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Qualities of an Effective Teacher: The Perspectives of Tertiary-Level Students in Bangladesh

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Qualities of an Effective Teacher: The Perspectives of Tertiary-Level Students in Bangladesh

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Abstract- Effective teaching involves valuable interactions between teachers and students which can facilitate students' learning process. It makes a positive impact on the learners' learning process. Good teachers are a part and parcel of effective teaching. They can make a congenial learning environment inside the classroom and motivate their students. Effective instructors play a vital role in the academic field of tertiary-level students. They can guide their students to build up their academic as well as future professional skills. Good teachers can also increase the curiosity of the students to learn new things by implementing different teaching techniques inside the classroom. In a developing country like Bangladesh, some teachers are not qualified enough and they lack sufficient training. Effective teachers are inadequate in the context of Bangladesh. The main objective of this study is to identify the qualities that teachers should have to make their students efficient in every sphere of life. This study is also important for understanding the contributions of good teachers to students' academic performances. The researcher followed qualitative methods for this study. The researcher took semi-structured interviews of ten participants all drawn from a private university in Bangladesh. Based on primary data, the researcher found that teachers have both positive as well as negative qualities, for instance, classroom management, loving and monitoring their students, creating effective communication, biased, strict, and commercial mindset, etc. This study explored the qualities that students expect from their teachers, the challenges students face while becoming effective teachers, and some suggestions through which students can become good teachers in the future.

Keywords: effective teaching, teachers, training, qualitative methods, positive, negative qualities, effective communication.

I. INTRODUCTION

a) Importance of Effective Teachers

Teachers play a significant role in the lives of students. They provide knowledge to the students which is essential for their future careers. Effective teachers have a great impact on student's academic performances. Good teachers always try to monitor and assess their students in a proper way. They love their students and try to show them the right path in their lives. Block, Crochet, Jones & Papa (2012) explained twelve major characteristics of effective teachers. Among these characteristics are clarity, fruitful interaction with students, learner-centered class, leadership quality, and enthusiasm are the most

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important qualities of an effective teacher. Good teachers also help their students in various ways.

Effective and well-trained teachers try to apply different techniques to make the learning process interesting to the learners. In language classrooms, we can find many students who are shy and hesitate to talk with others. Efficient teachers try to provide task-based communicative activities to students so that introvert students can actively participate in those tasks. The assessment process also needs to be effective for the students. Teachers who know how to use Kahoot! platform inside the classrooms can use this to create a game-like environment among the language learners as well as they can also assess students' language proficiency through Kahoot! platform. According to Kaur & Naderjan (2019), Kahoot! was invented in 2013 and immediately became a global educational brand. Kahoot! also provides teachers around the world to track students' performances in the game and reassess and make relevant adjustments in their English teaching approach in some instances. Kaur & Naderjan (2019) also conducted a study in an international school situated in the northern region of Malaysia to examine students' experiences of using Kahoot application in their English language classes and mostly got positive responses from them. Most of the participants said that their teachers are well-trained and implemented Kahoot activity twice a week in English language learning classrooms to motivate their students. Moreover, in Bangladesh, effective teachers are essential for students' future welfare. They can guide their students in a proper way and encourage students to learn new things. In the following section, the researcher will explain the context of this study.

b) Bangladeshi Context

Teachers are important members of society. They not only teach their students prescribed knowledge but also give them lessons in practical life. In Bangladesh, teachers try to help their students to build up their future careers. Therefore, some of the teachers still lagging behind in terms of their efficiency. Some teachers do not get enough motivation for participating in Govt and non-govt. teacher training programs. Teacher Training colleges in Bangladesh organize a lot of training programs but the teachers do not willingly participate in those programs (Walid, 2022). For this lack of experience, Bangladeshi teachers cannot implement interactive classroom activities for their students. In most



of the schools and colleges of Bangladesh, we can see teachers follow the traditional method to teach their students.

