

## PERCEIVED ROLE OF TEACHERS IN THE UPBRINGING OF STUDENTS IN SECONDARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA, EDO STATE

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### ABSTRACT

This study investigates the perceived role of teachers in the upbringing of secondary school students in Oredo Local Government Area, Edo State. The primary aim is to explore how teachers influence students' academic and personal development, as well as their emotional well-being. A survey research design was employed, utilizing a sample size of 100 respondents selected through simple random sampling techniques to ensure representativeness and reliability of the data collected. Key findings reveal that teachers significantly contribute to student upbringing, impacting not only academic performance but also personal growth and self-esteem. Specifically, the study highlights that teachers' disciplinary actions can positively or negatively affect students' confidence levels. Additionally, a strong relationship was identified between teachers' roles and their effectiveness in addressing students' emotional problems, underscoring the importance of teachers as supportive figures in students' lives. Based on these results, several recommendations are proposed. These include investing in enhanced teacher training programs that focus on effective teaching strategies and emotional intelligence, which are essential for fostering positive student-teacher relationships. Furthermore, improving teacher remuneration is crucial for attracting and retaining quality educators, thereby increasing their motivation and commitment to student development. Finally, schools should create an environment that encourages open communication between students and teachers, establishing safe spaces for discussing personal and academic issues. These measures aim to strengthen the educational environment and support teachers in fulfilling their vital roles in shaping the lives of secondary school students effectively.

**Keywords:** Teacher, Student, Secondary education, emotional support, mentorship, disciplinary approach, upbringing.

### 1. INTRODUCTION

#### 1.1 Background of The Study

The perceived role of teachers in the upbringing of students in secondary schools is a complex and multifaceted issue, particularly in Oredo Local Government Area, Edo State. This study aims to investigate how teachers influence the academic and personal development of their students, focusing on several critical variables that shape student experiences. Understanding these roles is essential for enhancing educational practices and fostering positive outcomes for students. One of the most fundamental aspects of a teacher's role is knowledge sharing. Teachers are primarily responsible for imparting essential academic knowledge and skills necessary for students' intellectual growth. The effectiveness of this knowledge transfer is crucial; it not only enhances

students' academic performance but also fosters critical thinking and problem-solving abilities that are vital for their future success. Research indicates that students who perceive their teachers as knowledgeable and engaging are more likely to develop a positive attitude toward learning, leading to higher motivation and achievement (Esmaeili et al., 2015).

This underscores the importance of teacher training and professional development, as well-prepared educators are better equipped to deliver content in ways that resonate with their students. Furthermore, effective teaching strategies such as differentiated instruction and active learning techniques have been shown to significantly enhance student engagement and understanding (Tomlinson, 2014). Teachers who adapt their teaching styles to meet the diverse needs of their students can create a more inclusive classroom environment that fosters collaboration and peer learning. For instance, incorporating group projects or peer teaching can empower students to take ownership of their learning while developing essential social skills. In addition to their role as educators, teachers often serve as important role models for their students. The behaviors, attitudes, and values exhibited by teachers can significantly impact students' character formation and social behavior. Adolescence is a critical period for identity development during which students are particularly susceptible to external influences. Positive role modeling by teachers can instill essential values such as integrity, respect, empathy, and perseverance. These values not only guide students in their social interactions but also contribute to their overall moral development (Miller, 2021). When teachers demonstrate commitment, professionalism, and ethical behavior, they set a standard for students to emulate in their own lives. This modeling can be particularly powerful in helping students navigate complex social situations and make ethical decisions. For instance, when teachers handle conflicts with fairness or demonstrate resilience in the face of challenges, they provide practical examples for students on how to approach similar situations in their own lives. Moreover, teachers who openly discuss their own challenges and how they overcame them can foster a growth mindset among students, encouraging them to view difficulties as opportunities for learning rather than insurmountable obstacles.

Emotional support provided by teachers is another vital component of student upbringing. Adolescence can be a tumultuous time filled with challenges related to self-esteem, peer pressure, and mental health issues. Teachers who offer emotional support create a nurturing environment where students feel valued and understood. This supportive relationship enhances students' overall well-being and encourages active engagement in learning processes. Research indicates that emotional connections with teachers can lead to improved academic performance and reduced behavioral issues (Miller, 2021). When students feel emotionally secure in their school environment, they are more likely to take risks in their learning, participate actively in class discussions, and seek help when needed. Such an environment fosters resilience among students, equipping them with the skills necessary to cope with life's challenges. Additionally, teachers who actively listen to their students' concerns and provide constructive feedback contribute significantly to building a positive classroom atmosphere where all students feel safe to express themselves. Implementing practices such as regular check-ins or establishing open-door policies can further enhance this emotional connection. Disciplinary actions taken by teachers also play a significant role in shaping student behavior and attitudes. Effective discipline strategies help instill a sense of responsibility and accountability among students. When teachers enforce rules consistently and fairly, they create an environment conducive to learning where students understand the consequences of their actions.

This aspect of teaching cultivates self-discipline and respect for authority—qualities that are essential for personal growth and social integration (Esmaeili et al., 2015). Moreover, fair disciplinary practices can enhance the teacher-student relationship by fostering trust and mutual respect. Students who perceive disciplinary measures as just are more likely to respect their teachers and adhere to classroom rules. Importantly, restorative practices—approaches that focus on repairing harm rather than merely punishing—have been shown to be effective in promoting positive behavior while maintaining strong relationships between teachers and students (Morrison & Vaandering, 2012). Such strategies encourage open communication about behavioral expectations while allowing students to learn from their mistakes. Mentorship is yet another integral part of a teacher's role that extends beyond academics. Teachers often act as mentors who guide students on personal issues, career choices, and life skills. This mentorship relationship can significantly influence students' aspirations and decisions about their futures. By showing genuine interest in their students' lives outside the classroom, teachers can inspire them to pursue their goals with confidence and determination (Miller, 2021). Effective mentorship can help students navigate the complexities of adolescence by providing them with the tools they need to make informed decisions about their education and careers. Mentors can also connect students with resources such as extracurricular activities or internships that enhance their educational experience. Furthermore, mentorship programs that involve community partnerships can broaden the horizons for students by exposing them to various career paths and life experiences. The role of teachers extends into fostering a positive school culture that promotes inclusivity and diversity. In today's increasingly multicultural classrooms, it is essential for teachers to embrace diversity as a strength rather than a challenge. By creating an inclusive environment where all voices are valued—regardless of background—teachers can help foster mutual respect among peers (Gay, 2018). This approach not only enhances social cohesion but also prepares students for success in an interconnected world. Teachers can implement culturally responsive teaching practices that acknowledge diverse perspectives within the curriculum while encouraging discussions about cultural differences. Such practices not only validate the experiences of all students but also enrich the learning environment by exposing everyone to various viewpoints.

Moreover, teacher collaboration plays a crucial role in enhancing educational outcomes for students. When educators work together—sharing strategies, resources, and insights—they create a more cohesive educational experience for learners (Hattie & Timperley, 2007). Collaborative teaching approaches such as co-teaching or interdisciplinary projects allow teachers from different subject areas to integrate content meaningfully while addressing diverse learning styles within the classroom. Furthermore, technology integration into teaching practices has become increasingly important in modern education. Teachers who effectively utilize technology can enhance student engagement through interactive lessons that appeal to various learning styles (Hattie & Donoghue, 2016). For example, using multimedia presentations or online collaborative tools allows for dynamic interactions among peers while making learning more accessible outside traditional classroom settings. In addition to these roles within the classroom setting, teachers often engage with parents and guardians as key stakeholders in the educational process. Building strong partnerships with families can significantly impact student success; when parents are involved in their children's education—through attending meetings or participating in school events—students tend to perform better academically (Epstein & Sheldon, 2002). Teachers who communicate regularly with families about student progress foster an environment where parents feel invested in their children's education, the perceived role of teachers in the upbringing of secondary school

students in Oredo Local Government Area encompasses various dimensions including knowledge sharing, role modeling, emotional support, disciplinary actions, mentorship, fostering inclusivity within the school environment, collaborative practices among educators, technology integration into lessons, and building strong partnerships with families. Understanding these dynamics is crucial for enhancing educational practices and fostering positive outcomes for students in this region. The findings from this study will contribute to the broader discourse on the vital role educators play in shaping not only academic success but also the holistic development of young individuals. By recognizing the significant impact that teachers have on their students' lives, stakeholders in education can work towards creating supportive environments that empower both educators and learners alike (Miller, 2021). This comprehensive understanding can lead to improved educational policies that prioritize teacher training initiatives focused on emotional intelligence development alongside subject matter expertise while promoting mentorship programs aimed at fostering student growth both inside and outside the classroom.

An understanding of the meaning of teaching is imperative to a better understanding of the discussion of the "perceived role of teachers in the upbringing of students." Although teaching can be said to defile a universal definition, one cannot but attempt to define and explain it in some ways. This is more so as teaching has a meaning, purpose, and a degree of structure (Imogie, 2009). According to Van Dalen and Britell (2002), teaching can be defined as the guidance of pupils through planned activities so that they may acquire the richest learning possible from their experiences. This definition emphasizes that teaching is not merely about delivering content but involves careful planning and consideration of how students learn best. Gage (2013) defined teaching in terms of socialization, stating that by teaching, we mean any interpersonal influence aimed at changing the ways in which another person can or will behave. This definition broadens the scope of teaching, suggesting that it encompasses various interactions that shape behavior beyond formal educational settings. It highlights that teaching is a communal responsibility, as socialization occurs not only in schools but also within families, religious institutions, and through media. Teaching is the content of such interactive human relationships designed to promote behavioral change since one of the major objectives of education is to produce good and useful citizens in society. The relevance of teaching lies in the fact that it is a process whereby various educational programs are translated into action in the classroom.

Today, through teaching, teachers decide what kind of people we shall become; thus, the process can significantly influence a nation's socio-economic and political development, which depends on the efficiency and determination of teachers. It is important to know at this point who a teacher is. In every country in the world, education starts from the home. Children learn how to speak and do things by imitating their parents, relatives, peers, etc. This was known as informal education. During early days, the process of socialization was conducted by several individuals who had no formal education. However, as society becomes more complex, civilized, and heterogeneous, the need for formal education arose. Children were introduced to formal education in schools under the care of specialized individuals called teachers. Teaching and learning are intended to bring about changes in behavior while instilling characteristics such as attitudes and values adhered to by established procedures, rules, and principles expected to cause these changes. The understanding of the word "teaching" is imperative for grasping the role practitioners play in student upbringing. While there may be more encompassing definitions of "teaching," attempts have been made to define and explain it due to its inherent meaning, purpose, and structured nature (Imogie, 1999). Teaching can also be defined in terms of socialization as interpersonal influence

aimed at changing behavior; this definition underscores that teaching is everyone's responsibility within society since socialization can be influenced not only by schools but also by other agents such as religious centers, mass media, and families. Teaching encompasses interactive human relationships designed to promote behavioral change since one major objective of education is to produce good and useful citizens in society. The importance of teachers and teaching cannot be overstated; it lies in translating various educational programs into actions within classrooms. Today, through teaching, teachers determine what kind of individuals we will become; hence, effective teaching processes are vital for achieving a nation's socio-economic and political development goals.

### **1.2 Statement of The Problem**

This research is concerned with the perceived role of teachers in the upbringing of students. In Oredo Local Government Area, Edo State, the role of teachers in the upbringing of secondary school students is increasingly recognized as vital for fostering both academic achievement and personal development. However, there exists a significant gap in understanding how teachers influence various dimensions of student growth, such as academic performance, emotional well-being, social skills, and moral values. This lack of understanding presents a multifaceted problem that affects not only students but also educators, parents, and the broader educational system.

