

Students' Perceptions on Teaching Effectiveness among Lecturers

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ABSTRACT

The role of lecturers in determining students' academic excellence is important. No matter how smart a student is, the knowledge gained may not be effective without the teaching of a lecturer. The effectiveness of lecturers' teaching from the perspective of students is important in producing an excellent student who is able to overcome various obstacles in life and become an asset to a country. Thus, the purpose of this study is to examine the students' perspective on the effectiveness of lecturers' teaching Economic courses. The sample of this study consists of 300 diploma students from various faculties who study at Universiti Teknologi MARA (UiTM) Pahang Raub Campus. The instrument used is a questionnaire distributed to the respondents using stratified random sampling. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 23. This study found that the effectiveness of lecturers' teaching can be seen from the aspect of the lecturers' personality, teaching methods, attitudes and lecturer student relationship. The findings also show that the main characteristics in the lecturers' personality which of students' choice are friendly, firm, caring, punctual and diligent. The Multiple Regression Analysis results show that the lecturers' knowledge and teaching experience are the dominant factors that influence their grades. Furthermore, this study did not deny that the lecturers' who are friendly, easily approachable and love to joke are also significant estimators for the students' academic achievement.

Keywords: *Effective lecturer, Effective teaching, Students' achievement, Students' perception.*

1.0 INTRODUCTION

Lecturers play an important role in the process of education, teaching and learning. Well dedicated lecturers can implement integrated education successfully to produce students whose are knowledgeable, skilled, noble, responsible, and self-confident. They are capable of supporting the harmony and prosperity of the society and nation. According to McNergney and Caldwell (2017), lecturers act as managers because they are not only managing the classroom but also implement the teaching and learning curriculum. Thus, the process of teaching and learning involves the interaction between lecturers and students. The result of this relationship will determine whether the lecturer can teach and whether the student is willing to learn. Thus, the effectiveness of lecturers' teaching depends on how one lecturer adapts and understands the problem of student learning. Robiah and Hassan (2014) categorize the nature of lecturers into two groups. First, those who are dedicated, passionate, and enthusiastic in their career. Second, those who are not passionate. They become lecturers by chance and waited for opportunities to step into other jobs. Most of the respondents fall under the second category.

Medley (2015) believes that the students' readiness to engage themselves during lectures depend on the quality of lecturer student relationship. If the relationship is positive, the students will work hard and collaborate with their lecturers because to them, the job of a lecturer is to teach. McNergney and Caldwell (2017) argued that students expect their lecturers to give a clear explanation and guidance to solve academic problems. Thus, the lecturers' leadership in the classroom has a positive impact on the students' learning outcomes in terms of their behavior, attitudes and academics achievement. Medley (2015), and McNergney and Caldwell (2017) reveal that there are seven key factors that influence the effectiveness of a lecturer's teaching, the peaceful learning atmosphere, the lectures' skills, adequate usage of time and equipment, high appreciation, tracking students' progress and effective teaching supervision. According to George (2015), an effective teaching supervision can only take place in a healthy, vibrant and democratic environment which can improve the students' achievement. Such conditions will alter the students' behavior. They will become more receptive in accepting new knowledge and beliefs. Getzels and Jackson (2018) in their study found that an effective lecturer is those who have knowledge, fair, responsible, dynamic, open, firm, dedicated, democratic and have good interpersonal relationships.

To become excellent, it is not just the responsibility of the students alone but what they gain and learn from individuals and the environment. Apart from friends, teachers and parents, lecturers play an important role in shaping the character of

the students in terms of their physical, emotional, spiritual and intellectual aspects. Undeniably, teaching is a complicated process but if the teaching is effective, it certainly can produce brilliant students to form an excellent nation. Economic courses are one of the courses not favored by students, especially at Universiti Teknologi MARA (UiTM) Pahang Raub Campus. The random interviews performed by the researchers found that eight out of ten students said they did not like studying Economic courses. They learn because they have no choice since the course has been set in their study plan by the management. The study conducted by Tay (2018) found that the effectiveness of teaching and learning was not due to the course taken by the students but who taught the course? Thus, this study is conducted to identify the effectiveness of teaching among Economic lecturers from students' views. What are the features needed to be an effective lecturer?

