Construction of Effective Teaching Evaluation Scale and Students' Perception of the Characteristics of Effective Teachers

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Effective teaching is a paradigm shift in developing countries. By keeping in view this modern approach, the present study was designed to construct a scale for the assessment of effective teaching methods. The qualities of teachers which make their teaching effective were also explored in the study. In the preliminary phase of study, an indigenous effective teaching evaluation scale was constructed. The factorial validity of 10 item scale was determined on a sample of 202 undergraduate and post graduate students. Principle component analysis with varimax rotation method yielded a uni-factor solution, which collectively accounted for 55% of the variance. In the second phase, the indigenously developed scale was used to compare lecture method and eclectic method on a sample of 100 under-graduate and MPhil students of Psychology. Results of t-test indicated that students rated eclectic method as significantly more effective than lecture method. In the third phase, a qualitative study was conducted on the same sample of 100 students to explore their perspective on the qualities of an effective teacher. The content analysis revealed four favorable categories: graciousness, well prepared and disciplined, collaborative, and charismatic. Conversely the qualities of a teacher that emerged to make teaching ineffective were: favoritism, aggressiveness/ humiliation, and non-professional approach. Students reckoned positive qualities of a teacher and harmonious mutual relationship between teacher and student in making teaching effective. It has been concluded that teaching method should not be a sole criterion for measuring effective teaching. Teachers should also improve their personal qualities to make their teaching effective.

Key words: effective teaching, effective teachers, lecture method, eclectic method, content analysis.

Effective teaching is an emerging field and is considered as an important factor of growth and productivity for every country. While exploring the effective teaching methods, researchers adopt different ways of evaluating the efficient teaching. In any case there is always a complex interaction between the teaching strategies, the characteristics of the individual teachers, the topic, and the students. It would be unwise to say that there is any single best approach to teaching as a whole. Research has clearly shown that students rate the quality of their relationships with their teachers as more important than the choice of their instructional strategies (Jarvis, 2005). Given that teaching method and characteristics of a teacher are two pillars of effective teaching, this paper examines the perspective of university students on effective teaching methods and personal/individual characteristics of a teacher that make teaching effective. Construction of an indigenous effective teaching evaluation scale was a preliminary step to develop a valid and reliable tool to assess effective methods in teaching Psychology.

No working definition of effective teaching is available. The definition of effective teaching slightly changes with the nature of course/subject. Effective teaching has been defined as an appropriate procedure which enhances the beneficial learning of the student (Centra, 1993). Campbell, Kyriakides, Muijs, and Robinson (2003) defined teacher's effectiveness as the impact of classroom factors on the performance of student. While Westwood (2006) believes that effective teaching is as an approach of providing all the students with utmost opportunities. Thus with maximum opportunities, students get chances to grow and learn more and the welfare of students seems to be pivotal while assessing effective

teaching. The effectiveness of teaching methods appears to be dependent on the evaluation of students.

Jarvis (2011) denigrated any particular approach to effective teaching, instead he introduced a set of basic principles that he believed to underlie effective learning and teaching:

1. Learning should be an active process, which needs teachers' input and high level of students' involvement
2. Learning can be enhanced by social interaction with teacher, fellow students, and soft wares. Technologically connected exercises should be encouraged
3. Teaching should involve applying research and theory to real life scenarios
4. Teaching should develop transferable skills in students to prepare them for exam
5. Teaching should develop critical thinking in students.
6. Teaching must take account of the diverse needs of students.

