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*The Characteristics of a good and an Effective Teacher*

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## Dedication

In the Name of ALLAH, Most Gracious, Most Merciful

All the Prays is due to ALLAH alone, the Sustainer of all the worlds

This work is dedicated to my wonderful family, to my mother mostly, who was my motivator to complete this dissertation; my FATHER, my beautiful sisters “Chahra” and “Hadjira” and their cutest babies “LODJAIN” and “MIRAL”, my grandmother who was never forgotten me in her prayers. All the rest of my family and all my friends... thanks a lot; I appreciate your stand up and support to me.

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To my mate in the dissertation “MEHABA KENZA”

- AMINA -

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## **Abstract**

No one can deny that teachers play a fundamental role in the lives of their students. Nothing can be compared with their influence on the students' academic performance by providing them with both knowledge and skills. Therefore, this research work attempted to examine some of the teachers' personal and professional traits, their processes, and instructional strategies that they use and follow to lead teaching effectiveness and students' success, in addition to their positive impact on students' achievements. The central objectives of this research are to get significant answers to the questions of our study; accordingly, this research used a methodology that allowed gathering information using the mixed method approach. The data resulted from this study is related to what researchers pointed out and demonstrated and how students actually think of those educators. To answer the mentioned questions, a useful organized questionnaire was developed to explore master 1 English student's expectations on the subject matter. We deduced that students have different perceptions regarding the field of teaching efficacy. Nevertheless, the majority of them agreed with the importance of the effectiveness of teachers in the classroom and demonstrated that a lot of intelligent educators can make them brilliant just by following the right dimensions of competence. Ultimately, based on the findings of the present study and the reviewed literature, many recommendations and suggestions were made.

**Key words:** teachers, students, characteristics, instructional strategies and processes, perceptions.

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# General introduction

## Background of the study

Education plays an important role in society. It refers to the process of learning and acquiring information. Its principle goal is the acceptable and advancing development of a child. Educating someone or helping somebody to learn something by providing required information is teaching. Effective school learning requires good teaching and good teaching requires excellent training that builds professionals to educate students (Porter & Brophy, 1988). These days, many people can be teachers, but the question is whether all can be effective teachers. Therefore, to teach is to show others how to do something or to change somebody's ideas, learners' knowledge, self-esteem, attitudes and beliefs. Teachers play crucial roles in interacting positively with the students. Don Hooper (2002) demonstrated that Research assured the quality of the teacher in the classroom is the greatest instrumental to student success. For a classroom to be effective, teachers must show certain qualities of highly effective teachers. Numerous studies confirm that the most essential factor contributing to students' success is the effectiveness of instruction (Bright, 2012). Upgrading the value of the educators led to the dissemination of ideas to develop the image of a language's teacher. It is a process wherein four conceptualizations, namely skill learning, cognitive process, personal construction, and reflective practice have been identified (Richards & Farrell, 2005).

Furthermore, Stronge, Ward, and Grant (2011) emphasized that it must be able to offer well- founded answers to the question, what do favorable teachers do for enhancing student' learning to make a difference in the quality of education. Effective teaching is that leads to improve learners' accomplishments and findings that are important to their future success. Robert Coe et al. (2014) demonstrated that it is not easy to find out good teaching definition. The research keeps coming back to the following critical point has been explained commonly by the research; which students' progress is the norm by which teachers' quality should be evaluated and assessed. For the problematic about whether teaching is competent, or to be seen as trustworthy, it must be checked against the progress made by students.

Hoerr (2006) suggested that mostly school's effectiveness relies overwhelmingly on its teachers. Consequently, superiors' matters are more reliant for hiring the suitable teachers (p. 94). In this regard, Goree (1996) argues that effective inclusion is achieved when the classroom teachers are well trained in dealing with the many and varied students' needs, provided with personal resource and given time to plan.



## **Statement of the problem**

The idea of an effective teacher differs for each individual. Students' perceptions, opinions and/or experiences about an effective teacher are different. Sometimes, good teacher has been considered, as an motivational, friendly and attentive person, other times as an intelligent, but above all, an excited, humorous, efficient, reasonable and understanding, open, and relaxed while teaching.

Teachers and teaching need to be innovative to enable the students to learn naturally. Instructional institutions should require more time on doing and less time on talking about learning and teaching. Thus, instead of thinking on theory and practice, we should think on what we do in the classroom.

Teachers are expected to have certain program variables and changes each year. Throughout the years, new methods and techniques, which have been thoroughly researched and utilized by educators, have appeared in classrooms. Finding the best techniques can be complicated because no two classrooms are exactly alike, and the same can be said for teachers. Adapting to the environment of the classroom is essential for teachers' success; he or she must employ the best methods to tend to the students' needs.

Stakeholders have to ensure highly qualified educators to lead every classroom, but more importantly, they need to be able to identify what characterize those highly effective teachers, and then seek out candidates whom, with proper guidance and support, can enter the classroom and make a difference in the lives of the students through their teaching careers (Dawn Howell Hadley, 2011). Additionally, To increase student test scores, teachers must be using strategies that are effective for their students. Based on the aforementioned, what makes an excellent teacher? Or what characterizes a good teacher?

## **Research questions**

1. What are the qualities of effective teachers?
2. What are the students' perceptions towards effective teaching characteristics?
3. What are the main techniques used by the teachers to reach the effectiveness in teaching?
4. How can teachers bring out the best in their students?

## **Aims and objectives**

The focus of this study is to examine the teachers' characteristics, which students and experts consider significant in order to define the competent teacher or the teacher who is capable of working on the profession of teaching in a specific cultural setting where the educational system is very centralized, and to detect their perceptions of what a good or effective teacher means, and to shed light on the personal and professional aspects of teachers in educational environments.

## **Significance and Importance**

According to Michael Allen (2002), "Policymakers and education leaders have become convinced that if they are going to make significant improvements in the quality of education, attention to the quality of teaching is of the very highest importance". Hence, a clearer understanding of the characteristics of teachers who are perceived as highly effective with students has implications for administrators who are responsible for evaluating teachers' effectiveness, practicing teachers who must continually improve their effectiveness, and for teachers' preparation programs that contribute in producing effective teachers. With Iowa's current statewide (2008) emphasis on ensuring a "highly effective teacher" in every classroom, this study attempts to address the students and the experts' opinions regarding the teachers' effectiveness. The relationship that the teachers create in the classroom with their students helps them to understand what the students expect from them, and this way, they can accomplish harmony.

## **Research hypothesis**

In the light of the aforementioned questions, the following hypothesis is formulated:

**R.H-1:** we assume that educators do not play an efficient role in influencing students' achievements. What the teacher does is to submit the course and the students are themselves responsible for what he/she will achieve.

**R.H-2:** we assume that teachers are the most effective in the classroom. They are the key elements who, nothing is gained without them, especially in impacting students' needs first and then on their achievements and feedbacks.

## **Research methodology**

This section is devoted to the research methods of the present study, including all of the research type, the sample taking part in this study, research instruments (tools), and the structure of the dissertation.

### **Research Method**

Since the current study is about an educational research; we opted to design table of statements and questions as the most appropriate ways for finding answers to our research and verifying our hypothesis. In this design, both quantitative and qualitative data gathering techniques are employed.

### **Research samples and population**

The participants were students from our university (Mohammed El Bachir El Ibrahim University) and we choose the first master English students to ask for responding to questions based on their experiences in their career of learning. In general, the population of this study is about 190 students, but from this population just 80 students are the sample of our present study, which were determined by random selection.

### **Research tools**

In order to ensure the validity and the reliability of the obtained data, the study will be conducted with an anonymous questionnaire as a main data gathering tool. It is consisted of five closed questions and 10 multiple choices statements. The questionnaire was designed and administered to students. Hence, this study looked at teacher effectiveness from a lot of perspectives. Hopefully, the data collecting instruments will help in obtaining reliable and sustainable results.

### **Structure of the Dissertation**

The present dissertation falls into two chapters providing with an introduction and a conclusion. In the introduction, we made a research proposal about our topic. We mentioned the background of the study, statement of the problem, significance of the study, objectives of the study, research questions and research hypothesis, and research methodology (tools, method, samples and population and the structure of the dissertation). In the first chapter, we attempted to provide an overview on teachers' quality (the theoretical part), characteristics of effective teachers, what makes a good teacher, instructional strategies of high quality teachers,

teaching and learning processes to enhance students' achievements, and then the impact of quality teachers on students' feedback.

Afterwards, the second chapter is dedicated to research methodology or the practical part in which we made an introduction; we stated the purposes and aims of the study and the role of the research without forgetting the samples and population, data collection and data analysis of our research.

Additionally, the results and discussion that provide a detailed analysis that obtained from the data gathering tool (questionnaire). Ultimately, a conclusion that ends up with discussions of the research questions and research hypothesis we have already mentioned, suggestions and pedagogical recommendations would be provided concerning the characteristics of an effective teacher.



**The theoretical background**

## **Chapter one: The characteristics of a good teacher**

### **Introduction**

Each teacher seeks to impact his/her students positively. To be an effective teacher, it is necessary to find the aspects that define the valid personal and professional traits that make a distinguished one. Teachers must help build the students' confidence and make them feel comfortable by encouraging them and demonstrating positivity. Hence, by defining teacher effectiveness, teachers can have an idea of the qualities they should show. Therefore, discovering what works in the classroom will take students one step closer to success.

In this chapter, the literature will discuss the qualities that the previous studies identified as being effective, in addition to the strategies teachers should follow to usher their students towards success.

### **What makes a good teacher?**

What makes a good teacher and how can we decide whether somebody is a high quality teacher or not are questions that several researchers have been raising. Identifying what makes teachers efficient is a difficult task, for even achieving school's success can refer to many things. Teachers are an intrinsic part of prosperity in education, and they differ from one educational institution to another. Every teacher has his or her own capacities and strategies to dealing with their students and organizing the classroom, which are essential for teachers' success and to meet the students' needs. Thus, it is necessary to examine these qualities using a recognized framework and summarize the previous literature researches about this topic. Hanushek (1992) has noted that the difference between a good and a bad teacher can be a full level of achievement in a single school year.

Every teacher has an impact. Great teachers make a difference (Whitak, 2013). It is very important for teachers to develop, to become competent in their work in which inefficiency has many disadvantages. Every student deserves a good teacher is a point of common ground. To make this clear, teachers' effectiveness sheds light on the most common dimensions that describe a good teacher. There is a huge difference between being a teacher and being a good teacher. Teaching is such an important and a noble profession. Good teachers can make a world of difference in the lives of children at any age. Additionally, a teacher must master his/ her subject so that he/she cannot teach what they do not know and any weakness on his/her part will decrease his/her respect in the eyes of his/her students. Hammond, Bransford & LePage (2005) explained that teaching is not just talking, and

learning is not just listening. Good teachers are able to discover how to do so in a way that students can understand and use the new information and skills, not only what they want to teach.

Teacher effectiveness relates to the idea of examining effectiveness at different levels of an education system, such as nationally, at a Local Authority/School district level, for individual schools, for departments within a school or for individual teachers in terms of their success in achieving particular goals or educational outcomes (Ko, Sammons, and Bakkum, 2014). Effectiveness in teaching is not just doing things right. Hence, Anderson (2009) adverted that an effective teacher is the result of three components: ability, personality and knowledge. Additionally, he/she touches the lives of students. Also, effective teaching can be defined in many ways, including the teacher's behavior, knowledge and beliefs (Good, T. L., Wiley, C. R. H., & Florez, I. R. 2009). And Robert J. Walker (2008) said that effective means that these teachers make the most significant impact on their students' lives.

Bartram et al. (2018) believed that teaching excellence at the class focuses on the components of personal traits, practical talents and professional commitment. Good & Brophy (1994) described effective teachers as the ones who point out high, authentic objectives, showing information in ways to reach the learners' necessities, supervise the students' improvement level, and give chances to the students in order to use what they had learned. Those efficient teachers motivate students to reach their fullest potential by learning through their professional and personal skills (Moreno Rubio, 2009).

The teacher in turn searches always for the attributes that describe the good and the effective image from his/her personality, which is very crucial to making him/her effective. These characteristics are all rolled together to form a complete package necessary to be successful in the profession. Teaching effectiveness mainly occurs in what happening in the classroom. McArdle & Coutts (2003) actively is considered what good teaching was to them by reflecting on the word "good," then focusing on the activities and people they used good to describe. As they compared how they arrived at classifying the traits as good, they were able to reach a consensus about what good meant to them.

Additionally, Lemov's taxonomy (2010) demonstrated that instead of wasting time taking courses learning about how schools are transformed or reconstructed, a person interested in teaching becomes a fine teacher if he/she follows a clearly articulated protocol about how to make an impact now.

Per ZagyvánéSzűcs Ida (2017), the characteristics that describe an excellent teacher are to be classified into two types. The first is about their personal features and the other affirms the capacities, the capabilities and professional competencies of every single teacher. According to Beishuizen (2001), the most important characteristics of the effective teacher are being skilled, knowledgeable and experienced.

Great deals of elements of high quality teaching have appeared and have been discussed in the literature of this topic. Numerous researchers have different perceptions on describing the quality of teaching being carried out at schools. Keeley, Ismail & Buskist (2016) suggested that creating a pedagogical professionals' knowledge is the primary purpose of identifying the characteristics of excellent teachers in order to enhance their teaching abilities and the school community.

