

Effective and Ineffective English Teacher

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Abstract

This study examines the evolving role of English as a Foreign Language (EFL) teachers in the context of curriculum changes in Indonesia. The research addresses two key objectives: (1) to describe the characteristics of effective English teachers and (2) to identify the traits of ineffective English teachers. As educational reforms in Indonesia prompt shifts in teaching strategies, understanding these characteristics is critical to fostering improved learning outcomes in the EFL classroom. Using a qualitative descriptive research design, this study employs an interpretive approach to gather and analyze data. Qualitative research, in this context, attempts to describe and explain the teaching phenomena as they occur naturally. The study relies on interviews, observations, and document analysis to collect data, which is presented descriptively rather than numerically. The findings highlight the importance of adaptive teaching methods, pedagogical skills, and student-centered learning approaches in shaping the effectiveness of English teachers. Conversely, ineffective teachers tend to lack adaptability, demonstrate poor classroom management, and fail to engage students actively in the learning process. The significance of this research lies in its potential to inform teacher training programs and professional development initiatives. By providing a clear delineation between effective and ineffective teaching practices, the study offers valuable insights into how teachers can better align their methods with contemporary curriculum demands. This, in turn, can lead to enhanced critical thinking and language skills among EFL students in Indonesia. This research contributes to the growing body of literature on EFL teaching in Indonesia and underscores the need for continuous adaptation in teaching methodologies to meet evolving educational standards.

Keywords: *Effective, Ineffective, Teacher, English.*

INTRODUCTION

English learning methods have developed since Ancient Greek times until now. There are several well-known types, including the grammar-translation method, direct method, reading

method, audiolingual method, communicative method, and contemporary methods including task-based language teaching and content-based language teaching.

Teachers must be able to select the appropriate learning approach for teaching English to students. There are numerous strategies used and created in the teaching and learning process. The strategies utilized to improve writing and speaking skills will differ because the goals for each talent are not the same. Writing focuses on the ability to create written language, whereas speaking focuses on the production of spoken words. Furthermore, techniques for teaching English skills must be tailored to every skill in order to get the desired results. Students require the appropriate technique to get material from the teacher. Teachers must employ strategies that are appropriate for their students' abilities and circumstances. The teacher's learning method in grade seven will differ from the strategy used in grades eight and nine. Teacher tactics differ between classrooms with strong and low motivation.

In Indonesia, English is generally taught and studied as a foreign language. This means that learning and teaching English takes place in the classroom rather than in ordinary communication. English language learners in Indonesia currently lack ready access to English as a medium of communication outside of the classroom. Oxford and Shearin (1994) define a foreign language as one that is only learned in formal schooling. Thus, teaching and studying English in Indonesia brings unique obstacles that are not found in nations like Hong Kong, where English is more commonly utilized on a daily basis.

Research on teacher competency, curriculum, and English language instruction has called the Indonesian government's EFL teaching policy into question. For example, Halim (2016) contends that the Indonesian government's idea of professional competence is too narrow and must be interpreted in the context of teacher professionalism. Aside from that, several policies and procedures in EFL classes in Indonesia are inconsistent (Lie, 2007). To address this issue, Lie (2007) noted that there is an urgent need to better inform and advise policymakers on the design, implementation, and evaluation of EFL curriculum. As previously stated, the competency-based curriculum for English language teaching in middle and high schools aims to expose children to English texts while also developing English language competencies to assist them gain access to better professions in the future.

Curriculum policy revisions have occurred multiple times in Indonesia over the years, including when the COVID-19 pandemic hit. The influence of the Covid-19 pandemic is already beginning to expand to the field of education. This is done to limit the spread of Covid-19 transmission. It is hoped that all educational institutions would not carry on as usual. This may slow the spread of Covid-19. Similarly, some countries affected by this disease have implemented lockdown or quarantine laws to restrict the interaction of many people who could contribute to the spread of Covid-19. Several questions have arisen regarding the transmission of the coronavirus and its impact on teaching and learning activities. Similarly, some countries affected by this disease have implemented lockdown or quarantine laws to restrict the interaction of many people who could contribute to the spread of Covid-19. Several questions have arisen regarding the transmission of the coronavirus and its impact on teaching and learning activities.

