Professor Esther Olufunmilayo Adegbite As Epitome Of Ideal University Lecturer: The Students' Perspective

Aladejebi Olufemi Adepoju[1] And Oladimeji Johnson Abiodun[2]

1. *Lecturer, University Of Lagos Business School, University Of Lagos, Nigeria*
2. *Lecturer, Department Of Finance, University Of Lagos, Nigeria.*

Abstract
In a world that is largely patriarchal, discrimination based on gender thrives so much that it has permeated every institution and ramification of life, including academia. This research is predicated on the life of Professor Esther Olufunmilayo Adegbite-a woman who defied the odds and broke glass ceilings to be the first female professor in the Department of Finance and the Faculty of Business Administration at the University of Lagos with over forty (40) years of servitude to the University of Lagos. Nigeria. The study explored the personal traits of Professor Esther Adegbite and her relationship with students which made her an ideal University lecturer. The study was conducted using questionnaire administered to 110 students (current and graduates at various levels) that were tutored by Professor Adegbite at the University of Lagos. Findings on the personal traits of Professor Esther Adegbite shows a widespread perception by the respondents of her having a positive attitude, being self-confident, organized and as a smart lecturer. She is also perceived to have respect for the customs and traditions of the society and the university and is fair in disposition. She is also seen as not violent nor brags, does not get angry quickly and she is not dictatorial. Further analysis underscores a widespread perception of Professor Adegbite as being emotionally balanced, optimistic and open-minded personality but strict where and when necessary. On her relationship with students, the response shows that Prof Adegbite has a good relationship with the students, she is loved by the students, contributes to solving the problems of students, very polite in addressing students and has confidence in the students and accept criticism from students. Hence, Prof. Adegbite symbolizes a teacher, leader and a mediator. She is an epitome of an ideal university lecturer and a role model for anyone who aspires to achieve great things in their own lives.
Keywords: *University Lecturers, University students, Student's Perspective, Lecturer expertise.*

I. Introduction

Teachers play a significant role in the classroom teaching and schooling process (Orhon, 2012). Many studies have raised the issue of the characteristics of an effective lecturer (Morrison & Evans, 2018; Singh, 2021; Alzeebaree & Zebari, 2021). It is a noble profession, according to Cubero (2022), which can affect the intellectual and personal development of the learners. The characteristics of an effective lecturer are context-based, meaning that some characteristics which are valued in one context may not be valued in another context (Hughes et al., 2022). Over the past decades, quality of education, specifically teaching quality, has gained importance in higher education (Gruber & Harteis, 2018). Teaching someone to learn something within a challenging yet pleasant environment is what teachers should aim for their learners (Halder, Sen, and Dutta, 2017). According to Lopez (2007), university teaching is defined as an educational process that takes place in an establishment with the pursuit, acquisition, and creation of scientific knowledge as its goals. This process occurs within a framework of ongoing critical intellectual rigour directed towards this knowledge. The lecturer bears the duty of protecting the knowledge and imparting it to the students in a hierarchical, one-way manner, with their only role being that of passive recipients of the knowledge (Guerrero & Moya, 2011). Zabala (2000) states that teaching consists of three components: preparation, implementation, and assessment. These components take into consideration the learner, the material being covered, and the learning goals. The ultimate goal of the Teacher is to participate in an ethical activity that aims to better the learners and provide them with the ability to contribute to the development of society, in addition to making sure that students successfully assimilate the necessary disciplinary knowledge (short term) and so contribute to their overall education (Carlos-Guzmán, 2016). A competent teacher should be concerned with making sure that pupils meet the specified learning objectives by providing them with the assistance they need to develop self-confidence, as noted by Ramsden and Ramsden (2003).

There are two actors involved in the educational process: the Teacher and the student, and each has a particular perspective with regard to the other's performance and expectations (Covarrubias & Piña, 200).

University teachers are academics who generally combine research, teaching, and sometimes even more categories of professional tasks (e.g. clinical work or administration). In 1990, Boyer described the different components of academic work as the scholarship of discovery, the scholarship of integration, the scholarship of application and the scholarship of teaching and learning. Boyer's work is still influential in ongoing discussions about what academic work is or should be and how the different components of academic work relate (Boyer, 1990; Boyer et al., 2015). This is, for instance, reflected in the research-teaching nexus literature (Tight, 2016), as well as in international discussions on the balance between different components of academic work (European University Association, 2018; Bennett et al., 2018). The oldest University that started before any university in Europe was the University of Qarawiyyin, founded in 859 C.E. The first University in Europe was Salerno University, Italy, founded in 1050 C.E., later called the School of Nabules. The University of Paris started in 1180 C.E. The University of Padua was established in 1222C.E, while Oxford University in 1249 C.E., followed by Cambridge University in 1284 C.E. and later the University of Salamanca in Spain in 1243C.E. (Raisuni, 2010; and Dolfan, 1989).

The first University in Nigeria was the University of Ibadan, established in 1948. The second generation Universities followed this from 1960 to 1962, the third and fourth generation Universities from 1975 to 1980, and from 1980 to 1990, the fourth generation Universities. The University of Nigeria, Nsukka, was established in 1960), while the University of Ife (now Obafemi Awolowo University, Ile-Ife), Ahmadu Bello University, and the University of Lagos were founded in 1962. Subsequently, there has been a proliferation of universities, including those established by state governments and individuals, as well as various religious organizations. Numerous research studies have demonstrated a strong correlation between teaching effectiveness, learning effectiveness, and quality of instruction (Devlin & Samarawickrema, 2010; Glenn et al., 2012). According to a large body of research, the majority of institutions around the globe evaluate instruction using feedback from students as part of their evaluation of the efficiency of their instruction (Abrami et al., 2001; Hobson & Talbot, 2001; Sarwar et al., 2017; Wagenaar, 1995). This paper studies the qualities desirable in University lecturers from the students' perspective vis a vis Professor (Mrs) Adegbite. Other parts of the paper include Conceptual and theoretical framework, Characteristics of a good lecturer, Teacher's task in higher education, empirical review,

Aim of Study

The aim of the study is to identify the personal characteristics of university lecturers as perceived by students and examine the relative value of those characteristics in the person of Professor Esther Olufunmilayo Adegbite's present and past students.

II. Review Of Literature

Theoretical Framework
Self Determination Theory

Self-determination theory (SDT) has become a highly influential theory of human motivation and well-being with a vast body of research evidence. It offers a blueprint for understanding the motivational basis of personality and social behaviour and the relation of basic psychological needs to well-being, psychological flourishing, and high quality of life (Ryan & Deci, 2022). Self-determination theory (SDT) is a theory of motivation that suggests that what is important is not simply the amount of motivation but the quality of motivation a person has for an activity in a specific domain (Ryan & Deci, 2017). The theory distinguishes between external motivation (engaging in an activity to earn a reward or avoid punishment) and internal motivation (engaging in an activity because it is personally important, valued, enjoyable, or interesting) and suggests that motivation can be thought of as existing along a continuum, from external to internal. Compared to external motivation, internal motivation is associated with better outcomes. SDT has been used extensively in the context of traditional education (Larionova et al., 2018). SDT Ryan & Deci (2022) posit that students will engage positively in the social and academic tasks of the classroom when their needs for relatedness, competence and autonomy are met. In this theory, involvement is expressed through teachers" demonstration of interest in their students" personal well-being and provisions of emotional support. Students" sense of relatedness at school reflects feelings of emotional security and being socially connected to others. Teachers who show support, concern, and dedication to follow-up with their students are the ones whose students" academic performance is good.

Conceptual Framework
Characteristics of a good lecturer

According to Cubero (2022), the following are the issues considered to be characteristics of an ideal lecturer: passion, Humor, Positive attitudes and values, Patience, Enthusiasm, effective communication, Mastery

---

of the subject matter, Understanding of the diversity of learners, understanding the principle and method of teaching, and understanding the other fields of knowledge.

A competent lecturer is not only a person who has a large amount of knowledge but is also a person capable of dealing with a contingent situation and who knows how resources Trinchero, 2016 act effectively in a specific situation by making the best use of his/her). Westera (2001) argued that the term "competence" lacks a commonly accepted definition, and he identified two main perspectives of competence in education. From a theoretical perspective, competence was described as a cognitive structure that facilitates specific behaviours. From an operational perspective, competence was seen as a series of skills and behaviours that represent the capacity to cope with complex and unpredictable situations. García-Valcárce (1992) asserted that "good lecturers" should mainly respond to their student's needs and demands. Therefore, there are problems of a theoretical nature concerning the lack of a single definition of the construct of lecturer competence (Pascual & Gaviria, 2004). A number of studies have explored a similar issue by making use of a plethora of concepts, such as "effective teaching" (Alweshahi et al., 2007; Jahangiri et al., 2013) ", good teaching" (Bhattacharya, 2004; Parpala et al., 2011), or "quality teaching" (Martínez, et a., 2006). Even if a unitary definition and understanding of what competence represents is lacking, the development of reliable methods for the evaluation of competence seems to be important to define the quality of teaching.