To become an effective teacher, Nelson (2004) added that effectiveness is not only from gaining more experience. He said "I began to feel more competent by being very deliberate in my reading professional educational literature and by implementing new ideas I learned in conferences". Strong (2011) argues that the definitions of a teacher's level of superiority vary by their focus, such as teachers' qualifications, for example, certification, advanced degree(s), quality of the undergraduate institution, type of the preparation program, test scores, subject matter credential, pedagogical content knowledge, level of professional development, experience, which are mostly used when performance data is not available for decision taking processes, personal attributes, such as race, gender, personality, beliefs, attitudes, verbal ability and psychological qualities, for instance, efficacy, extroversion, intuitiveness, love of children, creativity, trust, care, sensitivity, commitment, flexibility, spontaneity, decisiveness, sense of humor, friendliness, forgivingness, courage, honesty, compassion, fairness. Concerning the pedagogical standard of teaching process; it involves teaching techniques, classroom organization skills, and establishment of positive classroom atmosphere or the teacher's performance ability to increase students' achievement.

According to Intrator & Kutzman (2006), Teachers' professional development experiences do not only advance their skills and knowledge base, but also simultaneously check their sense of purpose and invite deliberation about what matters most in good teaching. William (2003) identified that those teachers consistently participated in various kinds of activities and joined in high level courses for developing themselves as people and as teachers.



Many “key building blocks” support competent professional growth, which are: subject knowledge, subject-specific pedagogy, clarity around learner progression, starting points and next steps, content and activities dedicated to helping teachers understand how students learn, both generally and in specific subject areas. They are mentioned that “school leaders must be supported to develop the understanding and skills that will allow them to promote, extend manage govern and model effective professional development”(Steve Higinns et al. 2012).What determines teaching effectiveness is the courses’ inspiration, their presentation management, teachers’ interaction in the classroom, and the information given that meet the students’ objectives. It maximizes the learners’ chances to engage in the subject and enhance their understanding. Excellence is identified both in terms of students’ satisfaction and also in terms of the performance of students in assessment (Brusoni, 2014).

Teaching is not just standing in front of students in the classroom giving information; the most necessary is to indicate and support the teacher’s needs before getting in the class to describe and ensure their instructional development. Additionally, skills and experiences are necessary to transform that knowledge into effective practice. It is moving from a focus on self to a focus on students’ learning, and from the foundations of learning theories to their implications for teaching (Hammond, 2007). She added that it is necessary to understand how to develop teachers’ practice for making a successful teacher. Thus, most of them focus initially on themselves; how others see them as teachers and their capacity to lead the classroom and then eventually on the students and their learning.

Leila Christen bury: (2011) in her article “The Flexible Teacher” said that the teacher can find what students have perfected and what they are still missing to ameliorate by controlling students’ advancement and efficacy. She has identified several characteristics of effective teaching. These include the following: teachers must be ready to change, focusing on student motivation while learning; they are free to make decisions without a leader and choose the students’ best interest as their preference over any other subject matter.

Glenn (2001) explained: “Education is not an exact science and the qualities that are needed in teaching personnel will vary somewhat depending on different objectives and needs of schools.” He identified many admirable qualities of a good teacher, such as being flexible, holding high expectations, and creating a good classroom atmosphere.

Being good listeners, paying attention to them, the students, and showing understanding through tenderness and patience are what teachers need to do to be effective.

Relatively to Stronge et al. (2004), students observe the positive influence when teachers show interest which goes beyond listening, understanding and knowing the students. It is also being patient, warm, sensitive, and human with them. He/she must be kind with special students' situations, truthful, credible, and supportive, in addition to having and showing affection, passion and love for them.

Kennedy (2008) also discussed teachers' performance as attributes of their quality, including what they do outside the classroom, within the classroom, and what educational activities they offer students. This performance is consisted of planning a curriculum that engages students, providing clear goals and standards, and providing students with tasks that require deep knowledge.

Mahmoud Raba: (2017) identified professional practices that support helpfulness and active learning among learners, afford the teacher with valuable feedback about the students' progress and performance, take into consideration the students' learning styles and let them focus on their own interest issues. Other practices are respect obligation and discipline, encourage learners and allow them to speak freely and express their opinions, improve self-confidence, good preparation, clear objectives, and a cultivation of relaxation and self-esteem. Also he/she helps to preserve teaching development by involving continuing to learn as characteristics of effective teaching.

Gordon: (2012) in his speech showed that: Highly effective teachers are smart. They have deep knowledge and verbal skills to lead to lesson clarity. Intelligence and quick-witticism are personal qualities of effective teaching in general and language teaching in particular (Hanushek, Piopiunik, and Wiederhold, 2018). They have the capacity to change thought, behavior, and/or sensation to contract perfectly with the matter; they are essential competences of the teaching profession (Collie, R. J., & Martin, A. J., 2016). Highly effective teachers are well-prepared. They construct and plan well-organized daily lessons, effective time management skills, know to meet the needs of students with special needs as well as students' motivation. They have positive background characteristics that consist of dispositions, personality traits, or beliefs. Also possess high teacher efficiency, "a belief in their ability to bring change to students". More effective teachers are also attentive, willful, active, have positive behaviors, and high-expectations. Furthermore, highly effective teachers have excellent classroom management skills. Accordingly, highly effective teachers know how to make students close to them, respect them, and reduce hindering attitudes.

In addition to what is mentioned above, Stronge & Hindeman (2003) added that nearly everyone can reach the effectiveness in teaching and recall a special teacher in his or her life, they are described as caring, adequate, funny, intelligent, demanding and rightful or not. However, Kennedy (2006) explained that one of the most prominent hypotheses is that teaching relies on some people's characteristics as a form of charisma that allows them to connect with children, impact them, and speak with them". There are some traits that should be found in the teacher's personality to begin with before he/she decides to be an effective teacher, for instance, highly interpersonal skills (good public speaker), and the human characteristics, like charisma, attention, brilliance and intellect...Furthermore, motivation is the game changer in the classroom and the most effective trait that modifies the students' sense. Hence, if a person is motivated enough, he/she can award motivation to others, so that can develop such a deep knowledge that invites them to respond and interact (Abi Samra, 2019).

Developing a desired teacher behavior is the subject of many studies. It is needed to find the aspects that make teachers able to upgrade their professional activity. Terry Maguire (2019) defined highly categorized attitudes and skills. She is included being supportive as the top attitude and 'communicates well' as the top skill, in addition to being generous, encouraging, and offers recommendations.

Mowrer, Love, and Orem's study (2004) revealed four behaviors of highly effective instructors. They demonstrated support, valid communication, flexibility, resilience and respect as highly effective.

Carroll Helm: 2007 identified five indicators of excellent teaching, three of which can be classified as dispositions. They comprise loving children, seeing potential in all of them, and having a sense of humor. She later went on to say that the dispositions of caring and empathy are critical to students' success.

Per Gordon & Debus (2002), "highly effective teachers are those who have high self-efficacy beliefs...and are likely to engage in a wide range of more effective teaching practices than teachers with low self-efficacy". Howard Ebmeir (2003) also defined efficacy that is related to teacher effectiveness and noted that: Teachers' sense of efficacy is concerned with a number of school-level variables and several other factors, such as school's climate, how to organize a decision-taking within the school, supporting school's regulations, a sense of

community within the staff. Self-efficacy in general refers to the faith in one's qualifications to organize and perform the lessons to produce given objectives (Bandura, 1997).

Adams & Pierce (2004) compiled a list of characteristics of effective teaching. One of the things that they discovered was that good teachers employed high expectations for academic performance and conduct, and they held their students to those high standards because they were confident that the students could meet them.

Creating a learning environment where all students feel comfortable is also one of those essential categories that lead to reach the efficacy in teaching. A well-organized classroom has various instructional qualities. Emmer et al. (1980) stated that good teachers take time in the beginning of the year, especially on the first day to school to establish classroom management, classroom organization and expectations for students' behaviors. Accordingly, Pachaiyappan & Ushalaya (2014) demonstrated that a distinguished teacher in the subject matter has the ability to write clear goals for the course, organize learning tools and materials, successfully communicate his/her knowledge to the learners, and deal with classroom situations. For achieving a successful classroom management, teachers do not have to be strict with the students; they simply must establish a positive classroom environment with high anticipations (Volk, 2019).

Most of the earliest researchers pointed out that having greater expectations for students, effective teaching skills, more knowledge of the subject matter, better discipline, good judgment, self-control, considerateness, enthusiasm, magnetism, adaptability, leadership, being cooperative, and taking care of the personal appearance were perceived to be the most important "characteristics" for effective teachers (Medley, 1979). Other dimensions that are highlighted by Strong (2002) are: organizing and orienting for instruction encompass focusing on instruction, maximizing instructional time, expecting students to achieve, and planning and preparing for instruction as essential dimensions.

## **Instructional strategies of high quality teachers**

It mainly refers to the wide variety of techniques used by the educators to teach students formally and informally while creating or designing a positive learning environment that allows students to develop. It is precisely the ways and strategies that teachers use to manage and organize the place effectively where they teach in order to reach the success of students and be able to develop achievable goals at the end, so that when classroom management strategies are executed effectively, educators maximize the behaviors that facilitate or enhance learning.

Teachers utilize various items, such as rubber bands, computers, modeling clay, puzzles, drawing materials, games, experiments, and field trips as movement or kinesthetic pedagogical methods (Hutton, 2013). Anderson (1994) demonstrated that students' outcomes may heavily depend on the teachers' educational planning, selecting the teaching techniques, and having a variety of learning activities.

Kober & Usher (2013) indicated that “strategies that encourage perseverance, hard work, exploration, and creativity and that reward behavior within the student’s control appear more motivating than those that reward talent and intelligence or impose goals that students have not embraced”. Robert Marzano, One of the most effective researchers. He is an advocate for teachers improving teaching techniques and travels the country speaking about these techniques. One theory he has created is the “Nine Instructional Strategies” model. According to him (2001), teachers should combine nine activities in their lessons. If teachers use these instructional strategies, they will be successful in the classroom. Implementing these in the classroom provides students with differentiated opportunities to learn. The following are the ten Marzano’s techniques: Identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, non-linguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues, questions, and advanced organizers.

Tomlinson (2001) identified that high quality teachers teach for the success of all students using these artful techniques that include: carefully planning to address all parts of education, planning to allow students to make sense of standards, and organizing curriculum into manageable pieces. He went on to articulate the importance in creating instruction that is

invitational to the learner and that focuses on the actions of the learner as essential components to motivate students. He also argued the importance of meeting the needs of all the learners through accounting for varying the students' abilities and building a safe and respectful learning environment.

The HITS or the High Impact Teaching Strategies, what is mentioned in Melbourne's book (2017), are instructional strategies or practices that successfully impulse students to learn. They include: setting goals, structuring lessons, explicit teaching, working examples, collaborative learning, multiple exposures, questioning, feedback, meta-cognitive strategies and differentiated teaching. Therefore, they provide a common language to use in planning, monitoring and reflecting on classroom practice, a developmental continuum to measure proficiency across ten high- impact teaching strategies, and initial resources to guide a practice improvement journey.

Evaluation is also one of the teaching strategies that lead to students' success. Hobson & Talbot (2001) pointed that the area of evaluation and its importance, saying that data used for evaluation should be decided by various stakeholders, including administrators, faculty and students, and that they should collaborate in determining a proper evaluation system. Further, student rating data should be used in combination with other criteria in order to provide a better assessment of teaching, which is inherently a multidimensional construct.

Additionally, Kyriakides, Campbell &Christofidou (2002) pointed out that effective teachers need to possess adequate quantity of instruction, organization and management of the classroom environment. They should also effectively use instructional time, structure instructional materials, give students practice and application opportunities, provide good classroom climate, and have enough subject knowledge : knowledge of pedagogy, teaching beliefs, and teachers' self-efficacy.

## **Teaching and learning processes to enhance students' achievements**

Teachers as leaders of their classrooms work always to follow Special and effective processes in order to reach students' needs and to be able to build their desire to explore and learn. Teaching and learning are unique and complex processes that demand skills to deal with such complexity and a highly developed ability to organize them. Teachers utilize

different teaching and learning ways to enhance students' gains or effective teaching for different and multiple purposes and conditions, for instance, creating knowledge with others through projects, listening to expositions, building dialogue with different people, and so on (Jerez, Orsini & Hasbún, 2016).

Medley (1979) said that teaching effectiveness has been widely studied in teaching-learning processes for a long time. There are various studies that supply evidence on the influence of different variables on students' achievement. Teaching effectiveness can be defined in terms of five components: teaching style, mastery of teaching content, the ability to anticipate and make appropriate decisions, personal traits of the teacher, and classroom management.

According to Cardoso, Rosa & Stensaker(2016) one of the first steps towards attaining effective teaching- learning processes is the development of a teacher needs evaluation. Many authors note the importance of seeking teaching excellence based on the needs of teachers through analysis and reflection on their own teaching practice. Therefore, university teacher training programs focused on achieving teaching effectiveness that should be implemented according to teaching experience in a specific learning situation.

In any situation, arranging activities which promote the process of learning is a complicated challenge, especially, in the classroom. Bruner (1996) helps us to see how we can help learners learn by four models of “folk pedagogy”: learning by joining a knowledge-generating community, learning by constructing meaning, learning by being shown, and learning by being told. Moreover, teaching and learning cycles for each of these four elements: Promoting active learning, active engagement with materials, persons and ideas is needed, with active reflection, enquiry and sense- making. Promoting collaborative learning; when learners together create a joint product and understanding, they develop higher order skills. Processes of joint problem-solving, explaining and reciprocal teaching promote this (Hogan, 1999), by doing this methods or processes, it gives better academic results (Slavin, 1995). Per Battistich, Solomon & Delucchi (1993) learners develop interpersonal and management skills, improved communication skills and positive multiethnic relations, and the teacher's role becomes more concerned with ‘high- level’ enquiries and freed from mundane tasks (Bennett&Dunne, 1992). Promoting responsibility in learning; learners who see themselves as key players in their learning are not only more self-directed, they are also more collaborative; when learners plan how to proceed, they gain over high quality teacher-planned occasions, retention of knowledge, and reports of enjoyment, motivation and effort (Hughes,

1993). Teaching self-regulation strategies to developing and struggling writers improve writing performance (Graham & Harris, 2000). Promoting learning about learning; learners who build up the language and piece together knowledge about their learning experiences become more reflective, strategic and versatile, and show improvements in academic performance (Watkins, 2001).