Teaching methodology and the characteristics of a teacher appeared to be an indispensable part of effective teaching. Recent researches emphasize that a single method cannot be the effective method for all, so a teacher should master a variety of views and strategies in his or her mind to apply in the classroom setting. There is a paradigm shift in teaching from old traditional methods to new pedagogy (Regmi, 2012). The lecture method is probably the most frequently employed teaching technique (Jarvis, 2002), so researches to evaluate the success rate of lecture method seem worthwhile. Since lecture method is considered the most common way of teaching, comparisons have been drawn between the lecture method and other teaching methods to evaluate its usefulness. Beers (2005) conducted a study to evaluate the effect of problem-based learning (PBL) and traditional lecture method on students of nursing school. The results of the study did not show any statistically significant difference between the two teaching

methods. In another study, the effectiveness of lecture based teaching (LBT), simulation based teaching (SBT) or a combination of these two was assessed (Brich et al., 2007). All the participants improved in their knowledge and performance in post-training assessment, but only the groups which received training using the simulation based teaching method showed sustained improvement after three months. In another study by Williams, Aubin, Harkin and Cottrell (2001), a computer-based teaching program was compared and assessed against the structured lecture method. The results showed that the knowledge of both groups increased significantly after the experiment. Although on the evaluation of subjective knowledge and skills, the students who had been taught using lecture method showed to be on a higher level in comparison to the students who were taught using the computer-based teaching method. On the other hand students who had used the computer-based teaching package scored better on the objective test assessing their knowledge in comparison to the students who had attended lectures. Lastly students who used computers did not perceive it useful enough in comparison to the lecture method. Antepohl and Herzig (2002) made a comparison of problem-based learning and lecture-based course on students from pharmacology department. The evaluation of students showed almost similar level of performance; however, students evaluated problem-based learning as more effective and more entertaining.

A study conducted by Sajjad (2010) in Pakistan, reported that lecture method was rated highest by the students of a university and discussion method was rated as the second best. The participants of the study believed that lecture method was time saving and the knowledge given by a teacher was more authentic, students took notes and listen attentively, could give their views at the end of the class and also ask questions. On the whole, a good point of lecture method that researches suggest is that it is beneficial because it is economical and efficient, explicitly large classes can be taught at the same time with the help of one teacher only and then students also can utilize the time after the lecture to clarify the ambiguities regarding the lecture given (Al-Modhefer & Roe, 2009). Research suggests that students benefit from lecture method as during lectures their listening and note-taking skills are developed and refined (Kochkar, 2000).

On the contrary, there is a group of researchers, who believe that lecture method promotes passivity on the part of the student. There is very less interaction of the students among themselves and with the teacher in the lecture method and the student is primarily at a receiving end (McIntosh, 1996). There should be an effective teaching method for changing attitudes and also to promote analytical skills, which can be done in an interactive environment only. The teacher and the student cannot mutually discuss their ideas and experiences and synthesize a topic in the light of those ideas and experiences in a lecture method (Al-Modhefer & Roe, 2009; Price, 2004). Research also states that it limits the participation on the part of the student and rapport-building cannot be done with the student in the lecture method (Al-Modhefer & Roe, 2009).

Computer-based instructions emerged as an effective teaching method in the last two decades. Computer-based instruction generally produces strong positive effect on students' learning. Varank (2006) investigated the effect of computer-based instructional method and lecture-based instructional method in teaching computer skills and significant difference was found in the students' level of motivation. Williams and Zahed (1996) found that level of students' learning significantly increased after the experiment with computer based learning and lecture method, and the group who was taught using computers, their level of retention was higher in comparison to the group who were taught using lecture method after 1 month of the experiment.

Interactive teaching is another emerging trend. Knight and Wood (2005) found that students retain more in interactive and eclectic methods in comparison to the lecture-based learning method. Despite the fact that computer-based education increases the level of achievement of students, the instruction programs which are interactive are more effective than non-interactive instruction programs. The teaching process becomes more effective when a teacher tries to be an innovative planner and also tries to introduce various teaching strategies. These teaching strategies should be implementable and vary according to the target population. Case study, documentary and film, storytelling, and brain storming also appeared as effective methods of teaching (Jones & Hilaire, 2012; Moskovich & Sharf, 2012; Powell & Murray, 2012; Tyagi & Vashisth , 2012).

