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Assessing the Effectiveness of Different Teaching Strategies on Learning Outcomes at the Pre-Primary Level.

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Abstract

This study aimed to find out the impact of effective teaching strategies and Good learning outcomes. Various researches confirm that teachers' have substantial impressions on the students' learning outcomes. However, little is known about precise dimensions of effectiveness of different teaching strategies. It also intended to find out the role of the teaching variables (the place of graduation of teacher, the courses and workshops teacher take for professional development, teaching experience and academic rank of a teacher) in producing good learning outcomes. To achieve these purposes, the researchers used a twenty-five items' questionnaire distributed among the teachers of pre-primary schools in district central of Karachi. The data were collected and analyzed using SPSS to answer the questions of the study. The researchers found out that there is a positive impact of using effective teaching strategies on learning outcomes of students. Based on these findings, the researchers suggested that teachers should use effective teaching strategies for continual improvement and for getting positive learning outcomes. Strategies should be appropriate according to student's cognitive level and learning styles. Active learning method or students actively participation while delivering of concepts also brings positive and much high learning outcomes. Teachers professional development after every some period to learn new strategies of teaching and applying them in classroom also helps a great deal in achievement of learning outcomes and advantageous for students.

Key words of the study are Effective Teaching. Effective Teacher, Learning Outcome, Assessing, Teaching Strategies.

Introduction

What regulates the kind of learning outcomes is the appropriate knowledge given to the students by a variety of pedagogies. Over the previous decade, many researches has affirmed that educators have big impact and affect student's studies outcomes and achievement. (Nye, Konstantopoulos, and Hedges, 2004; and Chetty, Friedman,). To recognize different factors and qualities for example, methods of teaching, experience, training, (Wayne and Youngs, 2003), and relationship between teacher and students that



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might be associated with students performance in class, is directly related to students performance and learning outcomes, that's why it is a necessity to understand the effect of teaching strategies on students learning outcome. Given that the impact of educators teaching strategies on accomplishments of students happen in many ways.

Students come from different backgrounds and have diverse experiences and capabilities. Effective teaching is depends on teaching strategies and their effectiveness is directly associated to individual needs and content of subject. Dyer and Osborne, 1995, in their study suggested that "the choice of a proper training approach is one of the main cycles to have showing achievement and understudy accomplishment" (Dyer and Osborne, 1995, "Impacts of Teaching Approach on Achievement of Students with Varying Learning Styles" p. 260). They further expressed that "studies effect differently to different teaching strategies, and that the choice of the correct strategy is basic to the learning style of the students. There is a belief that students learn with various styles, at various pace, because of the various degrees of prior knowledge and experiences they have when they enters in school that's why when the subject matter is given to teach in different classes of same level by variety of teaching strategies, results different outcomes of students. Learning outcomes of students are highly associated with teaching strategies. Students shows different results for many reasons, one of them is the teachers' teaching strategies. The method in which teachers taught subject matter and proceed the lesson is an important area of teaching learning process which could lead to the improvement of pre-primary education. A study about the assessing the effectiveness of teaching strategies to get maximum output from students' is needed to understand and improve the learning process. The effectiveness of teaching methods and strategies signifies an area of importance in pre-primary education. Therefore this study was concerned with an evaluation of teacher perceptions of different teaching strategies, teaching methods use in the classroom and tools that are used and their effectiveness in order to draw conclusions regarding the teaching-learning process and selecting appropriate teaching strategies.

This study is an essential because it deals with most important part of any student's education and learning process which is early childhood education. Early childhood education gives basics to further education of a child, if basics or foundation are strong then it will support future studies of a child. It also gives useful evidence to find out the relation between teaching strategies and learning outcomes of the students. It also provides the insight on either teachers' should use multiple strategies of teaching to teach in pre-primary or different strategies confuses the child and make learning process complicated for students which directly affect their learning outcomes. This study enlightens the relationship between teachers' professional development and use of their different teaching strategies. This study supplies evidence about newly appointed teachers can also achieved high learning outcomes then early appointed teachers or vice versa. It also help teachers if they give some consideration to this study when teachers prepare for teaching young children of pre-primary.