According to Watkins et al. (2000) an additional cycle aspects of learning about learning include: reviewing beliefs about successes; practicing our approach to difficult tasks, talking ourselves through them; reviewing how we learn most effectively; examining responses to experiences of failure; analyzing contributions to group tasks; exploring approaches to anxiety-provoking tasks; exploring our thinking and problem-solving; and managing feelings that impede learning (Summer, 2002).

A number of reviewers have identified familiar features concerning the processes and characteristics of more effective teaching based on studies conducted. These include: achievement oriented teachers with high expectations; sound educational leadership; good consensus and cohesion within the team, a high quality curriculum; ample opportunity to learn; a favorable, orderly and safe climate; a considerable evaluative potential; a high degree of parental involvement; a favorable class climate; high effective learning time through excellent class management; structure destruction; the encouragement of autonomous learning; differentiation (adaptive instruction) and frequent sound feedback to students about their work (Sammons & Bakkum, 2011). The match up of effectiveness identified by researchers has been mapped and distilled into nine process areas (Teddle & Reynolds, 2000). Firstly, the processes of effective leadership are being firm and purposeful, involving others in the process, exhibiting instructional leadership, frequent personal monitoring, selecting and replacing staff. Secondly, the processes of effective teaching involve unity of purpose, consistency of practice, collegiality, and collaboration. Thirdly, developing and maintaining pervasive focus on learning; focusing on academics, and maximizing learning time. Fourthly, producing a positive culture; creating a shared vision, creating an orderly environment, and emphasizing positive reinforcement. Fifthly, other process is to create high and appropriate expectations for all; for students, and for staff. Sixthly, emphasizing responsibilities and rights. Seventhly, it is monitoring progress at all levels; at the school or university level, at the classroom level, and at the individual level. Eighthly, developing staff skills at the site; site based integrated with ongoing professional development. Ninthly, involving parents in productive and appropriate ways; buffering negative influences, and encouraging productive interactions with parents (Sammons & Bakkum, 2011).



Teaching- learning processes should consider and give importance to those variables that expect good student performance. Currently, teaching style and teaching practices are considered suitable dimensions for academic performance (Su& Wood, 2017).Teacher-student interaction is an active and functional process, in which the teacher must continuously adapt to institutional, contextual, and educational changes specific to each university and to social and political changes outside the university (Devlin & Samarawickrema, 2010).

Per Su& Wood (2017); Beerkens (2018); Chan (2016); Wrightm(2018),recently, they focused on innovative methodology in higher education to achieve teaching effectiveness. These methodologies focus on experiential learning and the knowledge shared construction between students and teachers; problem-based learning, project-based learning, or Flipped room. These methodologies are some of the latest methodologies used in universities and shared the importance of offering students an active role in the construction of knowledge in the teaching- learning process, while the teacher acts as a facilitator of learning. However, some teachers may find it hard to implement active, experiential and dynamic learning practices as a back up to the traditional educational approach focused on the transmission of knowledge. These difficulties are due to the lack of pedagogical training of teachers in different disciplines, the contents of the teaching plans, the difficulties of balancing teaching and research or overcrowding in the classrooms (Jauhiainen, 2009).

Assessment can be an effective learning process. Effective teachers have a good experience in a diversity of assessment methods, a good and fair evaluation system, and equitable practice. They teach to inspire and encourage students to take responsibility for their own learning. They also make sure that their students know what the objectives and goals of the learning program are; understanding how they will be assessed; knowing whether they are on the right way to reach success; and are actively concerned in evaluating their own leaning (Rubio, 2010). According to Cameron (2002), students should understand that assessment is a part of their learning process and not just an activity to fill the theme. Also, Graham et al. (2001) stated that effective teachers give positive feedback regularly through the course to inform the students about the learning process. Thus, research suggests that successful teachers exhibit knowledge of pedagogical practices or techniques, know their students both on a personal and an academic level, are continuously monitoring and evaluating their students learning and progress, are involved in the school community, reflect a healthy relationship with society, are greatly familiar with curriculum and subject content, practice and exhibit the behaviors and skills that they teach to their students, such as collaboration, problem solving, and communication (Zhu, 2013). Ultimately, Abu Alkalam

(2021) added it is essential to ensure inclusive education in designing curricula and assessment by ensuring that our teaching and learning processes enhance our teaching effectiveness and can also be used as a medium to eliminate barriers to education to include all students.

## **The impact of Quality Teachers on Students' Achievements**

There is a wide amount of studies on how important educators are to the academic results of their learners. It is found that teachers are the most significant item within schools that policymakers can directly affect to enhance student achievement.

Theoretical perspective as cited in Whitehurst (2002) suggested that differences in teachers did not matter, but recent studies have shown that teachers' quality is the single most important school-related factor that matters for students' achievements.

In a study related to teachers' effectiveness, researchers extended the research and used three different urban schools and two different methods of determining teachers' effectiveness, and submitted similar results, emphasizing the measurable difference that better teachers have on students' performance (Bembry, Jordan, Gomez, Anderson, & Mendro, 1998). In effect, these findings differ from the research of Coleman (1960) that was constructed as "the general message taken from Coleman's findings is that socioeconomic status largely determines student achievement . . . and what schools do does not matter very much, because in the end poor kids learn very little and rich kids learn a lot" (Archer, 1999, p. 3). The results of these studies show that teachers are an influential factor of students' achievements. In other words, when a student has an ineffective teacher for several years, he/she affects negatively his/her progress for years, whereas a student with a highly effective teacher will have positive gains academically for years to come.

Various research studies such as Blair (2000); Darling-Hammond (2000); Hanushek (1971) revealed that factors, such as cognitive ability, subject matter knowledge, knowledge of teaching and learning, licensure, and teaching behaviors in the classroom are related to teachers' quality and increase students' achievements. First of all, cognitive ability or the teacher verbal ability is an interesting teachers' feature that presented by Hanushek (1971) in relating to his view of teachers which is contributed in order to increase students' academic performance. Its score has two impacts: one is the communicative ability measurement; the other it can be taken as a quick measure of overall intelligence and ability. Accordingly, overall intelligence or general ability is considered more significant regardless

of formal practice. More researches show that educators with strong verbal ability or high score on verbal tests impact students' achievement more than teachers with lower scores.

Secondly, subject matter knowledge, that support the relationship between subject matter and teachers' effectiveness. Some researchers such as Hammond (2000) found that the connection between the two variables have mixed results. Hence, she did thirty related researches on subject matter knowledge on students' achievements. Also, studies by Ashton & Crocker (1987) found that only 5 out of 14 studies reviewed showing a positive relationship between subject matter and teachers' performance. Despite the mixed findings, they conclude that teachers have a positive impact on students' learning.

Thirdly, knowledge of teaching and learning, research shows that teachers' educating coursework has a favorable influence on learners' implementations, despite the evidence that subject matter makes a difference is mixed. According to Ferguson & Womack (1993), education coursework is a more powerful expectation of teachers' efficiency than measures of expertise in subject content since the findings indicate that coursework in teachers' education makes a difference in teaching performance.

Fourthly, Ashton and Crocker (1987) determined whether there was a relationship between the two variables and teaching effectiveness in comparing professional education and academic subject coursework. The findings detected that there was a positive relationship in four out of seven studies when researchers related the number of credits in education coursework. In contrast, a positive relationship was found in only five out of fourteen studies when the number of college credits earned in a subject area compared with students' performance in that area. Besides, teachers' professional knowledge and skills can be developed through professional development and in-service programs to achieve successful student outcomes (King & Newmann, 2000). Hammond (2000) also found that teachers' chances to participate in content specific areas for professional progress linked to the whole program made an impact on teaching and students' accomplishments. Fifthly, licensure; Hammond (2000) another time found that the most consistent predictor of students' achievement is teachers' licensure. Licensing requirements vary from a state to another but commonly contain of measures of several variables, such as general academic ability of teaching and learning, some teaching experience, and basic skills. In addition, the federal government has mandated that fully licensed educators have to be in every classroom to teach all students since research has shown that teachers who are fully licensed are more competent than those who are not. Hammond & Youngs (2002) have reported that among teacher

education, certification measures and student performance levels, there exist significant connections. Furthermore, teachers' effect on student achievement was measured by randomly picking the work of 4 students for evaluation as well as randomly selecting 3 students to participate in an interview following a lesson (Hammond, 2000). The findings give proves that educators who are nationally certified are helping students to learn more.

The last is the teacher' behaviors and practices; research on teacher attitudes in the classroom pointed out that efficient teachers tend to be those who are able to use a variety of teaching techniques and indicate a resilience style rather than a single, rigorous approach. Hammond (2000) also proposed that it is the knowledge and experiences of the teachers that make learning be achieved for students. In general, competent educators are able to control their teaching style to suit the needs and style of different learners because they have a wide inventory of methods and techniques, such as modeling interactive teaching strategies, direct teaching, experienced-based and skill-based approaches, and cooperative learning techniques. As cited in Hammond (2000), enthusiasm, higher order thinking, teacher clarity, and task-oriented behavior are other variables that have been found to be important. In effect, high quality education depends on efficiency and behaviors of each individual teacher. Hammond, (1996) set out that the fact remains that teaching behaviors and practices facilitate student learning. So that an effective teacher should have an awareness of how students learn and evolve skills in utilizing a set of strategies; sensitivity and effectiveness in working with students from diverse backgrounds, the ability to work well with parents and other teachers, and assessment expertise capable of discerning how well children are doing, what they are learning and what needs to be done next to move them along.

Additionally, teacher preparation education coursework is beneficial and worthwhile in making an educational difference (Hammond, 2000). While other suggests that better qualified teachers make a difference for student learning at the classroom, school, and district levels and factors like class size (Glass et al., 1982; Mosteller, 1995), teacher qualifications (Ferguson, 1991), school size (Haller, 1993) that may play an important role in how and what students learn.

Some recent researches of student achievement have found an impact of teachers' qualifications on what students learn, especially when scores on examinations are included. Ronald Ferguson (1991) mentioned that measurement collected teachers' expertise-scores on a licensing tests, master's degrees, and expert for more of the inter-provincial modification in students' reading and achievement accomplishments. Ferguson also explained that every

additional dollar spent on more highly qualified educators resulted higher rising in student' achievement than who did less pedagogically focused uses of school resources.

Another study of Strauss & Sawyer (1986) found that North Carolina's teachers' average degrees on the National Teacher Examinations (a licensing test which measures subject matter and teaching knowledge) had a strong influence on school district rate test performance. Taking into consideration student race, student schemes, each individual income, pupil/teacher percentage, and teachers' test scores had a remarkably broad impact on learners' failure or achievement that reports on the state efficiency examinations.

Teachers play such a needed role in learners' life, they help them to accomplish their objectives and be superior by establishing an atmosphere that stands for students' educating. They often do this through their support for students' decisions and concerns, which aid students improve personal interest, engagement, and property of their work, which help in motivation (Stearns, 2013). Teachers also help students to learn by elevating their responsibility and contribution in their own learning through letting them create their own aims and objectives (Theobald, 2006). Teachers who build positive relationships with their students are more likely to influence their students to learn (Ferlazzo, 2015). They take time to know their students and their interests (Theobald, 2006). Teachers motivate their learners to study by supplying them with positive outcomes, in order to enhance efficiency. Providing feedback allows students to dominating over their own learning and a faithful feeling about their capacities (Bain, 2004; Ferlazzo, 2015). Teachers who provide feedback give to students the idea that through hard work, they can achieve tasks and do well (Theobald, 2006; Ferlazzo, 2015).

In another study, Sugita & Takeuchi (2012) examined the effectiveness of a teacher's motivational strategies to judge whether they had any effects on students' learning English as a foreign language. The results showed that 7 of the 17 motivational strategies had a positive influence on students' motivation. Teachers' belief in their pedagogical skills, occupation, and impressive classroom organization develop students' motivation to learn. Additionally, other variations such as the specific content of the curriculum, student profile or student motivation can also impact academic findings (Beerens, 2018). Even, if students are born with the natural ability to learn, but much is dependent on the teachers' involvement. Sometimes, students' enthusiasm, energy, and drive for a subject or task may decrease and therefore it is required to continue reinforcement through external support. Teachers, who are responsible for creating a supportive environment that facilitates and increases students' learning,

relevance, competence, developing students' autonomy, teachers' interests, relatedness, and teachers' self-efficacy about teaching their subject(Johnson, 2017).

Schools resources like teacher characteristic, school expenditure, class size, class room management, are examined in various and vast study. Teacher education, experience, class size found have no systematically related to students performance in Hanushek (1971, 1981, 1986). Sirait (2016) shows that teacher characteristics have significant affect or the most center of school source instead of class size, related to student score.

Some other traits such as emotional perception or intelligence, the leadership exercised by the teacher, experience or the teacher's ability to treat issues in the classroom atmosphere, and the emotion experienced by the teacher during teaching seem to effect the teaching effectiveness of those teachers (Kiral, 2016; Zhang, 2019; Moreno, Ortega, Cuberos, López, Martínez, 2020), and teaching practices such as continued teacher outcome, and clear objectives setting have been recognized as evidence- informed practices to improve academic feedbacks (Schneider & Preckel, 2017).