One major issue is that existing research on teacher roles often fails to account for the unique cultural and contextual factors that shape teacher-student interactions in Oredo. Teachers in this region face numerous challenges, including overcrowded classrooms, limited resources, and varying levels of parental involvement. These factors can significantly hinder their ability to engage effectively with students and fulfill their roles as educators and mentors. For instance, in large classes, it becomes increasingly difficult for teachers to provide individualized attention or to recognize the specific needs of each student. This situation can lead to a one-size-fits-all approach to teaching that does not adequately address the diverse learning styles and backgrounds present in the classroom (Indeed, 2024). Moreover, many educators may not fully recognize or articulate the diverse ways in which they impact their students' lives. This lack of awareness can result in missed opportunities for implementing strategies that could enhance student engagement and improve learning outcomes. Teachers who are unaware of their potential influence may not prioritize building strong relationships with their students or providing the emotional support necessary for fostering resilience and motivation (Exceed College, 2024). Consequently, students may feel disconnected from their learning environment, leading to disengagement and lower academic performance.

The emotional landscape within classrooms is another critical aspect that warrants attention. Adolescence is a period marked by significant emotional and psychological changes, making it essential for teachers to provide support that addresses these challenges. However, many teachers may feel ill-equipped to handle the emotional needs of their students due to a lack of training in social-emotional learning strategies (Esmaeili et al., 2015). This gap can lead to situations where students experience feelings of isolation or anxiety without adequate support from their educators. The absence of a nurturing environment can further exacerbate issues related to mental health and academic performance.



Additionally, there is an urgent need to explore how different teaching styles and disciplinary methods affect student behavior and motivation. The effectiveness of various pedagogical approaches in creating a supportive learning environment remains underexplored within this specific context. For example, authoritarian disciplinary methods may lead to fear rather than respect among students, which can stifle open communication and inhibit their willingness to engage actively in class discussions (ResearchGate). Conversely, restorative practices that focus on repairing harm and fostering dialogue may promote a more positive classroom atmosphere but require training that many teachers may not receive. Without a comprehensive understanding of these dynamics, it becomes challenging to implement targeted interventions that meet the diverse needs of students. The implications of this research extend beyond individual classrooms; they have far-reaching consequences for educational policy and practice at larger scales. By examining teachers' perceived roles within this local context, the study aims to provide insights that can inform teacher training programs, curriculum development initiatives, and educational policies (ResearchGate). Understanding how teachers view their roles can lead to more effective professional development opportunities that equip them with the necessary skills to support their students comprehensively.

Furthermore, addressing these issues is crucial for fostering an educational environment where all students feel valued and supported. When teachers are empowered with knowledge about their influence on student outcomes, they are more likely to adopt practices that promote inclusivity and engagement. This shift not only benefits individual students but also contributes to a more positive school culture overall. This statement of the problem underscores a critical area for inquiry that holds significant implications for educational practice and policy in Oredo Local Government Area. By addressing the existing gaps in knowledge regarding teachers' roles in student upbringing, this research seeks to offer actionable recommendations that can enhance educational outcomes for secondary school students in the region. Ultimately, this study aims to contribute to a deeper understanding of how educators can better support their students' academic and personal growth in a rapidly changing educational landscape. The findings will illuminate the challenges faced by teachers while providing guidance on navigating these challenges effectively ensuring that every student has access to a supportive and enriching educational experience (Esmaeili et al., 2015)

### **1.3 Purpose of Study**

The purpose of this study cannot be overstated because understanding the perceived roles of teachers in student upbringing is crucial for addressing educational challenges effectively.

The purpose of this study is listed below;

- 1 To examine how teachers contribute significantly to student upbringing.
2. To examine how the teacher's role affects children's confidence through disciplinary actions?
3. To examine if there is a significant relationship between teachers' roles and addressing students' emotional problems.

### **1.4 Research Questions**

The research questions guiding this study include:

1. Do teachers contribute significantly to student upbringing?
2. Does the teacher's role affect children's confidence through disciplinary actions?
3. Is there a significant relationship between teachers' roles and addressing students' emotional problems?

### 1.5 Significance of The Study

This study on the perceived role of teachers in the upbringing of secondary school students in Oredo Local Government Area will benefit various stakeholders in the educational ecosystem, including:

1. Students: The findings will help enhance academic performance by identifying ways to strengthen teacher-student relationships, leading to increased engagement and motivation in learning. When students feel supported and understood, they are more likely to excel academically.
2. Teachers: Educators will gain insights into the importance of their roles in shaping student outcomes. This understanding can lead to improved teaching practices, greater job satisfaction, and reduced burnout, ultimately enhancing their effectiveness in the classroom.
3. Parents and Guardians: The study will provide valuable information for parents about the significance of positive teacher-student relationships. This knowledge can empower them to support their children's education more effectively and foster collaboration with teachers.
4. School Administrators: Educational leaders can utilize the findings to inform professional development programs and training initiatives that emphasize the importance of building strong relationships between teachers and students. This can lead to a more supportive school environment.
5. Educational Policymakers: Insights from this research can guide policymakers in developing strategies and policies that promote positive teacher-student interactions as a critical component of effective teaching practices within schools.
6. Community Organizations: Local organizations focused on youth development can leverage the findings to create programs that support both teachers and students, fostering a community-wide commitment to education and student well-being.
7. Researchers and Academics: The study will contribute to the existing body of literature on teacher roles and student development, providing a foundation for future research in this area. It will highlight specific dynamics relevant to Oredo LGA, Edo State.
8. Mental Health Professionals: Understanding the impact of teacher-student relationships on emotional well-being can inform mental health initiatives within schools, leading to better support systems for students facing psychological challenges.
9. Future Educators: Teacher training programs can benefit from the insights gained in this study, as they will be able to incorporate effective strategies for building positive relationships with students into their curricula, preparing future educators for success in diverse classroom environments.

### 1.6 Scope of Study

This research intends to cover a wide range of schools within Oredo local government area but has been restricted due to time constraints. The focus will primarily be on Senior Secondary School (SSS) classes while also considering Junior Secondary School (JSS) classes across selected secondary schools within the local government area. The selected schools include: 1. Evanna Group of Schools. 2. Imaguero College. 3. Word of faith Group of Schools. 4. Idia College. 5. Oredo Girl College. 6. Ihogbe Secondary Schools. This targeted approach allows for an in-depth examination while acknowledging practical limitations.

### 1.7 Operational Definition of Terms

1. Teacher: An individual who facilitates learning, imparts knowledge, and supports the educational development of students in a formal setting. Teachers play a crucial role in shaping students' academic and personal growth.
2. Student: A person enrolled in an educational institution who is engaged in learning under the guidance of a teacher. In this study, the focus is primarily on secondary school students within Oredo Local Government Area.
3. Teacher-Student Relationship: The dynamic interaction between teachers and students that encompasses emotional, social, and academic dimensions. This relationship significantly influences students' motivation, engagement, and overall educational experience.
4. Secondary Education: The stage of education following primary education, typically encompassing grades 7 to 12. It serves as a critical period for students' academic and personal development.
5. Emotional Support: The assistance provided by teachers to help students manage their emotions and cope with challenges. This support can enhance students' resilience and contribute to their overall well-being.
6. Mentorship: A supportive relationship in which a teacher guides and advises a student on academic, personal, or career-related matters. Mentorship can significantly impact a student's aspirations and decisions about their future.
7. Disciplinary Approaches: The methods employed by teachers to manage student behavior and maintain order in the classroom. These approaches can range from punitive measures to restorative practices aimed at fostering positive behavior.
8. Role of Teachers: The various functions and responsibilities that teachers assume in the educational process, including instruction, mentorship, emotional support, and discipline. These roles are critical in shaping the learning environment and influencing student outcomes.
9. Upbringing: The process of nurturing and educating children or adolescents by parents, guardians, or educators. In the context of this study, it refers to how teachers contribute to the holistic development of secondary school students through their interactions and guidance.

## 2. LITERATURE REVIEW

This chapter can be discussed under the following sub-headings

Theoretical Framework

Who is a teacher?

Concept of teaching.

Qualities of a good Teacher

Perceived Roles of a Teacher

Empirical Reviews

Summary of Literature Review

Types Of Teaching Theories

Teaching theories may be broadly classified into three categories:

1. Formal theory (philosophical theory) of teaching
2. Descriptive theory of teaching and
3. Normative theory of teaching.



1. Formal Theory of teaching (Philosophical Theory): The theory which is based upon certain logic, certain metaphysical, epistemological assumptions and propositions is known as formal theory of teaching. The following are the four philosophical theories of teaching:

- a. Meutic Theory of Teaching
- b. The communication Theory of Teaching
- c. The Molding Theory of Teaching, and
- d. The mutual Inquiry Theory of teaching

2. Descriptive Theory of Teaching: The theory which is based upon empirical evidence and observation is called descriptive theory. The purpose of descriptive theory is to predict the relationship and effectiveness of variables of teaching. Gardon and Bruner have formulated such theories of teaching:

- a. Instruction theory of teaching and
- b. Prescriptive theory of teaching

3. Normative Theory of teaching: The normative theory of teaching may be developed because it is difficult to control the human subjects in experimental situation. The learning theories have been developed under controlled conditions by conducting experiments and animals. The normative theory explains the relationship among teaching variables based on observations in normal teaching condition. This category has four theories of teaching:

- a. The cognitive theory of teaching
- b. Theory of teacher-behaviour
- c. psychological theory of teaching and
- d. The general theory of teaching

#### 1. Formal Theory of Teaching

These theories are based upon metaphysical and epistemological propositions. There are earlier theories which reflects the current social practices. Meutic Theory of Teaching this theory conceives that teaching process helps to recollect or unfold that knowledge with questioning techniques. The teacher brings his knowledge at conscious level of this child. The focus of this theory is on self realization. The Socratic's method is an essential for this theory. The heredity plays an important role in teaching process.

a. The communication theory of teaching: This theory of teaching based upon assumptions that the teacher possesses all knowledge and information which student does not possess. The most appropriate way for the student is to learn this knowledge that the teacher presents, explains, demonstrates and performs in the classroom. This theory further assumes that the child is like a clean state, the teacher can imprint upon it anything through his mode of communications. Therefore, it is designed as the communication practical theory of teaching.

b. The molding theory of teaching John Dewey is the advocate of this molding theory of teaching confine to impart the knowledge to the students. The third theory has the focus on shape, form and mold of the student's behavior. The basic assumption about the human nature which this theory takes inconsideration is that human personality is formed, shaped and molded by their environment.

c. The mutual inquiry theory the main assumption of this theory about the nature of knowledge is that the whole body or recorded facts as 'information' knowledge which in schools and outside the schools is generally substituted for inquiry. True knowledge is inquiry, used to apply efficient methods and relevant information for the solution problems.

This theory of teaching is clearly applicable to research and art. This theory assumes that everyone has the capacity to discover new knowledge with mutual inquiry. It implies that a teacher has a model in his mind to use in specific situation and student himself selects the model for mutual inquiry.

## 2) Descriptive theory of teaching

Descriptive theory of teaching is based upon certain propositions and certain observations.

(a) Theories of Instructions: A theory of instruction consists of a set of propositions stating the relationship between, on the one hand, measures the outcome of education and on the other hand, measure both the conditions to which the learner is exposed and variables representing characteristics of the learner. There are three models assigned to the three theories of instruction.

