

The Role of Quality Teaching of University Teachers in the Motivation of University Students

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Abstract: *The present research investigation was conducted to examine the “The Role of Quality Teaching of University Teachers in the Motivation of University Students”. The ground work of the investigation was to explore the quality of instructors teaching in the university through the learners’ perceptions as well as to find out the teaching quality role in the motivation of the learners. The research is quantitative study and based on learners’ perceptions received by the questionnaire including teachers’ teaching quality in the university and students’ motivation. This research study comprised of a sample and relating the composition of the students included in the sample. Total 180 students were selected as sample size by random sampling technique. The data was managed by employing questionnaire as a tool of the study and was evaluated as “frequencies, means, standard deviation, and correlations”. For the analyzing the data, correlation was applied to identify the relationship between independent variable of teaching quality and dependent variable of students’ motivation. It was also applied to determine the role of quality teaching of university teachers in the motivation of learners studying in university. The results indicate about teaching quality has a 33% influence on students’ inspiration, suggesting that teaching quality plays a positive role in motivating students.*

Introduction

Teaching has very important role in the development and progress of the people. It increases proficiency, capability of a person and creates skilled sovereignty that is substantial and proficient for commercial growth and progress. It is not essential for any interpretation and justification to clarify the significance of teaching for human development and learning. Teaching is very important in the progress of developed as well as under-developed nations. The Government of Pakistan acknowledged that schooling is one of the basic rights of every person of the country and also suitable from the Government to provide entrance for education to every person of the nation (Government of Pakistan, 2000).

Fraser and Walberg (2005) stated that educators play an important role to ensure their quality of teachers during teaching. The most imperative role of instructors is to deliver content knowledge to the learners in the class throughout a rational course. Teachers use different types of teaching techniques such as teaching method, colloquial approach, activity-based approach and learning abilities to transfer knowledge among the students. In addition to this, they execute many activities in a classroom situation. Teachers set good teaching in the classroom to monitor and motivate the students in a sense of real world. And they set a good example for their learners.

Investigators and the teachers have extensively been involved in students' motivation because it is deeply linked to the attainment of desired results. Therefore, certain investigators explain motivation as students' readiness to contribute in learning looking it as an essential part of the latter (Harati et al., 2021). There is bad affect to attain the knowledge and abilities by the students due to lack of motivation, even if they have the most exceptional capabilities. Motivation is the critical situation for finalizing a learning assignment and the dynamic strength following the learning portable practice (Lazowski & Hulleman, 2016).

Darling-Hammond et al. (2009) stated that instructors are an essential element of any teaching institute. Hence, the teaching excellence of the instructors in the institute also reveals the as a whole quality of the institute and the force of the learners. Instructors as an everlasting mentor educate the learners with best skills and proficiencies that are predicted to get the educational and societal achievement. To recognize this need, flourishing schooling sessions are necessary for instructors on regular basis to formulate the knowledge transmission more successful, skilled and significances to better involve the learners and enhance educational achievement (Intrator & Kunzman, 2006).

It is very difficult to complete teaching learning activity fruitfully without uplifting the best learning situation. Instructors can possess the learning atmosphere successful with entirely ready and diverse teaching situation that granted the students skills, capabilities and benefits very effectively.

There are many assessing tools used to conclude the superiority of teaching. Every instrument offers diverse level of teaching quality for the university teachers that contain a variety of activities like teaching experiences, educational capability, instructional skills and expertise at the university. However, it is continuous challenge with respect to the practices that concentrate on teaching quality like experiences, learning requirement, the quality of training times and the capacity of teachers to ascertain the teacher expertise in enhancing the student achievement. Recent studies have found a highly convincing value correlation between quality objective measures and growing student achievements.

Snehi (2011) assured that teaching quality is very imperative in manipulating learners' inspiration and fulfillment. So, it is very essential to the teachers and investigators to show leniency of the quality of teaching by permitting the learners to get learning aims and objectives (Becket & Brookes, 2008).

