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Behavioral Evidence for Chemosensory and Thermosensory Pathway Convergence in the *Caenorhabditis Elegans* Nervous System

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HOW DO BUSINESS STUDENTS IN THE U.S. AND IN CAMEROON PERCEIVE FACULTY ATTRIBUTES? A COMPERATIVE STUDY

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ABSTRACT

This study investigates student perceptions of ten selected attributes embedded in faculty behavior. These attributes are classified as primary and secondary attributes. The 4 primary attributes include effective communication (ability to communicate information effectively), ability to combine knowledge and application in real world cases and examples, high level of knowledge in presented materials, and substantial business experience in the area taught. The 6 secondary attributes include active association with the business community, active participation in academic organizations, active participation in business organizations, extensive publication of business research in scientific/scholarly journals, extensive publication of business articles in practitioner/trade oriented journals, and the college or university degree from which the faculty earned their highest degree. This study also investigates potential difference in the emphasis placed on the ten attributes between the surveyed business students in both countries.

Utilizing two samples (graduate and under graduate students) from business schools (at public, private, and proprietary universities) in the United States and in Cameroon, Africa, the surveyed students revealed stronger support for the primary attributes than for the secondary attributes. The results of this study also indicated that the ability to communicate effectively, the application of knowledge to real world cases, substantial business experience in the discipline area taught, and knowledge of the materials being presented are considered the most important attributes in assessing teaching effectiveness. While students in both countries have similar mean rankings of the selected ten attributes, they significantly differ in their ratings of six attributes: actively participates in academic organizations, publications in practice/trade journals, actively participates in practice related organizations, college from which the professor earned their highest degree, and association with the business community. Further investigation using exploratory factor analysis revealed that students in both countries have moderate agreement with the two component conceptualized model: the primary and secondary business faculty attributes.

Keywords: Student perceptions, faculty behavior, conceptualized model

INTRODUCTION

Webster, Hammond, and Harmon (2006) studied the market orientation of business schools as reported by business school deans and academic vice presidents. Their "... results indicated that market orientation was significantly higher in business organizations than in schools of business" (p. 9). The market orientation of three levels of AACSB business school administrators (marketing chairs, business school deans and academic vice presidents) and business managers were compared in studies by Webster and Hammond (2008) and Webster, Hammond and Rothwell (2010). The results of both of these studies found that business school

administrators at each level gave less importance to market orientation than did the business managers.

A study by Hammond, Webster, and Harmon (2006) of 225 deans at AACSB and ACBSP accredited business schools used research questions designed to identify the market orientation of AACSB and ACBSP business schools towards students, parents and employers. They found “empirical support ... for marketing theory suggesting that management emphasis on market orientation positively affects market orientation and market orientation positively affects overall performance” (p. 82). Finally, an additional study by Hammond, Webster and Harmon (2009) of the market orientation of 141 AACSB – International member schools found a relationship between market orientation and performance. “...The responses indicate that the highest performers do indeed have the lowest levels of market orientation, and the lowest performers have the lowest mean levels for each of the three market orientation components” (p. 50) – market orientation towards students competitor and customer orientation and the coordination component. Based on these results, the investigators conclude “...that AACSB member schools should place a greater emphasis on market orientation toward students” (p. 53).

Market orientation involves providing a product or service aimed at satisfying the customer. While there is some debate about the ordering of higher education stakeholders, it is fairly well accepted that students are the primary customers of a business education. If, as recommended by the AACSB, business schools are to become more oriented towards the needs of students (their primary customers) research is needed regarding students perceptions of professor attributes. That is, what professor attributes are desired by business students?

This study extends the research on desirable professor attributes previously conducted by Ariail, Sosa-Fey, and Destoor (2009) and accordingly utilizes their survey instrument of 10 professor attributes. These attributes group into five categories: teaching, experience, research, service and other. In the making of faculty decisions regarding hiring, retention, promotion and tenure at business colleges, some or all of these categories of professor attributes may be considered. Moreover, several of these attribute categories are directly or indirectly addressed by AACSB International Standards. For example, faculty research is specifically addressed by Standard 2, Intellectual Contribution, while research, experience and service are given as examples of faculty qualifications in Standard 10.

