

Teaching Effectiveness and Student's Learning Acquisition in Selected Major Courses in the International Tourism and Hospitality Management Program

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ABSTRACT

Assessment in the classroom is done to determine the effectiveness of the lesson delivery and the extent of learning acquired by the students. The study identified the determinants of teaching effectiveness and learning acquisition of students enrolled in selected major courses in the International Hospitality Management Program. Utilizing a descriptive-evaluative design, data were collected from 210 students enrolled in courses of the International Tourism and Hospitality Management Program. Findings show that the level of interest of the students is a great consideration in increasing their level of learning acquisition. The significant determinants of teaching effectiveness are number of absences and the level of interest of the students. The significant determinant of learning acquisition is the level of interest of the students.

Keywords: teaching effectiveness, learning acquisition, tourism and hospitality management, determinants, students, teacher

I. INTRODUCTION

An educational institution is designed to provide teaching and allow learning of students enrolled in their school. With the teaching-learning process in progress, its effect is almost always under scrutiny. Do teachers deliver what is ought to be delivered and do the students learn what is ought to be learned? Classroom situations allow for exchange of information between teacher and students and among students themselves. What transpired during the period assigned for the course must be evaluated at the end of a semester. For college teachers, a lot of responsibility is given to the students for their learning. However, students would still look up to the teacher on the things they have to know and the process of knowing them. At the end of the process, both students and teachers are evaluated if their goods have been delivered to either one of them.

Students would always evaluate how the teachers perform in their class including the mastery of their lessons and the manner of delivery of delivery of the lesson. The strategies used by the teacher have been contributory to the amount of information gained by the students. The assessment method of the teachers should be fair to give good judgment to the capability of the individual students. Assessing teaching performance enables one to gauge the quality of instruction represented by an institution and facilitate better learning among students. Different institutions have varying ways of measuring teacher performance. A commonly-used evaluation is the student evaluation administered to provide insights about how the teacher performs in a class.

Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe

2001). In other words the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria.

Assessment of teacher performance is for the purpose of monitoring and evaluation. Data obtained from the assessment of teacher performance could be used to make decisions on both tenured (for promotion or advancement) and untenured (for renewal, separation or permanency) teachers. It may also provide information on the area of strengths and weaknesses of a teacher which could be used as basis for improvement, not only for teachers, but also for the school in general in terms of policy-making in teacher hiring and professional development. Lastly, data from assessment and evaluation of teachers can provide a clear and objective picture of the state of education in a particular institution of learning. This exercise helps to determine the degree to which an educational institution meets the challenges of its own standards of excellence (Tan, 1998).

Teachers are usually evaluated according to four determinant areas: personal traits, professional competence, student-teacher relationship and classroom management (Isaacs, 2003). The teachers on the other hand evaluate the students in terms of how much they have learned from the class. This is done using pencil and paper tests or utilizing practical methods of evaluation. An objective evaluation is ideal to be fair in giving the grades to the students. On the other hand, a subjective evaluation is sometimes being used.

In all of these assessments, teacher quality becomes the most important school factor in explaining differences in student performance. High-quality teachers raise student performance. Indeed, it appears that the most important thing a school can do is to provide its students with good teachers. Furthermore, the teaching of higher-level courses seems to require greater knowledge of subject matter than does the

teaching of lower-level courses (Goldhaber, 2002). The curriculum offers major subjects to provide students with the necessary skills and prepare the students to the field of work. But it should still be recognized that the major roles in the teaching-learning process are played by the teacher and the student. How much and how well the teacher could deliver the lesson is a factor to consider in determining how much and how well a student could learn. It is in this premise that the current study is conducted. Of the several major courses offered in the BS IHM curriculum, what is the level of teaching effectiveness as delivered by the teachers and what is the level of learning acquisition by their students. The study also determines what factors would contribute to better learning.