2.0 OBJECTIVES

The objectives of this study are:

Objective 1 : To see the students' perceptions on the lecturers' personality for effective teaching.

Objective 2 : To know the students' perceptions on the lecturer's teaching methods for effective teaching.

Objective 3 : To identify the students' perceptions on the lecturer's attitudes for effective teaching.

Objective 4: To find out the students' perceptions on the lecturer-student relationship for effective teaching.

3.0 Hypotheses

The hypotheses of this study are:

Hypothesis 1 There is no significant relationship between the students' perceptions on the lecturers' personality with the effectiveness of teaching.

Hypothesis 2 There is no significant relationship between the students' perceptions on the lecturer's teaching methods with the effectiveness of teaching.

Hypothesis 3 There is no significant relationship between the students’ perceptions on the lecturers’ attitudes with the effectiveness of teaching.

Hypothesis 4 A set of independent variables between the lecturer student relationship significantly do not elaborate the effectiveness of teaching.

4.0 Research Methodology

Based on the study, a model has been developed to explain the effectiveness of teaching among Economic lecturers from the students’ view. Here, the students’ perceptions of effective teaching are the dependent variable while the independent variables are the lecturers’ personality, teaching methods, attitudes, and the lecturer student relationship as illustrated in Figure 1.

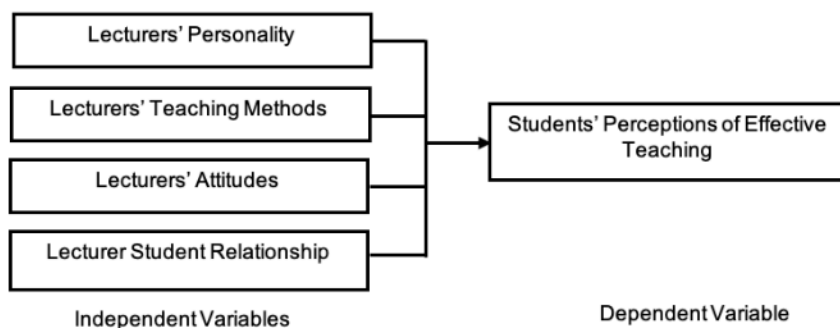


Figure 1: Theoretical Framework

The population of the study comprises of diploma students from the Faculty of Policy Studies and Administration (FPSPP), the Faculty of Management and Business (FPDP) and the Faculty of Computer Science and Mathematics (FSKM) at UiTM Pahang Raub Campus. Meanwhile, the sample of the study covers from part two (02) to part five (05) students. According to the Students’ Academic Affairs Division (BHEA), the total number of students taking Economic courses from September to December 2017 study sessions is around 500. Thus, the researchers used the Krejeie and Morgan’s Sampling and Population Table (Krejeie & Morgan, 1970) to determine the sample size of 300 students. Once the permission is obtained from the university administration, a total of 300 questionnaires were distributed using stratified random sampling procedure. Of this amount, only 289 (96.30%) questionnaires were suitable for further analysis and 11 (3.70%) forms were unable to be analyzed due to some unanswered questions. The questionnaire consists of five parts as illustrated in Table 1.

