

Student gender and perceptions of teaching effectiveness

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ABSTRACT

Becoming an effective teacher is a constantly evolving, multi-faceted journey, and differences of opinion exist as to what constitutes effective teaching. The goal of this study is to investigate whether there are identifiable differences between male and female students in terms of the teaching traits each finds important. This paper summarizes the gender-based findings from a survey administered to students in fall 2011 at a mid-sized AACSB International accredited Midwestern university business school. Thirty-five traits were presented for evaluation. Students scored each trait's contribution to good teaching on a four point scale and identified the five characteristics they perceived as most important and least important. Overall, female students rated 29 out of 35 of the unadjusted factors more highly than did male students. Response scores for each gender group were standardized to control for differences in responses by gender. Using standardized response scores, female respondents rated 20 traits more highly than did their male counterparts, while male students ranked 15 traits more highly than did the female respondents. There were statistical differences between the genders for 13 of the 35 traits, with females rating responsiveness, encouraging, class preparedness, organized presentation, professional attire, clear presentations, and engaging more highly; males rated relaxed demeanor, educational credentials, established research record, sense of humor, experienced lecturer, and work (industry) experience more highly. No statistically significant differences were found in the order of ranking by female versus male students when comparing the factors that each group identified as contributing most and least to effective teaching.

Keywords: student perceptions, student evaluations, teaching effectiveness, teacher characteristics, gender

INTRODUCTION

First impressions often have a dramatic impact on the ultimate feelings a person has about another. It is human nature for people to have opinions of others. Over time, this opinion can significantly impact how a relationship between the two evolves, if at all. Although faculty at the collegiate level may not always have the opportunity to get to know every student on an individual level, most if not all students will ultimately form an opinion of their instructors. Typically, the student is given the opportunity to formally share this opinion of the faculty member as well as the class at the end of every semester through an evaluation process administered by the institution.

When students complete faculty and course evaluations, they likely arrive at their ratings differently based on their own unique perspectives and individual perspectives. Marsh (2007) studied a diverse cohort of 195 teachers continuously for 13 years and found that while there were substantial individual differences between teachers in terms of their teaching effectiveness, those differences remained relatively consistent over the years even as the teachers gained experience. This suggests that although different students evaluate the same teachers over time, teachers may tend to receive similar evaluations with respect to their teaching prowess as their careers progress. While Marsh's work focused primarily on the evaluation of the teacher, he did not investigate whether male and female students rated the same teacher differently.

Korte, Lavin, and Davies (2012) found in general that students perceive instructor expertise in the content/subject matter, strong communication skills, and preparedness for class as the traits most important to good teaching. On the other hand, an instructor's rank or title, the instructor's manner of dress, and the instructor's research record contributed the least to teaching effectiveness in the opinions of the students surveyed as part of their study. While these six traits were identified as most and least important from a list of 35, the results were certainly not unanimous among survey respondents. Indeed, each of the 35 traits was listed at least once in the top five contributing factors as well as in the bottom five contributing factors by one or more students.

While there are certainly differences of opinion regarding teaching effectiveness, the goal of this study is to investigate whether there is consistency or differences in opinion based on the gender of the student doing the evaluation of the instructor. In other words, are there systematic differences between males and females in terms of what teaching traits each finds important? Specifically, this paper summarizes the gender-based findings from a survey administered to approximately 550 students in select classes in fall 2011 at a mid-sized AACSB International accredited Midwestern university business school. While student gender is certainly not something that a teacher can affect, the impact of student gender (if any) on student opinions of teacher effectiveness will facilitate discussion about teaching effectiveness. Further, this study can be especially important to instructors of courses dominated by students of one gender.

PRIOR RESEARCH

Individuals have preferences and opinions regarding nearly everything that impacts their daily lives, from the food they eat to the clothes they wear, to their homes, jobs and recreational activities. It should come as no surprise, then, that students will likely have preferences for certain traits that faculty may or may not exhibit in the classroom. For example, students will no doubt perceive that the most effective faculty members are those who teach using methods that

are consistent with their own preferred learning style. Some students will value approachability, others will most appreciate organization, and still others will place a premium on enthusiasm or passion for their discipline. Therefore, a conversation with two students can produce very different opinions regarding the teaching effectiveness of a particular faculty member. Indeed, Hancock, Shannon and Trentham (1993) explain that student ratings of courses and instructors may reflect characteristics of those doing the ratings, as each student has a unique set of experiences and perceptions.

