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THE INFLUENCE OF GENDER AND INTELLECTUAL ABILITY ON STUDENTS PERCEPTION OF ECONMICS TEACHERS EFFECTIVENESS IN HIGHER EDUCATION

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ABSTRACT: *Researchers have argued that student's rating of teachers' effectiveness is not a valid measure because it is influenced by a host of factors. The purpose of the study was to determine whether students' gender and intellectual ability significantly influenced their perceptions of teachers' effectiveness in a university setting. The Cross-sectional survey research design was employed through the use of students' rating of teacher effectiveness questionnaire to collect the data. A total of 485 students, sampled from four Public Universities in Ghana participated in the study. The data were processed using SPSS software, version 20 and analysed using independent sample t-test. The results suggest that gender and intellectual ability did not influence students' perception of Economics teachers' effectiveness. The results have implications for authorities of Higher Education Institutions including School Administrators, teachers, and policymakers, as they assure and further guide efforts to improve upon students rating of teacher effectiveness. The study recommends that future research should consider the influence of the classroom physical environment on students' perception of teachers' effectiveness.*

KEYWORDS: Teaching Effectiveness, Students Perceptions, Higher Education Teaching, Instructional Practices, Teaching Quality, Teaching Quality Evaluation.

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INTRODUCTION

The quest to improve teaching and learning in higher education institutions has led to the formulation of policy measures aimed at evaluating the performance of teachers. One such policy measure is the use of perception-based student questionnaire to assess the teacher's observed teaching styles or behaviours (Wright & O'Neil, 1992; Cashin, 1995. Ampadu, 2021; Acquah & Lumadi, 2014). The rationale for employing this metric is that students are the main consumers of teachers' work in the classroom and are therefore better equipped to assess their lecturers (Follman, 1992; Ampadu, 2012). The metric is most often employed at universities, most likely because university students are regarded to be more mature and cognizant of what makes successful teaching (Acquah and Lumadi, 2014).

In spite of its widespread use, there have been reports that students' perceptions of teachers' effectiveness might not be a good measure of teachers' teaching effectiveness. Research studies (Follman, 1992, Worrell & Kuterbach, 2001) contend that student raters tend to be uninformed of the whole range of teaching demands and expectations, including curriculum development, classroom management, content comprehension, and professional accountability. A research study by Ngware and Ndirangu (2005) revealed that student evaluations of teaching effectiveness (SETE) are erroneous. As a consequence, a number of studies have recommended against using student ratings as the primary criteria for evaluating teacher effectiveness (Nware & Ndirangu, 2005; Acquah, 2012). Emery, Kramer, and Tian (2003) argue that relying on students' ratings of teaching amounts to nothing more than a personality and popularity contest with little bearing on students' learning. It means that student-perceived measures of teacher effectiveness may or may not be connected to teacher performance. Regardless of this line of thinking, Researchers (Acquah, 2012) discovered that students generally viewed their instructors as competent in terms of topic teaching. While contemporary research (Emmelien et al. (2019; Acquah & Lumadi, 2014) has discounted the claim that students perception based evaluation of teachers effectiveness is not valid, two most profound criticisms still stand out.

The first criticism has to do with the fact that students' gender easily influences the judgement of teacher effectiveness. An increasing trend in literature (MacNell, Driscoll, & Hunt, 2015; Miller & Chamberlin, 2000; Mitchell & Martin, 2018) seem to support this notion. For instance researchers (Mitchell & Martin, 2018) have cited students' gender to be a significant factor that influences students' rating of teacher effectiveness. They argue that teacher rating is often biased because of gender consideration. Basow (2000) study supported this contention. He argued that gender influences students' evaluations of teachers, but the relationship is complicated. Students may associate certain types of behaviour, such as teacher expressiveness, with gender; students' misunderstanding of teaching styles and gender may also influence their evaluations (Arbuckle & Williams, 2003; Centra & Gaubatz, 2000). Other research studies (e.g., Metruk, 2021; Amartey & Yalley. 2020; Yidana & Acquah, 2012; Feldman, 1983, 1993; Goodwin & Stevens, 1993; Hancock, Shannon, & Trentham, 1992; Basow & Distenfeld, 1985) however suggest that gender has no effect on students' ratings of teachers effectiveness.