A number of researchers have explored the general characteristics and competencies that a lecturer should possess in order to be classed as a competent lecturer Yáñez et al., 2017. Reviewing articles published from the 2000s to 2015 on the attributes of competence in higher education, Yáñez et al. (2017) identified three main characteristics that constitute "excellent" teaching: generic competencies, pedagogical competencies, and disciplinary competencies. Firstly, generic competencies describe a set of personal, attitudinal and communicative characteristics that are required in any professional area and the lecturer's proper behaviour. As for the attitudinal characteristics, an excellent lecturer was seen as comprehensive and flexible, acting as a role model, showing passion and interest in their work, organization, motivation and positive attitudes towards students—personal characteristics referred to a lecturer's sense of humour and honesty. Communicative characteristics describe a lecturer's capacity to transfer clear information, openness, assertiveness, and responsiveness (Martínez et al., 2006; Marín et al., 2011). Secondly, pedagogical competencies refer to a set of abilities, skills and attitudes that are developed and deployed in the pedagogical context and involve the methods used to facilitate learning (e.g., facilitating critical thinking, encouraging discussion, being innovative in methodology, explaining learning results (Alweshahi et al., 2007; Friz et al., 2011). Finally, disciplinary competencies denote a lecturer's knowledge, skills and attitudes, which are considered to be the minimum necessary within each disciplinary field (e.g. to be an expert in their disciplinary area; to be up-to-date and concerned with continuous training (Friz et al., 2011).

Teacher's tasks in higher education

Educational theory provides some first suggestions for possible tasks of university teachers. In the higher education literature, the influential 'principle of constructive alignment' describes how teaching and learning activities, as well as assessment tasks, should be aligned with intended learning outcomes (Biggs & Tang, 2011; Kandlbinder, 2013). 'Powerful learning environments' is another fundamental concept that describes similar key elements of education: aspects of competence in a domain, effective learning processes, design of learning environments, and assessments for monitoring and improving learning and teaching (De Corte et al., 2003; De Corte et al., 2004). Building on this body of literature, we distinguish three possible tasks for university teachers: 'educational design of learning goals, learning activities, and assignments', 'guiding teaching and learning activities', and 'designing and performing student assessment'. 'Guiding teaching and learning activities' concerns how university teachers realize student learning through student-teacher interactions, for example, in lectures or small group teaching. 'Educational design of learning goals, learning activities and assignments' concerns how university teachers structure and plan educational content and processes in to realize student learning. 'Designing and performing student assessments' concerns how university teachers design and use assessments such as tests and portfolios to evaluate and determine student progress.

Additionally, we identify a fourth possible task based on both general and teaching-focused expertise literature. Both research areas focus on strategies for developing expertise using the respective concepts of 'deliberate practice' (Ericsson et al., 2018; Fadde & Klein, 2010) and 'reflective practice' (Bronkhorst, 2013; Korthagen et al., 2001). The assumption behind these concepts is that continued expertise development should be an integral part of being a teacher or any other professional. We also expect 'expertise development' to be a potential task for university teachers. This task is different from the previously distinguished tasks because expertise development is important for all professionals, which makes this task less specific to higher education teaching as a domain. Moreover, unlike the other tasks, 'expertise development' is always carried out in relation to and in order to improve oneself in the other teacher tasks.

Empirical Review

Jahangiri et al. (2013) identified 17 defined categories organized into three core themes: Character, Competence and Communication. Character comprised nine of the 17 defined categories (e.g., being empathetic, patient and fair) and, particularly, the category "caring" (e.g. being encouraging, sincere and helpful) was found to be the most cited by students. Communication comprised three categories indicating the lecturer's capacity to offer constructive comments that encourage and enhance knowledge or students' skills, to listen actively, and to appear friendly and receptive to positive interactions. Finally, competence included five of the 17 categories (i.e. being knowledgeable, having expertise, being efficient, skilful and effective). Therefore, in this study, the lecturer's competence was defined as the expression of being proficient and up-to-date with procedures, confident and experienced, able to solve problems, focused, organized and resourceful, expert in the application and demonstration of knowledge, and capable of transferring skills into student's learning. In Mexico, the university students' mental schemata of the "good professor" are investigated. Casero (2010) showed the presence of a richly detailed cognitive construct describing a lecturer who provides a clear explanation, is a master of the subject, and interacts with students in a participative and motivating way, demonstrating interest, respect and fairness. Casero (2010) and Marín et al. (2011) used a "bottom-up" approach based on qualitative data obtained from naïve student participants in the exploration of their perceptions of lecturers' competence and behaviours.

In a study by Morrison and Evans (2018), cross-sectional and longitudinal data about students' experiences with the transition from secondary to higher education were gathered, and the opinions of 37 first-year university students in Hong Kong were investigated qualitatively and quantitatively regarding what makes a good teacher. A questionnaire was distributed as part of the cross-sectional phase, and semi-structured interviews were held with participants every semester for the first two years of their studies. The authors divided the data into elements of effective and ineffective teaching strategies. The findings demonstrated that students' main attention was directed towards the educational abilities of the professors, which aided in their learning and promoted critical thinking. Su and Wood (2012) looked at undergraduate students' perceptions of excellent teaching and what makes a successful university professor in the same line of research. More than one hundred students representing more than twenty U.K. universities responded to an essay completion challenge that asked them to compose an essay of between nine hundred and one thousand words, expressing their opinions on the subject of "What makes a good university lecturer?" The findings showed that a variety of elements, including the lecturer's subject expertise, helpfulness, and engaging teaching strategies, significantly influenced the students' perceptions of what makes a successful university lecturer. Being witty and having quick feedback were two other crucial qualities for teachers.

Reichel and Arnon (2009) examined the parallels and discrepancies in adult participants' perceptions of what makes a successful teacher in Israel. The goal of the study was to determine whether or not the students' gender and ethnicity contributed to the variations in their opinions of what makes a good teacher, as well as whether or not these factors interacted. In this study, the 377 people who were born in Israel were categorized by the interviewers into four groups: Jewish men, Jewish women, Arab men, and Arab women. The results of the content analysis of the telephone survey's open-ended questions showed that a good teacher is someone knowledgeable about teaching, an educator, and someone who upholds positive teacher-student relationships. The study showed that individuals who were Arab-Israeli prioritized the ethics of a good teacher over other variables, indicating that the view of what makes a good teacher varies depending on one's culture. Simultaneously, Israeli Jews favoured a more diverse perception of what makes a successful teacher, placing particular emphasis on the teacher-student connection and positive interactions.

Furthermore, Murray (2021) argued that the importance of an ideal teacher lies in the convergence of a strong foundation in reading and numeracy, effective interpersonal and communication skills, a readiness to learn, and a desire to teach. The two requirements, "motivation to teach" and "willingness to learn," align with the idea of a "growth mindset," which is a growth-oriented, "can-do" attitude that promotes learning. When a teacher adopts a growth mindset, they probe deeper, keep trying, refer back to previously taught techniques, and use mistakes as opportunities for progress. One way to characterize this tendency would be the desire to learn. In a similar spirit, Richmond et al. (2015) carried out a study to gauge the efficacy of education using students' ratings. 252 Texas Midwestern State University undergraduate students enrolled in a psychology course were the study's participants. The purpose of this study was to find out if variables including student involvement, rapport between the professor and the class, and the use of humour by the instructor could predict students' perceptions of the success of their teachers. A student evaluation of instructors (SRI) survey was used to get the research data. The findings showed that, at 54% of the variability in SRIs, professor-student rapport was the strongest predictor, followed by humour (2%), student involvement (3%), and student engagement (54%).

Furthermore, the study's findings supported earlier research, showing that those elements are critical to students' assessments of the efficacy of instruction (Benson et al., 2005; Wilson et al., 2010). In a similar vein, Gruber et al. (2010) investigated the variables influencing students' contentment with instruction. Sixty-three

postgraduate students in a service marketing course at a large institution in the United Kingdom were given a questionnaire for this study. The questionnaire's results supported previous research showing that students' satisfaction with instruction was significantly influenced by the professors' personalities (Clayson and Sheffet, 2006, for example) and their capacity to build strong relationships with them (Delucchi, 2000, for example). The findings also demonstrated that by understanding what influences students' satisfaction or dissatisfaction with instruction, teachers could enhance the learning environment for their pupils.

In order to ascertain what characteristics Malaysian educators believed to be the perfect teacher educators, Singh et al. (2021) conducted a study. Eight survey items were used to gather information for this purpose. The findings showed that a perfect teacher should possess a number of qualities, such as in-depth subject matter expertise, proficiency with both general and content-specific pedagogy, and the ability to teach students practically. The teacher educators also recognized that in order to achieve their goal, they would need to rearrange their priorities in order to make room for modern policies, innovative methods, and constantly evolving educational trends.

