

**Attributes of English Teachers in their Workplace:
Basis for Intervention Plan for Employability**

¹Azalia Ruth T. Trasmonte, ¹Jenelyn F. Maguad, ¹Loubelle M. Nuevaespaña, ¹April F. Resco

¹Iloilo Science and Technology University, Miagao Campus, Miagao, Iloilo, Philippines
azalia.ruth11@gmail.com

ABSTRACT

Possessing exemplary attributes is significant in every profession especially in teaching. Personal, Social, Communication, Classroom Management, and Technological Proficiency Skills are among the necessary competencies needed to be evaluated by respondents, peers, and supervisors. The descriptive study determined the attributes of the English Teachers in their workplace when taken as a whole and categorized as to the income class of the municipality and length of service. This was conducted among the 30 English teachers, 27 peers, and 19 supervisors. Data were collected through the researcher-made instruments. Collected data were analyzed using Pearson Correlation and Significance Test (2-tailed), SD (Standard Deviation), and mean. Findings of the study showed that both terms of classification of the income class of the municipality and the length of service, the English teachers had an outstanding attribute. Furthermore, the study revealed no significant relationship between the attributes of the English teachers in their workplace when taken as a whole and categorized as to the income class of municipality and length of service. Thus, it is recommended that employed English teachers must practice a lifelong learning process. As an output of the study, an intervention plan for employability was developed.

Keywords: employability, attributes, workplace intervention plan

BACKGROUND OF THE STUDY

The effectiveness and efficiency of learning inside the classroom rely on the hand of a teacher. The abilities needed by a teacher in rendering effective teaching are more than just proficiency in the field of academics. Teaching is not an easy job! As a teacher, one must know how to interact with people and help them to understand a new way of looking at the world. Even though that there are lots of different ways on how to teach effectively, good instructors have some qualities in common. They can easily adjust to the teaching strategies that could meet the students' needs and material to use by distinguishing the difference of the learners. On the other hand, if one is negative about dealing with this, these qualities could influence the attitudes of the students.

Leading the way are thousands of teachers who are rethinking every part of their jobs: their relationship with students, colleagues, and the community; the tools and techniques they employ; their rights and responsibilities; the form and content of the curriculum; what standards to set and how to assess whether they are being met; their preparation as teachers and their ongoing professional development; and the very structure of the schools in which they work. In short, teachers are reinventing themselves and their occupation to better serve schools and students (Goe, L. & Bell, C., 2012).

The process of evaluating the effectiveness of teachers has changed over time along with the definition of what effective teaching is, due in part to increasing state and federal attention to school-level and classroom level accountability for student learning. Effective teaching has been defined in many ways throughout the years (Mujis, 2006), methods for measuring teachers have changed as definitions and beliefs about what is important to measure have evolved. Although there is a consensus that good teaching matters and that it may be the single most important school-based factor in improving student achievement, measuring teacher effectiveness has remained elusive in part because of an ongoing debate about what an effective teacher is and does (Hammond, 2000).

Evaluating teachers can be approached from five different angles: measurement of personal skills, communication skills, classroom management skills, social skills, and technology proficiency skills. It is what a teacher brings to his/her position, generally measured as the teacher's background, beliefs, expectations, experience, pedagogical and content knowledge, and educational attainment.

Effective teachers have high expectations for every learner. Challenging learning experiences within a variety of learning environments help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents, and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' acceptance of responsibility for their learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning (Harris and Chrispeels, 2006).

The research then explores the qualities of English teachers. The researchers need to find out the "Attributes of English Teachers in their Workplace: Basis for Intervention Plan for Employability" who graduated at SIPC-WVCST/Iloilo Science and Technology University Miagao Campus and currently employed in public or private schools. Furthermore, this aimed to know the necessary attributes of future BSEd English graduates and to all Teacher Education students.

Statement of the Problem

The competence of the teachers in their workplace comes with different attributes. In this study, we sought the answers to the following questions:

1. What are the attributes of the English teachers in their workplace when taken as whole and categorized as to the income class of the municipality and length of service?
2. Is there a significant relationship between the attributes of English teachers in their workplace and categorized as to the income class of the municipality and length of service?