LITERATURE REVIEW

Professor attributes, which are variously identified in the literature as skills, competencies, and qualities, have been associated in prior studies with both business student satisfaction and teacher effectiveness. While the present study addresses student perceptions of professor attributes that are often used in hiring, retention, promotion and tenure decisions, 3 of the 10 professor attributes included in the present study have previously been found significantly related to student satisfaction and teacher effectiveness: knowledge of the subject matter, effective communication, and real world relevance.

Using teaching evaluations completed by a large sample of undergraduate and graduate business administration students at a public institution of higher education in the Southeastern United States, Tang (1997) identified 12 factors related to overall teaching effectiveness. The four factors of “...instructor presents material clearly, instructor answers students’ questions, instructor treats students in a courteous and/or professional manner, and instructor appears well prepared for each class, are the most important predictors of overall teaching effectiveness.”

Thus, two of the four most important factors (presents material clearly and answers students' questions) are related to the professor attribute contained in question 8 of the present study: the business professor has demonstrated an ability to communicate information effectively.

A model of business student satisfaction and retention was developed by DeShields, Kara, and Kaynak (2005). Using a sample of 143 undergraduate business students, they identified 3 components significantly related to student satisfaction: faculty, advising staff, and classes. The faculty component included the professor attributes of understanding, accessible, professional, helpful, and provides feedback; the advising staff component included accessible, reliable, helpful, responsive, and understanding; and, the classes component included real world relevance, course scheduling, and projects/classes (skills). The faculty attribute of provides feedback is related to the effective communication variable in the present study; and, the skills attribute of real-world relevance is related to question 10 of the present study: the business professor combines knowledge and application to real world cases and examples.

Mustafa and Chiang (2006) investigated the dimensions of education quality in an AACBS accredited accounting program. Their analysis of a sample of 485 student evaluations of teacher performance identified "...four key factors: teacher abilities, teacher attitudes, course materials and course content." The two factors of teacher abilities and attitudes are relevant to the current study. Teacher abilities included the components of clear thinking, knowledge of subject matter, fairness, and confidence; and, teacher attitudes included the components of humor, originality, enthusiasm, and the encouragement of critical thinking. Of these teacher attributes, knowledge of the subject matter was perceived as most important by students with low GPAs while students with high GPAs perceived clear thinking as most important. Knowledge of the subject matter is addressed in question 9 of the present study: the business professor demonstrated a high level of knowledge of the materials being presented.

Helgesen and Nasset (2007) found "...student satisfaction positively related to student loyalty." Of importance to the present study, they found that university administrators could best increase student satisfaction, and thus student loyalty, by first focusing on the component of service quality. This component is composed of the professional and pedagogical quality of lectures, and feedback from lectures – professor driven factors related to knowledge of the subject matter and effective communication.

Using the Teachers Behaviors Checklist (TBC; Buskist, Sikorski, Buckley & Saville, 2002), Hart and Wang (2010) identified 10 attributes perceived by accounting students as indicative of an effective accounting professor:

- (1) knowledgeable about subject matter,
- (2) approachable,
- (3) testing and grading,
- (4) effective communicator,
- (5) understanding,
- (6) encourages and cares for students,
- (7) rapport,
- (8) happy/positive attitude/humorous,
- (9) respectful, and

(10) creative and interesting. According to Keely, Smith, and Buskist (2006), the TBC factors into two subscales: a caring and supportive subscale and a professional competency and communication skills subscale. Of the 10 most important professor attributes identified by the 310 accounting students in the Hart and Wang (2010) study, 4 are caring and supportive related

(rapport, encourages and cares for students, understanding, and realistic expectations of students/fair testing and grading) and 6 are professional competency and communication skills related (effective communicator, knowledgeable about subject matter, happy/positive attitude/humorous , approachable/personable, respectful, and creative and interesting). The present study addresses the subscale professor attribute components of rapport, effective communicator and knowledgeable about the subject matter.