Theisen (2005) and Stephens (2003) and many other researchers recognized as the teaching quality is very significant, the transfer of quality teaching is calculated by organization that are difficult or impossible to determine. Therefore, actual appreciations of the untiring teacher's desires are the veracity of teachers and students when the quality of teaching and the attainment of the learners have been evaluated over the time. But unluckily this type of data is not accessible to the researchers right now. However, such kinds of various subjects show that students' achievement is differentiated against by the teaching excellence of their teachers; the real problems are interconnected with the superiority. In different studies, the influence of teachers may not be consequently divided into different aspects related to learning atmosphere as teaching may be pertinent to the students of different grades (Rockoff, 2004).

Currently, the participants in the instructional practice are instructors and learners, as important features for quality learning are programs, procedures, and setup of learning, as well as the individual and expert potentials of education contributors (De Barba et al., 2016). The main concern among the reasons accessible here is student motivation, an incentive which inspires the

individual to perform. Motivation can enhance the learning process and increase its worth that accelerates students' participation and motivates presence in the classes and doing assignment (Gulati, 2020). The rapid variation in the traditional setup of teaching has led to the problems in inspiring the students to gain new knowledge (Costa et al., 2018). Since motivation contributes to greater contribution in the teaching learning process and de-motivation results in destructive learning consequences, low presence and poor educational performance. It is very important to investigate and study which factors most strongly influence the growth in students' motivation (Lazowski & Hulleman, 2016). It is also paying attention to the role of instructor as one of the important factor in the teaching learning activity as it is the teacher who manages the lesson, applies the appropriate teaching styles and give feedback to the learners (Dinçer & Yeşilyurt, 2017). Understanding the motivational elements directs to the ways of progress which can enhance the level of students' commitment towards learning (Gupta & Khan, 2021).

Literature Review

The preference of the learners has grown up the value of teaching quality that has a great influence on the quality of previous learners as well as the improvement of the universities that may be developed throughout the plan of action like trials, techniques and approaches for civilizing the quality of teaching (Henard & Roseveare, 2012). This situation supported the teaching quality as a key element of the investors of the higher education institutions who acquire the institutions to ensure the quality (Vevere & Kozlinskis, 2011).

Iyamu (2005) examined that the teaching quality is an essential part of teaching and the weakest quality is eminence wherever everything goes worst with the organization. According to ETUCE (2002), teaching excellence accepted on to the learners with equipments for find out the outcomes in the challenges opposing manliness. Consequence upon the superiority of judgment is achieved in various conditions in most of the cases. On the other hand, it is imperative for successful teaching learning process in real circumstances to obtain objectives of the teaching.

According to Henard & Roseveare (2012), the learners' discrimination has emphasized the significance of the teaching excellence that has a reflective impact on the students' motivation on one side and emphasizes the development of the institutes on the other side that can improve outside formation like actions, procedures and tactics intended at refining teaching superiority. This condition has showed the teaching quality as main concern for higher educational stakeholders and holds on the universities to make sure their superiority (Vevere & Kozlinskis, 2011).

In university education, there is an important role of instructors in recognizing and representing more improvement in teaching learning process. To teach means to communicate information among the students for their learning. Furthermore, teaching refers to data communication or mold students' direction toward institute to the collaboration of instructors and learners, to the acknowledgment and enhancement of elements, to the set of necessary teaching assets and other events like instructional evaluation and complete statement (Misra, 2002).

Ko and Chiu (2011) described the quality of teaching of teachers as emerging a complete deliberation of teaching techniques and policies among the teachers who capable to realise the motivation of students. It forms an obligation to the right thing and the right practice to instruct the teaching learning practice and objectives secure perceptions of the students and parents to build up learners' capability in getting instructional goals which are expected by the learners and the parents.

Kember (2004) calculated quality of teaching like reviewing and assessing the way of passing instructions. The investigator wanted to illustrate the teaching quality as a space involving teaching techniques and styles. While there is another foundation that also affects students' motivational outcome like will of learning, classroom events, program of study, instructional goals and learning objectives.

Vermeule and Schmidt (2008) stated that teaching is the assessment of work and to formulate policies for the growth of early childhood education, during-study and final students' refinement. The instructors are mandatory to provide the most imperative learning environment in which they inspire learning motivation and deliberate with the learners through self-study and understanding of humorous and realistic learning strategy. The teacher can get support in setting

goals, selecting and manipulating resources, and evaluating students' learning achievements by stopping practical features. All of this is due to the teachers' capability to realize in the classroom when they get the concentration of the learners and demonstrate influence to incorporate the consequences of the reflection (Gray & Drew, 2008).