III. **Methodology**

Purpose of the research

The main purpose of this research is to examine and identify the students' beliefs and perceptions regarding the ideal image of a college professor in the person of Professor (Mrs) Adegbite. The research is conducted using a questionnaire, where students are asked to express their agreement or disagreement with certain statements. The population consists of students (current or graduates at various levels) that Professor Adegbite tutored at the University of Lagos.

Instrument

The instrument used to define and measure teacher attributes was a questionnaire developed by Gargallo, Sánchez, Ros and Ferreras (2010). This consisted of eight sections, each focusing on a different cluster of characteristics associated with good university teaching

Methodology

The research was conducted using a questionnaire, which is regarded to be the most appropriate means of collecting data from a wide range of people. At the same time, it is relatively intelligible as far as the analysis is concerned (Wilson & McLean, 1994). Also, a questionnaire is anonymous, which is considered to be an advantage in the effort to achieve the students' honesty and willingness. What is more, the questionnaire consists of closed questions, which provide the opportunity for comparisons between the responses due to certain repeated patterns (Cohen et al., 2011). On the other hand, according to Oppenheim (1992), these closed questions would not thoroughly cover the examined topic. The students' responses are indicated in the form of multiple-choice questions on a 5-point Likert scale, according to the level of agreement or disagreement with the given statements.

IV. **Results And Discussion**

In analyzing the responses on Professor Adegbite's personal traits and relationship with students, this section starts with analysis of descriptive statistics of the respondents.

Descriptive Statistics

Table 4.0.1: Age analysis of respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16-25	61	55.5	55.5	55.5
	26-40	19	17.3	17.3	72.7
	41-60	23	20.9	20.9	93.6
	Above 60	7	6.4	6.4	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table categorizes respondents based on their age groups. Among the 110 respondents, the majority fall within the age range of 16-25 years, comprising 61 individuals (55.5% of the total). Following this, there are 19 respondents (17.3% of the total) in the age range of 26-40 years, indicating a smaller but still significant portion. Additionally, there are 23 respondents (20.9% of the total) in the age range of 41-60 years, showing a diverse distribution across different age groups. Lastly, there are 7 respondents (6.4% of the total) above the age of 60 years.

In summary, the data suggests a varied demographic distribution among the respondents, with a notable portion belonging to the younger age group (16-25 years), followed by smaller yet significant representations from other age ranges, including 26-40, 41-60, and above 60 years.

Table 4.0.2: Academic Programme under Prof. (Mrs.) Esther O. Adegbite:					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master degree	35	31.8	31.8	31.8
	Graduate	60	54.5	54.5	86.4
	Mphil/phd	9	8.2	8.2	94.5
	Others	6	5.5	5.5	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table categorizes respondents based on their academic programs under Prof. (Mrs.) Esther O. Adegbite. Among the 110 respondents, the majority, comprising 60 individuals (54.5% of the total), are enrolled in graduate programs. Following this, there are 35 respondents (31.8% of the total) pursuing master's degrees. Additionally, there are 9 respondents (8.2% of the total) enrolled in MPhil/PhD programs. Lastly, there are 6 respondents (5.5% of the total) in other academic programs.

In summary, the data suggests a diverse representation of academic programs under Prof. (Mrs.) Esther O. Adegbite, with the majority being graduate students, followed by master's degree students, and smaller yet significant representations from MPhil/PhD programs and other academic programs.

Personal Traits

This section examines personal traits that makes a University lecturer an ideal lecturer and the students' perspective of the person of Professor Esther Adegbite.

Table 4.1.1: Has positive attitude					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	5	4.5	4.5	4.5
	Agree	21	19.1	19.1	23.6
	Strongly Agree	84	76.4	76.4	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.1 presents responses to the question regarding Prof Adegbite's attitude. Among the 110 respondents, it is evident that a significant majority hold a positive perception of Prof Adegbite's attitude. Specifically, 84 respondents, constituting 76.4% of the total, strongly agree that Prof Adegbite possesses a positive attitude. An additional 21 respondents, representing 19.1% of the total, express agreement with this statement. However, a smaller proportion of respondents, comprising 4.5% of the total, remain undecided about Prof Adegbite's attitude. In summary, the data underscores a widespread perception of Prof Adegbite as having a positive attitude, with a notable majority strongly affirming this view, while a smaller portion express agreement, and a minority remain undecided.

Table 4.1.2: Self-confident, Organised and smart					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	5	4.5	4.5	4.5
	Agree	21	19.1	19.1	23.6
	Strongly Agree	84	76.4	76.4	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.2 outlines respondents' perceptions regarding Prof Adegbite's traits of self-confidence, organization, and intelligence. Among the 110 respondents, the overwhelming majority express a positive view of these traits. Specifically, 84 respondents, constituting 76.4% of the total, strongly agree that Prof Adegbite possesses these characteristics. Additionally, 21 respondents, representing 19.1% of the total, simply agree with this assessment. However, there is a small portion of respondents who remain undecided, with only 5 individuals (4.5% of the total) falling into this category. In summary, the data highlights a widespread perception of Prof Adegbite as being self-confident, organized, and smart, with a significant majority strongly affirming these traits, while a smaller portion express agreement, and a negligible minority remain undecided.

Table 4.1.3: Fair in disposition		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.9	.9	.9
	Undecided	12	10.9	10.9	11.8
	Agree	41	37.3	37.3	49.1
	Strongly Agree	56	50.9	50.9	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.3 delineates respondents' perceptions regarding Prof Adegbite's fairness in disposition. Out of the total 110 respondents, the majority express a positive view of his fairness. Specifically, 56 respondents, constituting 50.9% of the total, strongly agree that Prof Adegbite is fair in disposition. Additionally, 41 respondents, representing 37.3% of the total, agree with this assessment. However, there is a notable portion of respondents who remain undecided, with 12 individuals (10.9% of the total) falling into this category. Conversely, only 1 respondent (.9% of the total) strongly disagrees with the notion of Prof Adegbite being fair in disposition. In summary, the data underscores a widespread perception of Prof Adegbite as being fair in disposition, with a significant majority strongly affirming this trait, while a substantial portion express agreement, and a smaller fraction remain undecided.

Table 4.1.4.: Respects the customs and traditions of the society and University Community		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.8	1.8	1.8
	Undecided	7	6.4	6.4	8.2
	Agree	34	30.9	30.9	39.1
	Strongly Agree	67	60.9	60.9	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.4 illustrates respondents' perceptions regarding Prof Adegbite's respect for the customs and traditions of society. Among the 110 respondents, the overwhelming majority express a positive view of his attitude towards societal customs and traditions. Specifically, 67 respondents, constituting 60.9% of the total, strongly agree that Prof Adegbite respects these norms. Additionally, 34 respondents, representing 30.9% of the total, agree with this assessment. However, there remains a notable portion of respondents who are undecided, with 7 individuals (6.4% of the total) falling into this category. Conversely, only 2 respondents (1.8% of the total) strongly disagree with the notion of Prof Adegbite respecting societal customs and traditions. In summary, the data underscores a widespread perception of Prof Adegbite as respecting the customs and traditions of society, with a significant majority strongly affirming this trait, while a substantial portion express agreement, and a smaller fraction remain undecided.

Table 4.1.5: Accepts criticism from others		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.7	2.7	2.7
	Disagree	6	5.5	5.5	8.2
	Undecided	35	31.8	31.8	40.0
	Agree	35	31.8	31.8	71.8
	Strongly Agree	31	28.2	28.2	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.5 presents respondents' perspectives on Prof Adegbite's willingness to accept criticism from others. Among the 110 respondents, there is a diverse range of views regarding this trait. Notably, 35 respondents (31.8% of the total) are undecided about whether Prof Adegbite accepts criticism. Similarly, another 35 respondents (31.8% of the total) agree that he accepts criticism. Conversely, 31 respondents (28.2% of the total) strongly agree with this notion. However, a smaller portion of respondents express disagreement, with 6 individuals (5.5% of the total) simply disagreeing and 3 individuals (2.7% of the total) strongly disagreeing. In summary, the data indicates mixed opinions among respondents regarding Prof Adegbite's acceptance of criticism, with a substantial portion expressing uncertainty, while others hold varying degrees of agreement or disagreement.

Table 4.1.6: Does not acknowledge her mistakes		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	32.7	32.7	32.7
	Disagree	49	44.5	44.5	77.3
	Undecided	13	11.8	11.8	89.1
	Agree	5	4.5	4.5	93.6
	Strongly Agree	7	6.4	6.4	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.6 presents respondents' perceptions regarding Prof Adegbite's willingness to acknowledge his/her mistakes. Among the 110 respondents, there is a diverse range of opinions on this trait. Notably, a significant majority of respondents, comprising 85 (77.3%) who either strongly disagree or disagree, believe that Prof Adegbite does acknowledge his/her mistakes. Specifically, 36 respondents (32.7% of the total) strongly disagree, while 49 respondents (44.5% of the total) disagree with the notion that he/she does not acknowledge mistakes. Additionally, 13 respondents (11.8% of the total) remain undecided on this trait. Conversely, only a small minority of respondents agree or strongly agree that Prof Adegbite does not acknowledge his/her mistakes, with 5 respondents (4.5% of the total) agreeing and 7 respondents (6.4% of the total) strongly agreeing. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as someone who acknowledges his/her mistakes, with a notable portion expressing uncertainty, while only a small minority hold views suggesting otherwise.

