

The Study of Indicators of Effective Lecturers from the Viewpoint of Students (Case Study: University of Payame Noor of Kurdistan)

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Abstract

The high education state need to determine the indicators to evaluating their trainers function that one of the basic problems in universities is lack of indicators of effective lecturers. One of the most important methods to determine these indicators is public poll students.

This study is done due to determining the indicators of effective lecturers in student's viewpoint of Payame Noor University in Kurdistan province at 20010-2011 academic years. This study is done in the measuring method and it is statistical society for all of Payame Noor University students in Kordestan province that 360 people among Sanandaj, Saghez and Ghorveh College are collected as sample using of cluster-sampling method. Data collecting tools was inquiries that were made by researcher. The various methods such as descriptive statistic were used to analyze the data. In student's opinion the indicators of teaching methods, communication, knowledge-seeking, personal characteristic have allocated the most important indicators' of effective lecturers to itself. Regarding to achieve results, it seems

necessary that country's directors notice to the planning of workshops for lecturers and available indicators at the time of evaluation of lecturers.

Key words: Effective lecturer's, Effective Teaching, Payame Noor University, Qualities lecturer, Effectiveness Method.

Introduction

Learning is a process and in any process factors and variables are interacting together. Some of the useful factors in learning consist of pupil or learner, learning conditions and environment, training program and content and lecturers or teacher. In this case lecturers. With all of his/her personality, scientific and educational characteristics, affects dramatically to learning process. Now this question is arisen that which characteristics should effective lecturers have? Some of lecturers s have such appropriate and friendly behavior that majority of students are interested to him/her. Conversely there are, them are another lecturers s who cause students escape from them class and learning because of their severity and forcing them to observe the respect of lecturers. Lecturers are different together in sight of their view about student's learning method and method of managing the class. Some of researchers' determine the lecturer's usefulness regarding of student's success. And some of them emphasis an evaluation of manager's high function (Stronge, Tucker, Hindman, 2007).

The case of information transferring from a person to another in training matter is an important factor for researchers, and human always wants to find the best ways to do this matter. Since the university is one of sites to interchange information in society, and amount of transfer's efficiency depends on efficiency, and lecturers as human force busy in training has the most important role in student's training and they are accounted as important elements of training and teaching method is efficient factor in student's success as well as lecturers behavior hence knowing their characteristics in student's opinion is quite important (Faulkner, Argent, Jones, 2001).

The most original and the most valuable element of universities is the member of faculty, and their lecturers. Imaginable duties for lecturers in university include training, learning, management, specialized actions out of university. Individual progress and civil actions. each element of university according to capabilities, individual interests, conditions and necessities may participate in one or more actions, but one of his/her most important duty is teaching and training the students. Which its quality affects dramatically over promoting the stimulation, creativity and enhancing the efficiency of lecturers and pupils (Rejalzade, 1996).

One of the basic problems in universities is lack of indicators to determine the effective's lecturers. The meaning of effective lecturers is a collection of lecturers' behaviors, functions which leads to accessing to pedagogical objectives. Of course learning depends on many other factors such as student behavior. But researchers show that lecturer's are more important than another factor in student's learning (Artiles, 1994).

Also lecturers' evaluations without usefulness characteristics not cause to improve the training quality but also cause to decrease the quality. There are various methods to determine the usefulness characteristics such as counseling with managers, colleagues, lecturers' and students. Lecturers' state that knowing the student's opinion about themselves is efficient to improve the teaching and training quality. They believe that one of the best methods to determine the usefulness characteristics is poll to students, because students are learning directly (Walls, Nardi, Von Minden, Hoffman, 2002).

Regarding the teaching process in Payame Noor remote system with presence system and regarding the limitation of former one in running the present classes it seems effective lecturers' role and student expectation has got many differences. Although the aim of this research isn't the comparison of these differences, but emphasizing on this problem is for this reason that they notice the importance of performing this research in remote system. Although several research is performed about the effective lecturers' characteristics in attended system, but our knowledge about effective lecturers' characteristics in open college system and for remote Payame Noor is little. With regard to extension of Payame Noor University and its efficiency to the future of the country, knowing the characteristics of training elements in this university is a serious and necessary problem. This research wants to rummage the effective lecturers' characteristics in Payame Noor University student's opinion until it affects the learning and teaching quality to influence the process of conveying.

Questions

- 1- What are the characteristics of effective lecturers' in Payame Noor University student's opinion in order of priority?
- 2- What are the indicators' of effective lecturers' in Payame Noor University student's opinion in order of priority to aspect of Knowledge-Seeking?
- 3- What are the indicators' of effective lecturers' in Payame Noor University student's opinion in order of priority to aspect of teaching method?
- 4- What are the indicators' of effective lecturers' in Payame Noor University student's opinion in order of priority to aspect of ability to communicate?
- 5- What are the indicators' of effective lecturers' in Payame Noor University student's opinion in order of priority to aspect of individual personality?