Based on the description above, it is necessary to pay close attention to English teachers' learning methods in teaching EFL amidst the curriculum changes occurring in Indonesia. Therefore, this research needs to be conducted with the following focus: (1) Explain the

characteristics of effective English teachers, and (2) Explain the characteristics of ineffective English teachers!

METHOD

Qualitative research can be referred to by a variety of terms depending on the context. In terms of the nature under investigation, this research is classified as Qualitative Descriptive research. The Qualitative Experiment Design is a qualitative research design that aims to describe and analyze items based on reality. The descriptive method was used because data analysis was presented descriptively, and conclusions were gathered in writing rather than numerical format.

Using these criteria, this study aims to address questions about the characteristics of effective and ineffective English teachers as reported by English language education students at FBS Makassar State University. This research was conducted by administering a final semester test for the Professional Education course.

The subjects of this research were fourth-semester students of the English Education Study Program, Department of English, because in that semester there were Educational Professional courses. Where this research wants to see the characteristics of effective and ineffective English teachers according to English Language Education students. This research focuses on 3 classes (A, B, C) of students in the fourth semester of the 2022/2023 academic year who took this course as many as 117 students.

As with qualitative research, data gathering and analysis are carried out interactively, as Miles and Huberman demonstrate. Data was collected and examined. The findings of the analysis are then presented and concluded. Furthermore, the interim conclusions drawn are validated or augmented with additional evidence discovered during following data collection efforts.

FINDINGS

Based on the results of data collection and analysis that was carried out on 117 students taking the Professional Education course in the English Education Study Program, apart from finding data from the 5 questions in this research instrument, general information data from students is also displayed.

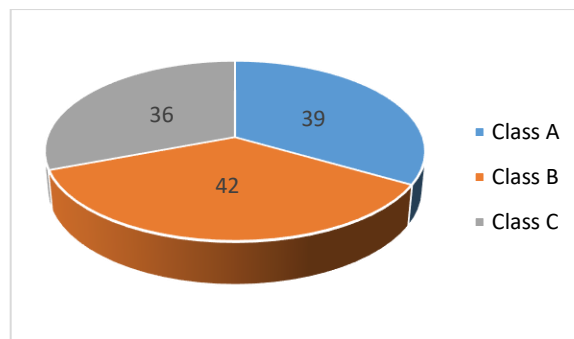


Figure 1. Distribution of Students by Class

From Figure 1, it can be seen that students come from three classes, namely class A with 39 people, class B with 42 people, and class C with 36 students.

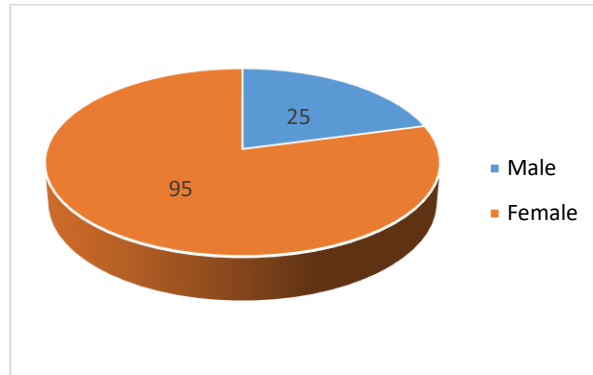


Figure 2. Distribution of Students by Gender

From Figure 2, it can be seen that the students consist of 92 women and 25 men.

a. Characteristics of Effective English Teachers

Based on the results of data collection and analysis that was carried out on 117 students taking the Educational Profession course in the English Language Education Study Program, data was found from the first question regarding the characteristics of effective English teachers according to students, "Explain the characteristics of effective English teachers!"