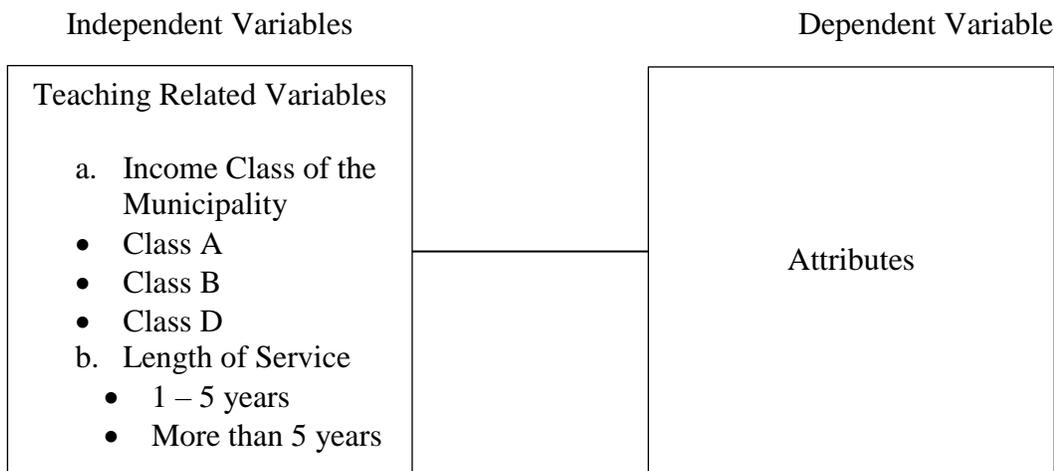
Hypothesis

There is a significant difference in the attributes of the English teachers in their workplace when taken as a whole and categorized to the income class of the municipality and length of service.

Theoretical Framework

This study is anchored on Howard Gardner's Theory of Multiple Intelligences (2004). Gardner's early work in psychology and later in human cognition and human potential led to the development of the initial six intelligences. Today, there are nine intelligences and the possibility of others may eventually expand the list. These intelligences (or competencies) relate to a person's unique aptitude set of capabilities and ways. These capabilities refer to demonstrate intellectual abilities, Verbal, Logical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalistic, and Existential (Gardner and Hatch, 2010).

Conceptual Framework of the Study



The result of this study, “The Attributes of English Teachers in their Workplace: Basis for Intervention Plan for Employability” is beneficial to the following:

BSEd English Students. The results of the study may give enlightenment to all Education students on how to handle the teaching profession in the future and may guide them for their readiness which leads to the success of their teaching career someday, especially the BSEd English students. They may acquire important information on what it means to engage in the teaching profession. It may showcase their willingness to teach with proper qualities for the betterment of their profession someday.

Instructor and Professors. The instructors and professors may use the results to educate the Education students with the necessary attributes and skills that they need to possess in the teaching field. It will serve as their career guidance. The result of the study may be used to educate the students on how to adopt good attributes.

School. The school can use the results in orienting the students who are enrolled in Education courses. School administrators will be aware of what are the necessary characteristics for Education students when they enter the teaching field in the future. Seminars, training, and workshop will be given with prior attention to enhance the skills of the students and become excellent products of the institution.

English Teachers. The English teachers, as our respondents of this study, can use the result to enhance and improve more their teaching skills. As the facilitators of learning, they must know how to adapt to the current needs of the learners and institution. Moreover, this will serve as an eye-opener for their improvement and for knowing what the schools are expecting from them.

Scope and Delimitation of the Study

The purpose of the study is to find out the attributes of English teachers in their workplace. This research identified the attributes of the English teachers in their workplace when taken as a whole and categorized as to the income class of the municipality and length of service.

The respondents of this study were the 30 English teachers who graduated with a Bachelor of Secondary Education major in English degree at SIPC/WVCST/Iloilo Science and Technology University, Miagao Campus along with their peers and supervisors.

