Research Article

Effective Teaching from Medical Basic Sciences Faculty Members' Perspective: A qualitative Study

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Abstract: Teaching is one of the most important components of education around the world is very complex and multi-dimensional. So there is no agreement on its nature and effectiveness. Because of the importance and role of teachers in effective teaching, this study aimed to explore the views of faculty members about effective teaching.This qualitative study was done by using the conventional content analysis. In this study members of faculty of sciences at Fasa University of Medical Sciences were selected by purposive sampling and interviewed in a semi- structured and open method. Data saturation was reached after interviews with 9 participants. After data collection, recorded interviews were transcribed and reviewed. Data analysis was performed using conventional content analysis method. First primary codes were extracted and then same codes were categorized in a class together. Then basic classes of similar conceptual and semantic relationship were merged and eventually after frequent review of data, initial codes and classes, main themes were derived.By using of analyses of writings, four major themes which each had several sub- themes emerged. Main themes found in relation to effective teaching include teacher's competence, openness in communication with students, professional ethics, and predisposing factors.Results of this study show that teacher with academic proficiency , being up to dated and clinically experienced , through openness and flexibility in relation to the learner and utilizing the content in a variety of teaching methods , considering learner's rights can attract learner's interest and attention for active learning. Therefore in order to improve the effectiveness of teaching and learning it is recommended to consider these factors in the curriculum.

Keywords:effective teaching, teacher, qualitative study

INTRODUCTION

Teaching is one of the most important components of any professional education around the world [1], and is very complex [2], research on teaching has a long history and many researchers have identified the elements of an effective teaching, but as teaching is dynamic, multi-dimensional and complex [3] there is no agreement on its nature and effectiveness. Training the learners who would be the next generation of society is essential to the future development of the country. Teachers usually are the most important factor in learning.

One of the main tasks of the faculty members is teaching the students. Obviously the quality of the teaching can enhance motivation, vitality, and innovation and student performance [4]. Teacher's role is to provide the necessary context for learning, offer right experience to learner, and planning activities that learners engage intellectually and practically. Effective teaching in university education in dealing with multiple aspects [5].Parker Palmer argues that good teaching is the result of communication between the teacher and the subject, the learner and the interaction which is established in the class [6]. Teacher who is dominant it the theme but fails to communicate and express it in an understandable way, is like a heart surgeon who knows surgery very well but has not touched a surgical blade [7].Concerns about the quality of education in universities have led to numerous studies to investigate some features of teaching [8]. Ralph in his study has referred to the five characteristics of effective teaching from students' prospective. These features include: commitment to learners, knowledge of the topic, organizing and managing the environment, hope to improve, and cooperation with others [9].

Investigations in Iran have shown that the majority of studies in the field of effective teaching have been done using a quantitative approach [10] and that there has been a very limited number of qualitative studies in this field, and that most have focused on studying universal views related to effective teaching, and/or focused on some teaching strategies such as cultural factors effective in teaching [11], model-centered teaching [12], creative teaching [13], the role of human relations in teaching [14], and similar such things. NajafiKalyani et al. in a qualitative study established that effective teaching from the viewpoint of students involves preparation, dynamism, valuation, the individual characteristics of the teacher, preparation, evaluation, applicability of the content, and access to resources [15]. Mohadesi in his quantitative study demonstrated the differences between the views of students and professors in relation to indicators of effectiveteaching. In this study, the most important aspect of effective teaching from the viewpoint of students was effective communicational skills and from the viewpoint of professors was the method of teaching. [16]. Based on the studies of Shabani and Roki et al., there is a significant gap between the current quality of teaching and the desired conditions [17]. According to studies, despite the fact that professors are of the most effective factors in education, teaching at a university level is facing a lack of quality, and although many professors extraordinary professional skills, they lack the preparation, education, and techniques required for effective teaching. Many also have little knowledge about teaching models and theories [18],and teaching in universities is not always effective in making the learning of students possible. Therefore, considering that having a correct perception of teaching effects the classroom activities [17], and considering the importance of the role of professors as the most essential factor in teaching and student access to learning, this study aimed to explore the perceptions of professors on effective teachers.