1. Good mastery of the material = A1, A4, A17, A20, A28, A32, B12, C2, C5, C20, C21, C32.
2. Have a good character = A1, A3, A6, A38, B24.
3. Creative = A1, A2, A7, A13, A14, A18, A22, A27, A28, A31, A39, B1, B3, B4, B23, B39, B40, C13, C16, C25, C26, C27, C30.
4. Organized = A1, A15, A20, B40, C19, C20, C21, C25, C31.
5. Give frequent assignments and evaluations = A1
6. Expertise in the subject matter = A2, A38, B20, C13.
7. Effective communication Skills = A2, A32, B3, B4, B6, B12, B16, B20, B21, B30, C16, C25, C30.
8. Innovation = A2, B14, C9, C13, C15, C35.
9. Respect = A2, C28.
10. Fairness = A2, C21, C28, C33.
11. Patience = A2, A7, A8, A9, A13, A14, A18, A19, A21, A22, A23, A25, A27, A31, A39, B1, B2, B6, B10, B21, B26, B34, B40, C1, C2, C3, C5, C10, C11, C13, C14, C16, C17, C19, C22, C23, C24, C25, C26, C27, C30.
12. Empathy = A2, A8, A14, A18, A19, A22, A23, A27, A33, A34, B1, B2, B3, B4, B10, B12, B25, B26, B27, B34, B40, C1, C3, C22, C23, C25, C30.
13. Showing an appropriate teaching performance = A3, A6, A10, A29, A30, B15.
14. Showing a good appearance = A3, A6, A10, A29, A30, B15.
15. Instructional Competence = A5, C33.

16. Personality = A5, A10, A15, A29, A30, A34, B15, B41, C20, C33, C36.
17. Teacher – student relationship = A5, A15, C3, C31, C33, C36.
18. Good communication skill = A7, A9, A13, A14, A19, A38, A39, B1, B5, B13, C10, C21, C32.
19. Deep understanding grammar = A7, A13, A39, C2, C12, C13, C27, C32.
20. Passion for the subject = A8, A9, A21, A23, A25, A33, A35, A36, A37, B1, B7, B17, B18, B36, B37, B38, B42, C7, C15, C22, C23, C24, C25.
21. Clear communication = A8, B22, B34.
22. Adaptability = A8, A9, A18, A21, A23, A24, A25, A31, A33, A35, A36, A37, B3, B4, B5, B7, B9, B10, B12, B17, B19, B20, B21, B25, B27, B29, B31, B32, B33, B34, B35, B36, B37, B38, B40, C4, C7, C12, C14, C17, C19, C22, C23, C24, C25, C30, C34.
23. Cultural sensitivity = A8, B1, B25, B27, C13, C18, C21, C32.
24. Continuous professional development = A8, B39, C30.
25. The ability to create engaging lesson plans = A9, A25, A33, A35, A36, B7, B35, B36, B37, C7, C19, C24.
26. Built a positive classroom environment = A9, A16, A25, A35, A37, B2, B8, B9, B11, B18, B19, B21, B22, B26, B28, B31, B33, B35, B38, C4, C8, C12, C13, C15, C17, C19, C22, C23, C29, C32.
27. Strong communication skills = A11, A18, A21, A23, A24, B2, A25, A31, A35, A36, A37, B18, B23, B26, B28, B33, B35, B36, B38, C4, C11, C13, C14, C17, C19, C22, C23, C24, C29, C34.
28. Provide constructive feedback = A11, A18, A35, A37, B1, B2, B5, B6, B8, B10, B11, B13, B18, B19, B22, B23, B26, B28, B33, B36, B38, C11, C14, C19, C22, C23, C31, C32.
29. Good oral communication skills = A12
30. Adapt the way of teaching according to our learning style = A12, B28.
31. Give a chance to talk = A12
32. Teaches how to use English in real life = A12, C1.
33. Always provide challenges to students = A12, C2, C32.
34. Passion for the language = A14, B6, B30, C30.
35. Strong knowledge of the subject = A14, B31, C13.
36. Understanding = A14, C32.
37. Enthusiasm = A15, A31, A37, B5, B32, B33, B34, B35, C11, C17, C18, C19.
38. Understanding students personalities = A15, B24, C2.
39. Have communication abilities = A16
40. Passion = A16, B19, B21, B34.
41. Have competency in the English language = A17, C26.
42. Be creative to use media in teaching = A17, C2, C5.
43. Motivated the students = A17, A32, A38, B5, B13, B39, C2, C8, C16, C21, C32, C35.
44. Being punctual = A17, C2, C5.
45. Being kind and friendly = A17, B41, C2, C8.
46. Being confident = A17
47. Has in-depth knowledge of English = A19
48. Able to explain concepts clearly = A19, A26, C2, C8.

