



# **INFLUENCE OF TEACHERS QUALITY ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN EDUCATIONAL DISTRICT IV AREA OF LAGOS STATE.**

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## **Abstract**

*The study investigated the influence of teachers' quality on the academic performance of junior secondary school students in Educational District IV area of Lagos State. The research design for the study was a descriptive survey design. The population of this study consists of Junior Secondary School II Students in Educational District IV Area of Lagos- state. Stratified random sampling technique was used in the selection of 234 respondents, comprising (210 students and 24 teachers) for the study. The instruments used were a validated questionnaire titled: Influence of Teachers Quality on Academic Performance of Secondary School Students (ITQAPSSS) for teachers; secondly was a student questionnaire on ITQAPSSS and a Social Studies Achievement Test (SSAT). Three hypotheses were tested at 0.05 level of significance to guide the study. Findings from the study revealed that, there is no significant influence of teachers' educational qualification and teachers' teaching experience on students' academic performance. However, it was found that, there is a significant influence of teachers' attitude on students' academic performance. Based on the findings, it was recommended among others that, school teachers should ensure that they attend capacity-building workshops, update their knowledge bank to 21<sup>st</sup> Century teaching techniques and avoid relying on their old teaching pedagogy in the teaching industry; Faculty of Education should ensure that they produce teachers of high calibers, and quality who have professional identity, pride, and understanding Information Communication Technology (ICT) tools.*

**Key words:** Impact, teachers' quality, academic performance, junior secondary school students

## Introduction

Education and its benefits can never be overemphasized as the root of economic, industrial, political, scientific, technological, and even religious development. All aspects of development are centered on education. Every educational system at any level depends heavily on teachers for the execution of its programmes. Teachers are highly essential for the successful operation of the educational system and important tools for educational development.

A teacher is a person who provides school learning for others. The teacher is he who facilitates education for an individual student; he may also be described as a personal tutor. According to Louder, (2013) the teacher is the ultimate key to educational change and school improvement. Furthermore, the restructuring of schools, the composition of national and provincial curricula and the development of benchmark assessments are of little values if they do not consider the teacher. A teacher does not deliver the curriculum, but he develops, defines and re- interprets the curriculum. It is what teachers think, believe and do at the level of classroom that ultimately shapes the kind of learning that young people get.

The Teachers' Registration Council of Nigeria [TRCN] defines a teacher "as a person who had undergone approved professional training in education at appropriate levels capable of imparting knowledge, attitudes and skills to the learner. "The Nigeria Union of Teachers [NUT] defines a teacher " as a person who has the registrable professional qualification which enables him to be appointed to teach at any appropriate level of recognized education in any nation and who is of sound mind and is mentally alert. "The word 'teach' is sometimes synonymously used with such terms as impart, inspire, facilitate, guide, influence, organize, coordinate, disseminate, inform, direct, instruct, educate or counsel.

Teachers have been respected, revered and loved by the society because of the unconditional services they render to humanity. Teachers have been associated with certain virtues and characters, which make them more responsible to the society. This includes honesty, kindness, faithfulness, diligence, endurance, reliability, good judgment, self-control, adaptability, intelligence and trustworthiness. The teacher, through leadership by example influences these good character traits in students.

Teacher quality and the quality of teaching are the most powerful elements in education, though both have been under scrutiny and ambiguously defined for many years (Adams, Aguilar and Cismowski, 2015). Despite the emphasis placed on teacher quality and quality teaching by governments, parents and students, both terms are often used interchangeably. Essentially, the attributes of a quality teacher are based on a personal approach, whereas quality teachings are refer to the pedagogy involved. The teacher facilitates moral training of learners. To be a good teacher, he/she must possess the following qualities.

- **Positivity:** The teacher has to think positively and enthusiastically about

people and what they are capable of becoming. Be good in many situations and can look forward to make the most difficult situations when confronted with obstacles. He should also encourage others to be positive as well.

