

**STUDENTS EVALUATION ON FACTORS
AFFECTING EFFECTIVE TEACHING IN
SCIENCE FIELD OF ASSUMPTION
UNIVERSITY**

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Abstract: To be a good teacher, one has to have a lot of knowledge, good communication with all people, good attitude, and good teaching. The objectives of this study were: (1) To find the average scores of students' evaluation on factors affecting effective teaching in science field of A.U., (2) To find out the factors of affecting effective teaching method. The population for this study was all students for first semester of 2012, those who were in science field of A.U. The sample was composed of 440 students during 16, July 2012 to 31, August 2012. The survey and convenience sampling technique research method were used in data collection. The highest score of finding was "Teachers come to the class on time with the mean and Sd. (7.9034, 1.4595)". The lowest score was "Teacher explain how to apply this subject in the real world with the mean and Sd. (7.0920, 1.4469)", and overall for Evaluation of effective teaching with the mean and Sd. (7.6641, 1.1551). All factors effective teaching was high rating (1: low to 10: high). Factor analysis generated two main factors: (1) Teaching performance, (2) Course Content and Communication. The first main factor consisted of 11 items. They were: "Teachers are enthusiastic in teaching.", "Teachers are able to motivate students to study, to think.", "Teachers have good personality.", "Teachers have expertise in the subject being taught.", "Teachers have been well-prepared for the class.", "Teachers provide clear explanations on important issues.", "Teachers show their professional competence in the subjects.", "Teachers are able to teach and explain clearly.", "I understand what the teachers teach.", "Teachers demonstrate good role models for young people." and "Teachers are effective in teaching that subjects.". The second main factor consisted of 5 items. They were: "Course objectives and contents are explained clearly.", "Teachers explain how to apply this subject in the real world.", "Teachers explain how this subject relates to the other subjects.", "Teachers inform when student have some problems.", and "Teachers explain the value of morality and ethics in class.". Pearson's correlation (0.723) showed that high correlation of two main factors with overall Evaluation of Teaching Effectiveness. Regression analysis showed that two main factors had positive effect on overall for Evaluation of Teaching Effectiveness. It showed that

teaching performance had good effect followed by course content and communication factor. The study provided more understanding additional factors that may affect goals of effective teaching, which may help Assumption University, become high quality.

Keywords: Student Evaluation, Effective, Performance, Teachers, Regression Analysis

Introduction

Student evaluation of teacher's teaching method is usually used in many universities as quality assurance. Student evaluations of teaching (SET) are as a tool. Which are relevant and also to improve their teaching methods and good learning processes. Effective teachers should have good knowledge and more skill in their subject, good practice, and fair of learning evaluation system. We agree with McKeachie (1997) that SET was multi-dimensional. SET constructed validity perspectives. SET application used for improving teaching effectiveness.

Hattie (1999) stated that feedback-focused, appropriate, and update learning-related should be one of the basic criteria to be effective teacher. He identified feedback as "the essential tools and powerful to improve achievement". The effective classroom was "students actively feedback". Student would know their own learning style becoming part of the process.

According to Graham et al. (2001) stated that effective teachers should get good feedback of learning process from students for the whole semester. Besides, techniques of evaluation system should be clear and relevant to the course objectives.

Smith (1995) stated that in education, teachers are the main resource in creating high-quality opportunities for the students. Sometime teachers do good things and do bad things. Teachers should have the understanding of what they are to do and are ready to share all this will have an effect on students.

Alton Lee (2003) highlighted the importance of feedback but reminded neither too much nor too little should destroy students. Appropriate feedback has meaning to the students. Feedback is the center point for good environment. Feedback that teacher got from students were significant to create the understanding of the environment that we could learn.

Schools are competitive each other in providing quality teachers in the world of high technology. The study was made to prove and improved the teachers' qualification and their ability to provide knowledge to the students. They used different instructional technologies to increase productivity and decrease

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costs. The study would be more useful if it good provided and analysis of well-defined models. The study examined the necessary characteristics to be an effective teacher.