Table 4.1.7: Emotionally balanced		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	14	12.7	12.7	12.7
	Agree	38	34.5	34.5	47.3
	Strongly Agree	58	52.7	52.7	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.7 illustrates respondents' perceptions regarding Prof Adegbite's emotional balance. Among the 110 respondents, a significant majority express positive views of his emotional stability. Specifically, 58 respondents, constituting 52.7% of the total, strongly agree that Prof Adegbite is emotionally balanced. Additionally, 38 respondents, representing 34.5% of the total, agree with this assessment. However, there remains a notable portion of respondents who are undecided, with 14 individuals (12.7% of the total) falling into this category. In summary, the data underscores a widespread perception of Prof Adegbite as being emotionally balanced, with a significant majority strongly affirming this trait, while a notable portion express agreement, and a smaller fraction remain undecided.

Table 4.1.8: Uses impolite words		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	64	58.2	58.2	58.2
	Disagree	23	20.9	20.9	79.1
	Undecided	6	5.5	5.5	84.5
	Agree	7	6.4	6.4	90.9
	Strongly Agree	10	9.1	9.1	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.8 illustrates respondents' perceptions regarding Prof Adegbite's use of impolite words. Among the 110 respondents, a significant majority express disagreement with the notion that Prof Adegbite uses impolite words. Specifically, 64 respondents, constituting 58.2% of the total, strongly disagree with this assertion, while 23 respondents (20.9% of the total) simply disagree. Additionally, there is a small portion of respondents who remain undecided, with 6 individuals (5.5% of the total) falling into this category. Conversely, only a minority of respondents agree or strongly agree that Prof Adegbite uses impolite words, with 7 respondents (6.4% of the total) agreeing and 10 respondents (9.1% of the total) strongly agreeing. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as not using impolite words, with a significant majority strongly opposing this notion, while a smaller portion express agreement or strong agreement, and a minority remain undecided.

Table 4.1.9: Does not respect the cultures of others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	77	70.0	70.0	70.0
	Disagree	23	20.9	20.9	90.9
	Undecided	7	6.4	6.4	97.3
	Agree	3	2.7	2.7	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.9 outlines respondents' perceptions regarding Prof Adegbite's respect for the cultures of others. Among the 110 respondents, the overwhelming majority express disagreement with the notion that Prof Adegbite does not respect the cultures of others. Specifically, 77 respondents, constituting 70.0% of the total, strongly disagree with this assertion, while 23 respondents (20.9% of the total) simply disagree. Additionally, there is a small portion of respondents who remain undecided, with 7 individuals (6.4% of the total) falling into this category. Conversely, only a minority of respondents agree or strongly agree that Prof Adegbite does not respect the cultures of others, with 3 respondents (2.7% of the total) agreeing. In summary, the data suggests that the vast majority of respondents perceive Prof Adegbite as respecting the cultures of others, with a significant majority strongly opposing the notion to the contrary, while a smaller portion express agreement, and a minority remain undecided.

Table 4.1.10: Friendly all the time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.9	.9	.9
	Undecided	20	18.2	18.2	19.1
	Agree	37	33.6	33.6	52.7
	Strongly Agree	52	47.3	47.3	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.10 illustrates respondents' perceptions regarding Prof Adegbite's friendliness. Among the 110 respondents, a majority express positive views of his friendliness. Specifically, 52 respondents, constituting 47.3% of the total, strongly agree that Prof Adegbite is friendly all the time, while 37 respondents (33.6% of the total) simply agree. Additionally, there is a portion of respondents who remain undecided, with 20 individuals (18.2% of the total) falling into this category. Conversely, only a minority of respondents strongly disagree or agree with the statement, with 1 respondent (.9% of the total) strongly disagreeing. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as being friendly, with a significant majority strongly affirming this trait, while a smaller portion express agreement, and a minority remain undecided.

Table 4.1.11: Strict when necessary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.8	1.8	1.8
	Undecided	19	17.3	17.3	19.1
	Agree	62	56.4	56.4	75.5
	Strongly Agree	27	24.5	24.5	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.11 presents respondents' perceptions regarding Prof Adegbite's willingness to be strict when necessary. Among the 110 respondents, a majority express agreement with the notion that Prof Adegbite can be strict if necessary. Specifically, 62 respondents, constituting 56.4% of the total, agree with this statement, while 27 respondents (24.5% of the total) strongly agree. Additionally, there is a portion of respondents who remain undecided, with 19 individuals (17.3% of the total) falling into this category. Conversely, only a minority of respondents strongly disagree or disagree with the statement, with 2 respondents (1.8% of the total) strongly disagreeing. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as being willing to be strict when necessary, with a significant portion agreeing strongly, while a smaller portion express agreement, and a minority remain undecided.

Table 4.1.12: Wise and Honest					
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Undecided	5	4.5	4.5	4.5
	Agree	33	30.0	30.0	34.5
	Strongly Agree	72	65.5	65.5	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.12 illustrates respondents' perceptions regarding Prof Adegbite's wisdom and honesty. Among the 110 respondents, a significant majority express positive views of these traits. Specifically, 72 respondents, constituting 65.5% of the total, strongly agree that Prof Adegbite is wise and honest. Additionally, 33 respondents (30.0% of the total) simply agree with this assessment. However, there is a small portion of respondents who remain undecided, with 5 individuals (4.5% of the total) falling into this category. In summary, the data underscores a widespread perception of Prof Adegbite as being wise and honest, with a significant majority strongly affirming these traits, while a smaller portion express agreement, and a minority remain undecided

Table 4.1.13: Speaks eloquently					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	8	7.3	7.3	7.3
	Agree	34	30.9	30.9	38.2
	Strongly Agree	68	61.8	61.8	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.13 outlines respondents' perceptions regarding Prof Adegbite's eloquence in speech. Among the 110 respondents, the overwhelming majority express positive views of his eloquence. Specifically, 68 respondents, constituting 61.8% of the total, strongly agree that Prof Adegbite speaks eloquently. Additionally, 34 respondents (30.9% of the total) simply agree with this assessment. However, there remains a small portion of respondents who are undecided, with 8 individuals (7.3% of the total) falling into this category. In summary, the data underscores a widespread perception of Prof Adegbite as being eloquent in speech, with a significant majority strongly affirming this trait, while a smaller portion express agreement, and a minority remain undecided.

Table 4.1.14: Violent and brags					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	76	69.1	69.1	69.1
	Disagree	25	22.7	22.7	91.8
	Undecided	8	7.3	7.3	99.1
	Strongly Agree	1	.9	.9	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.14 illustrates respondents' perceptions regarding whether Prof Adegbite is violent and tends to brag. Among the 110 respondents, the vast majority express disagreement with these negative traits. Specifically, 76 respondents, constituting 69.1% of the total, strongly disagree that Prof Adegbite is violent and brags, while 25 respondents (22.7% of the total) simply disagree. Additionally, there is a small portion of respondents who are undecided, with 8 individuals (7.3% of the total) falling into this category. Conversely, only a minority of respondents strongly agree that Prof Adegbite possesses these negative traits, with just 1 respondent (.9% of the total) strongly agreeing. In summary, the data suggests that the overwhelming majority of respondents perceive Prof Adegbite as not being violent and not prone to bragging, with a significant majority strongly opposing this notion, while a smaller portion express disagreement, and a minority remain undecided.

Table 4.1.15: Shows good behavior					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	4	3.6	3.6	3.6
	Agree	26	23.6	23.6	27.3
	Strongly Agree	80	72.7	72.7	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.15 illustrates respondents' perceptions regarding whether Prof Adegbite exhibits good behavior. Among the 110 respondents, the overwhelming majority express positive

views of his behavior. Specifically, 80 respondents, constituting 72.7% of the total, strongly agree that Prof Adegbite shows good behavior, while 26 respondents (23.6% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 4 individuals (3.6% of the total) falling into this category. In summary, the data suggests that the vast majority of respondents perceive Prof Adegbite as exhibiting good behavior, with a significant majority strongly affirming this trait, while a smaller portion express agreement, and a negligible minority remain undecided.

Table 4.1.16: Sincere in her work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	6	5.5	5.5	5.5
	Agree	25	22.7	22.7	28.2
	Strongly Agree	79	71.8	71.8	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.16 outlines respondents' perceptions regarding Prof Adegbite's sincerity in her work. Among the 110 respondents, the overwhelming majority express positive views of her sincerity. Specifically, 79 respondents, constituting 71.8% of the total, strongly agree that Prof Adegbite is sincere in her work, while 25 respondents (22.7% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 6 individuals (5.5% of the total) falling into this category. In summary, the data suggests that the vast majority of respondents perceive Prof Adegbite as being sincere in her work, with a significant majority strongly affirming this trait, while a smaller portion express agreement, and a negligible minority remain undecided.