- **Communicative:** He should share with others in a manner that encourages effective two-way communication. He communicates personal thoughts and feelings on a wide spectrum of issues and listens to students in an empathetic manner, assuring each that conversation will be held in confidence.
- **Dependable, honest and authentic in working with others:** Works with them in an open-mind, honest and forth right manner.
- **Personable establishes and maintains positive mutual working relationship:** Likes to be with others, has many ways of getting to know student as persons, while building trust and appreciation through personal interaction and involvement in their activities.
- **Organized:** A teacher should make efficient use of time and moves in a planned and systematic direction. He knows where he or she is heading and is able to help students in their own organization and planning, can think in terms of how organization can be beneficial to them.
- **Committed:** Demonstrate commitment to students, the profession and himself. Confidently poised and personally in control of situation. He should have a healthy self-image, encourages students to look at themselves in a positive manner, careful to honour the self-respect of the students, while encouraging them to develop a positive self-concept.
- **Flexible:** Willing to alter plan and directions in a manner, which assists people in moving toward their goals. Seeks to reason in and out of situation with students and staff in a manner that allows all people to move forward in a positive direction.
- **Knowledgeable:** He is in constant quest for knowledge, keeps up in his or her specialty areas and has the insight to integrate new knowledge. Take knowledge and transmits to student in a way that is comprehensive to them, yet retains its originality.
- **Patient:** He (teacher) should strive to look at all aspects of the situation and remains highly fair and objective under most difficult circumstance. He should believe that problem can be resolved if enough input and attention is given to the people who are affected.
- **Subject Matter Knowledge:** Subject matter knowledge is another variable that one might think could be related to teacher effectiveness. While there is some support for this assumption, the findings are not as strong and consistent as one might suppose.
- **Certification Status:** Certification or licensing status is a measure of

teacher qualifications that combines aspects of knowledge about subject matter and about teaching and learning. Nevertheless, a standard certificate generally means that a teacher has been prepared in an approved teacher education programme at the undergraduate or graduate level and has completed a major or minor in the field to be taught.

If the above qualities were possessed by the teachers, the learning situation will improve, the educational sector will boost and our society will develop in any aspect of life. Hence, it could be deduced that teacher as a variable is very much paramount in causing learning to take place in all disciplines. Spring (2013) notes that, the most important school-based factor is the teacher whose responsibility is to shape a student to become a better citizen of the Nation. There is the need for teachers to be adequately qualified academically and professionally to build students interest in learning, so that they can perform excellently in both internal and external examinations.

The most important factor in improving students' academic achievement in school is by employing seasoned professionally qualified teachers in all schools (Abe & Adu 2013). It is an acceptable fact that the teacher is the most important factor in the educational process and that teachers are instrumental to the success of any educational programme embarked upon by any government. This is because, apart from being at the implementation level of any educational policy, the realizations of these programmes also depend greatly on teachers' dedication and commitment to work (Adeniji, 2015).

The aims and objectives of education are spelt out in the National Policy on Education (NPE, 2013), that teachers need to possess the desirable personal and professional qualities that will enable them to do their utmost. Such personal qualities include physical energy, perseverance, responsibility, initiative, self-control, decisiveness, humour, sincerity, loyalty and leadership. Academic ability includes intelligence, knowledge of subject matter, good teaching methods, teaching experience, certification, status, and vigour to carry out research. Teachers' quality is determined by the teacher's overall performance and teaching prizes (Arinde, 2010). The demands on schools and teachers are becoming more complex (Van Zandt Allen, 2013), though their roles are central for preparing students to acquire the sophisticated skills that are required to contribute to a knowledge-based society (Rizwan and Khan, 2015).

21<sup>st</sup> century teachers are expected to deal with "different languages and students backgrounds, be sensitive to all cultures and gender issues, respond effectively to disadvantaged students, effectively use new technologies, successfully teach learners of varied needs and learning styles and keep up to date with the rapidly changing fields of knowledge, skills and pedagogy. The quality of teachers' and their teachings are the most significant factors in

influencing and improving students' academic performance and overall success (OECD, 2010). The Organization for Economic Co-operation and Development (OECD) recognizes that the quality of teaching is an important focus. Teacher quality comprised many aspects that are not captured by factors such as qualifications and tests of academic abilities.

Teacher quality is often indirectly defined by the pressure that is placed on students' outcomes, or through the presence of professional attributes, including skills, knowledge, qualifications and professional learning. Such definitions highlight some important aspects of quality teachers, yet inadvertently narrowly define 'teacher quality' itself. Education now needs to equip young students with the capacity for flexible thinking, the ability to efficiently solve problems, respond to, and thrive within a constantly changing society.

Therefore, the criterion for the selection of teacher education and teaching employment needs to be a high quality standard. The above definition also measures key attributes of teachers' quality, such as: importance of the teachers' attitude and characteristics, impact of the teacher-student relationship, importance of high expectations, the methods, actions and strategies implemented in the classroom, teachers' leadership and classroom management and organization skills, and ability to equip young students with the changing demands of modern education. Adeogun (2011), opined that the quality of any educational system depends on the quality of its teaching staff and that without quality teachers; a school may not be able to achieve its goals and objectives.