Teachers mostly follow the Grammar Translation Method inside the classrooms which is based on books. They do not give their students enough opportunities to participate in classroom discussions rather they depend on their own lectures. Therefore, some teachers also do not monitor and assess their students' performances properly. Bangladeshi teachers need proper knowledge of how to make their classes interactive to increase their students' curiosity in learning. Moreover, digital literacy is also important to become an effective teacher. Many Bangladeshi teachers do not know the use of technological tools inside the classroom which can make their class communicative for their students. Bangladeshi teachers poorly use technological tools in pedagogical practice because they only use ICT for transferring knowledge without taking care of learners' learning process (Walid, 2022). This study will explore Bangladeshi tertiary-level students' perceptions of effective teachers, the challenges students might face in becoming good teachers, and the ways of becoming efficient English teachers in the Bangladeshi context.

II. LITERATURE REVIEW

The chapter represents existing literature on the qualities of good teachers from the perspectives of students who belong to various countries and the challenges of becoming efficient teachers. This chapter also explains the information gap in the existing literature.

a) Qualities of a Good Teacher

There is a proverb that, "Every coin has two sides." A person has both positive as well as negative qualities. A teacher is an important member of our society and is considered the backbone of a nation. A good teacher is always respected by his/her students in every sphere of life. Bandara & Atchuthan (2017) conducted a study with 100 Sri Lankan grade eight students. They expected their teachers to explain their lessons with clarity, express love to the students, be gentle and kind in behavior, have pleasant personalities, and motivate their students. Sri Lankan students also want their teachers to be free to communicate with them in class discussions. 80% of Sri Lankan students mentioned that their teachers explain their lessons in class in a systematic way and for this reason, students can understand their lessons easily. About 50% of Sri Lankan students expect their teachers to be good people, which will encourage them to respect their teachers (Bandara & Atchuthan, 2017). Effective teachers always try to inspire their students to think critically and work collaboratively with other classmates.

Alzobiani (2020) did research on the qualities of good teachers with 150 students and 40 teachers from public intermediate schools in Saudi Arabia. They stated that maintaining good teacher-student relationships is also a significant quality of efficient teachers. Teachers also need to show good moral character to their students so that students can learn from them.

Moreover, Saudi Arabian students think that teachers need to show friendly attitudes toward their students so that learners can participate in classroom activities without any hesitation (Alzobiani, 2020). Sometimes we can see teachers become biased toward good students but it is not a good quality of a teacher. According to Alzobiani (2020), Saudi Arabian students think that teachers need to engage all students in the learning process and teachers should have good knowledge of the particular subject that they are going to teach their students.

According to Alzobiani (2020), teachers should have the ability to receive criticism from their students for their self-improvement. Saudi Arabian students think that, good teachers always encourage their students to express their opinions freely inside the classroom (Alzobiani, 2020). Apart from Saudi Arabia, teachers from abroad also mentioned some of the distinctive qualities of an effective teacher.

International instructors try to make their lectures as communicative as possible by implementing various game-based activities. Sahin & Adiguzel (2012) conducted a study on foreign teachers who work in the United States of America. They are experienced, computer teachers of grades 4-12 from a renowned school in the USA. International teachers think that good teachers should enjoy their teaching process. They also mentioned in their interview session that effective teachers should have the ability to make study materials enjoyable to their students. Well-trained teachers always try to encourage all of their students to actively participate in group discussions (Sahin & Adiguzel, 2012). Therefore, in a non-western country like Bangladesh, students expect certain qualities from their teachers.

