Policy Research Journal
ISSN (E): 3006-7030 ISSN (P) : 3006-7022 Volume 4, Issue 2, 2026

TEACHERS PERFORMANCE OF AIOU GRADUATES IN DISTRICT KOTLI, AJ&K: AN ANALYSIS

Dr. Muhammad Naqeeb Ul Khalil Shaheen[*1], Sulma Farooq[2], Alia Masood[3], Fatima Ashraf[4], Rimsha Yaqoob[5]

[*1]*Assistant Professor, Department of Education, University of Kotli AJ&K.*
[2]*PhD Scholar, Department of Education, University of Kotli AJ&K.*
[3,4,5]*M. Phil Scholar, Department of Education, University of Kotli AJ&K*

[*1]naqeeb.shaheen@gmail.com, [2]sulmafarooq99@gmail.com, [3]aliamasood.edu@gmail.com, [4]fatimaashraf696@gmail.com, [5]rch144112@gmail.com

DOI: https://doi.org/10.5281/zenodo.19414186

Keywords
Teacher Performance, Allama Iqbal Open University, Distance Teacher Education, Subject Mastery, Teacher Attendance, Interpersonal Relationships, Professional Development, Elementary Education.

Article History
Received: 23 December 2025
Accepted: 05 February 2026
Published: 22 February 2026

Copyright @Author
Corresponding Author: *
Dr. Muhammad Naqeeb Ul Khalil Shaheen

Abstract
Allama Iqbal Open University (AIOU) provides distance teacher education across Pakistan. This study analyzed the performance of AIOU-trained teachers in government boys' elementary schools in Tehsil Khui Ratta, District Kotli, Azad Jammu and Kashmir, focusing on subject mastery, teacher attendance, interpersonal relationships, and professional development. A descriptive cross-sectional survey design was employed. The population comprised 250 male elementary school teachers in Tehsil Khui Ratta. Using universal sampling, all 250 teachers were included. A five-point Likert scale questionnaire (20 items) was developed, validated by experts, and pilot-tested, demonstrating acceptable reliability (Cronbach's α = 0.79). Data were analyzed using frequency, percentage, mean, and standard deviation. Results showed positive performance across all indicators: subject mastery (M=3.35, SD=1.05), teacher attendance (M=4.33, SD=1.02), interpersonal relationships (M=3.78, SD=0.92), and professional development (M=4.16, SD=0.91). However, 55% of teachers endorsed punishment, and 51% lacked in-depth conversations with students. The study concludes that AIOU-trained teachers demonstrate generally positive performance, though areas requiring attention include reducing punishment reliance, increasing meaningful student-teacher dialogue, and strengthening lesson planning competencies.

INTRODUCTION

Teacher education plays a major role in the overall education system of a country; it equips teachers with the knowledge and ability to perform at their best (Darling-Hammond, 2006). Indeed, the quality of education hinges on the quality of teaching in the classroom. Teachers are considered by far the most important element in education, since they are the ones mainly carrying out educational reforms at the unveiling level (Levine, 2006). Besides that, teacher education needs to reflect the changing values and norms of society. All contemporary methods of teaching, the anticipated changes in society, and the goals and objectives of education should be considered while framing a teacher training program. In fact,

teacher education can be said to be the leading sub-sector in education.

The importance attached to teacher education in all education policies is a clear indicator of special attention being given to it, by the Government of Pakistan, in recognition of its significance.

Since student achievements are the main output of the learning process, no matter what changes are made in the educational policies, it ultimately remains the teacher's responsibility to interpret and apply them through the teaching-learning process (Gibbs, 2002). The word teacher performance is not only concerned with the result or product of education like student achievement or students' personal development, neither it is only about teachers' qualities. In fact, teacher performance is more related to the process variables rather than product variables. Gibbs (2002) believes that teachers must be capable of handling the demands, difficulties, and challenges of teaching in a wide range of environments. Besides being an effective teacher, one should possess the ability to be psychologically stable, be open to change, and always come up with new teaching methods being prepared even for frustration.

Allama Iqbal Open University (AIOU) is offering programs that are unique and diverse, providing an opportunity for graduates to pursue their teachers' training degrees from AIOU, ranging from the basic level PTC degree to PhD in teacher education (AIOU, 2020). All teacher training programs are in accordance with the policy of HEC Pakistan. The university has now offered a four-year B.Ed program for teacher training and also introduced an Associate Diploma in Education, which are quite acceptable initiatives. Thus, AIOU has helped increase Pakistan's literacy rate overall.