According to Chingos and Peterson (2011), it is conventional wisdom that teachers at all levels in the education system vary substantially in terms of their effectiveness or ability to improve student learning as measured by standardized test scores. While it is an open question as to whether student achievement measured by standardized test scores is commensurate with teaching effectiveness, no answer will be proffered. The other side of the question, however, is whether the interaction or relationship between student and teacher impacts the ability of students to learn from a particular teacher.

A number of studies through time have looked at whether the gender of the student biases faculty ratings on student evaluations, but the results have generally been mixed. Basow and Howe (1982) as well as Ferber and Huber (1975) found that in general female students gave higher ratings than did male students. Tatro (1995) also examined the effects of student gender on teaching evaluations and confirmed that female students gave higher ratings than male students in general.

A number of research projects have examined the notion of “in group bias,” or whether female students prefer female teachers and male students prefer male teachers. Early research by Erdle, Murray and Rushton (1985) reported that the combination of teacher gender and student gender accounts for only a small percentage (roughly 4%) of the variance in student ratings on overall teaching ability of the professor. They found that teacher personality traits and classroom behaviors were much more important. Freeman’s study in 1994 was consistent with the Erdle et al study in that no difference between male and female ratings of effectiveness was detected.

Inquiry into potential differences between male and female ratings of faculty effectiveness has continued, and more recent studies have produced findings that are not consistent with the earlier findings of “no difference” between male and female student ratings of teacher effectiveness. The more recent studies suggest that there may be certain personality traits and classroom behaviors that are preferred by students based on their gender. McIntyre and Battle (1998) studied four trait categories of “good” teachers - personality traits, respectful treatment of students, behavior management practices, and instructional skills. He found that teacher characteristics and personality traits are viewed with greater importance by female students than by male students.

Given the results of the prior research, there appears to be evidence to support the idea that male and female respondents may have differing opinions on what traits equate with effective teaching. Therefore, the goal of this work is to add another perspective to the discussion and to look for evidence of consistent differences between male and female students in terms of the traits they perceive in effective teachers. The goal is to begin to identify what female versus male students value in effective teachers.

PRESENT STUDY

Students from a cross-section of undergraduate and graduate business face-to-face classes at a mid-sized AACSB International accredited Midwestern university business school were given the opportunity to participate in a research study by completing a brief, two page questionnaire, the purpose of which was to assess student perceptions of the characteristics and traits that contribute to good teaching. The survey instrument consisted of a list of 35 instructor traits and characteristics; survey respondents were asked to indicate the extent to which each contributes, if at all, to good teaching. These traits were selected due to their inclusion in prior studies as well as the experience of the authors. In evaluating the various traits, the student could choose from the following options: no contribution, minimal contribution, moderate contribution, and major contribution. In addition, each respondent was asked to identify the five instructor traits that he/she considered as the most and least important factors in good teaching. Respondents were also asked a number of demographic questions, including whether they were graduate or undergraduate students, their program of study or major, and their year in school (e.g., freshman, sophomore, etc.) as well as their grade point average, gender, age, employment status and personality type.

In all, the survey was administered to students in fall 2011 in seven different face-to-face classes including those at the 100 (first year), 200 (second year), 300 (junior level), 400 (senior level) and graduate (700) levels. Courses selected included a general introductory survey of business course, principles of economics, three undergraduate core business courses (i.e., classes required of all business majors), and one graduate core course from each of the MBA and the MPA (Master of Professional Accountancy) programs. The courses were selected in order to achieve representation from a variety of students in the business school as well as to minimize the potential for the same student to receive the survey twice. Students were asked to complete the survey only one time. Due to the fact that there were multiple sections of several of the courses offered on the university's main campus and in a satellite location, 19 sections in total were studied. Faculty members who participated were asked to devote class time to allow students to complete the survey due to the predicted positive impact on the response rate.

In total, 381 respondents answered all substantive and related demographic questions; 158 participants (41.5%) self-reported their gender as "female" and 223 students (58.5%) self-reported their gender as "male." These percentage differences are reflective of the business school's population. These surveys serve as the basis for the analyses reported in this paper. A side by side comparison of the demographic characteristics of the female and male respondents is presented in Table 1 (Appendix).