II. Review of Literature

Faculty development for purposes of enhancing teaching effectiveness and preparing instructors for potential new roles associated with curriculum changes. Effective teaching is said to be brought about by the inner drive of the faculty to guide student learning equipped by his or her mastery of subject content and competence in utilizing appropriate pedagogical requirements (de Guzman, 2000). The strengths or limitations of teachers with regard their content and pedagogical knowledge are the most basic measures of teacher effectiveness and are usually assessed in most teacher assessment or evaluation frameworks.

Tigelaar, et.al. (2004) proposed a framework of teaching effectiveness with the following major domains – person as a teacher, expert on content knowledge, facilitator of learning processes, organizer and scholar, lifelong learner. The most significant addition in this framework is the authors' giving importance on aspects of a teacher's personality that are conducive to learning by proposing the domain of person as a teacher.

Furthermore, Bustos-Orosa named personality-based dispositions, content mastery and expertise, pedagogical knowledge and teaching competence traits as critical factors in good teaching (2008). Orosa's findings on the importance of personality traits in teaching fit in the framework for teaching competencies developed by Tigelaar, et al (2004). On the other hand, a quantitative study of Magno and Sembrano (2007) using structural equations modeling (SEM) found that the personality characteristics of a teacher influences his teaching performances, effective teaching characteristics, and teaching efficacy. Recently, Goe, Bell, and Little (2008) developed a five-point definition of teacher effectiveness through research analysis, policies, and standards that addressed teacher effectiveness.

Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures. Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior. Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness. Effective teachers

collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.

A study found that teachers who were rated as ineffective actually produced students of lower academic ability. However, the difference found in the mean performance of the students was statistically not significant. This agrees with the earlier studies of Adu and Olatundun (2007), Lockhead and Komenan (1988) and Maduka (2000), which indicated that effective teachers produced high performing students.

A study by Akiri and Ugborugbo (2009) showed that the mean performance of students was lower than the mean effectiveness rating of the teachers. This shows that the teachers are significantly more effective than what the academic performance of the students indicate. The reported level of students' performance may not be a good reflection of the quality of teaching in the schools. The students come into the schools with low intellectual ability and poor attitude to academic work. Therefore, the student factors may be more responsible for the reported level of student performance in these schools than teachers' effectiveness (Akiri & Ugborugbo, 2009).

The most widely used technique to measure teacher's competence inside the classroom is through student evaluation or student rating (Ochave & Abulon, 2006). This is based on the premise that students are the direct consumers of the services provided by teachers and are therefore in a good position to assess and evaluate their teachers' performance. However, in spite of research findings pointing that students are in a unique position to assess a variety of aspects concerning effective instructions (Hanif & Pervez, 2004), the validity studies of student ratings yield inconsistent findings. And even if some studies have supported the validity of student rating of teacher performance, many still express reservations about their use, especially for personnel and tenure decisions (Algozzine, et al, 2004). Some teachers have negative reactions to student evaluation of teacher's performance and they usually complain about the intellectual and personal capacity of students to objectively evaluate teacher's effectiveness.

Assessment of and for learning can both promote greater learning. Most of the reasons for assessment of learning is to provide a summative report.

Conceptual Framework

The study uses three groups of variables. The level of teaching effectiveness represents an independent variable on the assumption that classroom teaching and learning process would start with how the teachers present the lesson and manage the class. Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu 1996). The dependent variable is represented by the level of learning acquisition indicating that the amount of learning would largely depend on the lessons delivered to them and the way they are delivered. The third group of variables is profile

data representing the intervening variables. The profile variables include gender, age, number of absences, and level of student interest in the class.