Allama Iqbal Open University is playing a pivotal role in promoting education in the country. Currently, more than 700,000 students in the nation are benefiting from higher education through AIOU. The role of AIOU in various fields is also notable. The university is producing acceptable researchers who are contributing effectively to societal development. It has advanced science labs that are a paradise for researchers. The university is providing a research-based environment for all those who have a mission to learn. Undoubtedly, AIOU is providing the best education to students in their homes at their own pace, but one thing needing greater improvement is its maximum reliance on print materials (AIOU, 2020).

The performance of teachers trained from Allama Iqbal Open University is better than that of other teachers (Mahmood, 2018). However, sometimes when teachers know they are under observation, there is no significant difference between teachers trained from AIOU and those from other universities. Teachers under pressure can perform well. Their job satisfaction and motivation levels are very high, and they exhibit needed behaviors at work. In terms of teaching style and lesson initiation, the methods of teachers trained from AIOU are superior to those from other universities.

Keeping in view the key role of elementary teachers and the importance of in-service training programs, this research was designed to analyze the current practices used by teachers and evaluate teacher performance among those trained through AIOU in Tehsil Khui Ratta, District Kotli, AJ&K.

STATEMENT OF THE PROBLEM

Teacher performance directly contributes to school efficiency by achieving educational goals. There are many factors that influence teacher performance, such as attitude, subject mastery, and relationships with students. It has become a common trend for teachers to get training through AIOU. Therefore, there is a need to identify current practices used by teachers and to analyze the performance of teachers trained through AIOU. This study focuses on analyzing teacher performance and identifying current practices among AIOU-trained teachers in government boys' elementary schools in Tehsil Khui Ratta, District Kotli, AJ&K.

OBJECTIVE OF THE STUDY

The study pursued to analyze the performance of teachers trained through AIOU in government

boys' elementary schools in Tehsil Khui Ratta, District Kotli AJ&K.

DELIMITATIONS OF THE STUDY

The study was delimited to government boys' elementary schools in Tehsil Khui Ratta, Azad Jammu and Kashmir.

SIGNIFICANCE OF THE STUDY

This study will be helpful for students and administrators in analyzing the performance of teachers trained through AIOU. The findings will help teachers identify current practices used by AIOU-trained teachers. The study will assist selection authorities of elementary teachers in reviewing the existing system of elementary teacher recruitment and selection according to educational changes of this century and in overcoming persistent flaws. The study will also be helpful in developing training programs to build the potential of elementary teachers. Finally, the study will aid education policymakers in reviewing existing policies for recruitment and selection of elementary educators.

REVIEW OF THE RELATED LITERATURE

Understanding Teacher and Teaching

A teacher is someone who helps students learn knowledge, skills, or moral values (Levine, 2006). Informally anyone can take the role of a teacher. For example, in some countries teaching children at a school age might occur in informal ways like within a family rather than formal ones such as schools. Besides, other jobs may have a considerable amount of teaching. Typically, in most countries, the teaching of students in formal settings is done by paid professional teachers. This article considers those whose main role is to teach others in a formal educational environment such as a school or initial training place.

Nemser (2007) observed that in order to create more powerful learning, teacher education programs should provide teachers with powerful learning opportunities. The reason is that better-prepared and well-developed teachers, through enhanced professional development, are what ultimately lead to a rise in student learning and achievement. Teaching is a close contact between a highly developed personality and a less mature one, with the aim of furthering the latter's education. Grasha (2010) conveyed the idea of teaching in a metaphor: teaching is to learning as selling is to buying. Teaching involves a scientific process where content, communication, and feedback are the key elements.

Teacher Performance

Teacher performance refers to the way a teacher behaves during the teaching process. Here, the performance of a teacher is evaluated based on: their command of the subject, and their ability to map out the content. Increasingly, the quality of education is gauged by student outcomes—both what students are capable of doing and their level of learning—while a key factor in quality of education, especially at the early stages when students are young, is the quality of teachers (Rice, 2003). Usually, the quality of education is assessed through student performance in exams, and student's performance is linked to teacher competence and teacher show in the classroom.

