows textbooks' content	18 (25.00)	37 (51.39)	17 (23.61)	0 (0.00)	0 (0.00)	4.01	.70
7. Uses real world examples in teaching	35 (48.61)	28 (38.89)	9 (12.50)	0 (0.00)	0 (0.00)	4.36	.70
8. Is professional in speech and action	26 (36.11)	39 (54.17)	6 (8.33)	1 (1.39)	0 (0.00)	4.25	.67
9. Involves students in class discussions	33 (45.83)	32 (44.44)	7 (9.72)	0 (0.00)	0 (0.00)	4.36	.66
10. Allows time for questions after class	25 (34.72)	37 (51.39)	9 (12.50)	1 (1.39)	0 (0.00)	4.19	.70

Table 9 (Continued)

Teaching Behavior	Extremel Important	Very Important	Fairly Important	Rarely Important	Not Important	Mean	SD.
11. Relates teaching to career interest	30 (41.67)	32 (44.44)	9 (12.50)	1 (1.39)	0 (0.00)	4.26	.73
12. Provides a break in a two-hour or longer class	5 (6.94)	25 (34.72)	31 (43.06)	8 (11.11)	3 (4.17)	3.29	.91
13. Gives class work to enhance learning	19 (26.39)	41 (56.94)	11 (15.28)	1 (1.39)	0 (0.00)	4.08	.69
14. Gives homework to enhance learning	18 (25.00)	40 (55.56)	11 (15.28)	3 (4.17)	0 (0.00)	4.01	.76
15. Previews the lesson before teaching	18 (25.00)	33 (45.83)	18 (25.00)	3 (4.17)	0 (0.00)	3.92	.82
16. Reviews the lesson after teaching	17 (23.61)	35 (48.61)	19 (26.39)	0 (0.00)	1 (1.39)	3.93	.79
17. Empathizes with students	24 (33.33)	37 (51.39)	11 (15.28)	0 (0.00)	0 (0.00)	4.18	.68
18. Writes notes on blackboard while teaching	25 (34.72)	37 (51.39)	8 (11.11)	2 (2.78)	0 (0.00)	4.18	.74
19. Varies voice tone while teaching	12 (16.67)	41 (56.94)	19 (26.39)	0 (0.00)	0 (0.00)	3.90	.65
20. Gives students extra credits assignments	5 (6.94)	18 (25.00)	34 (47.22)	9 (12.50)	6 (8.33)	3.10	1.00
21. Uses personal experiences as examples in teaching	22 (30.56)	27 (37.50)	22 (30.56)	1 (1.39)	0 (0.00)	3.97	.82



Table 9 (Continued)

Teaching Behavior	Extremely Important	Very Important	Fairly Important	Rarely Important	Not Important	Mean	SD.
22. Allocates points for class participation	7 (9.72)	34 (47.22)	22 (30.56)	8 (11.11)	1 (1.39)	3.53	.87
23. Gives objective exams	5 (6.94)	14 (19.44)	23 (31.94)	13 (18.06)	17 (23.61)	2.68	1.23
24. Allocates points for class attendance	7 (9.72)	24 (33.33)	28 (38.89)	9 (12.50)	4 (5.56)	3.29	1.00
25. Encourages team or group work	10 (13.89)	37 (51.39)	18 (25.00)	6 (8.33)	1 (1.39)	3.68	.87
26. Has a sense of humor in class	10 (13.89)	24 (33.33)	34 (47.22)	4 (5.56)	0 (0.00)	3.56	.80
27. Requires students to bring textbooks to class	13 (18.06)	29 (40.28)	22 (30.56)	7 (9.72)	1 (1.39)	3.64	.94
28. Deducts points for assignments submitted late	3 (4.17)	11 (15.28)	39 (54.17)	13 (18.06)	6 (8.33)	2.89	.91
29. Requires that all papers be typed	2 (2.78)	10 (13.89)	31 (43.06)	19 (26.39)	10 (13.89)	2.65	.98
30. Uses the case study method in teaching	17 (23.61)	32 (44.44)	11 (15.28)	10 (13.89)	2 (2.78)	3.72	1.06
31. Assigns projects requiring the use of the library or the Internet	16 (22.22)	33 (45.83)	15 (20.83)	8 (11.11)	0 (0.00)	3.79	.92
32. Remembers students' names accurately	8 (11.11)	16 (22.22)	30 (41.67)	12 (16.67)	6 (8.33)	3.11	1.08

Table 9 (Continued)

Teaching Behavior	Extremel Important	Very Important	Fairly Important	Rarely Important	Not Important	Mean	SD.
33. Moves around in the classroom when teaching	16 (22.22)	30 (41.67)	18 (25.00)	6 (8.33)	2 (2.78)	3.72	1.00
34. Has students read a chapter and answer the chapter questions before teaching the content of the chapter	14 (19.44)	29 (40.28)	23 (31.94)	6 (8.33)	0 (0.00)	3.71	.88
35. Uses transparencies or multimedia to teach	29 (40.28)	31 (43.06)	9 (12.50)	3 (4.17)	0 (0.00)	4.19	.82
36. Gives essay exams	25 (34.72)	20 (27.78)	20 (27.78)	6 (8.33)	1 (1.39)	3.86	1.04
37. Does not accept assignments submitted late	3 (4.17)	12 (16.67)	33 (45.83)	16 (22.22)	8 (11.11)	2.81	.99
38. Encourages students to dress professionally	12 (16.67)	23 (31.94)	28 (38.89)	5 (6.94)	4 (5.56)	3.47	1.03
39. Gives unannounced quizzes	5 (6.94)	25 (34.72)	22 (30.56)	12 (16.67)	8 (11.11)	3.10	1.12
40. Does not allow students to enter class after instruction begins	2 (2.78)	7 (9.72)	28 (38.89)	20 (27.78)	15 (20.83)	2.46	1.02

Table 10 represents mean ratings of teaching behaviors from the highest means to the lowest means rated by 72 instructors. Of the 40 teaching behaviors, fourteen were highly rated (mean rating of 4.0 or more).