An effective teacher is supposed to have two basic features: professional knowledge/expertise and personal characteristics like, dedication, motivation and caring attitude towards work and students (Santrock, 2010). What characteristics a good teacher should possess? is an age-old question. Every era has its ideal teacher. The ancient Quintilian describes the master as a substitute of parent, who is able to self-discipline and supports with paternal strictness. In the middle ages the teacher was a meek, hardworking, straightforward man, who incited the students to the right behavior and who cherished paternal feelings towards them (Szabo, Voros &. Kollar as cited in Kissné Gombos, 2013). The desirable characteristics in the teacher's profession are defined as idealism, deep conviction and firm ideology, high level of professional knowledge, and being well informed, appropriate ability for communication, empathetic ability, and the love of students (Toth as cited in Kissne Gombos, 2013).The teachers are desired to make learning relevant, and select and apply subjects in daily life. For example, they should come up with topic options that are very relevant and also they should use up-to-date material. Moreover, learning should be sustainable (Jarvis, 2004).

Conceptualization of the Study

It may be concluded that effective teaching is a broad area, and teaching methods and qualities of a teacher are substantial pillars of effective teaching, which need constant and extensive work. There is no indigenous tool available to assess effective teaching methods and the perception of students to define characteristics of effective teachers have never been explored in Pakistan. It is important to define the teaching methods, and personal qualities of teachers that make teaching effective in the indigenous perspective to accomplish the needs of our students. Thus the objective of the present research project was to construct a valid and reliable assessment tool to measure effective teaching methods, and to explore the qualities of effective teachers from the perspective of university students in Pakistani context.

Research Questions

Between the eclectic and exclusive lecture methods, which one is the students' desired teaching method?
What is the perception of students on the qualities of effective teachers?

Method

Development of a scale to assess effective teaching method was a preliminary step in this research project. Two teaching methods (viz., lecture and eclectic) were compared by using this indigenously developed scale. Qualities of an effective teacher were explored by qualitative method. The study was completed in three phases.

Phase 1: The Construction of an Indigenous Effective Teaching Evaluation Scale

Participants.

Sample of the study comprised of 202 under-graduate and post-graduate students from public and private universities of Lahore, Faisalabad, and Multan. Their age ranged between 18 and 21 years (Mean = 20.5, SD= 2.8). The students were from three disciplines of social sciences (Psychology, Social work, and Sociology), and they were studying in various semesters of BSc and M.Phil. Convenient sampling strategy was used to approach the sample.

Material and procedure.

During phase1 of the study, an indigenous effective teaching evaluation scale was constructed. The items of the scale were generated by following six principles of effective teaching, which based on the range of contemporary theory and research (Jarvis, 2011). Deductive approach was used to generate numerous items in a group of eight researchers. After summing up the group discussion a 10 – items Effective Teaching Evaluation Scale (ETES) was finalized and converted into a five point Likert- type scale. The ETES covered major areas of teaching (e.g., understanding of topic, class room participation, interaction, integration of theory with real world, boosting confidence). The participants were approached through getting prior permission from the head of the departments of the selected educational institutes. The scale was administered on a sample of students from different disciplines of social sciences in the last week of their semesters and they were asked to choose the appropriate options from the ten statements in the scale by keeping in view the subject they were taught in that particular class in the current semester. The scale was administered in group settings after getting prior permission from the class instructors. It took 15 minutes on the average to administer the scale.

Phase II: Evaluation of Effective Teaching Methods

This phase of the study aimed to assess the effectiveness of two prevailed teaching methods: traditional lecture method, and eclectic method (amalgamation of lecture, group activities, students' presentations, role play, brain storming, class activities, worksheets, multi- media presentation, mind mapping, and handouts etc.).

H_1: Eclectic method will be more effective as compared to lecture method.

Method

Participants.

The sample of this phase of the study comprised of 100 university students with age ranging between 19-24 years (M= 21.58, SD =4.26). The participants were the students of BSc, honors. The sample was recruited from the discipline of Psychology from public and private universities of Lahore. Convenient sampling strategy was used to select the study sample.