According to Özen (2012), a school environment that is effective and has teachers who develop their professional skills regularly, who get involved with the overall purposes of the school and who pursue the highest standards both within and beyond the school can be instrumental in students achieving their goals. Thus school effectiveness and teacher performance go hand and hand. Teacher performance is a leading and key concern in education reforms and school improvement.

Indicators of Teacher Performance

Subject Mastery: In order for a vocational field to be regarded as a professional career field, it is a prerequisite that individuals who perform the profession have specific knowledge and skills. Teachers with the most in-depth knowledge of their subjects not only instruct well, but also let students engage in learning activities (Clifford, 2007). Such teachers understand difficulties students encounter and can handle any question students put forward. Nowadays, knowledge is being produced and consumed very quickly. Therefore, the knowledge that a teacher delivers

to students should be current and should mirror the latest scientific truth of a subject.

Teacher Attendance: Teacher attendance matters just as much as student attendance. Teachers must be at school. Students need their teacher to be there teaching. Teacher attendance is directly related to the academic outcomes of their students. Not only does it affect the academic achievement of students, but it also affects the overall running of the school. When teachers are absent, schools need to bring in substitute teachers, which causes greater disruption (Rice, 2003).

Interpersonal Relationship: Teachers, whether they are in the classroom or outside the classroom, exert a great influence on establishing a good quality of teacher-student relationship (Barry, 2009). In such an emotional climate, the most important ingredients of effective teaching for teachers to build up were to maintain and improve positive relationships with students and provide respective materials to cater to students' needs (Jones, 2006). Students' deeper understanding can be achieved through dialogue and collaboration.

Professional Development: Besides teaching and preparing lessons, classroom interaction may be the most important factor in achieving positive learning outcomes in the classroom. Achieving a high level and consistent performance from teachers in the classroom is necessary for improving the delivery of education services (Darling-Hammond, 2006).

METHODOLOGY

Research Design

A descriptive cross-sectional survey design was employed in this research to analyze the performance of teachers trained through AIOU in government boys' elementary schools in Tehsil Khui Ratta, Azad Jammu and Kashmir.

Participants

The population of the study comprised all 250 male elementary school teachers working in government boys' elementary schools in Tehsil Khui Ratta, Azad Jammu and Kashmir. Using universal sampling technique, all 250 teachers were included in the sample, as the population size was manageable for comprehensive coverage.

Research Instrument

Based on study objectives and comprehensive literature review, a five-point Likert scale questionnaire was developed as the research instrument. The questionnaire contained 20 items covering four key performance indicators: subject mastery (items 1-5), teacher attendance (items 6-10), interpersonal relationship (items 11-15), and professional development (items 16-20). The Likert scale included: Strongly Agree (SA)=5, Agree (A)=4, Partially Agree (PA)=3, Disagree (D)=2, Strongly Disagree (SDA)=1.

Validity and Reliability

For instrument validity, the questionnaire was distributed to two educational experts from the Department of Education, University of Kotli, Azad Jammu and Kashmir. Experts assessed content adequacy and suggested minor modifications, which were incorporated. Pilot testing was conducted by administering the questionnaire to 15 male elementary teachers not included in the final sample. Reliability was assessed using Cronbach's alpha statistical technique, yielding a coefficient of 0.79, which was acceptable for further research.

Data Collection

Data were collected personally by the researcher from male elementary school teachers in Tehsil Khui Ratta, AJ&K. The researcher distributed questionnaires to all 250 elementary teachers and requested them to read and complete the questions carefully.

Data Analysis

Collected data were analyzed using Statistical Package for Social Sciences (SPSS). Frequency, percentage, mean scores, and standard deviation were employed for data analysis across the four performance indicators.