Table 10

Mean Ratings of Teaching Behaviors by Instructors

Teaching Behavior	Item No.	Mean	SD.
Treats students equally and fairly	1	4.58	.55
Listens attentively to students' questions	2	4.54	.60
Uses real world examples in teaching	7	4.36	.70
Involves students in class discussions	9	4.36	.66
Relates teaching to career interest	11	4.26	.73
Is professional in speech and action	8	4.25	.67
Allows time for questions after class	10	4.19	.70
Uses transparencies or multimedia to teach	35	4.19	.82
Empathizes with students	17	4.18	.68
Writes notes on blackboard while teaching	18	4.18	.74
Gives class work to enhance learning	13	4.08	.69
Sets realistic deadlines for assignments	3	4.01	.66
Follows textbooks' content	6	4.01	.70
Gives homework to enhance learning	14	4.01	.76
Uses personal experiences as examples in teaching	21	3.97	.82
Reviews the lesson after teaching	16	3.93	.79
Previews the lesson before teaching	15	3.92	.82
Varies voice tone while teaching	19	3.90	.65
Gives essay exams	36	3.86	1.04
Assigns projects requiring the use of the library or the Internet	31	3.79	.92

Table 10 (Continued)

Teaching Behavior	Item No.	Mean	SD.
Grades and returns tests promptly	5	3.74	.80
Uses the case study method in teaching	30	3.72	1.06
Moves around in the classroom when teaching	33	3.72	1.00
Has students read a chapter and answer the chapter questions before teaching the content of the chapter	34	3.71	.88
Encourages team or group work	25	3.68	.87
Announces tests in advance	4	3.65	1.01
Requires students to bring textbooks to class	27	3.64	.94
Has a sense of humor in class	26	3.56	.80
Allocates points for class participation	22	3.53	.87
Encourages students to dress professionally	38	3.47	1.03
Provides a break in a two-hour or longer class	12	3.29	.91
Allocates points for class attendance	24	3.29	1.00
Remembers students' names accurately	32	3.11	1.08
Gives students extra credits assignments	20	3.10	1.00
Gives unannounced quizzes	39	3.10	1.12
Deducts points for assignments submitted late	28	2.89	.91
Does not accept assignments submitted late	37	2.81	.99
Gives objective exams	23	2.68	1.23
Requires that all papers be typed	29	2.65	.98
Does not allow students to enter class after instruction begins	40	2.46	1.02

The following summary table represents means and standard deviations of each variable that was calculated for all teaching behaviors rated by 72 instructors. A two-tailed t-test was used to determine the mean difference of teaching behaviors between male and female instructors and between full-time and part-time instructors. The findings indicate that there were non-significant differences of male's and female's perceptions of teaching behaviors which were the same as the perception of full-time and part-time instructors at the  $p < .05$ . The one-way Analysis of Variances (ANOVA) was used to compare mean rating of teaching behaviors. Results indicated that there were non-significant differences of perceptions on teaching behaviors that promote students' academic success between instructors varying in age, department, and teaching experience in higher education at the  $p < .05$ . The finding also indicates that, at the  $p < .05$ , there was significant relationship of perception on teaching behaviors between bachelor, master, and doctoral instructors.

Table 11. Comparisons of Teaching Behaviors of Instructors

(n = 72)

Variable	Mean	SD.	Statistics	Sig.
Gender				
Male	3.72	.37	t = .18	.859
Female	3.70	.35		
Age				
Below 25	3.66	.22	F = 1.17	.132
25 to 30	3.55	.27		
31 to 35	3.70	.30		
36 to 40	3.79	.31		

Table 11 (Continued)

Variable	Mean	SD.	Statistics	Sig.
41 to 45	3.92	.52		
46 to 50	3.84	.44		
Above 50	3.56	.38		
Status				
Full-time	3.71	.34	t = .01	.996
Part-time	3.71	.43		
Department				
Accounting	3.62	.37	F = 1.27	.285
Finance	3.85	.29		
Marketing	3.62	.26		
General Management	3.81	.43		
International Business Management	3.67	.36		
Industrial Management	4.02	.72		
Business Computer	3.66	.28		
Level of education				
Bachelor	3.50	.32	F = 7.34	.001*
Master	3.72	.32		
Doctorate	4.46	.76		
Teaching experience in higher education				
1 <sup>st</sup> year to teach	3.56	.19	F = 2.08	.079
1 to 5 years	3.71	.32		
6 to 10 years	3.84	.35		

Table 11 (Continued)

Variable	Mean	SD.	Statistics	Sig.
11 to 15 years	3.93	.61		
16 to 20 years	3.55	.47		
More than 20 years	3.30	.24		

\* $p < .05$

The post hoc analysis using LSD test for a significant ANOVA between the perceptions of bachelor, master, and doctoral instructors on teaching behaviors indicates that there was a significant difference of each group at the .05 level.

Means were calculated for each teaching behavioral statement for bachelor, master, and doctoral instructors. These means were used to rank the 40 statements in order of perceived relevance to student academic success. Three rank orderings were developed based on level education of instructors' ratings for each teaching behavioral statement. Correlations between each of the rank-orderings were computed using Spearman rank-order correlation coefficients.

Table 12 presents the correlation matrix for these comparisons. All rank-order coefficients were significant at the  $p < .01$ . The results indicate that teaching behavioral item rankings from bachelor, master, and doctoral instructors were all significantly related. The finding also indicates that at the  $p < .01$ , there was a strong positive relationship ( $r = .829$ ) between bachelor and master instructor's rankings of teaching behaviors that contribute to students' academic success. The moderate relationships were found between bachelor instructor ranking and doctoral instructor ranking, and between master instructor ranking and doctoral instructor ranking at the  $p < .01$ .

Table 12

Spearman Rank-Order Coefficients for Instructors Based on Level of Education

	Doctoral Instructor	Bachelor Instructor
	Ranking	Ranking
Bachelor Instructor Ranking	.456**	
Master Instructor Ranking	.499**	.829**

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\*\*p < .01

In Table 13, a mean was calculated for each individual item for both business student and instructor groups. These means were used to rank the 40 statements in order of perceived relevance to student academic success. The finding indicates that, at  $p < .01$  level, there was a high positive relationship ( $r$ : Pearson's Product-moment Correlation = .839) between Thai business students' and the instructors' ratings of individual teaching behavior statement. The correlation coefficient reveals that high scores on the students' ratings tend to go with high scores on the instructors' ratings.

The comparison between perceptions of students and their instructors reveals four common rankings: "Treats students equally and fairly" (first ordered), "Listens attentively to students' questions" (second ordered), "Requires that all papers be typed" (39<sup>th</sup> ordered), and "Does not allow students to enter class after instruction begins" (40<sup>th</sup> ordered). Moreover, the finding shows that there were 9 teaching behaviors that business students rated higher than their instructors. Those were items numbered 4, 20, 23, 24, 25, 26, 29, 37, and 38.