Table 4.1.17: Does not get angry quickly					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.9	.9	.9
	Undecided	16	14.5	14.5	15.5
	Agree	54	49.1	49.1	64.5
	Strongly Agree	39	35.5	35.5	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.17 illustrates respondents' perceptions regarding whether Prof Adegbite gets angry quickly. Among the 110 respondents, a majority express agreement with the notion that Prof Adegbite does not get angry quickly. Specifically, 39 respondents, constituting 35.5% of the total, strongly agree with this statement, while 54 respondents (49.1% of the total) simply agree. Additionally, there is a portion of respondents who are undecided, with 16 individuals (14.5% of the total) falling into this category. Conversely, only a very small minority of respondents either strongly disagree or disagree with the statement, with just 1 respondent (.9% of the total) strongly disagreeing. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as not getting angry quickly, with a significant majority either strongly agreeing or agreeing with this notion, while a smaller portion remain undecided, and a negligible minority hold dissenting views.

Table 4.1.18: Does not keep promises					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	37.3	37.3	37.3
	Disagree	51	46.4	46.4	83.6
	Undecided	16	14.5	14.5	98.2
	Agree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.18 outlines respondents' perceptions regarding whether Prof Adegbite keeps promises. Among the 110 respondents, the majority express disagreement with the notion that Prof Adegbite does not keep promises. Specifically, 41 respondents, constituting 37.3% of the total, strongly disagree with this assertion, while 51 respondents (46.4% of the total) simply disagree. Additionally, there is a portion of respondents who are undecided, with 16 individuals (14.5% of the total) falling into this category. Conversely, only a very small minority of respondents agree with the statement, with just 2 respondents (1.8% of the total) agreeing. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as

someone who keeps promises, with a significant majority either strongly disagreeing or disagreeing with the statement, while a smaller portion remain undecided, and a negligible minority agree with the statement.

Table 4.1.19: Dictatorial					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	38.2	38.2	38.2
	Disagree	33	30.0	30.0	68.2
	Undecided	26	23.6	23.6	91.8
	Agree	8	7.3	7.3	99.1
	Strongly Agree	1	.9	.9	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.1.19 illustrates respondents' perceptions regarding whether Prof Adegbite is dictatorial. Among the 110 respondents, there is a range of opinions on this trait. Notably, a significant portion of respondents, comprising 75 (68.2%) who either strongly disagree or disagree, perceive Prof Adegbite as not dictatorial. Specifically, 42 respondents (38.2% of the total) strongly disagree, while 33 respondents (30.0% of the total) disagree with the notion of him being dictatorial. Additionally, 26 respondents (23.6% of the total) remain undecided on this trait. Conversely, only a minority of respondents agree or strongly agree that Prof Adegbite is dictatorial, with 8 respondents (7.3% of the total) agreeing and 1 respondent (.9% of the total) strongly agreeing. In summary, the data indicates mixed opinions among respondents regarding Prof Adegbite's dictatorial tendencies, with a significant portion disagreeing with the notion, while others hold varying degrees of agreement or disagreement, and a notable portion remain undecided.

Relationship with Students
This section examines Professor Esther Adegbite's relationship with her students that makes her an ideal University lecturer and the students' perspective of the person of Professor Esther Adegbite.

Table 4.3.1. Respects the viewpoints of students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	5	4.5	4.5	4.5
	Agree	46	41.8	41.8	46.4
	Strongly Agree	59	53.6	53.6	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution 4.3.1 able outlines respondents' perceptions regarding whether Prof Adegbite respects the viewpoints of students. Among the 110 respondents, the overwhelming majority express positive views of his attitude towards students' viewpoints. Specifically, 59 respondents, constituting 53.6% of the total, strongly agree that Prof Adegbite respects the viewpoints of students, while 46 respondents (41.8% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 5 individuals (4.5% of the total) falling into this category. In summary, the data underscores a widespread perception of Prof Adegbite as respecting the viewpoints of students, with a significant majority strongly affirming this trait, while a smaller portion express agreement, and a minority remain undecided.

Table 4.3.2: Compassionates towards students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.9	.9	.9
	Undecided	9	8.2	8.2	9.1
	Agree	40	36.4	36.4	45.5
	Strongly Agree	60	54.5	54.5	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution Table 4.3.2 outlines respondents' perceptions regarding whether Prof Adegbite is compassionate towards students. Among the 110 respondents, the overwhelming majority express positive views of his compassion towards students. Specifically, 60 respondents, constituting 54.5% of the total, strongly agree that Prof Adegbite is compassionate towards students, while 40 respondents (36.4% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 9 individuals (8.2% of the total) falling into this category. In summary, the data underscores a widespread perception of Prof Adegbite as being compassionate towards students, with a significant majority strongly affirming this trait, while a smaller portion express agreement, and a minority remain undecided.

Table 4.3.3: Encourages students to express their views					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.9	.9	.9
	Undecided	10	9.1	9.1	10.0
	Agree	39	35.5	35.5	45.5
	Strongly Agree	60	54.5	54.5	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.3.3 illustrates respondents' perceptions regarding whether Prof Adegbite encourages students to express their views. Among the 110 respondents, there is a notable consensus that Prof Adegbite indeed encourages students to express their views. Specifically, 60 respondents (54.5% of the total) strongly agree with this statement, while 39 respondents (35.5% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 10 individuals (9.1% of the total) falling into this category. Conversely, only a very small minority of respondents either disagree or strongly disagree with the statement, with just 1 respondent (.9% of the total) in each category. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as encouraging students to express their views, with a significant majority either strongly agreeing or agreeing with this notion, while a smaller portion remain undecided, and a negligible minority hold dissenting views.

Table 4.3.4: Closes to the students and Provides opportunities for students to talk to her					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.9	.9	.9
	Undecided	12	10.9	10.9	11.8
	Agree	42	38.2	38.2	50.0
	Strongly Agree	55	50.0	50.0	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.3.4 outlines respondents' perceptions regarding whether Prof Adegbite is accessible to students and provides opportunities for them to talk to her. Among the 110 respondents, there is a notable consensus that Prof Adegbite is indeed accessible to students and provides opportunities for them to talk to her. Specifically, 55 respondents (50.0% of the total) strongly agree with this statement, while 42 respondents (38.2% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 12 individuals (10.9% of the total) falling into this category. Conversely, only a very small minority of respondents either disagree or strongly disagree with the statement, with just 1 respondent (.9% of the total) in the "disagree" category. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as being accessible to students and providing them with opportunities to talk to her, with a significant majority either strongly agreeing or agreeing with this notion, while a smaller portion remain undecided, and a negligible minority hold dissenting views.

Table 4.3.5: Keeps good timing for lectures					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.9	.9	.9
	Undecided	10	9.1	9.1	10.0
	Agree	41	37.3	37.3	47.3
	Strongly Agree	58	52.7	52.7	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.3.5 outlines respondents' perceptions regarding whether Prof Adegbite keeps good timing for lectures. Among the 110 respondents, there is a notable consensus that Prof Adegbite indeed keeps good timing for lectures. Specifically, 58 respondents (52.7% of the total) strongly agree with this statement, while 41 respondents (37.3% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 10 individuals (9.1% of the total) falling into this category. Conversely, only a very small minority of respondents either disagree or strongly disagree with the statement, with just 1 respondent (.9% of the total) in the "disagree" category. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as keeping good timing for lectures, with a significant majority

either strongly agreeing or agreeing with this notion, while a smaller portion remain undecided, and a negligible minority hold dissenting views.

Table 4.3.6: Deals with his/her students with transparency		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	7	6.4	6.4	6.4
	Agree	44	40.0	40.0	46.4
	Strongly Agree	59	53.6	53.6	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.3.6 outlines respondents' perceptions regarding whether Prof Adegbite deals with his/her students with transparency. Among the 110 respondents, there is a strong consensus that Prof Adegbite deals with students with transparency. Specifically, 59 respondents (53.6% of the total) strongly agree with this statement, while 44 respondents (40.0% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 7 individuals (6.4% of the total) falling into this category. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as dealing with students with transparency, with a significant majority either strongly agreeing or agreeing with this notion, while a smaller portion remain undecided.