The second criticism this research sought to address is the influence of students' intellectual ability on the rating of teachers' effectiveness (Acquah, 2012). This study contends that the grade a student receives in a subject is likely to influence his or her attitude toward the subject, and thus his or her perception of the teacher's effectiveness. Teachers whose students achieve higher grades are more likely to be rated favourably than teachers whose students perform

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poorly. This line of thought is supported by a study conducted by Haladyna and Hess (1994). Their study revealed that approximately 38% of student evaluations of teachers were biased. The contention here is that instructors with high-achieving students are more likely to be assessed highly than teachers with low-achieving students. According to Cohen (1981), the instructors whose students performed the best on exams received the highest overall student ratings. Contemporary research has failed to thoroughly investigate this in a higher education environment especially in the Ghanaian context.

While, the effect of the gender variable on students rating of teacher effectiveness has been investigated, the results are still mixed and confusion. Again, most of the studies on the impact of gender on students' perceptions of Economics teachers' effectiveness (Amartey & Yalley, 2020, Acquah & Lumadi, 2012) focused on students and teachers at the pre-tertiary level. Young et al (2009) contend that the setting in which such evaluations take place may be an important factor resulting from the mixed findings. Feldman (1993) study found that very little gender bias was evident in classrooms in which extraneous variables were tightly controlled whereas a slight bias in favour of same gender preference took place in studies carried out in classrooms without such controls. Again literature on the effect of intellectual ability on students' perceptions of teachers' effectiveness seems little.

Thus, departing from previous studies ((MacNell, Driscoll, & Hunt, 2015; Miller & Chamberlin, 2000; Mitchell & Martin, 2018), this current study sought to determine the influence of students gender and intellectual ability on perception of Economics teachers effectiveness within the context of the Ghanaian higher education environment.

Purpose of the Study

The purpose of the study was to determine whether gender and intellectual ability significantly influenced students' perception of teachers' effectiveness in a university setting

Hypothesis

- ***H_0:*** Students' gender does not significantly influence their perceptions of teachers' effectiveness

- ***H_0:*** Students' intellectual ability does not significantly influence their perception of teachers' effectiveness.

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LITERATURE REVIEW

Students' perception as a measure of teacher and teaching effectiveness

Several measures or rating scales have been identified as instruments used in measuring teacher and teaching effectiveness. Some of these instruments include student perceptions, peer ratings, self-evaluation, observations, videos, student interviews, alumni ratings, employer ratings, administrator ratings, teaching scholarship, teaching awards, learning outcome measures and teaching portfolio (Berk, 2013). However, the majority of research on teaching effectiveness has been conducted using a perception-based student questionnaire intended particularly to assess the teacher's observed teaching styles or behaviours (Acquah & Lumadi, 2014; Cashin, 1995; Wright & O'Neil, 1992). The rationale for employing this metric is that students are the main consumers of teachers' work in the classroom and are therefore better equipped to assess their lecturers (Ampadu, 2012; Follman, 1992). The metric is most often employed at universities, most likely because university students are regarded to be more mature and cognizant of what makes effective teaching (Acquah, 2012). At the majority of higher educational institutions worldwide, evaluating teacher performance has become an important element of the promotion, merit, and tenure procedures. At the University of Cape Coast, for example, student assessments of lecturers at the end of each semester have been used in teacher advancement decisions. Seldin (1993) found that the use of student evaluations rose from 29% to 86% between 1973 and 1993 in a study that investigated the use of the measure in 600 colleges. This conclusion lends credence to the use of student ratings as a measure for measuring teacher performance.

Numerous research studies have confirmed the validity of the students' perceptions of teachers' effectiveness rating scale. Emmelien et al. (2019) investigated the reliability and validity of student perceptions of the quality of their teachers. They compared external observers' assessments of teaching quality with student perceptions. Students in grade 4 (n = 675) responded to a questionnaire on their thoughts regarding their instructors' teachings. Four raters recorded and evaluated three classes, for a total of 39 instructors. The studies found that the student perception and lesson observation measures matched well in an 11-dimensional model, implying construct and discriminant validity. Student evaluations and class observation scores had a moderate association (ranging from r =.18 to r =.50). Correlations were shown to be stronger across scales with comparable material, but no discernible pattern appeared. Khong (2014) conducted a similar study to determine the SET's validity and reliability as a legitimate tool for assessing teaching effectiveness in a Malaysian private higher education institution. All ten SET items were validated using exploratory and confirmatory factor analysis, and all items indicated good reliability and internal consistency. A Confirmatory Factor Analysis conducted using the AMOS program verified the usage of a single factor model to assess the efficacy of instruction. The single factor model was further tested in AMOS using 1000 repeated Bootstrap samples.