Table 13

## Comparisons of Teaching Behaviors Between Business Students and Instructors

Teaching Behavior	Mean		Ranking	
	Student	Instructor	Student	Instructor
1. Treats students equally and fairly	4.06	4.58	1	1
2. Listens attentively to students' questions	4.01	4.54	2	2
3. Sets realistic deadlines for assignments	3.69	4.01	14	12
4. Announces tests in advance	3.69	3.65	14	26
5. Grades and returns tests promptly	3.51	3.74	23	21
6. Follows textbooks' content	3.88	4.01	7	12
7. Uses real world examples in teaching	3.81	4.36	9	3
8. Is professional in speech and action	3.94	4.25	4	6
9. Involves students in class discussions	3.91	4.36	6	3
10. Allows time for questions after class	3.82	4.19	8	7
11. Relates teaching to career interest	3.58	4.26	19	5
12. Provides a break in a two-hour or longer class	3.19	3.29	32	31
13. Gives class work to enhance learning	3.71	4.08	13	11
14. Gives homework to enhance learning	3.67	4.01	16	12
15. Previews the lesson before teaching	3.40	3.92	27	17
16. Reviews the lesson after teaching	3.55	3.93	21	16
17. Empathizes with students	3.77	4.18	11	9
18. Writes notes on blackboard while teaching	3.79	4.18	10	9
19. Varies voice tone while teaching	3.47	3.90	26	18
20. Gives extra credits assignments	3.33	3.10	29	34

Table 13 (Continued)

Teaching Behavior	Mean		Mean Ranking	
	Student	Instructor	Student	Instructor
21. Uses personal experiences as examples in teaching	3.60	3.97	18	15
22. Allocates points for class participation	3.18	3.53	33	29
23. Gives objective exams	3.34	2.68	28	38
24. Allocates points for class attendance	3.57	3.29	20	31
25. Encourages team or group work	3.75	3.68	12	25
26. Has a sense of humor in class	3.61	3.56	17	28
27. Requires students to bring textbooks to class	3.55	3.64	21	27
28. Deducts points for assignments submitted late	2.84	2.89	37	36
29. Requires that all papers be typed	2.79	2.65	39	39
30. Uses the case study method in teaching	3.30	3.72	30	22
31. Assigns projects requiring the use of the library or the Internet	3.48	3.79	25	20
32. Remembers students' names accurately	2.93	3.11	36	33
33. Moves around in the classroom when teaching	3.14	3.72	34	22
34. Has students read a chapter and answer the chapter questions before teaching the content of the chapter	3.51	3.71	24	24
35. Uses transparencies or multimedia to teach	3.97	4.19	3	7
36. Gives essay exams	3.30	3.86	30	19
37. Does not accept assignments submitted late	3.00	2.81	35	37
38. Encourages students to dress professionally	3.92	3.47	5	30

Table 13 (Continued)

Teaching Behavior	Mean		Mean Ranking	
	Student	Instructor	Student	Instructor
39. Gives unannounced quizzes	2.82	3.10	38	34
40. Does not allow students to enter class after instruction begins	2.39	2.46	40	40

The findings represented in Table 14 indicate that, at  $p < .05$ , fourteen teaching behaviors of forty are non-significant differences between students' and instructors' perceptions of teaching behaviors that promote students' academic success. These teaching behaviors are "Announces tests in advance," "Provides a break in a two-hour or longer class," "Gives students extra credit assignments," "Encourages team or group work," "Has a sense of humor in class," "Requires students to bring textbooks to class," "Deducts points for assignments submitted late," "Requires that all papers be typed," "Remembers students' names accurately," "Has students read a chapter and answer the chapter questions before teaching the content of the chapter," "Uses transparencies or multimedia to teach," "does not accept assignments submitted late," "Gives unannounced quizzes," and "Does not allow students to enter class after instruction begins." Teaching behaviors have a negative t-score imply that instructors rated higher than students.

Table 14

Mean Comparisons of Teaching Behaviors Between Business Students and Instructors

Teaching Behavior	t-score	Sig.
1. Treats students equally and fairly	-6.150	.000*

Table 14 (Continued)

Teaching Behavior	t-score	Sig.
2. Listens attentively to students' questions	-6.304	.000*
3. Sets realistic deadlines for assignments	-3.747	.000*
4. Announces tests in advance	.256	.799
5. Grades and returns tests promptly	-2.134	.033*
6. Follows textbooks' content	-1.313	.019*
7. Uses real world examples in teaching	-5.817	.000*
8. Is professional in speech and action	-3.178	.002*
9. Involves students in class discussions	-4.839	.000*
10. Allows time for questions after class	-3.593	.000*
11. Relates teaching to career interest	-6.938	.000*
12. Provides a break in a two-hour or longer class	-.865	.387
13. Gives class work to enhance learning	-4.054	.000*
14. Gives homework to enhance learning	-3.517	.001*
15. Previews the lesson before teaching	-4.819	.000*
16. Reviews the lesson after teaching	-3.673	.000*
17. Empathizes with students	-4.137	.000*
18. Writes notes on blackboard while teaching	-3.952	.000*
19. Varies voice tone while teaching	-4.869	.000*
20. Gives students extra credits assignments	1.951	.052
21. Uses personal experiences as examples in teaching	-3.691	.000*
22. Allocates points for class participation	-2.983	.003*

\*p &lt; .05.

Table 14 (Continued)

Teaching Behavior	t-score	Sig.
23. Gives objective exams	4.281	.000*
24. Allocates points for class attendance	2.207	.028*
25. Encourages team or group work	.551	.582
26. Has a sense of humor in class	.448	.654
27. Requires students to bring textbooks to class	-.791	.429
28. Deducts points for assignments submitted late	-.410	.682
29. Requires that all papers be typed	.916	.360
30. Uses the case study method in teaching	-3.162	.002*
31. Assigns projects requiring the use of the library or the Internet	-2.382	.018*
32. Remembers students' names accurately	-1.371	.171
33. Moves around in the classroom when teaching	-4.375	.000*
34. Has students read a chapter and answer the chapter questions before teaching the content of the chapter	-1.801	.072
35. Uses transparencies or multimedia to teach	-1.791	.074
36. Gives essay exams	-4.239	.000*
37. Does not accept assignments submitted late	1.543	.124
38. Encourages students to dress professionally	3.641	.000*
39. Gives unannounced quizzes	-1.968	.050
40. Does not allow students to enter class after instruction begins	-.509	.611

\* $p < .05$

Table 15 presents the correlations of three rank-orderings of teaching behaviors between student ratings, instructor ratings, and student / instructor composite ratings. The findings reveal that there were significant positive correlations of all rank-orderings at the  $p < .01$ .