49. Use variety of teaching methods = A19, A20, A32, A37, B2, B8, B11, B13, B18, B39, B42, C31.
50. Able to encourage students to learn = A19
51. Able to identify students' skills = A20
52. Effective communication and teaching skills = A20
53. Able to conduct valid reliable evaluations = A20
54. Develop their own skills = A20
55. Strong command of the English language = A22, A27, A33, B16, C33.
56. Excellent communication skills = A22, A27, B31.
57. Imagination = A22, A27, B14, C9, C35.
58. High expectation = A22, A27, B1, B18.
59. Professional development = A23, A35, A38, B1, C29, A35.
60. Give a good example to the students = A26
61. The teacher should be a coach = A26
62. The teacher should be a manager planner = A26
63. The teacher should be a friend for students = A26
64. Good connection with teacher and student = A28, B8.
65. Socio-affective skills = A34, B24.
66. Pedagogical knowledge = A34, B16, B24, C28.
67. Subject matter knowledge = A34
68. Fostering students participation and comprehension = A36, B7, B18, B26, B31, B33, C11, C14, C15, C19, C22, C23, C29, C33.
69. Active engagement in the teaching and learning process = A38, B19.
70. Ruthlessness = B1
71. Strong classroom management skills = B1, B41.
72. Collaboration = B1, B41.
73. Integration of technology in learning = B1, B6, B41, C20.
74. Encourage critical thinking skill = B2, B8, B10, B11, B21, B22, B26, C19, C22, C23, C24.
75. Cultivate a genuine passion for literature and language = B2, B8, B10, B11, B26, B28, B30, C17, C19, C22, C23.
76. Commitment = B2, B10, C25.
77. Passion for teaching = B3, B4, B12, B16, B20, B40, C3.
78. Strong communication skills = B7, B8, B9, B10, B11, B17, B29, B32, B37, B40, B42, C3, C7, C12, C15.
79. Engaging lesson creation = B9, B17, B18, B29, B32, B33, B38, C29.
80. Stay updated = B11, B42.
81. Support = B12, B13, B17, C13, C32.
82. Understand students need = B13, C16, C32.
83. Interaction = B14, C9, C16, C28.
84. Independent thinking = B14, C28, C35.
85. Interdependence = B14, C9.
86. Encourage demeanor = B17
87. Ultimately inspiring and empowering students = B18
88. Flexibility = B20, C10, C13, C26, C30.