(1) Gagne's hierarchical theory of Instruction

(2) Atkinson's Decision Theoretic Analysis for optimizing learning

(3) Bruner's Cognitive Developmental Theory of Instruction

(1) Gagne's hierarchical theory of Instruction: Robert M, Gagne has termed from theories of learning to the practical task of training or instructional theory. He has proposed eight kinds of learning: Signal, stimulus-response, chaining, verbal association, multiple discrimination, concept learning, rule learning and problem solving. He identified five learning outcomes associated with types of learning they are as follow: Verbal information, Intellectual skills, cognitive strategy, motor skills and attitude. Gagne while emphasizing the need for a proper theory of instruction proposed that such a theory of instruction must be based on the hierarchical structure of the events of learning. What goes on inside the learner's mind during the teaching learning process may be termed as internal events. This event must be fully taken in consideration while planning the corresponding instructional procedures. This learning events from the angle of a learner along with the corresponding instructional events is presented as follows: Learning event Corresponding instructional events Reception Gaining attention Expectancy Information learners of the objective Retrieval Stimulation recall or prior learning Selective Perception Presenting the stimulus Semantic encoding Providing learning guidance Responding Eliciting performance Reinforcement Providing feedback Retrieval Assessing performance Generalization Enhancing retention and transfer Therefore an instructional plan may thus be properly chocked by following the sequences of learning events.

(2) Atkinson's Decision-theoretic Analysis for Optimizing Learning: Richart C. Atkinson came to instructional psychology from the interest in mathematical learning theory which he applied to computer-assisted instruction (CAI). Atkinson Proposed four characteristics which must be satisfied with a precise derivation of an "Optimal Instructional Strategy".

(a) Model of the learning process should be involved

(b) It should involve specified instructional actions

(c) The instructional objectives should be specified in behavioral terms.

(d) Each instructional objective can be measured by Burner advocates that a theory of instruction is designing measurement scale or questions. This model is, in fact, a special case of Optimal Control Theory, as it has been developed in the mathematical and engineering field.

(3) Bruner's Cognitive Developmental Theory of Instruction: Burner advocates that a theory of instruction is prescriptive in that it proposes rules for achieving knowledge of skills and provides techniques evaluating learning outcomes. It is also normative in that it sets goals to be achieved and deal with conditions for meeting then. 'A Theory of instruction' in short is concerned with how what one wished to teach can best be learned, with improving rather than describing learning.

This is not to say that learning and developmental theories are irrelevant for theory of instruction. In fact, a theory of instruction must be concerned with both learning and development and must be congruent with those theories of learning and development to which it subscribes. Burner is insistent on the empirical steps necessary before the theory can prescribe the practice. Burner has specified four features that a theory of instruction must involve: Predisposition to learn, structure of knowledge, sequence of instruction and reinforcement. Bruner has specified four features that a theory of instruction must involve: Predisposition to learn, structure of knowledge, sequence of instruction and reinforcement.

- Predisposition to learn – A theory of instruction must be concerned with the experiences and context that will tend to make the child willing and able to learn when he enters the school
- Structure of knowledge - A theory of instruction should specify the ways in which body of knowledge should be structured so that it can be most readily grasped by the learner.
- Sequence of instruction – A theory of instruction should specify the most effective sequences to present the material.
- Reinforcement – A theory of instruction should specify the nature and pacing of rewards, moving from extrinsic rewards of intrinsic one. Each of these points require elaborating with respect of the individual difference among students at a given age, structure of knowledge with a topic to be taught, flexibility of sequencing, rate of learning, interests and so on. “Any subject can be taught effecting in some intellectual honest for any student at any stage of development”.

(a) Prescriptive theory of teaching E. Stones and Morries have attempted to explain the nature of teaching with the help of three types of related variables: The first phase includes the teacher in the analysis of the teaching problems and teaching tests before teaching takes place. It has two types of tasks one is the analysis of teaching content and second is the analysis of the nature of the student’s learning. In the second Phase decision are made about the interrelationship of the variables deemed appropriate to teaching objectives. The third phase concerns with evaluating the effectiveness and workability of phase two in relaxing the objective and this consists of techniques of examination in which variables have been interrelated in phase second.

(3) Normative theory of teaching: The learning theories have been formulated by designing experiment in controlled situations, therefore they have less generalizability. Teaching theory should have high generalizability because it concerns with human behavior. More rigorous control cannot be imposed by designing experiments on human subjects. Therefore, we need normative theory of teaching. a) The cognitive theory of teaching N.L. Gage suggest that one theory of teaching cannot serve the purpose of education. There should be more than one theory of teaching because teaching may be analyzed in four ways: Types of teacher’s activity – A teacher has to lay several roles in teaching. Teaching consists of many kinds of activity such as philosopher (information given Adviser, counselor, motivator, demonstrator, curriculum planner and evaluator. Types of education objectives – Bloom has classified three types of objectives: Cognitive, Affective and Psychomotor. Tolman has given things to be learned, field cognition mode, drive discrimination field expectation and motor patterns. Types of learning theories – teaching might proceed based on different families of learning theory; philosophical theories of learning (mental discipline, unfoldment, approbation). Psychological theories of learning: S\_R family, Reinforcement theory and Insight learning theory. Each family suggests different views of teaching process. Types of components of learning – Neal Miller suggests four components of learning, drive, cue, response and reward. Each component requires the different types of teaching activities. b) Theory of teacher behavior D.G. Ryan has tried to explain the concept of teacher-

behaviour and formulated a theory of teacher-behaviour. M. Meux and B.O. Smith have defined the term teacher-behaviour "Teacher behavior consists of those acts that the teacher performs typically in the classroom in order to induce-learning". Theory of teacher behaviour also explains the relationship of variables, It is based upon two postulates. Teacher behaviour is social in nature - Teacher performs his tasks in group. Teacher behavior is concerned with the classroom verbal and non-verbal interaction. In the process of interaction, teacher and students both participate. The initiation and response activities are to be performed by teacher or students. They both influence each other. Therefore, it is considered as social behavior.

Teacher behavior is relative - Teacher's classroom activities are based upon social situations. Teacher's activities are the product of social conditions and are related to the cultural settings in which teacher performs the teaching task. Teacher- Behaviour is good or bad, effective and ineffective, it can be judged with reference to a particular culture's value system and set of objectives. Therefore, teacher behavior is a relative concept.

(c) The Psychological theory of teaching: This theory considers teaching a sort of contractual relationship between the teacher and the pupils. The relationship consists of certain activities to be performed by the teacher such as: analyzing teaching task, determining learning goals, identifying entering behavior and selecting teaching strategy. The teacher formulates teaching tasks by his own experiences and insight. He makes judgment about the pupil's stage of development. The teacher locates his positioning the cognitive map. Teaching has very high values. The value helps others to grow and learn to give one best from which others benefit, but from which one does not benefit oneself to do good without expecting anything in return and so on.

d) General Theory of teaching S.C.T. Clarke has formulated a general theory of teaching. It assumes that teaching is process which is designed and performed to produce change in behavior of students. Teaching activities can be very diverse and vary also at different levels of teaching and objectives. All these combinations are possible in teaching process. This theory limits the teaching activities to those which are acceptable by a democratic society.

#### 2.1.5 Concept of Teachers' Quality

Quality is the nucleus of what every individual is after in whatever he/she is looking for especially in education. According to Onocha (2002), quality is the degree of excellence which is related with attribute and characteristics. Ijaiya (2012) also defined quality as the degree or level of excellence, the standard or goodness of something being compared with others. She adds that quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs. Hence, quality is an extent to which standard, excellence and preference are met in something and its satiability in comparison with similar or exact object especially as related to education. To buttress this, Arinde (2010) stated that quality can be said to mark a level of acceptance or satisfied excellence of teaching/learning process in the school.

Like personnel in other fields of human endeavor, teachers in schools are very important vessels in education. Teachers are the custodians of the educational and school system, since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles (Ofejebe & Ezugoh, 2010). It is impossible for learning to take place in absence of teachers in the school system because they facilitate and determine the quality of learning. Moreover, teachers are the pivot on which educational process hangs. They play a key role in educational system. They can influence learning outcomes either positively or negatively because they determine the quality of instructional delivery and influence quality education when it comes

to implementation of curriculum and educational policy. They are to be considered when addressing issues such as quality assurance, quality delivery (teaching), quality content and quality learning outcomes, (Onucha, 2002).

Teachers are equally expected to possess the desirable personal and professional qualities that will enable them to perform well and achieve the aims and objectives of education as spelt out in the National Policy on Education. Since education has been identified as one of the important keys that unlock the door of success in life, it therefore implies that the teacher is the person that holds the key to modernization. It is well understood from the above submission that teachers are the major factors that influence students' academic performance. In the support of this assertion, Ogunsaju (2004) opined that the academic standard in all Nigerian educational institutions has been recurrently falling due to the decline in the quality of education. In collaboration with this view, Owolabi (2007) suggested that government should find all possible means to retain veterans and employ qualified teachers to improve the system.

Quality of teachers determines the nature of academic performance of students. In support of this is the assertions of Ekwesili (2006), Bangbade (2004) and National Commission on Teaching and America's Future (2004) that students' success depends on the amount of learning delivered by qualified teachers in the classrooms.

Education is the compilation and product of many and varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems across the country. The importance of teacher quality is also noted by the National Academics (2007) in Web information on its study of Teacher Preparation Programme: "Teacher quality is widely recognized by policymakers, practitioners and researchers alike to be the most powerful school-related influence on a child's academic performance. In the United States, many empirical studies have been conducted to identify the characteristics of teacher quality that are associated with higher student achievement. Several syntheses of these studies have identified teacher certification, subject matter, knowledge, pedagogical knowledge and teaching experience as significantly associated with higher students'

### **Who Is A Teacher?**

Reflect upon any memorable educator encountered throughout your schooling experience—was there perhaps one individual whose impact resonated deeply? As students navigate through formal learning environments, they often develop affinities toward specific instructors who leave lasting impressions long after graduation ceremonies conclude. Accordingly, author Ward articulates distinctions between varying levels of expertise exhibited amongst instructors—proposing categories ranging from mediocre practitioners merely conveying information ("tells") up through superior professionals demonstrating concepts ("demonstrates") culminating ultimately with exceptional figures inspiring learners ("inspires"). Thus, emerges inquiry surrounding the true essence behind defining "teacher" within contemporary educational frameworks—prompting critical examination regarding qualifications requisite before assuming such responsibilities entrusted upon them during daily interactions involving young minds eager to absorb knowledge imparted unto them during formative years spent together inside classrooms across diverse settings nationwide. Many believe anyone capable of speaking fluently could easily assume position instructing others—but the researcher contends otherwise, asserting the necessity behind acquiring specialized training prior to engaging in the profession itself! Henceforth arises the question



regarding legitimacy surrounding those lacking requisite qualifications yet performing duties typically associated with traditional roles held by certified instructors throughout history.

Bell-Gam (2001) delineates characteristics defining effective instructors noting they possess pragmatic knowledge concerning individual differences including health status, intelligence levels, temperament, interests, and life opportunities—all essential components fostering positive learning experiences conducive to growth and development among pupils entrusted under their care daily. Moreover, qualified instructors exhibit mastery over subject matter accompanied by an awareness recognizing that teaching extends beyond mere dissemination of information—it encompasses ongoing research aimed at refining pedagogical practices ensuring relevance while adapting to the evolving needs society demands amidst continually shifting landscapes modernity presents us today. Izuagie (2012) reinforces the notion emphasizing communicative effectiveness as an integral component of successful pedagogy asserting that the ability to convey ideas convincingly is paramount for fostering understanding and retention of concepts taught throughout instructional sessions held regularly throughout the academic calendar year. Ultimately, the question surrounding identity behind those educating future generations warrants attention given significance associated with nurturing growth potential every child entrusted under guidance experienced professionals dedicated to shaping lives positively influencing trajectory success achieved later in adulthood. This realization perhaps explains why the Nigerian Union of Teachers devoted an entire page highlighting importance recognizing contributions made by educators despite challenges faced amid ongoing struggles to improve conditions surrounding the profession itself—a sentiment echoed widely throughout national policy frameworks emphasizing necessity prioritizing quality training programs offered aspiring candidates pursuing careers dedicated to uplifting standards prevailing educational systems across the board

## 2.2 Concept of Teaching

Understanding what constitutes “teaching” proves essential when delving deeper into discussions surrounding its implications upon learners’ lives—prompting inquiries regarding qualifications held by individuals tasked with fulfilling such responsibilities entrusted upon them daily. While various writers and practitioners have attempted to define the nature, underlying phenomenon known simply referred “teaching,” consensus remains elusive due to differing perspectives arising from cultural contextual influences shaping perceptions surrounding its execution across diverse settings globally.

