AN ANALYSIS OF BUSINESS PROFESSORS' AND THEIR STUDENTS' PERCEPTIONS

OF EXCELLENCE IN TEACHING AT A BUSINESS SCHOOL - EMPIRICAL EVIDENCE

FROM NEW ENGLAND

by

Stephen Kwasi Anim

Bachelor of Business Administration, University of Ghana, 2003

Master of Philosophy in Business Administration, 2009, Kwame Nkrumah University of Science

and Technology- Ghana

Submitted in Partial Fulfillment of the Requirements

For the Degree of Doctor of Education in Educational Leadership

Southern New Hampshire University

2017
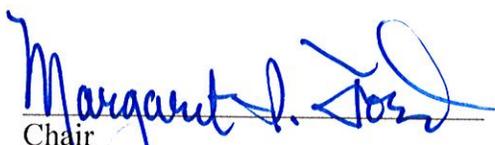
Chair

Committee Member
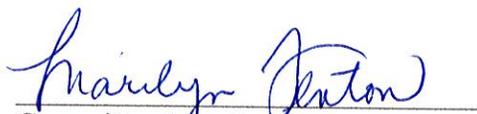
Committee Member
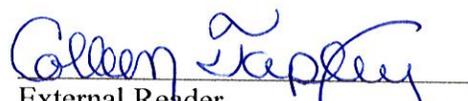
External Reader
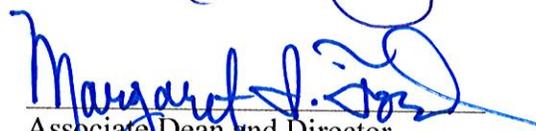
Associate Dean and Director
Ed.D. in Educational Leadership

ACKNOWLEDGEMENTS

DEDICATION

This dissertation is dedicated to my Comfort, Glenn, and Greg Anim.

ABSTRACT

This qualitative study used evidence gleaned from business professors and their students and compared it with the Measure of Effective Teaching model (MET, 2013). The research is based on a qualitative research design with the aim of collecting data from multiple sources such as interviews, focus group, document analysis and observation to develop a profile based on the Measure of Effective Teaching model (MET, 2013) to promote excellence in teaching and learning among business professors and their students in a business school at a New England University. The study also has the potential to enhance effective teaching practices in a business school and can lead to future development of a model that will be a useful guide to professors, students, researchers and practitioners.

Key words*: Excellence in teaching, Measure of Effective Teaching model, 7Cs and Business schools*

Table of Contents

ABBREVIATIONS

MET…………………………………………………………….Measure of Effective Teaching

7CS……………………………………………………….The Seven Strategies for Effective Teaching

FGP………………………………………………………………Focus Group Participant

NCLB……………………………………………………………….No Child Left Behind Act

U.S………………………………………………………………………..United States

HSD……………………………………………………………………High School Diploma

LIST OF TABLES

Chapter 1: Statement of the Problem

Introduction

"How one views teaching significantly affects how one practices teaching." -Klaus Issler (2001)

"The quest to identify the ingredients, components, and qualities of effective instruction has been a long one" (Weimer, 2011 p. 5). Notwithstanding this perception, University professors continue to strive for excellence in teaching and learning. Orlando (2013) in her article about the characteristics of a great teacher, explained the art of teaching in the University is hard work and indicated that professors need to develop and promote effective teaching to eliminate any form of mediocrity. Some faculties do little to promote effective teaching and learning for their students. However, excellent professors work tirelessly to create an innovative and more challenging environment for their business students.

Weimer (2009) explains that good teaching is everything you do with benevolence and humility. It comes with helping business students feel that they can master business subjects and encourage them to be innovative and succeeding quickly in the business environment. Paul Ramsden, in discussing what makes an excellent professor, in his article *Learning to Teach in Higher Education* noted "a great deal is known about the characteristics of teaching effectively in the university. Undoubtedly it is assumed to be a complicated matter because there is no indication of 'one best way' but our understanding of its essential nature is both broad and deep" (p. 8). Ramsden (1992) also established the need for university professors to craft explanations that will enable business students to understand and connect academic and work-related concepts.

Weimer (2009) supported this notion when he explained the need for university professors to create appropriate learning tasks and tailor it towards their students' level of

understanding as an effective strategy to promote teaching and learning. To encourage positive learning, teachers should focus more on students' emotional and social needs (Wium & Louw, 2012). Educational activities work with all stakeholders, which entail different strategies such as reinforcing positive behaviors, coming up with a classroom code of conduct, making learning relevant to social life and practical life, instilling intrinsic motivation and, teaching affirmative action (Allerd, 2008). This challenge for professors coupled with continued accountability for results amidst a policy environment is enough to create a sense of ownership among stakeholders with a broader vision of excellence in teaching and learning.

Statement of the Problem

Teaching excellence is an important topic amongst educators and university professors as increased accountability puts more pressure on teacher performance and student achievement results. However, educational policy makers continue to debate the impacts of teaching effectiveness on student learning. Shulman (2011) appears to suggest that in this age of high cost university tuition and professors' professional accountability in academia, it seems there is a delicate balance needed to connect accountability to the art of teaching. Faculties in higher education continue to figure out this balance.

Bowen (2012) suggests that teaching is about making connections, and the first thing we need to do as teachers is to connect with our students to meet their expectations. Most universities, colleges, and professors are striving for excellence to enhance their stakeholders' expectations and promote quality teaching and learning. Bowen (2012) further suggests that the future of higher education is intertwined with new challenges, and these challenges have changed how students and professors access knowledge. Kane et al. (2004) explained that excellent

faculties develop their abilities through constant self-evaluation, reflection, and a willingness to change.

Professors or faculty members have a responsibility to educate students to promote success, satisfaction, and students' learning. According to Frederick (2014) "hiring high-quality teachers who demonstrate an understanding of teaching excellence is imperative in building a framework for an excellent school" (p. 15). Evidence from literature appears to suggest that, there is a correlation between excellent teaching and student achievement which contributes positively to the learning environment and motivates the student to learn. Since the early 1930's, researchers have been trying to pinpoint what exactly excellent teaching is, in order to improve overall teaching quality (Kane et al., 2004). Much of the current research agrees that there is no best way of teaching (Arriola, 1993; Dunkin et al., 1992; Grubb, 1999). However, there seem to be similarities between professors who have in one way or the other been deemed excellent.

Teaching is at the very heart of every university (Kane et al., 2004), researchers continue to highlight the importance of quality teaching (Grubb, 1999). Excellent professors decrease achievement gaps, reach more students, lead other faculty members, and positively impact the overall school climate (Hassel & Coggins, 2012). While effective professors deliver expected results, excellent professors have an expanded impact with far-reaching results that exceed mediocrity (Hassel & Coggins, 2012).

Smimou & Dahl (2012) revealed in a study that over time some universities had established a center for teaching excellence to support and develop teaching resources and to demonstrate ideal practices for teaching methods. Some universities had established centers committed to the development of teaching excellence in the broader sense, wherein both new and seasoned instructors may find fresh ideas and strategies for teaching. Others have created

institutions with a narrower focus, delving further into issues about teaching and learning. As a result of this trend, teaching quality (or excellence) has become an essential component of the university brand, in addition to the standard expectation of research productivity.

Frederick (2014) says that a focus on the concept of teaching excellence is just beginning to emerge (p. 15). The negative perceptions associated with low-performing faculties often minimize the positive impact they have on their students.

Boyer (1997) suggests that excellent teaching creates a common platform for intellectual commitment and good professors keep the flame of scholarly work alive for students and faculty. Boyer (1997) pointed out that, most successful academics give credit to creative professors and without teaching excellence, knowledge will be broken and diminished

Bowen (2012) revealed that improving students' learning requires articulating learning outcomes, collecting data and embracing a feedback system that uses results to inform change. Shulman (2011) suggests that business education in higher education is more important than ever because of its contribution to the dynamic business environment. Shulman (2011) further explains that higher education has also become a governing force due to the high number of undergraduates that are produced every year in business schools across the United States.

Smimou & Dahl (2012) suggest, though many research studies have documented useful ideas and practical methods for excellent teaching, the relationship between teaching excellence and students' satisfaction based on their perceptions are limited and has not been studied sufficiently. It is for these reasons that this research aims to better understand how business professors and their students at a business school identify and compare their perceptions of teaching excellence and the strategies these business professors employ to meet their students' perceptions with the Measure of Effective Teaching model (MET).

Research Questions:

The purpose of this qualitative study was to identify the perceptions of excellence in

teaching among business professors and their students in a New England university.

Specifically, teaching excellence is analyzed within the context of the adopted Measure of

Effective Teaching model (MET). The following research questions were developed for this

qualitative study:

1. What teaching strategies do business professors employ to promote excellence in teaching at a business school?
2. How do professor's perceptions of teaching excellence relate to the views of their students' at a business school?
3. How do business professors define excellence in teaching?
4. How do students in a business school define excellence in teaching?

Theoretical Framework

Qualitative researchers are influenced by some assumptions or theory that guides their

research. For this qualitative research, a social constructivist lens was employed in the research.

Social constructivism, which is often described as interpretivism, is concerned with how

individuals develop subjective meanings of their experiences and seek understanding of the

world in which they live and work (Creswell, 2013). Based on this social constructivist lens the

Measure of Effective Teaching model (MET) was used.

In 2009, the Bill & Melinda Gates Foundation launched the Measures of Effective

Teaching (MET) project to develop and examine measures of teacher effectiveness. The MET

findings, which were published in 2013, included explanations connected to improving the

quality of information about how teachers can impact knowledge successfully.

The aim of the Measures of Effective Teaching (MET, 2013) framework is to help

develop an array of measures that will be viewed by academia, administrators and policymakers

as reliable and credible factors of effective teaching. The framework determines what measures

identify the greatest student achievement gains. The MET framework gives faculties the feedback they need to improve teaching and learning in schools.

Further, Dr. Ronald F. Ferguson's framework provides greater understanding about strategies which enhances teaching practices, skills and knowledge that positively influences student learning (MET, 2013). The researcher used the MET framework for this research because, it is committed to investigating better ways to identify and develop excellent teaching strategies for business schools. Secondly, this framework has been researched with over 3000 K-12 and education institutions across the United States. Finally the researcher identified that the framework has not been used in any research related to higher education based on rigorous investigation. Hence the researcher adopted the framework as his lens for his research.

Further, this framework assesses whether or not university professors and students agree with a variety of statements designed to measure seven teaching practices called the "Seven Cs." These statements include caring about students, captivating students, conferring with students, controlling behavior, clarifying lessons, challenging students and consolidating knowledge. Findings from the research were compared with this theoretical framework.

Table 1.1: The Adopted Measure of Effective Teaching Model (MET Report, 2013).

MET model		Professor Effort		Student Expectation
Caring about students		Encouragement and support		The teacher in this class encourages me to do my best
Captivating students		Learning seems interesting and relevant		This class keeps my attention don't get bored
Conferring with student		Student ideas are respected		My teacher gives us time to explain our ideas
Controlling behavior		Culture of cooperation and peer support		Our class stays busy and doesn't waste time
Clarifying lessons		Success seems feasible		When I am confused, my teacher knows how to help me understand
Challenging students		Press for effort, perseverance and rigor		My teacher wants us to use our thinking skills, not just memorize things
Consolidating knowledge		Ideas get connected and integrated		My teacher takes the time to summarize what we learn each day

Definitions of Terms

The following terms are integral to understanding this research study and therefore are included in this Chapter 1:

Excellence in Teaching: For the purpose of this study, excellence in teaching was defined in relation to the (MET) Measure of Effective Teaching model. Excellence in teaching was defined as a university professors' ability to demonstrate certain key/excellent teaching qualities such as caring about students, captivating students, clarifying lessons among others which positively impact on students learning.

Teaching: For the purpose of this study, teaching was defined by the researcher as the act or process of facilitating learning or helping students meet their learning needs or outcomes.

Perception: For the purpose of this study, perceptions were operationalized as the belief, perceptions and experiences by professors and students in a business school over a period.

7Cs: Aspects of the MET model that includes a variety of statements describing seven teaching practices which were used as the framework in this study. These statements include caring about students, captivating students, conferring with students, controlling behavior, clarifying lessons, challenging students, consolidating knowledge.

MET Framework: A Measure of Effective Teaching was developed as a framework for measuring teacher effectiveness.

Significance of the Study

This qualitative study is significant given the fact that it identified the perceptions of excellent teaching practices in a New England university business school. Specifically, the study was significant in the following ways:

This study helped in the development of a theory based on its empirical findings. The study, therefore, fostered a deeper understanding of excellent teaching practices in business schools and how such institutions should promote quality teaching and students learning. The study is aimed at enhancing effective teaching practices in a New England University's business school which have led to the future development of a model that will be a useful guide to professors, students, researchers, and practitioners. Much research has focused on teaching practices in K-12 education.

The study will be of immense benefit to educational managers and stakeholders particularly those in universities, to understand professors' and students' perceptions of teaching excellence. This understanding will help institutions improve future teaching practices in business education. The findings of this study will add to existing literature on the subject matter. Further, this qualitative study will contribute to the world body of knowledge so that business school professors, in general, will be able to improve their teaching practices and develop excellence in teaching.

Finally, the results of this research can be used by higher education institutions to help business school professors develop excellent teaching practices that will enhance and promote student learning.

General Procedures

This qualitative study investigated business professors' and their students' perceptions on excellence in teaching. The site was a business school within a university in New England. The researcher used stratified and purposive sampling for collecting data from three participating business professors. A list containing the names of professors' in the school who have taught for more than two years was accessed from the various departments in a business school. An in-depth interview technique design was also used for the business professors to elicit a vivid picture of their perspective on the research topic.

The participating professors were interviewed based on Seidman's Ninety Minute Three (Seidman, 1998, p. 11). Interview protocol to elicit their response and compare their responses with the MET framework (MET, 2013). Seidman's protocol was used to enable the researcher to gain detailed information from each participant. Each interview served a purpose as each one provided a foundation of details that helped to illuminate the subsequent interview. According to Seidman (1998), "the three interviews with the participants allowed the interviewer and participants to plumb their experience and place the interview in context". Seidman (1998) reported that the first interview establishes the context of the participants' experience. The second interview by the researcher allowed the participants to reconstruct a detailed experience and the final interview encouraged participants to reflect on the meaning of their experiences. The interviews were also spaced a week apart to enable participants have enough time to mull over the preceding interview and not to lose concentration.

Table 1.2: Data Collection Procedure

Weeks	Professor 1	Professor 2	Professor 3	Final Year Students
Week 1	Interview 1	Interview 1	Interview 1	Focus group 1
Week 2	Observation Interview 2	Observation Interview 2	Observation Interview 2	Focus group 2 Observation
Week 3	Interview 3	Interview3	Interview3	Focus group 3

For participating business students, the researcher stratified the business school into departments and (4) fourth-year final undergraduate business students from the professors who were to be interviewed by the researcher were randomly selected from a document containing students' names. The researcher conducted a focus group interview with three groups of four students based on the MET framework and then compared their findings with their professors' responses. Focus group interviews were used for student participants because it elicits information on a range of norms and opinions in a shortest possible time. The impact of group dynamics on focus group interview also stimulates conversation and reactions (Mack et al., 2011).

Table 1.3: Students Focus Group Questions Based on the MET Framework (2013)

Met Framework	Focus Group Question
Caring about students	1. How does your professor encourage and bring out the best in you as a student during lectures? 2. How does your professor discuss your academic weakness in class with you as student? 3. What form of support does your professor provide to you as students?
Captivating students	1. What are some of the strategies your professors use to make lectures interesting? 2. How does your professor sustain students' interest during lectures? 3. What makes you think what your professor is relevant and therefore to need to pay attention during lectures?
Conferring with students	1. How often does your professor encourage students to contribute to class discussions? 2. What are some of the responses that make you (students) feel your contributions are respected by your professor during lectures? 3. On average how much time does your professor allocate for explanation of students ideas in class? 4. What makes you feel as a student that your professor respects your comments and suggestions in class?
Controlling behavior	1. What are some methods/strategies your professor use to make you stay busy during lectures? 2. How does your professor promote the culture of peer support and cooperation in class? 3. What makes you identify your professor is not prepared enough for lectures?
Clarifying lessons	1. What does your professor do to make learning sometimes difficult during lectures? 2. What strategies does your professor use to enable you understand business concepts in class? 3. What makes you believe your professor wants you to succeed in class?
Challenging students	1. How often do you use your thinking skills in class? 2. How often do you have to memorize business concepts before, during and after lectures? 3. What does your professor do to promote the culture of perseverance to succeed in class?
Consolidating knowledge	1. How does your professor enable you to connect ideas in the classroom to the business world? 2. What questions does your professor ask you when he is about to end lectures?

The researcher was guided by strong ethical principles so as to reduce harm by promoting mutual respect between participant and the researcher (Miles and Huberman, 2012). Mack et al. (2011) suggests ensuring fairness for participants, the researcher should also adhere to non-coercive and non-manipulative principles to eliminate a situation of exploiting the participant. The researcher was truthful and straightforward about the study objectives and the anticipated risks and benefits to the individual participant and the community, and that the researcher did not disclose or identify the organizations involved in the study. The researcher didn't create false expectations in order to obtain a participant's cooperation. Participants were also assured that what they say will be kept in confidence. This assurance was important because it helped the researcher to earn their trust and for eliciting good information.

In addition, the researcher conducted one classroom observation of each professor due to time constraints and also based on the advice of Miles, Huberman and Saldana (2014). The researcher used classroom observation because it is a powerful and efficient method to observe business professors' instructional strategies and interactions in their classrooms. The observation generated rich data, provided a wealth of information and revealed important issues over time that schools can use to strengthen instruction and improve student outcomes.

Finally, the researcher conducted document analysis as outlined in Miles, Huberman and Saldana (2014) for student enrollment, policy manual, faculty handbooks, faculty webpages, and school websites. The document analysis enabled the researcher to gain much information about the participant and the institution selected for the study. The Course Evaluation document was also accessed and compared to the MET model by the researcher.

Limitations and Delimitations of the Study

Bloomberg and Volpe (2012) stated that the limitations and delimitations help identify weaknesses evident in the study. The limitations are external conditions that "restrict or constrain the study's scope" (p. 103).   The limitations are as follows:

1. The study focused on only one business school in one university, the findings are not necessarily generalizable to a larger population, but only to the population of similar business schools with similar characteristics.

2. The researcher is a former business professor and therefore has his own biases in terms of the perceptions of excellence in teaching.

3. The researcher was present within the business school during interviews, observations, focus group interviews and identified how students and professors act and respond during interviews and observations. This is a limitation because the researcher's physical presence and interaction may intimidate research participant and make them feel nervous and uncomfortable.

4. The time frame of data gathering was limited to a span of three months.

5. Document analysis was also limited to the business school's unique goals, vision, and philosophy and other helpful resources.

6. The small sample size of professors and students used, the nature of small geographical area represented adversely affected the generalizability of the study.

7. The researcher used bracketing as a potential technique to reduce the researcher's own personal experiences and further decrease potential biases that might affect the study.

Overview

This qualitative study analyzed the perceptions of excellence in teaching among business professors and their students at a business school. There are four main questions that guided the inquiry. These are: What teaching strategies do business professors employ to meet students' perceptions of teaching excellence at a business school? How do faculty perceptions of teaching excellence relate to the views of their students at a business school? How do business professors define excellence in teaching? How do students in a business school define excellence in teaching?

A social constructivist lens was employed in the research. Social constructivism, which is often described as interpretivism, is concerned about how individuals develop subjective meanings of their experiences and seek understanding of the world in which they live and work (Creswell, 2013). The theoretical framework for this research was the Measure of Effective Teaching (MET) model, also referred to as the (7Cs). The researcher used the MET framework to compare the research questions. The results of this research can be used by higher education institutions to help business school professors' develop excellent teaching practices that would enhance and promote students learning.

For this qualitative study the researcher used interviews, observations, focus group interviews and document analysis. The focus group interview for the three groups of four final year undergraduate business students was based on Krueger focus group protocol. The researcher also used purposive sampling when selecting business professors from the various departments in the business school who have taught for more than two years. Purposive sampling is when a researcher chooses specific people within the population to use for a particular study or research project. The main limitations of this method of sampling is that it is

based entirely on the judgment of the researcher in question, who generally is trying to prove a specific point. A key benefit of this sampling method is the ability of the researcher to gather large amounts of information by using a range of different techniques. This variety gave the researcher a better cross-section of information for this research study.

The first interview was conducted with the participating professors' before observing them teach a business class. For participating students, the researcher sampled final year undergraduate business students and conducted focus group interview based on the MET framework and then compared their findings with their professors. The researcher was guided by ethical principles so as to reduce harm by promoting mutual respect between the participant and the researcher. The researcher of this qualitative study also adhered to non- coercive and non- manipulative principles, further IRB compliance is assured. Findings were shared with the participating business school and participants.

Chapter 2: Literature Review

Thorough review of the literature for this qualitative study provided opportunities to clearly synthesize key ideas surrounding teaching excellence. The themes for this literature review are caring for university students, challenging university students, the impact of cooperation on teaching and learning, the role of captivation on teaching, clarity of information, conferring with students, consolidating knowledge, controlling university students, teaching strategies in the school of business and excellence in teaching in higher education.