The data gathering instrument used was the researcher-made teacher evaluation checklist. The evaluation checklist was consist of the following areas: personal skills, communication skills, classroom management, social skills, and technological proficiency of a teacher.

Respondents of the Study

The respondents of the study were the thirty (30) BSEd Major in English graduates of Iloilo Science and Technology University (formerly SIPC WVCST) who are currently employed in the

teaching field in different schools both in public and private, along with their twenty-seven (27) peers and nineteen (19) supervisors.

In this study, purposive sampling was used in determining the respondents.

Table 1

Percentage Distribution of Respondents When Grouped According to Income Class of the Municipality and Length of Service

Category		N
<i>Percentage</i>		
Income Class of the Municipality		
Class A	Teacher	12
	Peer	9
	Supervisor	7
Class B	Teacher	12
	Peer	12
	Supervisor	9
Class D	Teacher	6
	Peer	6
	Supervisor	3
<hr/>		
Total		76
<hr/>		
Length of Service		
5 years and below	Teacher	25
		32.89

	Peer	23	
30.26	Supervisor	14	18.42
More than 5 years	Teacher	5	6.58
5.27	Peer	4	
	Supervisor	5	
6.58			
Total		76	
100.00			

As shown in the table, there were twelve (12) English teachers from Class A municipalities with nine (9) peers and seven (7) supervisors, twelve (12) English teachers were from Class B municipalities with twelve (12) peers and nine (9) supervisors and six (6) English teachers were from Class D municipalities together with six (6) peers and three (3) supervisors.

As to the length of service, a total of twenty-five (25) English teachers employed for five (5) years and below who graduated on 2009-2016 were recorded along with their twenty-three (23) peers and fourteen (14) supervisors and there were five (5) English teachers who graduated on 2004 – 2012 and employed for more than five (5) years together with their four (4) peers and five (5) supervisors.

Materials and Instrumentation

The researcher-made checklist was designed to gather data in this study. The evaluation checklist was submitted to the researchers' adviser and panel members for validation.

The checklist contained three parts: part I consisted of teacher's data which contained the faculty's name, academic rank, the school where he/she teaches, length of service year graduated at ISAT U (formerly SIPC), and the address of the school; part 2 contained the position of the evaluator whether if it is a self-made assessment, from a peer or the administrator, and it also covered the checklist for the evaluation which contains the four areas (personal skills, communication skills, classroom management, social skills, and technological proficiency); the last part included the data of the evaluator and the date of the evaluation conducted. The evaluators were required to encircle the appropriate rating for each area.

The respondents' observation on the attributes were based on the following choices as:

Numerical Rating	Scale	Descriptive Rating	Interpretation
5 always	4.21 – 5:00	Outstanding	The performance exceeds the job requirements.
4 often exceeds	3.41 – 4.20	Very Satisfactory	The performance requirements.
3 meets the job	2.61 – 3.40	Satisfactory	The performance requirements.
2 needs some	1.81 – 2.60	Fair	The performance development to meet job requirements.
1 not meet	1.00 – 1.80	Poor	The performance does job requirements.

Data Processing Procedure

A letter of permission was sent to the Campus Administrator and the Head Teachers of the identified schools to seek approval for the study to be conducted among the employed BSED Major in English graduates of ISAT U.

Afterwhich, the researchers sent the researcher-made checklist for validation to the three English professors.

Pilot testing was also conducted on the identified English teacher from Bacolod National High School, Miagao Iloilo whose expertise was relevant to the study conducted.

The researchers administered the evaluation after obtaining the approval of their adviser, Campus Administrator, and the respective Head Teachers. It was answered by self-assessment, peer, and administrator.

The researchers recorded the ratings gathered from the respondents. The data were treated accordingly with the use of the prescribed data processing techniques.

Data Processing Techniques

The data gathered from this study were treated and analyzed statistically. For the descriptive data analysis, percentage, mean standard deviation, Pearson correlation, and Significance (2-tailed) were used.

The percentage was utilized to identify the ratio of the respondents as categorized to the income class of the municipality and length of service. Mean was used to get the average of the attributes of the respondents as categorized to the income class of the municipality and length of service.