Table 1: The Questionnaires' Structure

| Sections | Items |
|-----------------|-------------------------------|
| A | Respondents' Background |
| B | Lecturers' Personality |
| C | Lecturers' Teaching Methods |
| D | Lecture's Attitudes |
| E | Lecturer Student Relationship |

The data were analyzed using the Statistical Package for Social Sciences (SPSS) Version 23. To describe the respondents' background, a descriptive analysis in terms of frequency, percentage and mean are used. Next, factor analysis is used to measure the validity of the interval data. Through this analysis, each interrelated relationship between the variables will be studied. Here, the variables are no longer categorized as the dependent or independent variables. This analysis will reduce the number of variables associated with reasonable factor dimensions for further analysis. Then, all of these factors will be grouped and named as new variables. The Cronbach Alpha reliability technique is used to measure the reliability of these factors. According to (Hair et al., 2014), if the Cronbach Alpha value is greater than 0.70, then the reliability of these factors will be accepted. The Pearson Correlation Matrix procedure is used to test the inter-correlation between the variables. Finally, to test hypotheses 1, 2, 3 and 4, the Multiple Regression Analysis test is used by using Enter method.

4.0 Findings

4.1 Respondents' Background

Table 2 describes the respondents' background. Most of them are female (72.66%) compared to male (27.34%). The majority of them (96%) are between 19 to 20 years old. Next, 44.77% of the respondents represents FPSPP, followed by FPDP (34.13%) and FSKM (21.1%). The data shows that 68.13% of them are from part 02. Finally, majority of the respondents (40.8%) scored Cumulative Grade Point Average (CGPA) between 2.51 to 3.00.

Table 2: Respondents' Background

| | Items | Number of Respondents | Percentages (%) |
|---------------------------------------|-------------------|-----------------------|-----------------|
| Gender | Male | 79 | 27.34 |
| | Female | 210 | 72.66 |
| Age | Below 19 years | 7 | 2.33 |
| | 19 to 20 years | 277 | 96 |
| | More than 21 year | 5 | 1.67 |
| Faculty | FPSPP | 129 | 44.77 |
| | FPDP | 99 | 34.13 |
| | FSKM | 61 | 21.1 |
| Part | 02 | 197 | 68.13 |
| | 03 | 73 | 25.33 |
| | 04 | 13 | 4.54 |
| | 05 | 6 | 2 |
| Cumulative Grade Point Average (CGPA) | 2.00 to 2.49 | 71 | 24.51 |
| | 2.50 to 3.00 | 95 | 33.01 |
| | 3.01 to 3.49 | 71 | 24.51 |
| | 3.50 above | 52 | 17.97 |

4.2 Respondents' Background on Economic Courses

Table 3 shows the respondents' interest and basic knowledge on Economics courses. Of the 289 respondents, 78.2% stated they are interested in the current Economic course taken while 21.8% are not interested. Majority of the respondents (64.4%) stated they have no basic knowledge in Economic subjects during high school.

Table 3: Respondents' Background on Economic Courses

| | Items | Number of Respondents | Percentages (%) |
|-----------------|----------------|-----------------------|-----------------|
| Interested | Interested | 210 | 78.2 |
| | Not Interested | 79 | 21.8 |
| Basic knowledge | Yes | 103 | 35.6 |
| | No | 186 | 64.4 |

4.3 Students' Choice of Lecturers' Personality

Students are also given the freedom to express the personality of the lecturers they love to create an effective teaching and learning environment without being influenced by the researcher. Table 4 lists the top five personality most liked and personality most disliked by the students. The top five personalities most liked by them are when the lecturers used their teaching time appropriately (35.2%), the lecturers are firm but not fierce (22.8%), attentive (17.17%), diligent (13.33%) and

friendly (11.5%). Meanwhile, the top five personalities that are most disliked by the students are the lecturers who take revenge on the students by down grading their marks (45.17%), the lecturers who cancel class suddenly without prior notice (23.33%), gibberish (16.05%), the lecturers who take advantage on their students knowing that their parents are an influential people in the society (9.15%) and fierce (6.30%). These of students' choices have similarities with the study conducted by Anderson et al. (2015) and Borg and Shapiro (2016).