Scholars have varying definitions of teaching excellence and most definitions have developed in higher education. Teaching excellence is defined as professors who have demonstrated high levels of effectiveness in four areas: planning and preparation, classroom environment, instruction, and professional responsibilities (Danielson, 2007; Marzano, 2013). The state of California has also defined excellence in teaching with six teaching performance expectations that serve as a comprehensive standard for the teaching profession. These expectations include: creating and maintaining effective curriculum for students; understanding and organizing subject matter knowledge for students learning; planning instruction and designing learning experiences for all students; engaging and supporting all students in learning; assessing students learning and developing as a professional teacher. The prior research addressed the issue of teacher effectiveness in many different ways.

Secondly, a review of this literature highlights different findings linking teaching and learning that promote successful learning experiences (Chen et al., 2012; Spencer (2008); Grant et al., (2011); Grieve, (2010); Huntly, (2008); Penn State, 2012; Rice, 2010; Wasserman, 2011). There are many policies such as the work of the Gates Foundation (2013) and The New Teacher

Project (2013) that assisted the school in focusing on student achievement by developing attributes that exemplified excellence.

Factors Contributing to Excellence in Teaching

A professor's ability to empathize and care for their students may manifest in a variety of positive ways, including student engagement, meeting students' needs, empathy, positive classroom climate, leadership, communication, and challenging students.

Engagement

Student engagement is an important consideration for all educators because it refers to a phenomenon that is shown to be consequential (Shuhui & Yunchen, 2014; Comeaux, Snyder, Speer, & Taustine, 2014), but not easy to describe or explain. Many researchers have attempted to explain engagement and its effect on student outcomes (Kuh, 2005; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007; Lin & Huang, 2012). In the 1990s it was described as a state in which people are willing to push the limits of their ability, perform well even when not asked to do so explicitly, and demonstrate good qualities associated with high motivation, such as curiosity and enthusiasm (Skinner & Belmont, 1993). More recently it is explained as an ability to participate purposefully in educational activities, and it is shown to be important for their future learning and development (Pascarella & Terenzini, 2005).

Educators are now measuring engagement with instruments developed through empirical research. Lin & Huang (2012) collected qualitative data from more than 1600 college students and proposed the Learning Engagement Scale for College Students (LESCS) which they intended for use in the assessment of students' levels of engagement. This tool is used to assess participation based on behaviors and emotions during classroom learning experiences. It includes 20 items categorized into: Skills, Emotion, Performance, Attitude, and Interaction.

Some assert that the charisma of a teacher is an important factor in determining student engagement (Huang & Lin, 2014; Shuhui & Yunchen, 2014). Using a conceptual model which explains charisma in four parts – character traits, knowledge, teaching techniques, and humor – Shuhui & Yunchen (2014) demonstrated that an increase in the professor's appeal also brings an increase in the levels of engagement among students.

Empathy and Involvement

An article for *Education & Treatment of Children* explains that a professors' usage of praise, specifically, has a beneficial impact on their students' performance (Cavanaugh, 2013). Cavanaugh further states that positive feedback/praise directed towards students of all ages by teachers encourages prosocial behavior, including the development of friendships and other forms of positive bonding, which in turn strengthens the student's satisfaction and overall ability to learn.

Furthermore, the more a teacher can empathize with students, the higher their personal level of job satisfaction tends to be, and thus expands their own willingness to create and cultivate a healthy, socially functioning classroom environment (Bansidhar, 2016). Other experts have praised the effects the presence of empathy has on cognition. *Martyn Davison of Curriculum Matters* denotes in a 2010 article how the influence of empathy in an academic environment may encourage abstract thought and free thinking (as well as the sharing of new ideas), enabling students to attain a better and more thorough understanding of the instructor's material (Davison, 2010).

In a qualitative research study by Smart, Kelley, & Conant (2003), researchers reported on the results of a replication study undertaken by the marketing discipline's best teachers. The results of this study confirmed previous findings regarding marketing teachers and the basis of

their success, which they attributed to strong communication skills, a real world perspective, caring empathy, an involvement orientation, and organization. Recent research shows that the use of technology in the classroom can also account for the success of marketing teachers, and will continue to play a role in the success of the classroom moving forward. Additionally, research has shown that teachers can increase success by conducting interactive lectures, developing comprehensive and detailed syllabi, and facilitating students' involvement in the classroom discussion.

In a case study carried out by Boyd (2008), researchers examined the importance of action and interpretations when using strategic directives to increase excellence and teaching, taken by the Dean of the School of Education at a Catholic Comprehensive University. This study utilized a structured interview process and an institutional document review of key informants at the school. The data was manually divided into themes, that were used to promote excellence in teaching and scholarship, after sorting, there were ten themes. These thematic conclusions were: positively improving the Schools organizational structure; influencing decisions to promote excellence in teaching and scholarship; combining of transactional and transformative leadership strategies; creating an enhanced supportive culture; building a community of scholars; dealing with diversity and promoting multicultural understanding; supporting creative ideas; sustaining and invigorating change process; identifying interventions for improvement; and developing a leadership team.

Meeting Students' Needs

The ideal of meeting students' needs requires careful assessment practices informed by high quality research. It is important to give special attention to needs that can be anticipated because of their prevalence, such as the need for help to overcome computer anxiety or the need

for cultural sensitivity, or various accommodations for disabilities or differences in learning styles. Students who must learn English should have their linguistic needs accommodated, because linguistic proficiency is one of the strongest predictors of future academic achievement (Kong, Powers, Starr, & Williams, 2012). Students learning English as a second language (ESL) actually use different cognitive processes for learning than native English speakers (Bifuh-Ambe, 2011).

Needs Assessment can be performed with guidance from research about common needs among members of specific groups, such as nontraditional students, students who need special accommodations, culturally and linguistically diverse students, and so on.

With regard to the need for accommodation in the use of computers, it should be noted that older students returning to school may not be familiar with computer technology. Yet, they need to use it in order to take advantage of online courses or blended programs where traditional classroom instruction is mixed with online learning.

Hyland conducted a qualitative study in 2014 that revolved around twelve college professors that had previously received the SUNY (State University of New York) Chancellor's Award for Teaching Excellence, and their perceptions of the needs of their students and strategies used to meet those needs. This study aimed to get a bigger picture of strategies used by teachers to promote success in the classroom. It used three data collection methods consisting of: individual interviews, document analysis, and classroom observations. Some examples of research questions utilized in the study were: What are the faculty perceptions of adult students as distinguished from traditional students? What do community college faculty members perceive are the competencies and practices needed to engage students in the learning process?

How do faculty members learn to develop the competencies needed to meet students' learning needs? What factors support or hinder faculty in their ongoing faculty development?

Four major findings at the conclusion of the study are: (1) All participants perceived adult students as distinct and different compared to their traditional students in a number of ways; (2) Majority of participants stated that it is important to understand and meet the unique and varied needs of students through creating a classroom environment that is conducive to learning, using different instructional methods and being prepared and organized; (3) While some participants reported having had formal learning experiences, all participants learned to develop the competencies needed to meet the needs of students primarily through informal means; (4) The majority of participants found support in developing teaching competency through informal dialogue with their peers, while at the same time a majority reported that a lack of time and resources were hindrances to ongoing development of teaching competency.

Challenging Students' Thinking

In most cases, the goal of a teacher is to go home at the end of the day feeling satisfied with the change they have made in the students' lives while at the same time, have the energy to do more than they had previously. To achieve this, teachers need to come up with strategies that will enable them to achieve their goal in the classroom. It is stated that creating a relationship between the teacher and the student flow in the classroom enhances productivity and satisfaction on both the teacher and the student (Lyng, Cocoman, Ward, & McGrath, 2012). To challenge students and bring in full student learning capacity, teachers need to come with strategies as explained in detail below.

Professors should create a culture of explanation instead of focusing on the right answer or quick solution provision approach to learning (Frondeville, 2009). A rich learning

environment is attained with full student engagement. Students need to be allowed to argue and use different approach to a final answer. By inculcating this, students will be able to be creative and think on the best approaches to learning. This strategy gives an opportunity to learners to involve a high level of thinking rather than focusing only on the correct answer.

Frondeville (2009) explained that successful mastery on the part of the student comes with systematic learning through self-awareness and knowledge obtained from learning by self. The aim of getting a long-term knowledge on a certain topic, a student needs to learn effectively. To deal with a student's habit of guessing, which sometimes happen without their knowledge, the educator needs to intervene in this kind of situation by taking the students through a systematic process using models and graphics (Frondeville, 2009). This concept assists the students in remembering the procedure used to arrive at the final solution.

In addition to the above-stated strategies that facilitate quality learning, creating an intellectually safe classroom in terms of learning is another recipe for challenging the students. By saying this, the tutor should start by giving out a question that is easy and 97% of the class are comfortable in answering and providing a correct answer (Frondeville, 2009). This will put every student in a rhythm of learning. At the same time, this process is facilitated by making the students know that more challenging questions will be following the easier ones. With time, the students will be able to assist each other subsequently making the learning process exciting for them.

Finally, it is the task of the professor to create an active learning environment when it reaches a point where the students are paying close attention. This creates quality engagement in that the students will be participating at their will through eagerness to learn. This strategy may take some years to master, but with practice it can come automatically.

A study conducted by Umbach & Wawrznski (2005) discussed the importance of faculty and, more specifically, the role of faculty in regards to a student's learning and engagement. Using two sets of data, these researchers found that faculty used the following teaching practices; active and collaborative learning techniques, challenging students academically and interacting with students among others.

Additionally, in 2005, Spence conducted a qualitative study examining the ideology that undergraduate professors who received university awards for teaching excellence have more effective leadership strategies that are used in their classrooms than their colleagues who have not yet been awarded for their teaching excellence. The researcher administered the Leadership Practices Inventory (LPI) to twenty-four professors from three universities across the Midwest. The professor's responses were analyzed using the sub-scales of the inventory: challenging the process, enabling others to act, modeling the way, inspiring a shared vision, and encouraging the heart. Data analysis revealed no significant difference between the groups of teaching professors.

Data analysis revealed that both groups of professors scored highest in the subscale 'enabling others to act'. Sixteen percent of professors from each group were chosen for further interviews and observations. The additional interviews and classroom observations provided a better lens to help explain the lack of significance between the two groups of professors. This data revealed that professors in both groups implemented strategies of sharing personal expertise, changing student vocabulary, developing student collaborators, and empowering students to synthesize. Furthermore, both groups of professors helped students capture a vision of their future impact of society, view turbulence as an opportunity for growth, take responsibility for their actions, and trust others within their realm of influence.

A related research study was conducted by Ponticell, (1991) using qualitative data collection methods focusing on dogmas about teaching excellence. The study asked for the twelve teachers that varied in years of experience, expertise and location of their school to complete essays about their beliefs regarding teaching excellence. Follow-up interviews were conducted with nine of the teachers, using a predetermined narrative of excellent teaching as a basis for the first interview, and subsequently the teachers' responses from the first interview as a foundation for the second. The teachers' beliefs about teaching excellence were ordered into three categories: (1) substantive knowledge, (2) human relations skills, and (3) transformational skills. The nature of the relationship between teachers' beliefs about teaching excellence and possibility were revealed in five interactive and interrelated systems; (1) beliefs about self, (2) beliefs about teaching, (3) beliefs about students, (4) beliefs about learning, and (5) beliefs about school contexts. The foundation of these belief systems portrayed a complex picture of varying factors that enabled or inhibited teachers from running their classrooms as they believe excellent teachers would.

Witcher, James, Onwuegbuzie, & Minor (2002) conducted a study examining teachers' perceptions of the characteristics of an effective teacher. It also delved into the question of whether these perceptions are related to educational beliefs (i.e., progressive vs. transmissive). Data for this study were collected from 134 pre-service teachers that were enrolled in several different sections of an introductory class for education majors at a large university in southern Georgia. During the 1st week of classes, the researchers gave students (a) a questionnaire asking them to identify, rank, and define characteristics that they believed excellent teachers possess or demonstrate and (b) a published survey that identified participants' educational beliefs as either progressive or transmissive. A phenomenological analysis of responses revealed several distinct

characteristics that many of the students considered important for effective teaching. In order of endorsement level, the following 7 themes emerged from these characteristics; (a) student centered (55.2%), (b) effective classroom and behavior manager (33.6%), (c) competent instructor (33.6%), (d) ethical (29.9%), (e) enthusiastic about teaching (23.9%), (f) knowledgeable about subject 19.4%), and (g) professional (15.7%). However, significantly more men than women endorsed teacher characteristics associated with being an effective classroom and behavior manager as important qualities for teaching excellence.

A collective case study by Frederick (2014) explored teaching excellence from the perspective of multiple stakeholders, some of which included parents, administrators and teachers in one Michigan school district. The research questions focused on these individuals' perspectives regarding the cognitive and affective attributes, and dispositions of excellent teachers. In this study, teaching excellence was defined as: teachers who demonstrated high levels of effectiveness in four areas: planning and preparation, classroom environment, instruction, and professional responsibilities. An effective teacher was identified using evaluation results of teachers who had at least 90% of their scores in the categories of Highly Effective and Effective rankings with no ratings of Ineffective on their most recent annual evaluation.

Demographic questionnaires, interviews, focus groups, and a collection of artifacts provided qualitative data which was used to build an in-depth picture of attributes and reports from multiple perspectives and parties about teaching excellence in teachers. Five major themes were identified as a result of initial coding and categorical aggregation following the collection of data from multiple stakeholders. The themes that emerged were: excellent teachers design effective instruction, excellent teachers know themselves, excellent teachers focus on

relationships, excellent teachers know their students, and excellent teachers consistently exceed job expectations.

In the King and Watson study (2010), the topic of teaching excellence for all students was the central focus. They offered a mixture of the characteristics of excellent teaching for diverse student populations as well as a definition of accomplished teaching. Furthermore, they explored the need for teacher accountability for student achievement and empowerment, belief in teaching excellence and the potential of each student, the use of a theory of learning and intelligence, content expertise and the ability to connect to students' lived experiences, and a particular pedagogical expertise that uses effort to build confidence and learning success. The study revealed that there was a need to invest in shared learning about accomplished teaching and our diverse student population, the need to empower students and families and the need to communicate and affirm the work of accomplished teachers are emphasized.

Stubenberg (2013) used a grounded theory study to (a) describe and explain descriptions of teaching excellence among first and second year academic and community-based preceptors in the Longitudinal Clinical Experience (LCE) program at the University of South Florida (USF) Morsani College of Medicine and (b) generated theory related to the explanation of the phenomenon of clinical teaching excellence. The single site study drew upon preceptors in the Longitudinal Clinical Experience (LCE) course who were nominated for a teaching excellence award by second, third, and fourth year medical students through a voluntary, online survey.

Based on these surveys, seventeen academic and seventeen community-based preceptors, each of whom, represented someone that had gone above the student's expectations in providing an exceptional learning experience, were nominated. Thirteen eligible preceptors were invited to participate in the study and a sample of eight (four academic and four community-based) were

interviewed. Semi-structured, one-hour, face-to-face interviews were conducted and the data analysis was completed using a complimentary, manual and electronic coding method to categorize and develop concepts and themes. Data were continuously compared with field notes, observations of the interviews and settings, and thoughts from the researcher's journal, supporting the fluid and constant comparative analysis of grounded theory.

The following four thematic categories, supported by preceptors' reflective and reframing practices, emerged from the presentation of data for theory development: (a) preceptors have an awareness of, and adapt to, each student's readiness to learn; (b) preceptors demonstrate an intrinsic commitment to teaching; (c) preceptors create supportive learning environments; and (d) preceptors utilize sound pedagogical practices. It was found that through teaching excellence, early clinical education experiences can have a positive influence on medical education and strengthen student learning.

Leadership

Effective and strong leadership is essential to the students in reaching their full potential in learning. In most cases, the majority of students go to school daily with the intention to learn a new concept. Their guardians, parents and caretakers believe that they will be guided, educated, inspired, instilled with a sense of self-development and be led in the right way. On the other hand, the students have in their minds that they will bond with their teachers and peers in the process of learning and other co-curricular activities. A different classroom environment has been created which focuses only on getting higher grades and passing exams, thus the different definitions of the classroom by the educators.

In such a scenario, Allerd (2008) stated that a different picture of the positive classroom has been created whereby students come to school early everyday with the intention to

learn and master academic standards. Often teachers have failed by subscribing to this form of learning. To encourage positive learning, teachers should focus more on students' emotional and social needs (Wium & Louw, 2012). Educational activities work with all stakeholders, which entail different strategies such as reinforcing positive behaviors, coming up with a classroom code of conduct, making learning relevant to social life and practical life, instilling intrinsic motivation, and teaching affirmative action (Allerd, 2008).

Students are more attracted and engaged to learning activities upon the realization that the learning process has a positive contribution to their happiness and success. To achieve positive learning environments and outcomes, educators need to discover the students' talents, interests and their effective learning styles (Allerd, 2008). Upon discovering these student learning techniques, teachers will be able to adapt and adjust their teaching strategies. As long as these strategies are adopted, teachers will have owned the education process and thus developed relevant learning styles.

Instilling intrinsic motivation is a recipe for students' engagement. Students need to feel good about their inner self; as a result, teachers have the task of helping students to understand what they teach and appreciate it. A three-step process developed by the *Positive Action program* that aims at improving inward motivation states that a student has to develop a thought then take consistent actions on the ideas and finally experience the feelings based on the actions (Witziers, Bosker & Krüger, 2011).

This is a powerful intrinsic motivator, which the students need to practice to achieve positive feeling whenever they experience a negative feeling. The three-step step process is a cycle, which the teachers need to reinforce so that the students' increase their feelings and motivation (Chiriac & Granström, 2012).

To enhance the intrinsic motivation, educators can offer this by reinforcing positive behaviors in the students. Educators can always achieve this by giving out tokens of appreciation in the cases of exemplary results. Much more, rewards are a buffer to intrinsic motivation in that the students feel positive about their performances (Witziers, Bosker & Krüger, 2011).

Building Rapport

In a study conducted by Kreber (2002), it was reported that professors can differentiate between three ways in which higher education can engage with teaching. These three forms of engagement are teaching excellence, teaching expertise, and the scholarship of teaching. In discussing the qualities of both the nature and the sources of knowledge construction underlying each, it was suggested that scholars of teaching are excellent teachers as well as expert teachers. However, scholars of teaching are different because they share their knowledge and advance the knowledge of teaching and learning in a way that can be peer-reviewed. The research concluded by raising some challenges this taxonomy poses for policy and practice and argued that excellence in teaching and the scholarship of teaching are both important and should be recognized in their own right.

A study by Crowley completed in 2004 explored merging educational excellence and organizational efficiency together, while looking at how administrative leadership can improve the quality of teaching and learning in higher education environments. Crowley further discusses the ways academic administrators lead others to advance educational excellence after budget cuts and new methods of spending threaten a university's support of high academic quality and achievement. Actions from positions such as academic program director and chancellor at five Midwestern public and private, non-proprietary universities were studied and used as case

examples to address the main research question: "To the extent that tension exists between institutional aims for organizational efficiency and educational excellence, what do administrative leaders do to sustain or enhance high academic quality?". The study revealed a two-stage theory of administrative actions for helping to sustain excellence while aligning with the institution's aims for organizational efficiency. Stage One actions involved establishing an institutional vision for excellence and the linked designs for achieving it. Stage Two involved administrative leadership that is in line with an institution's established vision for excellence. The study found that risks to the institution's academic quality generally occurred when differences between the school's picture of excellence and efficiency are different and it is unaddressed. Furthermore, when the attention of administrative staff is focused on the financial successes and challenges opposed to the quality of education they are delivering to students, this excellence is at risk of dropping.

Role of Captivation on Teaching

In a quantitative study conducted by Yankowski (1992), a 63-factor questionnaire was given to administrators, award-winning faculty, non-award winning faculty and students with the task of rating and ranking their perceptions of the most important factors of teaching excellence. Nine factors were deemed most important in the study, which were: enjoyment of teaching, respect for students, making complex concepts easy to understand, showing enthusiasm in teaching the material, being available to students when they need help, listen to students, answer student questions clearly in ways that promote understanding, enjoying the subject matter they teach, and organizing material well. Differences among the personnel groups and among the six community colleges were investigated. The results indicated that there were no differences of perceptions and factors of teaching excellence between the exiting community colleges.

However, significant mean differences were seen among the four personnel groups regarding these factors. These results primarily stemmed from low student ratings and high faculty and administrator ratings. When these ratings were ranked, concordance was high among the four groups.

Clarity of Information

In a study conducted by Hebert (1999), his research delved into the development of teaching excellence from twelve professors that had been previously recognized for their teaching excellence in higher education. Two research questions guided this inquiry: (1) What constitutes excellence in teaching? (2) What contributes to becoming an excellent teacher?

Due to the purpose of this study, an interpretivist approach was used, meaning that the study's research and findings were open to negotiation. The professors took part in reflective processes through two semi-structured interviews. These participants were from a variety of disciplines and served as the primary source for creating a theoretical framework in order to understand how current teachers, recognized for teaching excellence, are able to describe the nature and development of this teaching excellence.