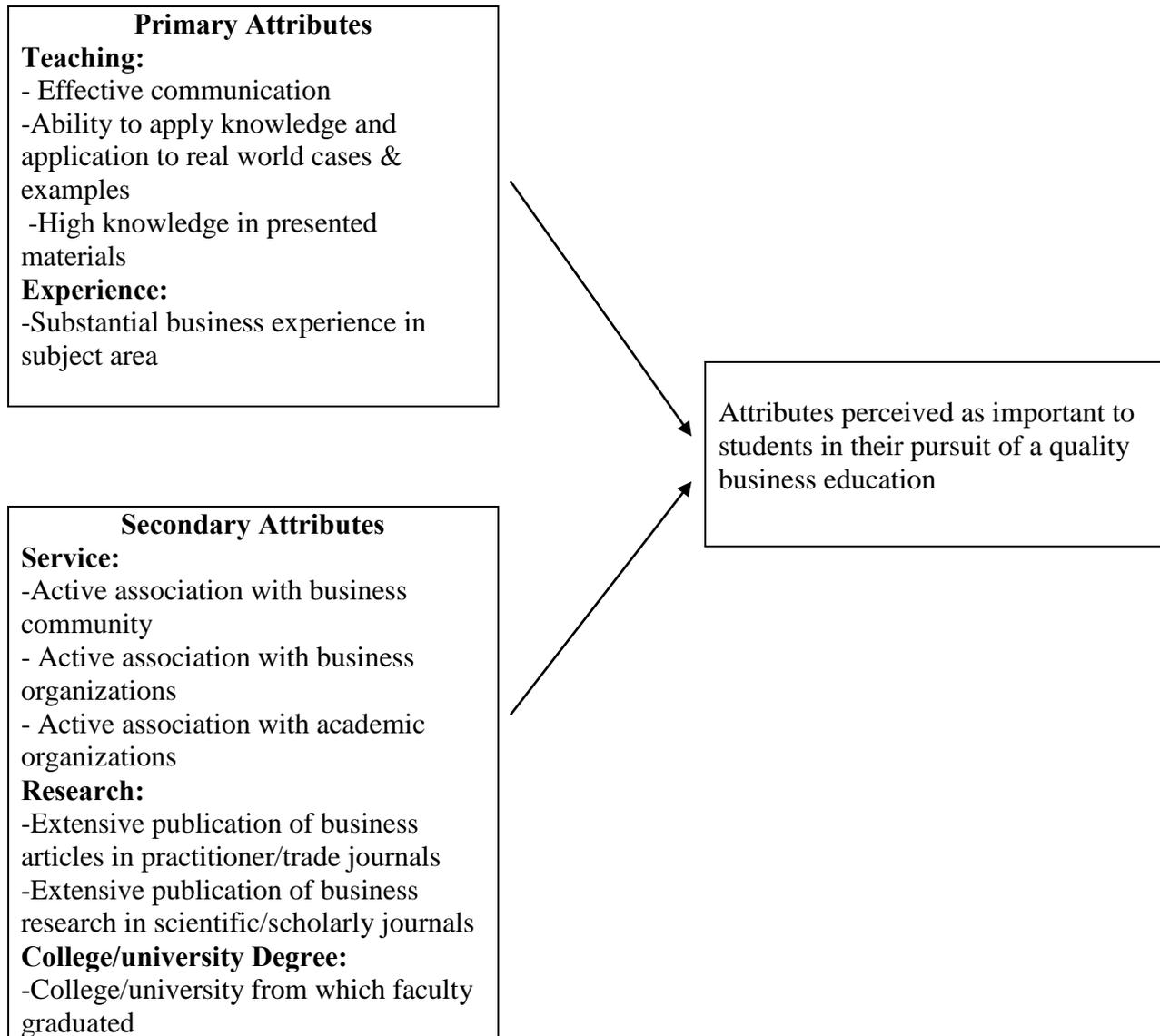
Howell and Buck's (2012) service-based model of student course satisfaction, (which was developed using survey results from 1,725 business students) is composed of four factors: relevancy of subject matter, faculty subject-matter competency, general classroom management, and student workload. The first two of these factors is of particular relevance to the present study. Relevancy of subject matter "...describes student perceptions of the practical application of course material" and faculty subject-matter competency "...describes students' perceptions of an instructor's expertise and organization of the course subject matter." Both of these professor attributes are included in the survey utilized in the present study.