RESULTS

Survey respondents were asked to rate 35 individual traits that might be considered as contributing to good teaching. In addition, respondents were also asked to identify and rank the five traits they thought contributed the most to good teaching and the five traits they thought contributed the least to good teaching. It should be noted that the aggregated ratings of the individual traits and the ordinal rankings of the most and least contributing traits reflected consistent results.

The respondents were asked to rate each trait on a scale of [0] "No Contribution," [1] "Minimal Contribution," [2] "Moderate Contribution," and [3] "Major Contribution." The stated

hypothesis, in null form, for this analysis was, “There is no expected difference in responses from female students when compared to responses from male students.” A means test was used to test this hypothesis. Initially, for 29 of the 35 traits, the average response of female students was greater than the average response of male students, while the average response of the male students was greater for the remaining six characteristics. With respect to these 29 traits, 15 comparisons reflected statistically significant differences at $p = 0.05$; five comparisons were statistically significant at $p = 0.10$; and two comparisons reflected a difference statistically significant at $p = 0.20$. There were no statistically significant differences for any of the six traits in which the average response by male students was reported as greater than the average response by female students. The comparisons of this analysis are reported in Table 2 (Appendix).

Controlling for Gender Differences

Given the number of traits in which the average responses of one group were higher than the average responses of the other group, it appeared there could be a systematic group bias within each group. A means test of the two groups based on all responses was conducted. The first group (self-identified as female) included 5,530 responses and reflected an average score of 2.2835 with a standard deviation of 0.7685. The second group (self-identified as male) included 7,805 responses and reflected an average score of 2.1782 with a standard deviation of 0.7938. The differences between the two groups was statistically significant at $p = 0.0000$. (Recall that a higher average would indicate a greater contribution to effective teaching.) The individual responses in each group were standardized by dividing the difference between the actual response and the average group response by the group standard deviation.

The same null hypothesis as stated above (There is no expected difference in responses from female students when compared to responses from male students.) was tested using a means test on the averages computed from the standardized responses. The results are shown in Table 3 (Appendix). For 20 of the traits, the average response score of female students was greater than the average response score of male students. With respect to these 20, one comparison [responsive] reflected statistically significant differences at $p = 0.05$; one comparison [encouraging] reflected statistically significant differences at $p = 0.10$; five comparisons [class preparedness, organized presentation, professional attire, clear presentations, engaging] reflected statistically significant differences at $p = 0.20$; there was no statistical difference for the remaining 13 comparisons.

For the 15 comparisons for which the average response scores by male students exceeded the average response scores of female students, one comparison [relaxed demeanor] reflected statistically significant differences at $p = 0.05$; three comparisons [educational credentials; established research record; sense of humor] reflected statistically significant differences at $p = 0.10$; and two comparisons [experienced lecturer, work (industry) experience] reflected statistically significant differences at $p = 0.20$. There were no statistically significant differences for the remaining comparisons. These results suggest that females tend to place more importance on organization, preparedness, and personal characteristics as compared to males who tend to place more importance on credentials and experience.

Ranking Student Choices

An ordinal ranking of the traits by the survey respondents did not reflect apparent gender differences. Respondents were asked to identify the five instructor traits the respondents considered as the most important to good teaching. Respondents were asked to list these traits in order from most important to lesser importance [see Table 4 (female respondents) and Table 5 (male respondents)] (Appendix). A second ordinal ranking asked survey respondents to identify the five least important factors in good teaching. Respondents were asked to list these least important factors in order from the least important to the fifth least important trait [see Table 6 (female respondents) and Table 6 (male respondents)] (Appendix).

Factors Contributing Most to Good Teaching

In this analysis, the factors identified as contributing the most to good teaching were weighted using a scale of 1 to 5, where a value of 5 was assigned to the most important factor and a value of 1 was assigned to the fifth most significant factor. There were no statistically significant differences in the order of ranking when comparing the cumulative list of female respondents [Table 4 (Appendix)] to the cumulative list of male respondents [Table 5 (Appendix)]. A rank order correlation test found a correlation of 0.8804 when comparing the two ordinal rankings. There was also no statistically significant difference when comparing the ordinal rankings with an ordering of the 35 traits based on average scores assigned to each trait by survey respondents [See Table 2 for average rating scores]. A comparison of the ordinal ranking by female respondents to the ranking based on average ratings assigned by female respondents reflected a rank order correlation of 0.8529. A comparison of the ordinal ranking by male respondents to the ranking based on average ratings assigned by male respondents reflected a rank order correlation of 0.8378.