Aims and Objectives

- To examine the impact of effective teaching strategies on producing fast and good learning outcomes.
- It also seeks to identify the role of the study variables such as place of graduation or training, academic rank, number of conferences or workshops teachers attend, different programs of professional development, years of experience and different factors of



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teaching on the impact of effective teaching strategies on producing fast and good learning outcomes.

- To evaluate effectiveness of selected teaching methods and tools by pre-primary teachers.

Research Question for the Study

- What is the perception of pre-primary teachers about effectiveness of teaching methods, strategies and tools?
- How will different type of teaching strategies have different effect on outcome of students?
- How will Professional development of teacher effect strategies of teaching as well as learning outcome of students?
- What is the relationship between learning style and cognitive abilities of students and different methods of teaching?

The Hypotheses For The Study

H1: There is significance effect of teaching strategies on learning outcome of teaching.

H2: Learning outcomes are greatly depend on the cognitive abilities and learning styles of students not on strategies of teaching.

H3: Pre-primary teachers have clear perception about effectiveness of teaching methods, strategies and tools.

H4: Professional development of teacher effect teaching strategies as well as learning outcome of students.

Review Of Related Review

There has been different movement within the zone of early childhood instruction and distinctive school of thought given diverse speculations and significant prove of how to instruct youthful children. A number of considers have managed with successful educating and what their affect is on learning result of understudies. Raymond, (2008) concluded that both faculty and understudies within the Inlet expressed that successful educator could be a individual who is grateful, makes classes curiously is reasonable cares approximately students' victory, appears a adore for their subject, is inviting, empowers questions and talk, is continuously well arranged and organized, and streamlines their materials. Discoveries of students' and faculty's viewpoints propose that viable educating is the mixing of both identity and capacity variables. The key calculate, be that as it may, remains the teacher's procedures of instructing. To a few degree this concurs with Chickering and Gamson, (1991) and Hiebert & Grouws, (2007) who contended that viable instructors have an effect on students' advance which may be seen suppon as a connection between hypothesis advancement and observational work. Effective instructing can be characterized in numerous ways counting educator behavior (warmth, civility, and clarity), educator information (of subject matter, of understudies), educator convictions, and so forward. Here we characterize viable instructing as the capacity to make strides understudy accomplishment.

The method of teaching has been a well known subject for hypothetical investigation for



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decades. Numerous of them are put into use in classrooms on an everyday premise. Instructors meld different speculations whereas instructing, a few of them are ancient whereas a few are unused in arrange to progress students' learning results. The hypothesis of multiple intelligence, created by Howard Gardner, sets that people can have eight distinctive sorts of insights: musical-rhythmic, visual-spatial, verbal-linguistic, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. These eight sorts of insights speak to the changed ways individual's handle learning. The hypothesis of numerous insights changed the world of learning and educating instruction. Nowadays, numerous instructors utilize curriculum that have been created around eight sorts of insights. Lessons are designed to include techniques that align with each individual student's learning style (S. Jagodowski, 2020), so they achieve maximum learning outcomes from the students. If young children taught according to their interest they enjoys whole teaching learning process and teacher uses different strategies of teaching to cater each intelligence which directly affect the learning outcomes of students positively.

Lev Vygotsky created a number of vital instructive speculations, but two of his most critical classroom hypotheses are the Zone of Proximal Development and Scaffolding. According to Vygotsky, the Zone of Proximal Improvement (ZPD) is the conceptual gap between what a student is and is not able to accomplish independently. Vygotsky recommended that "the most perfect for way instructors to strengthen the students is by recognizing the Zone of Proximal Development and working with them to achieve tasks just beyond it.

Jean Piaget's construction theory suggests if new information is provided with prior information to students', the students will pick up a more profound understanding of the taught concept. This hypothesis plays out in numerous classrooms each day when instructors start lessons by inquiring students what they as of now know around a specific concept. Piaget's hypothesis of constructivism, which states that people build meaning through activity and involvement, plays a major part in schools nowadays. A constructivist classroom is one in which students learn by actions and experience, instead of by latently retaining information. Constructivism plays out in many early childhood education programs, where children spend their days locked in in hands-on exercises.