Raza and Naqvi (2011) stated that the teaching superiority is in understandable and has actually altered from the superiority of imaging things and is demanding to check it. It might be calculated by the observations or views of their clients (students) who use the hub. Therefore, students' evaluation about teaching quality of their instructors is a best mode to assessing the university teaching by learner investigation (Vevere & Kozlinskis, 2011).

Motivation is one of the major elements behind any accomplishment. Same is the case with educational achievements. The learners are inspired intrinsically and extrinsically, depending upon the learners and stimulation is honestly influencing the learning performance of the learners. It may be constructive or unconstructive, progressive or destructive. Motivational theories are diverse as some of them focus on number while others on supremacy of inspiration. Number or capacity has the high or low element while the excellence of inspiration concentrates inside or outside on its resource. Self Determination Theory affirms that the value of encouragement is important than measure of inspiration and clarifies the variety for quality of inspiration (Ryan & Deci, 2000).

Usually, inspiration is explored as an interior situation or situation that stimulates, supervises and sustains or express performance (Kostecky, 2005). Inspiration is one of the most significant elements in the higher education institutes or universities particularly when we discuss the performance of the learners in their education or development. The learners' inspiration is one of the imperative factors that explain current behavior of learning to the learners. So many research works have been done to calculate correlation between teaching quality of teachers and student's motivation.

Teaching Quality

According to Ko and Chiu (2011), the quality teaching involves a common concurrence on teaching learning process and educational measures regarding teachers and the learning fulfillment of students' motivation. It is suitable to make outstanding and proper goals and objectives in the teaching occupation and the teachers work with their own instructional objectives that can get the prospective to irritate students who will have the instructional goals and objectives according to the perception of the learner and their parents.

Content Knowledge

The content knowledge has a key role in quality teaching in educators' judgment about the contents they are being educated, taking into account the formation and series of dreams, transferring realistic knowledge that is very necessary in all subjects and guide their students through a diversity of knowledge from the subject. It is argued that if there is any discrepancy in the subject during the teaching learning process, it will show bad impact on the quality teaching of university faculty members and learners' achievement (Smithers & Robinson, 2005).

Teaching Experience

The teaching practice is directly related to the educational achievements of the learners that realize a permanent job in the education occupation of the educators. The increase in educator performance in line with the knowledge of teachers' untimely practices but carried on to be as important as the standard of teacher achievement. Well qualified and experienced educators maintain the best learners who learn with their colleagues, the institutes and their subjects (Tara Kiniy & Anne Podolsky, 2016).

Student Motivation

Students' motivation means the educational achievement and learning fulfillment of the students. The investigator in this research needs to determine the role of teaching excellence in learners' motivation by the manipulation of teaching excellence of their teacher. The inspiration of the learners is an inside situation that formulates dynamic, straight the students' academic achievements. There are two kinds of inspiration.

Intrinsic inspiration is an action to the innate fulfillment, relatively for the sake of any specific results (Peck et al., 2018). It is frequently end result of confront, curiosity or satisfaction of an individual obtain from an action (Li & Tsai, 2017). It is related with the aspiration of the students to learn and get innovative facts, skill motivation with happiness from learning attractive instructional resources and entire difficult tasks (Ryan & Deci, 2020).

On the other hand, extrinsic motivation is the result of an action to attain a specific result (Peck et al., 2018). This type of inspiration is linked with the need to obtain an incentive or avoid penalty and an awful condition to receive a benefit after the completion of learning. Extrinsic motivation is also influenced by learning situations, societal condition, family status, and helpful prospects (Ryan & Deci, 2020). However, motivation means the lack of intrinsic and extrinsic inspiration that is once learners demonstrate unwillingness or need of inspiration to learn. They have low self-efficacy and think incompetent as learning will not direct to the preferred results and carrying out responsibilities has no worth as well (Ucar & Kumtepe, 2020).

Factors Influencing Student Learning Motivation

There are so many aspects which manipulate the learners' inspiration together with ecological factors like sanitation, atmosphere and adjacent situations, humor, curiosity, instructors' behavior and classroom setting. Resources for learners' inspiration can be dissimilar as domestic or outside. These resources play a vital role in effecting whichever by decreasing or increasing the learners' inspiration. Tanaka (2005) declared instructors being an outer element have a larger effect on learners' inspiration. We can say that teacher, his attitude and teaching technique are the major sources which influence the inspirational excellence of the learners optimistically or unconstructively.