Materials and procedure.

Effective Teaching Evaluation Scale (ETES).

The instrument used in the current phase of the study was self-constructed effective teaching evaluation scale to evaluate effective teaching method. It consisted of 10-items with five point Likert-type scale. The response pattern ranged from 1-5. In which 1= *strongly disagree*, 2= *disagree*, 3= *uncertain*, 4= *agree*, and 5= *strongly agree*. The participants were approached through getting prior permission from the head of the departments of the selected educational institutes. All the coauthors of the article as instructors, individually took 2 teaching classes: lecture method and eclectic method on various topics of psychology in two different days of the week (the instructors were the part time teachers in these universities, but had never taught any subject to the participants). The duration for each class was 90 minutes. The instructors delivered lectures to a class of 15-20 students, who volunteered to take part in the study. Methods of teaching were rotated in different classes: in half of the classes, the first class was based on lecture method and the second one on eclectic method, and in the rest of half classes, the order of teaching method was reversed. After each teaching class the ETES was administered in group settings after being briefed about the purpose of the study. Standardized instructions were given to the study participants, and were asked to respond on each item of the scale by choosing one of the five response options given for each scale item. They were further requested not to leave any statement unmarked. The participants were encouraged for any query about the items if they faced problem to understand any item.

Phase III: Exploring the Characteristics of an Effective Teacher

Participants.

The sample who were in this phase of the study comprised of same 100 university students included in the phase II.

Material and procedure.

All students were asked to narrate the qualities of a teacher, which they considered important in making him/her an effective teacher, and the qualities, which they believed should not be present in a teacher. This phase was followed after the 2nd phase of the research project. The sample of 100 students from the discipline of psychology that participated in the 2nd phase was the part of 3rd phase as well. The participants were briefed about the purpose of the study after their willingness to contribute in the study. Standardized instructions were given to the study participants. The researchers expressed their gratitude to the head of the departments and students for their cooperation and active participation in the study.

Step I: Exploratory Factor Analysis

The factor structure of the effective teaching evaluation scale was determined by exploratory factor analysis on the data collected in

phase 1 of the study. Ten Items were factor analyzed. A principal component analysis with varimax rotation method retained a uni-factor solution in 50 iterations, by analyzing scree plot, and Eigen values > 1.0.

Table 1

Factor Analysis and Reliability Analysis of Effective Teaching Evaluation Scale (N=202)

Item #	Items	Loadings	% of Variance
1	Provided understanding of the topic	.81	13%
2	Subject matter was communicated effectively	.82	8%
3	It encouraged class participation	.78	7%
4	It boosted up your confidence to express their knowledge	.70	6%
5	It created environment that was supportive to learning	.73	5%
6	It enhanced your knowledge of the subject	.74	5%
7	It integrated theoretical concepts with the real world	.63	04%
8	It strengthen your curiosity to learn more	.72	03%
9	It prepared you to perform better in exam	.70	02%
10	It was interactive (students got opportunity to participate during the lecture)	.76	02%

No of items = 10
Coefficient Alpha =.90

In order to see the inter item correlations and item total correlations, Pearson's' bivariate correlations were calculated.

Table 2

Descriptive Statistics and   Inter-item Correlation and Item- Total Correlation (N=202)

Items	1	2	3	4	5	6	7	8	9	10	11	M	SD
1	-	.74**	.64**	.49**	.47**	.57**	.42**	.53**	.54**	.53**	.79**	4.49	.74
2	-	-	.66**	.52**	.46**	.56**	.45**	.50**	.52**	.54**	.80**	4.32	.77
3	-	-	-	.61**	.48**	.45**	.41**	.48**	.41**	.59**	.77**	4.36	.92
4	-	-	-	-	.49**	.35**	.32**	.38**	.46**	.57**	.70**	4.28	.89
5	-	-	-	-	-	.58**	.42**	.56**	.48**	.46**	.73**	4.28	.85
6	-	-	-	-	-	-	.47**	.48**	.49**	.50**	.73**	4.30	.84
7	-	-	-	-	-	-	-	.49**	.36**	.40**	.65**	4.13	.92
8	-	-	-	-	-	-	-	-	.43**	.47**	.73**	4.10	.96
9	-	-	-	-	-	-	-	-	-	.49**	.70**	4.23	.85
10	-	-	-	-	-	-	-	-	-	-	.76**	4.31	.92
11.total													