Behaviorism, a set of theories laid out by B.F. Skinner, proposes that all behavior may be a reaction to an external stimulus. Within the classroom, behaviorism proposes that students' learning and behavior will progress in reaction to positive support like rewards and incentives. The behaviorist theory also states that negative reinforcement in other words, punishment will cause a child to halt undesired behavior. Within the concept of the winding educational programs, Jerome Bruner fights that children are competent of comprehending shockingly challenging points and issues, given that they are displayed in an age-appropriate way. Bruner recommends that instructors return to themes every year (subsequently the winding picture), including complexity and subtlety each year. In which the instructors at a school facilitate their curriculums and set long-term, multi-year learning goals for their students.

In 1964 John Holt tended to the address, 'How children fail?' and he continued to analyze the state of schools and instruction. His conclusions were that schools did not recognize the living quality of instruction. He highlighted the boring nature of dreary errands,



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the untruthfulness of instructors with tutoring and with themselves, the constraining of information and eventually the coercive nature of tutoring (Holt, J, 1964 p.168-179). Holt's comments are central to the creation of a classroom that reflects the teacher's information, excitement and the obligation for making a learning environment that will successfully nurture the student's crave to memorize and to acknowledge the challenges of considering and asking into all that's advertised by the educator.

To form this environment, the educator must be arranged to challenge the preferences of an instruction framework. Instructors have to be alter their considering around the nature of instructing; the classroom environment ought to reflect the teacher's reflective hones that would be central to the learning environment. Instructors can appreciate the method of educating by sharing their information through the creation of an intelligent classroom. Students and instructors all are learners, the instructor that's willing to share his information genuinely will be venturing towards the compelling classroom. The energy that an educator has for his subject will make a world that moves past the custom of classroom exercises.

Education is different than basically exchanging data, it is the locks in of minds to look for answers and achieve greatest learning out comes from students. Components of possible 1 and teaching (Stipek, 1996) recorded six hones that strengthen the thought that an effective classroom could be a classroom of opportunity and encounter, where learners can investigate and test in an environment that recognizes the method of learning as the degree of victory instead of the proper reply approach. It recognizes the crucial part of natural inspiration in making an environment where students can feel that they are the experts of their claim learning. In a distinctive environment, but taking after the same essential philosophy, (Alton-Lee, 2003) proposes, 'quality educating gives adequate and compelling opportunity to learn'. Instructors ought to be arranged to test what is going on within the lesson, for case, through criticism, perceptions and other evaluations instruments on what they are doing.

The instructor who brings a sense of individual association to the classroom, needs to share the knowledge with the individuals and is ready to show that every student is a part or partner of the learning program, that will set up a relationship which energize a great learning environment. Hooligans (undated) emphasizes that 'good learning needs time and patience'. (Wolk, 2001) contends that students require time 'to possess their learning'.

Students learn from different strategies agreeing to their capacities. A few learn by seeing, tune in, mimicking, illustrating, according to cognitive capacity, with different pace etc. (Felder, 1998). None of the strategy is the finest and none is the most noticeably awful or a failure. It depends on the learning fashion of students. Young students appear more interesting within the movement based instructions within the lesson. Learning through TPR (Total Physical Response) gives best result for the pre-primary students.

In today's instruction framework the overwhelming emphasis are laid on learning results of students. Learning results are characterized as "statements of what a learner knows, gets it and is able to do after completion of learning" (Cedefop, 2009). This stresses on profound impact on not as it were the nature of instructing and



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learning forms but moreover the different types of instructions. Learning results are the foremost critical component of instructing and learning handle. They are fundamental since they characterize the kind and level of learning students are anticipated to attain.