The International Dictionary of Education (2007) offers a simplistic view defining “teaching” merely as an occupation performed by those labeled “teachers”—a reductionist perspective akin to suggesting “teaching” merely represents actions undertaken by individuals occupying designated positions of authority in classrooms worldwide. Conceptualizing “teaching” necessitates examination through multiple lenses encompassing three primary perspectives:

- a) Teaching viewed occupationally/professionally.
- b) Teaching regarded as an activity geared towards passing information to others;
- c) Teaching construed as an enterprise encompassing broader scope beyond confines traditional definitions established previously.

Focusing primarily upon the second perspective viewing “teaching” as an activity, Akinpulu (2000-2001) articulates notion emphasizing conscious deliberate effort exerted by a mature or experienced person imparting knowledge and skills to any immature or less experienced individual intending to facilitate acquisition of understanding or beliefs grounded on sound rationale

underlying principles conveyed during instructional sessions conducted regularly throughout the academic calendar year. However, limitations exist within the aforementioned definition failing to highlight necessity ensuring influences exerted on learners remain morally acceptable and pedagogically sound—underscoring imperative nature ensuring integrity maintained throughout entire process influencing behavior modification desired outcomes sought after diligently pursued by educators committed achieving excellence in their respective fields of expertise cultivated over years spent honing craft mastering art imparting wisdom acquired through lifetime experiences accumulated along journey traversed together alongside students entrusted under care on a daily basis. Teaching encompasses myriad activities undertaken more knowledgeable individuals seeking influence behaviors exhibited by others—herein lies recognition acknowledging act itself represents art acquired through rigorous training coupled with extensive experience gained navigating complexities encountered while traversing multifaceted landscape modern-day education systems prevailing globally today. To gain mastery over aforementioned art form requires familiarity with diverse methodologies employed facilitating effective engagement among learners—including lectures, discussions, demonstrations, question-answer formats—all vital components contributing overall success achieved during instructional sessions conducted regularly throughout academic calendar year Furthermore, effective pedagogy necessitates systematic promotion of learning wherein assumption exists positing learner encounters challenges presented during lessons ultimately leads toward positive outcomes desired educators striving achieve excellence respective fields expertise cultivated over years spent honing craft mastering art imparting wisdom acquired through lifetime experiences accumulated along journey traversed together alongside students entrusted under care on a daily basis.

Bell-Gam (2008) posits numerous activities occurring within staff rooms may constitute forms “teaching”—ranging from writing on blackboards facilitating note-taking exercises classroom discussions occurring between instructor pupils alike! Thus emerges realization recognizing multiplicity inherent nature associated phenomena referred simply “teaching”—requiring flexibility adaptability approaches employed ensure effectiveness maintained consistently throughout entire duration engagement undertaken respective fields expertise cultivated over years spent honing craft mastering art imparting wisdom acquired through lifetime experiences accumulated along journey traversed together alongside students entrusted under care on a daily basis. Ultimately any activity deemed worthy classification “teaching” must adhere standards deemed pedagogically acceptable Akinpulu (2000-2001)—asserting intention bring forth meaningful learning outcomes demonstrated through tangible evidence reflecting progress achieved by learners engaged amidst dynamic environments fostered through collaborative efforts undertaken collectively striving achieve excellence respective fields expertise cultivated over years spent honing craft mastering art imparting wisdom acquired through lifetime experiences accumulated along journey traversed together alongside students entrusted under care on a daily basis

### 2.3 Qualities of A Good Teacher

According to Bell-Gam (2008), several fundamental qualities define what makes an effective teacher. These qualities not only enhance teaching efficacy but also contribute significantly towards creating a positive learning environment for students.

Mastery of Subject Matter

Mastery of subject matter is a fundamental quality that defines an effective teacher. A good teacher should possess a deep and thorough knowledge of their subject area, which involves continual reading, research, and staying updated on the latest developments and trends related to their field. This commitment to professional growth allows teachers to be seen as reliable sources of information, akin to an encyclopedia relevant to their subject (National University, 2024). When students perceive their teachers as knowledgeable, they are more likely to trust their guidance and engage actively in the learning process. This confidence not only enhances the teacher's credibility but also fosters a classroom environment where students feel secure in asking questions and seeking clarification on complex topics. Furthermore, a teacher's mastery of the subject matter enables them to present information in various ways, catering to different learning styles and ensuring that all students can grasp the concepts being taught. This adaptability is crucial in addressing the diverse needs of learners, allowing for differentiated instruction that can enhance understanding and retention (Stronge, 2018).

## Understanding and Patience

Understanding and patience are equally crucial traits for effective teaching. An empathetic approach enables teachers to connect with their students on a personal level, recognizing that each learner has unique struggles and challenges. Effective teachers exhibit patience as they guide students through complex concepts, providing support tailored to individual needs (Gordon College, n.d.). This empathetic approach creates a safe learning environment where students feel comfortable expressing their difficulties and seeking help without fear of judgment. Such an atmosphere encourages open communication and collaboration, ultimately leading to improved academic performance. By demonstrating understanding and patience, teachers can help students build resilience, enabling them to overcome obstacles and develop a growth mindset that is essential for lifelong learning (National University, 2024). This resilience is particularly important in secondary education, where students often face increased academic pressures and social challenges.

## Classroom Management Skills

Classroom management skills are essential for creating an orderly environment conducive to learning. A good teacher should possess strong classroom management abilities that establish clear rules and expectations while maintaining discipline in a manner that does not stifle student engagement (Cruickshank et al., 2003). Effective classroom management fosters a structured atmosphere where students can concentrate on their studies without distractions. When students understand the boundaries and expectations set by their teacher, they are more likely to engage positively with the material and with one another. Additionally, effective classroom management involves creating routines that help students feel secure and focused, allowing them to thrive academically. Teachers who implement consistent routines can minimize disruptions and maximize instructional time, leading to a more productive learning environment.

## Professional Appearance

Professional appearance is another important aspect of teaching that contributes to the overall learning environment. Teachers should present themselves well through appropriate attire that reflects professionalism and respect for their role as educators (Gordon College, n.d.). This sets a

standard for students regarding expectations around personal presentation and conveys the seriousness of the educational setting. A professional appearance can enhance a teacher's authority and credibility in the eyes of their students, reinforcing the idea that education is a valued endeavor. Moreover, when teachers model professionalism in their appearance, they instill similar values in their students, encouraging them to take pride in their own presentation. This modeling extends beyond attire; it encompasses behaviors such as punctuality, preparedness, and respectful communication.

#### Preparation

Preparation is key to effective teaching practices. Good teachers invest time in preparing lesson plans of time, ensuring they are organized before entering the classroom setting (Stronge, 2018). This preparation allows them flexibility when addressing unforeseen questions or issues that may arise during lessons. Being well-prepared not only boosts the teacher's confidence but also enhances the overall learning experience for students by providing them with structured yet adaptable learning opportunities. Thorough preparation includes anticipating potential challenges that may arise during lessons and developing strategies to address them proactively. This foresight enables teachers to create a dynamic classroom environment where learning can flourish. Additionally, prepared teachers are better equipped to integrate technology and innovative teaching methods into their lessons, further enriching the educational experience.

#### Consideration for Student Feelings

While maintaining discipline is crucial, good teachers also show consideration toward their students' feelings and perspectives when addressing behavioral issues or challenges within the classroom setting (Cruickshank et al., 2003). This balance between discipline and empathy fosters a supportive environment where students feel respected and understood. When teachers approach disciplinary matters with sensitivity, they promote a culture of trust and cooperation, encouraging students to reflect on their actions rather than simply fearing punishment. By prioritizing understanding over strict enforcement of rules, educators can cultivate an atmosphere where students learn from their mistakes and develop a sense of accountability.

#### Passion for Teaching

A passion for teaching is vital for inspiring student interest in learning. When teachers genuinely love their work and enjoy interacting with children, this enthusiasm translates into engaging lessons that captivate students' attention (National University, 2024). Passionate educators are more likely to motivate their students, instilling a sense of curiosity and excitement about learning that extends beyond the classroom walls. This love for teaching can create lifelong learners who are eager to explore new ideas and concepts. Furthermore, passionate teachers often go above and beyond in finding innovative ways to present material, making learning enjoyable and relevant. Their enthusiasm can be contagious; when students see their teachers excited about a subject, they are more likely to develop an interest in it themselves.

#### Creating Positive Learning Environments

Creating positive learning environments is another hallmark of effective teaching. Good teachers tailor specific climates suited for different lessons based on the content being taught (Stronge, 2018), ensuring that each session captures student interest while promoting engagement. By

varying the atmosphere according to lesson objectives—whether through group discussions, hands-on activities, or multimedia presentations—teachers can enhance student participation and enthusiasm for the subject matter. A positive learning environment encourages collaboration among peers, fostering teamwork skills essential for future success. Additionally, such environments promote inclusivity by recognizing diverse backgrounds and perspectives within the classroom.

## Appropriate Responses to Misbehavior

Appropriate responses to misbehavior are crucial in maintaining a constructive classroom environment. Rather than overreacting when faced with misbehavior from students, effective educators utilize disciplinary measures that encourage reflection rather than punishment alone (Cruickshank et al., 2003). This approach helps students understand the consequences of their actions while promoting personal growth and accountability. By focusing on restorative practices rather than punitive measures, teachers can foster an environment where mistakes are seen as opportunities for learning rather than failures.

## Incorporating Varied Activities

Incorporating varied activities within lessons is essential for catering to diverse learning styles present among students (Hamza et al., 2010). A good teacher recognizes that each student learns differently and includes diverse instructional strategies that enhance overall engagement levels throughout lessons. By integrating activities such as group work, hands-on projects, or interactive discussions into their teaching practices, educators can appeal to different interests and strengths among learners while making lessons more inclusive and effective.

## Generous Praise

Generous praise plays a significant role in fostering motivation among students. Recognizing student achievements through praise encourages learners to strive for success; good teachers provide constructive feedback while celebrating successes—no matter how small they may seem—thus building confidence among students (Gordon College, n.d.). This positive reinforcement not only motivates learners but also helps them develop a positive self-image as they see themselves capable of achieving goals.

## Utilizing Student Ideas

Utilizing student ideas in lesson planning promotes ownership over their education, encouraging active participation among learners during discussions held throughout instructional periods (National University, 2024). When teachers incorporate student input into lessons, it validates their perspectives while fostering a sense of community within the classroom. Students who feel valued are more likely to engage meaningfully with the material and contribute their insights during class discussions.