METHODS
The current study took a qualitative approach and analyzed the content of contracts. In this study, in order to obtain information, strategic sampling was carried out. The academic staff of Fasa University of Medical Sciences underwent open and semi-structured interviews. After coordination with participants, interviews were conducted in the facultyoffice. During the interview, the purpose of the study and its confidentiality were emphasized and informed consent was gained to record theinterview. The interview commenced with a simple question regarding the participants' experiences in teaching, and, in line with the overall objective of the study, continued with a fundamental question regarding the "characteristicsof effectiveteaching". The duration of each interview was between45to90minutes. In order to obtain different

participant viewpoints, the participants varied in terms of work experience, gender and marital status. In this study, after interviews with 9participants, a saturation of information was achieved.Data analysis was performed using conventional contentanalysis. In order to analyze and assess the data obtained, the interview contents were transcribed andtyped. In order to gain deep familiarity with the contents, the interview transcripts were reviewed and studied many times. In order to identify key words and concepts within the interviews, the interview transcripts were reviewed line by line and a code was assigned to each key phrase or word.

Coding was done by using of words from the participants or the concept of the text. These codes in fact are the meaning of crucial terms of the participants' statements.

After examining the similarity of the extracted codes and removing similar codes, 140 different primary codes identified. Then similar primary codes were categorized in a class together and primary classes were formed.

Then primary classes which were similar in terms of conceptual and semantic relationship were merged together and named properly, classes were formed. Repeated revision of data, codes and primary yielded the formation of the main themes.

To increase the credibility and acceptability of data, long term interviews with participants, repeatedly reading of interviews and drowning in data, using of checking method which is returning a number of interviews to participants after coding them to evaluate agreement on the themes and interviews with participants who have teaching experience and different gender, were used.

In this study, in addition to the consent of participants and permission for the recording of the interview, anonymity of the participants at all stages of the research and releasing data was maintained. Participants were allowed to leave the study at any time as well.

FINDINGS:
In this study, views of the teaching faculty were categorized into four major themes; openness in communication with students, lecturer competence, professional ethics and Predisposing factors. These themes are listed below explaining the views of lecturers.

1-**Openness in communication with students**
Relationship with students and its key role in teaching were considered by participants in the study. The main

class consists of sub-classes of interaction, flexibility, friendly communication and students' acceptance.

Lectures believe interact with students can create opportunities for their participation and dynamism in training activities and will affect the quality of learning. Some comments by the participants in this concept are:
"...Act in a way in which student could express himself and his comment. In this situation, sometimes they even raise through their personal problems..."

Another participant stated:
"...Sometimes it's just the first day of classes and we start warning them just under these circumstances you can pass my course. We inspire our students that they come to pass a course but classroom should be part of social life so that student can feel comfort in it, trust it and participate in the whole process which is happening... "

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Participants in the study expressed that flexibility in relation to student helps to develop a student-centered learning environment and students will be encouraged to participate in learning.

One participant stated in this regard:
"...Considering boundaries in relation to the students can create gap between us and them and forms a domineering attitude, as if you are looking at them from a higher position..."

Or another participant stated:
"... Being tough and rough, will keep students away from us..."

From participant's perspective, emotional element in communication with students has a major role. They think in a friendly communicating situation, class would not be rough and will prevent students' impatience during teaching process. In this case, one participant stating:
"...Students expect lectures to sit with them and not just to come and give a speech but to chat to them at the same students' level and cheer them when meeting them, listen to students to see what they say and do so that their feeling is involved into the subject and they can interact with it... "

Participants stated that new generation of students have different behavioral characteristics in the field of learning and study that must be understood and accepted. One participant stated in this area:
"...Older lecturers should try to know this generation more. Cope with them, accept them, get along with and accept their spirit..."

Another participant stated:
"...Based on my experience, sometimes students are even considered to be rude! But they don't mean to bother you, their style is like that..."