Tuhin, Haque, Islam, Rab & Uddin (2019) conducted a study on primary school teachers and students in Bangladesh. The researchers followed mixed methods for their study. From the survey, more than half of the total Bangladeshi primary school teachers do not understand Communicative Language Teaching Method effectively and take help from guidebooks. In most cases, Bangladeshi teachers do not give their students enough opportunities to express their opinion. They rely on books and their own lectures which are not beneficial for their students' progress. This happens for the lack of training and experience. In urban areas of Bangladesh, we can see university teachers are more experienced than primary/secondary-level

teachers. Therefore, aspiring Bangladeshi teachers need to work hard to achieve desired qualities of an effective teacher through proper training and motivation. The researchers will explain the challenges students might face while becoming good English teachers in the next section.

b) Challenges of becoming Efficient Teachers

Hard work is essential for becoming an effective teacher. Teachers need to conquer certain qualities so that they can get proper love and respect from their students. A teacher cannot achieve those qualities in one day rather they need to gather experiences from various places. Before joining the teaching profession, aspiring teachers should become competent in a particular subject that they are going to teach their students. According to Dwivedi (2012), without having proper knowledge of a particular subject one cannot become an effective teacher. Therefore, content knowledge plays a significant role in the career of new teachers. Moreover, a strong academic background can make teachers efficient in their teaching profession.

Teachers who have poor academic backgrounds cannot become successful teachers (Dwivedi, 2012). For instance, for private university M.A students if the university authority recruits only S.S.C pass teachers then students will not get their desired benefits and teachers will also face problems while delivering their lectures. Advanced level knowledge is important for Master's level teachers. In addition, if teachers are well-trained and have strong academic backgrounds they can use interesting materials for their students inside the classroom. Dwivedi (2012) in his article stated that a lack of up-to-date books and materials can hamper students' learning process. Moreover, teachers should not only rely on books rather they should make their classes interactive for their students.

Dwivedi (2012) also mentioned that proper communication is needed among teachers- students inside the classroom. Introvert teachers cannot become effective teachers in the context of Bangladesh. Teacher-centered strategies mostly dominate the classroom (Dwivedi, 2012). If we consider Bangladeshi classrooms, most of the strategies are only teacher-oriented. This may create a challenging situation for the students because they will not get enough opportunities to share their ideas with their teachers. Teachers should adopt teacher- students-oriented strategies in which teachers and students both can participate in classroom discussions. Students can express their opinions and teachers can monitor their progress in learning. Therefore, teacher-centered techniques need to be avoided by effective teachers. In the next part, the researcher will explain the information gap in the existing literature.

c) Research Gap

It appears from the existing literature that teachers have positive as well as negative qualities. The existing literature reveals students' and teachers' perspectives on the characteristics of effective teachers who belong to various countries, for instance, the USA, Sri Lanka, Saudi Arabia, and Bangladesh. The literature review section also explains the obstacles that teachers may face while becoming good teachers. The researcher mentioned some of the challenges, for example, lack of content knowledge, poor academic background, lack of communication skills, etc. Academic research on the qualities of an effective teacher: Perspectives of tertiary-level students is inadequate in the context of Bangladesh. None of the researchers mentioned the leadership quality of a teacher, its importance and the negative qualities of a teacher in their articles. This study will explore the qualities that Bangladeshi tertiary-level students expect from their teachers, and the challenges that aspiring teachers may face while becoming effective teachers in Bangladesh. Moreover, the researchers in the existing literature followed quantitative and mixed methods. In this study, the researcher will follow qualitative methods to get in-depth insights from the participants.

III. METHODOLOGY

a) Research Design

Qualitative research method was used to conduct this research. The main feature of qualitative method is to investigate a central problem and develop an elaborate understanding of that problem. (Creswell, 2012). This research method is useful for the researcher to collect in- depth information from the participants. The researcher chose the inductive approach for this study. The purpose of using an inductive approach is that this approach can generate reliable and valid findings by scrutinizing qualitative data and the inductive approach is easier than other approaches in analyzing qualitative data. (Thomas, 2006). The researcher collected participants' opinions through semi-structured interviews to collect detailed information. The following section will highlight the research questions of this study.

b) Research Questions

The research questions of this study are:

1. What are the qualities Bangladeshi tertiary-level students expect from their teachers?
2. How do aspiring teachers (tertiary-level students) become effective teachers?

c) Participants

Choosing an appropriate sampling technique is essential for conducting a research.