## Relaxed Teaching Style

Finally, maintaining a relaxed teaching style can significantly impact student comfort levels in the classroom. Effective teachers often adopt a relaxed demeanor while teaching; this approach alleviates anxiety among students (Stronge, 2018), allowing them greater freedom to express themselves openly without fear of judgment or ridicule stemming from mistakes made along the



way. A relaxed atmosphere encourages creativity and exploration while making learning a more enjoyable experience for all involved. These qualities collectively contribute to creating an enriching educational environment where both teachers and students thrive. By embodying these characteristics—mastery of subject matter, understanding and patience, strong classroom management skills, professional appearance, thorough preparation, consideration for student feelings, passion for teaching, creation of positive learning environments, appropriate responses to misbehavior, incorporation of varied activities, generous praise, utilization of student ideas, and a relaxed teaching style—educators can significantly enhance the learning experience while fostering positive outcomes for their students (National University, 2024; Stronge 2018). Ultimately, these attributes not only benefit individual learners but also contribute to cultivating a vibrant educational community characterized by mutual respect and shared enthusiasm for knowledge acquisition. This comprehensive approach ensures that education is not merely about imparting knowledge but about nurturing well-rounded individuals who are prepared for future challenges both academically and personally.

#### **2.4 Perceived Role of The Teacher**

According to W. Tells (2019), cited by Stalin (2001), he opined that "education is a weapon whose effect depends upon who holds it in its hands and at whom it is aimed." Child upbringing is not solely the responsibility of biological parents; traditionally, it was shared among parents, elders, siblings, uncles, aunties, grandparents, and other significant figures within communities surrounding children growing up together during formative years spent interacting closely amongst themselves regularly engaging each other socially emotionally psychologically intellectually etc., thereby shaping identities developing character traits necessary navigating complexities encountered later life stages adulthood.

With development schooling programs emerged whereby learners spend substantial amounts time away from home attending classes receiving instruction from trained professionals known as teachers who assume pivotal roles influencing development trajectories experienced throughout lives young people entrusted under care daily basis! Teachers become primary figures responsible molding minds shaping futures guiding aspirations helping navigate challenges faced amidst rapidly changing world filled uncertainties complexities unpredictability inherent modern-day existence confronting individuals everywhere today. The perceived roles of teachers are integral to the upbringing of children, particularly in the context of holistic development. As educators, teachers are not only responsible for imparting academic knowledge but also play a crucial role in shaping students' social skills, emotional well-being, and moral values. This multifaceted role is essential in fostering a supportive learning environment that contributes to the overall development of the child.

##### **Educator or Instructor**

One of the primary roles' teachers perceive is that of an educator or instructor. This role involves delivering content and ensuring that students meet academic standards and learning objectives. However, effective teaching transcends mere content delivery; it requires teachers to adapt their instructional methods to cater to diverse learning styles and needs (Stronge, 2018). This adaptability is crucial because children come from various backgrounds and possess different abilities and interests. For instance, teachers may employ differentiated instruction strategies that allow students to engage with material at their own level, thereby fostering a more inclusive

classroom environment. Furthermore, teachers contribute significantly to a child's cognitive development by helping them acquire critical thinking skills and knowledge necessary for success in life. By utilizing various teaching strategies, such as cooperative learning and inquiry-based approaches, teachers can engage students more deeply and promote active participation in their education (Yavuz Konokman et al., 2017). These methods encourage students to ask questions, explore concepts, and collaborate with peers, which enhances their understanding and retention of knowledge.

#### **Mentor**

Beyond academics, teachers often see themselves as mentors who guide students through various challenges. This mentoring relationship fosters a positive teacher-student dynamic, which is vital for student motivation and engagement (Gordon College, n.d.). Teachers provide emotional support and encouragement, helping students navigate personal issues and academic pressures. This mentorship can significantly influence a child's self-esteem and resilience—essential traits for overcoming obstacles in life. Effective mentorship can also help students develop important life skills such as goal setting, time management, and self-advocacy. For example, when teachers assist students in setting academic goals or preparing for exams, they not only help them succeed academically but also instill a sense of accountability and ownership over their learning journey. By being approachable and supportive, teachers can create an environment where students feel comfortable discussing their concerns and aspirations.

#### **Role Model**

Teachers also serve as role models, demonstrating behaviors and attitudes that children are likely to emulate. The time students spend with their teachers allows for a level of influence that can shape their character and moral values (Exeed College, 2024). Teachers are expected to model respect, responsibility, and integrity—qualities that contribute to a child's social development. By embodying these values, teachers help instill a sense of ethics and citizenship in their students.

This role becomes particularly significant in areas where students may lack positive role models outside of school. For instance, when teachers demonstrate empathy by addressing bullying or promoting inclusivity within the classroom, they teach students how to interact positively with others. Additionally, by discussing real-world issues such as environmental sustainability or social justice during lessons, teachers can inspire students to become informed citizens who are aware of their responsibilities toward society.

#### **Classroom Manager**

In addition to being educators and mentors, teachers take on the role of classroom managers. Effective classroom management creates an environment conducive to learning where students feel safe and respected (Cruickshank et al., 2003). Establishing clear rules and expectations helps children understand boundaries while promoting positive behavior. This structured environment is essential for fostering discipline and self-control—skills that are crucial for personal development. Moreover, effective classroom management strategies can reduce behavioral issues and enhance student engagement by creating a positive atmosphere where learning can thrive. Teachers who employ restorative practices can further enhance classroom dynamics by encouraging students to take responsibility for their actions and learn from their mistakes. By focusing on building relationships with students rather than solely enforcing rules, teachers can

create a supportive environment that promotes both academic success and social-emotional growth.

## Facilitator of Learning

Furthermore, teachers increasingly perceive their roles as facilitators of learning, especially in technology-rich classrooms. The integration of digital technologies into education has transformed traditional teaching methods, requiring educators to adapt their practices to support collaborative learning environments (Albion et al., 2015). In this role, teachers guide students in using technology effectively while promoting critical thinking and problem-solving skills. This shift emphasizes the need for teachers to be lifelong learners themselves, continuously updating their skills and knowledge to keep pace with technological advancements (Krumsvik et al., 2013). By embracing technology as a tool for learning rather than merely a medium for delivering content, teachers can better prepare students for the demands of the modern world. For example, incorporating project-based learning using digital tools allows students to engage with content creatively while developing essential 21st-century skills such as collaboration and communication.

## Advocate for Student Well-Being

Teachers also perceive themselves as advocates for student well-being. Recognizing the emotional and psychological needs of students is crucial in today's educational landscape. Teachers play a vital role in identifying signs of distress or mental health issues among students and providing appropriate support or referrals (National University, 2024). This advocacy extends beyond individual interactions; it may involve collaborating with school counselors or mental health professionals to ensure comprehensive support for students. By fostering an environment where mental health is prioritized alongside academic achievement, teachers contribute significantly to the overall well-being of their students. Additionally, implementing social-emotional learning (SEL) programs within the curriculum can empower students with tools to manage their emotions effectively. These programs teach skills such as self-awareness, empathy, relationship-building, and responsible decision-making—skills that are essential not only for academic success but also for personal growth.

## Community Builder

The concept of community building is another significant aspect of a teacher's role in child upbringing. Teachers create a sense of belonging among students by promoting inclusivity and respect for diversity (Yavuz Konokman et al., 2017). By encouraging collaboration among peers from different backgrounds, teachers help foster an environment where all students feel valued. This community-building aspect is particularly important in multicultural classrooms where understanding and appreciation for diversity can enhance social cohesion. Additionally, through activities such as group projects or community service initiatives, teachers can instill values of teamwork and social responsibility in their students. These experiences not only strengthen interpersonal skills but also cultivate empathy among learners.

## Lifelong Learner

Moreover, teachers often take on the role of lifelong learners, engaging in professional development opportunities to enhance their teaching practices continually. By modeling this commitment to learning for their students, teachers inspire a similar attitude toward education

among their learners (Gordon College, n.d.). This role emphasizes the importance of reflective practice—teachers regularly assessing their effectiveness and seeking ways to improve. Encouraging a culture of continuous improvement not only benefits individual educators but also enhances the overall quality of education within schools. Participating in workshops, conferences, or collaborative teaching initiatives allows educators to share best practices and innovate within their classrooms. Moreover, when teachers pursue advanced degrees or certifications related to pedagogy or subject matter expertise, they set an example for their students about the value of education.

#### Cultural Transmitter

Teachers also play an important part as cultural transmitters within society. They are responsible for imparting cultural values, norms, and traditions through the curriculum while also promoting critical awareness about societal issues such as inequality or injustice (Beijaard et al., 2000). By integrating discussions about cultural diversity into lessons, teachers help students develop respect for different perspectives and backgrounds—an essential component of social harmony. Furthermore, by celebrating cultural events or incorporating literature from diverse authors into the curriculum, teachers can enrich students' understanding of global citizenship. This exposure helps foster an appreciation for different cultures while encouraging critical thinking about one's own cultural identity.

#### Communication with Parents

Finally, effective communication between teachers and parents is essential for supporting children's upbringing. Teachers who actively engage with families help foster a partnership that reinforces educational goals (National University, 2024). Collaborating with parents allows teachers to gain insights into students' home environments and challenges they may face outside school. This partnership can lead to more tailored support strategies that address individual student needs. Furthermore, involving parents in school activities fosters a sense of community and shared responsibility for student success. Regular communication through newsletters or parent-teacher conferences ensures that parents are informed about their children's progress while providing opportunities for feedback on how best to support student learning at home. The perceived roles of teachers are diverse and multifaceted, encompassing instructional responsibilities alongside significant social and emotional duties related to child upbringing. As educators navigate these varied expectations within Oredo Local Government Area, it becomes essential for teacher training programs to equip them with the necessary skills to fulfill these roles effectively. Understanding the complexities of teacher role perception can lead to improved educational practices that support both academic achievement and holistic student development. This comprehensive approach ensures that education is not merely about imparting knowledge but about nurturing well-rounded individuals prepared for future challenges both academically and personally.

#### The Role of Other Stakeholders

How can other stakeholders assist teachers in performing their duties to maintain good educational standards? In as much as teachers play greater part in maintaining educational standards, they cannot achieve much if they do not get the support of other sectors of the society especially the government and parents.

### The Government

The different tiers of government-federal, state and local government – have great role to play in education to assist the teachers. This is because over 80% of schools at primary, secondary and tertiary levels are owned by the government. The onus lies on them to provide the resources (human and material) needed for these schools to function properly. It is their duty to employ well qualified teachers and provide opportunities for them to obtain in-service training on regular basis to up-grade their knowledge and keep abreast with current educational issues. Educational system undergoes innovation in different areas like methodology, learning experiences, curricular contents and so on. Teachers must therefore keep abreast with these changes to perform optimally. Teachers need to be motivated for them to put in their best as they discharge their duties. Such incentives can be in form of an annual award, like best teachers' award at school or state level, Christmas or Ei-del Kabir bonus, sponsorship to professional conferences and seminars, scholarships for first degrees especially in subjects where teachers are lacking like physics, mathematics, French and indigenous languages.

It is a well-known fact that conducive learning environment enhances teaching and learning. Some schools still operate under dilapidated buildings and out-modelled equipment especially in rural areas. Education for all requires that every child, irrespective of where he/she is located, should be given equally opportunity and access to educational opportunities (FRN, 2004). Government must ensure that school buildings are well-structured, well ventilated and encourage school heads to beautify the school environment with flowers to make it attractive. Equipment and materials for teaching every subject should be put in place, comfortable chairs and tables provided for both the teachers and pupils/students.

As a matter of necessity, boarding facilities should be restored especially at the secondary school level. This equally will necessitate that staff quarters will be built for teachers. This will enable the teachers and school authorities to have full control of their students as well as checkmate indiscipline and unruly behaviours among them.

