

CrossRef DOI of original article:

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

Maisha Sadaf¹

¹ Dhaka University Campus

Received: 1 January 1970 Accepted: 1 January 1970 Published: 1 January 1970

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.

Index terms— effective teaching, teachers, training, qualitative methods, positive, negative qualities, effective communication.

1 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 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

5 A) QUALITIES OF A GOOD TEACHER

42 actively participate in those tasks. The assessment process also needs to be effective for the students. Teachers
43 who know how to use Kahoot! platform inside the classrooms can use this to create a game-like environment
44 among the language learners as well as they can also assess students' language proficiency through Kahoot!
45 platform. According to Kaur & Naderjan (2019), Kahoot! was invented in 2013 and immediately became a
46 global educational brand. Kahoot! also provides teachers around the world to track students' performances in
47 the game and reassess and make relevant adjustments in their English teaching approach in some instances. Kaur
48 & Naderjan (2019) also conducted a study in an international school situated in the northern region of Malaysia
49 to examine students' experiences of using Kahoot application in their English language classes and mostly got
50 positive responses from them. Most of the participants said that their teachers are well-trained and implemented
51 Kahoot activity twice a week in English language learning classrooms to motivate their students. Moreover, in
52 Bangladesh, effective teachers are essential for students' future welfare. They can guide their students in a proper
53 way and encourage students to learn new things. In the following section, the researcher will explain the context
54 of this study.

55 2 b) Bangladeshi Context

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

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

75 3 II.

76 4 Literature Review

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

80 5 a) Qualities of a Good Teacher

81 There is a proverb that, "Every coin has two sides." A person has both positive as well as negative qualities. A
82 teacher is an important member of our society and is considered the backbone of a nation. A good teacher is
83 always respected by his/her students in every sphere of life. Bandara & Atchuthan (2017) conducted a study with
84 100 Sri Lankan grade eight students. They expected their teachers to explain their lessons with clarity, express
85 love to the students, be gentle and kind in behavior, have pleasant personalities, and motivate their students.
86 Sri Lankan students also want their teachers to be free to communicate with them in class discussions. 80% of
87 Sri Lankan students mentioned that their teachers explain their lessons in class in a systematic way and for this
88 reason, students can understand their lessons easily. About 50% of Sri Lankan students expect their teachers
89 to be good people, which will encourage them to respect their teachers (Bandara & Atchuthan, 2017). Effective
90 teachers always try to inspire their students to think critically and work collaboratively with other classmates.

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

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

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

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

112 Tuhin, Haque, Islam, Rab & Uddin (2019) conducted a study on primary school teachers and students in
113 Bangladesh. The researchers followed mixed methods for their study. From the survey, more than half of
114 the total Bangladeshi primary school teachers do not understand Communicative Language Teaching Method
115 effectively and take help from guidebooks. In most cases, Bangladeshi teachers do not give their students enough
116 opportunities to express their opinion. They rely on books and their own lectures which are not beneficial for
117 their students' progress. This happens for the lack of training and experience. In urban areas of Bangladesh,
118 we can see university teachers are more experienced than primary/secondary-level teachers. Therefore, aspiring
119 Bangladeshi teachers need to work hard to achieve desired qualities of an effective teacher through proper training
120 and motivation. The researchers will explain the challenges students might face while becoming good English
121 teachers in the next section.

122 **6 b) Challenges of becoming Efficient Teachers**

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

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

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

147 **7 c) Research Gap**

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

160 8 III.

161 9 Methodology a) Research Design

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

170 10 b) Research Questions

171 The research questions of this study are:

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

174 11 c) Participants

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

176 Purposive homogenous and snowball sampling techniques were adopted for the study. According to Patton
177 (2015), in purposive homogenous sampling technique the researcher selects cases that are very similar to study
178 the characteristics they have in common. The researcher must choose participants with similar characteristics.
179 The researcher chose homogenous sampling technique because the main criterion of selecting participants was
180 to choose Bangladeshi students who want to choose teaching as their future career path. The reason behind
181 choosing this criterion is that if the students know about the qualities an effective teacher should have, they can
182 answer the interview questions related to the research topic. Other criteria were: (b) the students must be from
183 private university where the medium of instruction is English and want to become teachers in future (c) their age
184 range is 19-25 (d) they are from Bangla medium background and (e) they were found willing to be a part of this
185 study. For the reasons mentioned above the participants are suitable for this research. Most of the participants
186 are from Bangla medium background.