Table 4: Students Choice of Lecturers' Personality

| Liked | | Disliked | |
|-------------------------------------|---------------------------------------|----------------------|---------------------------------------|
| Items | Number of Respondents Percentages (%) | Items | Number of Respondents Percentages (%) |
| Teaching time is used appropriately | 75 (35.2%) | Take revenge | 103 (45.1%) |
| Firm | 57 (22.8%) | Like to cancel class | 67 (23.33%) |
| Attentive | 28 (17.17%) | Gibberish | 38 (16.05%) |
| Diligent | 21 (13.33%) | Take advantage | 19 (9.15%) |
| Friendly | 19 (11.5%) | Fierce | 18 (6.3%) |

4.4 Factor Analysis

The validity of seventy-six items of the effectiveness of teaching among Economic lecturers from students' view which is coordinated from 1 = highly agreeable to 5 = highly disagreeable shows that the Bartlett's Test of Sphericity is statistically significant to measure the adequacy of the sampling size. Table 5 illustrates the Kaiser-Meyer-Ohlin (KMO) measure of sampling adequacy statistics = 0.806 with DF = 285 and $p = 0.000 < 0.05$.

Table 5: Kaiser Meyer Ohlin (KMO) and Bartlett's Test of Sphericity

| | | |
|--|--------------------|---------|
| Kaiser-Meyer-Ohlin Measure of Sampling Adequacy | | 0.806 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 408.952 |
| | DF | 285 |
| | Sig. | 0.000* |

*Significant at the 0.05 level (2-tailed)

The method of Principle Axis Factoring (PAF) is used to determine the communality among the variables. The results showed that all items have communality more than 0.30. At the early stage, the total variance is explained in three stages. Here, there are five factors with eigenvalues between 11.83 to 1.13 and the percentage explained is between 42.24 to 4.79. By looking at these eigenvalues, it is estimated that there are four factors that will be extracted with eigenvalues greater than 1. Thus, if these factors were extracted, then 65.19% of the variance could be explained. The second stage shows that the total variance explained at the final stage. The eigenvalues for the four factors have been reduced between 11.45 to 0.73 with cumulative percentage variance has decreased to 57.98%. The third stage shows the eigenvalues of each factor and the total variance after each rotation. Here, the eigenvalues changed between 4.8 to 1.9 with a cumulative 57.98% of the variance remains. Next, the Varimax rotation method was used to produce the matrix that contains the coefficients which represents the correlation between the factors and variables. The results indicate that there are genuine variables that have a capacity of more than 0.30 at only one factor. The genuine variable Factor 1 consists of thirteen items with a load factor between 0.8 to 0.5, Factor 2 consists of twenty-eight items with a load factor between 0.7 to 0.5, Factor 3 is made up of six items with a load factor between 0.8 to 0.4 and Factor 4 consists of six items with factor loadings between 0.7 to 0.3. Thus, to meet the purpose of the study, these four factors are encoded with new names. Factor 1 as lecturers' personality, Factor 2 as lecturer's teaching methods, Factor 3 as lecturers' attitude and Factor 4 as lecturer student relationship.

4.5 Reliability Analysis

The Cronbach's Alpha reliability measurement technique is used in this study. The results of the reliability analysis of each dimension are lecturers' personality (0.79), lecturers' teaching methods (0.71), lecturers' attitudes (0.73) and lecturer-students relationship (0.74). Therefore, each variable achieved an acceptable value according to (Hair et al., 2014) which requires at least 0.700 and above.

4.6 Correlation Analysis

Table 6 illustrates the Pearson Correlation Matrix results, indicating that there is a significant positive correlation between the lecturers' personality with the effectiveness of teaching, $r = 0.57$ at $\text{Alpha} = 0.05$ (two-tailed test). This means that the students' perceptions of the lecturers' personality are important in influencing the effectiveness of teaching. If the lecturers' personality, namely firm, yet caring, friendly and approachable, the more likely the students are to achieve academic

success. This finding supports the study done by Durden and Ellis (2015) which indicates that the students like firm lecturers, yet not fierce.