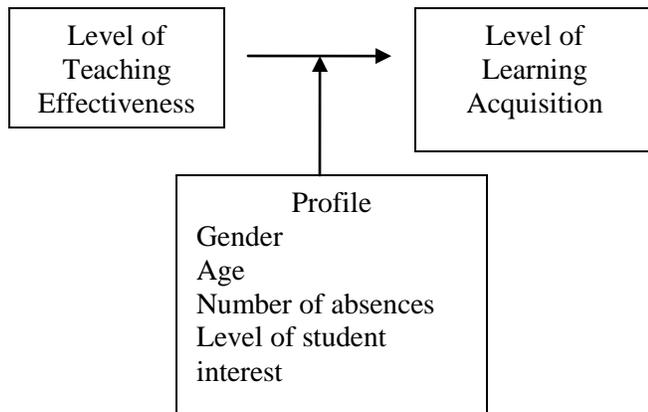


Fig. 1 Conceptual Paradigm of the Study

III. OBJECTIVES OF THE STUDY

The study identified the determinants of teaching effectiveness and learning acquisition of students enrolled in selected major courses in the International Hospitality Management Program. The level of teaching effectiveness and the level of learning acquisition perceived by the respondent students were identified in their respective classes. The data on the absences of the students and the level of interest in the class were gathered. Comparative analysis on the level of teaching effectiveness and learning acquisition was done among the courses and among the teachers evaluated. Further, significant relationship was sought between the level of teaching effectiveness and the level of learning acquisition.

Significance of the Study

The results of the study would provide baseline data on the performance of the teachers as perceived by their students. This would be a validation of how the teachers were able to deliver the lesson to the corresponding classes. This will guide the chair and the dean in making enhancement programs for the teachers who may not be doing at par with the standards set by the school.

IV. METHOD

The research utilized the descriptive evaluative design. Data were gathered from 210 students of the College of International Tourism and Hospitality Management enrolled during the second semester of school year 2010-2011. Data on the perception of the students on their teacher’s teaching effectiveness was collected in the major courses of the program of the college. A researcher made questionnaire was used in gathering the data. The questionnaire consists of three parts: the profile, the items on teaching effectiveness and the items on learning acquisition. The profile data elicits information on the gender, absences and level of interest of the students. The 16

items on teaching effectiveness and the 10 items on learning acquisition were evaluated using a four-point Likert scale. The weighted means were verbally interpreted using the following scale:

Weighted Mean	Verbal interpretation
1.00 – 1.49	Strongly disagree
1.50 – 2.49	Disagree
2.50 – 3.49	Agree
3.50 – 4.00	Strongly agree

Data that were collected were summarized, tabulated and analyzed. Comparative analysis on the teaching effectiveness and learning acquisition among students taught by the six teachers was done using Analysis of Variance at 5% level of significance. The significant determinants of teaching effectiveness and learning acquisition were identified using regression analysis.

The distribution of the respondents is shown in Table 1.

Table 1

Distribution of respondents by course and by teacher

Course	Teacher						Total
	A	B	C	D	E	F	
Banquet and Catering Service	30	0	0	0	0	0	30
Research Beverage and Bar Operations	0	30	0	0	0	0	30
Food Production	0	0	30	0	0	0	30
Principles of Tourism	0	0	0	60	30	0	90
	0	0	0	0	0	30	30
Total	30	30	30	60	30	30	210

Profile of the respondents

The age range of the respondents is 15 years to 23 years. Majority of the respondents are aged 17 which is the typical age of students in the second or third year level.

Table 2

Distribution of respondents by age

Age	Frequency	Percent
15	3	1.43
16	27	12.86
17	100	47.62
18	26	12.38
19	30	14.29
20	10	4.76
21	1	0.48
22	1	0.48
23	1	0.48
No response	11	5.24
Total	210	100.00

The gender of respondents is shown in Table 3. Majority of the respondents are female (74.76%). This indicates that the program of hospitality management is attracting more of the women rather than the men.

Table 3
Distribution of respondents by gender

Gender	Frequency	Percent
Male	53	25.24
Female	157	74.76
Total	210	100.00

V. RESULTS AND DISCUSSION

Number of Absences

Table 4 shows the cross tabulation of the number of absences of the respondents in the courses evaluated. The highest number of absences is reported in Food Production course. However, there were reported a high of 3 to 4 absences in Research, Banquet and Principles of Tourism. The results show that there are particular courses where the students are not motivated to attend.