Assumption University was the first International University in Bangkok and also started from Assumption Commercial College in 1969 as a higher institution under the name of Assumption School of Business and approval by the Ministry of Education since 1972. It was officially established as Assumption Business Administration College or ABAC. In May 1975, it was accredited by the Ministry of University Affairs. In 1990, it was granted new status as "Assumption University" or A.U. by the Ministry of University Affairs.

Assumption University exists for the main reason of serving the nation by providing scientific and humanistic knowledge, particularly in the business education and management science through research and interdisciplinary approaches. (Bulletin: Year 2012-2013 A.U.)

Objectives

The objectives of the study are:

1) To find the average scores of Students Evaluation on Factors Affecting Effective Teaching in Science Field of A.U.

2) To find out the factors affecting effective teaching in science field of A.U.

The purpose of this study is to understand exactly and analyze effective factors. This study will help ABAC better interpret the results in order to supplement quality assurance campaigns.

Literature Review

To know factors affecting teaching are so important because after analysis all factors which affecting teaching. Teacher can improve himself and can become good teacher and create better citizen for country.

There are 4 main factors affecting effective teaching in science filed of A.U.

- 1.) Course Content
- 2.) Teacher Communication
- 3.) Teaching Performance
- 4.) Teacher Effectiveness

Course Content

There are 3 main parts of courses content including learning objectives, assessment and instructional strategies. Fink, L. D. (2003) suggested:

- What course structure should be
- Finding strategy of teaching to approach learning goals
- Setting schedule

Syllabus: The syllabus is a special document. Syllabus is a guideline and summary topics of the course study. A syllabus shows information about the course schedule, test dates, due dates for assignment, the policy for grading of the subject, specific classroom rules; etc.

As in many courses it concludes in the exam. From syllabuses it is guaranteed that all teachers should have the knowledge of what must be taught and what are not to be taught. Test papers can only measure knowledge based on what is learned that are in the syllabus. Good syllabus should show what students will do and learn, and what they can expect. It guides student learning with the expectations and decreases the number of problems in the course.

Patricia H. (2008) stated that the positive effects of a Syllabus: A Syllabus is a written agreement – even if it is not in the legally recognize. It shows expectations about the course and tasks early in the semester. As a written document, a syllabus has shown minimum misunderstanding than compared to verbal presentation.

- Students Referral to Written Instructions - Students want to follow written instructions having detailed assignments, readings and schedules throughout a semester.
- Positive Planed Course Outline – An exact course outline explaining course objectives and methodology that can help instructor's better plan of the course content. A substandard written syllabus can affect student attitude, performance, and may cause complications legally.
- Informative instructions for Other Instructors - A good syllabus can be used by other instructors to plan similar courses they may be teaching.

All schools and University need a good syllabus which help students clearly and understand what they are going to learn. It is also help the teachers for their teaching follow by the syllabus. Good syllabus will help students in understanding and more interests in the subjects.

Teacher Communication

Communication skills are very important for teaching in every aspect. All teachers should be open minded, good interpersonal skills, friendly and good communication skills. If the teachers are more approachable and easy to communicate, it will ease students able to learn better with more interested in their subject and to improve their learning. Generally the effective communication uses combination of oral and written media.

Prozesky (2000), the individual who has a teaching position having good communications skills

is important. To be effective as a teacher must always be effective communicators. Instructors should be able to relate clearly about the objectives of the course its contents and what is to be tested. They are making sure to give logical learning material and specify instructions to their student's level of knowledge and skill.

Laura Bates (2012), Great communication between students and teachers are the building blocks of the best educational relationship that a teacher and student should have. The good instructors are noted by how they explain the information to their students. How well they make feedback to be able to express free ideas and questions are always active between learner and educator. And with the advent of the latest technology in education, teachers can promote themselves as modern educators. They can connect positively to students every time and at varied ways.

According to Fathi et al. (2010), teachers are collecting, sorting, analyzing and explaining information to students. Teachers should have good communication skills to be successful in their jobs. Teachers need listening, interpersonal, written and oral communication skills to facilitate of teaching. The outcome of the attitudes toward communication skills can make both teachers and their students be more prepared for their classroom environment and the rising effective communication.