Method

This research method is in a measuring method. Statistical society of this research includes Kordestan Payame Noor University students who are educating in 2010-2011 academic year that they are 20 thousands ones. The sampling method in this research is a clusters method that colleges of three cities Sanandaj, Saghez, and Ghorveh were selected randomly. People mass of the sample using of Kokoran formula were selected in number of 323 persons, who increase to 360 persons to achieve the conclusion of sample, that they include 200 persons in Sanandaj, 100 persons in Saghez, and 60 persons in Ghorveh.

$$n = \frac{Z^2 \times pq}{d^2}$$

$$P=0/7$$

$$Z \alpha_2 = .0025 \rightarrow .05 = \alpha$$

$$.05 d =$$

$$n = 323$$

The tools of measurement in this research that of made by researcher include two sections. First section is designed to determine the useful lecturers' characteristics in student's opinion in 4 aspects such as learning, teaching method, the capability of communicating and individual personality that in this section 5 characteristics are in aspect of learning, 4 characteristics are in aspect of teaching method, and 5 characteristics are in aspect of the power of communicating, and 8 characteristics are in aspect of personality that are 23 characteristics totally and second section is designed to determine the importance of characteristics.

In this research various methods of descriptive statistics such as setting the tables about distribution of abundance and relative abundance were used to analyze the achieved data

Findings

The table of no 1 making priority about indicators' of effective lecturers in student's opinion.

indicators' of effective	Province	Abundance	Percent
Knowledge-Seeking	Sanandaj	28	7.7
	Saghez	19	5.3
	Ghorveh	10	2.8
Total		57	15.8
Method of teaching	Sanandaj	101	2.8
	Saghez	49	13.5
	Ghorveh	37	10.4
Total		187	51.9
The ability of communication	Sanandaj	53	14.7
	Saghez	35	9.7
	Ghorveh	17	4.7
Total		105	29.2
Individual personality	Sanandaj	6	1.7
	Saghez	3	0.8
	Ghorveh	2	0.6
Total		11	3.1
Whole		360	100

Consequences of table above show that characteristic of teaching method, the capability of communicating, and learning, individual personality in student's opinion are characteristics of effective lecturers in Kordestan Payam Noor University. About 51/9 % of students have

selected the characteristics of teaching method as first priority. This percentage for capability of communicating and scholarship Individual personality is 29.2, 15.8 respectively.

The table of no 2 making priority about indicators' of effective lecturers in aspect of Knowledge-Seeking.

effective characteristics	Province	Abundance	Percent
Knowledge	Sanandaj	145	41.5
	Saghez	75	21.5
	Ghorveh	42	12
Total		262	75
Giving the new materials	Sanandaj	26	7.5
	Saghez	19	5.4
	Ghorveh	11	3.2
Total		56	16
experience in teaching	Sanandaj	20	3.2
	Saghez	8	1.2
	Ghorveh	3	0.6
Total		3.1	5
research experience	Sanandaj	7	2
	Saghez	4	1.1
	Ghorveh	3	0.9
Total		14	4
Whole		36	100

So that about 75% of students has selected the characteristics of knowledge as first priority. This percentage for to characteristics of giving new material, the record of teaching and learning in order are 4%, 5/2%, and 16% respectively.

The table of no 3 making priority about indicators' of effective lecturers in aspect of teaching method.

effective characteristics	Province	Abundance	Percent
Interesting and clear giving of material	Sanandaj	70	20
	Saghez	50	14.5
	Ghorveh	18	5.5
Total		138	40
Providing the class for and argument meditation	Sanandaj	50	13.9
	Saghez	30	8.3
	Ghorveh	10	2.8
Total		90	25
Organization, success, and setting the material	Sanandaj	35	7.6
	Saghez	20	4.6
	Ghorveh	12	2.8
Total		65	15

Subject communication with connected examples	Sanandaj	19	5.7
	Saghez	12	3.6
	Ghorveh	9	2.7
Total		40	12
Using training assistant tools	Sanandaj	15	4.4
	Saghez	8	2.4
	Ghorveh	4	1.2
Total		27	8
Whole		100	360

The outcomes of above table above show that 40% of students have selected the characteristic of giving the interesting, clear, and absolute material in aspect of teaching method as first priority. 25% of this percent is to the providing of the class to meditation and argument, 15% is for communicating, 12% is for using of training assistance.

The table of no 4 making priority about indicators' of effective lecturers in aspect of the ability of communication

effective characteristics	Province	Abundance	Percent
Participating in student's arguments	Sanandaj	70	20.1
	Saghez	42	12.1
	Ghorveh	27	7.8
Total		139	40
Friendly communication with student	Sanandaj	55	14
	Saghez	35	9
	Ghorveh	12	3
Total		102	26
Justice in evaluation	Sanandaj	35	9.8
	Saghez	19	5.4
	Ghorveh	17	4.8
Total		71	20
Repeated exp;onation of material and removing of difficulty	Sanandaj	16	4.5
	Saghez	10	2.8
	Ghorveh	6	1.7
Total		32	9
Finding the lecturers out of class	Sanandaj	8	2.5
	Saghez	5	1.5
	Ghorveh	3	1
Total		16	5
Whole		360	100

Regarding the table above in the ability of communicating aspect 40% of students have selected the characteristic of student's participation in argument as first priority. This percent for the characteristic of friendly communication with students is 26%, justice in evaluation is

20%, repeated explanation of material and reduction of difficulty is 9%, and finding the lecturers out of class is 5%.