Table 15

Spearman Rank-Order Coefficients of 14 Non-Significant Items

	Student + Instructor Ranking	Student Ranking
Student Ranking	.996**	
Instructor Ranking	.900**	.893**

\*\* $p < .01$

Table 16 represents that at  $p < .05$  level, there was significant difference between business students' and instructors' perceptions of teaching behaviors that promote students' academic success.

Table 16

Comparison of Teaching Behaviors Between Business Students and Business Instructors

Subject	n	Mean	SD.	t-score	Sig.
Student	362	3.50	.40	-4.291	.000*
Instructor	72	3.71	.36		

\* $p < .05$

The following table, three rank orderings was developed based on student ratings, instructor ratings, and student/instructor composite ratings for each teaching behavioral statement. Correlations between each of the rank-orderings were computed using Spearman rank-order correlation coefficients.

Table 17 presents the correlation matrix for these comparisons. All rank-order coefficients were significant at the  $p < .01$ . The results indicate that teaching behavioral item rankings from student, instructor, and student / instructor composition were all significantly related.

Table 17

Spearman Rank-Order Coefficients for Response Groups

	Student + Instructor Ranking	Student Ranking
Student Ranking	.985**	
Instructor Ranking	.867**	.788**

\*\* $p < .01$

Factor analysis was used in order to group teaching behavioral statements. The following summary table presents 4 clusters of teaching behaviors.

Table 18

Clusters of Teaching Behaviors

Cluster	Total of Items	Teaching Behaviors (Item#)
Cluster I	16	2, 7, 8, 9, 10, 11, 15, 16, 17, 21, 22, 26, 30, 31, 32, 33
Cluster II	8	1, 3, 4, 5, 6, 18, 19, 35
Cluster III	9	13, 14, 27, 28, 34, 36, 37, 39, 40
Cluster IV	7	12, 20, 23, 24, 25, 29, 38

Tables 19 to Table 22, three rank-orderings were developed according to student ratings, instructor ratings, and student / instructor composite ratings for each of clusters of teaching behaviors. Correlations between each of rank-orderings were computed using Spearman's rho coefficients.

Table 19 shows that all rank-order coefficients were highly significant. The Spearman's rho resulted in significant relationships between student ratings, instructor ratings, and student / instructor composite ratings, using the .01 level of significance.

Table 19. Spearman Rank-Order Coefficients of Cluster I

	Student + Instructor Ranking	Student Ranking
Student Ranking	.976**	
Instructor Ranking	.926**	.842**

\*\*p < .01



The following table presents Spearman's rho coefficients of teaching behavioral items in cluster I. The result indicates that all rank-orderings between student ratings, instructor ratings, and student / instructor ratings were significantly related.

Table 20

Spearman Rank-Order Coefficients of Cluster II

	Student + Instructor Ranking	Student Ranking
Student Ranking	.994**	
Instructor Ranking	.826**	.825*

\* $p < .05$

\*\* $p < .01$

Table 21 reveals the similar results of table 20. Three rank-orderings of teaching behavioral statements were high significantly related at the  $p < .01$ .

Table 21

Spearman Rank-Order Coefficients of Cluster III

	Student + Instructor Ranking	Student Ranking
Student Ranking	.983**	
Instructor Ranking	.883**	.867**

\*\* $p < .01$

Table 22 represents rank-order correlation coefficients using Spearman's rho. The result indicates that three rank-orderings of teaching behavioral items were significantly correlated.

Table 22

Spearman Rank-Order Coefficients of Cluster IV

	Student + Instructor Ranking	Student Ranking
Student Ranking	.964**	
Instructor Ranking	.811*	.775*

\*p &lt; .05

\*\*p &lt; .01

In summary, all rank-order correlation coefficients of teaching behavioral items between student ratings, instructor ratings, and student / instructor composite ratings were significantly related. These results indicate that the rankings of perceptions on teaching behaviors that contribute to students' academic success between business students and their instructors were much the same.

Results of Research Questions and Hypotheses

Research Question 1: What are the high-rated teaching behaviors that Thai business students and their instructors believe contribute to student academic success?

Data was compiled from 72 instructors and 362 business students. Results show that of the forty teaching behaviors, two were highly rated (mean rating of 4.0 or more) by students. Those two items were "Treats students equally and fairly," and "Listens attentively to students' questions." Instructors highly rated fourteen teaching behaviors that they believe contributed to student academic success (see Table 13). Those items were "Treats students equally and fairly," "Listens attentively to students' questions."

Research Question 2: What are the relationships between Thai business students' and instructors' perceptions of teaching behaviors that promote students' academic success?

In order to answer the research question 2, the following hypotheses were examined:

Hypothesis 1: There are significant differences of perceptions on teaching behaviors between Thai business students varying in gender, age, classification, major, and GPA.

A two-tailed t-test was used to determine the mean difference of teaching behaviors between male and female students indicated that at the  $p < .05$ , there were non-significant differences of male's and female's perceptions of teaching behaviors. Furthermore, the one-way Analysis of Variances (ANOVA) was used to compare mean rating of teaching behaviors rated by business students. The findings indicate that there were significant differences of perceptions on teaching behaviors that contribute to students' academic success between business students varying in age, classification, major, and GPA at the  $p < .05$ .

Hypothesis 2: There are significant differences of perceptions on teaching behaviors between business instructors varying in gender, age, status, department, teaching experience, and level of education.

A two-tailed t-test was used to determine the mean difference of teaching behaviors between male and female instructors and between full-time and part-time instructors. Results indicate that at the  $p < .05$ , there were non-significant differences of male's and female's perceptions of teaching behaviors as well as no differences in the perceptions of full-time and part-time instructors. The one-way Analysis of Variances (ANOVA) was

used to compare mean rating of teaching behaviors. The findings indicate that at the  $p < .05$  level, there were non-significant differences of the perceptions between instructors varying in age, department, and teaching experience in higher education. Results also indicate that there was significant relationship of perception on teaching behaviors between bachelor, master, and doctoral instructors at the  $p < .05$ .

Hypothesis 3: There are significant differences between students' and their instructors' perceptions of teaching behaviors that promote students' academic success.

The findings indicate that at the  $p < .05$  level, there was significant difference between business students' and instructors' perceptions of teaching behaviors that promote students' academic success. The finding also indicates that at the  $p < .05$  level, fourteen teaching behaviors of forty were non-significant differences between business students' and instructors' perceptions of teaching that promote students' academic success.