In view of the above statement on the pre-eminent role of the teacher in boosting the quality of education of a nation, the National Policy on Education emphasizes that only qualified and skilled teachers should be recruited into the educational system of Nigeria (NPE, 2014). Every educational system at any level depends heavily on teachers for the execution of its programmes. Teachers therefore, are highly essential for successful operation of the educational system and important tools for educational development. It further propounded that teacher, through leadership by example impart positively on students' character, attitude and academic performance.

Academic performance can be defined: as the level of proficiency attained in academic work or as formally acquired knowledge in school subjects, which is often represented by percentage of marks, obtained by students in examinations (Kohli, 2005). Research has shown that besides being the criteria for promotion into the next class, academic performance is an index of all future success in life. Superior achievers in the academic world generally tend to maintain their level of achievement in the occupational field. Hence, for our schools and educational system to produce high quality students that can compete well with other students in the world in termd of academic excellence, there is the need for high quality teachers to be employed into our schools. It is against the background that this

study was conducted to investigate the extent to which teachers' quality determines students' academic performance in Educational District IV area of Lagos State.

### **Statement of the Problem**

The problem of teaching and learning in secondary schools is of colossal magnitude, which this study attempts to analyze, because the National Policy on Education (NPE, 2013) identified some subjects as integral parts which students must study at Junior Secondary School level to prepare them for courses at Senior Secondary School (S.S.S.) level. Research has shown that many secondary school products in Nigeria are poor in reading, writing, computational and vocational skills. Many of them also perform woefully in various examinations (Foster, 2011; Uzoka, 2015). There has also been persistent outcry from educational unions, parents and concern individuals about poor provision of facilities that provide essential services for teaching and learning as well as their utilization.

Teachers' poor attitude to work can hurt student's motivation, achievement and well-being. Teachers' attitude can also impair students' academic achievement and increase their psychological disorders. Teachers who use humiliation or sarcasm can leave a child feeling belittled. Discipline by fear and intimidation can be harmful to the student's future success. Teachers who are harsh in their display of authority or are indifferent toward their students or lessons can leave a negative feeling on the students. On a general note, many variables account for students' poor academic performance such as inadequacy of educational resources (both human and material), their ineffective utilization and lack of a conducive learning environment

Although, several attempts have been made at improving teacher quality and teaching facilities, these efforts have not been proportionately reflected in students' overall performance. Rather, such attempts have only sustained the highly bookish curriculum inherited from the colonial masters and made the educational system consumptive rather than productive. Therefore, there is need for teachers to acquire enough skills to make them relevant technologically. It is against this background that this study was designed mainly to investigate the extent to which teachers' quality determines students' academic performance in Educational District IV Area of Lagos state.

### **Purpose of the Study**

The main purpose of this study is to investigate the "influence of teachers' quality on the academic performance of secondary school students in Educational District IV Area of Lagos state" The study sets out to achieve the following objectives:

- i. To find out whether teachers' qualification influence Junior Secondary

School students' academic performance in Educational District IV Area of Lagos State.

- ii. Whether teachers' experience in teaching influences Junior Secondary students' academic performance in Educational District IV Area of Lagos State.
- iii. Whether teachers' attitude influences Junior Secondary School Students' academic performance in Educational District IV Area of Lagos State.

### **Research Hypotheses**

1. There is no significant influence of teachers' educational qualification on students' academic performance in Social Studies within Educational District IV Area of Lagos State.
2. There is no significant influence of teachers' teaching experience on students' academic performance in Educational District IV Area of Lagos State.
3. There is no significant relationship between teachers' attitude and students' academic performance in Social Studies within Educational District IV Area of Lagos State.

### **Research Design**

The research design employed in this study is the descriptive survey. It is defined as a research method that describes the characteristics of the population phenomenon studied.

### **Population of the Study**

The population of this study consists of Junior Secondary School II Students in Educational District IV Area of Lagos State.

### **Sample Size and Sampling Technique**

A multistage sampling technique was used for selection of participants for this study. Firstly, Educational District IV was stratified into three (3) zones (Surulere, Apapa and Mainland). Secondly, simple random sampling technique was used to select two schools from each zone. Six (6) junior secondary schools were selected across Educational District IV area of Lagos State. Thirdly, stratified random sampling was used to select two hundred and ten (210) students and twenty-four (24) teachers.

