

Effective Teachers Proposed Model of Higher Educational institution in Laibin city

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ABSTRACT

The world today is in a period of great development and change, with rapid scientific and technological progress, and higher education has the important task of training innovative specialists and developing science and technology. However, the students trained by colleges do not have a strong ability to adapt to the society and to find employment and entrepreneurship, and they cannot meet the national demand for innovative and complex talents, and the quality of teaching and scientific and technological innovation in colleges still need to be upgraded. Teachers are the foundation of education. Cultivating excellent students cannot be separated from excellent teachers, and the teaching and research level of teachers directly determines the overall strength of colleges, and the improvement of the quality of the teaching force is the primary link in the development of colleges. This article will accomplish 3 goals. 1. To study the levels of the qualities of effective teachers of higher educational institution in Laibin city. 2. To study the exploratory factor analysis of qualities of effective teachers of higher educational institution in Laibin city. 3. To propose the the qualities of effective teachers' model of higher educational institution in Laibin city. This will promote the development of higher education management in Laibin.

Keywords : Higher Education Institutions, Effective Teacher, Educational Management

1. Introduction

Education is the centrepiece of a century-long programme. China's higher education has entered the stage of massification (Zhang Wei, 2006), and the Outline of the National Medium- and Long-Term Educational Reform and Development Plan (Chinese government website, 2010) has set the main goals for the development of higher education, so that by 2020, the total number of students enrolled in colleges will reach 35.5 million, with a gross enrolment rate of 40 per cent; the ratio of people with higher education to the main working-age population will reach 20 per cent, and the number of people with higher education education will double the number of those with higher education than that of 2009. The number of people with a higher education level of education will double that of 2009. The world today is in a period of great development and change (He Liping, 2018), with rapid scientific and technological progress, and higher education has the important task of training innovative specialists and developing science and technology. However, the students trained by colleges do not have a strong ability to adapt to the society and to find employment and entrepreneurship, and they cannot meet the national demand for innovative and complex talents, and the quality of teaching and scientific and technological innovation in colleges still need to be upgraded. Teachers are the foundation of education. Cultivating excellent students cannot be separated from excellent teachers, and the teaching and research level of teachers directly determines the overall strength of colleges, and the improvement of the quality of the teaching force is the primary link in the development of colleges. In addition, the increase of the massification level of China's higher education makes the demand for the number of teachers in colleges increase rapidly. According to the education statistics released by the Ministry of Education, the number of full-time teachers in ordinary colleges was 1,392,700 in 2011, an increase of 49,600 compared with that of 2010, with an increase of 3.69%; the number of full-time teachers in ordinary colleges in 2012 was 1,443,300, an increase of 47,600 compared with that of the previous year, with an increase of 3.69%. In 2012, there were 1,440,300 full-time teachers in general institutions of higher education, an increase of 47,600 over the previous year, a growth rate of 3.42 per cent. According to the highest standard of 18:1 student-teacher ratio in higher education stipulated by the Ministry of Education, the full-time teachers in colleges should reach at least 1.97 million in 2020, which means that the growth rate of full-time teachers in colleges in the next 5-8 years must be maintained at 4% in order to meet the requirements of the Outline of Educational Planning, and thus the stable growth of teachers is also the basic guarantee for the development of colleges .

Study of effective teachers can bring some new inspirations to the management of teachers in higher education institutions. The importance of effective teachers has gradually appeared in the literature of scholars since the 1950s, and the climax of research on effective teachers was formed in the 1970s. Effective teachers are an important variable in the organizational management system of higher education institutions, and an important criterion for measuring the government's education management and the management performance of higher education institutions. They can accurately reflect the recognition and evaluation of higher education institutions on teacher management work, and provide an important reference for improving the management performance and level of higher education institutions. The management system and management mechanism will have an impact on the rate of effective teachers, such as the assessment system and the salary system. Effective teachers will have an impact on the quality of education in schools. The daily management of higher education institutions plays a very important role in the generation of effective teachers. Through the investigation and research on effective teachers, we can deeply understand the current situation of teachers' work in higher education institutions, the psychological needs of teachers, and the problems existing in the management of higher education institutions, and provide a basis for improving the management mechanism and management system, so as to better meet the needs of teachers and improve the management performance of higher education institutions. In-depth research on the quality of effective teachers and paying attention to the needs of teachers are of great significance to mobilizing and stimulating teachers' teaching enthusiasm, promoting the reform of the management system of higher education institutions, and implementing the sustainable development of "people-oriented". Ye Wenzhi (2013) proposed the transcendence and regression of teacher development - "conscious teachers are teachers", that is, teachers' understanding of the value of life, educational value, and cultural value should reach the realm of conscious pursuit and free realization, emphasizing teachers' own consciousness and autonomy, and teachers should reflect on and transcend their educational responsibilities and missions. It emphasizes that teachers should be professional, reflect on and transcend their educational responsibilities and missions, which is specifically manifested in the consciousness of educational methods and subject teaching. This view clarifies the importance of studying effective teachers, and the improvement of teachers' quality is the most appropriate way to realize the concept of "conscious teachers". Improving teachers' quality is the most appropriate way to realize the concept of "teachers are teachers". Improving teachers' quality is an effective

way to stimulate teachers' motivation and creativity from within and promote the development of teachers in higher education institutions.