RESULTS

Table 1: Teachers' Perceptions of Subject Mastery (N=250)

Statement	SA (5) %	A (4) %	PA (3) %	D (2) %	SDA (1) %	Mean	SD
Teachers face difficulties in teaching their subjects	7%	10%	6%	43%	34%	2.13	1.25
Teachers are willing to improve their subject matter knowledge	40%	35%	11%	7%	7%	3.94	1.20
Teachers find it hard to arrange selected material in preparing a lesson plan	7%	15%	8%	33%	37%	2.22	0.68
Teachers feel comfortable to work in their area of study	51%	17%	12%	9%	11%	3.88	1.42
Teachers can be more creative in delivering their lesson	68%	21%	11%	0%	0%	4.57	0.68
Category Mean						**3.35**	**1.05**

IEER
Institute for Excellence in Education & Research

Interpretation of Table 1: Teachers demonstrated confidence in their subject knowledge and instructional capabilities. A substantial majority (77%) disagreed that they face difficulties teaching their subjects (M=2.13, SD=1.25), indicating strong confidence. Additionally, 75% agreed they are willing to improve their subject matter knowledge (M=3.94, SD=1.20), reflecting a positive orientation toward continuous learning. Regarding lesson planning, 70% disagreed that arranging selected material in lesson plans is difficult (M=2.22, SD=0.68). Most teachers (68%) agreed they feel comfortable working in their area of study (M=3.88, SD=1.42). Strong agreement (89%) that teachers can be more creative in lesson delivery (M=4.57, SD=0.68) indicates recognition of potential for further innovation.

Table 2: Teachers' Perceptions of Teacher Attendance (N=250)

Statement	SA (5) %	A (4) %	PA (3) %	D (2) %	SDA (1) %	Mean	SD
Teacher's attendance improves the quality of education	47%	15%	16%	12%	10%	3.77	1.39
Teacher's attendance helps students get high grades	72%	17%	11%	0%	0%	4.61	0.68
Teacher's attendance helps students get effective instruction in classroom	60%	17%	12%	11%	0%	4.26	1.49
Teacher's attendance enhances the morale of other teachers	17%	83%	0%	0%	0%	4.17	0.37
Teacher's attendance plays a vital role to cover the syllabus	86%	11%	3%	0%	0%	4.83	1.19
Category Mean						**4.33**	**1.02**

IEER
Institute for Excellence in Education & Research

Interpretation of Table 2: Teachers strongly recognized the critical importance of regular attendance. A substantial majority (78%) agreed that teacher attendance improves education quality (M=3.77, SD=1.39). Even stronger agreement (89%) was observed for attendance helping students achieve high grades (M=4.61, SD=0.68). Seventy-seven percent agreed that attendance enables students to receive effective classroom instruction (M=4.26, SD=1.49). All teachers (100%) agreed that their attendance enhances the morale of other teachers (M=4.17, SD=0.37). Similarly, 97% agreed that attendance plays a vital role in syllabus coverage (M=4.83, SD=1.19).

Table 3: Teachers' Perceptions of Interpersonal Relationships (N=250)

Statement	SA (5) %	A (4) %	PA (3) %	D (2) %	SDA (1) %	Mean	SD
Teachers have a friendly relationship with students in classroom	17%	78%	5%	0%	0%	4.12	0.37
Teachers punish their students in the classroom	29%	26%	7%	28%	10%	3.36	0.86
Teachers give opportunity to students to share their ideas in classroom	65%	8%	14%	13%	0%	4.25	1.13
Teachers allow students to present their practical work in classroom	57%	14%	29%	0%	0%	4.28	0.88
Teachers always have in-depth conversation with their students	14%	21%	14%	43%	8%	2.90	1.34
Category Mean						**3.78**	**0.92**

IEER
Institute for Excellence in Education & Research

Interpretation of Table 3: Mixed findings emerged regarding teacher-student relationships. Overwhelmingly, 95% agreed they have friendly relationships with students (M=4.12, SD=0.37). All teachers (100%) agreed that they allow students to present practical work (M=4.28, SD=0.88) and 87% agreed that they provide opportunities for students to share ideas (M=4.25, SD=1.13). However, 55% agreed that they punish students in the classroom (M=3.36, SD=0.86). Most notably, 51% disagreed that they always have in-depth conversations with students (M=2.90, SD=1.34), suggesting that meaningful dialogue may be limited.