Note: **P<.001

Results

After data collection analyses were performed in three steps

Table 1 shows interpretable, clear, and homogeneous uni-factor solution. The KMO measure of sampling adequacy was .91 and the Bartlett's Test significant at .000 level indicating suitability of the uni-factor solution. 55% of the variance was accounted for by this 10-item scale, which appeared to best fit the data for one factor. In order to find out the internal consistency of the total scale, a reliability analysis was performed, which showed high internal consistency. Cronbach's alpha coefficient for the total scale was *a* =.90 that was found reasonably high for all ten items.

Most of the inter-item correlations were > .3 and all the items were positively and significantly correlated with each other and with total scale (r= .32 to r = .80), which show moderate to high positive inter correlation between different items and with total sores.

Step II: Testing of Hypothesis

In order to see the difference of student's evaluation on lecture method and eclectic method, paired sample t-test was applied on the data after assigning different codes to the same sample for lecture method and mixed method.

Table 3

Group Differences on Evaluation of Lecture Method and Eclectic Method (N= 100).

Teaching methods	M	SD	t
Lecture Method	39.91	7.02	6.29**
Mixed Method	45.15	4.80	

Note: **P<.001

Results in Table 3 show that students, rating is significantly different on Effective Teaching Evaluation Scale (Mean= 39.91 =, SD= 7.02; Mean =45.15, SD= 4.80) respectively on lecture and eclectic method. Results support our hypothesis and demonstrate that eclectic method is more effective as compared to lecture method.

Step III: Content Analysis

The data collected in phase III were analyzed by using content analysis. The common and superlative themes were identified from the data of 100 students.

Table 4
Categories, and Themes on the Qualities of Effective and Ineffective Teacher (N= 100).

Effective Teacher

Categories	F	Categories	f	Categories	f	Categories	f
Graciousness		**Well prepared/ organized knowledgeable**	57	**Collaborative**		**Charismatic**	
Friendly	70			Good communication skills	30	Attractive	11
Cooperative	61	Regular & punctual	69	Interactive	55	Well dressed	16
Supportive	14			Activity based teaching/practical	34		
Sincere	40	Plan the lecture	30	Role model	10		
Polite	59	Active	76	Entertain students' queries	44		
Kind	49	Hard working	10	Encourage and motivate students' participation	57		
Honest	33	Effective delivery of subject matter	25				
Sense of humor	10	Inovative	60	Boost up students' confidence	23		
Empathy	70			Use Indigenous example			
Dedication	74			Aware of students' level of understanding	52		
Tolerance	80			Excellent teaching skills	25		

Ineffective Teacher

Categories	F	Categories	f	Categories	f
Favoritism		**Aggressiveness/Humiliation**		**Non- professional attitude**	
Partiality	77	Aggressive	51	Irrelevant/personal talk	61
Personal biasness	12	Personal attack	9	Carelessness	15
discrimination	9	Strictness criticism	7	Laziness	30
		Insulting attitude	50	Multimedia reading	70
		rudeness	27	Overburdened the students	12
				talkative	10

Results in Table 4 illustrate that students narrated number of qualities of an effective teacher. The large majority of them thinks that an effective teacher is one who is friendly, cooperative, polite, empathetic, dedicated, well prepared, regular, active, understands the level of students, encourages and motivates students' participation. Very few students reported the effective role of charismatic personality of a teacher in teaching. When they were asked about the qualities, which make a teacher ineffective/inefficient, more than 50 percent recounted that favoritisms, aggressiveness, insulting attitude, irrelevant talk, and reading from multimedia slides show the inefficiency of any teacher.