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

195 12 d) Instrument

196 Interview technique was used by the researcher to collect the data. According to Bolderston (2012), researchers
197 take face-to-face qualitative interviews by listening and gaining information from participants. There are different
198 kinds of qualitative interviews. Among those interviews E-mail or internet interview is a prominent one. Semi-
199 structured interviews can be taken through electronic devices which include e-mail, instant messaging, video-
200 conferencing and others. The researcher took semi-structured interviews of ten participants from a renowned
201 public university of Bangladesh through zoom application. The researcher made ten open-ended interview
202 questions for the participants. In qualitative interviews researchers ask topic-related questions and noted down
203 their answers (Creswell, 2012). This instrument made this research reliable.

204 13 e) Data Collection Procedure

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

209 Harding (2013) mentioned that if the researcher pilots the interview questions, he/she can get an opportunity to
210 change any question which is not related to the research topic. Therefore, among ten participants one participant
211 did not want to give face to face interviews via zoom meeting because of her hesitation to speak in English.
212 For this reason the researcher took her interview via e-mail. According to Creswell (2012), researchers send
213 open-ended questions to the respondents through their e-mail by using internet facilities. The researcher sent the
214 interview questions to that participant via e-mail and the participant replied.

215 The researcher then noted down her answers. The rest of the participants gave their interviews via zoom
216 meeting. One-on-one interviews are good for those respondents who can speak without any hesitation. (Creswell,

217 2012). The researcher did a member checking to develop validity and credibility of the study at the last stage of
218 data collection process. (Carlson, 2010).

219 **14 f) Interpretation of Data**

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

224 **15 Familiarization with collected data**

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

227 **16 Generating Initial Codes**

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

231 **17 Searching for Themes**

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

234 **18 Reviewing Themes**

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

237 **19 Defining and naming themes**

238 In here, the researcher gave names to each of the themes. She gave enough time to name the themes. King
239 (2004) suggested that before finalizing themes it needs to be evaluated at least twice. After evaluating the data
240 and codes the researcher finalized themes of the study.

241 **20 Producing the report**

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

245 **21 g) Ethical Consideration**

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

250 IV.

251 **22 Findings and Discussions a) Leadership Quality**

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

266 Anjie who is a female student from a public university in Bangladesh asserted that the education system in
267 Bangladesh has a common situation where teachers get leadership abilities by default. So, rather than leadership

24 C) TEACHER -STUDENT RELATIONSHIP

268 ability, she thinks teachers should gain more skills in monitoring and mentoring their students. From the
269 researcher's perspective, she also agrees with the interviewee to some extent that a teacher needs leadership
270 quality but he/she needs to pay more attention to monitoring his/her students in a proper way. From the
271 literature review section, the researcher identified that Tuhin, Haque, Islam, Rab & Uddin (2019) conducted a
272 study on primary school teachers and students in Bangladesh. From that study, they found that more than half
273 of the total Bangladeshi primary school teachers do not understand Communicative Language Teaching Method
274 effectively and take help from guidebooks. Therefore, if Bangladeshi teachers cannot communicate with their
275 students, how they can lead their students and monitor their students' learning processes which will remain a
276 big question for us.

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

281 23 b) Effective Communication

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

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

303 24 c) Teacher -Student Relationship

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

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

328 become extroverts. If teachers want to develop good relationships with their students, they must have some
329 significant qualities. In the following section, the researcher will discuss some qualities of an effective teacher
330 that the tertiary-level students mentioned in the interview session.

331 **25 d) Qualities of an Effective Teacher**

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

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

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

356 **26 e) Recommendations**

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

371 V.

372 **27 Conclusion**

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

27 CONCLUSION

387 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.

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

Figure 1: Table Name

388

389 [Age] , Age .

390 [Kaur and Naderjan ()] , P Kaur , R Naderjan . *Kahoot! In the English Language Classroom. South East Asia Journal of Contemporary Business, Economics and Law* 2019. 20 (6) p..