Factors Contributing Least to Good Teaching

The factors identified as contributing least to good teaching were weighted using a scale of -5 to -1, where a value of -5 was assigned to the least important factor and a value of -1 was assigned to the factor identified as contributing the fifth least to good teaching. There were no statistically significant differences in the order of ranking when comparing the cumulative list of female respondents [Table 6 (Appendix)] to the cumulative list of male respondents [Table 7 (Appendix)]. A rank order correlation test found a correlation of 0.9101 when comparing the two ordinal rankings.

A comparison of the ordinal ranking of the factors contributing most to good teaching by female respondents to a *reversed* ranking of the factors contributing least to good teaching by female respondents reflected a rank order correlation of 0.7426. This was a weaker relationship than found when comparing the ordinal rankings of traits contributing most to good teaching by the two groups of respondents. This suggests there was some agreement when asking respondent directly to identify their preferences of traits they perceive as contributing most to good teaching but when asking respondents to rank traits which contributed least to good teaching, there appears to be a less defined pattern. It might be concluded that students can identify with some consistency the positive traits they appreciate in an instructor but are not as certain of the traits that are less effective for good teaching.

A comparison of the ordinal ranking of the factors contributing most to good teaching by male respondents to a reversed ranking of the factors contributing least to good teaching by male respondents reflected a rank order correlation of 0.5389. This was the weakest relationship found when comparing between or within the two groups of survey respondents. This suggests that while the male respondents to the survey were able to identify factors at the extremes which they perceived as contributing most or contributing least to good teaching, there was less agreement with the order deeper in the rank ordering of the two lists.

CONCLUSION AND DISCUSSION

Prior to summarizing the findings, it is important to acknowledge the limitations of this study. This study focused on data gathered from both undergraduate and graduate students at one public Midwestern university business school. In total, 381 survey responses were analyzed. While it is possible that the data collected would be consistent with other student populations at other institutions across the country, caution is advised in making generalizations.

Experienced instructors know that “teaching” is a constantly evolving process. What makes someone good at his/her vocation will not be the same for everyone, and as the results of this study indicate, female students have different opinions regarding teaching effectiveness than male students. The findings of this study are consistent with many research studies over the past 20 years that have found evidence which suggests that male and female students have different perceptions of teaching effectiveness. In this study, students were asked to rank the contribution to teaching effectiveness of 35 different traits. For 29 of the 35 traits, the average unadjusted response of female students was greater than the average response of male students, and for 15 out of the 29, the differences were statistically significant at the 5% level. The 15 characteristics that females rated statistically higher than males in the sample were the following: professionalism, timely feedback, class preparedness, organized presentation, responsiveness, professional attire, high academic standards, out of class accessibility, respectful, enthusiastic, clear presentations, concise explanations, encouraging, fair, and engaging. It is possible that expectations among students for how those particular traits are experienced may differ depending on gender. For example, the underlying behaviors or standards that male students associate with “high academic standards” or “professionalism” may differ from those which female students associate with the same traits. Further research into differences in expectations between male and female students could provide additional insight into these findings.

Using all responses from females (5,530 responses) and all responses from males (7,805 responses), a means test of the two groups showed that female responses (average of 2.2835) were statistically different from male responses (average of 2.1782) at the 0% level. The higher average scores by females suggest a greater contribution to effective teaching.

When standardized responses were used to control for differences between female and male responses to the 35 traits, the average response score of female students was greater than the average response score of male students for 20 traits. Statistical differences were found for the following seven traits: responsiveness, encouraging, class preparedness, organized presentation, professional attire, clear presentations, and engaging. For the other 15 comparisons, the average response scores by male students exceeded the average response scores of female students. Out of the 15, the following seven were statistically significant: relaxed demeanor, educational credentials, established research record, sense of humor, experienced lecturer, and work (industry) experience. These results suggest that females tend to place more importance on

organization, preparedness, and personal characteristics while males tend to place more importance on credentials and experience.

The results of the responses to the questions about identifying a rank order of the five most important and least important contributors to good teaching yielded no statistically significant differences in the order of the ranking when comparing the cumulative list of female respondents to the cumulative list of male respondents. There was, however, some agreement among the female respondents regarding the traits they perceive as contributing most to good teaching. Similarly, the male respondents consistently identified factors at the extreme which they perceived as contributing most or contributing least to good teaching, but there was less agreement with the order deeper in the rank ordering of the two lists.