Teacher Performance

Affective Teacher Performance is an independent. That provides vocational courses, qualifications, and lifetime learning of student's development. Teacher performance should focus on understanding of their subject matter, experiences and knowledge. Affective Teachers Performance can change lives style. Effective Teachers Performance not only good for their education but also students are happy to learn during their lifetime. Good teachers are always learning and update their carrier to improve their skill.

Douglas O. et al. (2006), Stated that written rules have tried to make the quality of the better teaching. Measuring performance of teachers could give important data to educator and schools to make their better performance. Developing the maintaining performance of staff is relevant and usually difficult task for school administrators and experienced teachers. Performance indicators present specific examples of the ways in which a standard can be reached. Inside the basis of the work evaluation system, principals and teachers must work together to determine ways to make choices that provide a positive result.

According to Darling-Hammond, L. (2010), Assessing performance on what teachers had actually done in the classroom. The assessments had been discovered that it had relation with the effectiveness of

the teachers. Performance assessments was much stronger as an instrument in the evaluation of teachers' competency and ability to work, as it is also needed to support for changing in education of teachers.

Douglas O. et al. (2006), the performance evaluation system for newly acquired and senior teachers has been organized to concentrate on the success of the teachers. In other circumstances teachers' performance are graded *Unsatisfactory* which mean there is no improvement to *Satisfactory* grade. After other assistance is given so as to support for the improvement of teachers, a recommendation by the principal will be handed out. If there is a reason for the non-continuation of teaching, the teacher will be terminated.

Cristina (2012), teacher income performance was the idea that teachers are given their respective salary or income based on Student's academic performance. This simply means if the students are not able to perform well in class, the teachers concerned would either have their salary deducted or did not increase salary.

Teacher Effectiveness

Effective teachers are always effective communicators. Effective teacher can be measured by looking at personality characteristic were such as authority or flexibility, attitudes such as motivation in teaching, experience and background. Teacher who is expert in that subject and can use common or easy words to explain clearly will be considered as "the effective teacher".

According to Killen (2006), Teachers' effectiveness must have both personal and professional skills. Teachers should be the intelligent person, good organization, good communication, good classroom management, clear goals and real expectations with the students. These are important aspects to be effective teachers. As a result, teachers need to be responsible for the learning process of students.

Eisner (2002), teaching well depends on the essence and imaginative factors. Teaching good is like an art. Nuthall (2001), defined that an effective teacher can conduct or orchestrate the music's atmosphere of the classroom. Effective teacher can create the excitement and interest for learning environment.

Gurney (2007) noted that to be an effective teacher there should be an exchange of ideas among different factors. Some of these were the teachers' intelligence, positive approach and responsible in learning. To give the students with tasks and assessment that encouraged them to have the know-how (and learn through experience). Students' feedback created a good relationship environment with the students would improve learning.

The factors of teaching effectively consist of (Gurney, 2007):

- Having a positive outlook.
- Understandable and clear lessons.
- Good management of time.
- Structure of the lesson is strong.
- Using different kinds of teaching methodology.
- Making use of appropriate and varied questioning.

Research Model

This following figure illustrate about attributes as the independent variables that affect the dependent variable (Overall for Evaluation of Teaching Effective):
 1) Course Content 2) Teacher Communication 3) Teaching Performance 4) Teacher Effective

2012 to 31 August 2012 with personal questionnaires for pretest of 45 students and 440 students for the survey. The Cronbach’s Alpha was applied to evaluate reliability which had found as 0.929, 0.871 for pretest of 45 students and 440 students in the survey, which was closed to 1. That should be used in the survey. The data analysis was conducted in 3 steps: first, descriptive analysis raw data into a form that easy to understand and interpret it properly the various patterns of data. Second, factor analysis was used to determine the underlying dimensions. Third, correlation and regression analysis were used to find out the influential factors which effect on Factors Affecting Effective Teaching in Science Filed of Assumption University.