Three data collection components were also utilized: teacher syllabi/documents, in-depth interviews, and classroom observation, which were then compared to one another to find any patterns of similarity and differences on the professor's accounts. Results were aligned with the two research questions. The first question generated eight interdependent themes that pointed to three qualities.

These twelve professors shared and showed that they valued person to person connections, practice reflective habits, and demonstrate a love of learning. These twelve individuals believed they were better teachers because of time spent working on their teaching,

and learning from both failures and successes, which is why it was revealed that time was the only link between them all.

The research conducted by Chen (1997) explored a different link to teaching excellence which was what the students thought and how they would rank the importance of different characteristics of teaching excellence. The problem statement was divided into two parts: (1) What are the most important criteria in Madonna's Student Opinionnaire which show teacher excellence? (2) What are the least important criteria in Madonna's Student Opinionnaire to show teacher excellence?

There were 180 opinionnaires completed at Madonna University. Forty Taiwanese Master's students completed the opinionnaires on this campus. Other opinionnaires were completed by American graduate & undergraduate Education & Business students. Taiwanese students were likely to rate "prepares practical and informative teaching material" as the "most important" criterion. While the American students identified "demonstrates a thorough knowledge of the subject" as the "most important" criterion. Business students rated "demonstrates a thorough knowledge of the subject" as the "most important" criterion, but Education students' "most important" criterion was "seems to take account of students' abilities, needs, and interests". Students under the age of 25 were likely to select "gives well-planned and organized presentations" as "most important".

Communicating with Students

The art of communication involves the art of speaking, listening, reading, and writing as well. The teaching profession requires skillful communication that enables clear information delivery. For educators to communicate effectively and proficiently to a student, they have to receive the information, understand and synthesize it and express their thoughts at a higher level

(Silver, 2015). In doing this, they become highly skillful teachers in that they can transmit skill, knowledge, procedure, and values. In addition, they will be able to show their caring nature to the students whom they are entrusted to guide. If care is shown in the teaching process, the students feel motivated, thus eager to learn (Silver, 2015).

Communication is facilitated by different types of teaching, both verbal and nonverbal, which educators and teachers utilize in knowledge transmission. Many of these methods irrespective of the subject in the matter have changed from teacher-oriented approach whereby the teacher is seen as the final source of knowledge to more of student oriented. Currently, students participate more actively in the learning process leading efficiency and this kind of exposure has increased the relationship, empathy, and care between the students and teachers (Silver, 2015).

Different communication aspects that can be adopted by educators have to be both expressive and receptive. "Receptive" implies that the teachers need to listen keenly and carefully to the students while "expressive" means that educators have to explain ideas and knowledge in a manner that can be easily understood. Clarification of ideas and teaching content is essential in that the teachers need to break down complex models to simpler ideas that can be absorbed and use simple procedures in explanation to the students (Patterson, Fischer, Francis, & Smith, 2008). On the other hand, tutors have to find a way of knowledge exposition that applies to all students regardless of their learning styles. In this case, they need to study the students and make a faster analysis of their nature before teaching them. Effective communication in teaching is captivating, it can turn a boring situation into a jovial one.

Additionally, teaching and caring is the requirement in the learning process. Excellent tutors communicate with concern in their voices. Body language is also important to convey a

positive attitude towards learning. Good teachers balance a tone that transmits affection and commitment to the learners. They have a concern and caring for the students' understanding of the concept and are open to their feedback. If the students have not yet gotten the concepts of a lesson, teachers are ready and available to take them through the information again until the students understand. A study by Patterson et al. (2008) shows that dedicated teachers take the initiative of knowing the students' names within the first days of meeting them. They then encourage the students on simple methods of learning and appreciate their efforts in the cases of exemplary performances. Therefore, the students feel they are cared for and validated for doing well in class.

Teachers also need to communicate effectively in written form to express themselves via report forms, planning lessons, and communicating to the parents on the strengths and weakness of their children (Patterson, Fischer, Francis, & Smith, 2008). This encourages collaborative efforts of both teachers and parents in student performance improvement. To facilitate good student performance and excellent learning, teachers need to cultivate excellent communication. They can be updated on recent trends in communication by reading journal articles and idea sharing with colleagues.

Thompson (2005) in a qualitative study examined six elementary teachers that had previously been identified as exceptional teachers through biographical research. The central question of the research aimed at identifying characteristics that contributed to their reputation of excellence among other amazing teachers. This qualitative research utilized in-depth interviewing to highlight the experiences that had transformed their teaching practices from "good" to "excellent". The research found that teachers of excellence have areas of commonalities which include extreme dedication to the field, creation of engaging teaching

environments, and helping to foster critical thinking skills in their students. The study also focused on how these teachers transformed their teaching styles through their experience both within their teaching life and outside the realm of teaching.

In a qualitative study by Can (2012) research was conducted focusing on excellence in anesthesia education in order to meet the future needs and direction of the specialty. The purpose of the study was to review the current medical education literature and theory in order to improve teaching and learning in anesthesia; as well as, to advocate for excellence in anesthesia education. It was discovered that teaching excellence involves facilitation and maximizing learning. A conceptual framework of learning as a convergence of teacher, learner, assessment, and context was proposed. The influence of each component to learning was then examined in order to enable these teachers to choose and modify the most appropriate educational approaches to fit their particular contexts.

Classroom Climate

These findings tie into not only a teacher's ability to empathize but how they can develop a nurturing climate in the school and classroom as well. The teacher's role in aiding the academic development of their student is very similar to that of the parent, and the environment in which they do so plays a similar role to that of the student's home (Schaughency, 2013). Schaughency notes that "warming the emotional climate" of the classroom is a crucial means for a teacher to encourage the personal growth and betterment of their students – and turning their desire to learn new information and continue pursuing their academic careers.

Climate affects students' sense of autonomy and motivation. It has been demonstrated that a classroom which allows for students to have autonomy is best for enhancing academic

outcomes (Deci & Ryan, 2009). Additionally, other researchers claim that a positive classroom climate incorporates the development of an environment in which students can freely experiment and learn, as well as one that provides a guiding adult figure (Aijaz et al., 2015). The classroom climate has also been found to have physio-emotional implications in how likely a student is to comfortably adapt to their classroom and thus be more open to receiving and comprehend new information. Chinese researchers recently published data supporting this claim stating that students who feel comfortable within the climate of their classroom are more comfortable and less distracted while learning. The researchers also noted the significance of an emotionally empathetic teacher or instructor (Shen & Zang, 2012).

Beach (2003) examined the impact of climate for teaching at the departmental level on faculty teaching approaches, with attention to factors at other organizational levels that may influence it. A model of climate for teaching was tested using a national data set and hierarchical modeling. In-depth qualitative case study analysis then explored how departmental climate for teaching is created and influenced. The research is one of the first to propose and test dimensions of departmental climate for teaching and its influence on individual faculty teaching approaches. It was found a good classroom climate plays an important role in promoting excellent teaching. An instrument focused on climate for teaching could serve as a useful diagnostic tool for institutions and systems seeking effective strategies to support and encourage faculty excellence in teaching.

Content Knowledge for Teaching

Content knowledge means an understanding of the concepts, facts, principles, and theories being taught in academic courses as compared to reading and researching skills. Content knowledge and planning relate to pedagogic knowledge which refers to knowledge of

how to teach, access, and plan for the lessons (Rollnick, 2016). In essence, the teacher has to

have a thorough understanding of the subject area that he or she teaches and at the same time

bring about the understanding of the subject, concept, and ideas to the students. Content

knowledge and planning have several positive areas that are beneficial to both the students and

teachers. Such areas include: varied and useful forms of idea representation, great analogies, use

of explanations, examples, illustrations and demonstrations that make ideas and knowledge

understandable and comprehensive (Rollnick, 2016).

 The above method of expositions makes learning various topics easy and makes

understanding better on the part of the student. Students have different ways of conceptualizing

ideas and knowledge (Alexander, 2008). Students of different ages and backgrounds will tend to

have different levels of understanding thus challenging the teacher to be creative and come up

with ways to enhance knowledge absorption for all students. Content knowledge and planning

depend mostly on the practices and teaching behavior of the teacher. With more experience, the

teacher tends to adopt a particular teaching style which encompasses procedural knowledge with

various techniques aimed at knowledge distribution.

Several studies demonstrate that content knowledge that is required for quality education

is a unique. Professional knowledge acquired from universities training can be developed

through continuous teaching (Alexander, 2008). Many authors argue that content knowledge is

attributed to a strong, solid foundation in pedagogy; implying that the content of knowledge is

used to teach the specific area of specialization.

Content knowledge goes hand in hand with planning. Once a teacher develops a

particular procedure or tactic on knowledge expository, they will be able to pass knowledge on to

their students and ensure that the students understand the concept. Content knowledge is further

illustrated by Vergnaud's Theory of Conceptual Fields (2009) that explores the importance of using illustrations as being critical in the process of understanding a concept (Vergnaud, 2009). Additionally, it states that to develop a constant teaching practice that is learner friendly, teachers should come with an approach that is inclusive of procedural teaching and use of illustrations (Vergnaud, 2009).

In a quantitative study by Grant (2014), the purpose of the research was to establish common characteristics of excellent university lecturers in mathematics by applying Marsh's Ten Evaluation Categories. The thesis sought to identify which characteristics of excellence were most consistently demonstrated by those university lecturers receiving the highest student ratings and whether there were any areas in which excellent lecturers received inconsistent ratings. The research further used these observations to provide evidence of particular characteristics that are more important than others in the development of excellent university mathematics instructors.

The study collected quantitative data in the shape of teacher evaluation forms from both Swedish and US mathematics institutions. From the data, it was found that instructors who acknowledged being excellent received high ratings in areas concerning subject matter knowledge, explanatory ability, the fairness of examinations, and enthusiasm and commitment to students. Further, the lecturer's persona, character and personality were more highly correlated with ratings for the instructor himself whereas categories which describe the preparation, organization and structure of the course, were more highly correlated with a student's overall learning experience and overall course rating.

Barber-VanderHelm (2006) used a qualitative case study narrative approach and analyzed four individual teachers and coaches, and the organization in which they work, to identify two

sets of factors that contribute to high level teaching. It was found that there are individual and organizational factors which enhanced the development of high-performing physical education teachers, thereby allowing these teachers to inspire excellence in their students.

Teaching Strategies in Schools of Business

One of the resourceful factors to consider when developing teaching strategies is student preference. Some teaching strategies are favored more than others among college students, and recent empirical research findings indicate that students prefer not to have group work assigned to them as members of academic learning teams (Favor & Kulp, 2015). Even though working in collaboration with others is an important skill for business students, those responsible for designing curriculum in business programs should be aware of the research evidence indicating that it is not preferred among the consumers. This aversion to group work is most prevalent among students enrolled in online classes, possibly because students choose online classes because they previously had negative experience learning with others and now prefer working independently (Navarro & Shoemaker, 2000). Other research about teams shows that graduate students who are given the option of working in groups or working independently are more likely to choose to work independently (Adam & Finegold, 2006).

The impact of these research findings is that group work might eliminate some of the advantages of learning and undermine the student's reason for enrolling in a class, and s/he may develop a negative attitude toward the program as a result (Smith, Sorenson, Gump, Heindel, Caris, & Martinez, 2011). Another possible reason for students disliking group assignments is the fact that they may lose some control over the overall grade given to the group, and their grades may be negatively influenced by the work of others.

Excellence in Teaching in Higher Education

Before identifying concepts associated with excellence in teaching, it is necessary to establish what constitutes "excellence". It should not be confused with the goal of graduating excellent students. The goal of graduating excellent students might not have anything to do with teaching excellence, because it can be achieved through strategically marketing to students who have characteristics statistically shown to be associated with high achievement (Walsh & Woosley, 2013). In this research, excellence in teaching is approached in terms of how well professors understand the students, the subject matter being taught, and the dynamics of adult learning.

Some research studies demonstrate that students will express more negative opinions about their professors if they also view the classes as difficult (Constand & Pace, 2014). Constand and Pace (2014) observed that students who perceived their classes as very difficult, tended to give their teachers lower ratings. The implication here is that from the perspective of student preference, the way to pursue excellence in teaching is to make sure the material is not very difficult. This phenomenon also serves as evidence to demonstrate why student preference must be considered as only one of many factors that constitute excellence. However, the fact that student preference favors programs that are not difficult does lead to an important insight about the pursuit of excellence. Logically, there is no reason learning should need to be a struggle. It is reasonable to say a benefit of excellent teaching is that it decreases the difficulty of learning.

The observation that students who perceive classes as difficult give lower ratings (Constand & Pace, 2014) is consistent with other research which shows that students who are high performers tend to express more positive opinions (Walsh & Woosley, 2013). Some

theorists suggest that research showing higher levels of student satisfaction among high performing students is an indication that schools can improve their ability to attract high-performing students. The rationale seems to be that schools can attempt to recruit students who express greater satisfaction with their previous education because those students might be more likely to be high performers. In this regard, the concept of excellence is being approached from the perspective of a business school's interest in producing excellence in their graduates. Walsh and Woosley (2013) write, "The results have implications for business programs that want to attract, retain, and graduate their high-performers" (Walsh & Woosley, 2013).

Business degree programs are completed by college age adults and also older adults. At least 40% of students enrolled in higher education programs in 2006 were 25 years old or older (American Council on Education, 2006). It is significant to note the characteristics that have been observed among adult learners in empirical research. They have formed a sense of the 'self' and they use it to help them learn new things (Smith, 2002). They also have developed their own approaches to various kinds of learning, which means they differ fundamentally from children who must be taught how to learn while they are being taught the material (Smith, 2002). Additionally, Smith discusses the fact that adults have higher levels of intrinsic motivation than children, but they also want to apply what they learn right away and do not have as much patience for learning subject matter that they cannot apply immediately in their work.

Another characteristic worth consideration is the fast-paced lifestyle most adults have. The preferences of adult learners do seem to be influenced by concerns about time-management (Faizah and Hazadiah, 2010). In this sense, the convenience of online classes seems to be a key to excellence. On the other hand, it is difficult to discuss excellence in teaching if professors and students never actually step into the same room with one another. If some instances of teaching

involve an interpersonal situation and others do not, they are two very different types of teaching. It seems paradoxical to try to reconcile an interest in teaching excellence with a need to make sure the whole learning process can take place without requiring a lot of time.

Summary of Literature Review

According to Frederick (2014) "recruiting high-quality professors who demonstrate an understanding of teaching excellence is imperative in building a solid framework for an effective school" (p. 15). Hassel and Coggins (2012) were of the view that excellent teachers have an expanded impact with far-reaching results that exceed mediocrity. Smart, Kelley and Conant, (2003) reported in a study that excellent professors associated their teaching success with strong communication skills, a real-world perspective, caring, empathy, involvement, and organization. In addition, Kreber (2002) argued how excellence in teaching and the scholarship of teaching students are both important and should be recognized by educators.

Hebert (1999) explains that due to the interactive nature of teaching, professors' value person to person connections, engage in reflective thinking, and demonstrate a love of teaching and learning. According to Hebert (1999), university professors reported they are excellent teachers, which enables them to spend time daily improving and working on their teaching and learning styles.

Thompson (2005) found that teachers of excellence do have areas of commonalities that have contributed to their reputation of excellence. These areas include an extreme dedication to their classrooms, creation of teaching environments that engage students, and help to fostering critical thinking skills in their students.

Chapter 3: Methodology

Introduction and Overview

Shulman (2011) suggests that business education in higher education is more important than ever. Shulman (2011) further explains that higher education has become a prodigious governing force due to the high number of undergraduates that business schools produce every year. Frederick (2014) says that a focus on teaching excellence is just beginning to emerge (p. 15). The negative perspectives associated with poorly-performing professors often minimize the positive influence and impact great professors have on their students.

Smimou & Dahl (2012) revealed in a study that over time some major universities have established a Center for Teaching Excellence to support and develop teaching resources and to demonstrate ideal practices for teaching methods. Some universities have established centers that are committed to the development of teaching excellence in the broader sense, wherein both new and seasoned instructors may find fresh ideas and strategies for teaching. Excellent professors decrease achievement gaps, reach more students, lead other professors, and positively impact the overall school climate (Hassel & Coggins, 2012). While effective professors deliver expected results, excellent professors have an expanded impact with far-reaching results that exceed mediocrity (Hassel & Coggins, 2012). This qualitative study examined business professors' and students' perceptions on teaching excellence at a New England university.

The study would benefit educational managers and stakeholders particularly those in universities, to understand professors' and students' perceptions of teaching excellence. This understanding would help the institutions to improve future teaching practices in business education. According to Creswell (2013), "When researchers undertake a qualitative study with an axiom philosophy in mind, they embrace the idea of multiple realities. Additionally, ontological

philosophical assumptions enable qualitative researchers to report multiple realities" (p. 20). Creswell (2013) notes that these different perspectives allow qualitative researchers to gather evidence from multiple sources and to examine and report their findings. These assumptions enabled the researcher to look at excellence in teaching from business professors' and their students' perspective in higher education and report their realities. The nature of this qualitative study calls for the researcher to look at excellence in teaching at business schools from an ontological point of view with "evidence of multiple realities" in mind (Creswell, 2013, p. 20). Additionally, regarding interpretive frameworks, a social constructivist lens was used for the research to enable the researcher to explore excellence in teaching from business professors' and students' experience throughout life. Creswell (2013) was of the view that, "Social constructivists are those individuals who seek understanding of the world in which they live and work" (p. 24).

Creswell (2013) further explained that social constructivists enable participants to develop subjective meanings of their experiences and interactions with others. Creswell (2013) stated "these meanings are varied and multiple leading the researcher to look for the complexity of views rather than narrow the meanings into a few categories or ideas" (p. 24). The researcher relied on participants' view of the situation to answer the research question. The researcher interacted with the participants through semi-structured interviews. The researcher listened carefully to the participants as they shared their experiences. Finally, the researcher interpreted the data obtained from the participants.

Research Questions

The purpose of this qualitative study is to identify the perception of excellence in teaching among business professors and their students in higher education. Specifically,

teaching excellence was analyzed within the context of the Measure of Effective Teaching

framework (MET, 2013). The following research questions were proposed by the researcher:

1. What teaching strategies do business professors employ to promote excellence in teaching at a business school?

2. How do Professors perceptions of teaching excellence relate to the views of their students at a business school?

3. How do business professors define excellence in teaching?

4. How do students in a business school define excellence in teaching?

Research Setting and Context

Stepcom University is a private educational institution that was founded in the early 19th century in New England and has a total enrollment of over 5000.This New England University's

mission is centered on students' achievement and super-focused customer service. Stepcom

University offers a variety of options for students to complete a degree. Undergraduates have

more than 100 degree programs to choose from. In addition to traditional day courses, Stepcom

also offers evening and weekend schedules, online programs and hybrid courses that combine

online and classroom learning. Students at this university can earn a Bachelor of Arts in

integrated studies in three years, completing assignments both on and off campus, as well as

apprenticeships and internships on any of its satellite campuses.

This University offers undergraduate and graduate programs in Business, Culinary Arts,

Education, Hospitality, and Liberal Arts. Business programs are accredited by the Accreditation

Council for Business Schools and Programs (ACBSP). Hospitality programs are accredited by

the Accreditation Commission for Programs in Hospitality Administration (ACPHA). Sports

Management programs are accredited by the Commission on Sport Management Accreditation

(COSMA). It undercuts competitors on tuition and it deploys data analytics for everything from

anticipating future demand to figuring out which students are most likely to stumble. The wireless campus features a new academic center, a new dining hall, new residence halls and apartment buildings, a simulated stock trading room, multimedia classrooms, an auditorium, a museum ,quality art gallery, virtual science labs, technology-ready buildings, a library with resources that can be accessed via the Internet, a fitness center that rivals professional gyms, an on-campus pub that doubles as a music venue, athletic fields, cooking labs, a bakery, and an award-winning, student-run restaurant.

Further academic programs at Stepcom University are created with the real world in mind, so students are prepared to launch successful careers when they graduate. Classes are taught by highly credentialed faculty who have professional experience and remain current in their fields. Academic and personal supports are readily available, both inside and outside the classroom. If students need help, faculty and staff will rally around them quickly.

Research Participants

A business school at a New England university was used as the setting for this qualitative study. The researcher used stratified and purposive sampling for the participating business professors and their students. Trochim and Donnelly (2008) explain that stratified random sampling involves dividing the entire research population into a homogeneous subgroup. This sampling technique was chosen to ensure that not only would the entire population be represented but also key subgroups of the population would also be represented as well. Bloomberg and Volpe (2012) state that "the logic of purposeful sampling lies in selecting information-rich cases, with the objective of yielding insight and understanding of the phenomenon under investigation" (p. 104).

Yin (2014) explains further that with purposive sampling subjects are selected because of some specific characteristic. According to Bloomberg and Volpe (2012), "This strategy supposedly adds credibility to the study, although the initial sample is based on purposeful selection" (p. 248). Participants for this qualitative study, business professors and their students, were selected by the subjects they teach and study, respectively. For example, business subjects such as Accounting, Human Resource Management, Marketing and Finance were stratified and used as criteria for selecting research participants.