Base on above comments, lecturer- students relationship, is fundamental in effective teaching and can be considered as the first duty of the lecturer which will not be only limited to the classroom. Therefore, to have effective teaching it is critical to minimize the relational gap in the teacher-student relationship. Too much rigor and determination would keep students far away from lecturers. Lecturers should establish a friendly and flexible relationship with students and listen to their comments to create an environment for their active participation in the learning process and in future it will help them not to have any problem in communication at work place.

From this point of view, in teaching a positive relationship with students can be taken as an advantage and if is accompanied with constructive interactions can help their academic development.

2-Lecturer competence
This main theme consists of several sub-themes including academic proficiency, skills and expertise in teaching and classroom management.

Participants in this study expressed that scientific proficiency of lecturer is one of the factors which can make teaching content attractive to students. In this context, one participant stated:
"...the first priority of lecturer should be teaching, rather than not being able to hold the classroom without books and slide..."

Participants in this study believe lecturer proficiency can enhance teacher's responsibility to meet the students' educational needs. One of the participants in this regard stated:
"...I ask my experiences as a scenario, a question or in a way that students may get involved in it practically which will be remembered by students in her/his bedside situation better..."

Participants acknowledged that the combination of theoretical and practical skills while teaching represents teacher's proficiency and it has

positive impacts on teaching and learning. One of the participants in this regard stated that:
"...We put fortha series ofgeneraltheories.... we make them so complicated.....soyoucansee thatdoctor are bewilderedif thepatienthadmalaria? Or if the goods have trouble?...".

In the words of the teachers participating in the study, using appropriate strategies is of essence for teaching, and teachers need to learn how to learn. One of the participants commented in this regard as follows:
"... Science issomethingchanging and current. ...In the future,theywillgo out from theinstitutes and play theirroles.In fact,they mustlearnhowtolearn in ordertomeet their educationalneeds later..."

Anotherparticipantsaid:
"...Why do we thinkthat weshouldalways push them? A student should take 90% responsibility of his own learning. Injecting everything is not possible..."

According to the teacher participants of the study, it is not possible to convey everything; however, it seems possible to use different teaching skills to get the learners involved in learning and learner and apply what they have learned by their own efforts.

The participants highlighted the significant role of teacher in learning and its impact of teaching approach. In their perspectives, class management skills and designing educational activities would provide the conditions for achieving educational goals. Regarding the class management skills, one of theparticipants mentioned that:

"...It's not always thestudent 'sfaultsleepingin class. In 80% of situations, it's my own fault because I couldn't have made the lesson interesting for her and place everythingin its own place…"

Anotherparticipantstated that:
"...How much contextualization is pre-prepared forasession? howvibrant and energetic are we? How dowe useexistingresources?... "

The above statements suggest that teachers should continue to study, develop their academic abilities, and plan their efforts to be up-to-date. The teacher should also have the ability to convey and learn. In other words, they should have acquired the knowledge of learning theories and teaching strategies in order to get students involved in learning and provide them useful learning experiences. Learners usually tend to have experienced teachers with ability. In addition, the teacher must be able to manage and control a class. Teacher's ability in classroom organization and teaching process management leads to their effective teaching.

3-Professional Ethics
Another major category extracted from teachers' statements was professional ethics. This concept contains two other subcategories (namely being a model and observing the students' rights).

From all participants viewpoints, the teacher is a model for learners and he can transfer experience and professional attitude to students in this way. They claimed that the knowledge, skills and values can be learned through pattern making. One of the participants stated that:
"...It seems to me that students look at me most of the times and say that you are a student at the shrine and preach but where did you put your words in action?..."

Participants in the study indicated that the student has the right to be provided for his educational needs. From their perspective, teachers should perform their professional duties for students as well. One of the participants said:
" ...Imustdoobserve their right and teach calmly in an understandablemanner. Ishould provide a situation far from any concernandanxietyfor class…."

Anotherparticipanttold us that:

"...In the future, these studentsare involved in taking care of peoplehealth so they havetheright tolearnthe applicationhere. If they don'tlearn here, what will we expect them? ..."