In spite of its validity and widespread use, there have been reports that students' perception of teacher and teaching effectiveness is not a good measure of teacher and teaching effectiveness. Researchers (Worrell & Kuterbach, 2001; Follman, 1992) contend that student raters tend to be uninformed of the whole range of teaching demands and expectations, including curriculum development, classroom management, content comprehension, and professional accountability. In their research, Ngware and Ndirangu (2005) revealed that student evaluations of teaching effectiveness (SETE) are erroneous. As a consequence, a number of studies have

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recommended against using student ratings as the primary criteria for evaluating teacher effectiveness (Nware & Ndirangu, 2005; Acquah, 2012).

This notion is premised on the fact that several objections to the use of the scale have been raised. Emery, Kramer, and Tian (2003) argue that relying on students' ratings of teaching amounts to nothing more than a personality and popularity contest with little bearing on students' learning. It means that student-perceived measures of teacher effectiveness may or may not be connected to teacher performance. However, over the last decade, research investigations (Emmelien et al. 2019, Khong, 2014) have refuted the alleged drawbacks of using students' perceptions as a measure of teaching effectiveness. According to Fall (2002), there is no reason to believe that students' perceptions of teaching efficiency is a popularity contest. Rather than that, it is implied that learning should be unpleasant, and the "popularity" phrase is typically followed by an anecdote stating that "the finest teacher I ever had was the worst teacher I ever had. The concept that popularity equates to a lack of content, understanding, or challenge is wholly erroneous. Research further shows that students learn more effectively in courses when lecturers demonstrate an interest in their students' development. Even more intriguing is that those who argue against using student perception as a proxy for teacher efficacy assert that students evaluate teachers better just because they are acquainted with them. These critics have overlooked the fact that getting acquainted with students is an indication of efficacy. This is because it fosters an emotional environment conducive to learning and student motivation. Thus, students who praise teachers for their approachability and familiarity cannot be wrong

A study conducted by Jones (as cited in Acquah and Lumadi, 2014) concluded that students' evaluations of teacher effectiveness could be considered valid without being distorted by other irrelevant contextual variables. The study found that students' ratings of a teacher's personality and competence were linked even though they were told that personality was not important to the study. Similarly, Acquah (2012) discovered that teachers who had a pleasant connection with their students earned extremely good ratings, but those who were regarded to be hostile received very low evaluations from their students. Many studies of student views have also shown that students can usually tell the difference between different types of teaching quality (Wagner, Göllner, Helmke, Trautwein, & Lüdtke, 2013).

Another significant aspect that has been identified to impact students' views of teachers is their intellectual ability. The grade a student obtains in a subject which apparently suggest his or her level of intellectual ability is likely to have an impact on his or her attitude toward the subject and, therefore, on his or her opinion of the teacher's competence. Instructors with high-achieving students are more likely to be assessed highly than teachers with low-achieving students. Research done by Haladyna and Hess (1994) substantiated this position. Their investigation discovered that around 38% of student assessments of teachers were skewed. Regardless of this line of thinking; Acquah (2012) discovered that students generally viewed their instructors as competent in terms of topic teaching. Fall (2002) asserts that the most acceptable criterion for effective teaching is student learning. Correlations between student's judgments of how much they learned in a course and their overall opinion of the instructor and the course are typically higher (Yidana & Darkwa, 2024). Even more illuminating are the investigations conducted in multi-section courses with a shared final exam by Cohen (1981). Cohen (1981) reported that teachers with the greatest overall student evaluations were those whose students were high achievers and the best on examinations. On the basis of this, some

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argue that students' intellectual ability could influence their perceptions of teacher and teaching effectiveness. There isn't much research to support this assertion.