Hypothesis 4: There is a relationship between student ratings, instructor ratings, and student / instructor composite ratings for each teaching behavioral statement.

The findings reveal that at the .01, correlations between rank-orderings of teaching behavioral items from student, instructor, and student / instructor composition were all statistically positive significant related.

## CHAPTER V

### SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to explain teaching behaviors that Thai business students and their instructors believe contribute to students' academic success and to compare teaching behaviors perceived by Thai business students with the perceptions of their instructors and the effect of their behaviors on the students' academic success using process-product model and the Lomo-David & Hulbert study. This chapter gives a summary and conclusions of the study and discusses the implications as well as suggestions for further research and applications.

#### Summary of the Study

The subjects of this study were 72 faculty and 362 undergraduate business students, majoring in General Business Administration, Accounting, Finance, Marketing, General Management, International Business Management, Industrial Management, and Business Computers selected from a private university in Bangkok, Thailand. All students were enrolled in business courses in the first semester of the academic year 2001. The examined faculty taught business courses in which the student subjects were enrolled. All subject participation was voluntary.

A questionnaire was developed which contained 40 instructor-teaching behaviors based on a pilot study conducted by Lomo-David and Hulbert (1993). Subjects were asked during the regular class sessions to rate teaching behaviors on a 5 point Likert

scale: not important (1) to extremely important (5) that best describe instructor-teaching behaviors contribute to students' academic success.

The data was collected and analyzed for frequencies and percentages in order to describe students' and instructors' demographic data. A two-tailed t-test and one-way Analysis of Variance (ANOVA) were used to examine the differences between Thai business students and their ratings of teaching behaviors at the 95% confidential interval, between instructors and their ratings of teaching behaviors and between Thai business students' and their instructor ratings for each teaching behavior that promote students' academic success at the 95% confidential interval. The Least Squared Differences (LSD) was used for the post hoc test. Factor analysis was included in order to group teaching behavioral items. Finally, the correlation coefficients between student ratings, instructor ratings, and student / instructor composite ratings were computed using Spearman's rho.

The findings reveal that of the 40 teaching behaviors, two were highly rated by both students and their instructors. Those two items were "Treats students equally and fairly" and "Listens attentively to students' questions."

Results indicate that at the  $p < .05$ , there were significant differences between business students varying in age, classification, major, and GPAs. The instructors' perceptions of teaching behaviors were significantly different according to their level of education. All rank-order correlations of teaching behavioral statements between student ratings, instructor ratings, and student / instructor composite ratings were significantly related.

### Conclusions

Table 23 compares the findings from studies Thailand and those in the United States. It reveals that studies in the U.S. give similar results, concerning behaviors that faculty and students regard as very important and as insignificant to students' academic achievement. In comparison between study results in the U.S. and Thailand, it is found that "Encourages students to dress professionally" is not important in the viewpoints of students and faculty in the U.S., but Thai students think it is important (5<sup>th</sup> ordered) for teachers whereas Thai teachers do not think it is very important (30<sup>th</sup> ordered). Similarly, "Uses transparencies or multimedia to teach" in studies in the U.S. is found to be rarely related to students' achievement whereas Thai teachers and students think that it is very important to students' achievement. Besides, both American faculty and students agree that "Announces tests in advance" is a very important behavior to academic achievement. In contrast, Thai students rate this behavior the 14<sup>th</sup>, and Thai teachers rate it the 26<sup>th</sup>. The differences between opinions of American and Thai teachers and students mentioned above are probably results of differences learning cultures and learning environments in the U.S. and in Thailand.

Table 23

Summary of Findings from the Studies

Topics	Previous Studies in USA.			Current Study in Thailand (2001)
	Lomo-David and Hulbert (1993)	Smith and Necessary (1994)	Ulmer (1997)	
1. Samples	- 735 students	- 92 faculty and - 415 students	- 13 faculty and	- 72 instructors
2. Instrument	- 51 classroom behaviors	- 51 teaching behaviors	- 219 students - 50 teaching behaviors	and - 362 business students
3. General Findings	- 3 scales: IM, NU, NI  - 17 statements were highly rated  - 4 items were rated differently according to students' major	- 5 scales  - 44 items were significantly different  - students' classification	- 5 scales  - 37 items  - didn't compare	- 40 teaching behaviors  - 5 scales  - 26 items  - students' age, GPA, classification, and major  - instructor's level of education



Table 23 (Continued)

Topics	Previous Studies in USA.			Current Study in Thailand (2001)
	Lomo-David and Hulbert (1993)	Smith and Necessary (1994)	Ulmer (1997)	
4. Similar Findings	<u>High-rated</u> (important) - Announce test in advance - Listen attentively to students' questions - Treats students equally and fairly  <u>Not important behaviors</u> - Lock classroom door after instruction begins	- Announce test in advance - Listen attentively to students' questions - Treats students equally and fairly  - Lock classroom door after instruction begins	- Announce test in advance - Listen attentively to students' questions - Treats students equally and fairly  - Lock classroom door after instruction begins	- Treats students equally and fairly - Listen attentively to students' questions - Uses transparencies or multimedia to teach - Does not allow students to enter class after instruction begins

Table 23 (Continued)

Topics	Previous Studies in USA.			Current Study in Thailand (2001)
	Lomo-David and Hulbert (1993)	Smith and Necessary (1994)	Ulmer (1997)	
5. Different Findings	<p>- Encourages student to dress professionally (23.5% - IM)</p> <p>- Uses transparencies or multimedia to teach (38.5% - IM)</p>	<p>- Encourages student to dress professionally (<math>X_s = 2.16</math>, <math>X_f = 1.46</math>)</p> <p>- Uses transparencies or multimedia to teach (<math>X_s = 3.21</math>, <math>X_f = 2.43</math>)</p>	<p>- Encourages student to dress professionally (<math>X_s = 2.72</math>, <math>X_f = 2.83</math>)</p> <p>- Uses transparencies or multimedia to teach (<math>X_s = 3.35</math>, <math>X_f = 3.35</math>)</p>	<p>- Encourages student to dress professionally (<math>X_s = 3.92</math> or 5<sup>th</sup> ordered, <math>X_i = 3.47</math> or 30<sup>th</sup> )</p> <p>- Uses transparencies or multimedia to teach (<math>X_s = 3.97</math> or 3<sup>rd</sup> ordered, <math>X_i = 4.19</math> or 8<sup>th</sup> )</p>

## Implications

Professional teachers are educators of quality, who account for the learning achievement of students, endowed with an inquisitive mind and are always ready to learn. They encourage students to develop their potential and be eager to acquire knowledge (Charupan, 2001; Pitiyanuwat, 2001). It has been generally accepted that one of the most important factors in educational development is teachers. The quality of Thai education needs to be improved and it will never succeed unless teachers are reformed. As Fullan and Stiegelbauer (1991) state that “Educational change depends on what teachers do and think” (p. 117) because teachers are the closet to student achievement.