Purposive homogenous and snowball sampling techniques were adopted for the study. According to



Patton (2015), in purposive homogenous sampling technique the researcher selects cases that are very similar to study the characteristics they have in common. The researcher must choose participants with similar characteristics. The researcher chose homogenous sampling technique because the main criterion of selecting participants was to choose Bangladeshi students who want to choose teaching as their future career path. The reason behind choosing this criterion is that if the students know about the

Their pseudonyms are given below:

Participants' Table

| Name (pseudonyms) | Background |
|-------------------|---------------|
| Ratul | Bangla medium |
| Shafiqul | Bangla medium |
| Sreetoma | Bangla medium |
| Rajib | Bangla medium |
| Nipa | Bangla medium |
| Anjie | Bangla medium |
| Sandip | Bangla medium |
| Sidhu | Bangla medium |
| Pinky | Bangla medium |
| Torsha | Bangla medium |

In addition, the researcher selected snowball sampling technique for this research. Researchers use snowball sampling when it is difficult to reach to the expected population for this study. (Anieting & Mosugu, 2017). Teaching is a well-known profession for Bangladeshi students. For this reason, the researcher followed snowball sampling technique. The researcher first posted in different Facebook groups to ask those students who want to choose teaching as their career path. One student responded to the post first. Then, the researcher contacted with the student via messenger and asked her whether she was free for the interview session. After getting her permission, the researcher took contact number of another student who want to choose teaching as his profession. Thus, the researcher could manage ten participants for the interview.

d) Instrument

Interview technique was used by the researcher to collect the data. According to Bolderston (2012), researchers take face-to-face qualitative interviews by listening and gaining information from participants. There are different kinds of qualitative interviews. Among those interviews E-mail or internet interview is a prominent one. Semi-structured interviews can be taken through electronic devices which include e-mail, instant

qualities an effective teacher should have, they can answer the interview questions related to the research topic. Other criteria were: (b) the students must be from private university where the medium of instruction is English and want to become teachers in future (c) their age range is 19-25 (d) they are from Bangla medium background and (e) they were found willing to be a part of this study. For the reasons mentioned above the participants are suitable for this research. Most of the participants are from Bangla medium background.

messaging, video-conferencing and others. The researcher took semi-structured interviews of ten participants from a renowned public university of Bangladesh through zoom application. The researcher made ten open-ended interview questions for the participants. In qualitative interviews researchers ask topic-related questions and noted down their answers (Creswell, 2012). This instrument made this research reliable.

e) Data Collection Procedure

After making ten interview questions the researcher did a pilot study. The researcher piloted the interview questions with three participants Rahim, Nashrah and Antonio (pseudonyms). The researcher chose these three students because these students did their thesis by using qualitative method in their postgrad level and had good knowledge on the patterns of interview questions.

Harding (2013) mentioned that if the researcher pilots the interview questions, he/she can get an opportunity to change any question which is not related to the research topic. Therefore, among ten participants one participant did not want to give face to face interviews via zoom meeting because of her hesitation to speak in English. For this reason the researcher took

her interview via e-mail. According to Creswell (2012), researchers send open-ended questions to the respondents through their e-mail by using internet facilities. The researcher sent the interview questions to that participant via e-mail and the participant replied.

The researcher then noted down her answers. The rest of the participants gave their interviews via zoom meeting. One-on-one interviews are good for those respondents who can speak without any hesitation. (Creswell, 2012). The researcher did a member checking to develop validity and credibility of the study at the last stage of data collection process. (Carlson, 2010).

f) Interpretation of Data

Qualitative thematic analysis is a method which is used to analyze qualitative data in this research. Thematic analysis is a process which identifies, analyzes, describes and presents themes within discussion part. (Braun & Clarke, 2006). The researcher adopted data analysis framework proposed by Braun & Clarke (2006) which consists of six steps. These steps are mentioned below:

Familiarization with collected data

In this phase, the researcher read transcript or listen to video recordings to become aware of the information. She read the answers of the interview questions thoroughly.