A study of graduate level business students and business school alumni in Pakistan (Nasim & Khan, 2012) found student satisfaction related to work skills, internship experience, and communication skills. Interestingly, for this sample of 320 students, practical knowledge and interpersonal skills were not significantly related to satisfaction. The author suggested that knowledge delivered to these students "...was too bookish and did not relate to the actual experience of work" and that these students "...were not satisfied with quality vis-à-vis interpersonal skills as the classroom instruction made them learn different business theories without developing a knack for critically appreciating their efficacy and usefulness to the Pakistani market."

CONCEPTUALIZED RESEARCH MODEL

The research model illustrated in Figure 1 is a modified version of the research model used by Ariail, Sosa-Fey, and Dastoor (2009): the title of *primary attributes* is used instead of *in-class attributes* and the title of *secondary attributes* is used instead of *external attributes*. These changes were made to reduce ambiguity in the classification of specific attributes. In addition, the primary attributes are subdivided into the categories of *teaching* and *experience* and the secondary attributes are subdivided into the categories of *service*, *research* and *other*.

Figure 1
Research Model of Primary and Secondary Faculty's Attributes



HYPOTHESES

Based on the results of prior research (Tang, 1997; DeShields, et al., 2005; Mustafa & Chiang, 2006; Helgesen & Nasset, 2007; Ariail, et al., 2009; Hart & Wang, 2010) the following hypotheses are investigated:

H_{1a}: In their pursuit of quality education, business students in the U.S. and Cameroon will place higher emphasis on the faculty primary attributes, conceptualized in the authors' model, than the emphasis placed on the faculty secondary attributes.

H_{1b}: In their pursuit of quality education, business students in the U.S. and Cameroon will share the same rank order assigned to the faculty primary and the secondary attributes, conceptualized in the authors' model.

H₂: When the exploratory factor analysis is conducted, utilizing varimax rotation, for the entire sample in the U.S. and Cameroon, the four primary attributes will be loaded highly on factor one and the six secondary attributes will be loaded highly on factor two.

H₃: When the exploratory factor analysis is conducted, utilizing varimax rotation, for the surveyed business students in the U.S., the four primary attributes will be loaded highly on factor one and the six secondary attributes will be loaded highly on factor two.

H₄: When the exploratory factor analysis is conducted, utilizing varimax rotation, for the surveyed business students in Cameroon, the four primary attributes will be loaded highly on factor one and the six secondary attributes will be loaded highly on factor two.

H₅: There will a significant difference in the degree of emphasis placed on the ten primary and secondary faculty attributes, conceptualized in the authors' model, between the surveyed business students in the U.S. and Cameroon.

RESEARCH METHODS

Survey Questionnaire

The survey instrument is composed of ten questions related to attributes of business school professors. The survey was developed by Ariail, Sosa-Fey, and Dastoor, in 2009. The survey was developed based on the AACSB accreditation standards and thus has substantial face validity in that it directly addresses the attributes required in the AACSB standards; and, the room for confusing the attributes is limited. The instrument has proved reliable in that similar results have been obtained with students attending a variety of higher education institutions: public, private and proprietary; large and small; domestic and international; and with graduate and undergraduate students. The selected professor attributes are publications in scientific, scholarly and trade journals, extensive business experience in the field or area being taught, association with the business community, active participation in practice or academic organizations, effective communication, knowledge of the material being taught, the ability to

combine knowledge and application to real world cases and examples, and the particular college or university from which the professor earned his or her masters or doctoral degree.