Table 4.3.7: Frequently absent from lectures		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	40.9	40.9	40.9
	Disagree	41	37.3	37.3	78.2
	Undecided	14	12.7	12.7	90.9
	Agree	6	5.5	5.5	96.4
	Strongly Agree	4	3.6	3.6	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.3.7 outlines respondents' perceptions regarding whether Prof Adegbite is frequently absent from lectures. Among the 110 respondents, there is a consensus that Prof Adegbite is not frequently absent from lectures. Specifically, 45 respondents (40.9% of the total) strongly disagree with this statement, while 41 respondents (37.3% of the total) simply disagree. Additionally, there is a portion of respondents who are undecided, with 14 individuals (12.7% of the total) falling into this category. Conversely, only a very small minority of respondents agree or strongly agree with the statement, with just 6 respondents (5.5% of the total) agreeing and 4 respondents (3.6% of the total) strongly agreeing. In summary, the data indicates that the majority of respondents perceive Prof Adegbite as not being frequently absent from lectures, with a significant majority either strongly disagreeing or disagreeing with this notion, while a smaller portion remain undecided, and a negligible minority hold dissenting views

Table 4.3.8: A perfect example to students in behaviour		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	9	8.2	8.2	8.2
	Agree	34	30.9	30.9	39.1
	Strongly Agree	67	60.9	60.9	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.3.8 outlines respondents' perceptions regarding whether Prof Adegbite is a perfect example to students in behavior. Among the 110 respondents, there is a strong consensus that Prof Adegbite indeed serves as a perfect example to students in behavior. Specifically, 67 respondents (60.9% of the total) strongly agree with this statement, while 34 respondents (30.9% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 9 individuals (8.2% of the total) falling into this category. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as being a perfect example to students in behavior, with a significant majority either strongly agreeing or agreeing with this notion, while a smaller portion remain undecided.

Table 4.3.9: Loved by his/her students		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.9	.9	.9
	Disagree	1	.9	.9	1.8
	Undecided	10	9.1	9.1	10.9
	Agree	26	23.6	23.6	34.5
	Strongly Agree	72	65.5	65.5	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.3.9 outlines respondents' perceptions regarding whether Prof Adegbite is loved by his/her students. Among the 110 respondents, there is a strong consensus that Prof Adegbite is indeed loved by his/her students. Specifically, 72 respondents (65.5% of the total) strongly agree with this statement, while 26 respondents (23.6% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 10 individuals (9.1% of the total) falling into this category. Conversely, only a very small minority of respondents either disagree or strongly disagree with the statement, with just 1 respondent (.9% of the total) in each category. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as being loved by his/her students, with a significant majority either strongly agreeing or agreeing with this notion, while a smaller portion remain undecided, and a negligible minority hold dissenting views

Table 4.3.10: Have confidence in his/her students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	14	12.7	12.7	12.7
	Agree	37	33.6	33.6	46.4
	Strongly Agree	59	53.6	53.6	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.3.10 outlines respondents' perceptions regarding whether Prof Adegbite has confidence in his/her students. Among the 110 respondents, there is a strong consensus that Prof Adegbite indeed has confidence in his/her students. Specifically, 59 respondents (53.6% of the total) strongly agree with this statement, while 37 respondents (33.6% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 14 individuals (12.7% of the total) falling into this category. In summary, the data suggests that the majority of respondents perceive Prof Adegbite as having confidence in his/her students, with a significant majority either strongly agreeing or agreeing with this notion, while a smaller portion remain undecided.

Table 4.3.11: Have a good relationship with the students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	8	7.3	7.3	7.3
	Agree	33	30.0	30.0	37.3
	Strongly Agree	69	62.7	62.7	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.3.11 outlines respondents' perceptions regarding whether Prof Adegbite has a good relationship with the students. Among the 110 respondents, there is a strong consensus that Prof Adegbite indeed has a good relationship with the students. Specifically, 69 respondents (62.7% of the total) strongly agree with this statement, while 33 respondents (30.0% of the total) simply agree. Additionally, there is a small portion of respondents who are undecided, with 8 individuals (7.3% of the total) falling into this category.

In summary, the data suggests that the majority of respondents perceive Prof Adegbite as having a good relationship with the students, with a significant majority either strongly agreeing or agreeing with this notion, while a smaller portion remain undecided.

Table 4.3.12: Shows a lack of attention to the students' problems					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	57	51.8	51.8	51.8
	Disagree	40	36.4	36.4	88.2
	Undecided	10	9.1	9.1	97.3
	Agree	3	2.7	2.7	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.1.12 outlines respondents' perceptions regarding whether Prof Adegbite shows a lack of attention to the students' problems. Among the 110 respondents, there is a strong consensus that Prof Adegbite does not show a lack of attention to the students' problems. Specifically, 57 respondents (51.8% of the total) strongly disagree with this statement, while 40 respondents (36.4% of the total) simply disagree. Additionally, there is a small portion of respondents who are undecided, with 10 individuals (9.1% of the total) falling into this category.

Conversely, only a very small minority of respondents either agree or strongly agree with the statement, with just 3 respondents (2.7% of the total) in the "agree" category and none in the "strongly agree" category.

In summary, the data suggests that the majority of respondents perceive Prof Adegbite as not showing a lack of attention to the students' problems, with a significant majority either strongly disagreeing or disagreeing with this notion, while a smaller portion remain undecided, and a negligible minority hold dissenting views.

Table 4.3.13: A friend to her students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.9	.9	.9
	Disagree	1	.9	.9	1.8
	Undecided	16	14.5	14.5	16.4
	Agree	38	34.5	34.5	50.9
	Strongly Agree	54	49.1	49.1	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.1.13 outlines respondents' perceptions regarding whether Prof Adegbite is a friend to her students. Among the 110 respondents, there is a strong consensus that Prof Adegbite is indeed a friend to her students. Specifically, 54 respondents (49.1% of the total) strongly agree with this statement, while 38 respondents (34.5% of the total) simply agree. Additionally, there is a portion of respondents who are undecided, with 16 individuals (14.5% of the total) falling into this category.

Conversely, only a very small minority of respondents either disagree or strongly disagree with the statement, with just 1 respondent (.9% of the total) in each category.

In summary, the data suggests that the majority of respondents perceive Prof Adegbite as being a friend to her students, with a significant majority either strongly agreeing or agreeing with this notion, while a smaller portion remain undecided, and a negligible minority hold dissenting views.

Table 4.3.14: Contributes to solving the problems of students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	14	12.7	12.7	12.7
	Agree	42	38.2	38.2	50.9
	Strongly Agree	54	49.1	49.1	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.1.14 outlines respondents' perceptions regarding whether Prof Adegbite contributes to solving the problems of students. Among the 110 respondents, there is a strong consensus that Prof Adegbite does indeed contribute to solving the problems of students. Specifically, 54 respondents (49.1% of the total) strongly agree with this statement, while 42 respondents (38.2% of the total) simply agree. Additionally, there is a portion of respondents who are undecided, with 14 individuals (12.7% of the total) falling into this category.

In summary, the data suggests that the majority of respondents perceive Prof Adegbite as contributing to solving the problems of students, with a significant majority either strongly agreeing or agreeing with this notion, while a smaller portion remain undecided.

Table 4.3.15: Accepts criticism from students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.5	4.5	4.5
	Disagree	10	9.1	9.1	13.6
	Undecided	48	43.6	43.6	57.3
	Agree	25	22.7	22.7	80.0
	Strongly Agree	22	20.0	20.0	100.0

	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.1.15 outlines respondents' perceptions regarding whether Prof Adegbite accepts criticism from students. Among the 110 respondents, there is a range of opinions on this trait. Notably, a significant portion of respondents, comprising 47 (42.7%) who either agree or strongly agree, perceive Prof Adegbite as accepting criticism from students. Specifically, 22 respondents (20.0% of the total) strongly agree with this statement, while 25 respondents (22.7% of the total) simply agree. Additionally, there is a notable portion of respondents who are undecided, with 48 individuals (43.6% of the total) falling into this category. Conversely, there are also respondents who either disagree or strongly disagree with the statement, with 10 respondents (9.1% of the total) in the "disagree" category and 5 respondents (4.5% of the total) in the "strongly disagree" category.

In summary, the data indicates mixed opinions among respondents regarding Prof Adegbite's acceptance of criticism from students, with a significant portion agreeing with the notion, while others hold varying degrees of agreement or disagreement, and a notable portion remain undecided.

Table 4.3.16: Has no confidence in students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	55	50.0	50.0	50.0
	Disagree	43	39.1	39.1	89.1
	Undecided	10	9.1	9.1	98.2
	Agree	1	.9	.9	99.1
	Strongly Agree	1	.9	.9	100.0
	Total	110	100.0	100.0	

Sources: Authors' Computation (2024)

The frequency distribution table 4.1.16 outlines respondents' perceptions regarding whether Prof Adegbite has no confidence in students. Among the 110 respondents, there is a clear consensus that Prof Adegbite does not have no confidence in students. Specifically, 55 respondents (50.0% of the total) strongly disagree with this statement, while 43 respondents (39.1% of the total) simply disagree. Additionally, there is a small portion of respondents who are undecided, with 10 individuals (9.1% of the total) falling into this category.

Conversely, only a very small minority of respondents either agree or strongly agree with the statement, with just 1 respondent (.9% of the total) in each category.