Students' perceptions of teacher effectiveness has also been criticised because gender can easily influenced the judgement of teacher effectiveness Researchers (Basow & Silberg, 1987; Sandler, 1991) have cited students' gender to be a significant factor that influences students' rating of teacher effectiveness. They argue that teacher rating is often biased because of gender consideration. McKeachie (1990) proposed that effective teaching depends on the characteristics of the students and the teacher's behaviour. Tatro (1995) found that when both undergraduate and graduate students were asked to rate their teachers, female students rated teachers higher than male students. A research conducted by Mitchell and Martin (2018,) looked at student reviews of their teachers from two distinct sources: www.ratemyprofessors.com and course evaluations at the conclusion of the semester. The results revealed that, in the same online course, the male instructors were evaluated higher in every category except administration. Male teachers were judged higher on intelligence and competence, whereas female instructors were judged more on personal traits including niceness, unapproachability, and physical attractiveness. Students referred to female instructors more commonly as "teachers" and male instructors more frequently as "professors" (Mitchell & Martin, 2018). This outcome is consistent with the findings of Miller and Chamberlin's (2000) study, which showed that female teachers' position and qualifications are not as respected or appreciated.

As can be seen in the preceding review, even though, the effect of the gender variable on students rating of teacher effectiveness has been investigated, the results are still mixed and confusion. Again, most of the studies on the impact of gender on students' perceptions of Economics teachers' effectiveness in Ghana (Amartey & Yalley, 2020, Acquah & Lumadi, 2012) focused on students and teachers at the pre-tertiary level. Young et al (2009) contend that the setting in which such evaluations take place may be an important factor resulting from the mixed findings. Feldman (1993), for example, conducted two reviews of literature examining how students rated male and female instructors in different ways. He found that very little gender bias was evident in classrooms in which extraneous variables were tightly controlled whereas a slight bias in favour of same gender preference took place in studies carried out in classrooms without such controls. There is the need to further investigate the influence of the gender and intellectual ability variables on students' ratings of teacher and teaching effectiveness in a higher education environment in Ghana.

METHODOLOGY

Research design

The researcher employed the descriptive cross-sectional survey design for the study because the purpose was to determine whether students' gender and intellectual ability significantly influenced their perception of teachers' effectiveness in teaching. This purpose made it suitable to use the descriptive survey design because as Cohen, Manion and Morrison (2007) indicated, such studies look at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyse and interpret the entities and the events that constitute their various fields of inquiry". The researcher was only interested in determining

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relationship among gender, intellectual ability and students' perceptions of teachers' effectiveness without any manipulation of the variables. That is to say that in using the cross-sectional research design, the interest of the researcher was not to manipulate the variables but just determine and describe the relationship that exists among them.

Population, Sample and Data Collection

Population and Sample*:* The population for the study was all final year students in public universities in Ghana during the 2020/2021 academic year. Final year student's population in the sixteen (16) public universities was estimated at 25, 871. This population was targeted for the study because the students had been in the universities for well over three years and had experienced a lot more of university life than the rest of the undergraduate students. Thus, they stood a better chance of giving valid description of Economics teachers' effectiveness than the rest of the students. To guarantee that each student had an equal chance of being chosen for the research, probability sampling procedures namely, the stratified and simple random sampling techniques were employed in sampling the students. In all, a total of 403 students made up of 213 males and 190 female students from 4 public universities were sampled to take part in the study. The sample size was determined using the Krejcie and Morgan (1970) table of sample size determination. The subject of study was Advance Microeconomics. Thus all Level 400 Microeconomics lecturers in all the 4 public universities were targeted.

Instrument: The researcher employed a questionnaire to collect the data. To provide a simple and rapid answer to the questionnaire items, each section's items were composed entirely of closed-ended statements using the Likert Scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) formats.

The instrument was developed based on the recommendation of Churchill's (1979). The first step as recommended by the author was review of literature. Literature related to previous models of HE teaching was reviewed and questionnaire items covering the various domains of effective teaching were developed. Further, focus group discussions were held with students to solicit from them what their expectation or views of effective teaching of Economics under each of the domains were. A 75-item questionnaire which incorporated the output of literature review, focus group discussions was then developed.