The subjects were given the following instruction: *In your pursuit of a quality business education, please indicate the importance that you place on each of these attributes. That is, how important is it that your faculty has each of these attributes?* The importance placed on each attribute is indicated on a 5 point Likert-like scale of extremely important (5), very important (4), somewhat important (3), little importance (2), and not important (1) – the coding of ratings is accomplished at data entry. A questionnaire attached to the survey collected demographic information such as age, gender, undergraduate or graduate status, and the type and focus of the college attended. The survey instrument is presented in Appendix— A.

Sample and Data Collection

The sample of 722 subjects (619 students in the U.S. & 103 students in Cameroon) was selected from business students attending four-year higher education institutions in the states of Georgia and Texas in the United States and in Cameroon, Africa. The sample was convenient. The 619 U.S. student subjects attended one of four institutions: two teaching and research oriented state universities and a private college and a proprietary university whose primary focus is on teaching. The 103 student subjects in Cameroon attended one of three institutions of higher learning - two private and one public: all offer at least four years of higher education. Selected students were members of classes taught by the investigators or their colleagues. Surveys were completed in class on a voluntary basis. One of the investigators awarded a small number of extra credit points as an incentive. SPSS was used to measure differences between US and Cameroon business student perceptions. ANOVA and factor analysis using varimax rotation were used.

THE RESULTS OF THIS STUDY

Descriptive Statistics

As indicated in Table 1 below, the 722 business student respondents primarily attended colleges or universities in the U.S. (85.7%), were mainly under the age of 35 (82.5%), were about equally male (48.1%) and female (50.0%), were mostly at the undergraduate level of study (75.9%), and predominantly attended public institutions (85.5%). Of the 722 surveys returned, 12 of the respondents failed to answer one or more demographic questions or failed to rate one or more of the professor attributes.

Table 1
Sample Demographics

	Number	Percentage
Student Location		
U.S.	619	85.7
Cameroon	103	14.3
Total	722	100.0
Age		
Under 25	361	50.0
25-34	235	32.5
Over 35	124	17.2
Missing	*2	.3
Total	722	100.0
Gender		
Male	347	48.1
Female	361	50.0
Missing	*14	1.9
Total	722	100.0
Education level		
Undergraduate	548	75.9
Graduate	168	23.2
Missing	*6	.9
Total	722	100.0
Type of Institution		
Public	617	85.5
Private	55	7.6
Proprietary	47	6.5
Missing	*3	.4
Total	722	100.0

* No entry on questionnaire

Hypotheses Testing

The means of the ratings given to each of the 10 questions were computed for the entire sample of business students. The means were then rank ordered with rank 1 assigned to the highest rating, rank 2 assigned to the next highest rating, and so on. The results are presented in Table 2 below. The four *primary attributes* of the conceptualized model all received ratings of very important to extremely important – rankings of 1 - 4; while the *secondary attributes* of the conceptualized model received ratings of not important to somewhat important – rankings of 6-10.

Table 2
Means and Rankings All Business Students in Both Countries

Questions	Question No.	Rank	Mean
Communicates effectively	8	1	4.54
Application of cases/examples	10	2	4.50
Business experience in subject taught	3	3	4.42
Knowledge of materials presented	9	4	4.39
Association with business community	4	5	3.92
Participation in business organizations	5	6	3.57
Participation in academic organizations	6	7	3.46
Publication in practice/trade journals	2	8	3.28
Publication in scientific/scholarly journals	1	9	3.18
College or university degree of faculty	7	10	3.05

In order to further explore the perceived importance of the 10 faculty attributes, exploratory factor analysis, using varimax rotation was conducted. The results appear in Table 3 which indicates that the first four variables are loaded highly on factor 1, which includes the primary attributes related to teaching and experience, while the last six factors are loaded highly on factor 2, which includes the secondary attributes related to research, service and other. The cutoff point used in this analysis is 0.300, which is a “rule of thumb” standard for factor analysis loading (Institute for Digital Research and Education).