Three business professors with two or more years of teaching experience and three groups of final year students from a business school were the study participants for the researcher. Final year students were selected because they might have interacted with many professors within the business school. This sampling provided consistency for the study. Eliciting in-depth information from these participants' about teaching excellence in higher education enabled the researcher to acquire context-rich personal accounts, perceptions and perspectives about the subject or issue under investigation (Bloomberg and Volpe, 2012). The researcher also identified how students' perceptions of teaching excellence relate to the views of their faculty.

Overview of the Information Needed

Bloomberg and Volpe (2012) argued that researchers have a very important role to gather in-depth and rich information needed to conduct a study. The researcher identified the appropriate context for the study. With this qualitative study, the researcher gathered information from participants through interviews based on Seidman's protocol, classroom observations, and a focus group interview based on Krueger's protocol.

Demographic information was gathered from each participant to confirm Bloomberg and Volpe's (2012) expectation of identifying the background of participants. The role of demographic information is to help the researcher to identify the similarities and differences in perceptions that may arise during the interviews. The researcher obtained demographic information by asking the participants to complete a brief personal data sheet before the interviews and focus group discussions.

Bloomberg and Volpe (2012) identified the perceptual interview as a piece of data related to participants' perceptions on the subject of inquiry. This type of data was gathered by the researcher through a focus group discussion or interview for the students and interviews for professors to enable the participants to reveal their feelings, understanding and perceptions about teaching excellence. According to Bloomberg and Volpe (2012), perceptual information enables research participants to reveal a lot of information especially if the researcher uses an interview as a data collection method. Bloomberg and Volpe (2012) advise that researchers should remember that perceptions are long- held assumptions and not facts: they are what people believe to be fact.

Most qualitative researchers also depend on theoretical information to support their data analysis and arguments in their conclusions. This qualitative study used theories such as the Measure of Effective Teaching (MET, 2013) and other literature related to teaching excellence. Bloomberg and Volpe (2012) state that theoretical information lends support and give evidence for a chosen methodology. It also provides support for the researchers' interpretation, analysis, synthesis, and conclusions.

Table 3.1: Overview of Information Needed

Type of Information	Related Theory	What the Researcher Requires	Method of Data Collection
Background information on school and participants	Bloomberg &Volpe (2012)	What knowledge does the researcher have about the case study university and its' participants?	Document Review Analysis
Demographic Information	Bloomberg &Volpe (2012)	What are the demographic characteristics of the participants'?	Document review
Perceptual information	Bloomberg &Volpe (2012)	Researcher may expect participants to reveal variables such as caring, control, clarity, challenge, captivate, confer and consolidate.	Interview, Focus Group and Observation
How do business students perception of teaching excellence relate to the views of their faculty?	Measure of Effective Teaching model (2013)	Researcher may expect participants to reveal variables such as caring, control, clarity, challenge, captivate, confer and consolidate.	Interview, Focus Group and Observation
What are business professors' perceptions of excellence in teaching and its contribution to students learning?	Measure of Effective Teaching model (2013)	Researcher may expect participants to reveal variables such as caring, control, clarity, challenge, captivate, confer and consolidate.	Interview and Observation
Do business professors' perceptions of excellence in teaching match with their students' perceptions?	Measure of Effective Teaching model (2013)	Researcher may expect participants to reveal variables such as caring, control, clarity, challenge, captivate, confer and consolidate.	Interview, Focus Group and Observation
What teaching strategies do business professors employ to meet students' perceptions?	Measure of Effective Teaching model (2013)	The researcher may expect participants to reveal variables such as caring, control, clarity, challenge, captivate, confer and consolidate.	Interview, Focus Group and Observation

Research Design and Methods of Data Collection

The participants for this study were professors and students in a business school at a New England university. Yin (2014) notes that qualitative researchers use multiple methods to collect data for their case study research. Specifically, gathering data for this case study includes face to face interviews, focus group interviews, non-participant observation, and documents analysis. Yin (2014) explains that, when researchers use the appropriate data collection methods, it guides the researcher to collect information about the experiences of participants, opinions and further clarify meanings of participants. Bloomberg and Volpe (2012) suggest the aim of these various procedures is to clarify meaning and deal with any misrepresentation. To obtain in-depth information or data, the researcher stratified a business school of a New England university into departments or strata. The department or strata, for example, was comprised of the following subjects or departments; Accounting, Human Resource, Management, Marketing, and Finance.

Bloomberg and Volpe (2012) suggest that stratified sampling can provide researchers with the justification to make generalizations from the sample that is being studied, whether such generalizations are theoretical**,** analytic and/or logical in nature. To reduce biases, the researcher identified the three professors used in this study by collecting a document containing the list of the names of professors from the various departments with two years of teaching experience through purposive sampling. Since there is a potential for selection bias, the researcher used simple random sampling to select the names of the participating business professors by putting their names in a box and selecting the names of three professors to represent the total population of the business school faculty. With the selection of students as participants for the focus group interview, the researcher also stratified the business school into departments and further into year 1, year 2, year 3 and year 4 students. To reduce biases, year 4 students were selected as the

participants since they have interacted with their professors for a long period of time and this allowed for a fair assessment.

Seidman's (2006) interview protocol was followed by the researcher for the face-to-face interviews. Mack et al. (2011) stated that "in- depth interviews help the researcher to obtain a vivid picture of participants' perspective on the research topic" (p. 29). A face-to-face interview was used by the researcher for this case study to build rapport before the second and third face-to-face interviews. Mack et al. (2011) noted that face-to-face interviewing is "… one of the most effective qualitative methods of getting people to discuss their feelings, experiences and opinions" (p. 30).

Campbell et al. (2013) argued that in-depth semi- structured interview data constitute the empirical backbone of most qualitative research in the social sciences. Three in-depth semi-structured interviews were conducted and audiotaped with three business professors, to collect rich information. The breakdown of the interviews comprised of ninety minutes in the first interview, sixty minutes for the second and third interviews, respectively. Open-ended questions were used by the researcher to seek the views of business professors and their students. Mack et al. (2011) suggested that open-ended questions give the participants the opportunity to respond in detail; they also have the ability to evoke responses that are meaningful, rich, elaborative, and explanatory in nature that cannot be anticipated by the researcher. Mack et al. (2011) also suggested that qualitative researchers should review their responsibilities before, during, and after interviews. For this study, the researcher's responsibilities included recording the interview using an audio recorder and smart phone, taking notes with the Smart pen, and observing and documenting participants' responses. The researcher also transcribed and expanded his field notes as soon as each interview was over within twenty-four hours after the scheduled interview.

With the student participants, the researcher identified the range of perspectives that exist among business students by conducting a focus group interview to collect information about their perceptions of teaching excellence. The researcher used purposive sampling to identify three groups of four students for this case study after collecting a document containing the names of year 4 students. The researcher used focus group interviews with the student participants based on Mack et al's (2011) statement that "the principal advantage of focus group interviews is that they yield a large amount of information over a relatively short period" (p. 51).

The researcher used non-participant observation for business professors and their students in class. Creswell (2013) explains with this type of observation the researcher should be present but should not be engaged in the activities. This type of data collection method was used because sometimes what participants say they believe and do are often contradicted by their actual behavior. Based on this human inconsistency, observation can be a powerful check against what participants report about themselves (Mack et al., 2011)

For the non-participant observation, the researcher set up a clear protocol to guide the observation. Further, descriptive and reflective field notes were kept by the researcher. Document analysis was performed to complement other data collection methods and the process of identifying participants. Finally, in collecting field data for this case study, ethical issues such as respect for participants, beneficence and justice were not compromised. Confidentiality was maintained by assuring participants that their identity shall not be linked to any data they provide to the researcher. Further, the researcher promised participants that any information provided would be guarded and their privacy respected.

Data Analysis and Synthesis

In order not to lose important information from participants, Seidman (2006) urged researchers to clearly organize data for analysis and synthesis. For this qualitative study, data collected by the researcher was based on the interviews, focus groups, document analysis and observations. Additionally, the researcher organized and transcribed data as soon as it had been gathered; the researcher listened and read through the transcribed data several times to familiarize himself with the data. Furthermore, an in-depth analysis through first and second cycle coding was done by the researcher after completing all planned interviews, focus groups, document analysis, and observation (Seidman, 2006). During the first cycle of coding, the researcher identified phrases, quotes, and sentences in the data collected. Saldana, Miles, and Huberman (2014) explained that the first step in qualitative data analysis is to go through the data, break it down into smaller units, compare for relations, examine it closely, and identify similarities and differences.

Seidman (2006) suggested that researchers should create a profile, since it helps the researcher to be faithful to the words of the research participant. Based on the researcher's theoretical frameworks, data was analyzed by using closed, or focused, coding. However semi-open coding was also used by the researcher to identify themes outside the framework (Miles, Huberman, & Saldana, 2014). During first cycle coding, the researcher used a combination of descriptive codes and in vivo coding. Descriptive coding is a label given to data to summarize it in just a word or a phrase (Miles, Huberman, & Saldana, 2014). In vivo coding is the verbatim use of phrases or words from the participant (Miles, Huberman, & Saldana, 2014). During second cycle coding, the researcher identified patterns in the data. Pattern coding is a way of grouping the summaries from first cycle coding into a smaller number of categories and themes

(Miles, Huberman, & Saldana, 2014). Using a matrix display (Miles, Huberman, & Saldana, 2014) to organize the pattern coding helped the researcher to determine if there were patterns in the data.

Also with the focus group interviews, the researcher used Krueger's (2002) Systematic Analysis process to identify emerging themes and quotes after profiling the participants to prepare a report. The researcher's observational data was analyzed through descriptive and reflective observational notes, as Creswell (2013) urged researchers to read observational notes to make meaning and sense of the material. To ensure concise analysis and synthesis, in vivo coding (Miles, Huberman, & Saldana, 2014) was used for the interviews. The researcher developed codes from the field notes, classified notes into categories and interpreted the data after organizing field notes into larger themes, which Creswell (2013) referred to as "common ideas on the subject under investigation". The researcher also collected a large volume of data and reduced the data as recommended by Miles & Huberman (1994). The data reduction took place through the process of coding. The researcher then displayed and organized the codes to facilitate and allow the drawing of conclusions. Interpretations were made by the researcher based on the theoretical framework (MET, 2013). Finally, the researcher tabulated and compared his findings to the Measure of Effective Teaching theoretical framework.

Trustworthiness and Ethical Considerations

The issue of ethical consideration in qualitative research could affect the credibility of the research. Miles, Huberman, and Saldana (2014) advise researchers to reduce all kinds of bias. The researcher monitored continuously and addressed ethical issues that arose during the research because of the nature of the study. Participants' informed consent which is critical to the credibility of data to be collected, was obtained before starting the research to prevent

exploitation of participants. Full disclosure was given to all participants to eliminate any form of coerciveness. Participants for the study were duly informed of their right to withdraw from the study at any point in time if they were no longer interested.

The researcher discussed with the participants that they would not benefit financially as they participated in the study. For confidentiality, the participants also understood that all names and associations would be kept in strict confidentiality after the research study had been completed and published. The name of the university was not mentioned or included in the study or released in any way to protect participants' identities. To promote trust and a good rapport between the researcher and participants throughout the research process, the researcher held firm to a philosophy of doing no harm (Miles, Huberman, and Saldana, 2014).

As a former university professor and high school teacher, the researcher does bring to the study his own biases about how teaching excellence should be viewed. However, the researcher's theoretical framework helped reduced this bias from influencing the research study. The researcher also kept a research journal that included reflective notes about the process in which daily or weekly activities was recorded. The researcher's years of teaching experience in the field gave him concrete and substantial involvement with strengthening his understanding of teaching excellence within the university system. Multiple methods of data collection, including interviews, focus group interviews, observations, and document collection strengthened the process and ultimately the findings of the study.

Yin (2014) and Bloomberg and Volpe (2012) both indicate that the quality of qualitative research is judged with the following elements; dependability, credibility, transferability and conformability. For dependability, the researcher provided a detailed explanation to participants of the study that discussed how data was collected, stored, managed, and analyzed. Bloomberg

and Volpe (2012) observed that a clear audit trail increases the dependability of the research process and also allows for easy review by experienced researchers. Additionally, the ability of the researcher to check for consistency and provide in-depth descriptions that is rich with details promoted the work to be transferable within the context of the study.

Limitations and Delimitations

This qualitative study, which investigated and identified the perceptions of excellence in teaching among business professors and their students in higher education, was limited to only one university's business school; hence this study may not be easily generalized. Secondly, small sample size, time, cost and other logistical constraints were limitations in this study.

Chapter Summary

This qualitative study provides a vivid picture of how the researcher conducted a research study that investigated the perceptions of teaching excellence from business professors and their students as participants. Four data collection methods were used for this study: interviews, focus group interviews, observations, and document analysis. These procedures were used to collect useful data from each participant. To promote good ethical values in this study and maintain researcher trustworthiness, particular attention was given to data gathering and analysis procedures.

Chapter 4: Presentation of Findings and Analysis

"Qualitative data analysis requires the researcher to be patient and reflective in a process that strives to make sense of multiple data sources" (Bloomberg & Volpe, 2012, p. 135). This study used multiple sources of data to arrive at its observations and findings.

Introduction

The findings in this study this qualitative study was derived from four sources-individual interviews, focus group interviews, observations and document analysis. These findings were aligned with Ferguson's (2013) Measure of Effective Teaching (MET) framework referred to as the "7Cs" includes caring about students, captivating students, conferring with students, controlling behavior, clarifying lessons, challenging students and consolidating knowledge. This chapter begins with research questions and demographics information of participants for the study and is followed by a report of findings as they relate to the perceptions of business professors and students and compares those perceptions to the key strategies and conditions that improve and promote excellent teaching and learning in a New England business school. Findings from business professors' interviews, business students' focus group interviews, classroom observations and document analysis were examined to address the following research questions.

Research Questions

There were four major research questions that guided the inquiry of the study:

1. What teaching strategies do business professors employ to promote excellence in teaching at a business school?
2. How do professor's perceptions of teaching excellence relate to the views of their students' at a business school?
3. How do business professors define excellence in teaching?
4. How do students in a business school define excellence in teaching?

Demographics of Participants

This qualitative research was conducted in a New England university between June 2016 and August 2016. Table 4.1 and 4.2 present the demographic information on both groups of participants. Table 4.1 presents information on three business professors who participated in the study. All three professors were males and I referred to them as Professor Downtown, Professor Kelvin and Professor Sam. Professor Downtown had a doctorate degree with three years of teaching experience, Professor Kelvin was a male professor with five years' experience and Professor Sam is a male professor with ten years of teaching experience and a master's degree. Table 4.2 presents information on student participants, seven final-year female students and there were five- male final year students with high school diploma participated in this study.

Table 4.1 Demographic Data of Research Participants (Professors)

Participant Pseudonym	Gender	Education Attainment	Years of University Teaching Experience
Professor Downtown	Male	Doctorate Degree	3
Professor Kelvin	Male	Master's Degree	5
Professor Sam	Male	Master's Degree	10

Table 4.2 Demographic Data of Research Participants (Students)

Participant Pseudonym	Gender	Educational Attainment	Number of Years in Program
FGP 1	Female	High School Diploma	4th Year
FGP 2	Male	High School Diploma	4th Year
FGP 3	Male	High School Diploma	4th Year
FGP 4	Female	High School Diploma	4th Year
FGP 5	Male	High School Diploma	4th Year
FGP 6	Female	High School Diploma	4th Year
FGP 7	Male	High School Diploma	4th Year
FGP 8	Female	High School Diploma	4th Year
FGP 9	Male	High School Diploma	4th Year
FGP 10	Female	High School Diploma	4th Year
FGP 11	Female	High School Diploma	4th Year
FGP 12	Female	High School Diploma	4th Year

Findings of the Study

This section of the researcher's study reports the strategies business professors employ to promote excellence in teaching. The researcher aggregated the findings into six major headings based on the MET framework. These six headings are: caring about students (encouragement and support), captivating students (learning seems interesting and relevant), conferring with students (students sense their ideas are respected), clarifying lessons (success seems feasible), challenging students (press for effort, perseverance and rigor) and consolidating knowledge (ideas get connected and integrated). The researcher identified the teaching strategies business professors employ to meet students' perceptions of teaching excellence at a business school based on the MET framework. The following section includes data from interviews, focus group

discussions, non-participant observations, document analysis, and how the participants' views are related to the MET framework.

Findings Related to Research Question 1

Business Professors Care about Their Students through Support and Encouragement

The ideal of meeting students' needs and caring for them requires careful assessment practices informed by high quality research (Kong, 2012). It is for this reason that Ferguson's (2013) MET framework in defining excellence by caring for students, expect professors to encourage and support their students, while business students' want their professors to encourage them to do their best. Additionally, Wium and Louw (2012) reported in a study that encouraging positive learning demands that professors should focus on students' emotional and social needs. Furthermore, Yankowski (1992) also echoed that professors should care for their students by making complex concepts easy to understand, showing enthusiasm in teaching the material, being available to students when they need help, listening to students, answering student questions clearly. Promote understanding, enjoying the subject matter they teach, and organizing material very well are important strategies that can contribute to achieving excellence. The three professors' reported the use of the following strategies in caring for their students.

During the study, three professor participants reported they use strategies such as open door policy, providing feedback promptly, and having empathy for average learner to ensure caring for students. Bansidhar (2016) also confirmed the findings of the three professors when he concluded that the more a teacher cares for his students, the higher his personal level of learning satisfaction tends to be, and thus expands their own willingness to create and cultivate a healthy, socially functioning classroom environment. This relates to the MET framework since most students responded that, professors play a huge role for them to attain higher academic

performance because professors' words of encouragement and provision of academic support motivate students to succeed. Lack of support and encouragement from professors can affect the performance of students and demotivate them. To overcome the problems associated with lack of support and encouragement from professors, Wium and Louw, (2012) reported the need for professors to focus more on students' emotional and social needs to support and encourage a positive learning environment. This type of support correlates the form of care Ferguson (2013) is encouraging professors to provide for students' because it boosts their morale and promote effective teaching.

During an interview, Professor Kelvin was asked how he cares for his students. He responded to the question saying, "I have empathy and spend a lot of time with the average learners. I write notes and comments on their papers and ask them to come see me after grading their work."

Secondly Professor Kelvin said,

My philosophy of caring for my students is to provide them with both positive and negative feedback. I sit and talk with my students individually because I want to see what's going on. I really try to motivate and acknowledge the best performing students during lectures to build their confidence and encourage my average learners to strive for the best.

Additionally he indicated,

If a student is trying to be successful in my class but I see he is just struggling and can't make the connections to the concept I am teaching I always step in to help. I encourage them to come to my office, if they are struggling with a topic. I try to make sure that they feel that their effort will be rewarded; if they try, they will succeed. He further explained

that if the students further demonstrate that he is really prepared to learn by approaching

me with his problems I sit down with him to figure it out together.

Finally Professor Kelvin said, "For some of the students I need to be strict and force them to

learn, and for others I need to say, you need to work hard or you're going to fail this course. He

further explained, "I need to support my students to succeed since students need that to stay in

the right direction."

During the interview, Professor Sam also indicated he cares for his students when he

reported, "I think having the small class size really allows me to engage the students on a

personal level and really care for them. I really value building those relationships both in and

outside of the classroom."

Additionally he mentioned, "As a professor I spend some time having conversations with

the students, encouraging them to use some of the learning resources on campus. I encourage

and direct my students to constantly use facilities such as the library, the reference desk, the

learning center, if they need help." Shuhui & Yunchen (2014) in a related study reported that an

increase in a professor's ability to care, support, and encourage also brings an increase in the

levels of engagement among students. This is totally consistent with the strategies that the

framework discusses in caring for students.

During an interview with Professor Sam, after being asked what other form of care does

he provide to his student he said "I have an open door policy so they can contact me 24/7 usually

via email, phone or walk into my office anytime they need me if am available to discuss their

academic needs."

Finally, on caring for students Professor Sam stated, "I tend to know my students at a

personal level; it's just like having children. Sometimes as a parent you realize that you have to

treat and care for your kids differently. Some need a little more encouragement, sometimes I need to be more direct and firm." A professor's usage of praising feedback specifically by encouraging his students has a beneficial impact on their performance (Cavanaugh, 2013). Cavanaugh (2013) further states, positive feedback and praise directed towards students of all ages by teachers encourages prosocial behavior, including the development of friendships and other forms of positive bonding, which in turn strengthen the students' satisfaction and their overall ability to learn.

Professor Downtown responding to strategies he uses to care for his students, reported, "Though I am their professor, I try to act as a responsible parent for my students. For example, if a student does not show up in my class, I contact the student and when the student, is sick I wish him well."

Finally Professor Downtown also pointed out, "I also volunteer a lot of time if they need tutoring after doing my university required hours. I don't mind meeting my student in the mall or coffee shop if am helping or supporting him to understand a concept." The influence of care in an academic environment may encourage abstract thought and free thinking (as well as the sharing of new ideas), enabling students to attain a better and more thorough understanding of the instructor's material (Davison, 2010). For example, caring for students plays a huge role towards students' success, especially when most students indicate that a professor connecting with his students regularly can contribute to their future development and success. Yankowski (1992), found making complex concepts easy to understand, showing enthusiasm in teaching the material, being available to students when they need help, listening to students, answering student questions clearly in ways that promote understanding, enjoying the subject matter they teach, and organizing material very well are essential practices for excellent teaching.