Standard Deviation explained the measure of the spread of scores within a set of data gathered. Pearson Correlation and Significance (2-tailed) were employed to determine the significant relationship of the identified variables.

Descriptive Data Analysis

The primary purpose of this study was to determine the attributes of the English teachers in their workplace when taken as a whole and categorized as to the income class of the municipality and length of service. Describing data is an essential part of statistical analysis aiming to provide a complete picture of the data before moving to advanced methods. It is used to indicate the quantities, frequencies, distributions, and classifications of phenomena, and to describe the association between several variables.

Attributes of the English Teachers in their Workplace when Taken as a Whole and Categorized as to the Income Class of the Municipality

Category	<i>N</i>	<i>Mean (SD)</i>
Remark		
Class A	12	4.33 (0.57)
Outstanding		
Class B	12	4.63 (0.45)
Outstanding		
Class D	6	4.40 (0.49)
Outstanding		
Total	30	4.47 (0.51)
Outstanding		

Attributes of the English Teachers in their Workplace when Taken as a Whole and Categorized as to the Length of Service

Category	Remark	N	Mean (SD)
Five years and below	Outstanding	25	4.42 (0.52)
More than 5 years	Outstanding	5	4.68 (0.46)
Total	Outstanding	30	4.47 (0.51)

Inferential Data Analysis

Relationship between the Attributes of the English Teachers in their Workplace when Categorized as to the Income Class of the Municipality

Category	Description	r	r ²	p	
Class A		-0.44	0.19	0.15	Moderately negative correlation
Class B					
Class B		0.25	0.06	0.63	Weak positive correlation
Class D					
Class D		-0.76	0.58	0.07	High negative correlation
Class A					

*significant at $p < 0.05$

Relationship between the Attributes of the English Teachers in their Workplace when Taken as a Whole and Categorized as to the Length of Service

Category	r	r^2	p
Description			
Five years and below	-0.39	0.15	0.52
More than 5 years			Moderately negative correlation

*significant at $p < 0.05$

Findings, Conclusions, and Recommendations

The findings of the study are based on the specific problems that were raised, the conclusions are drawn from these findings, and some relevant recommendations advanced by the researchers are discussed in this chapter.

Summary of the Findings

This study was conducted to determine the attributes of the English teachers in their workplace when taken as a whole and categorized as to the income class of the municipality and length of service.

It was conducted to the BSEd English graduates of Iloilo Science Technology University (formerly Southern Iloilo Polytechnic College), who are currently employed in the various schools together with their peers and supervisors. A set of the checklist was used to determine the ratings of the different skills of the English teachers in their workplace. The respondents of the study were thirty (30) English teachers, twenty-seven (27) peers, and nineteen (19) supervisors who are employed in both public and private schools.

The study was conducted to the particular school's last May and June 2018 from different municipalities.

The result of the study showed that the attributes of the English teachers in their workplace when taken as a whole and categorized as to the income class of the municipality

obtained an outstanding rating. When categorized as to the length of service, still, the result came up with an outstanding remark.

In determining the significant relationship between the attributes of the English teachers in their workplace and when categorized as to the income class of the municipality and length of service, the result concluded that there is no significant relationship between the variables and for that reason, the null hypothesis was rejected.

Conclusions

Based on the gathered findings, the researchers came up with assumptions about the study.

Both English teachers who are employed in high and low-class municipalities are equipped with adept skills and performances. They managed to adapt to the environment and learned how to be resourceful in their ways.

Looking at their skills, most of them have competent skills in managing their tasks as teachers. They possess high professionalism that made them noble in their profession. The result of their communication skills justified that the products of this institution were highly trained in their communication skills especially in using English as the primary language of the subject. When it comes to classroom management, they are equipped with strategies and techniques on how they could maintain discipline inside the classroom with the assurance of having a friendly learning environment. Their social skills result implies that they could easily adapt to the environment. They can easily provide the things that are expected for them to comply. With the advent of technology today, the technological proficiency result states that most English teachers were integrating the use of technology in the classroom nowadays.