Table 4: Teachers' Perceptions of Professional Development (N=250)

Statement	SA (5) %	A (4) %	PA (3) %	D (2) %	SDA (1) %	Mean	SD
Professional development helps teachers develop standards-based curriculum	50%	21%	29%	0%	0%	4.21	0.86
Professional development helps teachers plan classroom activities	65%	7%	21%	7%	0%	4.30	1.02
Professional development helps teachers improve management skills	57%	29%	14%	0%	0%	4.43	0.88
Professional development allows teachers to expand subject knowledge	43%	14%	15%	22%	6%	3.66	1.39
Professional development helps teachers plan time better	21%	79%	0%	0%	0%	4.21	0.41
Category Mean						**4.16**	**0.91**

Interpretation of Table 4: Teachers universally valued professional development. All teachers (100%) agreed that professional development helps develop standards-based curriculum (M=4.21, SD=0.86). Similarly, all teachers (100%) agreed that PD helps improve management skills (M=4.43, SD=0.88). Regarding subject knowledge expansion, 72% agreed that PD allows them to expand subject knowledge (M=3.66, SD=1.39), though the higher mean and standard deviation indicate more variability. All teachers (100%) agreed that PD helps them plan time better (M=4.21, SD=0.41).

Table 5: Summary of Performance Dimensions

Dimension	N	Mean	SD
Subject Mastery	250	3.35	1.05
Teacher Attendance	250	4.33	1.02
Interpersonal Relationship	250	3.78	0.92
Professional Development	250	4.16	0.91

Interpretation of Overall Results: The overall dimension means indicate positive performance across all four indicators. Teacher attendance has the highest mean (4.33), indicating very strong

recognition of attendance as critical to academic outcomes. Professional development follows closely (4.16), reflecting universal appreciation for PD's role. Interpersonal relationship (3.78) and subject mastery (3.35) also show positive results, though subject mastery shows greater variability (SD=1.05).

DISCUSSION

The findings of this study reveal that teachers trained through AIOU demonstrate generally positive performance across all four indicators, with teacher attendance emerging as the strongest dimension (M=4.33) and subject mastery showing relatively lower but still positive results (M=3.35).

Subject Mastery

Teachers' strong disagreement (77%) that they face difficulties teaching their subjects (M=2.13 on a 5-point scale where lower means disagreement) indicates that AIOU's distance teacher education programs effectively prepare teachers with foundational content knowledge. This finding aligns with Mahmood's (2018) conclusion that AIOU-trained teachers perform better than those from other institutions. The willingness of 75% of teachers to improve their subject knowledge (M=3.94) reflects a growth mindset and professional commitment essential for ongoing effectiveness (Clifford, 2007). The strong agreement (89%) that teachers can be more creative in lesson delivery (M=4.57) indicates recognition of untapped potential for innovation, aligning with Gibbs's (2002) emphasis on teacher flexibility and creativity.

Teacher Attendance

The unanimous or near-unanimous agreement across all attendance-related items underscores teachers' recognition that regular presence is fundamental to their professional responsibilities. The exceptionally high mean for attendance helping students achieve high grades (M=4.61) and covering syllabus (M=4.83) reveals that teachers view attendance as directly linked to student success. The complete agreement (100%) that attendance enhances other teachers' morale (M=4.17) suggests that teachers view attendance not merely as an individual obligation but as a collective responsibility affecting school climate.

Interpersonal Relationships

The overwhelmingly positive response (95%) regarding friendly relationships with students (M=4.12) suggests that AIOU-trained teachers prioritize creating welcoming, supportive classroom environments. This finding aligns with Barry's (2009) emphasis on teacher influence in establishing positive student-teacher relationships. The unanimous agreement that teachers allow students to present practical work (M=4.28) and strong agreement on providing opportunities for idea-sharing (M=4.25) reflect student-centered practices that value learner voice.

However, the finding that 55% of teachers punish students in the classroom (M=3.36) raises serious concerns. The majority endorsement of punishment suggests that corporal or punitive disciplinary measures remain prevalent despite research demonstrating their harmful effects on learning and development (Government of Pakistan, 2008). The 51% disagreement that teachers have in-depth conversations with students (M=2.90) reveals a significant gap in teacher-student interaction, suggesting that meaningful dialogue that promotes critical thinking and addresses individual needs appears limited.

Professional Development

The unanimous or near-unanimous agreement across professional development items indicates that AIOU-trained teachers recognize PD as essential for their professional growth. The very high means for PD helping improve management skills (M=4.43) and plan classroom activities (M=4.30) reflect comprehensive understanding of PD's multifaceted benefits. The slightly lower mean for PD's role in expanding subject knowledge (M=3.66), with 28% disagreement, may indicate that some professional development programs focus more on pedagogical skills than content knowledge, or that subject-specific PD opportunities are limited.