89. Students-centered approach = B20
90. Clarity = B21
91. Adapting to diverse learning style = B22, B23, B26, B31, C7, C11, C14, C19, C22, C23, C24, C29, C34.
92. Enthusiasm = B29
93. Making lessons engaging and accessible = B31
94. Deep understanding of the subject = B33, B35, C8.
95. Strong language proficiency = B39, C30.
96. Open-minded = B39
97. Good pronunciation = B41
98. Focus on fluency = B41
99. Encourage students participation = B42, C18
100. Expose students to various forms of English = B42
101. Communication Skills = C1, C26.
102. Confidence = C1
103. Help students learn and improve = C2, C33.
104. Strict = C2, C5.
105. Discipline = C2, C5.
106. Humorous = C2
107. Teach based on the curriculum = C2
108. Know how to make an ice break = C2
109. Combine theory and practice = C2
110. Teach the four skills = C2
111. Demonstrate fun teaching method = C2, C6, C34, C35.
112. Make students enthusiastic and interested in English = C2, C33.
113. Responsible = C5
114. Good role model for students = C5
115. Giving attention to students = C6
116. Not using the old method = C6
117. Treating students like friends = C6
118. Being neat = C6
119. Well prepared = C15
120. Remain in their posts for longer periods of time = C18
121. Spend more time on teaching and curricular planning = C18
122. Tolerant = C18
123. Working with problem students for longer periods of time = C18
124. Inspire = C27
125. Availability = C27
126. Caring = C28
127. Communicative = C28, C35.
128. Interdependent = C28
129. The advantages achieved for them = C31
130. Polite = C35
131. Pleasant = C35

132. Practical = C35
133. Persuasive = C35
134. Powerful = C35
135. Deal with unpredictable situations = C35
136. Praising students success = C36

b. Characteristics of Ineffective English Teachers

Based on the results of data collection and analysis that was carried out on 117 students taking the Educational Profession course in the English Education Study Program, data was found from the second question regarding the characteristics of ineffective English teachers according to students, "Explain the characteristics of ineffective English teachers. !"

1. Lack of enthusiasm = A1, A14, A17, A19, A34, A36, B11, B20, B22, B30, B37, B41, C1, C4, C22, C23, C30, C33.
2. Disorganization = A1, A15, A37, B6, B41, C28.
3. Inflexible = A1, A7, A13, A39, B6, B8, B12, B20, B21, B25, B39, C25, C32.
4. Boring presentations = A1, A4, A26, B1, B13, C35
5. Lack of subject knowledge = A2, A4, A11, A14, A20, A23, A32, B1, B5, B14, B20, B40, B41, C3, C11, C12, C15, C21, C27, C28, C35.
6. Poor communication skill = A2, A4, A8, A11, A14, A17, A18, A19, A20, A21, A22, A23, A24, A27, A28, A31, A32, A33, A34, A35, A36, A37, A38, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B16, B17, B18, B20, B21, B23, B26, B28, B30, B31, B32, B33, B34, B35, B36, B37, B38, B40, B41, C3, C4, C7, C11, C12, C14, C16, C17, C18, C19, C21, C22, C23, C24, C25, C29, C30, C32, C33, C34.
7. Lack of professional development = A2, A23, A38, B20, B21, B22, B34, B39, C29, C30.
8. Lack respect and fairness = A2, B1, C35.
9. Unacceptable personalities = A3, A5, A6, A9, A10, A16, A29, A30, B15, C36.
10. Incompetence = A3, A5, A6, A9, A10, A16, A29, A30, B15, C5.
11. Bad appearances = A3, A5, A6, A9, A10, A16, A29, A30, B1, B15, C35.
12. Bad connection with students = A4, B8, B12, B24.
13. Unclear feedback = A4, A19, A35, B2, B5, B6, B10, B11, B13, B17, B18, B19, B22, B23, B26, B27, B28, B36, B41, C14, C18, C19, C22, C23, C32.
14. Lack understanding of relevant teaching methods = A7, A13, A33, A38, A39.
15. Unable to explain concept clearly = A7, A13, A39, B14, B26, B39, C8, C32.
16. Lack motivation = A7, A13, A21, A32, A38, A39, B11, B13, B39, C10, C12, C15, C16, C21, C22, C33.
17. Lack of passion = A8, A22, B2, B4, B6, B8, B10, B16, B18, B19, B20, B21, B30, B34, C14, C17, C18, C24, C25, C30.
18. Rigidity = A8, B4, B30, C14, C18.
19. Impatience = A8, A14, A19, A22, A24, A27, A31, B2, B8, B10, B21, B22, B23, B25, B34, B42, C2, C5, C6, C14, C17, C18, C19, C24, C33.
20. Cultural insensitivity = A8, B4, C16, C18, C32.
21. Lack of creativity = A8, A27, C18, C26, C28, C30.