When based on the length of teaching service, both old and newly hired English teachers possess competent attributes. Teaching experience doesn't affect the competency of the teachers, but it is more on the skills that they have. In personal skill, long-standing and newbie teachers possess assurance and self-reliance in delivering a lesson. By being effective and efficient, they knew how to organize everything with well-prepared lesson plans and instructional materials they need to use. It is also true with the communication skills in which English teachers can interconnect and displays eloquence in using the English language despite their differences in teaching experiences. Also, they were able to develop various teaching strategies in delivering a lesson. Furthermore, in classroom management, despite the uniqueness and extent of service, the English teachers manage to offer knowledge, capacity, and skills required to support a diverse range of students they cultivate a good learning environment. Through social skills, almost all of them possess skills in which they could easily adapt to their environment as teachers and colleagues. With technological proficiency, most English teachers are already technologically inclined when it comes to teaching. Those who are longer in service took an effort to adopt these changes for the betterment of delivering quality teaching.

The overall result justified that English teachers who graduated in this institution, despite the differences in the income class of the municipality where they are employed and the length of the teaching service, are all equipped with proficient skills in their workplace. These factors could not directly affect the efficiency of the English teachers. It is more on the innate skills of teachers that make them exemplary.

Recommendations

Looking at the findings of this study, the researchers proposed the following to make the teaching job of the graduates of this institution more competent and efficient.

The BSEd English students especially those who are graduating, if given a chance, must attend seminars, training, and workshops wherein they could learn and enhance their skills on handling a teaching task. They must be open-minded and determined enough to make necessary changes and adjustments needed in this profession.

The professors and instructors who are teaching Education students must guide the learners throughout. As second parents, they must not only teach in the academic field but they must know also how to mold the students holistically. They must allow the students to use necessary instructional materials for them to be trained on the field. They must expose the students to real field experiences like demo teaching for them to learn how to handle the real situations inside the classrooms which serves as their training ground.

For the school and administrators, they must facilitate school-based seminars, training, and workshops, especially for the graduating students. This will serve as their training to learn more. They must continuously develop the curriculum according to the current needs of the students especially for the latter's employability in the future.

Employed English teachers must practice a lifelong learning process. They should not stop on what they do have right now, but they must continuously learn along the way for them to sustain the needs of the learners. They must attend seminars, training, and workshops, if possible, for them to enhance the current skills that they have. They must also pursue graduate study.

Finally, further studies on "The Attributes of English Teachers in their Workplace: Basis for Intervention Plan for Employability" are recommended to validate the findings of the present study.

Intervention Plan for Employability

Area	Objectives	Strategies/Activities	Persons Involved	Time Frame	Budget	Source of Funds
Personal Skills	To become productive and to manage task successfully To make work schedule	Seminar/Lecture Forum Topic 1: 1.) Managing Yourself: Success Habit that boost Your Effectiveness	Resource Speaker and Bachelor of Secondary Education English Major Students	8:00-9:00 (February 18, 2019)	₱ 500.00	Solicitation and will coordinate to the English Division
Communication Skills	To use accurate strategies that are suited to the learning needs of the learners To find reliable sources which are applicable in teaching-learning process	Seminar/Lecture Forum Topic 2: 1.) Creativity in Teaching and Learning: What, Why, How?	Resource Speaker and Bachelor of Secondary Education English Major Students	9:00-10:00 (February 18, 2019)	₱ 500.00	Solicitation and will coordinate to the English Division
Classroom Management Skills	To acknowledge the appropriate behavior and desired social skills To manage student behavior and learning activities	Seminar/Lecture Forum Topic for Day 3: 1.) Developing your Classroom Management Plan	Resource Speaker and Bachelor of Secondary Education English Major Students	10:00-11:00 (February 18, 2019)	₱ 500.00	Solicitation and will coordinate to the English Division
Social Skills	To socialize with peers and to provide environment that fosters resourcefulness	Seminar/Lecture Forum Topic 4: 1.) Professional Socialization of Teachers	Resource Speaker and Bachelor of Secondary Education English Major Students	1:00-2:00 (February 18, 2019)	₱ 500.00	Solicitation and will coordinate to the English Division
Technological Proficiency Skills	To be technologically inclined	Seminar/Lecture Forum Topic 5 : 1.) Technology Enhanced Teaching and Learning	Resource Speaker and Bachelor of Secondary Education English Major Students	2:00-3:00 (February 18, 2019)	₱ 500.00	Solicitation and will coordinate to the English Division