Table 4
Respondent's Number of Absences by Course

Course	Number of absences						Percent
	0	1	2	3	4	Total	
Banquet and Catering Service	14	4	0	0	1	5	16.67
Research	0	0	2	2	1	5	16.67
Beverage and Bar Operations	0	1	0	0	0	1	3.33
Food Production	47	27	11	5	0	43	47.78
Principles of Tourism	23	1	1	1	1	4	13.33
Total	84	33	14	8	3	58	

The highest number of absences is reported in the class of teacher D while a high of 3 to 4 absences were reported in the class of teachers A, B, and F. The results show that students are not motivated to attend classes handled by particular teacher.

Table 5 shows the respondent's number of absences by Teacher. Data revealed that Teacher D obtained the highest percentage of respondents' number of absences followed by Teacher A and B. However, Teachers C and E obtained the least percentage.

Table 5
Respondent's Number of Absences by Teacher

Teacher	Number of absences						Percent
	0	1	2	3	4	Total	
A	14	4	0	0	1	5	16.67
B	0	0	2	2	1	5	16.67
C	0	1	0	0	0	1	3.33
D	18	26	11	5	0	42	70.00
E	29	1	0	0	0	1	3.33
F	23	1	1	1	1	4	13.33
Total	84	33	14	8	3	58	

Level of Interest

Table 6 shows the distribution of the level of interest of the respondents by courses. Results show that for students who are attending the Research class, the Food Production class and the Principles of Tourism class, the level of interest ranges from moderate to high and to very high. There is from high to very high level of interest in the courses Beverage and Bar Operation and Banquet and Catering Service because of the nature of the activities in the courses.

Table 6
Respondent's Level of Interest by Course

Course	Level of interest		
	moderate	high	very high
Banquet and Catering Service	0	19	11
Research	14	12	3
Beverage and Bar Operations	0	12	13
Food Production	20	47	23
Principles of Tourism	1	16	13
Total	35	106	63

The level of interest in the class handled by teachers B, D, E, and F ranges from moderate to very high. The level of interest in the class handled by teachers A and C ranges from high to very high. These classes are providing hands on class activities as required in their courses.

Table 7 shows the respondent's level of interest when they were grouped according to teacher.

Table 7
Respondent's Level of Interest by Teacher

Teacher	Level of interest		
	moderate	high	very high
A	0	19	11
B	14	12	3
C	0	12	13
D	14	38	8
E	6	9	15
F	1	16	13
Total	35	106	63

Level of teaching effectiveness

Among the parameters in the teaching effectiveness, the knowledge of the subject matter was shown to have the highest mean evaluation by the respondents. In all the parameters listed, the respondents agree that the teachers they have exhibits the skills required to be a good teacher in terms of the knowledge matter, the delivery of the lesson, the classroom management, and the assessment methods and tools used. As Bustos-Orosa (2008) had mentioned, content mastery is a prerequisite for a teacher to be effective.

Table 8
Level of Teaching Effectiveness

The teacher ...	Mean	Verbal interpretation
1. is knowledgeable of the subject matter	3.40	Agree
2. is well prepared for the class	3.27	Agree
3. uses examples/illustrations well	3.26	Agree
4. relates lesson to real life situations	3.26	Agree
5. relates lesson to other disciplines	3.26	Agree
6. motivates students and encourages students to participate actively in class	3.26	Agree
7. provides clear explanations of important issues/principles in the lesson	3.24	Agree
8. presents the lesson in a well-organized manner	3.23	Agree
9. follows course content as stated in the syllabus/outline	3.23	Agree
10. utilizes varied teaching methodologies and strategies	3.21	Agree
11. encourages students to express their ideas and is open to student's suggestions	3.19	Agree
12. uses appropriate assessment and evaluation techniques (written tests, practical exams)	3.14	Agree
13. uses class time effectively	3.13	Agree
14. gives assignments that are helpful in understanding the subject matter	3.09	Agree
15. provides a relaxed, non-threatening class atmosphere	3.08	Agree
16. informs students of their progress and performance	3.08	Agree
Composite Mean	3.21	Agree

Level of learning acquisition

Results of the weighted means reveal that the respondents agree that the parameters given are exhibited by them. There is high level of motivation and they could apply the learning to real life situations. Considering that most of the major courses cater to the skills development of the respondents in their chosen field, the learning is very much appreciated.