The findings of this study suggest that there are differences between female and male student ratings of teacher effectiveness. Females in general tend to rate teachers higher in terms of contributions to teaching effectiveness. Furthermore, there are specific traits which appear to be more important to females, and other specific traits which appear to be more important to males. Given that college classrooms today tend to have a mix of male and female students, it is not possible for a faculty member to cater to one gender over the other. However, if one gender does dominant a particular class, this study may suggest that modification of the instructor's behavior may prove beneficial at least when it comes to student evaluations. Yet it is important that faculty members and especially administrators are aware of the potential for gender bias in ratings of teacher effectiveness. Future research might explore the reason for the differences between genders, as well as whether any gender bias exists, e.g., do female students rate the traits higher or lower when the class is being taught by a female instructor.

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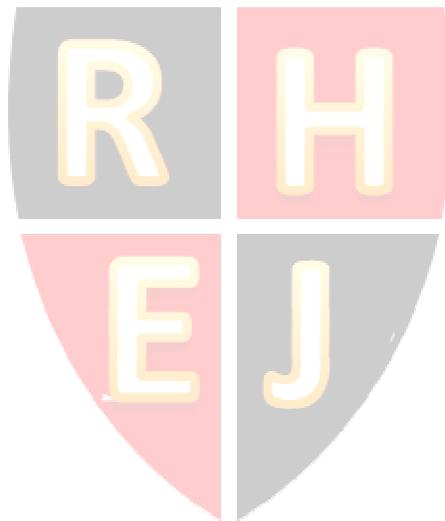
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APPENDIX

Table 1
Demographic Distribution of Survey Respondents
Percentages of Total Respondents (n = 381)

	Female	Male
Percentage of respondents	41%	59%
Graduate students	14%	9%
Undergraduate students		
First Year	23%	33%
Sophomore	29%	28%
Junior	31%	26%
Senior	16%	14%
Undergraduate majors		
Accounting	27%	24%
Management/Human Resources	22%	21%
Marketing	12%	11%
Finance	6%	13%
Health Services Administration	13%	6%
Economics	2%	5%
Non-Business	13%	10%
No major declared	6%	10%
Self-reported GPA		
3.51 to 4.00	48%	29%
3.01 to 3.50	34%	33%
2.51 to 3.00	15%	30%
2.01 to 2.50	2%	8%
Traditional students	89%	81%
Age		
Younger than 19	19%	20%
Between 18 and 21	66%	57%
Between 21 and 24	10%	13%
Over 24	5%	10%
Competitive Personality	50%	42%
Employment status		
Full-time employed	5%	12%
Part-time employed	58%	46%
Not employed	37%	42%

Table 2
Respondents Ratings of Instructors' Traits
Means Test – Actual Response Scores

<i>Traits</i>	Female		Male		p-value	
	Mean	Variance	Mean	Variance		
Technological proficiency	2.10127	0.72437	2.05830	0.73596	0.57127	.
Content matter expertise	2.75316	0.47467	2.67713	0.49663	0.13161	*
Work (industry) experience	2.32278	0.66072	2.32287	0.69345	0.99903	.
Professional certification(s)	2.00000	0.74867	1.95964	0.78453	0.61163	.
Educational credentials	1.90506	0.80435	1.95516	0.85306	0.55958	.
Established research record	1.54430	0.78679	1.55605	0.79709	0.88650	.
Rank/title	1.33544	0.89308	1.30045	0.89259	0.70646	.
Professionalism	2.36076	0.66981	2.19283	0.76732	0.02385	***
Timely feedback	2.57595	0.60036	2.41704	0.63037	0.01309	***
Class preparedness	2.70886	0.54485	2.53363	0.61328	0.00354	***
Dynamic presenter	2.37342	0.66279	2.29148	0.67134	0.23775	.
Experienced lecturer	2.25316	0.75660	2.26457	0.71468	0.88213	.
Organized presentation	2.56329	0.54637	2.38117	0.65279	0.00333	***
Responsive	2.59494	0.54174	2.37668	0.62370	0.00031	***
Structured	2.33544	0.67353	2.21525	0.68335	0.08887	**
Strong communication skills	2.67722	0.54444	2.57399	0.60972	0.08370	**
Caring attitude	2.51266	0.65557	2.42152	0.69222	0.19232	*
Sense of Humor	2.27848	0.72158	2.31839	0.78383	0.60824	.
Professional attire	1.66456	0.92805	1.39462	1.00735	0.00726	***
Outgoing personality	2.20886	0.68704	2.15695	0.76378	0.48844	.
Approachability	2.65190	0.57470	2.54709	0.58991	0.08361	**
High academic standards	2.23418	0.64014	2.04036	0.73716	0.00658	***
Out of class accessibility	2.27215	0.66437	2.12556	0.70546	0.03933	***
Respectful	2.62658	0.58084	2.49327	0.60679	0.03090	***
Enthusiastic	2.46835	0.63518	2.32735	0.66814	0.03736	***
Relaxed demeanor	2.08228	0.77349	2.13453	0.69088	0.49775	.
Clear presentations	2.55696	0.58095	2.37668	0.63798	0.00441	***
Concise explanations	2.52532	0.58320	2.36771	0.62185	0.01188	***
Encouraging	2.48101	0.67457	2.26009	0.70684	0.00217	***
Fair	2.66456	0.60371	2.52018	0.64953	0.02646	***
Receptive to questions	2.57595	0.57876	2.46188	0.59814	0.06238	**
Rigorous	1.72785	0.73709	1.63229	0.78799	0.22651	.
Repetitive (content/concepts)	1.80380	0.78569	1.73094	0.79937	0.37656	.
Strict adherence to materials	1.66456	0.80295	1.51570	0.88962	0.08915	**
Engaging	2.51899	0.60488	2.33632	0.64297	0.00492	***