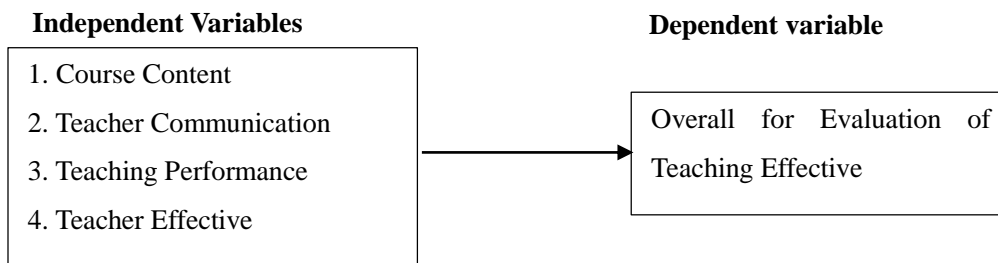


Figure 1: Research Model of the Study
 (Source Developed for this study)

Method/Procedure

Data and Methodology, for first semester of 2012, 440 students who were in science field of AU were targeted population related science field of AU has shown below:

- 1) Science and Technology(105 students)

Findings / Results

To summarize the result of research, the descriptive statistics would be used to explain the 440 ABAC students and other influential factors on ABAC students compared by their Nationality.

Table 1: Show Gender and Nationality

Gender * Nationality Cross tabulation

		Nationality				
			Thai	Asia Country	Others Country	Total
Gender	Male	Count	178	53	12	243
		% within	73.3%	21.8%	4.9%	100.0%
	Female	Count	168	26	3	197
		% within	85.3%	13.2%	1.5%	100.0%
Total		Count	346	79	15	440
		% within	78.6%	18.0%	3.4%	100.0%

- 2) Engineering(105 students)
- 3) Biotechnology (105 students)
- 4) Nursing Science (105 students)
- 5) Other faculty: 20 students

For survey research method and convenience sampling technique, Data was collected from 16 July

The above Table showed the gender of sample ABAC students by their nationality. The majority of them were Thai Male 73.3% (178) and 4.9% (12) was from other country. A number of male respondents (243) were Thai higher than the female (197) students.

Table 2: Show Bachelor Degree Program and Nationality

Bachelor Degree Program * Nationality Cross tabulation

			Nationality			
			Thai	Asia Country	Others Country	Total
Bachelor Degree Program	Science and Technology	Count	58	43	4	105
		% Bachelor Program	55.2%	41.0%	3.8%	100.0%
	Engineering	Count	79	21	5	105
		% Bachelor Program	75.2%	20.0%	4.8%	100.0%
	Biotechnology	Count	100	3	2	105
		% Bachelor Program	95.2%	2.9%	1.9%	100.0%
	Nursing Science	Count	96	5	4	105
		% Bachelor Program	91.4%	4.8%	3.8%	100.0%
	Other	Count	13	7	0	20
		% Bachelor Program	65.0%	35.0%	.0%	100.0%
Total	Count		346	79	15	440
	% Bachelor Program		78.6%	18.0%	3.4%	100.0%

The above Table showed Bachelor Degree Program students by their Nationality. Number of students from 4 Bachelor Degree Program was the same (105). The majority of them were Biotechnology 95.2% (100) from Thailand and 1.9% (2) from other countries. A percentage of Biotechnology student's respondents were higher than Nursing Science, Engineering, Science and Technology students respectively.

GPA (2.01-2.75) was higher than (2.76-3.24), (3.25-4.00), and below 2.00 students respectively.

(See Table 5 on Page 70)

The above Table showed mean and standard deviation scores of factor solutions. The maximum value was "Teachers come to class on time (punctually)

Table 3: Show Your Educational Level and Nationality

Your educational level * Nationality Cross tabulation

			Nationality			
			Thai	Asia Country	Others Country	Total
Your educational level	First Year Student	Count	80	4	1	85
		% educational	94.1%	4.7%	1.2%	100.0%
	Second Year Student	Count	105	34	6	145
		% educational	72.4%	23.4%	4.1%	100.0%
	Third Year Student	Count	81	23	5	109
		% educational	74.3%	21.1%	4.6%	100.0%
	Fourth Year Student	Count	80	18	3	101
		% educational	79.2%	17.8%	3.0%	100.0%
Total	Count		346	79	15	440
	% educational		78.6%	18.0%	3.4%	100.0%

The above Table showed educational level students by their Nationality. The majority of them were Second Year Student 72.4% (105) from Thailand and 4.1% (6) from other countries. A number of Second Year Student (145) respondents were higher than Third Year, Fourth Year and First Year students respectively.