Reference

Aggarwal Y.P. (2008). *Meaning of the term- descriptive survey research method*. Retrieved from <https://www.scribd.com/document/206034405/Meaning-of-the-Term-Descriptive-Survey>

Artess, J. (2017). *Employability: A review of the literature 2012 to 2016*. Retrieved from https://www.heacademy.ac.uk/system/files/resources/employability_a_review_of_the_literature.pdf

Bennis, W. (2014). *Top 10 Warren Bennis quotes of all time*. Retrieved from <https://pailsn.org/top-10-warren-bennis-quotes-of-all-time/>

Bernard, M. (2015). *The good teacher: An investigation of the core- competencies, and attributes of an effective educator*. Retrieved from

https://tspace.library.utoronto.ca/bitstream/1807/68699/1/Bernard_Martin_P_201506_MT_MTRP.pdf

- Bonney, E.A. (2015). *The relationship between the quality of teachers and pupils' academic performance in the STMA junior high schools of the western region of Ghana*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1078818.pdf>
- Canh, L.V. (2017). *Teachers' English proficiency and classroom language use: A conversation analysis study*. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/0033688217690935>
- Chong, S. (2009). *Values, skills, and knowledge framework for initial teacher preparation programs*. Retrieved from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1353&context=ajte>
- Clotfelter, C. (2006). *High poverty schools and the distribution of teachers and principals*. Retrieved from https://www.researchgate.net/publication/37809160_High_Poverty_Schools_and_the_Distribution_of_Teachers_and_Principals
- Darling-Hammond, L. (2000). *Teacher quality and student achievement*. Retrieved from <https://epaa.asu.edu/ojs/article/view/392>
- Durham College C.A.F.E. (2018). *Employability skills program*. Retrieved from <http://cafe.durhamcollege.ca/index.php/curriculum-development/essential-employability-skills>
- Education Writers Association & Nellie Mae Education Foundation. (2014). *Definition of classroom management*. Retrieved from <https://www.edglossary.org/classroom-management/>
- Fenstermacher, G. D. & Richardson, V. (2005). *On making determinations of quality teaching*. *Teacher College Record*, 107, 186-213. Retrieved from <http://dx.doi.org/10.1111/j.1467-9620.2005.00462.x>
- Goe, L. & Bell, C. (2012). *Approaches to evaluating teacher effectiveness*. Retrieved from <https://gtlcenter.org/sites/default/files/docs/EvaluatingTeachEffectiveness.pdf>
- Gardner, H. & Hatch, T. (2010). *Multiple intelligences go to school: Educational implications of the theory of multiple intelligences*. Retrieved from <https://www.sfu.ca/~jcnesebit/EDUC220/ThinkPaper/Gardner1989.pdf>
- Greene, R. (2012). *Robert Greene's "mastery" quotes*. Retrieved from http://www.bigbencomedy.com/blog/archives/robert_greene_master_quotes