Table 6: Pearson Correlation Results

| | Teaching Effectiveness | Personality | Teaching Methods | Attitudes | Lecturer Student Relationship |
|-------------------------------|------------------------|-------------|------------------|-----------|-------------------------------|
| Teaching Effectiveness | 1.000 | | | | |
| Personality | 0.57** | 1.000 | | | |
| Teaching Methods | 0.72** | 0.75** | 1.000 | | |
| Attitudes | 0.56** | 0.77** | 0.45** | 1.000 | |
| Lecturer Student Relationship | 0.45** | 0.66** | 0.57** | 0.58** | 1.000 |

** Correlation is significant at Alpha = 0.05 (two-tailed test)

Next, the Pearson Correlation Matrix results also shows that there is a significant positive correlation between the lectures' teaching methods with the effectiveness of teaching, $r = 0.72$ at Alpha = 0.05 (two-tailed test). This means that if the lecturers' teaching methods, namely, well prepared, well planning, knowledgeable, experienced and sensitive and fair towards students' assessment, the more likely the students are to achieve academic success. Some of these variables are similar with the study conducted by Martin (2018) which states that students prefer lecturers whom are knowledgeable and experienced. The Pearson Correlation Matrix results also shows that there is a significant positive relationship between the lecturers' attitudes with the effectiveness of teaching, $r = 0.56$ at Alpha = 0.05 (two-tailed test). This means that if the lecturers uphold a good attitude, like being fair and not bias, always praise and not embarrass the students, conscious and making less mistakes, the more likely the students are to achieve high scores. This finding support the study done by Buckles and Mc Mahon (2016) which states that the students love a fair, considerate and hardworking lecturer, always encouraging them and lively, yet not sarcastic. Finally, the Pearson Correlation Matrix results shows that there is a significant positive correlation between the effectiveness of teaching with the lecturer student relationship, $r = 0.45$ at Alpha = 0.05 (two-tailed test). If the relationship intertwined between the lecturers and students are good, it is possible that the students are successful. Further, this finding support the studies done by Medley (2015) which show that the students' will engage themselves during lectures if the quality of lecturer student relationship is good and Martin (2018) argues that students will lose their self-esteem if lecturers like to threaten and degrade them.

4.7 Multiple Regression Analysis

The Multiple Regression Analysis takes the effectiveness of teaching as the dependent variable while the lecturers' personality, teaching methods, attitudes and lecturer student relationship as the independent variables as illustrated in Table 7. The value of the coefficient of determination (R^2) = 0.575 with standard error of estimation = 0.397. This means that 57.5% of the variation in the effectiveness of teaching can be explained by the lecturers' personality, teaching methods, attitudes and lecturer-students relationship.

Table 7: Model Summary

| Model | R | R Square | Adjusted R Square | Standard Error of the Estimate |
|-------|--------------------|----------|-------------------|--------------------------------|
| 1 | 0.758 ^a | 0.575 | 0.562 | 0.397 |

a = Predictors: (Constant), Personality, Teaching Methods, Attitudes, Lecturer Student Relationship

Meanwhile, the F-ratio statistics as illustrated in Table 8 tests whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predict the dependent variable where $F(4, 285) = 45.67$ and $p = 0.00 < 0.05$. This means that the model is valid at 95% confidence level in determining the change in the lectures' personality, teaching methods, attitudes and lecture student relationship. Overall, this regression model is significant in determining the effectiveness of teaching.

Table 8: ANOVA^b

| Model | Sum of Squares | DF | Mean Squares | F | Sig. |
|--------------|----------------|-----|--------------|-------|--------------------|
| 1 Regression | 28.888 | 4 | 7.222 | 45.67 | 0.000 ^a |
| Residual | 21.351 | 285 | .158 | | |
| Total | 50.239 | 289 | | | |

a = Predictors: (Constant), Personality, Teaching Methods, Attitudes, Lecturer Student Relationship

b = Dependent Variable: Effectiveness of teaching

Finally, Table 9 shows the results of the hypotheses testing. The t-test results for Hypothesis 1 shows that $t = 2.94$ and $p = 0.008 < 0.05$. Here, the null hypothesis is rejected. This means that there is a significant relationship between the students' perceptions on the lecturers' personality with the effectiveness of teaching. The students can appreciate the learning environment without fear of the lecturers. This finding supports the study conducted by Seigfried and Fels (2017) which states that the lecturers' personality is one of the significant estimators in determining the effectiveness of teaching.