Anotherparticipantalsostated that:

" ...Whenthe teachercomeslateto classortoanswerhis cellphone, howcanheteachhis students thatclassroom time belongs to everyone in order for his students torespect thepatient's righttomorrow..."

Given theabove,the students are alwaystaking care of theirteacher's behaviorand make them their own models andinvolve them in their own social lifeandcareer. Therefore, teachers speeches should be in accordance with their actions and teachers should be a suitable model for their students in their professional relationship with the students. Furthermore, students have the right to be provided with the best education. As a result,teachersshouldbeawareoftheirprofessional responsibilities and appropriately adheretotheir commitments tostudents and guarantee the effectiveness of the learningprocess.

4-Predisposing factors
The resultsrevealed thatthe majority ofparticipants consider predisposing factors as oneof the main factorsinteaching. Thismain themescontainsdifferent aspectsoftrainingincluding preparation, motivation, trainingresources. Fromtheir

perspective, preparation helps not only the training content to be provided in a desirableway but also the objectives of the class to be achieved. For example,someparticipantsmentioned the following points:
"...Studying is the same as transplantation.Transplantationmay bewell but if pre- and post-cares are bad,it will be rejected. It seems to me that our teaching is nicebutour students are not any more interested outofthe classand they arereluctant. Perhaps, we should sometimes let students have fun and their pockets stuffed with money instead of expecting them to read all times..."

Another participantstated that:
" ...Sometimesweshould not expectaclassof 40studentsto be completely oursubservient since one of them is hungry, another one is falling in love, other one is out of money, and the other has an ill father!..."
Considering the teachers preparation, participantsalso discussed that when:
"... One day Iam in mess and I enter the class wearing dirtyclothes andshoes, it does have some effects on thestudents...."

Another participant in thestudy expressed that:
" ...have you ever noticed that whenyougo toacongress, you teachmuch better for twoweeks in comparison to the times you have continuously taught for3monthswithout any entertainment and facilities...."
The participants also claimed that motivatedstudents are involved in a more thorough and precise learningand devote more time toit. Inthiscontext, some participantsstated that:
"...I think that someworksneed alittlenaturaltendency to be done. Some medicalstudents tellme they are not interestedinmedicinerather I like to be a musician or a graphist. We sometimes make our children to study medicine because their cousins did it...."

The participants inthisstudy regarded providing adequatespace, facilities, and resourcesand updatingscientificandequipped laboratoriesnecessary for teaching. One of the participants mentions that:
" ...Learners get tired of listening and course contents lose their attractiveness. As a result, we should consider variety in lecturing and use attractive slides and models to make the lesson more tangible for them..."

Statements showedthat having preparation and motivationandproviding appropriateeducational resourcesare among the most important andinfluential teaching factors. Ifpeoplearemotivatedto learn and participate actively inclassandbepreparedto participate inclass, they will enjoytheir classand will have a betteracademic performance.

DISCUSSION

In this research, perspectives of faculty members of department of basic Sciences of Fasa University of Medical Sciences on effective teaching were studied. The findings showed that from the teachers' viewpoints, openness in communication with students is essential to effective teaching. Health care professions need non-cognitive aspects, such as empathy, communication and professional behavior that is associated with the character and professional practice of a professor [19].Vygotsky'sview oflearningcannotbe separatedfrom thesocial context. Knowledge, attitudesandvalues of theindividual are built ininteractionwithothersand theteacheras afacilitatorshoulduseteachingstrategiesthatencouragelea rners tocollaborative learning[20]. The results of the study by Schmidtandcolleagues,usingstructural equation modelingindicatedthatbothteacher'sexpertise andmasteryofthesubject, andhis ability to express in a way that is appropriate for the students' comprehension level are required for learners being able to learn.Thisstudy showed that in order toencourage a learner to learn,an atmosphere is needed which facilitatethetransferof ideas, andsatisfyingthese conditions needsa combination ofpersonalqualities of teachers, and their abilitytocommunicateinformallywithstudents along with an empathicattitude[21]. Inanother studybyDaset al, students andprofessors also considered being ableto communicateclearlyandrespectingthe students' choice among the essential features of agood teacherintheclassroom context 22. Findings ofseveral otherstudieshave also confirmed that from theteachers' viewpoint the power of communication is among themost important indicators ofeffective teaching[23, 24]. Studentshave alsoemphasizedon interpersonal communication of professors as an effectiveteaching factor [15]. Thus, re-educating teachers onhow to communicate withstudents is paramount, and through taking some measurements, classroomatmosphere and educational interactions should be guidedin such a way that encourages an open communicationbetween teachersandstudents. Educational environmentassociatedwith communication and mutual respect reducestressand promoteconfidence instudents, and this facilitates thelearning process, and also provokes theirinteresttotheprofessionandhealth care services.