The table of no 5 making priority about indicators' of effective lecturers in Individual personality

effective characteristics	Province	Abundance	Percent
Charming and simple explanation	Sanandaj	54	15.7
	Saghez	31	9.1
	Ghorveh	18	5.2
Total		103	30
Self reliance and	Sanandaj	45	12.5
	Saghez	30	8
	Ghorveh	20	5.5
Total		95	26
Interest to teaching	Sanandaj	37	9
	Saghez	25	6.1
	Ghorveh	16	3.9
Total		78	19
Respectful speech and tone	Sanandaj	16	5
	Saghez	9	3
	Ghorveh	7	2
Total		32	10
Punctuality and on time presence in class	Sanandaj	9	2.3
	Saghez	6	1.5
	Ghorveh	5	1.2
Total		20	5
Accepting the criticism	Sanandaj	6	1.8
	Saghez	4	1.2
	Ghorveh	3	1
Total		13	4
Arranged appearance	Sanandaj	6	1.6
	Saghez	3	0.8
	Ghorveh	2	0.6
Total		11	3
The witty	Sanandaj	4	1.5
	Saghez	3	1.1
	Ghorveh	2	0.4
Total		8	3
Whole		360	100

The outcomes of above table show that 30% of students have selected the characteristic of charming and simple explanation in individual personality as first priority. This percent for

the characteristic of self-reliance in class is 26%, interesting to teaching 19%, respectful speech 10%, punctuality 5%, accepting the criticism 4%, arranged appearance 3%, witty nature 2%, and observing the social and moral manners 1%.

Conclusion

Data consequence in prioritizing of indicators show that the indicators of teaching method, the power of communicating, knowledge-seeking, individual personality in student's opinion are indicators' of effective's lecturers. About 59/1% of students have selected the indicators of teaching method as first priority. This percent for indicators of the ability of communicating, knowledge-seeking, individual personality in order is 3/1%, 15/8%, 29/2% respectively.

The data outcomes in aspect of knowledge-seeking show that the characteristics of knowledge, giving new material, experience in teaching and research experience are the most important. So those about 75% of students have selected the characteristics of knowledge as first priority. This percent for characteristics of giving new material, the record of teaching, the record of learning are 4%, 5/2%, and 16% respectively.

In teaching method aspect, 40% of students have selected the characteristic of clear transferring of material as first priority. This percent for the characteristic of providing the class to meditation is 25%, organization, subsequence and setting material 15%, communicating 12% and using of assistant training tools 8%.

In the ability of communicating aspect, 40% of students have selected the characteristic of student's participation in argument as first priority. This percent for the characteristic of friendly communication with student is 26%, justice in evaluation 20%, repeated explanation 9%, and access to teacher out of class 5%.

In individual personality aspect, 30% of students have selected the characteristic of simple explanation as first priority. This percent for the characteristic of self-reliance in class is 26%, interesting to teaching 19%, respectful speech 10%, punctuality 5%, accepting the criticism 4%, arranged appearance 5% witty nature 5%.

The findings of this research led to determine the most important indicators of effective lecturers in Kordestan Payame Noor University students. The briefly teaching methods, the ability of communicating, knowledge-seeking, individual personality in students are the most indicators' of effective lecturers.

Results of this research disagree with some of researches for example Bergman research that the most important characteristic of effective lecturers is capability of communication disagree with achieved conclusions in this research. But it is agree with Soltani and Ghaderi's research that the most important characteristic is the teaching method.

In the teaching method aspect, the most important characteristic of transferring the clear material is the providing the class for agreement and logical succession of recognized material that is agree with the conclusion of Soltani and Ghaderi

In the ability of communication aspect the most important characteristic are student's participation in agreements, friendly communication with student, and justice in evaluation. The conclusions of Iranfar & Anther and colleague's research on Kermanshah university show

that only about 60% of students were satisfied with lecturers communicating ability. Articles research show that the most important characteristic of effective lecturers in communicating aspect is the friendly communication with student and student's participation in agreements that it is agree with present research.

In knowledge-seeking aspect, the most important characteristics are knowledge, exhibiting new material, the experience of teaching that agree with the conclusion of Ramachandran and Damalingam's conclusions.

In individual personality aspect, the most important characteristics are simple explanation, self-confidence, and interesting in teaching. This opinion agreed with Iran medical students.

Regarding to achieve results, it seems necessary that country's directors notice to the planning of workshops for lecturers and available indicators at the time of evaluation of lecturers.

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