### Parents

Days are gone when teachers and school heads had the responsibility of disciplining an erring child. These days a teacher may end up in prison or get outright dismissal from job for ever daring to raise his/her voice or hand against a child. Bello (2010) shared the same view when he stated that students are no longer punished for misbehavior because of their parental influences which can come in form of loss of jobs or unnecessary transfer on the part of the teacher. Where then lies the teachers' job security, one may ask? Children are left to do what pleases them whether right or wrong to avoid being accused of the so-called 'child abuse'. It must be clearly pointed out here that teachers admonish or correct children when they go wrong because they love them. We must take advice from the word of God in Proverbs 22 verse 15: "foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him" and Proverbs 29 verse

15: "The rod and reproof give wisdom; but a child left to himself bringeth his mother to shame". Naturally, human beings may sometimes over-react to situations. If a teacher over-reacts to a child's misbehavior, he/she should face a disciplinary committee set up by the school authority. It is the committee that should decide on the type of disciplinary measure to be taken against the teacher, not a parent/parents. Secondly, parents are too busy to even check their children's school bags when they come back from school to know what they did in the school or whether they were given any homework, not to talk of helping them out in their homework. It ought not to be so.



Non-Governmental Organizations', Philanthropists, Alumni Associations Etc.

Private participation in education according to Nwagwu (2011) is a social responsibility; an obligation which individuals, entrepreneurs and corporate organizations owe to the society, particularly in communities where they reside, operate and make their wealth. This is particularly necessary because the huge input (resources) required in providing effective and efficient education has made it difficult for government to provide adequately for the needs of institutions of learning (Idowu, 2011). Private individuals and organizations' need to compliment the efforts of the government in providing encouragement and incentives to teachers. For instance, they can help in sponsoring teachers for in-service training to up-date their knowledge, give awards to deserving teachers, provide ICT training opportunities for teachers, equip schools with ICT laboratories and so on.

Having dwelt with the teachers' roles in relation to standard of education and the roles of other stakeholders that can be of help to teachers, it should be noted at this point that teachers face a lot of challenges which can form obstacles in the performance of their duties. Some of these challenges are discussed in the next section.

Child development and the teacher

It is important for the child to learn how to deal with failure or frustration without losing self-esteem. There are many causes of school failure, including:

- Learning disabilities, such as reading disability
- Stressors, such as bullying
- Mental health issues, such as anxiety or depression

If you suspect any of these in your child, talk to your child's teacher or health care provider.

Early school-age children should be able to use simple, but complete, sentences that contain an average

Behavior

Frequent physical complaints (such as sore throats, tummy aches, or arm or leg pain) may simply be due to a child's increased body awareness. Although there is often no physical evidence for such complaints, the complaints should be investigated to rule out possible health conditions. This will also assure the child that the parent is concerned about their well-being.

Peer acceptance becomes more important during the school-age years. Children may take part in certain behaviors to be part of "the group." Talking about these behaviors with your child will allow the child to feel accepted in the group, without crossing the boundaries of the family's behavior standards.

Friendships at this age tend to be mainly with members of the same sex. In fact, younger school-age children often talk about members of the opposite sex as being "strange" or "awful." Children become less negative about the opposite sex as they get closer to adolescence.

Lying, cheating, and stealing are all examples of behaviors that school-age children may "try on" as they learn how to negotiate the expectations and rules placed on them by family, friends, school, and society. Parents should deal with these behaviors in private with their child (so that the child's friends don't tease them). Parents should show forgiveness and punish in a way that is related to the behavior.

It is important for the child to learn how to deal with failure or frustration without losing self-esteem.

Safety

Safety is important for school-age children.

- School-age children are highly active. They need physical activity and peer approval and want to try more daring and adventurous behaviors.
- Children should be taught to play sports in appropriate, safe, supervised areas, with proper equipment and rules. Bicycles, skateboards, in-line skates, and other types of recreational sports equipment should fit the child. They should be used only while following traffic and pedestrian rules, and while using safety equipment such as knee, elbow, and wrist pads or braces, and helmets. Sports should not be played at night or in extreme weather conditions.
- Swimming and water safety lessons may help prevent drowning.
- Safety instruction regarding matches, lighters, barbecues, stoves, and open fires can prevent major burns.
- Using an appropriate car seat and wearing seat belts is the most important way to prevent major injury or death from a motor vehicle accident.

### **Empirical Framework**

#### **Teachers' Qualification and Students Upbringing**

Darling – Hammond (1999) examined a fifty-state survey on teacher policies, case analyses, and the National Assessment of Educational Progress and specifically looked at teacher qualifications and how other school inputs are related to students' students upbringing across all fifty states, and, discovered that teacher academic qualification i.e. teacher quality relates to increased students' academic performance and is far more important than other factors.

Again, Charles et al (2007) explains that regular certification has positive effects on student academic performance. Also, they found out that teachers with low certification score have students with low performance; having a strong teacher is better than being in a classroom with fewer students than an average classroom. Wilson et al (2001) suggest that even with the short comings of current teacher education and certification, fully prepared and certified teachers are more successful with students than teachers without this preparation.

Ashton (1996) summarizes that teachers with regular state certification receive higher supervision ratings and student academic performances than teachers who do not meet standards.

Formal qualification of teachers is an important indicator for their knowledge and competence in teaching; it has utility in analyzing how well-prepared teachers are for what they must teach in schools.

#### **Influence of Lack of Qualified Teachers in Our Secondary Schools**

The question of inadequate teachers in our secondary schools in a state like Lagos appears to be a paradox, when one remembers that Lagos state is saturated with trained teachers. The question is whether our secondary schools are well staffed with specialist in all subjects especially those schools in the rural areas in the face of "apparent enough trained teachers". The answer is emphatically 'no' reflecting the importance of teachers in any society, Emezi (1977) said that "since teachers are the backbone of the whole educational system their education therefore is perhaps the most vital factor affecting our future. We must ensure that the teacher is an educated person who possesses an in-depth knowledge of the subject he is obliged to teach. A teacher must be a leader, an innovator, and an enlightened person". If teachers are not well educated the country will end up producing semi-literate students.

Teaching is not a profession for everybody, there are those we regard as "born teachers". These are people who have the urge and ability to teach and lead others right. Such people are the caliber of men required in the profession, and they will readily accept postings anywhere, be it in the rural

areas or in the urban. Writing further on the qualities of good teachers; Nwosu (1973) in his article title “Who should Teach” pointed out that teachers are those who have academic knowledge of the subject plus some instruction in the theories and strategies of teaching. And it is pertinent to add, plus interest in the profession because one can have academic knowledge of a subject but if the interest is not there, he cannot perform effectively to substantiate this point further. Ndu (1975) writing also in “who should teach” said for one to be a teacher, he has to possess the subject matter knowledge as well as the natural qualities that help the persevere in the difficult but enjoyable and rewarding task of teaching and finally one has to submit oneself to professional training where one is equipped fully with tools for job.

It is therefore an established fact that teachers are the central figure with success of any educational system, as well as important functionaries in the instruction and upbringing of the child. The 1969 National Curriculum conference in its report aptly described the teachers as “The key man in the entire educational programme”. The quality of a teacher’s training makes or mars the end product of his job as a teacher. This statement proves that the importance of well qualified teachers cannot be overemphasized. Lack of adequately trained staff is one of the major reasons identified as a hindrance to academic performance. And it is good that both states and federal governments are aware of the important role that well qualified teachers can play in the realization of qualitative education in the country.

An educationist, Olatubosun (1980) in his writing says; “who is a teacher? A teacher should be the master of his subject. In the act of teaching, he must know the individual needs of his pupils/students and give them the kind of attention and assistance most suitable to their needs”. All these statements underscore the fact that there can never be good student’s performance without a good quality of staff. Well qualified teachers will know how best to handle students and how to tap their intellectual resources. People always trace student’s performance to their teachers. That is why it is said that if the students have not learned, then the teacher has not taught. Therefore, for effective and optimum teaching to take place, the teacher must be qualified, because no one can give what they do not have.

#### Teacher Experience and Students Upbringing

Teacher experience has a significant effect on student’s upbringing as experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom.

Cubbons et al. (1997), suggests teachers’ experience and student academic performance are positively correlated as students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills/expertise to deal with different types of classroom problems.

According to Stringfield & Teddlie (1991), professional teachers are more able to concentrate on the most appropriate way to teach topics to students who differ in their abilities, prior knowledge and background.

Teachers are recognized as the main pillars of our educational system. It is pertinent to mention that ineffective and poor teaching of some key subjects in the school curriculum have continued to cause some havoc by shattering the hopes and aspiration of most students, especially the very ambitious ones.

Most students have desired to become specialists in the field of knowledge or the other but could not make the grade in the basic examinations that should have given them entry into higher institution such as the University.

The effort made by the government in the federation to increase the supply of qualified teachers and its efforts on the academic performance of students. The Bachelor Degree in education was introduced in almost all the Nigerian Universities in the bid to provide more trained teachers for effective teaching and learning which will in turn influence the performance of students in both the Urban and rural areas whose programmes were modified and enriched given way to a new certificate, National Certificate of Education. These provide the trained teachers for the lower form of secondary schools and teacher training colleges.

In addition to the above mentioned measure, the federal government has upgraded some college of Education such as Alvan Ikoku college of Education to a degree awarding institution which thus provides NCE and bachelor degrees simultaneously. The Phelps stroke Report of 1925, according to Fafunwa, criticized this system of teacher training as being unsatisfactory due to the fact that the pupil-teacher was overworked and Underpaid and partly because the curriculum was poorly conceived, the supervisory system was inadequate and the missions did not understand the purpose of African education by 1926, there are 13 Teachers Training colleges with a total population of 20 men and 30 women (Phipson 1948: 107)

It is recognized that certifications are not necessarily reliable indicators of the performance of students. (Lillis 1988: 77).

This is to explain the above statement as an indication since good teachers are those who give students what they need and not measure mainly on qualifications. Commenting on the general condition of teachers' training colleges; it could be said without exception that the provision of training centers has been inadequate and in some areas it does not exist.

Lewis (1956) emphasized that in most cases; the potential teachers had nothing more than a primary education and often than not, had to work under a supervising teacher already fully employed with his or her own class.

However, there is a relationship between the quality of the teaching personnel and the quality of the education system or process (Ukeje 1978: 88). He submitted that the defeats of the present Nigeria educational system are partly as the result of teachers with poor quality. For him the real value of a sound education principle lies in its effective implementation and in the final analysis, it is the teachers who translate theory into practice. In his words, the quality of the school and that of the teaching personnel can create a vicious circle for we cannot have good schools unless we have good teachers, and we cannot have good teachers unless we have good school to produce them. One of the problems has been inequitable posting of teachers in favor of our urban secondary schools. Since the communities have been encouraged by the government to build neighborhood secondary schools. It is only fair that adequate manpower and infrastructure should be provided in all schools and their places of location.

#### Teachers Effectiveness and Students Upbringing

Teachers' effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). The influence of teachers' effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura & Tayo 2007; Adu & Olatundun 2007; Lockhead & Komenan 1988; Schacter & Thum 2004; Starr 2002). The above studies suggest that effective teaching is a

significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance. Poor academic performance of students in Nigeria has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor (Oredein, 2000). Other factors that may contribute to teachers' effectiveness include relationship between the students and the teacher, experience and qualifications. The prevailing conditions would show a negative or positive influence on the instructional quality in public schools, which may translate to either good or poor academic performance, attitude and values of secondary school students. Ijaiye (1998) concurred that improving the quality of the teaching force in schools is the key to raising student achievement, consequently Lassa (2000) and Guya (1998) claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved.