- Hammond (2000), *Laura Goe, Ph.D., Courtney Bell, Ph.D. Approaches to evaluating teacher effectiveness*. Retrieved from <https://gtlcenter.org/sites/default/files/docs/EvaluatingTeachEffectiveness.pdf>
- Hanushek, E., & Rivkin, S. (2006) *The distribution of teacher quality and implications for policy*. Retrieved from <http://hanushek.stanford.edu/sites/default/files/publications/Hanushek%2BRivkin%202012%20AnnRevEcon%204.pdf>
- Harris, A. & Chrispeels, J. (2006). *Improving schools and educational systems*. Retrieved from file:///C:/Users/user/Downloads/Effective_school_improvement.pdf
- Hendricks, G. (2003) *What are personal skills? - Definition, development & examples*. Retrieved from <https://study.com/academy/lesson/what-are-personal-skills-definition-development-examples.html>
- Khan, A. (2017). *Communication skills of a teacher and its role in the development of the students' academic success*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1131770.pdf>
- Kulik, J. (2003). *Effects of using instructional technology in elementary and secondary schools: What controlled evaluation studies say*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.207.3105&rep=rep1&type=pdf>
- Ladd, H. (2015). *Returns to teacher experience: student achievement and motivation in middle school*. Retrieved from https://caldercenter.org/sites/default/files/WP%20112%20Update_0.pdf
- Lanier, J. (1997). *Redefining the role of the teacher: It's a multifaceted profession*. Retrieved from <https://www.edutopia.org/redefining-role-teacher>
- Morreale, S., Osborn, M., & Pearson, J. (2000). *Why communication is important: A rationale for the centrality of the study of communication*. Retrieved from https://www.researchgate.net/publication/265455874_Why_Communication_is_Important_A_Rationale_for_the_Centrality_of_the_Study_of_Communication
- Muijs, D. & Reynolds, D. (2005) *Effective teaching: evidence and practice*. Retrieved from <https://books.google.com.ph/books?id=IIEIDwAAQBAJ&printsec=frontcover&dq=Effective+teaching:+evidence+and+practice+2nd+edition&hl=en&sa=X&ved=0ahUKEwiCzcypyOrdAhVGMi8KHABvCDMQ6AEIKDAA#v=onepage&q&f=false>
- Muqowim, P. (2012). *Pengembangan soft skills guru, Yogyakarta: Pedagogia*. Retrieved from <http://repository.umy.ac.id/bitstream/handle/123456789/5927/f.%20Bab%20II.pdf?sequence=4&isAllowed=y>

- Newa, D.R. (2007). *Teacher effectiveness in relation to work satisfaction, media utilization, and attitude towards the use of information and communication technology among secondary school teachers of Nepal*. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/4491/12/12_bibliography.pdf
- Norman, P. (2016). *Teacher attitudes and perceptions of low and high socioeconomic status students*. Retrieved from <https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=5937&context=etd>
- Pianta R.C., & Hamre B.K. (2009). *Conceptualization, measurement, and improvement of classroom processes: Standardized observation can leverage capacity. Educational researcher*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5602565/#R72>
- Raj, T. (2000). *An empirical study correlates teacher effectiveness. The educational review. 107(1), 6- 7*. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/4491/12/12_bibliography.pdf
- Ray, T., & Keshavamurthy S. (2014). *Communication skills*. Retrieved from <http://www.careerizma.com/skills/communication-skills/>
- Rice, J. K. (2010). *The impact of teacher experience*. Retrieved from <https://www.urban.org/sites/default/files/publication/33321/1001455-The-Impact-of-Teacher-Experience.PDF>
- Rice, J. K. (2003) *Teacher quality: Understanding the effectiveness of teacher attributes*. Retrieved from https://www.epi.org/publication/books_teacher_quality_execsum_intro/
- Sadik, F. (2014). *An evaluation of classroom management skills of teachers at high schools (sample from the city of Adana)*. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042815027998>
- SkillsYouNeed (2011). *What are social skills?* Retrieved from <https://www.skillsyouneed.com/ips/social-skills.html>
- Soares, J.F. (2013). *Effects of schools and municipalities on the quality of basic education*. Retrieved from http://www.scielo.br/scielo.php?pid=S010015742013000200007&script=sci_arttext&tlng=en
- Usop, A.M. (2013). *Work performance and job satisfaction among teachers*. Retrieved from http://www.ijhssnet.com/journals/Vol_3_No_5_March_2013/25.pdf
- Vijaya, J., (2013). *The importance of cognitive, intrapersonal, and interpersonal attributes to student success: An exploration of university students' and staff views*. Retrieved from

file://Downloads/1088-the-importance-of-cognitive-intrapersonal-and-interpersonal-attributes-to-student-success-an-exploration-of-university-students-and-staff-views%20(1).pdf

Wright, A. (2015). *A literature review on the determinants of teacher performance*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.386.4340>