Generating Initial Codes

This phase scientifically analyzes data through codes. Qualitative coding helps the researcher to effectively classify the excerpts of the qualitative data. (Savage, 2000). The researcher tried to find out interpretive codes from the answers.

Searching for Themes

After coding data the researcher searched for similar codes to generate themes. King (2004) stated that, predefined codes need to be identified first. The researcher found major themes from the similar codes.

Reviewing Themes

Themes need to have connection with coded data. Then, the researcher reviewed the coded data to find coherence with themes. (Braun & Clarke, 2006).

Defining and naming themes

In here, the researcher gave names to each of the themes. She gave enough time to name the themes. King (2004) suggested that before finalizing themes it needs to be evaluated at least twice. After evaluating the data and codes the researcher finalized themes of the study.

Producing the report

After establishing themes, the researcher began to write the final report. (Braun & Clarke, 2006). Thorne (2000) encouraged that researchers need to develop the findings in a systematic process which will make the results believable.

g) Ethical Consideration

While seeking permission from the respondents the researcher explained the purpose of this research to them (Creswell, 2012). As the participants are classmates of the researcher, she (the researcher) asked for the permission of the participants through messenger chat and told them the purpose of the research. In addition, the researcher used pseudonyms of the participants in this study.

IV. FINDINGS AND DISCUSSIONS

a) Leadership Quality

Teachers interact with their students on a daily basis and for this reason, they can make the best decisions for their students. Leadership quality does not only mean that teachers should guide their students in a proper way, but it also includes the qualities of motivating and making their students courageous and committed to their passion. Among ten students, Rajib who is a private university student in Bangladesh mentioned in the interview session that effective teachers need to be good leaders so that they can give instructions to their students properly. He also added that for the improvement of our education system teachers need to develop leadership quality which includes showing good communication skills, passion, commitment, and creativity toward their students. Teachers should encourage their students to actively participate in innovative classroom activities, for instance, role-play, information gap activities, impromptu or group presentations, etc. Another female student in the interview session also agreed that teachers should have leadership qualities because if a teacher can become a good leader, he/she can control the class and manage any kind of worst situation inside the classroom. For example, if a student becomes sick inside the classroom only a teacher can take the necessary steps to keep the student comfortable inside the classroom. Apart from some positive comments, the researcher also got some negative comments in the interview session.

Anjie who is a female student from a public university in Bangladesh asserted that the education system in Bangladesh has a common situation where teachers get leadership abilities by default. So, rather than leadership ability, she thinks teachers should gain more skills in monitoring and mentoring their students. From the researcher's perspective, she also agrees with the interviewee to some extent that a teacher needs leadership quality but he/she needs to pay more attention to monitoring his/her students in a proper way. From the literature review section, the researcher identified that Tuhin, Haque, Islam, Rab & Uddin (2019) conducted a study on primary school teachers and students in Bangladesh. From that study, they found that more than half of the total Bangladeshi primary





school teachers do not understand Communicative Language Teaching Method effectively and take help from guidebooks. Therefore, if Bangladeshi teachers cannot communicate with their students, how they can lead their students and monitor their students' learning processes which will remain a big question for us.

Moreover, another male student mentioned that leadership quality is not that important for an effective teacher rather he/she should focus on improving his/her teaching process. This quality is also important for an effective teacher. A teacher should have the ability to communicate with his/her students effectively which will make him/her a good teacher in the future.

b) Effective Communication

Effective teaching needs good communication skills. Teachers should give their students opportunities first to share their opinions inside the classroom to remove their hesitation. The researcher asked her interviewees whether their teachers effectively communicate with them inside the classroom. One male student (Ratul) mentioned that teachers make their classes interactive. They allow students to creatively choose topics and give them the freedom to speak up in class. However, they make effective communication by giving feedback on assignments or midterm scripts individually inside the class. Individual feedback is beneficial for the learners' betterment. According to Alzobian (2020), Saudi Arabian students think that teachers need to engage all students in the learning process which the researcher stated in the literature review section. Therefore, it can be said that grabbing the attention of the students is also a big quality of an effective teacher. Moreover, the researcher received one negative comment from a female participant.