In the educational system, teachers aim to make students able to achieve the highest possible learning outcomes. This involves effective teaching strategies and opportunities of learning for students. Hence, educational institutions or schools pay more attention to different teaching strategies in term of getting positive outcomes. Assessment is one of the main factor which affects the way to student's evaluation and consequently concludes the learning outcomes. Many studies were conducted in the past to determine the association between learning approaches and learning outcomes. A majority of them had reported conflicting results on the relationship between learning approaches and outcomes (Newble, Entwistle, E.J.Hejka, B.C.Jolly, and et al). An in-depth understanding of approaches of learning would be beneficial for teachers to improve their delivery of learning materials. It would also help in the classroom instructions to suit the needs of pre-primary students in a more efficient and effective manner.

Historical background

Effective teaching strategies are much needed and integral part in pre-primary education system. Limited studies have been conducted on this topic in early childhood education at the national level. Global demands and changes, therefore, learning environment along with teachers' method of teaching and professional training is important for quality education and positive learning outcomes. Similarly, the students have also become both, geographically, socially diversified and technology smart. There is a great need of new teaching methods and pedagogies to meet these changes. Excessive emphasis has been placed on the teachers to use effective teaching strategies and method for improved learning by many researchers and educationists but on the other hand, one must also understand that the amount of students' learning in a class also depends on their ability of cognition and as well as their prior knowledge. With the passage of time, the importance of teachers' teaching style is being extent and the teachers are taking initiative to improve their teaching strategies for students. The teachers who are willing for professional development in this area are able to deliver even complex and complicated content effectively, helping the students generate their interest and eagerness for more opportunities of learning in a conducive environment, making all the individuals feel that they are being taught in their own unique way being unique themselves and all these efforts directly related to achieve maximum learning outcomes.

Research Methodology

The research design allows researchers to develop in research methods that are suitable for the subject matter and set up their studies up for success. ⁽¹⁾(Mansukhe, 2020). For this study the method used by researcher is descriptive research method.

Population

In research terminology the Population can be explain as a comprehensive group of individuals, institutions, objects and so forth with have a common characteristics that are the interest of a researcher ⁽⁴⁾(Rafeedalie, 2008). The targeted population for this study is comprised on the teachers of pre-primary schools of private sector of district central,



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Karachi.

Sample

The sample for this study was composed of 100 female pre-primary teachers. Researcher uses random sampling technique for sampling procedure. Fraenkel and Wallen (2012), describes suggested simple random sampling may be the best method to obtain a representative sample of the population, especially for large samples (5)(Fraenkel et al. (2012).

Data Collection Tool

The data was collected by a close ended questionnaire and use Likert scale to record the responses from sample. The Likert scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement.

Data Analysis Tool

Data was analyzed by using chi-square method and summarize in the form of percentage method. The chi square method is commonly used for testing relationships between categorical variables. The null hypothesis of the Chi-Square test is that no relationship exists on the categorical variables in the population, they are independent. For further interpretation of findings researchers used percentage method. The Chi-Square statistic commonly used to measure Tests of Independence. The Test of Independence measures whether a relationship in between the two variables, by comparing the observed responses in the cells to the expected response to the cell, if the variables were truly independent of each other.

Formula of chi - square

The formula for the chi-square statistic used in the chi square test is:

$$\chi^2 = \sum \left(\frac{f_o - f_e}{f_e} \right)^2$$

Where,

χ^2 = chi – square

\sum = sum of all numbers

f_o = Observed frequency

f_e = Expected frequency

Table1: Calculation of the study sample according to the relationship of expected frequencies and observed frequencies.

S. No.	Item	χ^2 tab.	χ^2 cal.	Level of sig. α
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1.	An effective teacher must have the knowledge about different methods of teaching.	9.488	40.4	0.05
2.	Teacher should use different teaching strategies to achieve maximum output of learning from students.	9.488	38.7	0.05
3.	A professionally trained teacher has more knowledge and understanding about different methods of teaching then untrained teacher.	9.488	34.95	0.05
4.	A professionally trained teacher knows better about using different methods of teaching then untrained teacher.	9.488	27.4	0.05
5.	Learning outcomes are greatly depend on the cognitive ability of child not on method of teaching.	9.488	18.7	0.05
6.	Learning outcomes are greatly depend on the learning styles of students not on strategies of teaching.	9.488	7.9	0.05
7.	Learning outcome of students has strong relationship with teacher's professional development.	9.488	32.5	0.05