### **Research Instrumentation**

This study employed two main instruments for data collection, which were developed by the researcher. The first instrument was for the teacher and the second instrument was for the students. The first instrument was a self-developed teachers' questionnaire titled "Influence of Teachers' Quality on Academic Performance of Secondary School Students" (ITQAPSSS) and the second instrument was an achievement test titled "Social Studies Achievement Test" (SSAT) and an ITQAPSSS questionnaire for the students. The two instruments were used to collect the needed information from the respondents. The



Achievement test for students named; Social Studies Achievement Test (SSAT) was based on Social Studies content for JSS II lifted from Basic Education Certificate Examination (BECE) past questions from the year 2010 to 2020, which consists of twenty questions in all. The research instruments were given to experts in the field of measurement and evaluation. The experts helped to ascertain whether the items in the instruments were well structured to measure the variables of interest in the study, thereby ensuring the content validity of the research instruments. The instruments have a reliability of 0.82 for the teacher's questionnaires and 0.785 for the student's questionnaire and 0.75 for the Social Studies Achievement Test. The instruments were administered on the respondents. There was 100% returns rate for the teachers questionnaires and for the students questionnaires, one-hundred and eighty-six (186), were found useful, which is about 89% return rate for the students questionnaires, the remaining were discarded because they were wrongly filled and mutilated.

### ***Hypotheses Testing***

**Hypothesis 1:** There is no significant influence of teachers' educational qualification on students' academic performance in Social Studies within Educational District IV Area of Lagos State.

**Table 1: One-way Analysis of Variance (Impact) in Students' Academic Performance based on their teachers' Educational Qualification**

	<b>Su m of Squ ares</b>	<b>d.f</b>	<b>Mean Square</b>	<b>F- Calculated</b>	<b>Sig. (p) value</b>	<b>Remark</b>
<b>Between Teachers' Qualification</b>	1.460	4	28.355	0.216	7.089	
<b>Within Teachers' Qualification</b>	878.785	181	4.855			<i>H<sub>0</sub> is Accepted</i>
<b>Total</b>	907.140	185				

**F- critical = 2.43; F- calculated F- critical**

Table 1 shows F-calculated value of 1.460, which is less than the F-critical value of 2.43 given 4 and 181 degrees of freedom (between and within the teachers' qualification group respectively) at 0.216 level of significance (greater than the statistical benchmark of 0.05 significance level). Therefore, the null hypothesis is accepted. It implies that *there is no significant influence (a measure of difference) of teachers' educational qualification on students' academic performance in Social Studies within Lagos Mainland Local Government Area.*

**Hypothesis 2:** There is no significant influence of teachers' teaching experience on students' academic performance in Educational District IV Area of Lagos State.

**Table 2: One-way Analysis of Variance in Students' Academic Performance based on their Teachers' Teaching Experience**

	Sum of Squares	d.f.	Mean Square	F- Calculated	Sig. ( <i>p</i> value	Remark
<b>Between Teachers' Teaching Experience</b>	25.556	3	8.519	1.759*	0.157	<i>H<sub>0</sub> is Accepted</i>
<b>Within Teachers' Teaching Experience</b>	881.583	182	4.844			
<b>Total</b>	907.140	185				

*F- critical = 2.67; F- calculated F- critical*

Table 2 F-calculated value of 1.759, which is less than the F-critical value of 2.67 given 3 and 182 degrees of freedom (between and within the teachers' teaching experience group respectively) at 0.157 level of significance (greater than the statistical benchmark of 0.05 significance level. Therefore, the null hypothesis is accepted. It implies that *there is no significant influence (a measure of difference) of teachers' teaching experience on students'*

*academic performance in Social Studies within Lagos Mainland Local Government Area.*

**Hypothesis 3:** There is no significant relationship between teachers' attitude and students' academic performance in Social Studies within Educational District IV Area of Lagos State.

**Table 3: An “r” statistical table showing the influence (a measure of relationship) between Teachers’ Attitude towards Social Studies and Students’ Academic Performance**

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>Decision</i>	
<i>SD df</i>	<i>r-cal.</i>	<i>Sig. Value</i>		
Teachers’ Attitude towards Social Studies	186 2.83	20.27	184 - 0.188*	<b>R e j e c t</b>
Students’ Academic Performance	186 2.21	12.63	0.010	<b>H<sub>0</sub></b>

*P*

Table 3 r-calculated value of -0.188 emerged. This implies that a small negative as well as indirect relationship was observed between teachers’ attitude towards teaching of social studies and their students’ academic performance in the subject. The calculated “r” (r-cal. = -0.188) was with 296 degrees of freedom given that the obtained level of significance (p-value) is 0.010 0.05 (*statistical benchmark*). By implication, the null hypothesis is therefore rejected; hence, there is a significant relationship between teachers’ attitude towards Social Studies and students’ academic performance within Lagos Mainland Local Government Area.