Other findings of this study indicate that having scientific competence and skill is considered the strength of a teacher to teach effectively and reduce the gap between theory and practice. A professor with scientific competence and clinicalexperiencecanexpress content in a way that is understandabletolearners. He knowswhen tointervene, what to present, and howto examine discussion clearly, how to bring example, or togive necessary explanation. According to Most' view

point theteachercanbe effectiveinthiscontextviahaving mastery over thesubjectand being interestedin learningstudents' life[25]. Studies conducted in this area show the importance of considering the scientific mastery of the teacher in teaching. Kelly et al. in a study investigated various behaviors of the teacher in the classroom that have impact on teaching effectiveness. Based on their findings, interpersonal care, supportive skills, professional competence, and communicative skills of the teacher are among the factors of teaching effectiveness. The study by Finn et al. on the relationship between the validity of teacher's behavior with educational consequences in a learner indicated that behaviors of competence, diligence, and care, increase learner's ability to learn [27]. Komos's study on part time faculty members' views regarding the effectiveness of teaching demonstrated that the ability of teacher and professional teaching are among important indicators of effective teaching [28].

Capability ofteacherinteachingskill, and facilitating active participation ofstudents are among otherfindings of present study. This findingis consistentwiththe theory of constructivism. According to constructivism, educational curriculumshouldbe designedin such a waythatteacher plays the role offacilitator in theteaching process,andstudents as activeparticipants are considered to be in the center [29]. In this way, teacher will give learners chance of achieving solutions through relying on their own efforts, and will consider the development of thinking and reasoning processes to be more important than gaining specific knowledge [30]. Furthermore, it is in line with thepresuppositions of thetheory ofadult learning stating that independenceandautonomy of learners in learningmust be maintained[31]. Newgenerationof studentsaresystematicallydifferentfromthe previous generation.They are different from the students of previous decades with regard to characteristics such as personality, character, self-realization, expectations andvalues. In addition, duetotechnological advances in terms oflearning, they areless likely toread abook,theywanttheteachertotreat them withgreater flexibility in this regard [19]. Findings ofseveral studiesalsosuggestthatteachersshould prepare students for activelearning through usinga varietyofteachingmethodsand allowing students'participationin the discussionand supporting new ideas[13],provide learners with appropriate development of research, curiosity,autonomy, and learning [32]. The study by Fazeli on the comparison of theacademic culture between BritainandIran indicates that education inBritain is based onmaintainingand respecting autonomy, individualityandself-relianceapproach of students. Teacher and the educational systemare only considered asfacilitators,consultantsandguidelines. Whilein Iran,

university educationlacksalltheaforementioned features,andinterests and individuality ofstudents playsecondary roles in education[33]. These facts inteaching need to be well considered.

Capabilityandcompetence ofteachersin skills of teachingand making subject matters practical are among other findingsof the presentstudy. It is very important how to transfer materials into learners' mind (1) . Knowing how totransfercontent to learners and having mastery ofteaching skillsplay a key rolein providinglearning opportunitiesfor students[5]. Research findings of the study by NajafiKelianietal. showed that teaching practical and necessary contentresult in students showing interest to lessons [15]. So,teacherscanparticipatestudentsin theteaching process through employinga variety ofteachingmethods.