She is a student at a public university in Bangladesh. She mentioned that her teachers do not communicate with students effectively inside the classroom because they do not have good communication skills. They do not implement task-based activities for their students and for this reason students are lagging behind. The researcher agrees with this statement that if teachers can not use interactive and real-life-based activities for their students they cannot develop their communication skills properly. Moreover, another respondent mentioned that her instructor makes communication with students effective inside the classroom. When she raises her hand to ask a question inside the classroom her teacher immediately answers that question but online communication is not effective all the time. Sometimes Zoom and Google meet applications do not have options to ask questions and teachers sometimes do not answer emails from their students. For this reason, skilled teachers are always good at communication skills. Therefore, having a good relationship between the teacher and students is

also essential. In the following section, the researcher will discuss the teacher-student relationship.

c) Teacher - Student Relationship

Teacher-student relationship should be a positive relationship between the teacher and students inside the classroom. If teachers want to create positive vibes among the students they need to talk to them freely. Well-trained teachers can implement interactive classroom activities for their students in which students can actively participate without any hesitation. A male student from a private university in Bangladesh mentioned that there should be respect between the teacher and the students. The students should be able to speak in the classroom without fear of being rebuked or demeaned by their teacher. Some teachers try to demean their students when they make mistakes. Teachers should try to teach their students effectively so that they cannot make errors frequently.

Another female student asserted in the interview session that: A student-teacher relationship in the classroom is a positive relationship between the teacher and the student to gain trust and respect from each other. This relationship may consist of getting to know their students better, providing choices, and encouraging them to become stronger everyday learners. By doing these, teachers respect their students, value their individuality, and be polite. A positive relationship with students helps them become more successful in the classroom and makes it a safe and welcoming environment for all. Teachers can create a game-like environment for their students inside the classroom through various activities for instance, group work, pair work, Duolingo test, Kahoot! test etc. Another female participant defined the teacher-student relationship in one line that the teacher-student relationship needs to be a formal and learning- oriented relationship that can inspire the students to learn new things. In the interview session, a female interviewee said that student and teacher relationships should never reflect the relationship between superior and inferior. She has experienced several classes where the students do not dare to ask questions to the teacher. Similarly, teachers create an environment where he has the reign to control everything. Especially, math subjects, where teachers are adamant to follow his rule only. This results in two negative ways, one is the demolition of the student-teacher relationship and another is students forces themselves to memorize the math solutions. Therefore, it can be said that teachers should not create fear in students' minds rather they should try to remove the fear and hesitation from their minds so that they can become extroverts. If teachers want to develop good relationships with their students, they must have some significant qualities. In the following section, the researcher will discuss some

qualities of an effective teacher that the tertiary-level students mentioned in the interview session.

d) *Qualities of an Effective Teacher*

Teachers have positive as well as negative qualities in the teaching and learning process.

Teachers who have positive qualities can achieve respect and love from their students. One respondent in the interview session said that the most important quality that the teacher should have is pedagogical knowledge. They should be able to create a friendly environment inside the classroom and their content knowledge is important. It is okay if they do not have much digital literacy, but they should at least be able to check scripts online via Microsoft Word. The researcher agrees with this statement that teachers should have knowledge of classroom management and should know how to make the classroom environment convenient for the students. On the contrary, a female participant in the interview session mentioned that the essential qualities of an effective teacher are they should have great skill in communicating with their students. They should have listening and collaborative attributes as well. Teachers should have empathy and patience toward their students. Being organized, prepared, and positivity these qualities can significantly impact students. Apart from these qualities, some negative qualities of a teacher can be considered as barriers to students' learning process.