Table 9
Level of learning acquisition

I, as a student,	WM	VI
1. could apply learning to real life situations	3.40	Agree
2. am motivated to perform better each class session	3.40	Agree
3. am motivated to learn more in class	3.36	Agree
4. have increased interest in the class	3.36	Agree
5. am eager to come to class/ looks forward to attending class	3.34	Agree
6. understand the principle taught in class	3.34	Agree
7. submit assignments/requirements according to set guidelines	3.31	Agree
8. am well-informed of basic information required of the course	3.27	Agree
9. participate well in class discussions/activities	3.27	Agree
10. answer questions correctly both in oral and written form	3.27	Agree
Composite Mean	3.33	Agree

Comparative Analysis of Teaching Effectiveness and Learning Acquisition

There is significant difference in the level of teaching effectiveness ($p=.000$) and the learning acquisition ($p=.000$) among the courses evaluated. The level of teaching effectiveness and learning acquisition is significantly higher in the course Principles of Tourism compared with the course in Research. In the Principles of Tourism class, the teacher is highly knowledgeable of the subject matter and is well prepared for the class. The teacher motivates the students and encourages them to participate actively in the class, uses examples and illustrations well and gives assignments that are helpful in understanding the subject matter. Research, on the other hand is a difficult course as claimed by the students. In the research class, the students are not informed of their progress and performance. There is no regular examination period like the other courses. Since there is no regular schedule for consultation, the students could not find direction in what they are doing. The students cram at the end of the semester to submit their outputs which are not within the standards of a good research paper.

In the Principles of Tourism class, the students are motivated to perform better and to learn more each class session because the teacher drives them. The students are more eager to come to class because they had an increased interest in the class. Results have shown that the motivating factor and the interest of the teacher himself could lead to a positive effect on the learning acquisition of the students. On the other hand, in the Research class, students submit their requirements according to set guidelines but could not determine whether they had achieved the standards. Results have also shown that if the students could not fully comprehend the basic information and the requirements of the course, learning is hampered.

The level of teaching effectiveness and learning acquisition were not significantly different between Beverage and Bar Operation Banquet and Catering Service.

Table 10 shows the teaching effectiveness and learning acquisition when grouped by course. Comparative analysis among teachers shows a significant difference in teaching effectiveness ($p=.000$) and learning acquisition ($p=.001$). Teacher F has significantly higher mean evaluation on teaching effectiveness and learning acquisition compared to teacher B. Other teachers' (Teachers C, D, A, and D) level of teaching effectiveness and learning acquisition are not significantly different among each other.

Table 10
Teaching Effectiveness and Learning Acquisition when Grouped by Course

Course	N	Mean Teaching Effectiveness	Mean Learning Acquisition
Research Food Production	30	2.93 ^c	3.19 ^a
Beverage and Bar Operations	90	3.10 ^c	3.23 ^b
Banquet and Catering Service	30	3.12 ^{bc}	3.40 ^{ab}
Principles of Tourism	30	3.43 ^{ab}	3.41 ^{ab}
F-value		F= 15.900	F= 7.764
Probability		p=.000	p=.000

^{abc} Means with different superscripts are significant.

Results show that a teacher who is a master of his/her subject matter would be able to teach effectively. Likewise, a teacher who can motivate his/her students to be in class and to gain interest in the lesson would make students learn better in the class. The subject matter might be difficult but if the teacher would manifest the enthusiasm and would use varying strategies to impart knowledge to the students, it may become easy. The efforts of the teacher to make teaching more meaningful would result in better learning for the students.