During the non-participant observation and face to face interviews with professors and student focus groups, findings recorded indicated, depending on the situation, that professors adopt different styles of leadership in dealing with students issues such as caring. Nohria & Khurana (2010) indicated some of these styles of leadership include a laissez faire approach where a professor lacks the ability to directly supervise employees/students and fail to provide regular feedback to students. Nohria & Khurana (2010) explained that participative style of leadership involves a professor who values his students' input but the final decision rest with him; while Nohria & Khurana (2010) autocratic leadership involves a professor who makes decision by imposing his authority on students.

This relates to the MET framework since professors cannot care for their students without adopting an appropriate leadership philosophy or style. Boyd (2008) emphasized that professors should adopt a leadership style that enhances caring and supporting students. Furthermore, he urged professors to combine transactional and transformational leadership strategies if they really want to support and encourage their students. For example, leadership styles such as the participative style, can help professors identify the needs of students through their input and then adopt a leadership style to encourage and motivate their students to succeed. On the other hand, a professor should adopt an autocratic leadership style if he needs to push a student to the wall. Boyd (2008), in a study reported that professors should create an enhanced learning environment and encourage a supportive culture that promotes excellence in teaching. A professor's ability to prepare his students for the future is a rigorous task that demands a lot of support and encouragement if a student is to succeed. Therefore, it will be prudent for professors to adopt strategies such as appropriate leadership styles and providing the care that their students need in order for them to promote excellence in teaching.

These findings are related to caring for students. Hyland (2014) conducted a qualitative study and identified that the majority of student participants revealed that it is important to understand and meet the unique and varied needs of students as it helps create a classroom environment that is conducive to learning. Additionally, caring through encouraging and supporting students can be an excellent strategy for stimulating students' academic achievement and supporting students to succeed.

Business Professors Captivate Their Students by Making Learning Interesting and Relevant and by Promoting Students' Attentiveness.

Findings on how professors captivate the attention of students as a strategy for excellence in teaching were revealing. Effective communication in teaching is captivating and hence, turning a boring situation into an interesting one (Patterson, Fischer, Francis, and Smith, 2008). In captivating students' attention, Ferguson's (2013) MET framework discusses how business students expect their professors to make their learning interesting and relevant. Professors also expect their students to be attentive during lectures to prevent boredom. The following findings were identified in relation to how professors captivate student through the lens of the MET framework. The following emerged as strategies professors use to captivate students' attention.

When Professor Sam was asked how he captivates his students' attention in class stated, "I make lessons interesting to sustain students' interest and arouse their thinking. As a professor I like to crack jokes occasionally and show interesting videos, and make my class interesting. I also bring in different articles, resource persons as guest speakers to discuss current events and share with my students."

Professor Sam goes on to say, "I got an outfit and dressed like PokemonGo to class just to arouse my students' interest and make the teaching and learning process interesting." (PokemonGo is a free to play reality game)

Additionally he reported, "I like asking questions, engaging my students and focusing on bringing relevant teaching materials to the classroom to promote student attentiveness. He further indicated, "I am constantly trying to figure out activities for my students to make the learning process interesting, relevant and reduce any boredom for my students."

Professor Kelvin was asked how he is able to captivate his students' attention. He reported, "I engage and connect with the students. It's important to vary activities in class as you can't just do the same thing over and over again because they will get tired of it." He pointed out, "I engage them in a conversation, making videos and composing song about the topic I'm preparing to teach to my students."

Additionally, he responded, "My students come to class with the objectives of gaining some knowledge and experience from me, which makes them feel comfortable and very attentive during lectures." He further indicated that though he makes his lessons interesting, he always meets his teaching targets for the day.

Professor Downtown, in answering a question on how he is able to help students to be attentive in class, reported, "I go to YouTube to find interesting videos for my students so that they will understand the concept, because sometimes I relate the topic I want to teach to music and movies. Additionally, I also ask questions and ask them to comment on the topic we are discussing just to make sure they are paying attention in class."

An overwhelming majority of students' in the focus group responded that their professors adopt different strategies to make difficult classes relevant and easy to comprehend. During a

focus group interview with all twelve (12/12) students, they were asked how their professors make their classes interesting and relevant. The focus group participants indicated their professors are always making their classes relevant and interesting by using recently published teaching materials and research findings from publishers such as New York Times and The Boston Globe to explain and complement their teaching materials. Additionally, FGP 12 also reported, "Our professors tell us some new funny facts about a business concept and show us a little video or something to make the classes interesting." FGP 8 stated, "Professor Downtown shared an interesting current article published last week on leadership and showed a video to us on how to deal with difficult employees. It was really interesting, relevant, and inspiring. He did that to connect the class to a new topic he was going to introduce and I think that was interesting." FGP 7, FGP 11, FGP 2, FGP 1, FGP 5, FGP 7, FGP 3 also responded, "The information is current, relevant, and motivates us to learn which makes us pay attention in class because we know how useful this information is and how applicable it is to the business world."

During the non-participant observation, the researcher recorded that professors captivate their students' attention by starting their classes with something funny, fascinating, or interesting thinking, to arouse their curiosity. In a class, the researcher observed the professor played rap music to welcome his students. To confirm what was recorded, the researcher asked one of the participants by name (FGP4) how their professors captivate their attention with their lesson she reported, "Especially in our business classes, our professors tell us some new funny facts about a business concept and show us a little video or something to make the classes interesting." Allerd (2008) stated that students are more attracted and engaged to learning activities upon the realization that the learning process has a positive contribution to their happiness and success.

Similarly in a research finding, Allerd (2008) indicated that professors make their lessons interesting, develop activities for engaging their students, and present interesting and relevant materials to their students to inspire them to succeed. Additionally, students comfortably adapt to their classroom and are more open to receiving and comprehending new information or knowledge due to the interesting nature of the lessons provided by their professors. Finally, researchers claim that a positive classroom climate incorporates the development of an environment in which students can freely experiment and learn, build a good relationship with their professors, as well as provide a guiding adult figure (Aijaz et al., 2015).

Business Professors Promote Excellence in Teaching by Conferring and Respecting Students Ideas and Contributions.

In analyzing findings on a professor's ability to confer with students, Ferguson's (2013) MET framework expects students' ideas to be respected by their professor while students expect their professor to give them time to explain their ideas in class. Walsh and Woosley (2013) explained excellence in teaching in terms of how well professors understand the students' ideas and contributions, the subject matter being taught, and the changes that affect adult learning. The following findings were identified in relation to strategies professors used to confer with their students.

During an interview, Professor Kelvin was asked how he confers with his students. He reported, "I have respect for my students' views, contributions, comments and suggestions." Professor Kelvin goes on to say this promotes continuous learning among professors and builds students' confidence; "I respect what they say and when I get those teacher evaluations I really do listen to what they are saying. This really allows me to take a step back and look at that

constructive feedback." He also reported, "Sometimes the comments are hurtful, but I don't take it personally as it rather helps me to serve them better."

Additionally he responded, "I strive to promote the culture of mutual respect by interacting and listening to my students." He goes on state, "I have a good relationship with my students, but then at the same time, I am a professor. I just need to be careful."

During an interview with Professor Sam, he was asked how he confers with his students. He responded, "Conferring with my students enables me to learn new concepts. I continuously learn from my students because of the respect I have for them." He further stated, "I have to make sure I focus on having that connection with them, as well as constantly trying to respect their views and comments to create a harmonious learning environment."

Professor Sam explained,

> "I take my time to listen to my students' ideas and I use comments like 'that's a great idea, excellent contribution,' to praise my students when they make a statement in class. I encourage and congratulate them on what they are saying. I think the biggest thing for me is to make sure they know I have heard and acknowledge them.

He then goes on to say, "If a student is really making an attempt to contribute to class discussions, I acknowledge and give him ample time to share his ideas."

Professor Downtown during an interview was asked how he confers with his students. He reported, "I respect my students' contribution and it's my wish to see them speaking and contributing to a variety of issues on bigger platforms, and it has to start here. I really respect my students' contribution and I want my students to succeed."

Professors Downtown additionally reported, "I try to let them know that it's safe and that they don't have to feel like they are going to be embarrassed or intimidated with their answers."

He goes on to say, "Some of my students are very sensitive and I have to be very careful about how I communicate to avoid embarrassing them in class." For example, during the interview he reported a situation in which he had to apologize to a student for embarrassing him in class.

During an interview with participants of the focus group, they were asked if their professors value their ideas. The participants responded, "Professors respect our views, contributions, and comments in class." For example FGP 6, FGP 3, FGP 9 and 10 mentioned that, their professors respect their contributions and views in class. FGP 2 and FGP 12 go on to say, "They encourage us to speak out if we have a comment or a question." FGP 11, FGP 8, FGP 5, FGP 1, FGP 7 and FGP 4 reported, "Our professors value and respect our ideas and contributions during lectures and other discussions."

Additionally, data recorded during the non-participant observation indicated professors respect their students' views, contributions, and comments in class. For example, during the interview Professor Downtown reported, "This strategy helps me to learn new concepts and ideas from my students to become a better professor."

These findings relate to the MET framework since Ferguson (2013) expects students ideas to be respected by their professors. Students have different ways of conceptualizing ideas, and knowledge and one of the approaches is respecting students' idea and contributions (Alexander, 2008). Respecting students' ideas build students' confidence, promote good interpersonal relationships between professors and their students leading to lifelong learning. In summary, professors were of the view that embarrassing or intimidating students because of their comments, response, and contribution in class can affect them emotionally and erode their confidence.

Business Professors Promote Excellence by Challenging Students through Critical Thinking

In challenging students, the MET (2013) framework expects business professors to press for effort, and promote perseverance and critical thinking among students. Umbach & Wawrznski (2005) concluded, challenging and empowering students comes with the following excellent teaching practices: active and collaborative learning techniques, challenging students academically and interacting with students to encourage a healthy learning environment.

Ferguson's (2013) MET framework further explained that professors should promote the culture of cooperation and peer support for students since students expect their lectures or classes to stay active. The following findings were identified in relation to strategies professors used to challenge their students thinking.

In challenging students, Professors Sam, Downtown and Kelvin indicated during the interview that the strategy of assigning group tasks among students, promoting a culture of cooperation and peer support for students, and helping students develop their thinking skills, is paramount to achieving excellence in teaching. When asked about how he challenges his business students, Professor Sam reported, "I like to put them in groups and give them a task to work on. I constantly ask them questions to challenge their thinking on the given task."

Further he goes on to say, "To promote effective teamwork I advise my students to read some chapters or assigned readings prior to class or lectures."

Professor Sam's discussion about promoting teamwork among his students and his example of how he is constantly asking challenging questions in class embodies the type of challenge expectation described in the MET framework. Working in collaboration with others is an important skill for business students (Navarro & Shoemaker, 2000) hence, exploring the

culture of cooperation and encouraging deep thinking is an excellent teaching strategy to achieve

higher academic performance among business students. During an interview with Professor

Kelvin on how he challenges his students intellectually, Professor Kelvin reported, "For me I like

challenging my students through activities such as the use of puzzles." He goes on to say, "I

develop some of these activities because I want my students to realize that organizational

strategy doesn't always work as planned and you may have a plan, but you need to get out of

your comfort zone to be able to succeed."

Additionally, he reported, "I tell them to get out of that comfort zone and spend some

time talking to their fellow international students to gain new knowledge from a different

environment and share with the class because it will broaden their knowledge."

In a follow up question to Professor Kelvin, I asked him how he promotes critical

thinking among his students. He responded, "Hmm-- I use probing questions just for them to

think a little deeper. I know sometimes it is frustrating for my students and they always tell me I

answer their questions with a question."

Interviewing Professor Downtown was interesting when he was asked how he challenges

his students. He reported, "As a professor I want to be innovative and recently I used dance to

teach management." He went on to say, "Every week the class would connect the lesson to a

new dance, and it was getting them out of their seats to learn new things. I videotape the dance,

watch the video in class, and have a discussion and reflect upon it with the students."

Professor Downtown also reported, "I encourage my students to challenge what their

classmates tell them during presentations in class. I tell them you actually need to get your

notebooks out and write those things down, rather than just folding your hands and staring at me

or the blackboard."

Professor Downtown also pointed out, "I tell them, don't just look at what social media and the news is saying, please do some research or talk to your fellow students and think critically."

During an interview, focus group participants were asked how their professors promote critical thinking among them. The majority (11/12) of the focus group student participants stated, "Our professors prepare us as critical thinkers for life and our future work environment through discussion and interaction-based learning. Students' data revealed how their professors challenge them to think critically in class rather than just memorizing concepts with some strategies.

FGP 5 in an interview said, "My professor starts every class with an activity, and this activity makes you think deeper to complete the activities." He went on to say, "You think that when you go to the university you're not going to do an activity but I have been finger-painting here."

In an interview FGP 9 stated, "We did a card game last time and then this week we are doing an acting and miming game." He pointed out, "That at first you think it's kind of silly but after what we did with the finger-painting, especially, I was like wow! That was pretty inspiring."

FGP 8 reported, "We got so much more out of it. So he does a really good job of relating it to an activity that we can really get our hands on, which we think helps a lot of people."

FGP 11 and FGP 2 shared a similar view and they reported, "Every class that we've had so far with our professors there have been some activities to challenge our thinking."

FGP 5 also explained, "My professor started the opening week with finger- painting activities. He had a group of adults finger-painting in class just to engage us. Although it was funny, the questions that accompany the activities were thought-provoking."

FGP 4 stated, "Our professors engage us with some challenging task that I think will make me a better employee once I graduate from this university."

FGP 7 continued, "Our professor is probably being thoughtful, thinking about books, and bringing new activities to engage us in class."

FGP 6 responded, "They also give us mini assignments, presentations, and group projects as well just to challenge us."

FGP 3 offered the following, "So I think it's motivating for me to come to class and to be involved with other people to share knowledge."

During an observation on how professors promote critical thinking among their students, it was noted that professors thank their students for their contributions during class discussions. Professor participants consistently asked follow-up questions to get students to dig or think deeper.

Allerd (2008) explained that, professors who challenge their student through critical thinking activities such as interactive- style lecturing, and facilitating students' involvement in class discussions, are able to develop students who become creative and very innovative. Allerd (2008) mentioned that students are more attracted and engaged to learning activities upon the realization that the learning process has a positive contribution to their happiness and success. To achieve a positive learning environment and outcomes, educators need to discover the students' talents, interests and their effective learning styles. Upon discovering these student learning techniques, teachers will be able to adapt and adjust their teaching strategies through

relevancy. If these strategies are adopted, professors will be better able to address the personal learning styles of their students and additionally have more ownership of the educational process (Allerd, 2008).

Business Professors Clarify Lessons for their Students by Communicating Clearly

The MET framework, which was developed by Ferguson in 2013, encourages professors to put in a lot of effort for their students to succeed while students also expect their professors to help them when they are confused in class. Silver (2015) indicated in a study, professors must communicate clearly, effectively and proficiently to their students, and when students receive the information, they should be able to understand, synthesize the information and express their thoughts at a higher level.

The following findings were reported in relation to strategies professors use to clarify lessons for their students. During this study professor participant indicated that providing clear instructions to students as a teaching and learning strategy helps to clarify lessons for their students. It is important for business professors to provide clear and academic instruction for their students if they want to promote and achieve clarity. It is for this reason that Constand & Pace (2014) found in a study that, students will express more negative opinions about their professors if they perceive their classes are difficult to understand and instructions are not clear.

During an interview, Professor Kelvin was asked how he clarifies lessons for his students. He responded, "I ensure my language is appropriate for my students by communicating effectively to them when teaching or giving instructions in class." Additionally, he reported, "I use examples to explain theories and concepts to enable them comprehend the knowledge I am imparting."

Professor Kelvin noted in making the learning experience interesting for his students he provides them with instructions before and after every lecture and examination. Professor Kelvin reported, "I give my students clear instructions on the blackboard before every class, examination and quiz to make sure they meet my expectations."

During an interview with Professor Downtown I asked him how he is able to clarify lessons for his students. He reported,

> I use my teaching experience and discussions just to make sure my students are not confused with the knowledge I am imparting to them. I try to integrate all of those experiences into the class so the students can apply what they are learning. My classes are very discussion based so if you are expecting me to read the Power Point that's not going to work I demand they participate.

Professor Downtown stated, "Before I start a lecture with my students I post my objectives and how I expect them to meet the class objectives." Additionally, he reported, "During lectures I will pause and talk to my student and remind them of the goals they need to achieve."

During an interview Professor Sam was asked how he clarifies lessons for his students. Professor Sam said, "I use conversations and discussion to prevent any confusion and I believe those discussions really add to the class dynamics and really work to achieve those learning outcomes."

Additionally Professor Sam reported, "I always use and explain the rubrics, and it is very detailed and straightforward to provide students with the appropriate instruction and feedback."

During focus group interviews, when the participants were asked how their professors clarify lessons, twelve of the focus group participants reported, "Our professors clarify lessons for us because they are subject matter experts. Content knowledge relates to pedagogic

knowledge, which refers to knowledge of how to teach and plan for the lessons (Rollnick, 2016). Several studies demonstrate that content knowledge which is required for quality education is a unique professional knowledge acquired from college training and developed from time to time and in a process through continuous development like teaching (Alexander, 2008).

During a focus group interview participants reported the following findings;

FGP 1 responded, "Most of the professors in this institution are subject matter experts who are always able to clarify theories and concepts in business to us."

FGP 4 goes on to say, "Most of them are working in the fields that are related to the subjects they teach. So you get updated with practical information about the course and they link their experience with the material so that you get a clear understanding."

FGP 2 also told me, "In this university you get professors that are highly trained in student development hence they know how to get you to learn."

FGP 5 responded, "The professors who teach us are experienced in the business industry."

FGP 3 also strongly responded, "There's a pretty high standard you have to meet in order to teach in this institution which I would say for the most part is good because you know that they are qualified and experienced to teach."

FGP 8 reported, "The professors here are the best and they do a good job really helping the students."

FGP 9 pointed out, "For example looking at my evaluations and feedback for them I think they are good professors with a lot of experience and knowledge."

FGP 6 reported "Our professors are professionals and very knowledgeable. I am really proud of them."

FGP 12 also echoed, "Our Professors have been incredibly experienced, extremely friendly and they really do want to help you, which encouraging."

FGP 11 also responded, "All my professors want to help us. They have the experienced and have always been really here for us which is great."

FGP 7 responded, "Almost all the professors have enough experience to teach us to succeed." And the other students agreed to his response."

FGP 4 reported, "I think a lot of them (professors) have experience in what they are doing. Whether it's work experience or actual experience in the field you can see the passion they have for teaching."

These findings relate to Ferguson's MET framework because clarification of ideas and knowledge of teaching content is essential. Based on this assumption, professors are able to break down complex models into simpler ideas, use simple procedures in explanation for students to absorb (Patterson, Fischer, Francis, & Smith, 2008).

Business Professors Consolidate Knowledge for their Students by Connecting Theory to Practice and Summarizing Lessons to Students.

The MET framework which was developed by Ferguson in 2013 expects professors to consolidate knowledge by getting ideas connected and integrated (connecting theory to practice) while students expect their professors to take time to summarize what they learn each day. The ability of a professor to use of explanation, examples, illustrations and demonstrations makes ideas and knowledge understandable and comprehensive (Rollnick, 2016). Additionally effective learning occurs when concepts and techniques are experienced by students' not in abstract but in context, that learners can immediately grasp the significance of key ideas or skills by applying them to realistic situations (Kuh, 2008).

All three professor participants indicated that they connect theory to practice by connecting their teaching concepts to practical or real life scenarios and examples. Additionally the three professors pointed out the strategies they use to consolidate knowledge for their students.

During an interview with Professor Kelvin, he was asked about how he consolidates knowledge for his students. He reported, in applying knowledge to real world situation, "My philosophy of teaching is to use concepts from the textbook in my classroom and apply it to the real world."

In an interview Professor Sam was asked how he consolidates knowledge. Professor Sam reported, "I am big on real world knowledge, because anyone can read a textbook but I want them to have that hands-on experience and applied learning so I really focus on projects that can prepare my students so that when they get out into the real world they will be prepared." He further pointed out, "I'm big on the knowledge that they are acquiring here and how they can apply that knowledge to the real world."

During an interview Professor Downtown also reported, "I connect and use practical examples to teach my students." The importance of using illustrations and examples is critical to the process of understanding a concept (Vergnaud, 2009). Additionally, Vergnaud explains that to develop a constant teaching practice that is learner friendly, teachers should adopt an approach that is inclusive of procedural teaching and use of illustrations.

Professor Downtown further reported, "Well, in our industry, I talk a lot about real-world experience." He uses a practical example to demonstrate how a business person operating a liquor store can deal with third party liability law. He explained, "There are many other things like third party liability laws--that's a big one when it comes to the real world thing."