The next step was expert validation of the instrument. Four experts in the field of quality assurance at the C. K. Tedam University of Technology and Applied Sciences were contacted to go through and validate the instrument. Each of these experts worked independently after which the four came together to discuss and finalize the instrument. 11 questionnaire items were removed because they were either ambiguous or duplication of others. Items that were not clear were also reworded. The final set of questionnaire items after this stage was 64-item questionnaire. The questionnaire consisted of six sections. Section A dealt with students' demographic details such as age religious affiliation and gender. Section B to E dealt with classroom instructional practices, section F dealt with teacher characteristics whiles section G dealt with students, behaviour, level of satisfaction with teaching and Intellectual ability. For intellectual ability, students' grade point average (GPA) was used as proxy. A GPA of 3.0 and above was regarded as higher ability (HA). A GPA of less than 3.0 was regarded as low ability (LA). ***Pilot testing:*** A total of 306 students were used in the pilot testing of the instrument. The Sample was taken from the C. K. Tedam University of Technology and Applied Science. These students (3rd and final year students) were admitted to the university to study

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Mathematics with an emphasis on Economics. The sample averaged 17.0 years of age and had a standard deviation of 0.50 years. The pilot test's objective was to establish if the questionnaire's items accurately represented the constructs they were supposed to measure. To this end, exploratory factor analysis, validity and reliability tests were done to determine the suitability of the data for confirming the hypothetical model of Economics teachers' effectiveness. The purpose of the factor analysis was to reduce the large number of variables that describe a complex concept teaching Economics in the classroom to a few interpretable latent variables (factor). In other words, the researcher sought to find a smaller number of interpretable factors that explain the maximum amount of variability in the data. The analysis produced 7-factor model of effective teaching of Economics upon which students perceptions were based. A test of reliability using Cronbach Alpha Coefficient yielded and Alpha value of .743 indicates strong internal consistency among the various items.

Data Analysis

Two hypotheses were set to guide the study. Since the testing was to be done using independent sample t-test (parametric estimates), certain assumptions must be met prior to the testing. The normality assumption which is fundamental of all parametric assumptions was examined. Several parameters were identified as those used to test normality assumption. However in this study, the normality assumption was examined using Kolmogorov-Smirnova test of normality and the normal Q-Q plots. The Kolmogorov Smirnov test produces test statistics that are used (along with a degrees of freedom parameter) to test for normality. At 95% level of confidence if the p value is less than 0.05, it is concluded that the data is not normally distributed. However, if it is greater than 0.05, it can be concluded that the data set is normally distributed.

The following hypothesis was set to guide the test:

H0: Students perceptions of Economics teachers' effectiveness data are not statistically different from normality.

The results of the normality test are presented in Table 1.

Table 1: Test of Normality

	Kolmogorov-Smirnov[a]			*Shapiro-Wilk*		
	Statistic	df	Sig.	Statistic	df	Sig.
Effectiveness	.041	403	.094	.995	403	.195

a. Lilliefors Significance Correction

Source: Field data, 2021

The results indicate that the data set follows a normal distribution df (403) = .041, p > 0.05. Thus, the researcher failed to reject the null hypothesis that the data was not significantly different from normality**.**

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RESULTS AND DISCUSSION

Hypothesis 1: *Gender does not significantly influence students' perceptions of Economics teachers' effectiveness.*

This hypothesis sought to determine whether gender significantly influenced students' perceptions of Economics teachers' effectiveness. The hypothesis was tested using an independent sample t-test. The results are presented in Table 2

Table 2: Independent T-Test of Gender Difference in the Students'

Perceptions of Economics Teachers' Effectiveness (df=401)

Gender	N	$\bar{x}$	SD	Difference		t-value	Sig
Male	257	379.9183	31.76767	$\bar{x}$	SED	1.271	.733
Female	146	375.7397	31.66986	4.17856	3.28581		

Source: *Field data, (2021)*

The data in Table 2 indicates that male students reflected better (marginally) in their rating of Economics teachers' effectiveness ($\bar{x}$ =379.9183, SD = 31.76767) as compared to the female students ($\bar{x}$ =375.7397, SD = 31.66986). However, the difference is not statistically significant ($p > 0.05$). Therefore, the null hypothesis of no significant differences could not be rejected. The conclusion is that gender does not influence students' perceptions of Economics teachers' effectiveness. It thus seems to suggest that students' perceptions of Economics teachers' effectiveness are solely based on their objective observation and has nothing to do with their gender. Amartey and Yalley (2020) similarly investigated Economics students' perceptions of Economics teachers' effective instructional practices in the Cape Coast Metropolis and found that gender did not influence Economics students' perceptions of the effectiveness of Economics teachers. In the same vein, Baliyan and Moorad (2018) investigated teacher effectiveness in private higher education institutions in Botswana and found no significant differences between male and female students' perceptions of teacher effectiveness. In the same vein, AlT Ameemy (2019) investigated students' attitudes toward effective instruction at Prince Sattam Bin Abdulaziz University and found that there was no statistical significance for the gender variable for all the participants. Al-Maqtri and Ahmad (2013) focused on the characteristics of a good English instructor as regarded by Yemeni and Saudi college English students. The study further concluded that while female students had a stronger preference for teachers who had better pronunciation than male students, there was no significant gender difference.