(See Table 4 on the next page)

The above Table showed Grade point of students by their Nationality. The majority of them were 2.01-2.75 from Thailand (80.3%) (139) and 3.5% (6) from other countries. A number of students (173) who got

with the mean and standard deviation (7.9034, 1.4595)". The minimum value was "Teachers explain how to apply this subject in the real world with the mean and standard deviation (7.0920, 1.4469)". Overall for Evaluation of Teaching Effectiveness with the mean and standard deviation were (7.6641, 1.1551). All of Factors Affecting Teaching was high effective.

Factor Analysis

Factor Analysis is used to reduce the number of variable. Principal Component Analysis with varimax

Table 4: Show Grade Point Average and Nationality

			Nationality			Total
			Thai	Asia Country	Others Country	
Grade point average	Below 2.00	Count	7	2	2	11
		% grade point average	63.6%	18.2%	18.2%	100.0%
	2.01-2.75	Count	139	28	6	173
		% grade point average	80.3%	16.2%	3.5%	100.0%
	2.76-3.24	Count	125	24	3	152
		% grade point average	82.2%	15.8%	2.0%	100.0%
	3.25-4.00	Count	75	25	4	104
		% grade point average	72.1%	24.0%	3.8%	100.0%
Total		Count	346	79	15	440
		% grade point average	78.6%	18.0%	3.4%	100.0%

rotation method was used to reduce total 22 items with the eigenvalues greater than 1. Hair et al. (2005) suggested for practical significant factor loadings less than 0.50 were cut off. Therefore, all 5 items had to be deleted from further analysis. Factor procedure was revised again without these 5 items. The final factor

procedure with the remaining 17 items produced 3 main factors with eigenvalues greater than 1 representing 59.379 percent of the total variance of the measure items. To view the eigenvalues, factor loadings, and interpretation of items in each factor, 3 main factors were retained (see Table 6)

Table 6: Summaries of Factor Solutions

Items	Factor Loading			Communality
	1	2	3	
Factor 1: Teaching Performance				
Teachers are enthusiastic in teaching.	.548			.510
Teachers are able to motivate students to study, to think.	.572			.566
Teachers have good personality.	.621			.531
Teachers have expertise in the subject being taught.	.727			.589
Teachers have been well-prepared for the class.	.697			.508
Teachers provide clear explanations on important issues.	.759			.604
Teachers show their professional competence in the subjects.	.711			.578
Teachers are able to teach and explain clearly.	.641			.572
I understand what the teachers teach.	.587			.579
Teachers demonstrate good role models for young people.	.519			.756
Teachers are effective in teaching that subjects.	.585			.516
Factor 2: Course Content and Communication				
Course objectives and contents are explained clearly.		.654		.517
Teachers explain how to apply this subject in the real world.		.766		.631
Teachers explain how this subject relates to the other subjects.		.831		.722
Teachers inform when student have some problems.		.565		.534
Teachers explain the value of morality and ethics in class.		.613		.543
Factor 3: Techniques of Teaching				
Teachers use various techniques to encourage students' study.			.885	.840
Eigenvalue	7.791	1.186	1.117	
% of Variance Explained	29.253	22.798	7.328	
% of Cumulative Variance Explained	29.253	52.051	59.379	
Number of items	11	5	1	

Note: KMO = 0.932; Chi-square = 3643.588; df = 136; Barlett's test of Sphericity, sig. 0.000

Source: Developed for this study

Based on the factor solution, the first factor explained 29.253 percent of the total variance explained with an eigenvalue of 7.791. It was labeled Teaching Performance. Eleven items were included in this factor. They were 1) Teachers are enthusiastic in teaching; 2) Teachers are able to motivate students to study, to think; 3) Teachers have good personality; 4) Teachers have expertise in the subject being taught; 5) Teachers have been well-prepared for the class; 6) Teachers provide clear explanations on important issues; 7) Teachers show their professional competence in the subjects; 8) Teachers are able to teach and explain clearly; 9) I understand what the teachers teach; 10) Teachers demonstrate good role models for young people; and 11) Teachers are effective in teaching that subjects.