Note: . = not statistically significant; * = statistically significant at $p < 0.20$; ** = statistically significant at $p < 0.10$; *** = statistically significant at $p < 0.05$.

Table 3
Respondents Ratings of Instructors' Traits
Means Test – Standardized Response Scores

<i>Traits</i>	Female		Male		p-value	
	Mean	Variance	Mean	Variance		
Technological proficiency	-0.23719	0.94257	-0.15108	0.92716	0.37701	.
Content matter expertise	0.61109	0.61765	0.62853	0.62565	0.78717	.
Work (industry) experience	0.05106	0.85975	0.18223	0.87361	0.14583	*
Professional certification(s)	-0.36896	0.97420	-0.27537	0.98835	0.35904	.
Educational credentials	-0.49249	1.04665	-0.28102	1.07469	0.05542	**
Established research record	-0.96192	1.02380	-0.78381	1.00418	0.09255	**
Rank/title	-1.23370	1.16210	-1.10582	1.12449	0.28419	.
Professionalism	0.10047	0.87157	0.01840	0.96667	0.38746	.
Timely feedback	0.38049	0.78121	0.30087	0.79414	0.33099	.
Class preparedness	0.55344	0.70898	0.44775	0.77262	0.16816	*
Dynamic presenter	0.11695	0.86244	0.14269	0.84575	0.77249	.
Experienced lecturer	-0.03953	0.98451	0.10879	0.90036	0.13429	*
Organized presentation	0.36402	0.71095	0.25567	0.82239	0.17074	*
Responsive	0.40519	0.70492	0.25002	0.78574	0.04432	***
Structured	0.06753	0.87642	0.04665	0.86090	0.81756	.
Strong communication skills	0.51226	0.70845	0.49860	0.76812	0.85801	.
Caring attitude	0.29813	0.85305	0.30652	0.87207	0.92541	.
Sense of Humor	-0.00659	0.93895	0.17658	0.98748	0.06713	**
Professional attire	-0.80545	1.20761	-0.98719	1.26906	0.15733	*
Outgoing personality	-0.09718	0.89400	-0.02679	0.96222	0.46376	.
Approachability	0.47931	0.74782	0.46470	0.74318	0.85065	.
High academic standards	-0.06424	0.83297	-0.17368	0.92868	0.22925	.
Out of class accessibility	-0.01482	0.86450	-0.06634	0.88875	0.57145	.
Respectful	0.44637	0.75581	0.39691	0.76444	0.53144	.
Enthusiastic	0.24048	0.82651	0.18788	0.84173	0.54399	.
Relaxed demeanor	-0.26189	1.00649	-0.05504	0.87038	0.03741	***
Clear presentations	0.35578	0.75595	0.25002	0.80373	0.19087	*
Concise explanations	0.31460	0.75888	0.23873	0.78341	0.34340	.
Encouraging	0.25695	0.87778	0.10314	0.89048	0.09476	**
Fair	0.49579	0.78557	0.43080	0.81828	0.43481	.
Receptive to questions	0.38049	0.75310	0.35736	0.75354	0.76799	.
Rigorous	-0.72309	0.95912	-0.68777	0.99272	0.72727	.
Repetitive (content)	-0.62426	1.02237	-0.56348	1.00705	0.56546	.
Strict adherence to materials	-0.80545	1.04482	-0.83465	1.12075	0.79439	.
Engaging	0.30637	0.78709	0.19918	0.81001	0.19651	*

Note: . = not statistically significant; * = statistically significant at $p < 0.20$; ** = statistically significant at $p < 0.10$; *** = statistically significant at $p < 0.05$.