For example Professor Downtown reported,

> When it comes to someone getting drunk in your restaurant and causing damage you are
> liable for that damage because they drank in your restaurant. If you serve a minor and
> they take away your liquor license, you are losing money because you can't sell liquor
> anymore, and that's where the majority of your profit might be coming. These are the
> kinds of things I share with my students.

The majority of the focus group student participant (9/12) said they were satisfied with the level of summary or feedback they get from their Professors. However, three of the twelve (3/12) of the participant had this to tell me during the discussions.

FGP 1 reported, "I feel that most of the time we don't get enough feedback."

FGP 7 responded, "I realized most professors concentrate on the curriculum and their schedule. Some professors have lots of students and they have to finish marking papers, which sometimes delays and affect the feedback process."

FGP 12 responded, "They don't have enough time to provide you with enough feedback or summary you want and I believe this should change."

This is related to the MET framework since the professors pointed out that how they connect theory to practice when teaching is a strategy identified with excellence and promoting an avenue for a better understanding of business concepts and knowledge for their students.

Findings to Research Question 2

Comparing Business Professors' and Business Students' Perceptions

This section of the researcher's findings compares business professors' and their students' perceptions about excellence in teaching. During this study the researcher matched business professors' perceptions, of teaching excellence and the following findings were

significant. In this section the researcher identified challenging students and consolidating

knowledge as the two strategies that both professors and students indicated drives 21$_{st}$ century

business education. These findings were attained when the researcher was comparing the

perceptions of professors and students. To reduce bias participants were given a document and

were asked to select the words (HIGH) or (LOW) assigned to the MET framework based on their

perceptions. Both students and professors selected challenging students and consolidating

knowledge.

Table 4.3 Professors Ranking of the MET Framework

MET Framework	Rankings
Caring about students	Low
Captivating students	Low
Conferring with students	Low
Clarifying lessons	Low
Challenging students	High
Consolidating knowledge	High

Table 4.4 Students Ranking the of MET Framework

MET Framework	Rankings
Caring about students	Low
Captivating students	Low
Conferring with students	Low
Clarifying lessons	Low
Challenging students	High
Consolidating knowledge	High

Challenging Students'. In challenging students, the MET (2013) model expects

business professors to press for effort, perseverance and rigor. Ferguson also expects students to

use their thinking skills, not just memorize things during the teaching and learning process. In

analyzing the findings on challenging students as a teaching strategy professor should place

much emphasis on asking probing questions and engaging students in class, as this strategy can push students to do critical thinking.

A perception that was identified by the researcher in matching students' perceptions and professors' perceptions was challenging students. During this study, business professors and students mentioned that challenging student through engagement plays a huge role in promoting excellence in teaching. Frondeville (2009) found in a study, a challenging and rich learning environment is attained with full student engagement. Frondeville (2009) further explained that this strategy gives an opportunity to learners to involve a high level of thinking in the classroom. With these findings in mind business professors are expected to embrace this information to enable them provide the needed direction and teaching strategy for their students. The three professor participants support these perceptions.

During an interview Professors Kelvin was asked how he is able to challenge and engage his students. He reported, "I love those engagement activities during lectures and having them [students] over for dinner. I love seeing that continued growth and development in my students, it really excites me, and that is what I'm passionate about."

In an interview Professor Downtown was asked how he challenges his students. He offered that, "In every class I challenge my students through engagement activities and connect them by using conversations and discussions." He went on to say that sometimes he will ask his students probing questions just to get the "blood flowing." (The professor explained that by "blood flowing" he means engaging the students).

Professor Sam was asked in an interview how he challenges his students at lectures. He reported, "We would watch the video tape back in class and have a discussion and reflection upon it, and they would connect it to the theories. By making the class as crazy as possible but

still connecting it to the content, I think it makes the students feel more challenge and give them more experience."

Evidence from students' focus group interview and especially the researcher's recorded non- participant observation indicated challenging students intellectually plays a critical role in excellence in teaching. The researcher's non-participant observation also recorded that, allowing business students an opportunity and the space to express and challenge each other is huge in promoting students' critical thinking. The following findings were identified and discussed with focus group participants in relation to consolidating knowledge for students.

FGP 1 during the interview said, "We learn better from professors who engage us."

FGP 2 told me, "Professors are able to explain the course content in their own words, make eye contact with us; they try to make the class very comfortable but very challenging."

FGP 3 during the interview explained to me, "It's just amazing because that simple task turns into a two hour discussion. These discussions enable us to challenge each other."

FGP 4 during the discussion responded, "Having a class which is more discussion-based and more interactive is really a big deal."

FGP 5 during the interview pointed out, "We love going to campus, at least being with other people, and sharing ideas in the classroom challenges us."

FGP 6 explains to me in relation to consolidating knowledge during the interview, "You don't just get to learn from your professor's experiences, but you get to learn from other people in the class too. So I think it's motivating to come to class and to be involved with other people to share."

During the interview FGP 7 reported, "Our professor leads the discussions with challenging questions during lectures just to challenge us to think deeper and connect to the industry."

In an interview with FGP 8 he disclosed, "We would watch the video tape back in class, and have a discussion and reflection upon it and they would connect it to the literature theories just to understand the concept better."

FGP 9 during the interview on consolidating knowledge responded, "By making the class as crazy as possible but still connecting it to the content, I think it makes the students feel more creative and innovative which gives them more experience."

FGP 10 during the interview reported, "Our professors will ask a question and we'll answer it and then they will come back with another question and make you think even deeper and it's like, 'well we already answered you once but then you think 'oh yeah' and you just start thinking more so the conversation just starts rolling."

FGP 11 discussed, "This learning process engages us as students and gets us to think deeper. It brings out the creativity in us as students."

In summary on challenging students, Umbach & Wawrznski (2005) indicated in their findings that professors promote excellence when they use teaching strategies such as active and collaborative learning techniques, challenging students academically and engaging with students among others. Therefore, challenging students enhances building a good relationship between students and their professors, and motivate and enhance the teaching and learning process

Consolidating Knowledge. In this study the MET framework discusses how professors can consolidate knowledge for their students. Effective learning occurs when concepts and techniques are experienced by students' not in abstract but in context that learners can

immediately grasp the significance of key ideas or skills and applying them to realistic situations (Kuh, 2008). The framework further revealed that professors should be able to get ideas connected and integrated while students also expect their professors to take time to summarize what we learn each day. Additionally, to develop a constant teaching practice that is learner friendly, professors should come with an approach that is inclusive of procedural teaching and use of illustrations to promote better understanding (Vergnaud, 2009). During the interview three professor participants pointed out the importance in the real world knowledge in teaching and learning.

During the interview Professor Downtown was asked how he consolidates knowledge with his students. Professor Downtown reported, "My students can read a textbook but I want them to have that hands-on experience and applied learning. I really focus on projects that can prepare them to get out into the real world well prepared for the business industry." The researcher, in an interview with Professor Kelvin, asked how he is able to consolidate knowledge with students. He told me particularly for the undergraduate students they don't have a lot of work experience and to help them overcome the work experience problem during classes he uses examples that connect what the students are learning to the real world or industries.

Additionally he said, "I've been very lucky with this community to find businesses that allow our students to go into their workplace and actually tackle real-world business problems and present their findings to the business executives as part of their semester project."

Professor Sam's response to my question on how he consolidates knowledge for his students was interesting. He reported, "I do love bringing in guest speakers from various industries to share their industry experience with my students. I think bringing in those resource persons to speak to the class really helps them connect to the things I teach them."

During this study in matching business professors and their students' perceptions on excellence in teaching all the twelve student participants in the focus group revealed that consolidating knowledge is what they expect their professors to do. Students' general perceptions were that their professors try as much as possible to connect or link the business concepts they teach during lectures to the business industry. The use of explanations, examples, illustrations and demonstrations, make ideas or knowledge understandable and comprehensive (Rollnick, 2016). During the interview students presented these findings in relation to consolidating knowledge.

FGP 1 reported "Professors teach and show us how particular concept knowledge is useful in the real world."

FGP 8 responded, "I think having that experience is huge because we are all looking to leave here and apply what we've learned, so to be able to hear those stories and experiences from our professors is good."

FGP 4 said, "A majority of our professors used to work in the industry. Professor Sam is generally very engaged in the community and work with students regarding internships just to help us connect to the business world."

FGP 5 told me, "Our professors do more than just teaching out of a textbook. They link study materials with reality and that's important in business."

FGP 9 pointed out, "Real world knowledge is critical for students' achievement and success in the business industry."

FGP 12 reported, "My professor always explain and show the class practically how a topic is useful in industries and going forward how I can apply the knowledge in future."

FGP 11 said, "When my professor was teaching today did you realize how he connected what he was teaching to the way he was dismissed from his work. It was amazing."

FGP 7 reported, "My professor special. In fact, he can relate to anything when he is teaching and it's funny he has a story for all new topics."

FGP 3 said, "I think my professor adopts different learning and teaching styles that enable students to connect our learning to the business industry." He goes on to say that, "listening to a lecture or reading a case study gives me him multiple ways to connect to a concept in the industry."

FGP 6 responded, "From my observation his conversations in class are classic and it indicates how he wants you to succeed in the industry."

FGP 2 said, "My professors do a really good job at connecting some of those conversations we have and concepts we learn to the business industry as well."

In summary consolidating knowledge is related to the MET framework since most of the professors discussed how they believed the ability of a professor to connect theory to practice when teaching is a strategy for pursuing excellence and promoting an avenue for a better understanding of business concepts and knowledge for their students. Based on this assumption Vergnaud (2009) explained the importance using illustrations is critical in the process of understanding a concept.

Findings to Research Question 3

Defining Excellence in Teaching and Learning

The following findings were identified in relation to how professors define excellence in teaching. The MET framework did not spell out the definition for excellence in teaching. Finding was also identified in a qualitative study by Frederick (2014) who identified five themes

associated with excellence in teaching. These themes included the following excellent teachers design effective instruction, excellent teachers know themselves, excellent teachers focus on relationships, excellent teachers know their students, and excellent teachers consistently exceed job expectations.

During this study, the three professor participants were of the view that challenging students, engaging students and building a good relationship with students defines excellence in teaching.

Student Engagement. During an interview with Professor Downtown, the researcher asked him how he defines excellence in teaching. He responded, "The ability of a professor to engage his student in the teaching and learning process defines excellence in teaching." Student engagement is defined as a state in which people are willing to push the limits of their ability, perform well even when not asked to do so explicitly, and demonstrate affective qualities associated with high motivation, such as curiosity and enthusiasm (Skinner & Belmont, 1993). Professor Downtown reported, "Students' engagement is probably the most important thing in defining excellence in teaching." He further revealed to me that he feels great when he involves his students in the classroom activities because it increases students' understanding and thinking which make lectures interesting. "I think it is the most important thing when it comes to defining excellence in teaching. I think engagement enables students participate purposefully in educational activities, and it is shown to be extremely important for their future learning and development." (Pascarella & Terenzini, 2005).

Challenging Students. In a face to face interview, Professor Kelvin was also asked to define excellence in teaching. He reported,

It is about the passion to challenge and empower my students to go out into the community and make a difference. Additionally I think it really means recognizing where my students are and helping them get to the next level. Our goal as an institution of higher education is to provide our students with the ability to get to the next level by reaching their goals and accomplishing their dreams.

Umbach & Wawrznski (2005) concluded that challenging and empowering students comes with the following teaching practices: active and collaborative learning techniques, challenging students academically and interacting with students, among others.

Conferring with Students. During an interview with Professor Sam, the researcher asked him to define excellence in teaching. Professor Sam indicated excellence in teaching is about building a relationship with the students. He reported, "I want to be a role model for my students and because of this vision I connect and build a good relationships with my students. He indicated, "If I connect with the students learning continues to grow. Building good relationship with students intrinsically motivates them and professors can back this by reinforcing positive behaviors in the students. They can always achieve this by giving out tokens of appreciation in the cases of exemplary results." Much more, rewards are a buffer to intrinsic motivation in that the students feel positive on their performances (Witziers, Bosker & Krüger, 2011).

Teaching as a Profession. During an interview with Professor Sam, the researcher asked him to define excellence in teaching. He reported, "It is the challenges that come with the act of teaching for me. Being able to accept this challenge brings me satisfaction because it will make me a better professor."

In a similar qualitative study, Witcher, James, Onwuegbuzie, & Minor (2002) found that having a passion and being enthusiastic about the teaching profession are characteristics associated with excellence in teaching.

In summary in defining excellence in teaching data collected from business professors on how they define excellence in teaching revealed that professors' ability to challenge and engage their students, meet their academic needs, and connect with their students through inter-personal relationship promotes excellence in teaching. "It means interacting with them, building relationship and being responsive to their needs and challenging them."

Findings to Research Question 4

Students Define Excellence in Teaching

During this study, when the focus group participants were asked to define excellence in teaching and learning the following findings were identified: credibility, flexibility and the passion to motivate

Credibility. For this study, credibility is explained as the quality of a professor being trusted by his students to promote a better learning environment and quality teaching and learning relationship. Some (5/12) of the participants believe that a good credibility, high confidence level and the ability of a professor to empower students to succeed define excellence in teaching.

During an interview focus group participants were asked to define excellence in teaching. Some (5/12) of the focus group participants joined in the discussion.

FGP 4 reported, "Credibility is big deal in excellence in teaching. My professor can't be a great teacher if he cannot be trusted and confident with the teaching and learning process."

FGP 9 indicated that excellence in teaching is about the ability of a professor to impact knowledge confidently and students can trust the content he delivers. He goes on to say that, "If you can't stand up in the front of your students and confidently describe what you're teaching then how will your students learn?" This confirms Witcher, James, Onwuegbuzie, & Minor (2002) that when participants reported in their qualitative study findings that a professor who is knowledgeable about the subjects and being a competent instructor is one of the characteristics of excellent teaching.

FGP 2 discussed that, "Excellence in teaching is about treating your students with respect and courtesy and making them feel valued in your class."

FGP 8 stated, "I think it's about a professor's ability to empower his students to succeed. If they can empower you to speak about issues and get you excited about a topic, I think that's great."

FGP 7 discussed, "I think it's about having Professors being confident with themselves as well as with other people."

Flexibility. Flexibility, which is the ability of a professor to easily modify or the willingness to change some activities and policies related to his teaching and learning came up when students were asked to define excellence in teaching. One participant of the focus group indicated that the availability of a professor to students at all times and his flexibility in dealing with students' issues constitutes excellence in teaching. FGP 12 stated, "Flexibility is huge because I think it's great to have some flexibility from professors as students. Some of us as students need a professor who is flexible and available any time because things in life can change and different priorities pop out." To support these findings, Stubenberg (2013) in a study for

community educators defined and identified a theme, having an awareness of, and adapt to each student's readiness to learn as excellence in teaching.

Availability of Professors to their Students. During the study a participant (1/12) of the focus group also believed that the availability of a professor to students at all times defines excellence in teaching. When FGP 11 was asked to define excellence in teaching he responded, "Some of our professors give us their phone number and tell us just text me if you need help. If you send him an email he replies with extensive details in a few minutes. Our professors are always available and they are always willing to meet with their students outside and in the class."

Passion to Motivate Students. In this study passion to motivate students is defined as the general desire or willingness of a professor to encourage his students to learn. A few student participants also reported that their professors have passion to motivate them to succeed and that defines excellence in teaching. Based on passion to motivate students as reported by participants, Stubenberg (2013) described excellence in teaching as the ability to demonstrate an intrinsic commitment to teaching and creating supportive learning environments.

During an interview focus group participant 6, 10 and 5 were asked to define excellence teaching. They indicated our professors' passion to motivate students to succeed is very important in the teaching and learning process and cannot be neglected. In this university professors are committed to really teaching students to succeed.

Methods of Student Engagement. Evidence gleaned and recorded from observations indicated that challenging students and respecting their views during and after lectures play a huge role in defining and promoting excellence in teaching. The researcher observed that professors were always trying to get more out of their student by questioning them. In most of

the classes that the researcher did an observation, the researcher realized that most students were willing to contribute an answer to a question.

Further revelations from the researcher were that most professors were asking probing question to bring out the best in their students and challenge them. The researcher suggests that professors are really doing good job by connecting most of the things they teach in class to real life situations.

Data collected from business students on how they define excellence in teaching indicated that students are looking for professors who can help them to meet their needs and existing literature presents. For example, Wium & Louw, (2012) to encourage positive learning, teachers should focus more on students' emotional and social needs. A professor's ability to be credible and trustworthy; flexible with his student due to change in dynamics in students' lives; availability of a professor to his students'; and passionate to motivate his students to succeed defines excellence in teaching. In comparing findings from professors to Ferguson's framework there were no significant differences.

Significance of Findings

Attending university changes people, experience of higher education enable an individual to gain an understanding of themselves and the world in which they live (Pascarella and Terenzini, 2005). The four research questions and the six findings of this study identified the best practices and strategies business professors used to promote effective teaching and learning. Hattie (2009) mentioned that there is power behind the ability of a professor to use different teaching and learning strategies. Research points to the fact that some students lack a high level of motivation hence professors should identify effective strategies to motivate students to promote excellence in teaching (Braun and Sellers, 2012).

Pressley et al. (2006) indicated that for business schools success it depends on how they set realistic and challenging task for professors and students. Additionally, professors could play a critical role in teaching by determining the appropriate teaching and learning strategies if measurable goals are to be attained. Shulman (2011) indicated that engaging business students enables them to discover how applicable concepts in business programs help prepare them to function usefully in the business environment. Shulman (2011) posits pedagogies that involve team work can involve a powerful teaching and learning experience

Clarke, Timperly and Hattie (2003) also identified and encourage the importance associated with teaching and learning when they identified and encourage professors to differentiate learning for their students because these practices leads to mastery learning. Hattie (2009) also indicated the need for professors to engage in mastery learning by providing students with clear explanations of the teaching and learning process.

In discussing and examining the significance of this research, Hattie (2009) indicated that because of the perceptions held by business professors in relation to teaching and learning there is the need to continuously investigate these perceptions. The essence of subjecting these beliefs to scrutiny is aimed at promoting good teaching, meeting quality expectations and determining the wrongness and rightness of their perceptions. Additionally, students' improvement can be attained if professors' teaching perceptions are investigated and subjected to scholarly debate.

Shulman (2011), based on a visit to business school in and around the country reported that professors and faculty in a discussion mentioned that students majoring in business education stand out: "Their prominent qualities include ability to work in teams, enthusiasm for competition, and poise and preparedness in making public presentation."

Many faculties also mentioned that business students show a seriousness of purpose and they have an ability to manage time, and effort efficiently. Shulman (2011) says that business professors are seeking to augment students' potential with significant training and curricular reinforcement. As we begin with a quote from Bloomberg and Volpe (2012) it is time to patiently seek for our recommendations, conclusions, results and recommendation for further study as the data addresses our research questions.

Chapter 5: Analysis, Interpretation, and Synthesis of Findings

Conclusions, Discussion and Recommendations

"Professors learn how to be a professor by living in the teaching world and by learning the routines of teaching" (Grieve, 2010, p. 273)

The purpose of this qualitative study was to explore and analyze perceptions of excellence in teaching of business professors and their students at a business school and further to provide interpretative insights into the findings presented in the previous chapter and compare with Ferguson's (2013) Measure of Effective Teaching model. There are a summary of findings, recommendations for future research, conclusions and possible implications for teaching and learning in schools of business in higher education.

Summary of Findings

A qualitative study of the perceptions of excellence in teaching of business professors and their students was conducted in a university located in New England. Three professors and three student focus groups participated in the interviews. Document analysis collected from Stepcom University and non-participant observation done by the researcher were analyzed. Eight major findings were identified and confirmed:

(a)   Professors promote excellence by caring for their students

(b)   Professors promote excellence by captivating the attention of their students

(c)   Business professors are able to confer with their students

(d)   Business professors clarify lessons for their students

(e)   Professors promote excellence by challenging their students during lectures

(f)   Business professors help students consolidate knowledge for their students

Specifically, the research questions were:

1. What teaching strategies do business professors employ to promote excellence in teaching at a business school?

2. How do professors' perceptions of teaching excellence relate to the views of their students at a business school?

3. How do business professors define excellence in teaching?

4. How do students in a business school define excellence in teaching?

Discussion of Research Findings and Recommendations

Defining Excellence in Teaching

When the three professors were asked to define teaching excellence, it was found that student engagement, challenging students and classroom interaction play a critical role in defining excellence in teaching. It was interesting when Professor Sam said, "Students' engagement is probably the most important thing in defining excellence in teaching." These findings confirm Thompson's study in (2005) which revealed that professors' extreme dedication to their classrooms, creation of teaching environments that engages students, and the ability of a professor to foster critical thinking skills in their students defines excellence in teaching. Future university professors who want to be associated with excellence in teaching should see to align themselves with these concepts or factors to promote and enhance effective teaching and learning for business students.

Students Definition of Excellence in Teaching

The researcher's interest in comparing the responses defining excellence in teaching between Professors and their students accounted for this research question. Findings from the focus group indicated that excellence in teaching can be defined in the context of credibility of professors, treating students with respect and courtesy during and after lectures and the ability of

a Professor to be confident with the teaching and learning process. The focus group responses centered on personality traits. Students were of the firm belief that there is a correlation between personality traits and excellence in teaching. Education administrators and faculty leaders should identity potential professors with some of these traits in the recruitment and selection process since it helps to boost student's confidence in their professors. Students affirmed their perceptions by saying, "Credibility is big, you can't be a great professor if you're not confident and very straight and to the point about the content itself."