The second factor accounted for 22.798 percent of

Relation between independent variables and dependent variable

To examine the relationship between a) Predictors: (Constant), Course Content and Communication, Teaching Performance and b) Dependent Variable: Total Outcome for Evaluation of Teaching Effectiveness Pearson's correlations was conducted between these variables at 95% confident interval. Results of Pearson's correlations were shown in Table 7. It found that Teaching Performance, Content and Communication factor had significant positive effect on the Total Outcome for Evaluation of Teaching Effectiveness with the correlation coefficients of 0.565, and 0.451 respectively. For Factor3: Techniques of Teaching had no significant effect on the Total Outcome for Evaluation and did not use it.

To find out the factors on Students Evaluation on

Table 7: Correlations of Overall for Evaluation of Teaching Effectiveness and Two Independent Variables

Correlations	Overall for Evaluation	Teaching Performance	Course Content and Communication	Techniques of Teaching
Overall for Evaluation of Teaching Effectiveness	1	.565**	.451**	.005
Teaching Performance	.565**	1	.000	.000
Course Content and Communication	.451**	.000	1	.000
Techniques of Teaching	.005	.000	.000	1

the total variance explained with an eigenvalue of 1.186. Five items were included in this factor. It was named Course Content and Communication. They were 1) Course objectives and contents are explained clearly; 2) Teachers explain how to apply this subject in the real world; 3) Teachers explain how this subject relates to the other subjects; 4) Teachers inform when student have some problems; and 5) Teachers explain the value of morality and ethics in class.

The third factor represented 7.328 percent of the total variance explained with an eigenvalue of 1.117. It was labeled Techniques of Teaching. One items were included in this factor: Teachers use various techniques to encourage students' study.

The hypotheses for this study were 1) H1: Teaching Performance factor has significant positive effect on the Total Outcome for Evaluation of Teaching Effectiveness; 2) H2: Course Content and Communication factor has a positive effect which is significant on the Total Outcome for Evaluation of Teaching Effectiveness; and 3) H3: Techniques of Teaching factor has a positive effect which is significant on the Total Outcome for Evaluation of Teaching Effectiveness.

Factors Affecting Effective Teaching, regression analysis was conducted to data at 95% confident interval. Results of Regression analysis were shown in Table 8.

(See Table 8 on the next page)

As seen in Table 8, the multiple linear regression models were:

- Overall for Evaluation of Teaching Effectiveness
- $(\hat{Y}) = 7.664 + 0.652 * \text{Teaching Performance} + 0.521 * \text{Course Content and Communication}$

With the coefficient of determination (R^2) was 0.522. This indicated that all 2 factors had significant positive effect and explained about 52.2% on Total Outcome for Evaluation of Teaching Effectiveness. It appeared that Teaching Performance factor had the biggest effect followed by Course Content and Communication factor with the Beta Standardized Coefficients as 0.565, and 0.451 respectively. The Correlations between Total Outcome for Evaluation of Teaching Effectiveness and Teaching Performance,

Table 8: Regression Analysis Summaries

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.723	.522	.520	.80017

Predictors: (Constant), Course Content and Communication, Teaching Performance

Coefficients		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.664	.038		200.910	.000
	Teaching Performance	.652	.038	.565	17.075	.000
	Course Content and Communication	.521	.038	.451	13.646	.000

Course Content and Communication were 0.723 which meaning high relationship and suitable to the analysis.

Discussion and Conclusions

The objective of this study was to find the average scores of Students Evaluation on Effective Teaching in Science Filed of Assumption University. The findings were: the maximum value was Teachers come to class on time (punctually) with the mean and standard deviation (7.9034, 1.4595). The minimum value was Teachers explain how to apply this subject in their teaching with the mean and standard deviation (7.0920, 1.4469). Overall for Evaluation of Teaching Effectiveness with the mean and standard deviation were (7.6641, 1.1551) meaning high affective of teaching rating (1: low to 10: high).

To find out the factors affecting effective teaching in science filed of Assumption University. The study's results supported the hypotheses H1, H2, and H3 by illustrating that Teaching Performance factor had the highest positive affecting effective teaching in science filed of Assumption University, followed by Course Content and Communication. Each factor consisted of the following items.