Discussion

In the initial phase, a promising effective teaching evaluation scale was constructed and its factorial validity and reliability were established.

In the second phase students rated eclectic method of teaching as more effective as compared to exclusive lecture method. Results do not coincide with the indigenous work by Sajjad (2010), and some studies carried out in the West (e.g., Kochkar, 2000; Williams et al., 2001). However results are supported by (e.g., Al-Modhefer & Roe, 2009; Picard, 2004; Price, 2004). The reason for rating eclectic method higher might be manifold. By using active methodology students not only get deeper understanding but also their motivation and enthusiasm is heightened. Eclectic method of teaching helps in judging individual potential of each student. Al-Modhefer and Roe (2009) believe that rapport-building can be done with the student in an interactive environment. Knight and Wood (2005) took a stance against the lecture-based learning method after finding that students retained more in interactive and eclectic methods in comparison to the prior one. An eclectic blending of teaching is more effective, because students learn a wide variety of ideas (Conceptual Knowledge) and skills (Procedural Knowledge), and different approaches which are useful for teaching various aspects of ideas and skills. Since students' characteristics differ in several ways (e.g., abilities, learning preferences, experience, and reproducing knowledge) and we want to match the characteristics of more students with at least one of our teaching styles. Teachers' use of various methods and strategies in the presentation of subject content, in important discussions and debates, and in encouraging

small group interactions may help to nurture student inquisitiveness. These approaches encourage students to study issues from divergent views.

An innovative teacher can find ways to build mutual successes between themselves and students. The characteristics of teachers that make their teaching effective were explored in the third phase of study. A vast majority of student recounted that the emotional side of student teacher interaction is crucial in making teaching effective. Students reported that a teacher is effective and efficient if she/he is tolerant, friendly cooperative, polite, empathetic, and aware of students' level of understanding. Kissne Gombos (2013) recommended emotional factor (e.g., love and acceptance) to be more important than the factor in connection with other abilities of a teacher. Similarly, Rogers recommended a teacher to be empathetic, accepting, giving unconditional positive regard: A humanistic teacher. Watson (2003) describes teaching as an extremely psychological process. He believes that a teacher's ability to maintain dynamic classroom environments, motivate students, and make decisions depends on her personal qualities and the ability to create personal relationships with the students.

Larson and Silverman (2000) highlighted the importance of developing a caring and respectful relationship between teachers and students. They emphasized on students' need of both communication and care in order to achieve a personal relationship with their teachers. Decades ago, Noddings (1984) recommended that the whole school curriculum should be built around the ethic of care. She argues that with this consideration, caring will become an integral part of a committed and reciprocal relationship between the teacher and student.

The participants of the study put emphasis that a teacher should be innovative, motivating, dedicated, active, punctual, knowledgeable, and interactive. Our results coincide with (Santrock, 2010) that in effective teaching, a teacher should have professional knowledge/expertise and personal characteristics like, dedication, motivation, and caring attitude towards work and students. According to Ryan and Grolnick (1986), students with supportive teachers, reported greater perceived academic competence than controlling teachers. They also supported teacher's motivating style in educational setting. Teacher's motivation affects students' developmental and academic outcomes. Teachers motivate students using highly controlling to highly autonomous and supportive attitude (Reeve, 1996). Highly controlling teachers use rewards, threats, deadlines, etc. to "control" student learning outcomes. Whereas, supportive teachers promote and support students' initiatives and intrinsic motivation (Deci, Nezlek, & Sheinman, 1981b). The goal of supportive teachers is to strengthen students' autonomous self-regulation. Therefore a teacher must be able to tolerate new ideas and differences of opinion. They must also be willing to venture fresh avenues of teaching and learning, and consider what triggers, inspires, and motivates students' intellectual and individual interests (Barrows, 1992).