Table 4
Five Teaching Traits Contributing Most To Good Teaching
Number of Times Listed in Student Rankings
Female Respondents

Traits [Female List]	Most					Fifth Most	Score
Content/subject matter expertise	39	6	6	3	5	248	
Approachability	14	13	14	10	16	200	
Strong communication skills	11	14	7	10	8	160	
Class preparedness	11	7	13	12	7	153	
Organized presentation	11	10	7	10	5	141	
Clear presentations	7	9	4	11	7	112	
Timely feedback	1	13	8	10	7	108	
Caring attitude	4	5	9	9	11	96	
Work (industry) experience	5	12	3	3	4	92	
Sense of Humor	5	5	9	5	8	90	
Fair	1	8	8	9	10	89	
Concise explanations	3	5	8	6	6	77	
Engaging	7	2	3	4	11	71	
Enthusiastic	5	2	5	8	6	70	
Encouraging	2	3	7	9	4	65	
Dynamic presenter	4	7	2	3	3	63	
Respectful	4	4	4	4	5	61	
Professionalism	3	1	5	9	2	54	
Receptive to questions	3	2	6	3	3	50	
Out of class accessibility	1	3	5	6	4	48	
Structured	3	2	3	2	3	39	
Experienced lecturer	0	3	5	4	1	36	
Educational credentials	2	3	3	2	0	35	
High academic standards	3	2	3	1	1	35	
Responsive	1	3	1	3	3	29	
Outgoing personality	1	3	3	0	2	28	
Technological proficiency	1	3	2	0	4	27	
Established research record	2	4	0	0	0	26	
Repetitive (content/concepts)	1	2	2	1	3	24	
Professional certification(s)	1	2	1	1	1	19	
Relaxed demeanor	2	0	2	0	3	19	
Professional attire	0	0	0	0	3	3	
Rigorous	0	0	0	0	1	1	
Strict adherence to course materials	0	0	0	0	1	1	
Rank/title	0	0	0	0	0	0	

Table 5
Five Teaching Traits Contributing Most To Good Teaching
Number of Times Listed in Student Rankings
Male Respondents

Traits - [Male List]	Most					Fifth Most	Score
Content/subject matter expertise	55	18	10	9	4	399	
Strong communication skills	19	13	18	17	9	244	
Approachability	14	12	13	12	17	198	
Work (industry) experience	15	20	9	3	4	192	
Sense of Humor	11	11	14	15	15	186	
Caring attitude	9	15	15	5	8	168	
Respectful	13	12	8	9	8	163	
Timely feedback	7	7	10	13	8	127	
Class preparedness	3	13	9	11	7	123	
Fair	4	8	9	11	15	116	
Engaging	5	5	7	11	18	106	
Experienced lecturer	5	5	9	6	13	97	
Organized presentation	4	4	11	10	7	96	
Clear presentations	6	4	7	10	8	95	
Professionalism	1	10	9	6	8	92	
Technological proficiency	9	4	6	1	6	87	
Dynamic presenter	7	4	6	7	4	87	
Concise explanations	4	8	6	5	6	86	
Enthusiastic	6	2	6	8	9	81	
Encouraging	2	5	6	10	10	78	
Outgoing personality	4	6	2	8	5	71	
Educational credentials	6	5	2	1	2	60	
Responsive	2	4	6	4	4	56	
Receptive to questions	1	5	5	4	7	55	
Structured	1	7	2	5	4	53	
Relaxed demeanor	2	2	3	6	5	44	
Professional certification(s)	1	6	2	2	0	39	
High academic standards	2	1	3	5	5	38	
Out of class accessibility	1	1	4	6	2	35	
Established research record	1	5	2	0	1	32	
Repetitive (content/concepts)	1	1	3	1	1	21	
Rank/title	1	0	1	0	0	8	
Professional attire	1	0	0	0	1	6	
Rigorous	0	0	0	2	1	5	
Strict adherence to course materials	0	0	0	0	1	1	