In summary, the data suggests that the majority of respondents perceive Prof Adegbite as having confidence in students, with a significant majority either strongly disagreeing or disagreeing with this notion, while a smaller portion remain undecided, and a negligible minority hold dissenting views.

V. Conclusion

The study on the personal traits of Professor Esther Adegbite shows a widespread perception by the respondents of her having a positive attitude, being self-confident, organized and as a smart lecturer. She is also perceived to have respect for the customs and traditions of the society and the university and is fair in disposition. Further response also shows that Prof Adegbite is wise and honest, speaks eloquently and sincere inn her work. She is also seen as not violent nor brags, does not get angry quickly and she is not dictatorial.

Majority of the respondents refute the claim that Professor Adegbite lacks the ability to engage in dialogue and debate, or that she is not a collaborator and that she does not acknowledge her mistake. Also, the analysis underscore a widespread perception of Prof Adegbite as being emotionally balanced, optimistic and open-minded personality but strict where and when necessary.

On her relationship with students, the response shows that Prof Adegbite has a good relationship with the students, she is loved by the students, contributes to solving the problems of students, very polite in addressing students and has confidence in the students and accept criticism from students. Also, there is widespread perception of Prof Adegbite as respecting the viewpoint of students, compassionate and encourages students to express their opinions. Respondent equally agrees that she keeps good timing for lectures and does not miss her lectures. She deals with Students with transparency and provides opportunities for students to express their opinions.

Further, the symbolic interactionism theory is of utmost significance to this research as it explains the meanings individuals attach to events and social interactions. Throughout the research, Prof. Adegbite symbolizes a teacher, leader and a mediator. And these symbolisms thrived by virtue of her interaction with others especially her students. Professor Adegbite's story is a testament to the power of hard work, dedication,

and perseverance. She is an epitome of an ideal university lecturer and a role model for anyone who aspires to achieve great things in their own lives.

Reference

[1]   Abrami, P. C Marilyn, H. M. & Raiszadeh, F. (2001). Business Students' Perceptions Of Faculty Evaluations. The International Journal Of Educational Management, 15, 12-22. Doi:10.1108/09513540110366097

[2]   Alweshahi, Y., Harley, D., Cook, D.A. (2007) Students' Perception Of The Characteristics Of Effective Bedside Teachers. Med. Teach. 29,204-209. Doi:10.1080/01421590701271818

[3]   Alzeebaree, Y. & Zebari, I. (2021). What Makes An Effective Efl Teacher: High School Students' Perceptions. The Asian Esp Journal, 16 (12), 169-183. Retrieved From Www.Ssrn.Com

[4]   Apodaka, P. Y Grad, H. (2002). Análisis Dimensional De Las Opiniones De Los Alumnos Universitarios Sobre Sus Profesores (Dimensional Analysis Of The Opinions Of University Students About Their Teachers: Comparison Between Parametric And Non-Parametric Techniques). Revista De Investigación Educativa, 20(2), 385-409. Retrieved From Www.Digitum.Um.Es

[5]   Bennett, D., Roberts, L., Ananthram, S. & Broughton, M. (2018). What Is Required To Develop Career Pathways For Teaching Academics? Higher Education, 75(2), 271-286. Doi:10.1007/S10734-017-0138-9

[6]   Bhattacharya, B. (2004). What Is 'Good Teaching' In Engineering Education In India? A Case Study. Innovations In Education And Teaching Internationa41,329-341. Doi:10.1080/14703290410001733258

[7]   Biggs, J. B., & Tang, C. (2011). Teaching For Quality Learning At University: What The Student Does (4th Ed.). Berkshire: Open University Press.

[8]   Boyer, E. L., Moser, D., Ream, T. C & Braxton, J. M. (2015). Scholarship Reconsidered: Priorities Of The Professoriate. San Francisco, Ca: John Wiley & Sons.

[9]   Boyer, E. L. (1990). Scholarship Reconsidered: Priorities Of The Professoriate. Princeton, N.J: Carnegie Foundation For The Advancement Of Teaching. Retrieved From Www.Umces.Edu

[10]   Bronkhorst, L. H. (2013). Research-Based Teacher Education: Interactions Between Research And Teaching Doctoral Dissertation. Utrecht University.

[11]   Carlos - Guzmán, J. (2016). ¿Qué Y Cómo Evaluar El Desempeño Docente? Una Propuesta Basada En Los Factores Que Favorecen El Aprendizaje.

[12]   Casero M. A. (2010). ¿Cómo Es El Buen Profesor Universitario Segúne La Lumnado? Rev. Española Pedagog, 68, 223-242. Retrieved From Www.Jstor.Org

[13]   Clayson, D. E. & Sheffet, M. J. (2006). Personality And The Student Evaluation Of Teaching. Journal Of Marketing Education 28(2):149-160. Doi:10.1177/0273475306288402

[14]   Reichel, N., & Arnon, S. (2009). A Multicultural View Of The Good Teacher In Israel. Teach. Teach. 15, 59–85. Doi: 10.1080/13540600802661329

[15]   Cohen, L., Manion, L. & Morrison, K. (2011). Research Methods In Education. (7th Ed). London: Routledge.

[16]   Covarrubias P, P. Y & Piña R. M.M. (2004), La Interacción Maestro-Alumno Y Su Relacióncon El Aprendizaje Revista Latinoamericana De Estudios Educativos, 34 47-84. Retrieve From Www.Issuu.Com

[17]   Cubero, G.D. (2022). Personal And Professional Qualities Of Teachers And Their Influence On The Academic Performance Of The Pre-Service Teachers. International Journal Of Environmental Economics, Commerce And Educational Management, 9(10), 4-24. Doi 10.36713/Epra0414

[18]   De Corte, E., Verschaffel, L., & Masui, C. (2004). The Clia-Model: A Framework For Designing Powerful Learning Environments For Thinking And Problem Solving. European Journal Of Psychology Of Education, 19(4), 365-384. Doi:10.1007/Bf03173216

[19]   De Corte, E., Verschaffel, L., Entwistle, N., & Merrienboer, J. Van (2003). Powerful Learning Environments: Unravelling Basic Components And Dimensions (1st Ed.). Oxford: Pergamon.

[20]   De Miguel, M. (1998). La Evaluación Del Profesorado Universitario. Criterios Y Propuestas Para Mejorar La Función Docente (The Evaluation Of The University Teaching Staff. Criteria And Proposals To Improve The Teaching Function). Revista De Educación, 315, 67-84. Retrieved From Www.Educacionyfp.Gob.Es

[21]   Devlin, M., & Samarawickrema, G. (2010). The Criteria Of Effective Teaching In A Changing Higher Education Context. Higher Education Research & Development, 29(2), 111-124. Doi:10.1080/07294360903244398

[22]   Dolfan. (1989). Hawla Faas Wa Jami'atuha Wa Ta'lim Al 'Ali Biha. Fez. Retrieved From Www.Journal.Unisza.Edu

[23]   Delucchi, M. (2000). Don't Worry, Be Happy: Instructor Likability, Student Perceptions Of Learning, And Teacher Ratings In Upper-Level Sociology Courses. Teach. Soc. 28, 220-231. Doi:10.2307/1318991

[24]   Dutta, R., Halder, S. & Sen. K. (2017). Teacher Effectiveness And Related Characteristics: A Systematic Review. The Online Journal Of New Horizons In Education, 7, 143-201. Retrieved From Www.Tojned.Net

[25]   Ericsson, K. A.(2009). Development Of Professional Expertise: Toward Measurement Of Expert Performance And Design Of Optimal Learning Environments. New York, Ny: Cambridge University Press

[26]   European University Association. (2018). Learning And Teaching In Europe's Universities: An Eua Position Paper. Eua. Retrieved From Www.Eua.Eu

[27]   Epting, L. K., Zinn, T. E., Buskist, C. & Buskist, W. (2004). Students Perspectives On The Distinction Between Ideal And Typical Teachers. Teaching Of Psychology, 31 (3), 181-183. Http://Dx.Doi.Org/10.1207/S15328023top3103_5

[28]   Fadde, P. J., & Klein, G. A. (2010). Deliberate Performance: Accelerating Expertise In Natural Settings. Performance Improvement, 49(9), 5-14. Doi:10.1002/ Pfi.20175

[29]   Friz, M., Sanhueza, S. & Figueroamanzi, E. (2011). Concepciones De Los Estudiantes Para Professor De Matemáticas Sobre Las Competencias Professional Es Implicada Sen La Ensenanza De La Estadística (Pre-Service Mathematics Teachers' Concepts Regarding The Professional Competencies Involved In The Teaching Of Statistics). Rev. Electron. Investig. Educ. 13, 113-131. Retrieved From Www.Scielo.Org.Mx

[30]   Gargallo, L, B., Sánchez, P, F., Ros, R. C., & Ferreras Remesal, A. (2010). Estilos Docentes De Los Profesores Universitarios. La Percepción De Los Alumnos De Los Buenos Profesores. Revista Iberoamericana De Educación, 51(4), 1-16. Doi:10.35362/Rie5141826

[31]   Glenn, D., Patel, F., Kutieleh, S., Robbins, J., Smigiel, H., & Wilson, A. (2012). Perceptions Of Optimal Conditions For Teaching And Learning: A Case Study From Flinders University. Higher Education Research & Development, 31(2),B201-215. Doi:10.1080/07294360.2011.555390

[32]   Guerrero, M. J. L. & Moya, E. C. (2011). Questionnaire Design (Oppumaugr And Opeumaugr): The Opinion And Perception Of Teachers And Students On The Use Of Active Methodologies At The University, Globalization, New Ruralities And Schools 15(2) .272-297. Retrieved From Www.Recyt.Fecyt.Es

[33]   Jahangiri, L., Mcandrew, M., Muzaffar, A. & Mucciolo, T.W. (2013). Characteristics Of Effective Clinical Teachers Identified By Dental Students: A Qualitative Study. Eur. J. Dent. Educ.17, 10-18. Doi: 10.1111/Eje.12012.