391

392 [Thomas ()] 'A General Inductive Approach for Analyzing Qualitative Evaluation Data'. D R Thomas . 10.1177/1098214005283748. *American Journal of Evaluation* 2006. 27 (2) p. .

393

394 [Tuhin et al. ()] *Ambiguity in Understanding of Teachers and Students on creative Method Effectiveness: A Study on Primary Schools in Bangladesh*, J Tuhin , I Haque , M S Islam , Rab , S Uddin . 10.1177/1098214005283748. 2019. p. . Center for Pedagogy (CD), Independent University

395

396

397 [Carlson ()] 'Avoiding Traps in Member Checking'. J Carlson . *The Qualitative Report* 2010. 15 (5) p. .

398 [Block et al. ()] E Block , F Crochet , L Jones , T Papa . *The Importance of Teachers' Effectiveness. Creative Education*, 2012. p. .

399

400 [Bandara and Atchuthan ()] 'Characteristics of Good Teachers: Grade Eight Students' Perspective'. S Bandara , Y & Atchuthan . *Proceedings of 7 th International Symposium, SEUSL*, (7 th International Symposium, SEUSL) 2017. p. .

401

402

403 [Anieting and Mosugu ()] 'Comparison of Quota Sampling and Snowball Sampling'. A E Anieting , J K Mosugu . *An International Multidisciplinary Research e-Journal* 2017. 3 (3) p. .

404

405 [Bolderston ()] 'Conducting a Research Interview'. A Bolderston . *Journal of Medical Imaging and Radiation Science* 2012. 43 p. .

406

407 [Creswell ()] J W Creswell . *Educational Research: Planning, conducting and Evaluating Quantitative and Qualitative Research*, (Thousand Oaks, CA) 2012. Pearson Publications. Inc. (th ed.)

408

409 [Do you think that teachers should have leadership quality? If your answer is yes, can you explain why?] *Do you think that teachers should have leadership quality? If your answer is yes, can you explain why?*,

410

411 [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?]

412

413

414 [Sahin and Adiguzel ()] 'Effective Teachers' Qualities from International Teachers'. A Sahin , T Adiguzel . <http://researchgate.net/publication/26557368> *Perspectives* 2012. p. .

415

416 [King ()] *Essential Guide to qualitative methods in organizational research*, N King . 2004. London, UK: Sage.

417 [Interview Questions] *Interview Questions*,

418 [Savage ()] 'One voice, different tunes: Issues raised by dual analysis of a segment of qualitative data'. J Savage . *Journal of Advanced Nursing* 2000. 31 p. .

419

420 [Patton ()] M Q Patton . *Qualitative Research and Evaluation Methods*, (Thousand Oaks, CA) 2015. Sage Publications. (th ed.)

421

422 [Please share your educational background] *Please share your educational background*,

423 [Harding ()] *Qualitative data analysis: From start to finish*, L Harding . 2013. Thousand Oaks, CA: Sage Publications.

424

425 [Thorne and Walid ()] 'Teacher Education in Bangladesh: Key Challenges and Possible Solutions. Institute of education and research'. S Thorne , S E Walid . <https://www.researchgate.net/publication?36529799> *Evidence Based Nursing* 2000. 2022. 3 p. . University of Dhaka (Data Analysis in qualitative research)

426

427

428

429 [Dwivedi ()] 'Teacher Education: Issues and Challenges in India'. S K Dwivedi . *Gyanodaya: The Journal of Progressive Education* 2012. 5 (2) p. .

430

431 [Alzobiani ()] *The Qualities of Effective Teachers as Perceived by Saudi EFL Students and Teachers*, I Alzobiani . 10.5539/elt. <http://doi.org/10.5539/elt> 2020. Canadian Center of Science and Education. 13 p. .

432

433 [Braun and Clarke ()] 'Using Thematic Analysis in psychology'. V Braun , V Clarke . *Qualitative Research in psychology* 2006. 3 p. .

434

435 [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)]

436

437

438 [Would you please share your thoughts about the "teacher-student relationship] *Would you please share your thoughts about the "teacher-student relationship*, (inside the classroom?)

439