Many studies report that teaching behaviors of individual teachers have significant impacts on students. Further, the research summarized the findings of effective teaching behaviors that greatly positively impact student-learning outcomes. Students’ and instructors’ perceptions about teaching behaviors that promote students’ academic success are very important. Students seem to place primary importance upon instructors – the kind of people they are and what they know. Instructors perceive the importance of instructors’ role more concerned with substantive than procedural items (Romine, 1974).

The findings of this study yield significant results to the areas of theory, research, and practice. The following sections will examine how this study met each of these criteria.

## Implications for Theory

Discussion of Teaching Behaviors. Results from the present study suggest that business students and their instructors do not agree concerning the effect that certain

teaching behaviors have on students' academic success. To be precise, both students and instructors do agree in individual teaching behaviors, but do not agree in all teaching behaviors. Certain teaching behaviors were more highly rated by instructors than by students. For example, both students and instructors felt that it is important for instructors to "treat students equally and fairly," but instructors, on the average, rated the item more highly. These results agree with the studies by Smith and Necessary (1994) and Ulmer (1997).

Based on the teaching behaviors that are, in students' and instructors' points of view, important to students' achievement, it was found that both students and instructors view that "Treats students equally and fairly" and "Listens attentively to students' questions" are the first and second important, respectively. These results confirm those derived from research by Lomo-David and Hulbert (1993), Smith and Necessary (1994), and Ulmer (1997). Students and faculty felt that the two behaviors are very important because if instructors treat their students fairly, they will respect their instructors. A consequence is that students pay more attention to their instructors' lectures, which will lead to their achievement. Similarly, instructors' attentive listening to students' questions implies their respect toward their students. Such interaction in teaching and learning will establish in the students' faith to their instructors and attention to their study. Therefore, the most important characteristics when dealing with students are complete honesty and sincerity.

Students and instructors agree in teaching behaviors that are unimportant to students' academic success, which also confirm the studies by Lomo-David and Hulbert, Smith and Necessary, and Ulmer. For example, "Does not allow students to enter class

after instruction begins," and "Gives unannounced quizzes." This is because students view that quiz scores are only small portions of the total scores, and should have no, or little, influence on students' achievement.

Surprisingly, students thought that "Encourages students to dress professionally" is important to students' success. This item is ranked the fifth by students, but only thirtieth by instructors. Based on comparison between the result of this study and those derived from the studies by Lomo-David and Hulbert, Smith and Necessary, and Ulmer, it was found that students and faculty considered dress as a relatively unimportant issue. Participants did, however, indicate a strong belief that instructors should speak and act professionally in the classroom.

In the same way, the finding of this study reveals that both students and instructors thought that using transparencies or multimedia to teach is very important to students' academic success. Thai business students ranked this item the third while instructors ranked it the eighth. This is because students were familiar with dictation, which they had experienced in their high school, but were consequently unable to catch up on ideas from lectures. Therefore, students preferred their instructors to use transparencies or other media that were helpful to taking notes. The results agree with those of Smith and Necessary, but disagree with those of Lomo-David and Hulbert, which said that students gave very little importance to this behavior.

The study results of Smith and Necessary and Ulmer revealed that "Announces tests in advance" was ranked the first in importance by both students and instructors. On the other hand, the results from this study showed that students ranked this behavior the 15<sup>th</sup>,

whereas instructors ranked it the 26<sup>th</sup>. However, these two groups' points of view did not differ significantly.

The results also indicate that both students and instructors agreed that teaching behaviors which were unimportant to students' academic success include "Does not allow students to enter class after instruction begins," "Requires that all papers be typed," "Gives unannounced quizzes," and "Does not accept assignments submitted late." These four behaviors did not directly affect the subjects' content, so participants believed that they had no influence on students' achievement. The fact that Thai instructor and students agree that "Announces tests in advanced" is not very important to academic achievement is because the behavior is regular for Thai teachers. Students and instructors have little experience in the effect of omitting such behavior.

Discussion of Student and Teacher Characteristics. The student's life at the university begins in late adolescence, or the beginning of adulthood. At this stage, the student's personalities have not fully developed, and they try several types of personalities. As Sinlarat (1999) states when students enter the university their personalities are not definite, but by graduation time they will be more certain of what they are searching for.

This study has established support for a link between students' characteristics, instructors' characteristics, and the perceptions of teaching behaviors on students' academic success. The results of this current study reveal that there was non-significant difference in teaching behaviors perception between male and female students. The results of this study confirm those derived from the study by Smith and Necessary

(1994), but conflict with the study of Field, et al. (1976), which found that the perception of importance of 12 teaching behaviors tended to vary due to the gender of the students.

Besides, Field's study also finds that the perceptions of teaching behaviors between students varying in class rank and academic performance were not significantly different. This conflicts with the findings of this study which indicate that statistically significant differences in teaching behavior perceptions were found to be dependent upon students' ages, classifications, majors, and GPAs.

Students' characteristics seem to have great impacts on the teaching-learning process and students' achievement (McIlrath and Huitt, 1995). Since each individual student is different from others, it should be the duty of instructors to motivate students and help them study. The contents of courses should be interesting and relevant. Methods of teaching as well as classroom teaching behaviors should be varied and attractive.

Teachers' characteristics are another interesting context variable that relates to students' achievement. Although teachers did not significantly differ in personality traits from the general population, there is a great amount of diversity in teachers' personality characteristics when they are examined by gender, level of teaching service, and area of expert profession (Getzels & Jackson, 1963). This study indicates that there was a significant relationship of teaching behavior perception between bachelor, master, and doctorate instructors. The result of this study disagrees with that of Marchant (1992), which studied teachers' attitudes toward research-based effective teaching behaviors. The findings report that there were statistically significant differences in teaching behaviors' questionnaire scores related to gender and years of teaching experience but non-significant differences regarding degree earned.

Based on the national survey by Darling-Hammond (2000), the findings report that teachers' quality characteristics such as certification status and degree in the field to be taught are greatly significant and positively related with students' achievement in reading and mathematics.