It is important for teacher to create an environment that motivates students' learning. Levels of students' learning are improved because of their own desires to accomplish a task. Teachers' play a vital role in increasing students' learning through motivational support (Schuitema,Peetsma, &Oort, 2016; Theobald, 2006; Thoonen, Slegers, Peetsma, &Oort, 2011). They increase students' motivation to learn by competence, relevance, support of students' autonomy, relevance, relatedness, teachers' interests in the subject, and self- efficacy (Ferlazzo, 2015; Schuitema et al., 2016; Zhang, Solmon, & Gu, 2012).Teachers' beliefs in their abilities to reach unmotivated students, and to use effective teaching strategies, classroom management, and engage students in participation increase students' motivation to learn (Bain, 2004; Schiefele & Schaffner, 2015). In another study, Sugita & Takeuchi (2012) examined the efficacy of a teacher's motivational strategies to determine whether they had any impacts on students' learning English as a foreign language. The finding reflected that 7 of the 17 motivational strategies had a positive influence on students' motivation for learning. All of teachers' thoughts, their instructional skills, good classroom management, and craft improve students' motivation to learn.

Furthermore, educators should take time to know their students and their interests because building trust in a relationship takes time (Theobald, 2006). To achieve this trust, teachers should be open minded and share their own stories of struggles, success,

achievement, and failures (Bain, 2004). Teachers who build positive interactions with their students are more likely to influence their drive to learn (Ferlazzo, 2015).



**The practical section**



## **Chapter 2: Research methodology**

### **Introduction**

Prior this part, we have mentioned and talked about the theoretical context of this research; we found out diverse views from books and articles as well as various findings from concerned existing studies, bringing together the most important data that will utilize as a base to build on in this next chapter.

This chapter determines the discussion of the research methodology that assigned for the study to collect and analyze the data in order to address the main research questions posed. It is established for generating well- made study on a subject related to the profession of teaching. In order to achieve this, we have used the case study in our university “Mohammed El Bachir El Ibrahim University”. It gives an outline of procedures used to collect data as it provides information about participants as who they were and how they were sampled in order to support our research and investigations, with the hopes that their knowledge and experiences’ answers will inform our study in a practical matter. The case study approach allowed the researchers to gather in-depth understanding on the concept. The questionnaire has been designed based on mixed data collection method.

### **Research design**

#### **Research method**

This chapter explains a mixed method approach of research that focuses on understanding characteristics of exceptional teaching. Mixed method is simply a method that can be used to examine the same study using more than one method when collecting and analyzing data. As stated by Fraenkel et al. (2015), using a mixed-methods phenomenon is more beneficial that researchers can combine and analyze more and different kinds of data compared to just using one approach. Creswell and Plano Clark (2011) reported findings regarding mixed methods studies by stating that they enabled the researcher to use both quantitative and qualitative data in one study in order to produce various types of results, so analysis can further the understanding.

In one hand, quantitative research design involved collecting data at a single point in time using a questionnaire. The data collected from that questionnaire was analyzed using statistical techniques that allowed the researcher to examine the attributes that underline effective teacher practices and strategies of higher education. This quantitative research study approach uses a structured questionnaire consisting of statements and 'closed' questions with a limited number of answers and collects numerical data from research participants. We calculated the average of each question and talked about how much students have answered.

In the other hand, the qualitative research used in this study, examined the actual and previous experiences of learners as well as their perceptions and beliefs related to teachers' effectiveness. A phenomenological qualitative approach was applied as a way to add meaningful depth to the body of knowledge existing on this topic. Phenomenological studies gather information from people who experience the phenomenon of interest directly (Patton, 2015). It was chosen in order to investigate the excellent teaching' instructional and communication features, and teacher' behaviors and skills in the teaching environment.

## **Samples and population**

Since the purpose of this study is to identify the qualities/characteristics of an effective teacher, participants were chosen to conduct this study. The present conduct deals with first year English master students (didactics), at the Department of foreign languages-English section, at Mohamed El Bachir El Ibrahimi University, in Bordj Bou Arriredj, during the academic year 2022/2023.

There are approximately 190 students, all students in first year master classes were asked to fill out the questionnaire. Responses from a total of 100 students with complete entries were collected without duplications or omissions, but we chose randomly just 80, which mean 40% from the 190 ones. The participants were requested to tick the appropriate column based on their own perceptions. The participations were optional and students received no incentives to participate. The questionnaire was the same for all participants to ensure understanding as a result of feedback from the participating students' population. The questionnaire statements or questions were based on information disclosed in the review of literature in chapter one and other sources.

A convenience sampling was used for this study. Convenience sampling is defined as a method adopted by researchers, and it is a kind of non-probability or non random sampling

in which members of the target population are selected for the purpose of the study if they meet certain practical criteria. First year master students are a good choice for our study, because they were placed into high and low achievement classes based on their previous academic performance with different kind of teachers. In other words, knowing teachers' qualities that are effective for students will help both teachers and students succeed academically.

## **Data collection**

Collecting data is related to the trying to gather and measure data on targeted variables in an organized manner to respond to specified research questions and test hypotheses. Educational Researchers have developed lists of characteristics to answer the question, what makes a good teacher. The Characteristics and concepts contained in these lists were collected using a variety of instruments. Research instruments are an important part in the process of research. These are ways and means by which researchers are able to gather information relevant to the research problem to be investigated. There are a number of different types of research instruments that researchers employ in gathering information to address the specific research problems. With the aim of achieving the goals of the present study, the questionnaire survey was the data gathering tool employed using Google forms. To start with, a questionnaire is any written instrument or any form of list of questions which need to be answered; they can be list of questions, checklists, multiple choice items, and/or other sorts. The present research was designed to collect data from students' perceptions and points of view. The questionnaire is consisting of 15 items, 10 multiple statements related to the research study subject with choices if agree, neutral or disagree them and 5 closed questions covering "yes" and "no" questions and multiple choices questions to get a better understanding of the students' choices. The questions are divided into three sections:

The first section (Q1, Q2) is about the background information that describe who is that participant in particular. Those questions provide data about the participants including age and gender of each individual one. The second section (Q3, Q4, and Q5) constituted of the students' views about the satisfaction of teaching quality in general, its impact on the students' achievements and which tools do competent teachers use to make their course clear.

The third section (S1, S2, S3, S4, S5, S6, S7, S8, S9, S10) represents the students perceptions and points of view relating to the efficiency in teaching, their importance and what they think about how does an effective teacher should be and what should do.

We selected the questionnaire as the main data gathering tool using Google forms. Google forms is a free online tool from Google which allows users to create forms, surveys, questionnaires, and quizzes as well as to collaboratively edit and share the forms with other people. Furthermore, Google forms are used to give and receive feedback from students. Moreover, the performance and the creation of statistical analysis become easier, as well as to collect data for their research projects. The use of Google forms in this study provides us with an easy and efficient way to distribute and collect responses from different perceptions of students; without Google forms it would be very difficult to collect responses in such a short time.

In this study, we managed to publish the questionnaire on the first year English Facebook group. However, not all students respond using; so, we distributed the rest to students face to face. Participants received the same set of questions which will help us for analyzing their various answers for the same situation. All participants received information and instructions of the study and how the data were to be stored and protected.

## **Data analysis**

The overarching question for the study is: What are the characteristics of effective teacher. The questionnaire that delivered to English first year master students will be analyzed.

This section presents the quantitative and qualitative methods adopted to analyze and interpret the collected data gathered from the close-ended questions and the statements of the questionnaire providing with comments and perceptions related to their responses. The qualitative aspect of this study consisted of data collected from questionnaires, which produced feedback from students helping the researcher identify personal and professional characteristics that they considered most significant for effectiveness in educators' practices. This qualitative inquiry examined the actual and previous experiences of learners as well as their perceptions and beliefs related to teachers' effectiveness.

Quantitative method is information that deals with numbers and statistics; it allows us to systematically measure variables and hypotheses. The results of the questionnaire were compiled into percentage rating from students' points of view for identifying the good teacher.

Thus, we selected a computer program "the Statistical Package for Social Sciences" or "SPSS". SPSS also known as IBM SPSS Statistics is a software package used for the analysis of statistical data. It is commonly used in healthcare, marketing and education research. SPSS supports both analysis and modification of many kinds of data and almost all formats of structured data.

Once these results were available, SPSS was used to provide descriptive statistics for each of the 15 items. This information allowed the researcher to look at each individual student and determine his/her perception about teaching effectiveness.

## **Results analysis**

### **Introduction**

This chapter discusses and analyzes the results of the findings of the research study. From the analysis of students' questionnaire; we deduced that students have different perceptions in the field of teaching efficacy. The sample of participants was purposefully selected, based on students' being experienced with teachers' various qualities in the classrooms along their educational process. They all agree that teachers are the main supervisors for their students and the quality of each educator impact even positively or negatively depending on both their personal and professional characteristics which are mainly about what we have maintained the questions. The information inspired by students was intended to identify the characteristics of effective teachers. Those students are direct recipient with applying effective teachers which have the capacity, ethics and high quality features in every classroom. Similarly, this study was intended to generalize about the traits of effective teaching in the Algerian classrooms.

As we have already mentioned, the students' perceptions were captured simple close ended questions of multiple choices and a scale which is involved 10 statements; they could respond by "agree", "neutral" and "disagree". The results of this chapter are presented in percentages and displayed in tables followed by comments.

### **Section one: Personal information (background)**

The first section (Q1, Q2) is about background information of the students. The first question is concerned with students' age and the second is about their gender.

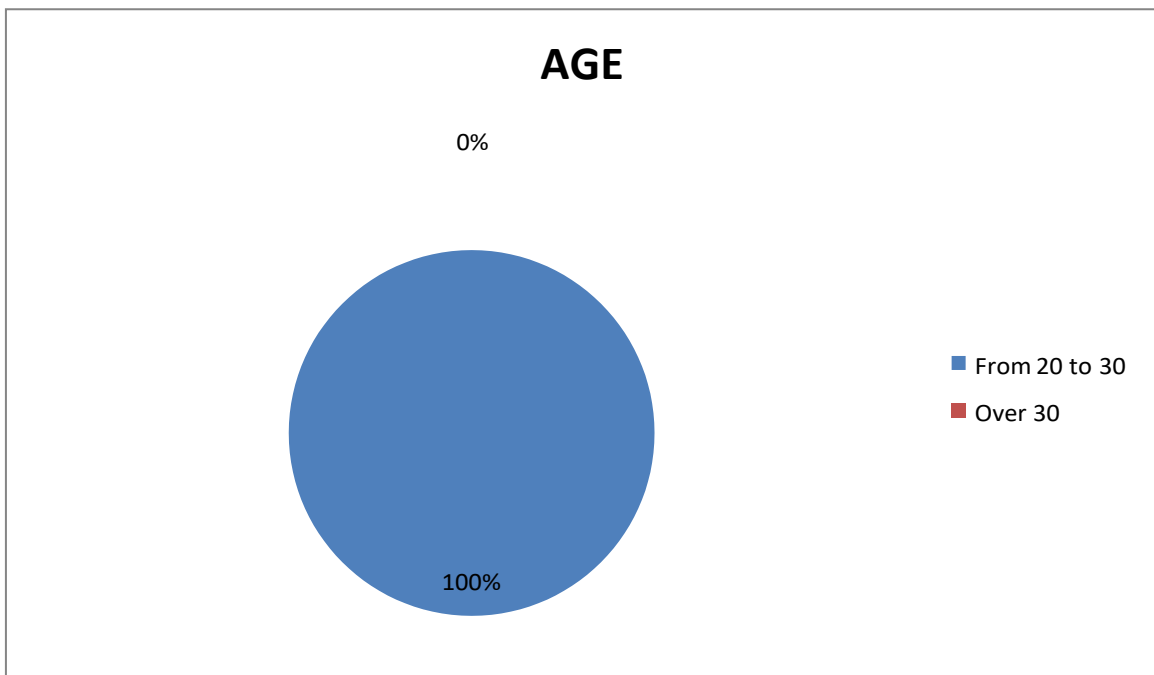
**Q1: How old are you?**

**Table n°1:**

*students' age*

<b>Option</b>	<b>Code</b>
20 to 30 years old	a
Over 30 years old	b

This table refers to the age of the participants; it is categorized into two types: an option of age from 20 to 30 years old, the other option is about participants who are more than 30 years old. The outcomes has been assessed that all participants are among twenty to thirty and the majority of them are of the age of 21 years old. From the gathered data, we notice that the first year master English students are more than 20 years old and there is no 30 years old.



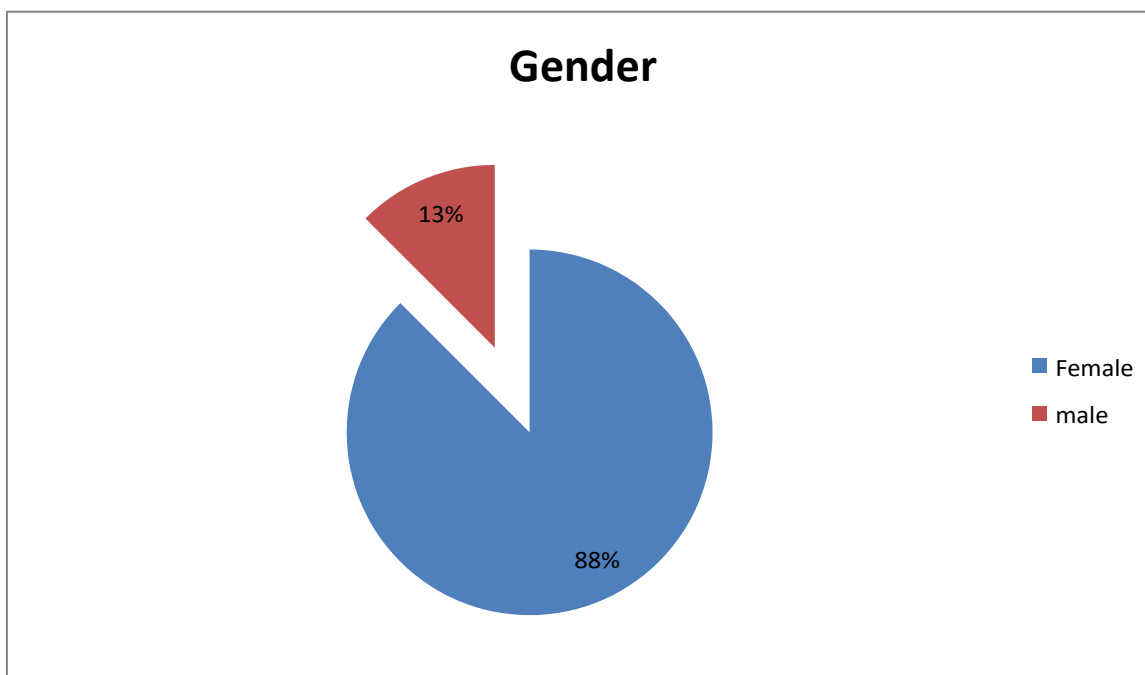
**Q n°2: Are you male or female?**

**Table n°2:**

*students' gender*

Gender	participants	Percentage
Male	10	12,50%
Female	70	87,50%

According to the second question which is about student gender, the majority of master students are females. Out of 80 participants, there are 70 females of the whole sample and the rest are males. They only represent a small minority with a number of 10 students.