The most important theoreticalsignificance ofthisresearchcan be considered as entering moralpoint of viewintothe field of teaching. This view not only expands the field of teaching, but also increases the attention which is paid tothe ethical dimensionin the process oflearning. The findings ofthis studysuggestthatteachers believe that they should be a goodpractical modelforstudentsin order to inspirethemtolearnandultimately to servethecommunity. Lyonet alshowed in a study that students while facingfinemodel, evenwhenthe subject ofteaching is notethics, become motivated to a greater extent, andpeople whoare involvedinteaching studentsactasa role model, and studentslearn medical ethics from them[34]. Elniki and Cooper identified four behaviors as students' understanding of the behaviors associated with effective teaching which include mastery of knowledge and skill, decision-making, respect for students and providing good role model (Michelle Elniki). When teacher is a weak model for learners, and does not adhere to what he says, it could lead to improper or even unethical behaviors in learners [35]. The study by Holopaeen et al. in Finland showed that the level of teacher commitment to the role of teaching leads to different abilities in teachers [36]. Relying on American Instructors Association, Imanipoor writes that issues such as commitment to civil laws and customs such as effort and perseverance, taking responsibility, cooperation, conscientiousness, loyalty, honesty and truthfulness, respect for the law, respect for self and others are among the responsibilities of teachers [37]. Base on the findings of the present study teachers have emphasized on the role of contextual factors such as teachers and students preparation, having motivation and accessing equipment and resources needed to teach effectively. Based onstudies, having motivation is considered as an important factor increatingan appropriate environmentforlearningandeffectiveperformanceatwork andprofession, in a way that it has a stronger effect than

allotherfactorsonlearningto the extentthatit issaid that three affectingfactors on learning include motivation,motivationandmotivation[38]. Students with high motivation are more active during the educational course and achieve more successes [39]. CocaandHin found in their quantitative studythat teachers play significant role inmotivatingstudents and making them pay attention in the class [40]. Quoting from Kormen and Piker, Talebzadehwrites that using activeteaching methods, teachers being interestedinteaching,andusing educational and laboratoryequipment are effectivein increasingstudent learning motivation[41]. Manyfactors,includingthe level of commitment of teacher tohiswork, sufficient preparation for teaching, the degree of institutionalsupport, and providing financial conditioncanaffectteaching[1]. Teachersmustbe well preparedtoteach.Such apreparation includesvariousareas such as havingemotionalstability. Sometimesthe intensity ofemotional instabilityofteachers reaches the extent so thatstudentscannot asktheir questionsorconcernsabout the possibility of being humiliated [1]. In addition to theprofessional preparation, teachers, tobe abletotransfercontent appropriately, should be equipped withthe knowledge ofpedagogy, psychologyandmethodology[1]. Studiesshow that teaching of teachers has two dimensions; first dimension pinpoints the intellectualabilityofteachersto motivateintellectualexcitementin class which includes clearnessofteaching, teachers'relationshipwith students, and knowledge, skills andflexibilityof teachers. Second dimension is basedonpsychology of class[42]. The findings of the study by Yaghoobiindicate thatcharacteristicsof teacher,skills andabilities of teacher, motivationalfactors, and disciplinary features influencethe increasing ofteachingeffectiveness[43].

Thelimitations ofthisstudymay bedueto theinterruption in theinterview as students were visiting professors, orprofessors respondingto phone calls, despite thepreviousarrangements. The findings of this study indicated professors'perspectiveoneffectiveteachingandfactors affectingit. Perception of teachers' views regarding effective teachingwill help authorities of medical education research development centers to takenecessary measuresto improve thequality of teaching inuniversities, planning educationalprograms, and also providingspecialevaluationforms for professors.

CONCLUSION

Results of this study suggest that effective teaching not only requires contextual factors such as readiness and motivation of teacher and students, but is affected by teacher competence in subject matter knowledge and application of teaching skills as well as the teacher's ability in class management. Furthermore,

theopennessofcommunication with studentsandcommitmentto professionalethical values such as being a role model andrespecting the rights ofstudentsprovidegrounds for an effective teaching. Therefore,it is necessary forthe above factorsto be consideredin theteaching process.

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