Several studies report that teachers with less than three years of teaching experience were less effective than were more skilled teachers (Westphal, 2000). Furthermore, in the study on the differences between novice and experienced teachers, one of the explicit and conclusive findings is that inexperienced teachers lack the conceptual structures to make sense of classroom events whereas veteran teachers have more perspective on the instructional process (Davis, 1997).

The result of this study reveals that students' demographics (context variables), such as age, classification, major, and GPA, and instructors' levels of education (presage variable) affect the perception of teaching behaviors. This finding confirms the process-product model, which is discussed in Chapter I.

#### Implications for Further Research

The current study identifies teaching behaviors that Thai undergraduate business students and their instructors believe contribute to students' academic success. It was conducted on a private university in Bangkok, Thailand. This sort of study should also be performed on a population in public universities so that results can be compared to generalize those findings.



This study compares the perceptions of teaching behaviors between business students and their instructors. Additional studies are needed to compare the business majors and instructors with other major areas of study.

The comparisons of teaching behaviors between business students were made regarding their gender, age, classification, major, and GPA. As Cruickshank, et al. (1999) suggests process-product paradigm, other context variables should be included for further study such as classroom contexts: class size and textbooks; students' characteristics: study habits and learning styles. Similarly, teachers' characteristics also need to be entered such as teachers' expectations.

Finally, experimental studies should be conducted to determine whether the use of these teaching behaviors significantly promote students' academic success.

#### Implications for Practice

Instructors are a very important factor in the teaching-learning process. Different teaching behaviors certainly have different effects on students' learning and academic success. This is because the teaching-learning process is the interaction among the individuals. Therefore, instructors should know teaching behaviors that best promote students' learning, and also know behaviors that should be avoided.

The findings of this study identify teaching behaviors that business students and their instructors believe contribute to students' academic success. In order to promote effective teaching, business instructors should attempt to include these teaching behaviors in their teaching.

Effective teaching is a topic of major concern in higher education. Administrators, faculty, and students would like to see effective teaching in the teaching-learning process. Since the purpose of teaching is to facilitate students' learning, students' perceptions of teaching are obvious possible sources of information (McKeachie & Lin, 1975). Student ratings seem to be a popular instrument of course evaluation. Thus, the finding of teaching behaviors of this study should be considered for improving teaching evaluation instruments.

As Fullan and Stiegelbauer (1991) mention that "classrooms and schools became effective when quality people are recruited to teaching" (p. 117), teaching behaviors from this study should be used in selecting teaching candidates or in declaration of the national standards for teaching profession regarding teachers' characteristics and behaviors.

According to the National Education Act of B.E. 2542 (1999), the Ministry of Education, Religion and Culture is required to promote a system for administering personnel affairs of teachers, faculty staff, and education personnel to be endowed with the quality and standard of a highly respected profession (Pitiyanuwat, 2001) in accordance with the National Scheme Education 1992, which outlined a policy in reforming teachers and developing in-service teachers for improving the people's faith in the teaching profession as well as raising the standard of teaching profession (Charupan, 2001). Administrators and personnel managers can make use of the findings of this study on teaching behaviors as a guideline for personnel development (in-service programs), such as organizing seminars or short workshops on teaching techniques that encourage students to get involve in class discussions and promoting instructors' use of transparencies or multimedia in teaching. In addition, Charupan (2001) mentions that the

teaching profession has long been facing problems in terms of quality of work. Most teachers need more training on continuous basis, especially in the subjects they are directly responsible for (p. 3).

Moreover, the findings should be applied with a teacher production plan in order to produce new-generation teachers.

Finally, as Cruickshank, et al. (1999) mentions that the techniques used by organizations to identify factors that contribute to employees' success may also be used successfully in educational settings. In the same way, the findings from this study may be applied in business and industrial organizations for promoting effective training.

### Recommendations

Ideas about teaching behaviors may vary with the characteristics of one's audience as Medley (1977) cited in Ryan and Phillips (1982), which suggest "there is no one set of teacher characteristics that is effective with all students in all teaching situations" (p. 1873). It seems that teacher's characteristics are difficult to change. However, teachers should be aware of how various characteristics impact students and should work to enhance those that have positive effects (Cruickshank, et al, 1999). Teachers in the twenty-first century must adjust their role. They can no longer be just the only source of knowledge. The role of teachers will be facilitators and managers of learning.

The findings of this study are only the beginning part of teaching-learning quality development. Beside teaching behaviors that affect students' achievement, many more factors are needed to encourage instructors to develop themselves. Administrators are critical entities to make instructors aware the importance and usefulness of effective

teaching behaviors in class. At the same time, students need to be able to make adjustments in their learning style in order to boost teachers' effective teaching behaviors.

### Concluding Comment

The result reveals that ratings of teaching behaviors that affect students' academic success are highly related. This implies that opinions of the two groups agree. Both instructors and students think that "Treats students equally and fairly," "Listens attentively to students' questions," and "Uses transparencies or multimedia to teach" are very important to students' achievement. Therefore, Thai faculty should bring these behaviors to practice for students' benefit.

According to the National Education Act of B.E. 2542 (1999), which promote the use of strategies to encourage students' life-long learning, faculty should adapt their teaching roles and methods to make students learn to analyze and solve problems themselves. To achieve this, faculty should perform teaching behaviors that instructors and students think important, such as "Uses real world examples in teaching," "Involves students in class discussion," and "Uses transparencies or multimedia to teach." Besides, students must be fearless to express opinions about instructors' teaching behaviors in a creative way and straightforwardly so that instructors can improve their behaviors.

Finally, "Uses transparencies or multimedia to teach," which is an important behavior from this study, should be performed and experimented with teaching in other countries, including European countries or the United States.

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## APPENDIXES

**APPENDIX A**  
**INSTITUTIONAL REVIEW BOARD APPROVAL FORM**

Oklahoma State University  
Institutional Review Board

Protocol Expires: 9/16/02

Date: Monday, September 17, 2001

IRB Application No ED0216

Proposal Title: TEACHING BEHAVIORS THAT PROMOTE ACADEMIC SUCCESS FOR THAI  
BUSINESS STUDENTS

Principal  
Investigator(s):

Sripai Sakrunpongskul  
233 Willard  
Stillwater, OK 74078

Margaret Scott  
233 Willard  
Stillwater, OK 74078

Reviewed and  
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

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Dear PI:

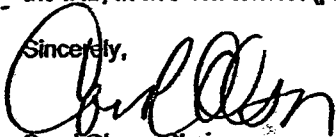
Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,



Carol Olson, Chair  
Institutional Review Board



**APPENDIX B****SCRIPT USED TO INVITE STUDENTS AND INSTRUCTORS**

Script Used to Invite Students and Instructors

Hello,

My name is Sripai Sakrunpongskul. I am working on the project, "Teaching Behaviors that Promote Academic Success for Thai Business Students." The purpose of this project is to identify teaching behaviors that Thai business students and their instructors believe contribute to students' academic success. You have been selected to participate in this project to help me discover solutions for future educational improvement. Your participation is very important but is not required.