Table 3
Rotated Component Matrix for the Entire Sample in Both Countries ^a

Business Faculty Primary and Secondary Attributes	Component	
	1	2
Communicates information	.743	-.017
Knowledge of materials	.729	-.014
Knowledge and application to real world cases & examples	.706	.096
Business experience in area taught	.702	.175
Publication in scientific/scholarly publications	-.120	.728
Publication in practice/trade journals	.120	.715
Actively participates in practice related organizations	.033	.713
College from which professor earned highest degree	.214	.598
Association with the business Community	.175	.349
Extraction Method: Principal Component Analysis.		
Rotation Method: varimax with Kaiser Normalization.		
<i>a. Rotation converged in 3 iterations.</i>		

In order to investigate whether or not the business students in the U.S. and the business students in Cameroon agree on the importance placed on each of the ten selected professor attributes, the mean ratings for the two student groups were computed, rank ordered, and then compared using ANOVA. Table 4 presents the results of ANOVA which indicate a significant difference in the ratings of 6 of the 10 professor attributes: The business students in Cameroon rated each of the primary attributes related to teaching and experience significantly lower ($p < .01$) than did the U.S. business students. In addition, the students in Cameroon rated two secondary attributes (publication in practice or trade related journals and the particular college from which the business professor earned his or her masters or doctoral degree) significantly higher ($p < .05$) than did the U.S. students. Nevertheless, the rankings for the means by the two groups of students reveal some between-group similarities in the importance given to attribute groups.

The U.S. and Cameroon business students similarly rank the top five attributes and the bottom five attributes: the top five attributes for each student group include the same professor attributes but with different rank placements while the bottom 5 attributes are ranked the same by both groups. Moreover, the top four and bottom 6 mean rankings of the U.S. business students agree with the conceptualized model of professor attributes while the mean rankings of the Cameroon students present a similar but somewhat more complex pattern: e.g., the professor attribute of association with the business community is ranked fifth and in agreement with the conceptual model as a secondary attribute by the students in the U.S. but is ranked third and not in agreement with the conceptual model by the students in Cameroon.

Table 4
Means and Ranks of U.S. and Cameroon Business Students and ANOVA

Questions	U.S. Mean	U.S. Rank	Cameroon Mean	Cameroon Rank	ANOVA
Communicates Effectively	4.60	1	4.15	2	.000**
Application of Cases/Examples	4.55	2	4.19	1	.000**
Business experience in subject taught	4.50	3	3.94	4	.000**
Knowledge of materials	4.47	4	3.83	5	.000**
Association with business community	3.91	5	3.98	3	.671
Practice organizations	3.57	6	3.57	6	.989
Academic Organizations	3.44	7	3.55	7	.296
Publication in practice journals	3.24	8	3.52	8	.010*
Publication in Scientific/scholarly journals	3.15	9	3.39	9	.022*
College of degree	3.02	10	3.24	10	.065

** = $p < .01$; * = $p < .05$

Table 5 presents the rotated components matrix results for U.S. business students. Data analysis in Table 5 indicates that the first four variables are loaded highly on factor 1 while the last six factors are loaded highly (greater than 0.300) on factor 2. Thus, the iterations exposed by this analysis agree with the conceptualized model.

In order to further explore the perceived between-group importance of the 10 attributes of faculty members, exploratory factor analysis, using varimax rotation was separately conducted with the two groups of students. The results for the U.S students are presented in Table 5.

Table 5
Rotated Component Matrix U.S Business Students ^a

Business Professor Primary and Secondary Attributes	Component	
	1	2
Communicates information effectively	.751	-.038
Knowledge of materials	.689	-.031
Knowledge and application to real world cases & examples	.703	.122
Business experience	.672	.216
Publications in scientific/scholarly publications	-.072	.757
Actively Participates in academic organizations	.115	.714
Publications in practice/trade journals	.055	.704
Actively participates in practice related organizations	.245	.621
College from which professor earned degree	-.079	.572
Association with the business Community	.323	.526

Extraction Method: Principal Component Analysis.