A male interviewee said that some teachers are strict and humiliate their students. They do not give positive feedback to their students. The researcher partially agrees with this statement that all teachers do not demean students. Teachers who have a good personalities and training always support their students. On the contrary, egoist teachers try to dominate their students. Another female respondent almost asserted the same negative qualities of a teacher. She said that: Some negative qualities of a teacher include not treating students equally inside the classroom, being disorganized, being less resourceful, discouraging students from asking questions, and being authoritarian in class. The researcher thinks that Bangladeshi school, college, or university teachers sometimes become biased toward meritorious students. This quality needs to be avoided by the teacher. Another female respondent mentioned that Bangladeshi teachers have too much commercial mindset (Coaching-oriented teaching) and lack of patience and anger these qualities of a teacher are harmful to their students. Teachers should try to implement real-life based tasks so that students can use that language in various situations. Moving on to the next section, the researcher will suggest some ways through which students can find efficient teachers.

e) *Recommendations*

It is not an easy task to become an effective teacher. In the interview session, one interviewee suggested that Bangladeshi Government should provide more teacher training (as it is inadequate), increase salary (as it is very low), and sometimes monitor teachers (to make sure teaching quality is high) for effective teaching. In Bangladeshi society, teachers do not get much respect from others. People differentiate public and private university teachers because there is a mindset that public university teachers are more highly qualified than private university teachers. Not only teachers but also private university students are marginalized by public university students. These are wrong ideas that people create in our society. All teachers and students need to be treated equally. Moreover, one male participant mentioned that Bangladeshi Government must improve teacher quality by providing training and equipping them with modern teaching aids, tools, and methodologies such as smart classrooms and digital course content. Taking proper and summative assessments will provide a better understanding of the child. Individual differences should be considered while preparing the evaluation tools for critical/higher-order thinking skills. The researcher thinks that the researcher should have the ability to support and understand their students' weaknesses. According to those weaknesses, teachers should take the necessary steps. In the next section, the researcher will draw a conclusion.

V. CONCLUSION

In concluding remarks, it can be said that teachers are an integral part of our society. Without effective teachers, students cannot make progress in their academic fields. In Bangladesh, most of the teachers are not skilled enough to teach their students properly. To become good teachers, they must achieve some prominent qualities. In the interview session, Bangladeshi tertiary-level students mentioned some important points on the qualities they expect from their respected teachers. Teachers should have quality of class and time management, show love towards their students, create a friendly environment for the students, and finally teachers should guide their students in a proper way. On the contrary, participants mentioned some negative qualities of teachers, for instance, demotivating their students, negative feedback, and a coaching-oriented mindset. Of this commercial mindset, students do not get authentic study materials and lag behind in their learning process. Therefore, students also suggested some ways through which students can become efficient teachers. Teaching needs to be considered as a prestigious profession in our society like other professions. Government should arrange enough training facilities and high wages for the

teachers. Moreover, effective teachers can create a positive impact on students' lives. Therefore, teachers need to have the quality to engage their students in class lectures so that students can increase their curiosity to learn new things.

Students who want to become future teachers should be highly qualified as well as they should have good personality which can help students to retain their attention in studies.

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INTERVIEW QUESTIONS

1. Please share your educational background.
2. Age:
3. University: A. Public B. Private
4. Medium of Instructions: A. Bangla B. English C. Both
5. Does your teacher effectively communicate with you? If your answer is "yes" can you explain how?
6. What are the important qualities of an effective teacher according to you?
7. Would you please share your thoughts about the "teacher-student relationship" inside the classroom?
8. Do you think that teachers should have *leadership quality*? If your answer is yes, can you explain why?
9. Would you please mention some *negative qualities* of a teacher?
10. What are the steps the *Bangladeshi Government* can take to make the teachers efficient for the students? Explain briefly.