According to Martin (2010) learners' motivation can be increased by many ways e.g. students' learning, self-assurance and the other customs of their education. There are so many teaching styles that teachers can use to motivate the students towards learning like exploit your concern on the learners' current desires, allocate or invite the learners to take part in the debate very energetically, attach them in diverse learning activities, hold learners in conversation or debate and analysis of elements that create the knowledge situation more or less provoked for them (Davis, 1993).

Davis (1993) also stated the teacher attitude is the major source of transform in learners' learning motivational stage. To increase the motivational stage of the learners, instructors should pursue the known practices: instructor should not above estimate idealistic goals from the learners; relatively they should facilitate their learners in setting accessible objectives, educate friendly and seek to avoid an excessive stage contest among learners in the classroom.

Role of Teacher in Motivation

Scholars say that teacher plays a vital role in growing up the learners' participation in the learning activities as he/she has to present the students with high-class and well-timed response along with the required help and support (Harati et al., 2021). Teacher in the classroom can use different kinds of audio-visual aids like multimedia, spit video conference participants into different sessions for profound conversation and analysis, display their mobile screens to show material and get presentations (Kurt & Yildirim, 2018).

It is very important that instructors should present learners with both positive and negative comments. The optimistic comments entail the support to the students and good scores while negative feedback implies acceptable comments to the learners and meager scores. However, negative comments should be low as it can noticeably decrease the motivation to attain goals (Ryan & Deci, 2020). Giving constructive comments to the learners is attractive once they have effectively accepted the examination or the task to sustain their wish to carry on learning (Lazowski & Hulleman, 2016).

Statement of the Problem

The teaching quality in higher education institutions is the main issue of any department that is exposed by the concentration of the department endeavor in the higher education institutes. The learners are fee paying clients of the institute and prime beneficiaries and it desires to investigate

the instruction excellence of the teachers by their learners' perceptions. The core objective of the current study is to know the role of teaching superiority in the inspiration of university students.

Objectives of the Study

The major objectives of the study are:

1. To find out quality of teaching of the teachers in the university through perceptions of their students.
2. To explore the learning motivation of university students.
3. To determine the role of teaching quality of the faculty members in the motivation of their learners.

Method of Research Study

This is an explanatory research study and based on the analysis of the perceptions of the learners studying in the university. They have given a questionnaire consisting of items of teaching quality and their self-motivation. This research plan comprises of viewing a sample set to persons and recognizing the distinctiveness of the research participants. All the students of University of Layyah are included in the target population of research study. There are 2685 students of six faculties i.e. 260 students of Management Sciences, 614 students of Arts & Social Sciences, 533 students of Science, 502 students of Agricultural Sciences and Technology, 478 students of Languages and Islamic Studies and 298 students of Veterinary Sciences. A sample of 180 students was selected for the study.

The questionnaire is adapted as research tool for data collection and it was split into two parts. The first 15 items of questionnaire were set for teaching quality of teachers and the other 15 for students' motivation. Data was collected during the teaching learning situation. The researcher himself gathered data from students of University of Layyah. 180 pages of questionnaire were dispersed in the students of the selected faculties of the university. The reliability and validity of the research was acknowledged by the students before managing the questionnaire by pilot testing. After circulating the copies of the questionnaire, the learners were allowed to reply the items given in the questionnaire and collected after its completion. The rate of return of the respondents was 98%.

Analysis of Data

Subsequent upon the collection of data successfully, the frequencies, means, standard deviations, and correlations were calculated by using SPSS software. Number 3 was set a cut point and, mean scores 3 and above was set to show as agreed level while below 3 mean score was shown as not acceptable for teaching quality and the students' motivation. Correlation was employed to find out the relation between the independent variable i.e. teaching quality and the dependent variable i.e. students' motivation. Analysis of Variance (ANOVA) was used to determine the role of teaching quality in the motivation of university students.