Rotation Method: varimax with Kaiser Normalization.

A Rotation converged in 3 iterations.

Table 6 presents the results of the rotated components matrix analysis for the Cameroon business students. Data analysis in Table 6 indicates that the first four variables are loaded highly (greater than 0.300) on factor 1, three attributes on factor 2, two attributes on factor 3, and two attributes on factor 4. Therefore, this analysis presents a four component model that differs from the two component conceptualized model. Nevertheless, one of the four components of the Cameroon student model does agree with the U.S. student model: both business student groups perceive the professor attributes identified in this study as primary attributes - those attributes related to teaching and experience as important in their pursuit of a quality business education. Therefore, H2 is partially accepted. While business students in the U.S. and Cameroon somewhat agree in their mean ratings of the 10 professor attributes, they significantly differ in the ratings of 6 of the 10 attributes. Moreover, while they agree that the primary attributes are important, they do not agree that there is one set of secondary attributes as posited in the conceptual model.

Table 6
Rotated Component Matrix for Cameroon Business Students ^a

Business Professor Primary and Secondary Attributes	Component			
	1	2	3	4
Knowledge and application to real world cases/examples	.788	.030	-.174	-.047
Knowledge of the materials being presented	.774	.104	-.080	.035
Business experience in subject taught	.683	.001	.374	.092
Communicates information effectively	.419	.219	.173	.398
Participates in academic organizations	.092	.750	.188	-.041
Publication in practice/trade journals	.037	.733	.057	-.135
Participates in practice related organizations	.074	.671	-.409	.070
Association with business community	-.015	.067	.862	.059
Publication in scientific journals	-.063	.127	.192	-.721
College from which professor earned degree	-.029	-.057	.210	.690

Extraction Method: Principal Component Analysis. Rotation Method: varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

CONCLUDING REMARKS

The 722 business student subjects in this study rated highest the posited primary professor attributes related to teaching and experience and rated lowest the posited secondary professor attributes related to service, research and other. This finding accords with the results of prior research (Ariail, Sosa-Fey & Dastoor, 2009). These results suggest that market-driven institutions of higher learning should focus more on hiring and promoting professors who are highly knowledgeable in their field of study, who are effective communicators, who can bring examples of practice into the classroom, and who have substantial business experience; and less on hiring and promoting professors based on secondary attributes such as professional service and publication in peer reviewed journals. The secondary attributes, one of which (publications) is often considered highly important in decisions regarding tenure and promotion, were perceived by these business students as being less important in their quest for a quality business education.

While the results for the overall sample do agree with the findings of prior research, important between-group differences were noted. The Cameroon and U.S. business students significantly differed in the importance placed on six of the ten professor attributes: communicates information effectively, knowledge of materials, business experience, knowledge of materials, publication in practice journals, and publication in scholarly journals. Compared to the ratings of the US students, the students in Cameroon rated the first four significantly lower in importance and the last two significantly higher in importance.

Interestingly, the students in Cameroon ranked association with the business community third while U.S. students ranked this attribute fifth; knowledge of the materials was ranked fifth by the Cameroon students and fourth by the U.S. students. Both student groups ranked the attributes of publication towards the bottom (eighth for practice journals and ninth for scholarly journals). An additional difference of interest was the attribute of the college from which the

professor earned their degree (ranked tenth by both groups). While the difference in the ratings of this attribute did not quite reach statistical significance ($p = .065$), the Cameroon students did perceive this attribute as being more important than did their U.S. counterparts.