Challenging Students and Connecting Theory to Practice.

The way forward for professors and their students is the ability of their professors to challenge their students in class not only through probing questions but also through meaningful projects and presentations that engage students in real-world business problems and tasks. Professors should also organize industry trips to business organizations to have a firsthand knowledge about what pertains in the work environment. Some of the assignments and projects given to the students should be connected to various industries so that students can match what they are learning to what exists practically. Students should strive for new knowledge through interacting with their peers, attending business conferences and seminars and taking internship opportunities that exist in the business industries.

What teaching strategies do business professors employ to meet students' perceptions of teaching excellence at a business school?

Business Professors Promote Excellence by Caring for their Students.

In this current study findings indicated that excellent professors' care about their students. This findings confirms Ferguson's (2013) Measure of Effective Teaching model which underscores the need for professors to encourage and support students helps them to do their

best. Schaughency (2013) notes that caring for student is important for a professor because it encourages the personal growth and betterment of their students.

Findings indicated that professors demonstrate caring about their students by keeping an open door policy, building good inter-personal relationships and connecting with students, motivating students and communicating to students about where they can get support on campus. Business faculties can demonstrate caring for their students through encouragement and support including identifying students' needs, building good relationships, keeping an open door policy and motivating students. For example, a professor mentioned, "I encourage my students to come to my office hours if they are struggling with a topic. Professor Kelvin also reported, "I assist my students to get help from the appropriate quarters like the library, reference desk, the learning center and finally volunteering an hour of his time if they need tutoring."

Business Professors Promote Excellence by Captivating the Attention of the Students they Teach

A professor's ability to captivate his student's is the pathway to promoting a positive classroom environment. On captivating attention, Ferguson's framework explains how business students expect their professors to make their learning interesting and relevant. On the other hand professors also expect their student to be attentive during lectures to avoid boredom.

Allerd (2008) mentioned in a study that, students are more attracted and engaged to learning activities upon the realization that the learning process has a positive contribution to their happiness and success. Findings indicated business professors make teaching and learning interesting and relevant by telling their students interesting stories and facts related to the business concepts under study, looking for interesting videos from YouTube that connect to the business concept they are teaching, bringing resource persons to speak on various topics,

scanning the environment and identifying current innovations that their students find interesting

and connect it to their lessons. For example, Professor Sam reported "Pokemon Go is something

I'm working on right now. I was thinking of getting an outfit and dressing like that for the first

day of class". (Pokemon Go is an interesting computer game developed in 2016) Professors can

also captivate their students' attention by adopting some of these strategies to prevent boredom

and to promote students' attentiveness in comprehending new information.

Business Professors Promote Excellence in Teaching by Conferring with their Students

On the process of conferring with students, Ferguson's model expects students' ideas to

be respected by their professor while students expect their professor to give them time to explain

their ideas in class. The strategy of conferring with students is an important strategy a professor

can implement to promote student learning because it boosts students' confidence. Cavanaugh

(2013) explained that positive feedback/praise directed towards students of all ages by teachers

encourages prosocial behavior, including the development of friendships and other forms of

positive bonding, which in turn strengthens the student's satisfaction and overall ability to learn.

On the strategies for conferring with students, future professors and faculties should encourage

their student to make contributions in class; to speak their minds to boost their confidence; to

motivate and praise their students if they argue; and to challenge themselves and respect their

feedback. Professors Sam, Downtown and Kelvin expressed the opinion that there is the need to

welcome students' ideas in class, encourage them to speak their mind, thank them for their

contributions in class, use probing questions, assure students that all responses are welcomed and

no student will be embarrassed or intimidated in class for a wrong answer and finally respecting

students' feedback, especially on the teacher evaluation process. For example it was interesting

when Professor Kelvin said "I really do listen to what the students say so I can better serve them."

Business Professors Clarify Lessons for their Students

Ferguson's (2013) model encourages professors to put in a lot of effort for their students to succeed at Stepcom University. Business students also expect their professors to help when they are confused. The researcher agreed that the influence of empathy in an academic environment may encourage abstract thought and free thinking (as well as the sharing of new ideas), enabling students to attain a better and more thorough understanding of the instructor's material. Business professors who want to associate themselves with excellence in teaching must empathize with their students to enhance their success (Fullan 2010). Strategies such class discussions which enable students to share ideas can be used by business professors to further clarify lessons for students. Secondly a professor's ability to consider individual differences and exhibiting a passion for students' success is huge in excellence in teaching. Professors should continuously challenge and encourage their students. Finally, professors should be seen as subject matter expects if they are to promote excellence.

Business Professors Promote Excellence by Challenging their Students at Lectures.

In challenging students, the MET (2013) framework expects business professors to press for effort, perseverance and rigor. Ferguson also expects students to use their thinking skills, not just memorize things during the teaching and learning process. In analyzing the findings on challenging students as a teaching strategy, professors should place much emphasis on asking probing questions in class, as this strategy can enable students to think critically about issues.

Business Professors Help Students Consolidate Knowledge.

The MET model finally discussed how professors can help students consolidate knowledge. The model further reveals that professors should be able to get ideas connected and integrated while students also expect their professor to take time to summarize what is learned each day. In consolidating knowledge professors will be more effective if they are able to link text book knowledge to real world experience. Additionally, effective learning occurs when concepts and techniques are experienced by students not in abstract but in context, so that learners can immediately grasp the significance of key ideas or skills by applying them to realistic situations (Kuh, 2008). These professors should be abreast of current micro and macro environments, scan the environment periodically for information and engage in scenario planning and development if they want to be relevant in business schools due to the dynamics in the business environment. Using illustrations is critical in the process of understanding a concept (Vergnaud, 2009). To develop a constant teaching practice that is learner friendly, professors should come with an approach that is inclusive of procedural teaching and use of illustrations (Vergnaud, 2009). For example, Professor Kelvin said: "… I am big on the knowledge that they are getting and how they can apply that to real world. I believe in the real world knowledge, because anyone can read a textbook but I want them to have that hands-on experience and applied learning, so I really focus on projects that they can do better."

Identifying the Strongest Perception in the MET Framework

Caring about Business Students. Faculty and students in Stepcom University Business School were interviewed and observed according to the Measure of Effective Teaching theoretical framework, and caring about students emerged as the strongest characteristics of excellence in teaching of business students and their professors. In relation to caring about students,

Ferguson's (2013) MET model expects professors to encourage and support their students while business students also expect their professors to encourage them to do their best. Steward (2009) mentioned that professors should have a better idea and knowledge about how to treat their students to make them successful. Fullan (2011) also explained that a professor who really wants to care and support students should be associated with the term referred to as "impressive empathy" if their business students are going to succeed. Elizabeth Schaughency of the New Zealand Journal of Psychology writes that the professor's role in aiding the academic development of their student is very similar to that of the parent, and the environment in which they do so plays a similar role to that of the home (Schaughency, 2013). She notes that "warming the emotional climate" of the classroom is a crucial means for a teacher to encourage the personal growth and betterment of students – and in turn their desire to learn new information and continue pursuing their academic careers. A professor's ability to empathize and care for students may manifest itself in a variety of positive ways.

Some notable findings that emerged from the study indicated professors' care for their students by having an open door policy, providing access to professors and by allowing students to contact them 24/7, usually via email, but by and phone as well. For example, these were some responses from professors, "I encourage them to come to our office, if they are struggling with a topic. "I try to make sure that they feel that effort is rewarded, thus if they try, they will succeed." "All of the course material is at their students' disposal on Blackboard as well, and I tell them if you have any questions refer to the syllabus and contact."

These findings tie into a teacher's ability not only to care and empathize, but also develop a nurturing climate in the school and classroom. Good classroom climate affects students' sense of autonomy and motivation. It has been demonstrated that a classroom which allows for

students to have autonomy is best for enhancing academic outcomes (Deci & Ryan, 2009).

Additionally, other researchers claim that a positive classroom climate incorporates the

development of an environment in which students can freely experiment and learn, as well as one

that provides a guiding adult figure (Aijaz et al., 2015). The classroom climate has also been

found to have physio-emotional implications in how likely a student is to comfortably adapt to

their classroom and thus be more open to receiving and comprehend new information. Further

caring for students can help professors to develop friendships and other forms of positive

bonding, which in turn strengthen the student's satisfaction and overall ability to learn. Recently

published data supporting this claim came from International Education Studies, stating that

students who feel comfortable within the climate of their classroom are more comfortable and

less distracted while learning; the researchers also noted the significance of an emotionally

empathetic teacher or instructor (Shen & Zang, 2012). Cavanaugh (2013) further states that

positive feedback/praise directed towards students of all ages by professors encourages prosocial

behavior. For example Professor Kelvin said:

"My philosophy is to praise in public and provide negative feedback in private. I really

try to acknowledge the good that the students are doing in front of everyone else to build that

confidence and give them that motivation. I also let them know where they can go if they need

help such as the library, the reference desk, the learning center. If they need help most of the

classes have tutors. I also volunteer an hour of my time if they need tutoring."

Currently competition in higher education is driving universities and their faculties to

showcase and perform parental roles for their students to enable them to succeed. For example

Professor Sam reported, "I try to connect with my students at a personal level, it's just like

having children. I treat them differently, some need encouragement. Some I need to be more

direct and firm, sometimes I need to caution a student by telling him you need to work hard or you're going to fail this course. I let them know from day one that I'm preparing them for life."

Further Professor Sam reported, "I support my students in the classroom and I tell them there's no wrong answers in my class. I also encourage them to come to my office if they are struggling with a topic. I try to make sure that they feel that effort will be rewarded, thus if they try, they will succeed."

On caring about students a focus group participant reported, "Our professors' care about us and they have a passion for teaching, and motivating student's learning. Additionally they will give students their phone numbers and say just text me if you need help. If you send him an email he replies with extensive details in a few minutes." The student goes on to say, "He is always available and willing to meet with his students. This professor is really willing to help you gain full understanding of the course."

Comparing Ferguson's and the Updated Measure of Effective Teaching Framework

In developing a new framework referred to as the Updated MET Framework, the researcher collected data through non-participant observation, interviews from business faculty, document analysis and focus group from students. Although the new framework also has six strategies for developing excellence in teaching, data collected on controlling students' behavior fell under challenging students, hence the deletion of controlling students' behavior from the new framework. The table below clearly shows the difference between Ferguson's Measure of Effective Teaching framework and Updated MET Framework for Excellence in Teaching.

Table 5.1 – Ferguson's and Updated MET Frameworks Compared

Ferguson's Framework	Updated MET Framework
Caring about students	Caring about students
Captivating students	Captivating students
Conferring with student	Conferring with student
Controlling behavior	Challenging students
Clarifying lessons	Clarifying lessons
Consolidating knowledge	Consolidating knowledge
Challenging students	

Conclusions

The goal of this study was to explore the perceptions and strategies that constitute excellence in teaching from the perspective of business professors and their students with Ferguson's measure of effective teaching framework as a guide. According to the Gates Foundation (2010), researchers for the MET framework were of the view that there is the need to test for a new measure of effective teaching that puts a lot of emphasis and refines the concept of pedagogical content knowledge for professors or what a professor needs to know about how to teach a particular subject.

Business faculties should identify these important teaching strategies because increased competition and professor accountability continue to play a pivotal role in their professional development process. The findings in this research provided themes to assist in identifying specific characteristics that professors and their students can use so that excellence in teaching and learning is evident in the classroom. Hattie (2009) says that teaching strategies that promote

student's learning should be embraced by professors if they desire to succeed in the teaching and learning process.

This study, on the other hand, is a wakeup call for business professors to associate themselves with the best practices in imparting knowledge and developing their students professionally in higher education. Further, this study is a good guide for new administrators in the hiring of new professors, because targeting professors who exhibit excellence will ensure a high quality teaching faculty and accurate decisions which not only impact student learning, but overall a positive school climate that delineates can form of toxicity. Finally this qualitative study concluded with the researcher identifying and developing a new framework referred to as the Updated MET framework. The new frame work which has six strategies for effective teaching is an improvement on Ferguson's MET framework.

Discussing Controlling Behavior as a Deleted Strategy

The deleted strategy, controlling students' behavior though very important in the teaching and learning was not part of the researcher's framework partly due to the type of participants selected for the study. Ferguson's MET framework which was developed for K to 12 schools is being tested here with university participants, hence, participants for this research did not see controlling students' behavior as a strong strategy for promoting excellence in teaching at the university especially among business students.

Implications from the Study

Fullan (2011) explained that professors and faculties who are involved with school change must actively participate as learners in helping schools to improve. Business schools have a huge role to play in improving and developing higher education institutions in America. The high cost of university education and the stress that students go through to pay for their

tuition should enjoin professors, faculty administrators and business schools and universities in general to provide world class services to their students in terms of teaching and learning so that students and parents can make some returns on their college investments. Business professors should also develop competencies that are essential for excellence. These competencies can make them more effective in the teaching and learning process.

For some university professors there should be a paradigm shift about their approach to teaching and learning if they want to be relevant in the next 10 years because they need to change the mindsets which appear to suggest that university teaching is about research. The dynamics in 21st century education is addressing not only the needs of professors but students' and parents' needs as well.

New Faculty Induction. For excellence to be sustained there is the need for business schools to develop a comprehensive plan of action based on the MET framework for new professors in order to meet some standards of excellence discussed in this research. For new faculty to succeed there is the need for a working policy that will encourage a positive climate that provides concrete support for improving teaching and learning. To ensure their continuous improvement, faculties should collaborate to review performance standards for new professors, identify and monitor professional growth goals, as well as discuss ways to improve teaching and learning. Fogarty and Pete (2007) suggested that to ensure professional growth for newly recruited professors, faculties should engage teachers in self-reflection to determine their individual professional growth needs as well as giving them greater autonomy.

Professional Development for Faculty. On faculty professional development professors should be continuously monitored and encouraged to learn strategies that promote excellence in teaching. Quint (2011) defined professional development as "a formal in-service training to

upgrade the content knowledge and pedagogical skills of teachers." This process has been very instrumental in improving teaching and learning. Professional development could be in the form of workshop, group discussions session and coaching of individuals teachers. Achieving success through professional development process in higher education, participating professors should be able to accept constructive criticism and also be subject to change. In dealing with the process of improving students learning professors can make an immediate impart. Therefore there is the need to allow professors to collaborate if they are going to succeed as professionals. The art of teaching is a complex profession that requires professors to integrate both the science and art of teaching to impart learning. For a university faculty to perfect the science and art of teaching and learning, they need to improve what is taught, how it is taught, how students learn what is taught and structures to support learning among students and staff.

John Hattie (2009), in his book *Visible Learning*, explained there is the need to differentiate strategies to students to enhances competent thinking and leads students to acquire procedural and declarative knowledge. Faculty professional development will be improved drastically if emphasis is placed on a rigorous student evaluation for their professors. In most situations the feedback piece is missing and professors are left in the dark. Professors, centers for teaching excellence and faculties are constantly seeking students' feedback on how effectively they teach. These academic stakeholders have realized that adopting appropriate teaching and learning strategies, like the MET model as a plan of action for teaching or policy guideline, can promote lifelong learning as indicated by Dewey (1916).

Suggestions for Future Research

Different sources of data collected on this qualitative research study provided important information, specifically regarding the definitions and strategies exhibited by business professors

in a New England university. After a rigorous data collection and data analysis with the measure of an effective teaching framework, additional themes were identified in defining excellence in teaching in a university. Huntly (2008) explains that further research on excellence in teaching will lead to identification of personality traits that professors should exhibit during the teaching and learning process. Further replicating this case study with a larger sample size would help the research to associate itself with the elements of validation, corroboration of findings, and generalization of the study.

Strategically allowing employers to identify strategies of excellence for business professors would further prove and validate what promotes excellence in teaching in the business industries. Theoretically this qualitative research also yielded additional research questions for future investigation. These questions include:

- What are the perceptions of business professors and their students on the use of technology and its influence on excellence in teaching and learning in universities?

- What are employers and professors' perceptions on excellence in teaching in a business school?

- What strategies can business professors adopt to improve feedback for university students?

Closing Summary

This qualitative study examined the perceptions of business professors and their students on excellence in teaching at a New England university. Thorough examination of this critical case allowed the researcher an opportunity to make a deeper investigation into the perceptions of business professors and their students regarding how they define excellence in teaching and strategies that promote effective teaching and learning.

For this qualitative study the researcher's ability to identify and investigate the strategies for excellence in teaching and then comparing or matching with Ferguson's Measure of Effective Teaching model for a critical case was very revealing. This study set the tone for the testing of the model in higher education for the first time. Additional strategies were discovered in this study. Finally matching professors and their students' perceptions should guide new hired faculty and new teachers to identify what their students expects them to do before, during and after the teaching and learning process.

Appendix A: Invitation to Participate for Professor

Dear _____,

I am a doctoral candidate in the Southern New Hampshire University Educational Leadership Doctoral program. I am currently in the process of starting my dissertation under the supervision of Dr. Margaret Ford. I am writing to you to give me permission to interview three professors of your business faculty who would be willing to participate in my research study.

The purpose of this qualitative single case study is to analyze the perceptions of business professors and their students on excellence in teaching at a business School

During our first meeting, I will present all of the details about the types of interviews I would like to conduct, including the questions I will ask.   I will also present my assurances to you. There is a list of these assurances at the end of this email. I hope that this will be a useful piece of research which will inform not only my work as a researcher but also future researcher. I would very much appreciate your help.

Regards
Stephen Kwasi Anim
Stephen.anim@snhu.edu

Assurances to interviewees:
If you agree to an individual interview, anything you tell me will be treated in confidentiality.
In all instances:
* I will respect your right to decide not to answer any questions which I may ask you, and without explanation.
* I respect your right to withdraw from the interview at any time.
* I may wish to use quotes, but would only quote you under a pseudonym and with your express permission.

Appendix B: Invitation to Participate for Students

Dear _____,

       I am a doctoral candidate in the Southern New Hampshire University Educational Leadership Doctoral program. I am currently in the process of starting my dissertation under the supervision of Dr. Margaret Ford. I am writing to ask if you would be willing to participate in my research study.

       The purpose of this qualitative study is to analyze the perceptions of business professors and their students on excellence in teaching at a business School.

       During our first meeting, I will present all the material facts about the types of interviews I would like to conduct, including the questions I will ask.   I will also present my assurances to you. There is a list of these assurances at the end of this email. I hope that this will be a useful piece of research which will inform not only my work as a researcher but also as a future researcher. I would very much appreciate your help as a research participant.

       Regards
       Stephen Kwasi Anim
       Stephen.anim@snhu.edu

       Assurances to interviewees:
       If you agree to an individual interview, anything you tell me will be treated in confidence.
       In all instances:
       * I will respect your right to decide not to answer any questions which I may ask you, and without explanation.
       * I respect your right to withdraw from the interview at any time.
       * I may wish to use quotes, but would only quote you under a pseudonym and with your express permission.

Appendix C: Informed Consent Agreement

Project Title: **An Analysis of Business Professors and their Students Perception of**

Excellence in Teaching at a Business School.

Please read this consent agreement carefully before you decide to participate in the study.

Purpose of the research study: This study seeks to analyze the perceptions of business professors and their students on excellence in teaching at a business school.

The purpose of this qualitative study is to analyze the perceptions of excellence in teaching professors and students as participants' views is assessed within a school. It is hoped that the knowledge gained from this study will add to research on excellence in teaching in business schools.

What you will do in the study: As a participant in the study, you will be given details regarding the research and an opportunity to consent. An interview and focus group will be used by the researcher in regards to your teaching experience with undergraduate students. You will also be observed for one class period. The observer will be focused on the measure of effective teaching framework

Time required: Each of the three interviews will last no more than 90 minutes. The observation will run the extent of one class period.

Risks: Further there are no anticipated risks in this qualitative study.

Benefits: There are no monetary compensation to you for participating in this research study. The report from this study will be made available to you.

Confidentiality: Participant's information will be kept private and confidential. The data will be collected consisting of recorded text and shared documents only. Your information will be assigned a code number. The list connecting your name to this code will be kept in a locked file. When the study is completed and the data have been analyzed, this list will be destroyed. Your name will not be used in any report.

Voluntary participation: Your participation in the study is completely voluntary.

IRB-SBS Office Use Only		
Protocol #		
Approved SBS Staff	from:	to:

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty.

How to withdraw from the study: To withdraw from the study, simply notify Stephen Kwasi Anim by emailing Stephen.anim@snhu.edu or call (001) 774 535 9279.

If you have questions about the study or your rights in the study, please contact Stephen at Stephen.anim@snhu.edu.

Stephen Kwasi Anim
Southern New Hampshire University
2500 North River Road
Manchester, NH 03106
Phone (+1)774 535 9279

Agreement:

I agree to participate in this study (please check one): YES___   NO___

     Participant's Name: _____

     Signature: _____ Date: _____

     Researcher's Name: _____

     Signature: _____ Date: _____

     You will receive a copy of this form for your records.