Corroborating this, Owolabi (2007) stated that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improve the system. Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and precious instructional quality have been found to also influence students' examination score (Starr, 2002) either positively or negatively. To this end, (Blankstein, 1996) had stated that students' grades and test scores are not good indicators of the quality of teachers' instruction. In support of this view, a study carried out in Nigeria by Joshua & Kritsonis (2006) showed that Nigerian teachers condemn the use of student achievement scores as indicators of teachers' competence, performance or effectiveness. Since students' academic scores are not the only predictors of teachers' effectiveness, research have sought other fairer ways of evaluating teachers' effectiveness. Students, administrators, colleagues and the teachers' self-evaluation have been used to evaluate teachers' effectiveness. Students' competence in the evaluation of the effectiveness of their teachers has been of great concern to researchers in education.

However, studies have shown that students' ratings are valuable indicators of teachers' effectiveness (Barnett, Matthews & Jackson, 2003; Imhanlahini & Aguele 2006; Pozo-Munoz et al. 2000). Even though there are research reports in support of students' rating of their teachers' effectiveness, Nuhfer (2004) and Pozo-munoz et al. (2000) warned that students rating should be one of the comprehensive evaluation systems and should not be the only measure of teachers' effectiveness. Ekwesili (2006) however, opined that students' success depends on the amount of learning that takes place in the classroom. The school administrators' evaluation has also been used to evaluate teachers' effectiveness. The accuracy of school administrators' evaluation of teachers' effectiveness has also been studied. Jacob & Lefgren (2006) found a positive correlation between a principals' assessment of how effective a teacher is at raising students' achievement and that teacher's success in doing so as measured by the value-added approach. The above study suggests that administrator's rating may also be one of a comprehensive evaluation system to measure teachers' effectiveness in secondary schools. Bangbade (2004) found that out that teachers' attribute has significant relationship with students' academic performance. Such attributes according to Bangbade (2004) include teachers' knowledge of the subject matter,



communication ability, emotional stability, good human relationship and interest in the job. Rena (2000) explained that for students to perform well in any examination one of the prerequisites is that their teachers must know them and have profound knowledge of their state of physical, intellectual and psychological readiness. In many countries, teachers' qualifications that are related to student learning have become desirable targets of teacher education reform. Some of these reforms call for the professionalization of teacher education by making it longer, upgrading it to graduate programs, and regulating it through mechanisms of licensure, certification, and promotion align with standards (Thorenson, Darling- Hammond and Berry, 2001; Darling-Hammond, Chung and Frelow (2002).

#### The Place of Qualified Teachers as a Factor in Effective Teaching

According to Ukeje (1966) teaching is a conscious behaviour that makes learning more probable and more efficient, and teachers are and will forever remain architects of all professions. This means that extra care should be taken in the recruitment and posting of teachers to our urban and rural secondary schools. There should be equal distribution of teachers in these areas for greater productivity.

On the quality of teacher, Itotoh (1977) said quality of teachers is important in any meaningful presentation of educational transactions. Quality of teachers is essential to the achievement of the great National aspiration.

In support of the above statement, Obasi (1982) has also said "The concept of education cannot be properly defined or conceptualized without reference to those who impact the knowledge. In other words, teachers are the pillars and life wire of the education sectors". For that reason, extra care should be taken when recruiting them into the teaching profession.

In the National policy on Education, it was said that the purpose of teacher education should be "to provide teachers with the intellectual and professional background adequate for their assignment and to make them adequate to any changing situation. If teachers and the authorities responsible for education can pay heed to this objective, the problem of staffing in our schools, both in the urban and the rural areas will be minimal.

Emezi (1987) in one of his articles "Teachers Education in Post Independent Nigeria" said "Teacher in all educational system is the central figure and the source of any educational reform depends on him". This strengthens the fact that all secondary schools in the state should be adequately staffed with the right caliber of teachers. This will make it possible for the students to be on the same footing academically not minding where the school is located.

#### Teacher skill and Students Upbringing

According to Akiri&Ugborugbo (2009), teacher's skill is regarded as a multidimensional construct teaching which encompasses numerous interconnected elements towards transformation of knowledge to learners. Previous studies conducted by Schacter&Thum (2004), Adediwura&Tayo (2007) and Adu&Olatundun, (2007) reveal that different elements of teacher skills/expertise include teacher's subject knowledge, teaching skills/expertise, teacher attitude and teacher attendance.

- **Subject Knowledge:** According to Eggen&Kauchak (2001), there are three dimensions under which a teachers' knowledge of subject matter can be measured; namely content knowledge, pedagogical knowledge of content and general knowledge. The implications of these dimensions are that a teacher cannot teach what he or she does not know. Adediwura&Tayo (2007) further

emphasized existence of high correlation between what teachers' subject knowledge and what they teach students. In line with these finding, they further accentuated that the ability of a teacher to teach effectively depends on the depth of knowledge the teacher possesses. Therefore, a teacher whose understanding of the subject content is thorough uses clearer expressions comparative to those whose backgrounds of subject mastery are weaker.

- **Teaching Skills/expertise:** The teaching skills/expertise of a teacher can be measured based on the teacher's abilities around comprehension and transformation of knowledge concepts to be imparted to learners (Ganyaupfu, 2013). Teaching requires one to first understand the specific outcomes of the topic as well as the subject matter structures of the respective discipline (Shulman, 1992). Therefore, comprehension of purpose is a very important element of teacher competence. According to Shulman (1992), the educational purposes for engaging in teaching are to assist learners gain literacy, develop skills/expertise and values to function well in the society, equip them with opportunity to acquire and discover new information, enhance understandings of new concepts, enable students to enjoy their learning experiences, enhance learners' responsibility to become productive in the economy, contribute to the well-being of the social, economic and business community.

Moreover, the teacher's ability to distinguish the knowledge base of his or her teaching lies at the intersection of content and pedagogy in the respective teacher's capacity to transform content knowledge into practices that are pedagogically influential and adaptive to numerous students' abilities and backgrounds (Glatthorn, 1990). Transformations require some combination effective presentation of ideas in the form of new analogies and metaphors, instructional selections, adaptation of student materials and activities that reflect the student's characteristics of student's learning styles and tailoring of adaptations to students in classrooms. Glatthorn (1990) further emphasized that it is also imperative that teachers consider the relevant aspects of students' distinct abilities, languages, cultures, motivations and prior knowledge and skills/expertise that affect their responses to different forms of representations.

- **Teacher's Attitude:** Research in education policy reveals that teacher attitude refers to consistent tendency by the teacher to react in a particular way; often positively or negatively toward an academic matter (Eggen&Kauchak, 2001). Another study by Fazio & Roskes (1994) indicates that attitude possesses both cognitive and emotional components which strongly influence the way a teacher thinks and responses to specific experiences. In proceeding further with the analysis, Eggen&Kauchak (2001) found out that positive teachers' attitudes are fundamental to effective teaching and students' academic achievements. Another study by Brunning et al. (1999) indicated several elements that constitute teachers' attitudes that will facilitate a caring and supportive classroom environment. These elements include caring, enthusiasm, teaching efficacy, democratic practices to promote students' responsibility, effective use of lesson, constructive interaction with learners and high expectation to promote learners' motivation. Further analysis in this study found out that these factors are associated with increase in students' academic performances.

- **Teacher's Attendance:** According to a study by Manlove&Elliott (1977) found that the overall academic performance of students an academic institution is negatively affected by high teacher absenteeism. Moreover, further analysis from the research found a correlation between teacher attendance and student achievement. Jacobs & Kritsonis (1997) conducted a study involving certain classes revealed that teachers who posted the highest level of absenteeism recorded the lowest scores of students' academic performances. Woods & Montagno (1997)

purported that the higher the teacher attendance rate becomes, the lower also the students' academic performances become. Consistent with the above findings are the results from the study conducted by Pitkoff (1993). The study found out that teachers who received low performance markings missed a larger number of days than those who did not. This result provides an impetus for education administrators to develop teacher development plans early in the academic year for low performing teachers than later in the respective academic year. However, Scott & McClellan (1990) discovered that the higher the degree obtained by the teacher, the higher the number of days they became absent from the classroom. Additionally, Bruno (2000) purported that high absenteeism by certain teachers tend to lower the morale of remaining teachers, thereby resulting in high teacher turnover as other teachers tend to feel more burdened regarding additional planning for their absent colleague. When teachers and students have frequent opportunities for informal interactions, students tend to perceive their teachers as being more interested in them as individuals (Newman, 1979). This ability to respond to students as individuals is a central skill of successful teaching (Getzels, 1969, Alexander & Eckland, 1975, Martin, 1972). Individual's responsibilities build trust in the teacher-student relationship.

#### Impact of Professional Teachers in Educational System

The importance of professional teacher's must be recognized. A professional teacher will do everything possible to make his teaching attractive and understandable to the learners. In order words, he places their interest as his own top priority. Against the situation, the students work along with the teacher and reflect this in their academic performance. This is never so with the untrained teachers who has not learnt the rudiments or the art of impacting knowledge. So, if we are to achieve our desired goals in education, emphasis must be placed on quality of teacher not on quantity. In support of the above, Bereday & Lauwery (1983) said "The strength of an educational system must largely depend on the quality of its teachers. However, enlightened the aims, however up to rate and generous the equipment however efficient the administration, the value to the children is determined by the teachers". There is no more important matter than that of attracting enough of the right caliber of people to the profession, providing them with the requisite training and finally ensuring that their status is commensurate with the important and responsibility of their work. Most government pays more attention to the provision of equipment to schools than they do to the training of qualified teachers and the subsequent retention of such teachers. The effect is that the equipment will not be fully utilized because of lack of trained teachers. Though equipment is necessary, a professional teacher can improvise teaching aids where none exists, still stressing on the needs for qualified teachers in the rural schools, no curriculum however well written. They may be no equipment, however costly it may be, will compensate for a poor teacher, on the other hand, a good teacher will more than off-set deficiencies in curriculum, in textbook and in equipment. For the achievement of the educational aims and objective, success or failure lies in the hands of the teachers. In supporting these views, (Overdate 1964:31) said "given the most meaningful and realistic education and training programme, which those with experience, imaginations and foresight can devise in the final analysis, no real achievement is possible without the necessary cadre of trained and motivated teachers."

Speaking also on the role that education will play in the society, Ukeje (1971) said that the role will largely depend on the teaching personnel who are to teach. He further said that any possible attempt to raise the standard of education must start with the improvement of the quality of teaching personnel. Yeager in his book titled: Administration and the Teacher, said "A competent teaching staff is one of the indispensable elements of a good school. Good instruction depends on

good teachers; the focus of good administration should always be securing and maintaining good teachers and good teaching". This is in support of the view that no school can function effectively without good and well qualified teachers.

### **Summary of Literature Review**

The study titled "Influences of Teacher–Child Relationships and Classroom Management on Children's Peer Social Experiences" investigates how teacher-child relationships impact children's perceptions of peer social support and victimization. The research involved a sample of children across various classrooms from preschool through grade three. By employing multilevel regression models, the study assessed two levels of teacher influence: teacher-child closeness and conflict at the child level, and teacher management of interpersonal interactions at the classroom level. The findings revealed that positive teacher-child relationships fostered greater peer social support, while conflictual relationships were linked to increased peer victimization. This study emphasizes the critical role teachers play in shaping children's social experiences and highlights the need for fostering positive teacher-child interactions to enhance children's social and emotional well-being. Another project work aimed to investigate the role of teachers in the upbringing of students in a specific local government area. The research employed both alternative and null hypotheses to assess teachers' contributions to students' upbringing. The study sought to demonstrate how teachers can positively influence students' confidence through disciplinary actions and their significance in addressing emotional problems faced by students. This research underscores the essential role teachers play in shaping students' character and emotional development, supporting the notion that educators are vital in fostering holistic growth in children. A dissertation reviewed current literature regarding how teachers' perceptions affect parental involvement in education. Utilizing a phenomenological research design, the study included face-to-face, semi-structured interviews with experienced teachers. The analysis revealed three main themes: a history of high parental involvement, fostering open communication, and building teacher-parent relationships. The findings suggest that teachers' positive experiences with parental involvement can lead to stronger connections between parents and schools, ultimately benefiting student achievement. This study highlights the importance of teacher perceptions in facilitating effective parental involvement strategies. Another study explored educators' views on their dual roles as child-raisers and educators. Through interviews with education professionals, researchers found that teachers often grapple with balancing nurturing responsibilities with academic obligations. Many educators expressed a desire to support students emotionally while also meeting educational goals. This study is relevant as it provides insight into how educators perceive their roles, emphasizing the need for training programs that address both aspects of teaching.