## Section two: students' perceptions

The third question has been mentioned in the questionnaire shows students' perceptions towards the quality of teaching in our country.

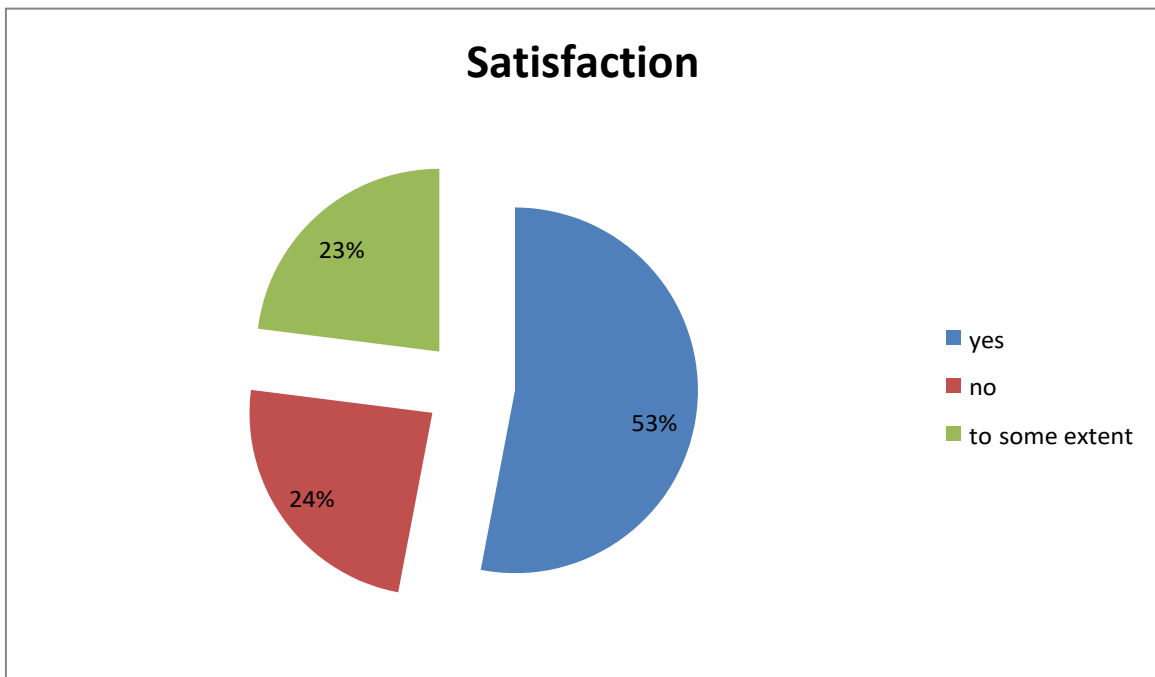
**Table n°1:**

*students' satisfaction*

Option	Code	participants	Percentage
Yes	a	43	53.75%
No	b	19	23.75%
To some extent	c	18	22.50%

This table shows the students' comments under the theme of teaching quality in Algeria. In other words, whether they are pleased with the level and quality of teachers in the Algerian classrooms, they are not satisfied for reasons or they are satisfied to some extent. The whole students have chosen for the questionnaire are 80 participants. We can see that nearly 54% of those students said 'Yes' so that they are pleased with the quality of teaching according to what they have seen now and before in the Algerian schools for both the professors' effectiveness and administrators or responsible who work always for managing and organizing a comfortable educational atmosphere. Other 24% of them said 'No', they have their personal reasons of why they said no. The rest 23% said 'to some extent'; that means they are satisfied but not for everything.





**Q°04: Does the quality of a good or a bad teacher impact the students' achievements?**

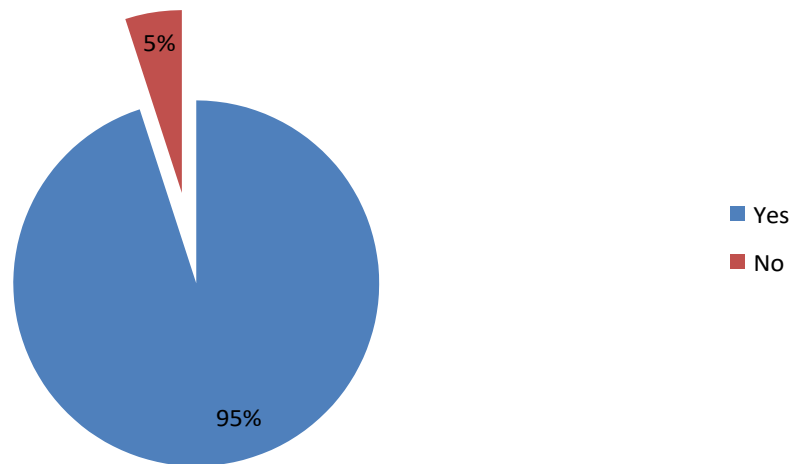
**Table04:**

*teachers' quality.*

Option	Code	Participants	Percentage
Yes	a	76	95%
No	b	04	5%

This table advocates students' answers resulted from the fourth question from the questionnaire, it could be noticed that the majority of participants 95% said yes for the idea. Teachers affect both positively or negatively concerning their professional quality. Hence, the negative impact appears in students whose teachers were neglected for their work and unqualified on how to handle the classroom situation; however, those high quality teachers bring out the positivity and good influence on their feedback. Only 5% said no. Based on them, teachers cannot impact the students' achievements; student may control his or her feedback according to his or her personality.

## Teachers' Quality



**Q°05: Which tools do impactful teachers use to make their course clear?**

**Table04:**

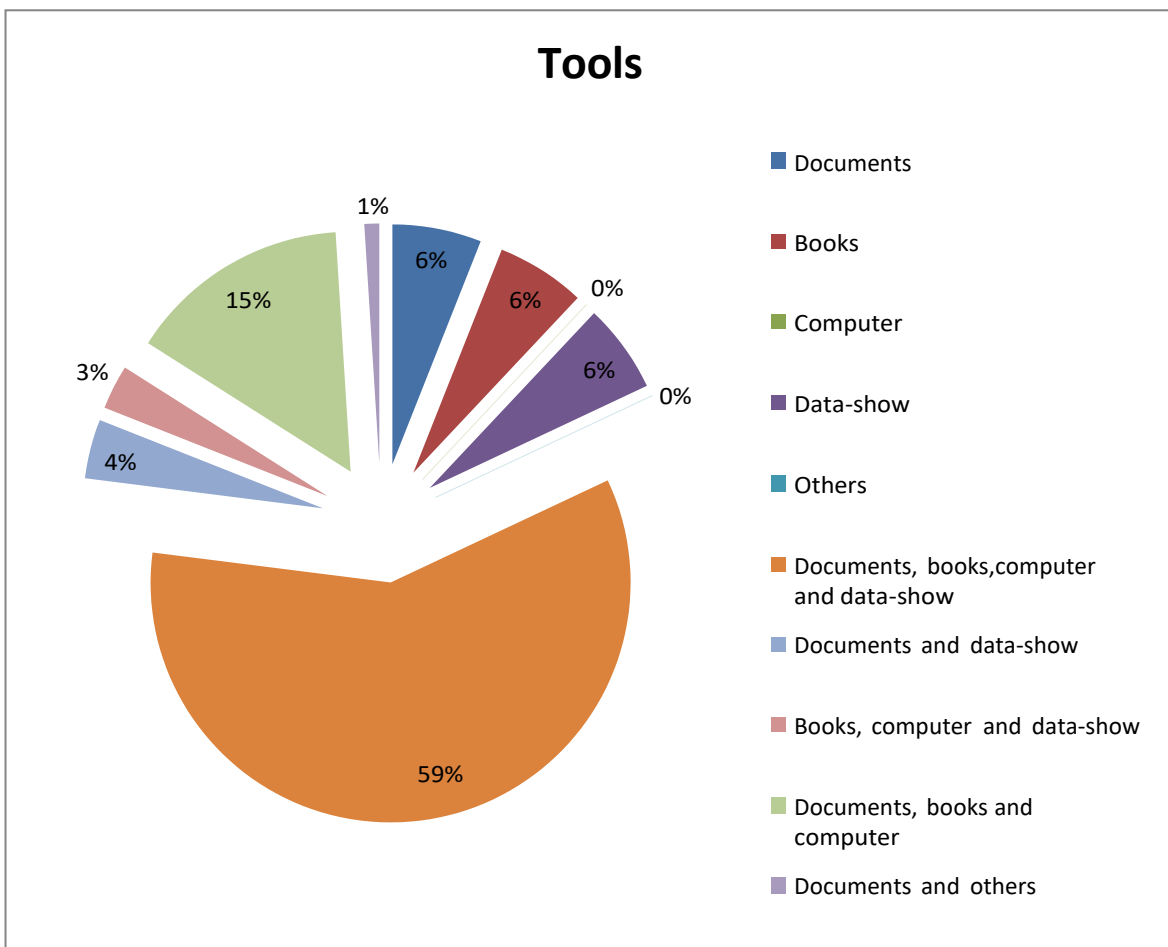
*teaching' tools*

- a- Documents
- b- Books
- c- Computer
- d- Data-show
- e- Others

Code	Participants	Percentage
a	05	6,25%
b	05	6,25%
c	00	00%
d	05	6,25%
e	00	00%

a, b, c, d	47	58,75%
a, d	03	3,75%
b, c, d	02	2,5%
a, b, c	12	15%
a, e	01	1,25%

In this table, the percentage of participants of which tools do efficient teachers use to make their course clear is identified. They divided into categories: those who said documents (6%), others with the second perception are 6%, data-show (6%), the majority (59%) selected documents, books, computer, and data-show together, 4% of both documents and data-show, books, computer, and data-show (3%), documents, books, and computer (15%), 1% said documents and others (some examples and stories). We can notice from the different percentages resulted that all those tools are useful; however, every student have his/her own view on which tools are convenient for his/her understanding.



### Section three: Students' perceptions of how the effective teacher should be.

In this section, students are asked to respond to ten statements that belong to the term of teaching effectiveness in the class. Teachers are the pillars that school stand on and achieve success. However, teacher' efficiency or school success are not realized only if he/she is characterized by a set of good qualities and admirable traits that make him/her a brilliant professor in both personally and professionally. Students gave their perceptions about each statement regarding to their experiences with effective teachers those who have made a positive impact on them. The researcher entered data into SPSS using the following codes: 1- Agree, 2-neutral, 3-disagree. The researcher illustrates descriptive statistics to include responses and percentages of each statement' results.

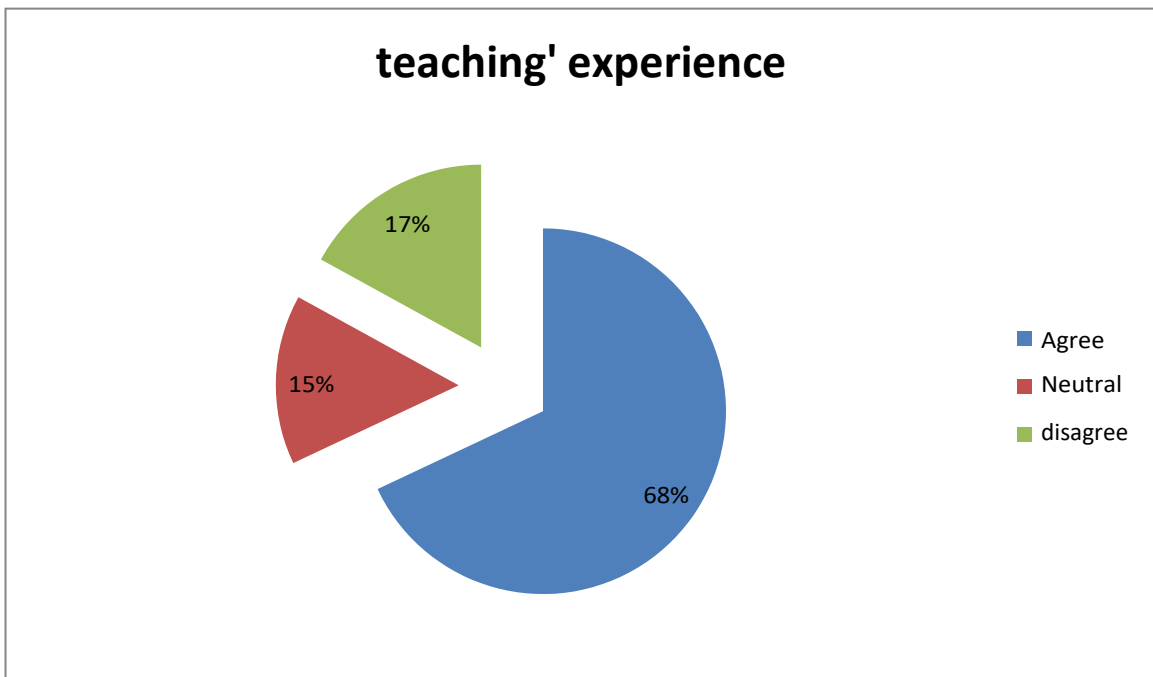
**S°01: The more experience a teacher has in the classroom, the more effective he or she becomes.**

**Table01:**

*teaching' experience*

<b>Option</b>	<b>participants</b>	<b>Percentage</b>
Agree	54	67.50%
Neutral	12	15%
Disagree	14	17.50%

This table represents the results and answers of students that belong to the statement 'The more experience a teacher has in the classroom, the more effective he or she becomes.' In other term, teacher becomes competent through long and continuous experiments in education. According to what students perceived, most of them accept the idea and agree with; almost 68% responded by "yes" and put a tick on the first column which is "agree". Other 15% were neutral what meant not taking a side and have no viewpoint of the idea mentioned, they did not say neither agree nor disagree about the statement; the rest 14 participants that take over 17% of students who said "disagree", they do not see that experience is the main key which create the good teacher; however, a lot of professors in the first year of teaching make their place outstanding using their intelligence to get closer to pupils and earn their love.