Findings

Figure 01 presents data on student distribution across various faculties, categorized by gender. In the Management Sciences faculty, there are 35 male students and 27 female students. In the Social Sciences faculty, the numbers are slightly more balanced with 17 male students and 26 female students. The Agriculture faculty has the highest number of male students at 54, compared to 31 female students. This distribution highlights the gender ratios across different academic disciplines within the institution.

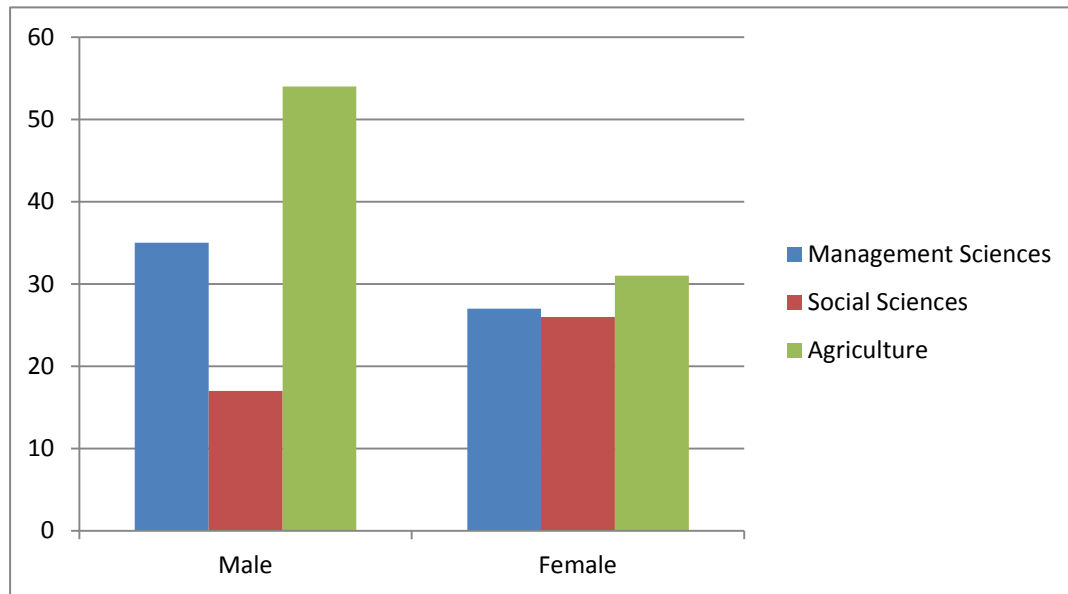


Figure 1: Demographic Information

Table 1: Regression showing the role of teaching quality in students' inspiration

