



## **Knowing Factors Affecting Teacher's Acceptability: Implications for Teacher's Professional Self-Development and Teacher Education**

**Abdul Majid Khan Rana**

Institute of Education and Research, University of the Punjab, Lahore (Pakistan)

[ierfaculty@yahoo.com](mailto:ierfaculty@yahoo.com)

### **Abstract**

The extent to which students learn from a teacher is largely determined by the degree of acceptance a teacher enjoys among his/her students. This argument is the basis of this research which investigated the factors contributing in acceptance of university teachers in the classroom and its relationship to the performance of students. The data was collected through a questionnaire comprising of 47 statements on six point scale. The statements addressed seven areas considered as potential factors in acceptance of teachers. The areas were content expertise, communication skills, method of teaching, class management, student teacher interaction, fairness towards students and student assessment. In addition respondents were also required to report their grade point average (GPA) in courses in which the accepted and rejected the teacher most. The participants of study were 160 third semester student enrolled in six teacher education programs at Institute of Education and Research, University of the Punjab. The results verified the authenticity of identified factors as contributing variables in acceptance achievement instead student-teacher relationship is seen as most important determinant of teacher acceptance among students. The results have implications for guiding self-development of teachers professionally.