### ***Discussion of Research Findings***

Finding from hypothesis one revealed that there is no significant influence of teachers’ educational qualification on students’ academic performance in Social Studies within Educational District IV Area of Lagos State. This implies that teachers’ educational qualification is not yet making the needed amount of effect on students’ academic performance in Social Studies. However, the present finding might have been supported by Naylor & Sayed (2014) who affirmed that even though the quality of teaching is an important focus, but the teachers’ educational qualification and tests of their academic abilities have not been captured or regarded as part of the factors that constitute the quality of teaching. However, the present finding was opposed by Abe & Adu (2013) who affirmed that most important factor in improving students’ academic achievement in school is by employing seasoned professionally qualified teachers in all schools. More opposition to the present research finding was given by Akinsolu (2010) who found that teachers’ qualifications, experience and teacher- student ratio

were significantly related to students' academic performance. Sautelle, Bowels, Hattie & Arifin (2015) affirmed that high quality teacher can have a profound, positive effect on students' academic performance and success; it was later explained that students' academic performance is affected by teachers' professional attributes and ongoing professional learning, qualifications, personal attributes of teachers, the setting of high expectations, teacher-student relationships, classroom management and organization and the demands for education in the 21<sup>st</sup> century.

Finding from hypothesis two revealed that **there** is no significant influence of teachers' teaching experience on students' academic performance in Social Studies within Educational District IV Area of Lagos State. This present research finding was opposed by Akinsolu (2010) who found that teachers' qualifications, years of teaching experience and teacher-student ratio were significantly related to students' academic performance. More opposition to this research finding was that of Ogunmiyi (2017) who noted that teachers' years of teaching experience bear a lot of significant effect on students' achievement at the end of the lesson, and more importantly at the end of the term/session when result are published. Alhassan (2012) also affirmed that teachers' years of teaching experience has a significant effect on the performance of students in social studies in junior secondary school within Educational District IV Area of Lagos State.

Finding from hypothesis three revealed that there is a significant relationship between teachers' attitude towards Social Studies and students' academic performance within Educational District IV Area of Lagos State. The present finding was well corroborated by Schleicher (2011) who affirmed that teachers' attitude towards teaching is one of the key attributes of teachers' quality, alongside teacher-student relationship, teachers' high expectations, the methods, actions and strategies implemented in the classroom, the teachers' leadership and classroom management and organization skills, and the ability to equip young students with the changing demands of modern education. More support was given to this present research finding in Akinfe, Olofimiya and Fashiki (2012) whose empirical studies submitted that the perception of JSS3 students on teacher characteristics in students' academic performance correlate positively and significantly depending on teachers' attitude to teaching and learning in the classroom; knowledge of subject matter and teaching skills. Daso (2013) in a study had found that there was a significant relationship between teachers' method of teaching, teachers' attitude and students' achievement in mathematics.

## **Conclusion**

Based on the research, it could be inferred that while teachers' educational qualification and teachers' years of teaching experience were not efficacious in influencing students' academic performance; however, teachers' attitude towards the teaching of social studies was efficacious.

## ***Recommendations***

In view of the findings obtained from the study and the conclusions reached above the researcher recommends that:

1. Teacher training colleges/Faculty of Education should ensure that they produce teachers of high calibers, and quality who have professional identity, pride, and understanding as teachers.
2. School teachers should ensure that they attend capacity-building workshops, update their knowledge bank to 21<sup>st</sup> Century teaching techniques and avoid relying on their old teaching pedagogy in the teaching industry;
3. School owners and major stakeholders in the education sector should make much emphasis on evaluating teachers' mastery of subject content and their ability to transfer the knowledge to the students with simple methodologies. They should avoid the much emphasis placed on particular educational qualification, which has failed to yield significant impact on improving students' academic performance in Social studies.
4. Students should cultivate the habit of not sole reliance on the content their teachers have taught them in the classroom. They are encouraged to explore and seek more knowledge especially with 21st century learning tools.
5. The Nigerian Government/Ministry of Education should organize capacity building workshops and educative programme for teachers that will equip them with up-to-date and current teaching essentials, which would make the content of their teaching easy-to-understand for students; hence, this will help to yield desired academic performance.
6. Parents should make every worthwhile effort to give their children good parental care and training, which would go a long way in enhancing their concentration to studies in the classroom, hence, contributing to good academic performance at the end of each academic term.
7. Curriculum Planners should replicate this research in order to authenticate the findings obtained from this present research, and thus help to provide reliable information for those that need to implement the research findings for the benefits of the people in the society.

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