Table 9: Coefficients^a

| Model | Unstandardized Coefficient | | Standardized Coefficients | t | Sig. |
|-------------------------------|----------------------------|----------------|---------------------------|------|-------|
| | B | Standard Error | Beta | | |
| 1 (Constant) | 1.22 | 0.454 | | | 0.025 |
| Personality | 0.00656 | 0.070 | 0.055 | 2.94 | 0.008 |
| Teaching Methods | 0.000675 | 0.001 | 0.549 | 5.92 | 0.000 |
| Attitudes | 0.000337 | 0.000 | 0.456 | 3.92 | 0.000 |
| Lecturer Student Relationship | 0.000235 | 0.001 | 0.243 | 6.45 | 0.001 |

a = Dependent Variable: Effectiveness of teaching

The t-test results for Hypothesis 2 shows that $t = 5.92$ and $p = 0.008 < 0.05$. Here, the null hypothesis is rejected. This means that there is a significant relationship between the students' perceptions on the lecturers' teaching methods with the effectiveness of teaching. The lecturers need to diversify their teaching, involve actively in the students' activities, should always encourage students to ask questions and use more teaching aids to make learning more fun. The findings of this analysis have similarities with Tay (2018) who argues that the students feel confident with senior lecturers who have many teaching experiences, knowledge and various teaching methods. Next, the t-test results for Hypothesis 3 shows that $t = 3.92$ and $p = 0.000 < 0.05$. Here, the null hypothesis is rejected. This means that there is a significant relationship between the students' perceptions on the lecturers' attitudes with the effectiveness of teaching. The students need the lecturers to be more concerned and thoughtful, especially on their academic achievement. The results of this study support the study done by Topping (2016) which states that the lecturers should be more considerate of the students' failure, yet not to neglect their own integrity and job proficiency. Finally, the t-test results for Hypothesis 4 shows that $t = 6.45$ and $p = 0.000 < 0.05$. Here, the null hypothesis is rejected. This means that there is a significant relationship between the lecturer student relationship and the effectiveness of teaching. This finding supports the study done by Wetzel (2017) which argues that lecturers who like to bully and threaten the students, even though their intentions are good, will have negative implications on the students' academic achievement. There is a chance the students might fail and give up their learning. Overall, the Multiple Regression Analysis is run to predict the effectiveness of teaching among Economic lecturers from students' view. These variables statistically significantly predicted the effectiveness of teaching, $F = 45.67$, $p = 0.00 < 0.05$, $R^2 = 0.575$. All four variables added statistically significantly to the prediction, $p < 0.05$.

5. Conclusion and Recommendations

In this study, the researchers evaluate how the students value various teaching and learning features among lecturers, especially the Economic lecturers. The study found that the most important features of an effective lecturer from students' view are the lecturers' knowledge, their ability to clarify the teaching materials clearly and to provide sufficient resources to the students. The students also appreciate if the lecturers take extra time to discuss some questions, yet they disliked lecturers wasting time talking unnecessary things. The findings of this study have significant policy implications, especially for UiTM as a focused teaching universities. The faculties and students are an important component of the teaching process. The university management can use these findings to enhance their understanding of effective teaching and thus, improve the effectiveness of faculty teaching. The researchers also want to suggest that when hiring a new faculty member, the recruitment committees must see whether the applicants have the right characteristics and whether their teaching practices involve the desired attributes. Finally, this study is based on a small sample and in particular UiTM Pahang Raub Campus. Future studies can use data from students at major universities to check the strength of current study results.

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