CONCLUSIONS

This study analyzed the performance of teachers trained through Allama Iqbal Open University in government boys' elementary schools in Tehsil Khui Ratta, District Kotli, Azad Jammu and Kashmir. The findings demonstrate that AIOU-trained teachers exhibit generally positive performance across subject mastery, teacher attendance, interpersonal relationships, and professional development.

It is concluded that in terms of subject mastery, teachers demonstrate confidence in teaching their subjects and willingness to improve their subject matter knowledge. They recognize their potential for creativity in lesson delivery. However, a minority face challenges in lesson planning that require targeted support.

Teacher attendance emerges as the strongest performance dimension (M=4.33), with teachers unanimously recognizing that regular attendance improves education quality, helps students achieve high grades, enables effective instruction, enhances colleague morale, and facilitates syllabus coverage.

Interpersonal relationships reveal both strengths and concerns. Teachers predominantly maintain friendly relationships with students, provide opportunities for idea-sharing, and allow practical work presentations. However, the majority endorsement of punishment (55%) raises serious concerns about disciplinary practices. Additionally, the finding that most teachers do not engage in in-depth conversations with students (M=2.90) suggests that relationships remain at superficial levels.

Professional development is universally valued (M=4.16), with teachers agreeing that PD helps develop standards-based curriculum, plan classroom activities, improve management skills, and enhance time management. However, the lower agreement on PD's role in expanding subject knowledge indicates that professional development programs may need strengthening in content-specific areas.

Overall, the study concludes that AIOU-trained teachers possess solid foundations in subject knowledge, attendance discipline, relational skills, and professional development orientation. However, targeted interventions may help address identified gaps: reducing reliance on punishment, increasing meaningful student-teacher dialogue, strengthening lesson planning competencies for some teachers, and enhancing subject-specific professional development.

IMPLICATIONS FOR PRACTICE

For Teachers

Teachers may pursue subject mastery through diverse resource materials, becoming subject experts. They may maintain regular attendance, recognizing that consistent presence directly affects student outcomes and colleague morale. Teachers may consider reducing reliance on punishment, replacing punitive approaches with positive discipline strategies, and investing time in meaningful, in-depth conversations with students.

For School Administrators

School administration may acknowledge teachers with good attendance, providing recognition or rewards to encourage consistent presence. Administrators may develop and enforce policies prohibiting corporal punishment, provide training on alternative discipline strategies, and create school cultures that support positive teacher-student relationships. Administrators may create structures enabling teacher-student dialogue and facilitate access to high-quality PD, particularly in subject-specific content knowledge.

For Policymakers

Policymakers may ensure that teacher education programs adequately prepare teachers in lesson planning, positive discipline, student-centered dialogue, and subject mastery. Professional development programs may address identified gaps, particularly in subject knowledge expansion. Clear policies prohibiting corporal punishment, combined with training and monitoring, may help eliminate harmful disciplinary practices.

For Teacher Education Programs

Teacher education programs may be considered a main factor for improving education quality. Curricula may emphasize not only subject

knowledge and pedagogical skills but also relationship-building, positive discipline, and professional development orientation.

REFERENCES

AIOU. (2020). *Allama Iqbal Open University prospectus 2020*. Allama Iqbal Open University.

Barry, K. (2009). *Effective teaching methods: Theory and practice*. Pearson Education.

Clifford, M. (2007). *Essential qualities of effective teachers*. Sage Publications.

Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. Jossey-Bass.

Gibbs, G. (2002). *Improving the quality of student learning*. Open University Press.

Government of Pakistan. (2008). *Education sector reforms: Action plan 2001-2005*. Ministry of Education.

Grasha, A. F. (2010). *Teaching with style: A practical guide to enhancing learning*. Alliance Publishers.

Jones, V. F. (2006). *Comprehensive classroom management: Creating communities of support*. Pearson Education.

Levine, A. (2006). *Educating school teachers*. The Education Schools Project.

Mahmood, K. (2018). Performance comparison of teachers trained through AIOU and conventional universities. *Pakistan Journal of Distance Education, 4*(1), 23-38.

Nemser, S. F. (2007). *Learning to teach*. Teachers College Press.

Özen, S. (2012). Teacher performance evaluation: Issues and challenges. *Educational Administration: Theory and Practice, 18*(3), 345-362.

Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Economic Policy Institute.

IEER
Institute of Excellence in Education & Research