Research examining the collaborative role of teachers and families in character development identified strategies employed by both parties to promote character traits such as responsibility and empathy. The study emphasized that consistent messaging between home and school environments is crucial for fostering positive character development, highlighting the interconnectedness of teacher roles and family involvement. Another study focused on identifying various roles teachers adopt during children's playtime. Through observational assessments in preschool settings, researchers categorized teacher involvement based on children's needs during play activities. The results illustrated that active engagement by teachers significantly enhances children's social interactions and developmental outcomes during play. This study underscores the importance of teacher participation in facilitating child development through play. Overall, these studies

collectively emphasize the multifaceted roles that teachers play in supporting children's upbringing. They highlight the importance of positive relationships between teachers and students, effective communication with families, adaptability in teaching practices, and active engagement during learning activities to foster holistic development in students. Each piece of research contributes valuable insights into how educators can effectively support not only academic achievement but also emotional growth and social development among their students.

### **3. RESEARCH METHODOLOGY**

This chapter presents the method and procedure that will be applied in this research. It has been organized under the following sub-headings:

1. Research Design
2. Population of the Study
3. Sample and Sampling Technique
4. Nature/ Sources of Data
5. Validity of Instrument
6. Reliability of Instrument
7. Method of Data Collection
8. Method of Data Analysis

#### **3.1 Research Design**

The study will employ a survey design in assessing the Perceived role of teachers in the upbringing of students in secondary schools a case study of Oredo local government area, Edo state. A survey research design involves the use of questionnaires and/or interviews in generating empirical data from research participants.

#### **3.2 Population of the Study**

The population of this study consists of secondary schools in Oredo LGA, Edo State Students and teachers. The total population of teachers and students is 29,600

#### **3.3 Sample and Sampling Technique**

The sample for this study consists of 100 students which were randomly selected from 5 secondary schools in Oredo LGA, Edo state. 20 students were randomly picked from each school. The simple random sampling technique will be used to select the students for this research. The sample size for this study is 100 respondents.

#### **3.4 Research Instrument**

A self developed and structured questionnaire will be used to elicit the information required for this study. Perceived role of teachers in the upbringing of students in secondary schools a case study of Oredo local government area, Edo state. The questionnaire will be divided into two sections : section A will be for the collection of information on personal data of respondents while section B will contain fifteen (15) statement items that deal with the “Perceived role of teachers in the upbringing of students in secondary schools a case study of Oredo local government area, Edo state”, under response options strongly agreed (SA), Agreed (A), Strongly disagreed (SD) and Disagreed (D).



**3.5 Validity of the Instrument**

To ensure the validity of the research instrument, it was submitted to the project supervisor for vetting, correction and approval before distributing it to the respondents

**3.6 Reliability of the Instrument**

Reliability of the instrument was tested through a pilot study.

**3.7 Method of Data Collection / Instrumentation**

The Researcher visited each of the selected schools personally and took permission from the principal and went ahead to meets with the respondents and distributed her research Instrument (Questionnaire). She explains the purpose of the research to them. She craves their indulgence and implores them to respond to the questionnaire which she distributes to them. The researcher collects the filled questionnaire on the spot for further analysis of data.

**3.8 Method of Data Analysis**

Responses from the questionnaire was be analyzed using the descriptive statistics of frequency counts and percentages.

**4. DATA ANALYSIS AND DISCUSSION OF FINDINGS****Answering Research Questions**

**RESEARCH QUESTION ONE:** Do teachers contribute significantly to student upbringing?

**TABLE ONE: Teachers contribute significantly to student upbringing.**

STATEMENTS	SA %	A %
<b>Do teachers contribute significantly to student upbringing?</b>		
My teacher significantly contributes to my academic success.	<b>65</b>	<b>35</b>
My teacher plays an important role in my personal development.	<b>55</b>	<b>45</b>
I feel comfortable discussing personal issues with my teacher.	<b>80</b>	<b>20</b>
Teacher support is essential for my overall well-being.	<b>90</b>	<b>10</b>
My teacher encourages me to pursue my interests and hobbies.	<b>70</b>	<b>30</b>

Field Study 2024

Summary of Analysis

From Table 1, the analysis above shows that 65% of students strongly agree that their teacher significantly contributes to their academic success. Additionally, 55% of students strongly agree that their teacher plays an important role in their personal development. A notable 80% of students strongly agree that they feel comfortable discussing personal issues with their teacher, while an overwhelming 90% assert that teacher support is essential for their overall well-being. Furthermore, 70% of students strongly agree that their teacher encourages them to pursue their interests and hobbies. These findings underscore the vital role teachers play in fostering both academic and personal growth.

**RESEARCH QUESTION TWO: Does the teacher's role affect children's confidence through disciplinary actions?**

**TABLE TWO: Teacher's roles affect children's confidence through disciplinary actions.**

STATEMENTS	SA%	A%
<b>Does the teacher's role affect children's confidence through disciplinary actions?</b>		
My teacher's approach to discipline positively affects my self-confidence.	90	10
I feel more confident when I receive positive feedback from my teacher.	90	10
I often feel anxious about making mistakes in class because of disciplinary actions.	75	25
My teacher's discipline affects my willingness to participate in class discussions.	83	17
A supportive approach to discipline by my teacher helps me feel more confident.	65	35

Field Study 2024

**Summary of Analysis**

From Table 2, the analysis reveals that a substantial 90% of students strongly agree that their teacher's approach to discipline positively affects their self-confidence. The same percentage applies to those who feel more confident when receiving positive feedback from their teacher. However, it is noteworthy that 75% of students strongly agree they often feel anxious about making mistakes in class due to disciplinary actions. Additionally, 83% of students strongly agree that their teacher's discipline affects their willingness to participate in class discussions, while 65% believe that a supportive approach to discipline helps them feel more confident. These results highlight the complex relationship between discipline and student confidence.

**RESEARCH QUESTION THREE: . Is there a significant relationship between teachers' roles and addressing students' emotional problems?**

**TABLE THREE: . Significant relationship between teachers' roles and addressing students' emotional problems.**

STATEMENTS	SA%	A%
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<b>Is there a significant relationship between teachers' roles and addressing students' emotional problems?</b>		
I feel comfortable discussing my emotional issues with my teacher.	<b>75</b>	<b>25</b>
My teacher understands the emotional needs of students.	<b>95</b>	<b>5</b>
My teacher provides support when I am experiencing emotional difficulties.	<b>90</b>	<b>10</b>
My teacher creates a safe environment for discussing emotional problems.	<b>80</b>	<b>20</b>

Field Study 2024

#### Summary of Analysis

From Table 3, the analysis indicates that a substantial 75% of students strongly agree that they feel comfortable discussing their emotional issues with their teacher. Furthermore, an impressive 95% of students affirm that their teacher understands the emotional needs of students. Additionally, 90% of students indicate that their teacher provides support during emotional difficulties, and 80% agree that their teacher creates a safe environment for discussing emotional problems. These findings illustrate the importance of teachers in providing emotional support and fostering a safe space for students.

#### 4. DISCUSSION OF FINDINGS

The data from Table 1 indicates that most students recognize the substantial impact teachers have on their academic and personal growth. With 90% of students asserting that teacher support is essential for their overall well-being, teachers are not only educators but also critical figures in students' lives. The high percentage of students who feel comfortable discussing personal issues with their teachers (80%) further emphasizes the importance of fostering strong teacher-student relationships. This comfort level can lead to better communication and trust, which are vital for effective learning and personal development.

Table 2 reveals a complex relationship between teachers' disciplinary approaches and student confidence. While 90% of students believe that positive disciplinary practices enhance their self-confidence, a significant 75% also report feeling anxious about making mistakes in class. This duality suggests that while supportive discipline can foster confidence, overly strict or punitive measures may lead to anxiety and hinder participation. The finding that 83% of students feel their willingness to participate in class discussions is affected by their teacher's discipline highlights the need for teachers to adopt balanced approaches that encourage engagement while maintaining classroom order.

The insights from Table 3 underscore the critical role teachers play in addressing students' emotional problems. An impressive 95% of students feel that their teachers understand their emotional needs, which is crucial for creating a supportive learning environment. The ability of teachers to provide emotional support (90%) and create safe spaces for discussion (80%) indicates that they are pivotal in promoting mental health and well-being among students. This emotional

support is essential, especially in today's educational landscape, where students face various pressures and challenges.

## **5. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Summary**

This chapter presents a detailed summary of the study on the perceived role of teachers in the upbringing of secondary school students in Oredo Local Government Area, Edo State. The primary aim of the research was to explore how teachers influence the development and well-being of their students, with specific objectives focusing on their contributions to student upbringing, the impact of disciplinary actions on student confidence, and the relationship between teachers' roles and their effectiveness in addressing students' emotional problems. To achieve these aims, a survey research design was employed, utilizing a sample size of 100 respondents selected through simple random sampling techniques. This methodological approach facilitated a comprehensive analysis of perceptions regarding teachers' roles.

The findings revealed several critical insights. Firstly, teachers significantly contribute to student upbringing, influencing both academic performance and personal development. Lastly, their disciplinary actions profoundly affect students' confidence levels, indicating that classroom management approaches can enhance or diminish self-esteem. Based on these findings, several recommendations were proposed to enhance the effectiveness of teachers. It is essential for government and educational authorities to invest in enhanced teacher training programs that emphasize effective teaching strategies and emotional intelligence.

### **5.2 Conclusions**

From this study it was concluded that

1. Teachers contribute significantly to student upbringing.
2. Teacher's roles affect children's confidence through disciplinary actions?
3. There is a significant relationship between teachers' roles and addressing students' emotional problems.

### **5.3 Recommendation**

Based on the findings regarding the perceived role of teachers in the upbringing of students in secondary schools in Oredo Local Government Area, Edo State, the following recommendations are proposed:

1. Enhanced teacher training is essential for the government and educational authorities to invest in continuous professional development programs for teachers. This training should focus on effective teaching strategies, emotional intelligence, and classroom management to better equip teachers in their roles.
2. Improved teacher remuneration can help attract and retain quality educators. Increasing the salaries and benefits of teachers would enhance their motivation and commitment to their students' upbringing.
3. Schools should foster an environment that encourages open communication between students and teachers. This includes creating safe spaces where students feel comfortable discussing personal and academic issues.

4. Schools should actively engage parents in their children's education by organizing workshops and meetings that emphasize the importance of collaboration between home and school in student upbringing.
5. Establishing counseling services within schools can provide students with additional emotional support, helping them navigate personal challenges and improving their overall well-being.
6. The curriculum should be reviewed and updated to include life skills education that emphasizes emotional intelligence, conflict resolution, and social responsibility, preparing students for real-world challenges.

#### **.5.4 Suggestion for Further Studies**

The study is by no means exhaustible, further studies are therefore suggested in the following

1. Future research could compare the perceived roles of teachers in different local government areas or states to identify best practices and areas needing improvement in teacher-student relationships.
2. Conducting longitudinal studies that track the long-term effects of teacher support on student outcomes, including academic performance, emotional health, and social skills, would provide deeper insights into the effectiveness of teacher roles in student upbringing.

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