[34]   Korthagen, F. A. J., Kessels, J., Koster, B., Lagerwerf, B. & Wubbels, T. (2001). Linking Practice And Theory: The Pedagogy Of Realistic Teacher Education. New York, Ny: Routledge. Doi:/10.4324/9781410600523

[35]   Larionova, A. A., Zaitseva, N. A., Anoshina, Y. F., Gaidarenko, L. V., & Ostroukhov, V. M. (2018). The Modern Paradigm Of Transforming The Vocational Education System. Astra Salvensis, 6, 436-448. Retrieved From Www.Astrasalvensis.Eu

[36]   López , M.C.L (2007). El Espacio Europeo De Educación Superior Y Su Impacto En La Evaluación Del Proceso Enseñanza-Aprendizaje/O Espaço Europeu De Educação Superior E Seu Impacto Na Avaliação Do Processo Ensino-Aprendizagem. Educação Temática Digital,15, 85-99. Retrieved From Nbn-Resolving.Org

[37]   García-Valcárcel, A (1992). Características Del "Buen Professor" Universitario Segúne Studiantes Y Profesores Universitario (The "Good Professor" Characteristics According To Students And Teachers). Rev. Investig. Educ., 10, 31-50. Retrieved From Www.Dialnet.Unirioja.Es

[38]   Gruber, H. & Harteis, C. (2018). Individual And Social Influences On Professional Learning: Supporting The Acquisition And Maintenance Of Expertise. Cham: Springer International, 12 Doi:10.1007/978-3-319-97041-7

[39]   Hobson, S. M., & Talbot, D.M. (2001). Understanding Student Evaluations. College Teaching, 49, 26-31. Doi:10.1080/87567550109595842

[40]   Hughes, J., Robb, J. A., Hagerman, M. S., Laffier, J. & Cotnam-Kappel, M. (2022). What Makes A Maker Teacher? Examining Key Characteristics Of Two Maker Educators. International. Journal Educational. Research. Open 3, 1-9. Doi:10.1016/J.Ijedro.2021.100118

[41]   Kandlbinder, P. (2013). Signature Concepts Of Key Researchers In Higher Education Teaching And Learning. Teaching In Higher Education, 18(1), 1-12. Doi:10.1080/13562517.2012.694102

[42]   Kelly, F. J. (1950). Toward A Better College Teaching. Federal Security Agency, Office Of Education.

[43]   Marín, M., Martinez, R. Troyanor, Y. & Teruel, P. (2011). Student Perspectives On The University Professor Role. Ocial Behavior And Personality An International Journal 39(4):491-496. Doi:10.2224/Sbp.2011.39.4.491

[44]   Martínez, M.; Del Mar, M.; García, B.; Quintanal, J. (2006) El Perfil Del Professor Universitario De Calidad Desde La Perspectiva Del Alumnado (The Profile Of A Quality University Professor From The Student's Perspective). Education, 9, 183-198. Doi:10.5944/Educxx1.9.0.325

[45]   Mittal, S., & Gera, R. (2013). Student Evaluation Of Teaching Effectiveness (Set): An Sem Study In Higher Education In India. International. Journal Of Business And Social Science, 4(10), 289-298. Retrieved From Www.Ijbssnet.Com

[46]   Morrison, B. & Evans, S. (2018). University Students' Conceptions Of The Good Teacher: A Hong Kong Perspective. Journal Of Further And Higher Education, 42, 352–365. Doi: 10.1080/0309877x.2016.1261096

[47]   Orhon, G. (2012). The Effect Of Teachers' Emotional And Perceptual Characteristics On Creative Learning. Procedia Social And Behavioral Sciences. 46, 3074-3077. Doi: 10.1016/J.Sbspro. 2012.06.013

[48]   Parpala, A.; Lindblom-Ylänne, S.; Rytkönen, H. (2011) Students' Conceptions Of Good Teaching In Three Different Disciplines. Assessment & Evaluation In Higher Education 36(5):549-563. Doi:10.1080/02602930903541023

[49]   Pascual, I.Y. & Gaviria, J.L. (2004). El Problema De La Fiabilida Den La Evaluación De La Eficiencia Docenteen La Universidad: Una Alternative Metodológica. (The Problem Of Reliability In The Evaluation Of Teaching Efficiency At The University: A Methodological Alternative). Rev. Española Pedagog, 229, 359-376. Retrieved From Www. Revistadepedagogia.Org

[50]   Oppenheim, A. (1992). Questionnaire Design, Interviewing And Attitude Measurement. Journal Of Community & Applied Social Psychology, 4(5), 371-372. Doi:10.1002/Casp.2450040506

[51]   Ramsden, P. & Ramsden, P. (2003). Learning To Teach In Higher Education (2nd Ed.). Routledge. Doi:10.4324/9780203507711

[52]   Raisuni, D. A. (2010). Al 'Amal Al Ahli Mina Al Jami' Ila Al Jaami'ati. Al Magrib. Retrieved From Www.Journal.Unisza.Edu

[53]   Ryan, R & Deci, E. (2022). Self-Determination Theory. Encyclopedia Of Quality Of Life And Well-Being Research, 1-7 Doi:10.1007/978-3-319-69909-7_2630-2.

[54]   Ryan, R. M., Deci, E. L. & Grolnick, W. S. (1995). Autonomy, Relatedness, And The Self: Their Relation To Development And Psychopathology. In D. Cicchetti & D, J. Cohen (Eds.), Developmental Psychopathology: Theory And Methods, 618-655). New York: Wiley

[55]   Sarwar, M., Dildar, M., Shah, A. A., & Hussain, S. (2017). Relationship Among Students' Academic Achievement, Students' Evaluation Of Teacher And Students' Evaluation Of Course. Dialogue, 12 50-58. Retrieved From Www.Qurtuba.Edu.Pk

[56]   Singh, C. K. S., Mostafa, N. A., Mulyadi, D., Madzlan, N. A., Ong, E. T., Shukor, S. S., & Singh, T. S. M. (2021). Teacher Educators' Vision Of Anfrontiers In Education | Www.Frontiersin.Org 10 March 2022 | Volume 7 | Article 842640

[57]   Strage, A. 2008). Traditional And Non-Traditional College Students' Descriptions Of The "Ideal" Professor And The "Ideal"Course And Perceived Strengths And Limitations. College Student Journal, 42(1), 225-231. Retrieved From Www.Gale.Com/Apps

[58]   Su, F., And Wood, M. (2012). What Makes A Good University Lecturer? Students' Perceptions Of Teaching Excellence. J. Appl. Res. High. Educ. 4, 142–155. Doi:10.1108/17581181211273110

[59]   Tight, M. (2016). Examining The Research/Teaching Nexus. European Journal Of Higher Education, 6(4), 293-311. Doi:10.1080/21568235.2016.1224674

[60]   Trinchero, R (216). Costruire, Valutare, Certificare Competenze. Proposte Di Attività Per La Scuola; Franco Angeli: Milan, Italy

[61]   Wagenaar, T.C. (1995). Student Evaluation Of Teaching: Some Cautions And Suggestions. Teaching Sociology, 64, 64-68. Doi.10.2307/1319382

[62]   Westera, W. (2001). Competences In Education: A Confusion Of Tongues. Journal Of Curriculum Studies 33, 75-88. Doi:10.1080/00220270120625

[63]   Wilson, N., & Mclean, S. (1994). Questionnaire Design: A Practical Introduction. Newtown Abbey: University Of Ulster Press.

[64]   Yáñez, O.J., Sánchez, O. C. & Held, H. B. (2016). Atributos De Una Docencia De Calidad En La Educación Superior: Una Revision Sistemática (Attributes Of Quality Teaching In Higher Education: A Systematic Review). Estud. Pedagógicos, 3, 483-506. Doi:10.4067/S0718-07052016000400026.

[65]   Zabala, A V. (2000) La Práctica Educativa: Cómo Enseñar. Barcelona: Graó, Retrieved From Www.Des-For.Infd.Edu