The results, however, contrast with Metcalfe and Matharu's (1995) study, which examined students' perceptions of good and bad teaching and discovered a significant difference in perception scores for male and female students regarding teacher planning and preparation. The findings also contradict the findings of Alhjia (2017) and Akreem & Hossain, (2016) who found that gender difference exists in students' perceptions of teachers' planning and preparation in higher education. Park and Lee (2006), on the other hand, used a self-reported questionnaire to investigate the characteristics of effective EFL teachers as evaluated by Korean teachers and students, with three categories: English competence, pedagogical expertise, and socio-affective abilities. In the field of socio-affective skills, male students differed significantly from their female counterparts. Furthermore, male students rated having

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a strong sense of humour as more vital to teaching than female students, whereas female students rated pronunciation proficiency, teaching students how to learn English, and treating students fairly as significant teacher traits.

Hypothesis 2: *The intellectual Ability of Students does not significantly influence their perceptions of teachers' effectiveness*

This hypothesis sought to determine whether the intellectual ability of students significantly influences their perceptions of Economics teachers' effectiveness in higher education. Independent sample t-test was used to test the hypothesis and the results are presented in Table 3.

Table 3: Independent T-Test of Intellectual Ability Influence on Students' Perceptions of Economics Teachers' Effectiveness (df=401)

IA	N	$\bar{x}$	SD	Difference		t-value	Sig
High Ability	160	368.9183	27.76767	$\bar{x}$	SED	1.271	.523
Low Ability	243	354.7397	27.66986	4.17856	3.28581		

Source: *Field data, (2021)*

The results in Table 2 indicate that students of high intellectual ability reflected better (marginally) in their rating of Economics teachers' effectiveness ($\bar{x}$ =368.9183, SD =27.76767) as compared to the female students ($\bar{x}$ =354.7397, SD =27.66986). However, the difference is not statistically significant ($p > 0.05$). Therefore, the null hypothesis of no significant differences could not be rejected. The conclusion is that the Intellectual ability of students does not influence their perceptions of Economics teachers' effectiveness. It thus seems to suggest that students' perceptions of Economics teachers' effectiveness are solely based on their objective observation and have nothing to do with their intellectual ability. This contradicts the contention of Acquah and Lumadi (2012) that the grade a student receives in a subject which portrays his or her level of intellectual ability is likely to influence his or her attitude toward the subject, and thus his or her perception of the teacher's effectiveness. The results also contradict the results of Haladyna and Hess (1994) which revealed that approximately 38% of student evaluations of teachers were biased. The implication of this current study finding is that the validity of students' perception of teacher effectiveness is not affected by their intellectual ability. This buttresses the point made by Campbell et al. (2004) that in a contemporary higher education environment, students are expected to learn to become independent critical thinkers capable of genuinely acting on feedback.

CONCLUSION

Base on the results of the study, it can be concluded that students' perceptions of Economics teachers' effectiveness is not influenced by students' gender and intellectual ability. Thus, when its validity is judged on the basis of gender and intellectual ability of students, it is valid and can be used continuously to assess teacher quality and effectiveness in higher education authorities.

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LIMITATIONS OF THE STUDY

Factors such as classroom environmental conditions such as the classroom psychosocial environment other than intellectual ability or gender might also influence the rating of teachers teaching quality. For instance, a fear of being harassed or trailed in a course might force a student of low intellectual ability to rate a teacher positively. Future research should investigate how the classroom psychosocial environment influences students' views about teachers teaching effectiveness.

RECOMMENDATIONS

The study recommends that future researchers should consider examining the influence of the classroom physical environment on teacher effectiveness in higher education.

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