The authors posit that the differences in the ratings and rankings of these 7 attributes may be explained by economic and/or cultural differences. Perhaps the roles played by professors and student perceptions of the importance of various professor attributes differ between less developed and more developed countries; and/or, perhaps the perception of the importance of professor attributes is related to cultural factors such as the deference accorded to individuals in positions of authority – a difference which in this instance may be driven by the fairly recent colonial status of Cameroon. These posited causes suggest questions for future research: Do student perceptions of the importance of business professor attributes differ based on the economic conditions and recent political history of the country in which they study? Do student perceptions of the importance of business professor attributes differ by culture? Do international business students studying in the US agree with the perceptions of the importance of professor attributes held by U.S. born students? Additional potential research questions include the following: Do perceptions of the importance of professor attributes change during the course of students obtaining a four year degree? Do undergraduate students and graduate students differ in the importance given to various professor attributes? And, do perceptions of the importance of professor attributes differ between business students studying at research focused institution and business students studying at teaching focused institutions?

Study limitations include the use of convenience samples drawn from the U.S. and Cameroon and the regional nature of the samples of U.S. students. In addition, only U.S. students studying at teaching or teaching/research institutions were sampled. Thus, the results of this study cannot be generalized to all business students or separately to business students in the U.S. or Cameroon.

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APPENDIX A

SURVEY OF PERCEPTIONS OF BUSINESS SCHOOL PROFESSORS

Business Professors bring a mix of attributes to the classroom. The following is a partial list of these attributes. In **your pursuit** of a quality business education, please indicate the importance that **you place** on each of these attributes. That is, how important is it that your professor has each of these attributes?

Please indicate the level of importance that you place on each attribute by checking **only one** of the following choices: **Extremely Important, Very Important, Somewhat Important, Of Little Importance, Not Important.**

1) The Business Professor has extensively published business research in **scientific/scholarly journals**. That is, business research focused on dissemination to fellow academics.

Extremely Important Very Important Somewhat Important Little Importance Not Important

2) The Business Professor has extensively published business articles in **practice or trade oriented journals**. That is, business research focused on helping business practitioners.

Extremely Important Very Important Somewhat Important Little Importance Not Important

3) The Business Professor has substantial **business experience** in the business area/field being taught.

Extremely Important Very Important Somewhat Important Little Importance Not Important

4) The Business Professor maintains a continuing **association with the business community** through ongoing consulting work.

Extremely Important Very Important Somewhat Important Little Importance Not Important

5) The Business Professor actively participates in **practice related organizations**: For example, through participation in various practice related business association committees, seminars/workshops given to business practitioners, assistance provided to start-up businesses, etc.

___ Extremely ___ Very ___ Somewhat ___ Little ___ Not
___ Important ___ Important ___ Important ___ Importance ___ Important

6) The Business Professor actively participates in **academic organizations**: For example, serves on committees, attends national or regional meetings, and/or presents academic business research papers at regional or national meetings.

___ Extremely ___ Very ___ Somewhat ___ Little ___ Not
___ Important ___ Important ___ Important ___ Importance ___ Important

7) The **particular college/university** from which the Business Professor earned his or her Masters or Doctoral Degree.

___ Extremely ___ Very ___ Somewhat ___ Little ___ Not
___ Important ___ Important ___ Important ___ Importance ___ Important

8) The Business Professor has demonstrated an ability to **communicate information effectively**.

___ Extremely ___ Very ___ Somewhat ___ Little ___ Not
___ Important ___ Important ___ Important ___ Importance ___ Important

9) The Business Professor has demonstrated a high level of **knowledge of the materials** being presented.

___ Extremely ___ Very ___ Somewhat ___ Little ___ Not
___ Important ___ Important ___ Important ___ Importance ___ Important

10) The Business Professor combines **knowledge and application to real world cases and examples**.

___ Extremely ___ Very ___ Somewhat ___ Little ___ Not
___ Important ___ Important ___ Important ___ Importance ___ Important

THANK YOU FOR PARTICIPATING IN THIS SURVEY!
YOUR INPUT REGARDING THIS SURVEY IS GREATLY APPRECIATED.

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