22. Struggle to engage students = A11, A34, A36, A37, A38, B3, B7, B12, B17, B18, B23, B26, B27, B28, B38, B41, C7, C14, C22, C23, C24, C29.
23. Lack of adaptability = A11, A22, B7, B14, B22, B26, B31, B36, B40, C30.
24. Unable to inspire students = A11, B2, B33, C25.
25. Fierce = A12
26. Not disciplined = A12, C2, C5, C6.
27. Not mastering the materials = A12, A18.
28. Not checking assignments = A12
29. Speak harshly = A12
30. Punish arbitrarily = A12
31. Not paying attention = A12
32. Unfair = A12, C21
33. Likes to compare = A12
34. Not setting a good example = A12, B42.
35. Lack of preparation = A14, A24, B12, B40, C2, C3, C5, C9, C31.
36. Intolerance = A14, B26.
37. Makes learning difficult = A15, A19, B2, B11, B18, B29, B39, C1, C33.
38. Absent or coming late = A15, A25, C2, C6, C9, C11, C15, C27.
39. Lack of classroom management skill = A15, A17, A23, A25, A37, B14, B19, B33, B35, B37, B38, C9, C11, C16, C23, C27, C34.
40. Giving too many assignments = A18
41. Explain the material too fast = A18
42. Not appreciate students = A18, C2.
43. Struggle to adapt teaching methods = A19, A31, A32, A33, A35, A36, A37, B2, B10, B11, B13, B17, B18, B23, B28, B32, B35, B37, B38, B41, B42, C4, C7, C12, C14, C17, C19, C22, C23, C24, C33, C34.
44. Hindering student understanding = A19, A35, B2, B11, B13, B18, B31, C19, C22, C24, C33.
45. Lack of empathy = A20, A27, A33, A35, B26, B34.
46. Using monotonous teaching methods = A20, B30, B31, C10.
47. Low skills and competences = A21, B37, C13.
48. Unfavorable background = A21
49. High awareness = A21
50. Not using effective teaching methods = A24, A25, B42, C16, C31.
51. Do not updated students = A25, B11, B28, B38.
52. Lazy = A26, C15.
53. Poor command of the English language = A27
54. Low expectation = A27, B18, C25.
55. Lack of pedagogical competencies = A28, B16.
56. Disregards = A28
57. Not interest with the subject = A31, A33, A35, A37, B7, B17, B18, B30, B33, B36, B38, C7, C19, C23, C34.
58. Struggle to maintain positive classroom = A31, A33, A35, B11, B17, B18, B26, B31, C4, C12, C17, C23, C31.