**S°02: It is obligatory for teachers to share information about their personal lives, so students can relate to them.**

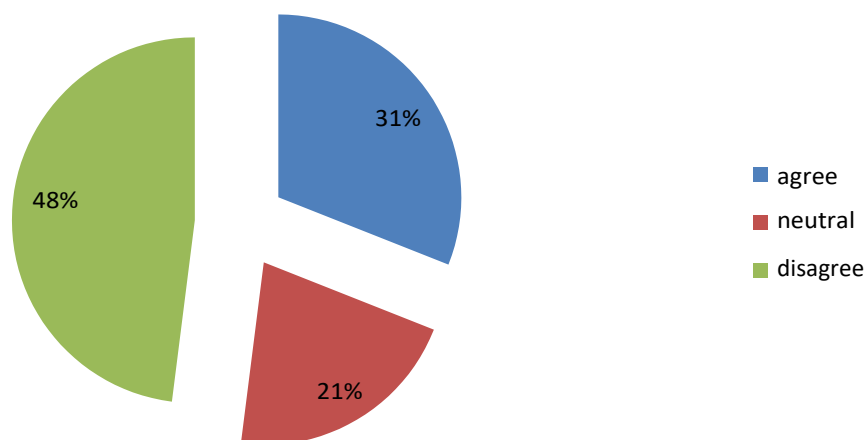
**Table n°2:**

*Sharing teacher' personal life.*

Option	Participants	Percentage
Agree	25	31.25%
Neutral	17	21.25%
Disagree	38	47.5%

This table presents what students think about teacher sharing the personal stories and lives to their students in the classroom, are they going to benefit if teachers tell them their personal experiences in life or not. Students' perceptions differentiated since 31% of them said "yes" "agree", they see that those stories was helpful and useful to them. The rest 21% was neutral, have no idea about it and they said nothing about if it is acceptable or not. Moving to the majority 48% who said "no" or "disagree"; they thought that this idea is completely wrong and the teacher should not apply it to their course if he/she really wants to be effective and a model person in his/ her profession. They have considered that as a waste of learning time.

## Sharing teachers' personal lives



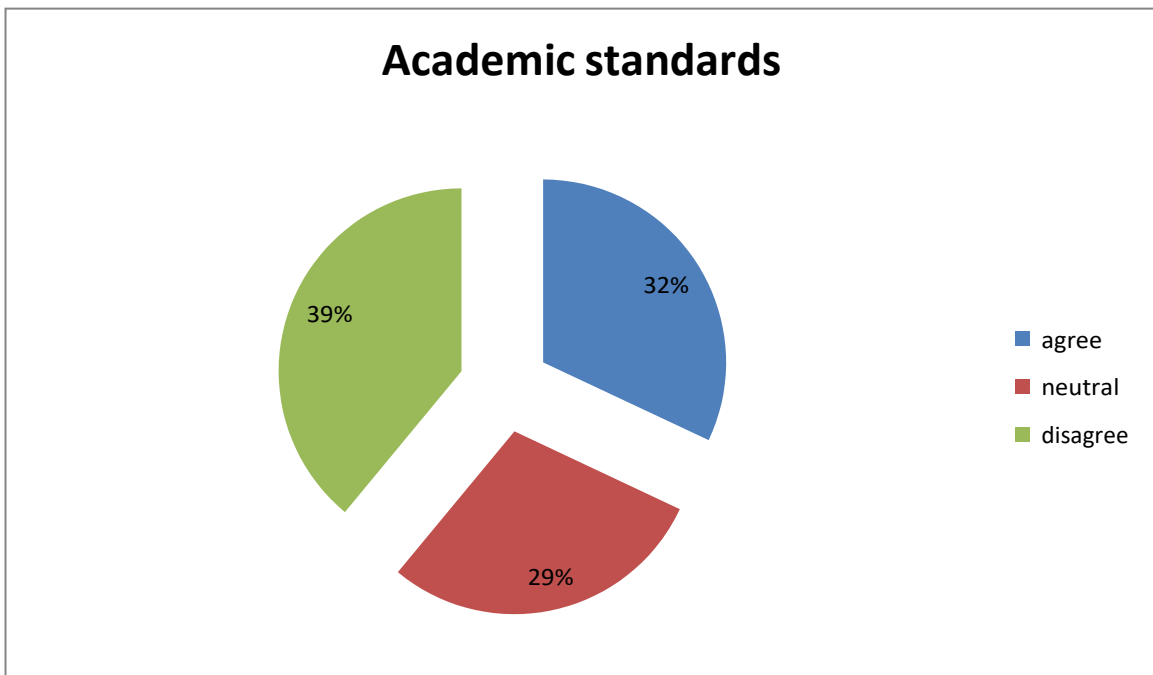
**S°03: Effective teachers hold all students to the same academic standards.**

**Table n°3:**

*the academic standards*

Option	Participants	Percentage
Agree	26	32.5%
Neutral	23	28.75%
Disagree	31	38.75%

Here, the researcher is questioning the students, what if the teacher deals with all students using the same academic standards even with those disabilities or special cases' students. Most of them 31 participants, their reactions were as no and disagree the idea. They think that the educator for being as good as possible in his/her profession should follow all what make it effective and gain a positive result mostly in students' achievements. 23 of them tick the column of agree and the others decide to be neutral and say nothing about the subject matter.



**S°04: Efficient teachers do not treat all students the same; they have favorites.**

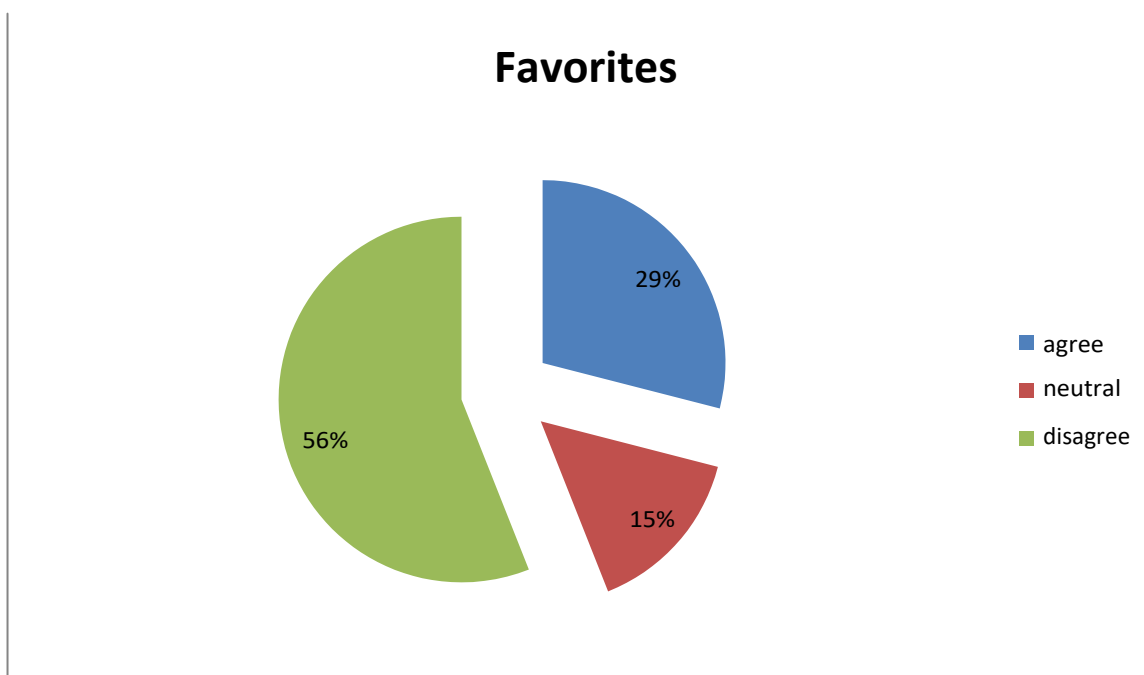
**Table n°4:**

*Teacher' favorites*

Option	Participants	Percentage
Agree	23	28.75%
Neutral	12	15%
Disagree	45	56.25%

This table shows students' percentages that belong to their points of view on the statement "Efficient teachers do not treat all students the same; they have favorites. " In other words, is it acceptable if teacher has favorites students and make them special than the other ones or not. According to the final results, the sizeable proportion from them was 56%; they tick the "disagree" column, what meant they did not accept that teacher make differentiation among students and should deal with them all the same to be efficient. 15% was neutral; and the rest 29% agreed the idea and said that those favorites are the students who work hard for gaining success, those who tried always to study even though of their lower capacities and/or those who are respectful and have better ethical features that distinguish them from the other unrespectable ones.





**S°05: Competent teachers are skilled in getting every student engaged in the lesson, even the unmotivated ones.**

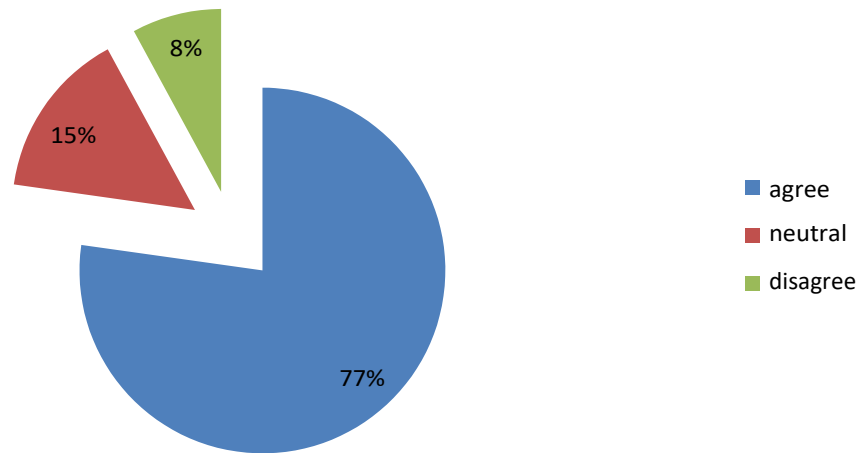
**Table n°5:**

*teachers' skills*

Option	Participants	Percentage
Agree	62	77.5%
Neutral	12	15%
Disagree	6	7.5%

This illuminates teachers' skills that get all the students engaged in the course, participate and do their best to understand what the teacher tries to explain even those have no ability and love to study and that considered as one of the components for making a competent teacher. Students' opinions about this idea differ since we asked 80 persons; their perceptions and judgments of the subject matter were absolutely not the same. Therefore, vast numbers of them (78%) agree the statement. They thought that this is what the teacher needs to be for being efficient and qualified. 8% of them did not agree with the idea since this is not what makes the teacher effective. The rest 15% were neutral with no comment.

## teachers' skill



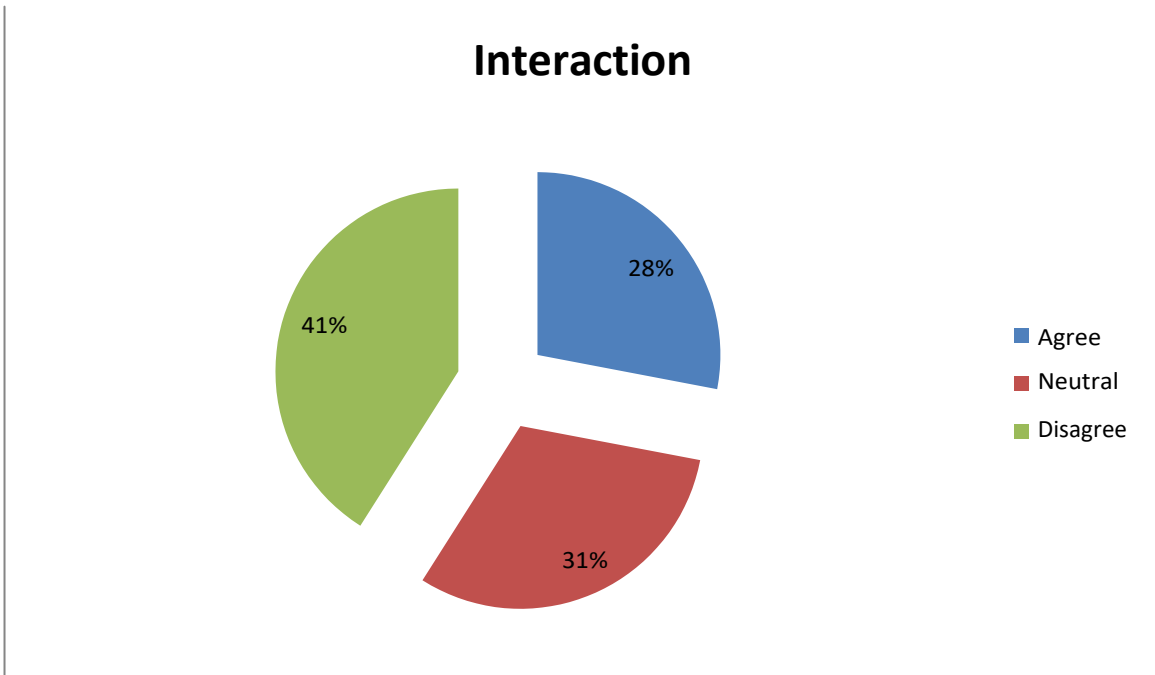
S°06: It is not necessary for the teacher to interact with the students and their parents.