Table 6
Five Teaching Traits Contributing Least To Good Teaching
Number of Times Listed in Student Rankings
Female Respondents

Traits [Female List]	Least					Fifth Least	Score
Rank/title	27	31	15	15	14	-348	
Professional attire	42	18	12	4	13	-339	
Established research record	14	27	18	19	10	-280	
Strict adherence to course materials	10	8	23	11	19	-192	
Rigorous	7	13	12	18	10	-169	
Educational credentials	7	9	16	9	9	-146	
Professional certification(s)	6	11	7	14	8	-131	
Technological proficiency	10	3	7	12	11	-118	
Repetitive (content/concepts)	7	6	2	11	4	-91	
Work (industry) experience	5	6	5	6	8	-84	
Sense of Humor	4	6	5	3	8	-73	
Relaxed demeanor	1	4	7	4	5	-55	
Experienced lecturer	1	4	4	5	5	-48	
Outgoing personality	2	4	3	3	1	-42	
Dynamic presenter	1	1	5	2	6	-34	
Enthusiastic	2	3	0	1	3	-27	
Professionalism	1	1	3	2	1	-23	
High academic standards	2	0	2	1	5	-23	
Out of class accessibility	0	1	2	5	0	-20	
Caring attitude	2	0	1	1	2	-17	
Structured	0	0	0	4	6	-14	
Engaging	2	0	0	0	4	-14	
Timely feedback	1	0	2	0	2	-13	
Encouraging	0	1	3	0	0	-13	
Class preparedness	1	0	1	1	0	-10	
Responsive	1	0	1	0	0	-8	
Content/subject matter expertise	1	0	0	1	0	-7	
Fair	1	0	0	1	0	-7	
Organized presentation	0	1	0	1	0	-6	
Strong communication skills	0	0	1	1	1	-6	
Receptive to questions	0	0	0	2	2	-6	
Concise explanations	0	0	1	1	0	-5	
Approachability	0	0	0	0	1	-1	
Respectful	0	0	0	0	0	0	
Clear presentations	0	0	0	0	0	0	

Table 7
Five Teaching Traits Contributing Least To Good Teaching
Number of Times Listed in Student Rankings
Male Respondents

Traits - [Male List]	Least					Fifth Least	Score
Rank/title	52	30	24	23	23	23	-141
Established research record	14	21	17	24	11	11	-110
Strict adherence to course materials	17	15	16	21	20	20	-110
Professional attire	49	35	22	13	12	12	-104
Educational credentials	7	13	15	14	14	14	-87
Rigorous	21	21	12	19	12	12	-86
Professional certification(s)	3	10	12	13	11	11	-73
Technological proficiency	11	6	13	6	13	13	-64
Repetitive (content/concepts)	11	13	12	8	8	8	-60
Outgoing personality	1	3	7	12	4	4	-49
Relaxed demeanor	3	3	10	5	5	5	-45
Sense of Humor	7	4	8	7	5	5	-43
High academic standards	3	7	8	3	4	4	-34
Professionalism	3	3	5	4	9	9	-32
Work (industry) experience	3	3	4	5	9	9	-31
Dynamic presenter	2	6	5	6	4	4	-31
Experienced lecturer	1	1	3	4	11	11	-28
Out of class accessibility	1	0	3	2	8	8	-21
Responsive	1	2	2	3	3	3	-15
Structured	0	1	2	3	3	3	-15
Caring attitude	3	1	2	4	1	1	-15
Fair	1	1	2	3	3	3	-15
Engaging	1	5	1	3	6	6	-15
Organized presentation	1	0	2	3	2	2	-14
Approachability	1	2	2	3	2	2	-14
Class preparedness	1	0	1	4	2	2	-13
Content/subject matter expertise	2	2	1	2	5	5	-12
Timely feedback	0	5	2	2	0	0	-10
Encouraging	0	2	1	2	3	3	-10
Receptive to questions	1	3	2	1	2	2	-10
Enthusiastic	2	2	1	1	3	3	-8
Concise explanations	0	0	2	0	2	2	-8
Strong communication skills	0	1	2	0	1	1	-7
Respectful	0	1	2	0	0	0	-6
Clear presentations	0	1	0	0	2	2	-2