IRB-SBS Office Use Only		
Protocol #		
Approved	from:	to:
SBS Staff		

Appendix D: Interview Protocol

INTERVIEW PROTOCOL- Professors

Date of Interview_____

Name of Participant _____

Organization_____

Date Interviewed_____

Interviewed by Stephen Kwasi Anim_____

I am interviewing three professors from different departments in a business schools. The researcher's focus is to find out more information about how professors promote excellence as they impact knowledge to undergraduate students. I hope to learn from your experiences and about teaching excellence within your business school.

The information you provide in this interview will be used in the research I am conducting as a doctoral student at Southern New Hampshire University. The collected comments, experience, and suggestions from all of the participants interviewed will be reviewed and saved by the supervising faculty member.

Following Seidman's (2006) structure for in-depth interview, this research study's interviews will be conducted with open-ended questions that allow the participants to brainstorm the topic from their points of view. Seidman's (2006) Three Interviews Series will be conducted with all three participants, giving the researcher and the participants, time to build a rapport and an accurate picture of the participants' lived experiences. Following Seidman's (2006) guide to

follow the structure of the series, the researcher will focus on the participants' life histories, present life experience, and the meaning of the experiences, specifically how they relate to promoting excellence in teaching and learning.

Professors Interview 1:

1. What motivated you to teach at a business school?

2. Why did you choose to go into teaching? What motivated you to teach?

3. What are your experiences teaching at the university?

4. What do you do to bring out the best in your students?

5. What has stayed with you as you work with students today?

6. What was the process of becoming a teacher like for you?

7. What was the most valuable experience in the course of your education to be a teacher? What has stayed with you as you work with students today?

8. What is your philosophy of teaching? What do you believe is most import about teaching college students?

9. You said that _____ was your main philosophy. What does that look like in practice? How does it play out in your classroom?

10. What feedback do you get from students about your teaching methods? Can you give an example? How do you react to that?

11. Can you talk about the students you teach? Are your students satisfied with your teaching in any way? Can you explain?

12. What do you know about your students' feedback about your teaching? Can you give an example of a few students?

13. How do the students connect with your teaching and how does your teaching promote learning?

Professors Interview 2:

We closed our last interview with our conversation about promoting teaching excellence in your classroom and its impact on teaching and learning. We'll continue to focus on that.

1. How do you support your students in the classroom?

2. Are you able to keep your students busy in the classroom? Can you give me some examples?

3. Are you able to push your students to think deeper in the classroom? Can you give some example?

4. How do you respect your students' views and contributions in the classroom? In what way? How does it differ from student to student?

5. How do you inspire and motivate students in the classroom?

6. How do you support average learners in the classroom?

Professor Interview 3

Caring about students

1. How do you encourage and bring out the best in your students during lectures?

2. As professor how do you discuss your students' academic weakness in class with you as student?

3. What form of support do you provide to your students?

Captivating students

4. What are some of the strategies you employ as a professor to make lectures interesting?

5. How do you sustain students' interest during lectures?

Conferring with students

6. How often do you encourage students to contribute to class discussions?

7. What are some of the feedback you give to students' contributions in class?

Controlling behavior

8. What are some methods/strategies do you use to engage your students during lectures?

Clarifying lessons

8. What strategies do you use to enable your students' understand business concepts in class?

Challenging students

10. How do you promote the culture of perseverance for students to succeed in class?

Consolidating knowledge

11. How do you enable your students to connect ideas in the classroom to the business world?

Students Focus Group Interview 1:

1. What motivated you to study in this university?

2. What do you want to do with a career in business administration?

3. What have been your learning experiences with professors in this school?

4. What was the most valuable academic experience with your professors?

5. How will you describe excellent teaching?

6. How will you rate your teaching and learning experience in your classroom and campus in general?

Students Focus Group Interview 2:

We closed our last interview with our conversation about how your professors promote teaching excellence in your classroom and its impact on your teaching and learning. We'll continue to focus on that discussion.

1. Do you believe that professors must have certain qualities to teach at the university? Explain

2. How does your professor motivate you to learn in the classroom? Explain?

3. Do you believe your professors possess excellent teaching qualities?

4. How does your professor make your classroom interesting?

5. Do your professors respect or welcome your contributions during classroom discussions? Can you explain?

6. In what ways do your professors push you to think deeper and encourage you in the classroom?

7. How do your professors connect known concept to unknown or new concepts in the classroom?

Appendix E: Observation Protocol

Date:

Place:

Time:

Data Collector

Type of Data: Caring about students, captivating students, conferring with students, controlling behavior, clarifying lessons, challenging students, consolidating knowledge

Start:

End:

Appendix F: Students Consent Letter

February, 2016

Dear student(s),

This year I will be conducting research in classroom. I am a doctoral candidate in the School of Education at Southern New Hampshire University. My study is focused on professors and students perception of excellence in teaching in a business school. If you agree to participate in this study your involvement will include:

- Being present in the classroom as I observe the teacher instructing the students
- Being present in the classroom as I take notes on the teacher's instruction and classroom conversations and dialogue

The potential risks for participating in this study are minimal. All participants' confidentiality will be kept by using pseudonyms in all published or shared materials.

As a participant for focus group discussion you will not receive any monetary compensation, there will be no monetary cost to you. The practical aims of this study directly impact the educational community. These aims include: helping to build/guide policy in the professional education of teachers, those both in the field and entering the field and improving teachers' classroom practices and relationships with students.

Participation is strictly voluntary; refusal to participate will involve no prejudice, penalty, or loss of benefits to which you would otherwise be entitled. If you agree to participate and then change your mind, you may withdraw your participation at any time during the study without penalty. If you decide not to participate or decide to withdraw your participation, the researcher will not use any information about your participation in class.

I will seek to maintain the confidentiality of all data and records associated with your participation in this research. Data (printed transcripts) will be stored in a locked filing cabinet and on my private computer. Data will be saved for later possible research purposes. Any and all publications or reports from this study will use pseudonyms for participants. You should understand however, there are rare instances when the research is required to share personally-identifiable information (e.g., according to policy, contract, regulation). For example, in response to a complaint about the research, officials at Southern New Hampshire University, designees of the sponsor(s), and/or regulatory and oversight government agencies may access research data. You also should understand that the researcher is required by law to report certain information to government and/or law enforcement officials (e.g., child abuse, threatened violence against self or others, communicable diseases).

All data analysis and work for this study will be conducted by me with supervision from my doctoral advisor, Dr. Margaret Ford, the Associate Dean for the School of Education.

If you have questions about this study, you can contact:

Stephen K Anim   Dr. Margaret Ford
Lead Researcher   Associate Dean, Committee Chair
Phone: (774) 535-9279   Phone: (603) 629-4675 x2277
Email: Stephen.anim@snhu.edu   Email: m.ford1@snhu.edu

Sincerely,

Stephen Kwasi Anim
Lead Researcher
Southern New Hampshire University

<div align="center">Student Consent Form</div>
<div align="center">*Please fill out the form below and keep the above letter for your records.*</div>

Doctoral Dissertation Research Project
Stephen Kwasi Anim – Lead Researcher
School of Education
Southern New Hampshire University

By signing below, you certify that you have read and fully understand the purpose of this research project and the risks and benefits it presents to you as stated above.

I, _____, CONSENT/AGREE to participation in this research project.

_____ _____   _____
Signature of Parent / Guardian   *Date*

REFERENCES

Adam, R. D., & Finegold, L. C. (2006). Exploring the attitudes, experiences and dynamics of interaction in online groups. *The Internet and Higher Education, 9*, 201-215.

Aijaz, M., Aijaz, S., Faraz, B., Murtaza, S., & Murtaza, P. (2015, January 1). Managing Rural Urban Divide Inside University Classrooms: A Way Forward to Promote Positive Classroom Climate. *International Research Journal of Arts and Humanities, 43*(43).

Akturk, A. O. (2014). A Study on Epistemological Beliefs of Community College Students and Their Self-Efficacy Beliefs regarding Educational Use of the Internet. *Education, 134*(3), 426.

Allerd, C. (2008). *Educational Leadership:The Positive Classroom:Seven Strategies for Building Positive Classrooms*. *Ascd.org*. Retrieved 20 September 2016, from http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Seven-Strategies-for-Building-Positive-Classrooms.aspx.

American Council on Education. (2006). *Adult learners in the United States: A national profile.* Washington, DC.

Bansidhar, W., & Bansidhar, A. (2016, March 1). A Study of Empathy and Self Confidence and Their Effect on Job Satisfaction of Teachers. *Indian Journal of Positive Psychology.*

Barber-VanderHelm, W. (2006). *Teacher excellence: Identifying the beliefs and behaviours of high-performing independent school physical education teachers in a healthy school environment* (Order No. NR15762). Available from ProQuest Dissertations & Theses Full Text. (304928296). Retrieved from ProQuest. http://ezproxy.snhu.edu/login?url=http://search.proquest.com/docview/304928296?accountid=3783

Beach, A. L. (2003). Strategies to improve college teaching: The role of different levels of organizational influence on faculty instructional practices.

Bifuh-Ambe, E. (2011). Postsecondary learning: Recognizing the needs of English Language Learners in mainstream university classroom. *Multicultural Education*, Spring, 13-19.

Bloomberg, L. D., & Volpe, M. (2012). *Completing your qualitative dissertation: A road map from beginning to end*. (2nd ed.). Los Angeles: Sage.

Boyd, S. L. (2008). *The operationalization of excellence in teaching and scholarship: The role of the academic dean in the school of education.*

Can, J. A. (2012). Teaching, learning, and the pursuit of excellence in anesthesia education. *Journal of Medicine* Feb; 59 (2):171-81. doi: 10.1007/s12630-011-9636-x. Epub 2011 Dec 2.

Cavanaugh, B. (2013, February). Performance Feedback and Teachers' Use of Praise and Opportunities to Respond: A Review of the Literature. *Education and Treatment of Children, 36*(1), 111-136. doi:10.1353/etc.2013.0001.

Chat-uthai, M. (1995). *The perceptions of excellence in Thailand's undergraduate education by faculty and administrators in public and private universities* (Order No. 9705221). Available from ProQuest Dissertations & Theses Full Text. (304208437). Retrieved from ProQuest.

Chen, M. A. (1997). *Student's perceptions of the characteristics of teaching excellence* (Order No. 1387737). Available from ProQuest Dissertations & Theses Full Text. (304406560). Retrieved from ProQuest.

Chiriac, E. & Granström, K. (2012). Teachers' leadership and students' experience of group work. *Teachers And Teaching*, *18*(3), 345-363.

http://dx.doi.org/10.1080/13540602.2012.629842

Comeaux, E., Snyder, E., Speer, L., & Taustine, M. (2014). The role of engagement activities on college outcomes: A retrospective study of division I male and female student-athletes. *College Student Affairs Journal, 32*(1), 205.

Constand, R. L., & Pace, R. D. (2014). Student evaluations of finance faculty: Perceived difficulty means lower faculty evaluations. *Journal of Financial Education, 40*(1/2), 14.

Creswell, J. W. (2013). *Qualitative inquiry and research design* (Third edition). Los Angeles, California: Sage Publications.

Crowley, D. M. (2004). *Reconciling educational excellence with organizational efficiency: Administrative leadership to advance high-quality teaching and learning in higher education* (Order No. 3155221). Retrieved from ProQuest.

Davison, M. (2010). The Case for Empathy in the History Classroom. *Curriculum Matters, 6*.

Deci, E. L., and Ryan, R. M. (2009) Self-determination theory: A consideration of human motivational universals. In R J. Corr, & G. Matthews (Eds.), *The Cambridge Handbook of Personality Psychology* (pp. 441-456). New York: Cambridge University Press.

Faizah, A., & Hazadiah, M. (2010). An assessment of 21st century adult learners' needs: issues and challenges for institutions of higher education. Available:

http://education.uitm.edu.my/v1/images/stories/publication/faizah/article1.pdf

Favor, J. K., & Kulp, A. M. (2015). Academic learning teams in accelerated adult programs: online and on-campus students' perceptions. *Adult Learning, 26*(4), 151.

Frederick, N. R. (2014). *Teaching excellence: A qualitative case study of multiple stakeholder*

   perspectives (Order No. 3633812). Available from ProQuest Dissertations & Theses Full

   Text. (1611144319). Retrieved from ProQuest.

Grant, F. (2014). *Cross national comparisons of excellence in university mathematics instructors*

   (Order No. 3606425). Available from ProQuest Dissertations & Theses Full Text.

   (1492730874). Retrieved from ProQuest.

Hamilton, C., & Leon, R. A. (2015). Research Studies in Higher Education: Educating

   Multicultural College Students. *Journal of International Students,5*(2), 206.

Hackmann, D. G. (2003). The Promotion/Tenure Dilemma: Maintaining a Research Agenda

   While Developing Distance Learning Teaching Excellence. *Journal of Technology &*

   Teacher Education, *11*(2), 307-319.

Hebert, F. F. (1999). *Voices of excellence* (Order No. 9923239). Available from ProQuest

   Dissertations & Theses Full Text. (304540400). Retrieved from ProQuest.

Huang, Y. C., & Lin, S. H. (2014). Assessment of charisma as a factor in effective teaching.

   Educational Technology & Society7 (2), 284-295.

Hyland, R. S. (2014). *The teaching practices of award winning faculty: Implications for*

   community college faculty development.

Johnston, T. C., Milkman, M. I., & McCoy, J. P. (2013). Doctoral training in teaching and

   preparedness of early-career marketing educators. *Academy of Educational Leadership*

   Journal, 17(3), 107.

King, S. H., & Watson, A. (2010). Teaching Excellence for All Our Students. *Theory Into*

   Practice, *49*(3), 175-184.

Kitagawa F., & Oba J. (2010). Managing differentiation of higher education system in Japan: Connecting excellence and diversity. *High Education.* 59:507–524.

Kong, J., Powers, Star, and Williams, N. (2012) Connecting English language learning and academic performance: a prediction study. American Educational Research Association, Vancouver, British Columbia, Canada.

Kreber C., (2002) *Teaching Excellence, Teaching Expertise, and the Scholarship of Teach*ing Innovative Higher Education, Vol. 27, No. 1,

Kuh, G. D. (2005). Putting student engagement results to use: Lessons from the field. Assessment Update, 17(1), 12-13.

Kuh, G. D. (2009). The National Survey of Student Engagement: Conceptual and empirical foundations. New Directions for Institutional Research, 2009(141), 5-20. http://dx.doi.org/10.1002/ir.283

Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2007). Student behaviors, activities, and experiences associated with student success. In E. Ward & L. E. Wolf-Wendel (Eds.), Piecing together the student success puzzle: Research, propositions, and recommendations: ASHE higher education report (Vol. 32, pp. 43-67). San Francisco, CA: Jossey-Bass.

Lyng, C., Cocoman, A., Ward, E., & McGrath, M. (2012). Managing Challenging Situations in Practice: A New Program Developed to Meet the Specific Needs of Nursing Students. *Journal Of Nursing Education*, *51*(11), 656-659. http://dx.doi.org/10.3928/01484834-20121005-01

Lin, S. H., & Huang, Y. C. (2012). Development of learning engagement scale for college students. Psychological Testing, 59(3), 373-396. *Positive Psychology,7*(1).

Mack, E., Woodsong, C., MacQueen, K.M., Guest, G., and Namey, E. (2005). *Qualitative Research Method; A Data Collectors Field Guide.* Family Planning International.

McFadden, L. (2008). New York's Quest for Excellence. *Educational Leadership*, *66*(2), 62-65 conforming to a single way of running a school is no longer synonymous with excellence.

McManamy, J. A. (1996). *Correlates of business students' perceptions of teaching excellence* (Order No. 9707204). Available from ProQuest Dissertations & Theses Full Text. (304300702). Retrieved from ProQuest.

Minor, L.C., Onwuegbuzie, A.J., Witcher, A.E., & James, T.L. (2002). Preservice Teachers' Educational Beliefs and Their Perceptions of Characteristics of Effective Teachers. *The Journal of Educational Research.*

Navarro, P., & Shoemaker, J. (2000). Performance and perceptions of distance learners in cyberspace. American Journal of Distance Education, 14, 15-35

Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students. San Francisco, CA: Jossey-Bass.

Patterson, N., Fischer, J., Francis, A., & Smith, C. (2008). The large work of small schools: Why social studies teachers and educators should care. *Theory & Research In Social Education*, *36*(1), 110-132. http://dx.doi.org/10.1080/00933104.2008.10473362

Pekarsky, D. (2009). Excellence in Teaching—Here Too , it Takes a Village. *Journal of Jewish Education*, *75*(3), 203-215.

Ponticell, J. A. (1991). *What's possible: Teachers' beliefs about teaching excellence and possibility* (Order No. 9132304). Available from ProQuest Dissertations & Theses Full Text. (303954111). Retrieved from ProQuest.

Roach, J., Milkman, M., & McCoy, J. (2015). Recent business doctorates' teacher training and perceptions of their preparedness to teach business courses. *Academy of Educational Leadership Journal, 19*(1), 1.

Schaughency, E. (2013, March). Warming the Emotional Climate of the Primary School Classroom. *New Zealand Journal of Psychology,42*(1).

Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed.). New York: Teachers College Press.

Shen, X., & Zhang, W. (2012). The Effect of Temperament on Emotion Regulation among Chinese Adolescents: The Role of Teacher Emotional Empathy. *International Education Studies IES,5*(3). doi:10.5539/ies.v5n3p113.

Shuhui, L., & Yunchen, H. (2014). Examining Teaching Charisma and Its Relation to Student Engagement. *Cross - Cultural Communication, 10*(6), 1.

Silver, F. (2015). *Why Is It Important for Teachers to Have Good Communication Skills?*. *Work.chron.com*. Retrieved 20 September 2016, from http://work.chron.com/important-teachers-good-communication-skills-10512.html.

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology, 55*(4), 571-581.

Skelton, A. (2004). Understanding 'teaching excellence' in higher education: a critical evaluation of the National Teaching Fellowships Scheme. *Studies In Higher Education*, *29*(4), 451-468.

Smart, D. T., Kelley, C. A., & Conant, J. S. (2003). Mastering the art of teaching: Pursuing

    Excellence in a new millennium. *Journal of Marketing Education, 25*(1), 71-78.

    Retrieved from ProQuest.

Smimou, K. K., & Dahl, D. W. (2012). On the Relationship between Students' Perceptions of

    Teaching Quality, Methods of Assessment, and Satisfaction. *Journal of Education for*

    Business, *87*(1), 22-35.

Smith, G. C., Sorenson, C., Gump, A., Heindel, A. J., Caris, M., & Martinez, C. D. (2011).

    Overcoming student resistance to group work: Online versus face-to-face. The Internet

    and Higher Education, 14, 121-128.

Smith, M. K. (2002). 'Malcolm Knowles, informal adult education, self-direction and

    andragogy'. *The Encyclopedia of Informal Education.*

Spence, J. C. (2005). *Effective leadership practices of undergraduate teaching professors.*

Stevens, R. H., & Dickerson, M. (2013). Meeting the Needs of Business: Assessing Market Need

    and Demand for a Graduate Level Diversity Concentration. *Business Renaissance*

    Quarterly, 8(2/3), 55.

Stivers, B. P., & Onifade, E. (2014). Student Perceptions of Introductory Accounting and the

    Accounting Profession. *Academy of Educational Leadership Journal, 18*(3), 49.

Stubenberg, P. A. (2013). *Descriptions of clinical teaching excellence in the first two years of*

    medical school: The views of academic and community-based preceptors (Order No.

    3589685). Available from ProQuest Dissertations & Theses Full Text. (1430500389).

    Retrieved from ProQuest.

Sussan, A. P., & Recascino, A. (2013). Distance Education: Challenges and Opportunities.

    Competition Forum, 11(2), 185.

Thompson, S. L. (2005). *Listen to the teacher: The voice of excellence. A biographical study of excellence in teaching.* (Order No. 3182398). Available from ProQuest Dissertations & Theses Full Text. (304984603). Retrieved from ProQuest.

Toldson, I. A. (2013). Historically Black Colleges and Universities Can Promote Leadership and Excellence in STEM (Editor's Commentary). *Journal Of Negro Education*, *82*(4), 359-367.

Troy, D. (2013). Engagement in a Community College Setting. *Community College Enterprise, 19*(1), 45.

Walsh, A. D., & Woosley, S. A. (2013). High Performers in Marketing and Advertising Majors: Do Their Perceptions of Business Programs Differ from Their Peers? *College Student Journal, 47*(3), 494.

Witziers, B., Bosker, R. J., & Krüger, M. L. (2011). Educational leadership and student achievement: The elusive search for an association. *Educational Administration Quarterly, 39*(3), 398-425.

Wium, A. & Louw, B. (2012). Continued professional development of teachers to facilitate language used in numeracy and mathematics. *SAJCD*, *59*(1). http://dx.doi.org/10.7196/sajcd.121

Yankowski, L. D. (1992). *Perceptions of teaching excellence in the Hawaii community college system* (Order No. 9306328). Available from ProQuest Dissertations & Theses Full Text. (304002374). Retrieved from ProQuest.