Table06:

*Teachers' interaction with students and parents.*

Option	Participants	Percentage
Agree	22	27,5%
Neutral	25	31,25%
Disagree	33	41,25%

This table represents the first year master students' responses about the unnecessary interaction (communication) of teachers with the students and parents are as follows: 28% agreed with the fact that the communication of teacher with the students and parents is not important, there is no need for this, and this is just formalities and irrelevant thing to do. 31% participants said it is neutral, which means that they are in the middle, because in some cases or situations we should interact with the students and parents for their benefit. 41% disagreed, for them, the communication between the teacher and students-parents are necessary in every situation, so the parents can know about their sons and daughters level and help them in their studies and encourage them.



**S°07: Smartness in making decisions, having energy and patience are of the most necessary personal traits the teacher must have to be effective.**

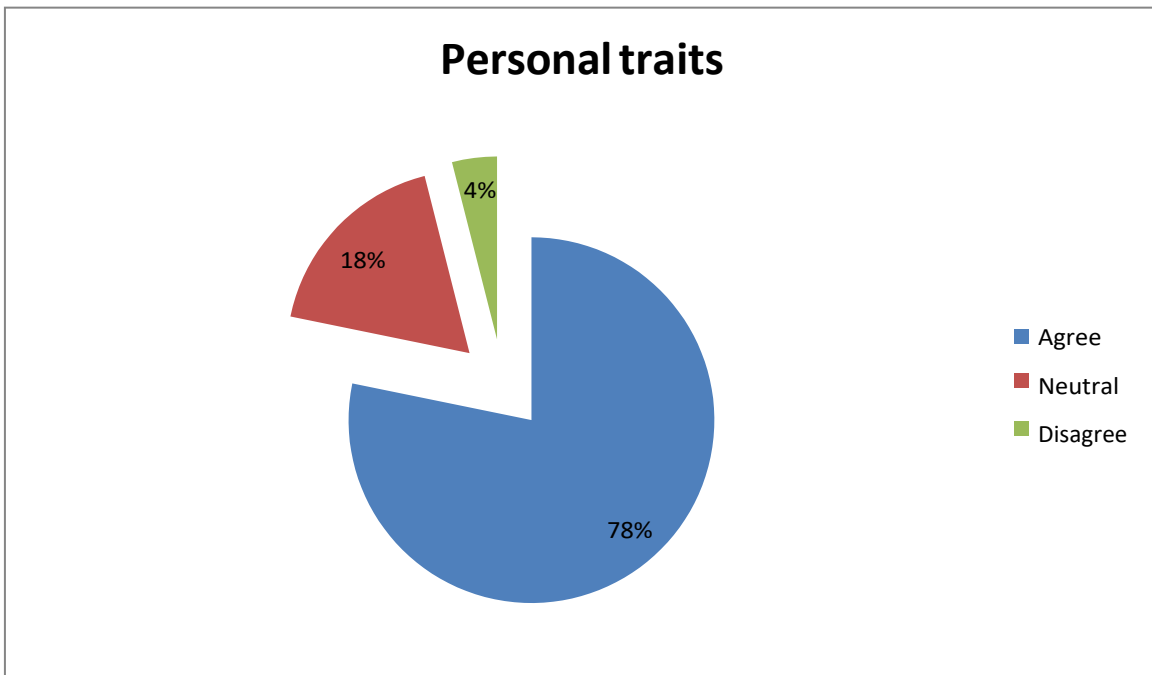
**Table07:**

*personal traits.*

Option	Participants	Percentage
Agree	63	78,75%
Neutral	14	17,5%
Disagree	03	3,75%

This table presents the most necessary personal traits; smartness in taking decisions, having energy, and patience that a teacher must have to become effective or efficient. Students' perceptions are different since 79% of them said yes/agree. For them, these are the most important necessary personal traits that a good teacher should have. 18% was neutral, according to them, it is true that these three personal traits are important but there are other traits which are also important, for example: humor, kindness, and comprehensive....Moving to the less percentage, 4% participants said no /disagree, per them, these traits are not

important but others are, because every student has its own favorite personal traits in teachers' personality, it may be collaboration, empathy, enthusiastic, discipline...



**S°08: While teaching the course, an effective teacher's voice, written style, lesson, and information must be clear.**

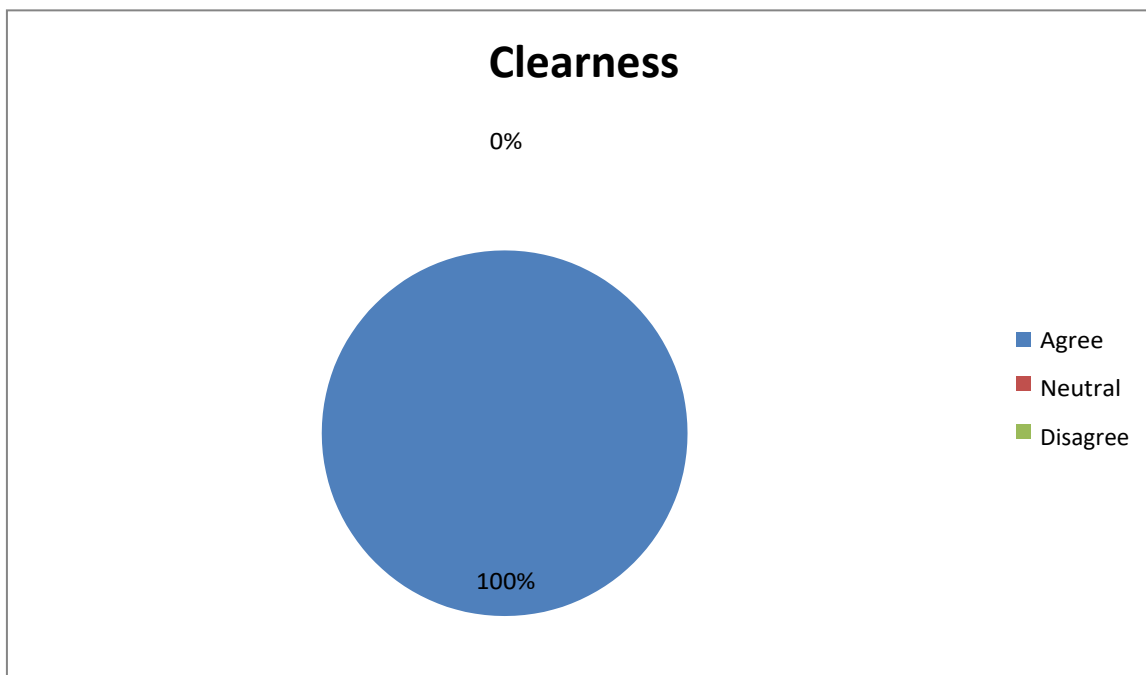
**Table8:**

*clearness.*

Option	Participants	Percentage
Agree	80	100%
Neutral	00	00%
Disagree	00	00%

This table shows students' percentages that belong to their opinion about clearness. In other words, while teaching the course, effective teachers' voice, written style, lesson, and information should be clear. The results show that the whole 100% agreed on the fact that the teacher must be clear while presenting his course, by doing this, students' will pay attention,

concentrate with the teacher and the lesson, understand and memorize the ideas or the concept.



S°09: The teacher is not obliged to be punctual.

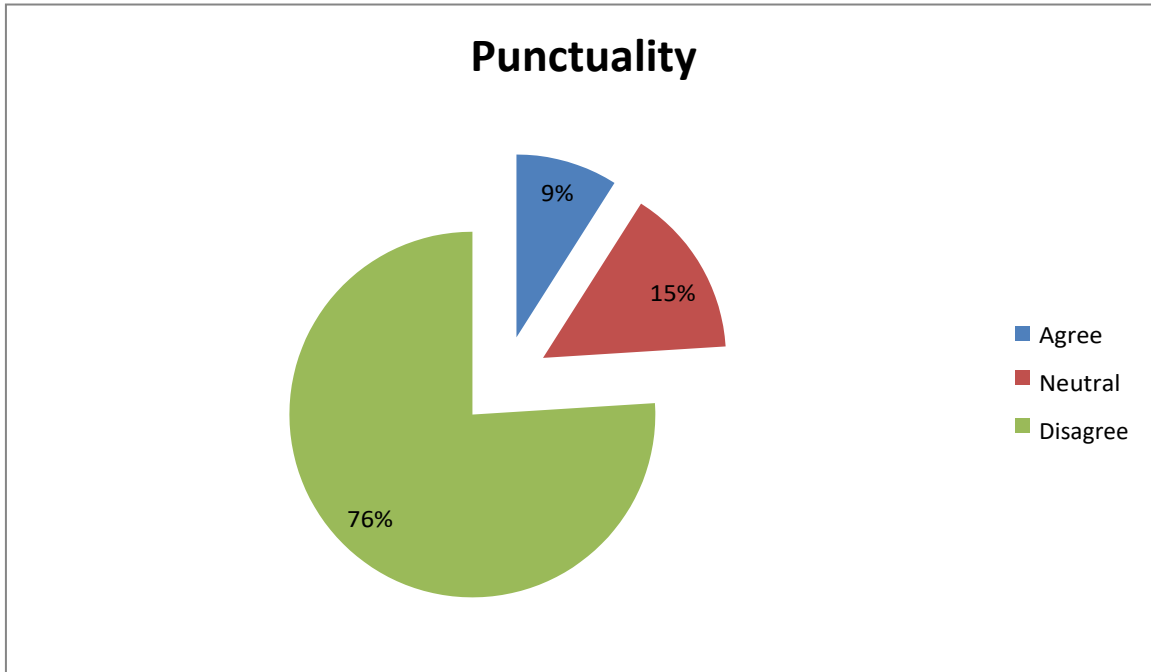
Table09:

*punctuality.*

Option	Participants	Percentage
Agree	07	8,75%
Neutral	12	15%
Disagree	61	76,25%

This table describes the results about the teacher not being obliged to be punctual, which means, teachers who are not organized, do not show on time, and do not take themselves and their responsibilities....The results reveal that 9 % agreed and believed that the teacher is not obliged to be punctual and this will not influence neither themselves nor the students in their academic performance. 15% are neutral, they point out that in some conditions, and the teacher will be punctual for different reasons: luck of transportation,

personal problems, illness.... We must not forget that even teachers have their own lives to handle.76%disagreed, they lined out that teachers are obliged to be punctual and well organized, so that the teacher would have set an excellent example for the students to follow, which means being a role model for their learners.



**S°10: A good teacher uses various strategies, teaching aids/ devices, and techniques in delivering the lesson.**

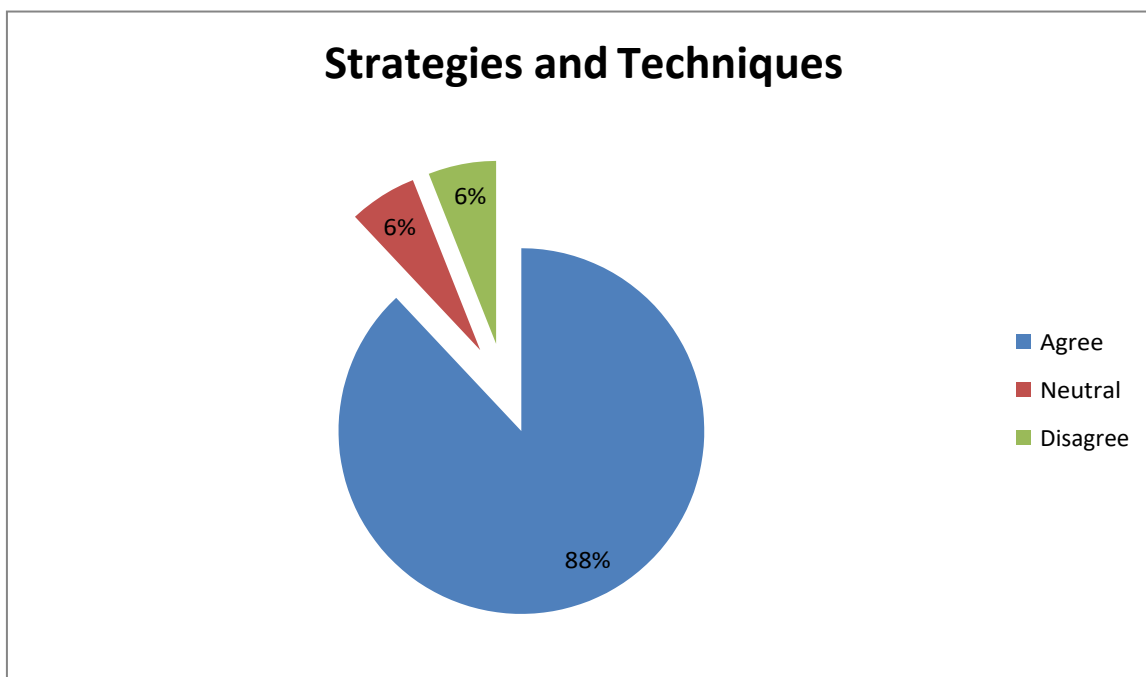
**Table10:**

*various strategies and techniques.*

Option	Participants	Percentage
Agree	70	87,5%
Neutral	05	6,25%
Disagree	05	6,25%

It is noted that 88% of participants agreed about the fact that a good teacher uses various strategies, teaching aids/devices, and techniques in delivering the lesson. By way of

explanation, the teacher must use different strategies in case if students did not understand the ones which is using because the students need to be able to learn what the teacher is teaching. 6% are neutral, sometimes, it is not necessary to use different strategies and techniques because the problem is on the students; they do not concentrate, and make noise while the course, in result, they will not understand. 6 % disagreed about this idea, it is not just a good teacher who can use different techniques, even ordinary teachers or bad teachers may use different techniques. No one is perfect, even effective teachers.