Table 11
Teaching Effectiveness and Learning Acquisition when Grouped by Teacher

Teacher	N	Mean Teaching Effectiveness	Mean Learning Acquisition
B	30	2.93 ^a	3.19 ^a
D	60	2.93 ^{ab}	3.19 ^a
A	30	3.12 ^{ab}	3.41 ^{ab}
E	30	3.37 ^{bc}	3.33 ^{ab}
C	30	3.43 ^{bc}	3.40 ^{ab}
F	30	3.66 ^c	3.60 ^b
F-value		F= 18.056	F= 6.868
Probability		p=.000	p=.000

^{abc} Means with different superscripts are significant.

Comparative analysis of the teaching effectiveness and learning acquisition between male and female students were not found to be significant, although there is a tendency for the

female students to give a higher assessment. Results are in consonance with the report of Cano. Cano (2005) showed that older female students tended to score higher on the deep and achieving approaches to learning than younger male students. However, he noted that these results may have been tempered by academic demands such as a dense curriculum and time limitations.

Determinants of Level of Teaching Effectiveness and Learning Acquisition

Analysis of variance test revealed that the profile variables have significant effect on teaching effectiveness ($F=16.405$; $p=.000$). Of the variables tested, the number of absences ($p=.000$) and the level of interest ($p=.010$) are significant determinants of teaching effectiveness. It was shown that 43.7% of the variation in teaching effectiveness is brought by these variables. The teaching effectiveness could be predicted using the equation:

$$Y = 2.807 - .141(\text{absence}) + .152(\text{interest})$$

Further analysis revealed that as the level of interest increases, the level of teaching effectiveness increases, however while the number of absences increases, the level of teaching effectiveness decreases.

It was expected that the relationship between teaching effectiveness student attitude towards attendance is positive because regularity shows the effort and seriousness of student about his or her studies (Hijazi, 2006).

The profile variables has significant effect on the level of learning acquisition ($F=18.038$; $p=.000$). The level of interest ($p=.000$) is shown to be he significant determinant of level of learning acquisition. It was also shown that 45.4% of the variation in the level of learning acquisition is attributed to the profile variables. The level of learning acquisition increases as the level of interest of the respondent increases. The level of learning acquisition can be predicted using the equation:

$$Y = 2.629 + 0.230(\text{interest})$$

Relationship between teaching effectiveness and learning acquisition

There is a strong, direct relationship between the level of teaching effectiveness and the level of learning acquisition by the respondents ($r=0.552$; $p=.000$). The results of the study support other studies conducted on the influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance (Adediwura and Tayo 2007; Adu and Olatundun 2007; Schacter and Thum 2004; Starr 2002). The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore effective teachers should produce students of higher academic performance. Studies have also shown that students' ratings are valuable indicators of teachers' effectiveness (Barnett et al. 2003; Imhanlahini and Aguele 2006; Pozo-Munoz et al. 2000).

IV. CONCLUSIONS AND RECOMMENDATIONS

From the findings of the study, it was shown that the level of interest of the students is a great consideration in increasing their level of learning acquisition. Students who are enrolled in courses of their own interest are more likely to perform better in class and are more likely to exhibit skills development in their field. Although, the number of absences matters with teaching effectiveness, it could be an offshoot of the decreased motivation to attend particular courses primarily because of the teacher. It is however, not significant in terms of learning acquisition since the reported number of absences were once only. The significant determinants of teaching effectiveness are number of absences and the level of interest of the students. The significant determinant of learning acquisition is the level of interest of the students.

From the conclusions, it could be recommended that the teachers should do their best to motivate the students to attend their classes. Even if the classes are within the major field of the students, teachers can still make adjustments and improvement in the manner of delivering the lesson to make them more interesting to students. Teachers should extend efforts to attract students to their classes. There is a significant, direct relationship between the level of teaching effectiveness and level of learning acquisition of the students.

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