Calculated value of chi square against most of the items were greater than tabulated value therefore, all null hypothesis were rejected only one item has accepted the null hypothesis in which calculated value is smaller than tabulated value and that is Learning outcomes are greatly depend on the learning styles of students not on strategies of teaching. Rejected hypotheses shows that teaching strategies and learning outcomes of students has strong relationship, knowledge and understanding and use of different strategies in class room of trained and untrained teacher have significant difference on learning outcomes of students and there is a strong relationship between learning outcome of students with teacher's professional development.

Table2: Summary of calculation in percentage method.

S. No.	Item	Percentage %				
		SA	A	N	D	SD
1.	An effective teacher must have the knowledge about different methods of teaching.	12	30	10	30	40
2.	Teacher should use different teaching strategies to achieve maximum output of learning from students.	33	33	14	9	9
3.	A professionally trained teacher has more knowledge and understanding about different methods of teaching then untrained teacher.	37	33	11	8	12
4.	A professionally trained teacher knows better about using different methods of teaching then untrained teacher.	9	37	12	27	15
5.	Learning outcomes are greatly depend on the cognitive ability of child not on method of teaching.	8	27	26	28	11
6.	Learning outcomes are greatly depend on the learning styles of students not on strategies of teaching.	16	29	14	14	27
7.	Learning outcome of students has strong relationship with teacher's professional development.	4	29	27	19	15



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Recommendations:

Based on the results of the study the researchers recommended the following:

- Teaching strategies is integral part of teaching so an effective teacher must use variety of teaching strategies to achieve good learning out comes.
- Teacher must have pedagogical knowledge and training practices.
- Teachers should develop their own teaching strategies and adopt latest strategies of teaching because the world is developing every day.
- Teachers should use teaching strategies that interest the learners and get them involved.
- Teachers should take into account learners individual differences when choosing the suitable teaching strategies.
- Teacher should work as a facilitator, guide and supporter who scaffold every students to make them achieve their learning milestones.
- Teacher must get training for new strategies time to time; upgrade their teaching skills by professional development.
- Use latest aids of education.
- Training and workshops help a teacher to groom his/her professional skills to get a high learning outcome for students.
- Teacher should know about educational psychology, without knowing of child psychology teacher cannot find the best learning outcomes among the students so we should adopt the educational psychology every day during teaching process.
- It is also important to fulfill emotional needs of a student to raise its academic performance. Along with all training PDS and degrees a good intention, motivation and education is more important to be an effective teacher.
- If a teacher uses variety of teaching strategies so she can teach in best way!
- Provide more chances for active learning for getting high learning outcome.
- There is a need to improve or develop education system too as per the need of changing world in term of educational technology only change in teacher's strategies will not impact.
- Learning outcomes not only depends on a teaching strategies it also depends on the student's cognitive abilities.
- If SLO (Student Learning Outcomes) designed appropriately than it will get positive learning outcome. Designed objectives helps teacher to choose appropriate teaching strategies as well.

Summary

Early childhood education is the prime fold of a child education's journey, if it has any lacking than whole foundation of students learning will unstable and its effect remains last long in children education. Most important part of pre –primary education is students learning outcome which are greatly related, connected and dependent on teaching strategies. If teacher uses effective teaching strategies, remains focused, interactive and practice all positive factors of teaching than learning outcome from students positively and



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improve day by day.

Conclusion

The researchers comes to conclusion that Good learning outcomes is the definitive objective that teachers and learners are seeking to attain. This study examined the impact of effective teaching strategies on learning outcomes of students. The study revealed that there is a positive impact of effective teaching strategies on learning outcomes of students. It would be more beneficial to consider teaching strategies as an equipment to the teacher just like any other teaching equipment. That is to say, effective teaching strategies can offer the teacher much more to boost and support students' learning. In closing teachers should not neglect the importance of effective teaching strategies in the teaching-learning process. They help presenting the teacher and the learner with assistances to produce effective learning outcome.

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