## General conclusion

Teachers are the soul of the school and therefore every teacher must possess qualities that will bring success to the classroom. It is quite clear that some teachers are more effective than others. Some researches emphasize the importance of teachers' relationships with students. Others identify the ambiguity behind what makes a teacher competent.

This research study was used to attempt to answer the initial problems of the research questions study which are as follows:

- What are the qualities of effective teachers?
- What are the students' perceptions towards effective teaching characteristics?
- What are the main techniques used by the teachers to reach the effectiveness in teaching?
- How can teachers bring out the best in their students?

Not every educator called an excellent teacher but as what it is mentioned above, effective and qualified teachers are those who are characterized by various effective features. Those characteristics are various and different. A lot of researchers examined this study with different perceptions; every researcher has his/her thoughts of how to define the good teacher and how this later should be; Those qualities that are needed in teaching personnel will vary somewhat depending on different school' objectives and needs.

They divided them into a set of categories; in which we recognized personal and professional traits behaviors and dispositions, knowledge, self- efficacy... For the personal features, the teacher's personality is one of the first sets of characteristics to look for in an effective teacher. These teachers give love to their students, never lost hope for them, understand their feelings, have a sense of humor, being smart, energetic, patient, prepared, caring, fair, enthusiastic, being flexible and high expected. Professionally, teachers should be creative and intelligent as possible as they can since no one can teach what he/she do not know; supportive and motivated; helpful... Also, what determines teaching effectiveness in the professional aspect is the courses' inspiration, their presentation management, teachers' interaction in the classroom, and the information given that meet the students' objectives. Furthermore, every single educator in the classroom must characterize also by good attitudes; for instance, good communicator, respectful, resilient and discipline... They may characterize



by having self-efficacy and create a well-organized and comfortable classroom atmosphere; write clear goals for the course, organize learning tools and materials too.

The data analysis shows that an effective teacher for each individual classroom is such a vast and variable idea. Students' perceptions, opinions and/or experiences about an effective teacher are different. For make this possible and know what are the students' perceptions towards effective teaching characteristics, we made a questionnaire that consists of a group of questions and statements delivered to English master students. The majority of them are direct beneficiaries that the teacher must be effective and competent in his/her profession and if he/she does not characterized by the main features of effectiveness, he/she considers as unsuccessful teacher and cannot reach students' needs. They have pointed out various perceptions for the ten statements we posted in the questionnaire which are about how the teacher is characterized as good and effective. Those statements are "The more experience a teacher has in the classroom, the more effective he or she becomes"; "It is obligatory for teachers to share information about their personal lives, so students can relate to them"; "Effective teachers hold all students to the same academic standards "; "Efficient teachers do not treat all students the same; they have favorites"; "Competent teachers are skilled in getting every student engaged in the lesson, even the unmotivated ones "; "It is not necessary for the teacher to interact with the students and their parents "; "Smartness in making decisions, having energy and patience are of the most necessary personal traits the teacher must have to be effective"; "While teaching the course, an effective teacher's voice, written style, lesson, and information"; "The teacher is not obliged to be punctual"; "A good teacher uses various strategies, teaching aids/ devices, and techniques in delivering the lesson". Perceptions are differentiated in every individual idea. From all of these, we conclude that every student has his own point of view (perceptions) about teachers' characteristics, because every student has its personal needs.

The teacher uses different and various instructional techniques and strategies to reach the effectiveness in teaching which are: computers data-show, modeling and drawing materials, games, experiments, and field trips. Others are Identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, non- linguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues, questions, and advanced organizers. Some other researchers have mentioned the use of instructional time, structure pedagogical materials, give students practice and application opportunities, provide good classroom climate, and have enough subject knowledge: knowledge of pedagogy,

teaching beliefs, and teachers' self-efficacy as the essential strategies used by the teacher called efficient for achieving teachers' effectiveness and students' achievements.

When teachers make an intentional effort to get to know each of their students, it can foster in students a sense of belonging and connection to school; which can then build a foundation for academic success. Positive teacher-student relationship leads to increased cooperation and engagement in the classroom. Teachers have a very significant, lifelong impact on all of their students. This impact involves not only the teaching of particular academic skills, but as importantly, the fostering of student self-esteem. Reinforcing self-esteem in the classroom is associated with increased motivation and learning. They play such a needed role in learners' life, they help them to accomplish their objectives and be superior by establishing an atmosphere that stands for students' educating; motivate their learners to study by supplying them with positive outcomes. They enhance their students' self-efficacy, their behaviors and attitudes. To conclude, Teachers who build positive interactions with their students are more likely to influence their drive to learn.

For the hypothesis; in one hand, we found that the first hypothesis is completely wrong. Hence, some people or students' parents in particular support the idea that the teacher is not obligatory for the student to be successful, and they can teach them themselves at home; however, this is an incorrect belief. As a proof of this, Students from 2020 until 2022 have taken a long vacation due to the Corona pandemic, some schools have relied online education and some have not. Parents in that case, faced a lot of difficulties in how to make them study and improve their scores. After everything came back as before, a very large and remarkable drop in the level of those students occurred. Teachers have a great influence and importance that students and even their parents cannot reach and cannot replace teacher at any time.

In the other hand, we recognized on the second idea we have mentioned that is the right assumption, since many researchers supported the idea and the students, however they were smart and they need a teacher to lead them for improving and achieving positive results. An evidence of the validity of the hypothesis and teacher effectiveness is that we see regulars who study in national institutions usually for many times have more positive scores than those who are studied free, especially in the BEM and the baccalaureate exams.

## **Research limitations**

There is no research study without limitations. Several limitations and issues were faced us in making and organizing the present study; however, we succeeded later to manage these problems. The following limitations were identified as a result of the study:

At first, it was hard to choose a supervisor; and because it was our first experience; it seemed a bit difficult to understand everything from the beginning so we started working late on our thesis.

Other difficulties we faced were finding referencing related to our subject, it was hard at first but then we could pass the problem. For students, just some of them respond to the questionnaire via Facebook group. So, we were obliged to look for them one by one and ask them to give their perceptions towards the subject matter. Additionally, due to the Covid-19 we have divided into two groups, so that it was difficult to meet them in the department since a big part of them came just in the exams period.

Another obstacle we faced was time which did not let us play the role of a real researcher; since it was short to do a lot of things together.

## **Suggestions and pedagogical recommendations**

Based on the findings of the present study and the reviewed literature, these are some of the pedagogical recommendations that seem to be appropriate in regards to developing the quality of an effective teacher that helps the students' achievements to provide additional research that focused on a gap in the literature:

- It is important for teachers to have both the skills and opportunities to reflect on their own beliefs and practices with classroom diversity and differentiated instructions.
- Teacher education programs or administrators need training in identifying effective teachers for the sake of their students because hiring ineffective teachers is costly both financially and academically.
- Teacher education programs must provide the candidates or the new teachers with instructional approaches for classroom management through coursework and guided practice with feedback and addressing the challenges that faces the teacher candidates while teaching for creating a positive classroom.
- Keep the students motivated by the desire to learn rather than by degree requirements or grades and engaged with a positive attitude.
- You have to be organized and prepared; have a plan for what you want to teach, this will help students integrate all of their works (reading, labs, exams, papers, lectures, etc.) for the course.
- Explain complex ideas in simple ways and help students understand and use new terminology, so they can become fluent in the language of your discipline.
- Be patient with yourself because teaching is difficult and frustrating,
- Give students time to process information, answer questions, let your students know that it is fine to make mistakes because they are learning from them, realize that learning can be hard work, even for the most motivated students, keep them active, and use different techniques and strategies while teaching because by doing this, it will help you recognize similar and different preferences in your students and react accordingly and immediately rather than blaming students when things don't go right.
- You have to know your students' needs, so, you could help them to get rid of the barriers which undermine their educational progress.

- Supporting and celebrating the students' differences help in building a positive teacher-student rapport and reduce the amount of statements.

Our main problem in our present research was “how to define an effective teacher”. And what we recognized from the current literatures and the questionnaire results of teachers' quality was that widely researches discussed the problem and various perceptions have been mentioned. Accordingly, this study demonstrated that this topic is a diverse dimensional theme. However, we cannot deny that every research has gaps and some points could not be taking or did not explore.

Further study in this area may be the missing characteristics that we did not mentioned since we focused just on some categories, other researches could focus on different aspects of the topic. In this study, we made a questionnaire for the first year English students, others could use teachers' questionnaire or interviews, it would be more helpful than the students' questionnaire, even can search about the administrators' opinions and other stakeholders in educational section.

This research study is a topic of such incredible importance in the field of education. The result of this research study indicates that teacher should have all the characteristics mentioned and non-mentioned, both professional and personal skills to teach more effectively, and reach students' personal needs. Accordingly, those features are what place the good teacher above other teachers in different fields.

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## Appendices:

- **Research questionnaire:**

**University of Mohamed El Bachir El Ibrahimi, BBA**

**Faculty of Arts and Languages**

**Department of Foreign Languages**

**English Branch**

**Effective Teachers' Questionnaire**

**First Year Master's Students (English Students)**

The purpose of this questionnaire is to determine our university students' perceptions (master's 01 English students) about effective teachers. Your responses will provide an in-depth understanding of what makes a teacher effective for his/her students. The following 10 statements and 4 questions cover a variety of aspects of the literature that is related to effective teaching. Your responses are anonymous and will be used only for the purpose of research.

### **Instructions:**

Use the scale below to respond to each statement. Consider the most effective instructor(s) you have learned from. Tick (✓) the appropriate column according to you.

P.S. Effective teachers refer to those who have made a positive impact on you.

- How old are you?
  - a) 20 to 30 years old
  - b) Over 30 years old
- Are you:
  - a) Male
  - b) Female
- Are you satisfied with the quality of teaching in our country?

a) yes

b) No

c) To some extent

Statements	Agree	Neutral	Disagree
1-The more experience a teacher has in the classroom, the more effective he or she becomes.			
2- It is obligatory for teachers to share information about their personal lives, so students can relate to them.			
3- Effective teachers hold all students to the same academic standards.			
4- Efficient teachers do not treat all students the same; they have favorites.			
5- Competent teachers are skilled in getting every student engaged in the lesson, even the unmotivated ones.			
6- It is not necessary for the teacher to interact with the students and their parents.			
7- Smartness in making decisions, having energy and patience are of the most necessary personal traits the teacher must have to be effective.			
8- While teaching the course, an effective teacher's voice, written style, lesson, and information must be clear.			
9- The teacher is not obliged to be punctual.			
10- A good teacher uses various strategies, teaching aids/devices, and techniques in delivering the lesson.			

- Does the quality of good or bad teacher impact the students' achievements?

a) Yes

b) No

- Which tools do competent teachers use to make their course clear?

a) Documents

b) Books

c) Computer

d) Data-show

e) Others

Thank you



## Résumé

L'efficacité dans l'éducation ou l'enseignement est un élément essentiel et important pour le succès et le développement de l'institution dans son ensemble.

L'enseignant, à son tour doit posséder certains qualités et caractéristiques qui font de lui un professeur capable qui peut faire son travail et un exemple pour ses élèves. Les chercheurs ont consacré une variété de ces caractéristiques dont les plus importants sont les qualités et les talents personnels et pratiques, les bonnes manières, le respect...etc. Sur la Voie de la réalisation de l'objectif de développement et d'amélioration de la qualité de l'éducation et de répondre aux besoins des élèves, l'enseignant cherche à sélectionner les meilleurs stratégies et techniques pour fournir la bonne information aux élèves. En particulier aux élèves Ayant des cas particuliers. Ils suivent également plusieurs façons de répondre aux besoins des élèves.

Et à la fin, un bon enseignant, une bonne personne et un bon travailleur où il est le père de son travail. Nous souhaitons à tous ceux qui sont entré dans le domaine de l'éducation de profiter de toutes les qualités et d'attribuer à chaque qualité son doit. L'éducation est un message et le chemin de l'avenir avant que ce ne soit un métier que nous utilisons pour gagner l'argent.

### المخلص

الفعالية في التعليم أو التدريس باختصار هي عنصر أساسي و مهم لنجاح و تطور المؤسسة ككل .الأستاذ بدوره لابد أن يتحلى ببعض الصفات والخصائص التي تجعل منه المعلم المتمكن من عمله وقدوة لتلاميذه .خصص الباحثون مجموعات متنوعة من هاته الخصائص، أبرزها الصفات والمواهب الشخصية العملية، الأخلاق الحسنة، الاحترام و ما الى ذلك ...و في طريقه إلى بلوغ الهدف المتمثل في تطوير و تحسين جودة التعليم والوصول إلى تحقيق احتياجات التلاميذ، الأستاذ يسعى دوما إلى انتقاء أجود الاستراتيجيات والتقنيات لإيصال المعلومة الصحيحة للتلاميذ خاصة التلاميذ ذوي الحالات الخاصة منهم وهم أيضا يتبعون طرق عدة لتحقيق احتياجات هؤلاء التلاميذ. وفي النهاية، الأستاذ الجيد، شخص و عامل جيد حيث من جد في عمله و أتقنه؛ حصد النجاح و الفلاح في النهاية و لهذا نتمنى من كل شخص دخل مجال التعليم التحلي بجميع الصفات و تخصيص لكل صفة حقها، فالتعليم رسالة و مشوار المستقبل قبل أن يكون مهنة نمتنها من أجل المال و فقط.