



Exploring variations in student perceptions of teaching behavior across the Netherlands, Spain, and South Korea

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Understanding student perceptions of teaching behavior remains a challenge due to the variability of student responses at multiple levels. Despite the importance of student perceptions as a tool for measuring teaching behaviors and predicting learning outcomes, there has been limited focus on explaining cross-country variations. This study addresses this gap by conducting a cross-country comparison of student perceptions of teaching behavior in the Netherlands, Spain, and South Korea. By using a multilevel framework that includes individual-, classroom-, and school-levels, this study provides insight into the factors that influence student perceptions of teaching behavior and how these relationships vary across countries. The specific factors of interest in this study are student gender and age, impression management, and class size. Students from secondary education schools were recruited in three countries (N = 3862 in The Netherlands, N = 3850 in Spain, and N = 3843 in South Korea). Besides the demographics, five-items from the

Impression Management Scale and 41-items of the My Teacher Questionnaire were filled in by students. Multilevel analysis showed that the largest proportion of the variation in student perceptions of teaching behavior is related to differences between students, followed by differences between classes, and schools. Students' gender, age, and class size showed opposing effects on perceived teaching behavior in different contexts. Students' impression management was positively related to all domains of perceived teaching behavior in all three countries. In the South Korean sample, impression management had the biggest influence on the model fit compared to the Netherlands and Spain. The findings suggest a profound cultural influence reflected in the responses that can be traced to the student level, and allow an understanding of how the relationships between student- and classroom-level factors and perceived teaching behavior differ across three countries.