Model Summary^{b7}

Model	R	R Square	Adjusted R Square	F	Sig.
1	.575 ^a	.335	.341	187.687	.000

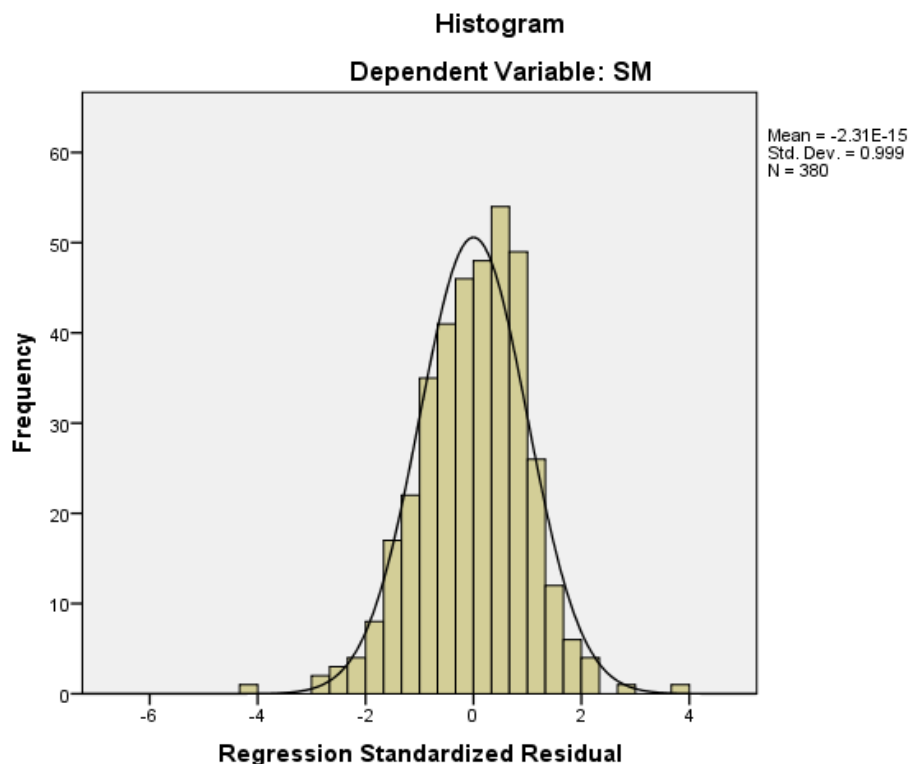
a. Predictors: (Constant), TQ

b. Dependent Variable: SM

Coefficients^a

Model	Unstandardized Coefficients			T	Sig.
	B	Std. Error	Standardized Coefficients Beta		
1	(Constant)	1.132	.157	7.165	.000
	TQ	.614	.046	13.800	.000

a. Dependent Variable: SM



The above table explains influence of teaching quality in inspiration of students. The result values indicated that there is 34% influence of teaching quality in the student's inspiration which means that there is positive role of teaching quality in the motivation of students' level $F = 187.687$, $r^2 = .335$, $P < .05$. The related table pointed out that an increase in teaching quality will effect on students' motivation.

Most of the university learners were believed that university teachers do something with them very nicely. The university instructors are very strong in their profession having excellent content knowledge, careful and competent with skill. Similarly, most of the students feel relaxed with their teachers throughout their discussions. The teachers used learner oriented techniques of teaching and support the learners during their debate sessions which improve the students to make their concepts clear by the discussions. The students also pointed out that the teachers inter-relate their lessons with the routine practices. Additionally, they demonstrated that the teachers are devoted to the teaching learning practice and are more professional as well as skillful in their profession.

A bulk of university learners was inspired with their academic and learning achievements. They were also admiring satisfaction with the universal educational norms of the higher education institution. The students felt that the teachers' behavior was admirable with their students. The students also declared that group discussion was very helpful in their learning motivation. Generally, the learners were very much inspired about the superiority of the teachers in their teaching learning process. The mainstream of the students were pleased with the teaching practice presented in the institution of higher education. The students were viewing their concern in the teaching learning practice and familiarized their collective activities in the institute.

The results of the study pointed out that the students were disturbed to learn about latest features of their curriculum. In general, the students liked their learning in the university. They were declared that their aims, goals and objectives are interrelated with their learning. Students showed their attention to participate in the class discussions and helping their fellows.

Discussion

The outcomes of the study showed that teaching excellence of university teachers have a significant role in the motivation of their learners. The findings of the present study are same with the outcomes of the research of Kaing (2017) who studied the teaching superiority of university instructors that have significant role on the learners' motivation. The results of the study of Dali et al. (2017) are also similar with the current research work who found correlation among teaching quality of the teachers and student motivation. The results of current investigation are also same with the study of Amos and Hassan (2017) done on teaching quality and its role in students' motivation.

The output of this study are in line with the study of Ko and Chung (2014) that was done on quality teaching, students' inspiration and learning outcomes among the learners of the institutions. A research study of Alvarez (2008) is also similar with the results of present research work. This investigation was done to find out the correlation between the learning motivation of the students and the teaching quality of their teachers. The outcomes pointed out that various essential uniqueness of teaching excellence of the university teachers show constructive correlation with the motivation of students.

Conclusion

The current study is conducted to determine the role of teaching excellence in the motivation of university learners. The main purpose of this study was to find out the teaching quality of teachers working in the university, to determine learning motivation of the students and also to check the role of teaching quality in the motivation of the university students. The outcomes of present study confirmed that a considerable relationship was found between the teaching superiority of university teachers and learning motivation of the students. The results of present investigation found that there is constructive role of teaching superiority of university teachers in the motivation of students. The university faculty members with high education practice and better pedagogical skills are doing well and their teaching quality is good. Due to which the university students are much inspired in

learning with good teaching of their teachers. It is very clear by the outcomes of the current investigation that the students' motivation is correlated with good teaching of their teachers.

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