59. Inadequate lesson planning = A34, B36.
60. Lack of responses = A37, B13, B33, B41, C32.
61. Wastage of students time = B1, C1, C35.
62. Partial treatment = B1, C35.
63. Low level of self-confidence = B1, C1, C35.
64. Poor mastery of teaching skill = B1, B40, C3, C20, C35.
65. Emotional immature = B1, C35.
66. Incurious to students = B1
67. Inability to develop critical thinking = B2, B10, B26.
68. Less engaging and supportive = B2, B4, B7, B9, B13.
69. Ineffective assessment = B3
70. Cannot create a good environment = B5, B9, C26, C32.
71. Inadequate = B8
72. Weak command of English language = B16
73. Ignoring individual needs = B19, B26, B29, B33, C8, C16, C29, C32.
74. Negative atmosphere = B19, B22, B31, B40, C14, C29, C33.
75. Sufficient teaching materials = B24
76. Not understanding students' characters = B24
77. Poor listening skills = B24, B25.
78. Lack of clarify/clarity = B25, B27.
79. Lack of encouragement = B25
80. Lack of excitement = B26
81. Lack essential qualities = B31, C20.
82. Limited language proficiency = B39, C30.
83. Poor mastery of the subject = C1, C32.
84. Fail to help students = C2.
85. Unfriendly = C2, C6.
86. Weak = C2, C6.
87. Neglect students ability = C2
88. Talk too much = C2
89. Very low voice = C2
90. Negative attitude = C3
91. Lack of vocabulary = C5
92. Less interactive in class = C8, C16, C21, C28.
93. Lack of concern = C8
94. Less understanding of language = C10, C26.
95. Unprofessional behavior = C11, C27.
96. Lack of socio-affective skills = C13
97. Lack of commitment = C13
98. Stagnation in teaching = C18
99. Repetitive = C25
100. Lack of communication with parents = C27, C31.
101. Lack of professionalism = C28
102. Be rude = C29

- 103. Temperamental = C29
- 104. Racist = C29
- 105. Unable to be innovative = C32

DISCUSSIONS

The discussion regarding the characteristics of effective English teachers based on the results of research data shows that mastery of subject matter and good communication skills are fundamental aspects of teaching. This finding is in line with Atmowardoyo (2018) who emphasizes the importance of academic competence and communication skills in teaching effectiveness. Teachers who have a deep understanding of teaching material and good communication skills can overcome challenges in the teaching and learning process and increase student motivation and understanding.

Apart from that, the results of this research also support Sakkir (2020) who underlines the role of creativity and managerial skills in teaching. Teachers who are creative and skilled in organizing classes can create a learning environment that is more dynamic and responsive to student needs. Creativity in the use of learning media and the ability to adapt to various student learning styles, as found in the data, shows how teachers can integrate theory and practice effectively. Therefore, developing these competencies is very important to improve the quality of education and student achievement.

Data results from the second question revealed that many students rated ineffective English teachers as having some significant shortcomings. Lack of enthusiasm and motivation from teachers is one of the main factors affecting teaching effectiveness, which is often accompanied by disorganization and inflexibility in teaching methods. This can lead to a monotonous and less interesting class atmosphere, which in turn hinders student engagement and the learning process. Other problems that arise are the boring presentation of material and poor communication skills, which can hinder students' understanding of lesson material and reduce motivation to learn.

Furthermore, research results show that lack of subject matter knowledge and professional development are also major factors influencing teacher effectiveness. Teachers who are not updated with the latest developments in their field tend to be unable to provide clear and relevant feedback to students and fail to manage the class well. Poor communication skills and a lack of empathy for students' individual needs further exacerbate this situation, creating a less conducive learning environment. Therefore, educational institutions need to focus on training and professional development for teachers to improve their skills in various aspects of teaching and interaction with students.

CONCLUSIONS

- a. Based on an analysis of data from 117 students in the English Language Education Study Program's Professional Education course, the characteristics of English teachers who are considered effective include several main aspects. Good mastery of subject matter and effective communication skills are two crucial elements that are often mentioned. Additionally, qualities such as creativity, adaptability, and patience are also considered important. Students consider that an effective teacher must have the ability to organize the

class well, provide appropriate assignments and evaluations, and have a good attitude and empathy toward students. Communication skills, subject matter expertise, and the ability to build a positive classroom environment are also considered critical to creating a successful learning experience.

- b. Characteristics of English teachers who are considered ineffective, it was found that the main problems include lack of enthusiasm and motivation, disorganization, inflexibility, and boring presentations. Students also identified several critical issues such as poor communication skills, lack of subject matter knowledge, and lack of professional development. In addition, there was concern about a lack of empathy, and adaptability, as well as problems with classroom management and providing clear feedback. These findings highlight the need for improvements in various aspects of teacher competency to improve teaching effectiveness and student learning experiences.

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