- Teaching Performance factor consisted of eleven items were included in this factor. They were 1) Teachers are enthusiastic in teaching; 2) Teachers are able to motivate students to study, to think; 3) Teachers have good personality; 4) Teachers have expertise in the subject being taught; 5) Teachers have been well-prepared for the class; 6) Teachers provide clear explanations on important issues; 7) Teachers show their professional competence in the subjects; 8) Teachers are able to teach and explain clearly; 9) I understand what the teachers teach; 10) Teachers demonstrate good role models for young people; and 11) Teachers are effective in teaching that subjects.
- Course Content and Communication factor consisted of five items were included in this factor. They were 1) Course objectives and

contents are explained clearly; 2) Teachers explain how to apply this subject in the real world; 3) Teachers explain how this subject relates to the other subjects; 4) Teachers inform when student have some problems; and 5) Teachers explain the value of morality and ethics in class.

These two mains factors showed the different dimensions on which affecting effective teaching in science filed of Assumption University.

Recommendation

Some of the good points given by the students were mentioned as follows:

- Teachers teach well.
- Teachers listen about what we need to know.
- They can speak good English.
- They prepare all teaching materials for students.
- Teachers always come to class on time.

Then again, some other students have a hard time to understand their English because of their accent. Students don't like the fact that they have to use outdated equipment's or materials in study. Students have difficulty to complete teachers' objectives or assignments because they don't explain it well.

Comments

Summing up the General comments left by ABAC students on of our evaluation technique were that the ABAC teachers had good teaching skills, good communicated with students. They connected with the students and helped them choose their profession and made them into the right path. They even taught the students well about how to understand their teachings in the real world. And some of Thai students should use English to communicate with international students as well.

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Table 5: Mean And Standard Deviation Scores of Factor Solutions

Factors Affecting Teaching Effectiveness	Mean	SD
1. Course Contents		
1.1 Course objectives and contents are explained clearly.	7.3648	1.4242
1.2 Teachers explain how to apply this subject in the real world.	7.0920	1.4469
1.3 Teachers explain how this subject relates to the other subjects.	7.1284	1.4865
Overall for Course Contents		
2. Teacher Communication		
2.1 Teachers are empathetic and listen to students' concerns attentively.	7.4448	4.5510
2.2 Teachers are friendly and available when students need to see them.	7.5443	1.4012
2.3 Teachers inform when student have some problems.	7.3416	1.4864
Overall for Teacher Communication		
3. Teaching Performance		
3.1 Teachers come to class on time (punctually).	7.9034	1.4595
3.2 Teachers are enthusiastic in teaching.	7.6727	1.3828
3.3 Teachers are able to motivate students to study, to think, and to answer the questions.	7.3864	1.4272
3.4 Teachers have good personality: professional appearance.	7.5611	1.3929
3.5 Teachers explain the value of morality and ethics in class.	7.2477	1.5006
3.6 Teachers use various techniques to encourage students' study.	7.6095	5.6349
3.7 The additional academic resources such as web sites, extra readings and etc. are recommended.	7.2132	1.5552
3.8 Teachers grade the student performance carefully and fairly.	7.6314	1.4400
Overall for Teaching Performance		
4. Teacher effectiveness		
4.1 Teachers have expertise in the subject being taught.	7.7895	1.3627
4.2 Teachers have been well-prepared for the class.	7.8443	1.3854
4.3 Teachers provide clear explanations on important issues/principles in the course.	7.6523	1.2334
4.4 Teachers show their professional competence in the subjects.	7.5227	1.3186
4.5 Teachers are able to teach and explain clearly.	7.4923	1.3937
4.6 I understand what the teachers teach.	7.3664	1.5306
4.7 Teachers demonstrate good role models for young people (students).	7.3523	1.5531
4.8 Teachers are effective in teaching that subjects.	7.6641	1.3305
Overall for Teacher Effectiveness		
1. Overall for Course Contents	7.2052	1.2871
2. Overall for Teacher Communication	7.4690	1.2040
3. Overall for Teaching Performance	7.7270	3.6037
4. Overall for Teacher Effectiveness	7.5791	1.2259
5. Overall for Evaluation of Teaching Effectiveness	7.6641	1.1551