I would like you to take a few minutes and complete the questionnaire. For confidentiality, you will not be asked to identify yourself in the questionnaire. Your answers will be processed and analyzed together with other participants; only the summarized results will be presented. This questionnaire will be destroyed after the research is completed.

**APPENDIX C**  
**QUESTIONNAIRE**

## Instructor Teaching Behaviors

### Description to Students

This questionnaire is designed to get business students' opinions for the purpose of instructional analysis and improvement. It describes instructors' teaching behaviors that business students believe may promote their academic success.

### Part A: Student Demographic Information

Direction: Please indicate your correct response by checking (✓) the correct box. By completing this questionnaire you have agreed to voluntarily participate in this study. By not placing your name on this form, all information will be anonymous.

1. What is your gender?

☐ Male ☐ Female

2. What is your age range?

☐ Below 18 ☐ 18 to 20 ☐ 21 to 23  
☐ 24 to 26 ☐ 27 to 29 ☐ 30 to 32  
☐ 33 to 35 ☐ Above 35

3. What is your classification?

Four-year degree ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior  
Two-year degree ☐ Junior ☐ Senior

4. What is your major?

☐ General Administration ☐ Accounting  
☐ Finance ☐ Marketing  
☐ General Management ☐ International Business Management  
☐ Industrial Management ☐ Business Computer  
☐ Other (please specify)

5. What is your current GPA?

☐ 1<sup>st</sup> year student  
☐ Below 1.75 ☐ 1.75 to 2.00 ☐ 2.01 to 2.50  
☐ 2.51 to 3.00 ☐ 3.01 to 3.50 ☐ 3.51 to 4.00

**Part B: Instructor Teaching Behaviors**

**Direction:** The following items describe instructor-teaching behaviors. For each specific teaching behavior, please rate by checking (✓) that best describes instructor-teaching behaviors contributed to student academic success.

Please use the following rating scale in making your judgment:

- 5 = Extremely Important  
 4 = Very Important  
 3 = Fairly Important  
 2 = Rarely Important  
 1 = Not Important

Instructors' Teaching Behavior	Extremely Important	Very Important	Fairly Important	Rarely Important	Not Important
	(5)	(4)	(3)	(2)	(1)
1. Treats students equally and fairly					
2. Listens attentively to students' questions					
3. Sets realistic deadlines for assignments					
4. Announces tests in advance					
5. Grades and returns tests promptly					
6. Follows textbooks' content					
7. Uses real world examples in teaching					

Instructors' Teaching Behavior	Extremely Important (5)	Very Important (4)	Fairly Important (3)	Rarely Important (2)	Not Important (1)
8. Is professional in speech and action					
9. Involves students in class discussions					
10. Allows time for questions after class					
11. Relates teaching to career interest					
12. Provides a break in a two-hour or longer class					
13. Gives class work to enhance learning					
14. Gives homework to enhance learning					
15. Previews the lesson before teaching					
16. Reviews the lesson after teaching					
17. Empathizes with students					
18. Writes notes on blackboard while teaching					
19. Varies voice tone while teaching					
20. Gives students extra credits assignments					

21. Uses personal experiences as examples in teaching					
22. Allocates points for class participation					
23. Gives objective exams					
24. Allocates points for class attendance					
25. Encourages team or group work					
26. Has a sense of humor in class					
27. Requires students to bring textbooks to class					
28. Deducts points for assignments submitted late					
29. Requires that all papers be typed					
30. Uses the case study method in teaching					
31. Assigns projects requiring the use of the library or the Internet					
32. Remembers students' names accurately					
33. Moves around in the classroom when teaching					
34. Has students read a chapter and answer the chapter questions before teaching the content of the chapter					

35. Uses transparencies or multimedia to teach					
36. Gives essay exams					
37. Does not accept assignments submitted late					
38. Encourages students to dress professionally					
39. Gives unannounced quizzes					
40. Does not allow students to enter class after instruction begins					



## Instructor Teaching Behaviors

### Description to Instructor

This questionnaire is designed to be completed by business instructors for the purpose of instructional analysis and improvement. It describes instructor's teaching behaviors that you believe may promote their academic success.

### Part A: Faculty Demographic Information

**Direction:** Please indicate your correct response by checking (✓) the correct box. By completing this questionnaire you have agreed to voluntarily participate in this study. By not placing your name on this form all information will be anonymous.

1. What is your gender?  
☐ Male                      ☐ Female
2. What is your age range?  
☐ Below 25      ☐ 25 to 30              ☐ 31 to 35              ☐ 36 to 40  
☐ 41 to 45      ☐ 46 to 50              ☐ Above 50
3. Status  
☐ Full-time faculty              ☐ Part-time faculty
4. What is your department?  
☐ Accounting              ☐ Finance              ☐ Marketing  
☐ General Management   ☐ International Business Management  
☐ Industrial Management ☐ Business Computer
5. What is your level of education?  
☐ Bachelor              ☐ Master              ☐ Doctorate
6. How long have you taught in higher education?  
☐ 1<sup>st</sup> year to teach      ☐ 1 to 5 years              ☐ 6 to 10 years  
☐ 11 to 15 years      ☐ 16 to 20 years              ☐ more than 20 years

VITA 2

Sriprai Sakrunpongskul

Candidate for the Degree of

Doctor of Education

Dissertation: TEACHING BEHAVIORS THAT PROMOTE ACADEMIC SUCCESS  
FOR THAI BUSINESS STUDENTS

Major field: Higher Education

Biographical:

Education: received Bachelor of Education (2<sup>nd</sup> Honor) in Mathematics from Suansunandha Teacher's College in 1987; received Master of Education (Educational Measurement and Evaluation) from Chulalongkorn University in 1990; received Master of Science (Computer Engineering) from Chulalongkorn University in 1995; received Advanced Certificate in Business Computing from Manukau Polytechnic (New Zealand) Chulalongkorn University in 1994. Completed the requirements for the Doctor of Education degree from Oklahoma State University in August 2002.

Employment: Teacher (Mathematics and Computer) and Head of Educational Measurement Division Assumption Convent School 1987-1993; Instructor (Computer) and Head of Business Computer Department Siam University 1995-Present.