The main objective of this study was to determine the effectiveness of college teachers of Northwestern University based primarily from student evaluation and investigate its effect on the performance of students along cognitive, affective, and psychomotor domains.

Specifically, it aimed to identify the students’ perceptions of effective teacher qualities and teachers’ performance level as regards personal traits, instructional skills, and classroom management skills. It also aimed to investigate the influence of students’ profile variables such as age, sex, course, and their parents’ educational attainment and annual income in their perceptions of effective teacher qualities and evaluation of teacher performance of students in the three domains.

Descriptive and analytical methods of analyzing data were employed in this study. Respondents of the study included two hundred sixty-eight (268) students, one hundred eighty-two (182) of whom were juniors and eighty-six (86) were seniors currently enrolled in Northwestern University during the second semester, S. Y. 2001-2002.

The primary tool used in this study was a student evaluation questionnaire validated by a group of research experts and panel members. Documentary analysis was done in the students’ permanent records to determine their academic performance.

The statistical methods used were the mean, simple correlation coefficient and multiple regression and correlation to obtained the needed data in resolving the problems raised in this study.

It was found out that the college students considered instructional skills as the most important tool for effective teaching. Moreover, they agreed that personal and classroom
management skills are necessary qualities of an effective teacher.

The teachers performed very effectively all the teacher qualities namely personal traits, instructional skills and classroom management skills.

Students’ perception of the personal qualities of an effective teacher was found to be influenced by their sex. However, all other profile variables of students insignificantly influenced their perceptions of effective teacher qualities in the three dimensions (personal traits, instructional skills, and classroom management skills).

Profile variables of age, sex, course, and parents’ educational attainment did not significantly influence students’ evaluation of teacher performance. Parents’ annual income variable, however, significantly influenced the manner in which students rated the instructional performance of teachers.

Students achieved an above average rating along psychomotor domain and average in both the cognitive and affective domains. In general, students achieved an above average rating.

Students’ academic performance significantly relates to the perceived effective teacher qualities. However, when analyzed singly, students’ achievement in the effective and psychomotor domains registered a non-significant relationship to the perceived teacher qualities.

Results showed that students’ achievement along all domains (cognitive, affective, and psychomotor) including over-all performance is insignificantly correlated to teachers’ performance in all dimensions (personal traits, instructional skills, classroom management skills). Hence, it is safe to conclude that at the college level, students’ achievement is independent from teachers’ classroom performance.