Three decades ago, Tonelson (1981) supported the role of teacher's personality on student learning outcomes via the psychological environment of the classroom. If a teacher is understanding and shows empathy, the students are encouraged to discuss their problems without hesitation. Friendly cooperative, polite, and empathetic teacher is supposed to create positive and congenial environment. Students enjoy their learning and develop positive conditioning with the subject in congenial teaching environment. An active teacher is presumed to keep the class active and student will listen attentively and better understand the lecture.

Majority of the participants considered one who is aggressive, use favoritism, adopt insulting attitude, give irrelevant talk and mostly read from multimedia as an ineffective teacher. Very few students in our sample appreciated the charisma of teachers' personality like, attractive and good looking in making him/her an effective teacher. There are few studies in the literature of pedagogy that characterized the charismatic teacher (Kissne Gombos, 2013). However, studies in the organizational Psychology have discussed the charismatic leader type widely and consider positive aura to be significant for becoming effective leader.

Hence good teaching requires a repertoire of appropriate interpersonal and pedagogical skills. Teachers' personality is a major factor amongst how they communicate and deal with their students. How teachers teach is critical to learning, but the way they create and foster learning environments that promote creative thinking and problem-solving skills in students is also crucial. However, our results suggest that students are not naive and do not get impressed by charming personalities of teachers, but what makes an impact on them is their knowledge, teaching style, emotional control and caring attitude in student-teachers interaction.

Conclusion

The results support eclectic approach in teaching in comparison to exclusive lecture method. However, the best of each approach in a blend that produces an optimal overall result should be done wisely and according to the nature of topic, and mental level of students. Psychological aspect of students (e.g., motivation, self-esteem, and attention span) should be kept in mind while blending diverse teaching methods. Teachers should realize their role in the changing learning conditions. In the present era of web knowledge, teachers are no longer the source of all knowledge in the classroom. Teacher's role has been designated as a facilitator rather than as an educator in the 21st century. Teacher as a facilitator should inspire students to take ownership in their own learning. Sometimes they do not know the difference between teaching and facilitating in learning and it make a distance between the students and teachers. If a teacher is able to create an active learning environment in the class, he/she has to help the students in learning in various ways. Active learning methodologies are able to make teaching very smart and easy. Teachers may use collaborative learning and try to do an exciting experiment in his/her class. In modern learning environment, we see that "learning" is a more popular word than "teaching". Teachers have to make learning more interesting and interactive, so that students may learn better. A teacher should guide students to be independent learners. As a 21st century teacher facilitator, it is obligatory for a teacher to guide student to be able to choose the tools to find answers and be independent learners and problem solvers. Hence, teaching methods should not be a sole criterion for measuring effective teaching but explicit qualities and attitude of a teacher is also crucial in making teaching effective. The study also reveals that the ideal qualities of effective teachers highlighted by the Pakistani youth is not a locally built fact but it is a universal phenomenon.

Limitations and Recommendations

Despite the significance of the study, the results should be implemented with caution. The study was carried out on the university students from Punjab province, so the future studies should be expanded on the sample from other provinces of the

country. The data in the second phase were collected from the discipline of Psychology only, so the results could not be applied to other disciplines, unless the future study includes students from different disciplines. The study contains students' perspective, so in future, teachers' perspective should be entertained and academic performance of students should also be assessed after teaching via lecture and eclectic method.

Implications of the study

The results of the study presents strategic guideline to university teachers to adopt eclectic method for teaching Psychology and produce certain positive qualities in them in order to make their teaching more effective to the satisfaction of students. It will enhance their quality of teaching, improve student-teacher interaction, and will be up to the expectations of students.

The study has also implication for pre-service and in-service teachers training to be designed to make them effective in their teaching. Training of teachers in new instructional strategies and soft skills should be organized at higher education level. Teachers' training should cover a variety of learning processes, honoring the uniqueness of adult learners, and aligning the learning process with the content.

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