2. Research objectives

1. To study the levels of the effective teachers of higher educational institution in Laibin city
2. To study the exploratory factor analysis of effective teachers of higher educational institution in Laibin city
3. To propose the development effective teachers' model of higher educational institution in Laibin city

3. Study scope

Through the study of previous literature, this paper examines and evaluates the concepts and theories of early childhood education management, higher education, effective teachers and effective teaching in Laibin City.

In addition, the researchers also collected data from higher education institutions in Laibin City, explored the concepts and theories of higher education management, higher education, effective teachers and effective teaching, and the relationship between them, including the guiding principles for improving the level of higher education teachers.

First, the relevant theories and research on effective teachers and effective teaching were reviewed, laying a theoretical foundation for this study. Secondly, through the study of teachers in higher education institutions in Laibin City, the current status of the level of teachers in higher education institutions in Laibin City was revealed. Thirdly, the influencing factors of effective teachers in higher education institutions in Laibin City were examined from multiple dimensions, relevant data were collected for EFA analysis, and the evaluation indicators of effective teachers were tested; finally, based on previous research, it was proposed to improve the level of teachers in higher education institutions in Laibin City and put forward corresponding measures.

4. Study significance

1. Improve classroom teaching efficiency. The classroom teaching process reflects the teacher's teaching behavior and the student's learning behavior. Strengthening the research on teaching behavior can minimize the occurrence of non-teaching behavior, improve the

quality of classroom teaching, and generate more effective teaching cycles, thereby improving the quality of classroom teaching.

2. It is conducive to the personal growth of teachers. The growth of teachers is a gradual process, which is proportional to the quality level of teaching behavior. When teachers raise their teaching behavior to a high level, form an artistic teaching style, and generate personal teaching ideas, it also means that an excellent teacher stands out.

3. It can overcome formalism in teaching and research. Traditional teaching and research activities such as lesson preparation and lesson evaluation all start from the macro level, or talk big and talk a lot. The research on teaching behavior starts from the micro level of the classroom. The design of classroom teaching and the evaluation of classroom teaching all start from the category of classroom teaching. In a class, what behaviors are good, what behaviors are bad, how to improve, etc., this is closer to the actual classroom of teachers, which is conducive to teachers' reflection, so as to put teaching research into practice.

5. Literature Review

5.1 Concepts and theories related effective teachers

"Effective teachers" are usually defined as educators who can consistently improve students' learning outcomes in different contexts (Stronge, 2007). This definition not only focuses on students' cognitive development, but also covers non-academic outcomes such as emotional, social and moral (Wentzel, 2002). Research on teacher effectiveness has gradually expanded from focusing on student performance to dimensions such as teacher-student relationships, classroom atmosphere and student happiness.

Effective teachers have personality traits such as responsibility, enthusiasm, patience, empathy and fairness (Noddings, 2005). The emotional connection between teachers and students is considered an important factor in promoting learning motivation and psychological safety (Hamre & Pianta, 2006). Studies have found that positive teacher-student relationships can significantly improve students' academic performance and classroom participation (Cornelius-White, 2007).

Instructional design and curriculum organization are core components of teachers' professional competence. Effective teachers are good at developing systematic teaching plans based on student differences and teaching objectives, ensuring that the teaching content is logical, evaluable and appropriate (Shulman, 1987; Tomlinson, 2014). At the same time, they

can integrate resources, arrange time and activity structure reasonably, so that students can gradually achieve their learning goals in a clear learning path.

Teaching implementation involves the teaching methods, interactive strategies and feedback mechanisms that teachers actually use in the classroom. Hattie (2009) pointed out that effective teachers have significant characteristics such as clear teaching objectives, effective questioning, differentiated teaching and immediate feedback. Research emphasizes that teachers should dynamically adjust teaching according to student reactions, showing a high degree of classroom sensitivity and teaching flexibility (Darling-Hammond et al., 2017).

Classroom management ability directly affects students' attention, learning order and behavioral performance. Marzano and Marzano (2003) believe that effective classroom management not only relies on rule establishment, but also relies on teachers' sense of authority and emotional control. Teachers can help improve students' engagement and sense of responsibility by creating a classroom environment with clear structure and emotional support (Emmer & Evertson, 2016).

OECD (2018) advocates "whole-person education", emphasizing that teachers are not only knowledge transmitters, but also developers of students' potential and guides in life. Effective teachers pay attention to students' individual differences, development stages and long-term potential, and can give students recognition, motivation and growth space. Wentzel (2002) believes that this "caring education" has an important impact on students' social and emotional development.

5.2 The factors influencing qualities of effective teachers

In summary, researchers have concluded that effective teachers should possess the following five key qualities:

Teachers as people.

Effective teachers have positive personality traits, such as empathy, fairness, responsibility and interpersonal understanding, can establish positive teacher- student relationships, and become role models and supporters of students.

Classroom management and organization.

They can maintain classroom order, establish clear rules, and flexibly respond to emergencies in the classroom to ensure a good teaching environment.

Organize teaching.

Teachers need to have the ability to systematically plan courses, clarify teaching objectives, reasonably arrange content, and design teaching activities that teach students in accordance with their aptitude.

Implement teaching.

Effective teachers can adopt a variety of teaching strategies, are good at asking questions, giving feedback and interacting, and adjust teaching in real time to meet students' needs.

Pay attention to students' development and potential.

Teachers pay attention to students' emotional needs and individual differences, encourage them to explore their potential, build confidence, and promote their all-round growth.

The five key qualities summarized in the literature review above collectively form the core conceptual framework for this study. This framework not only provides a theoretical basis for understanding the multidimensional nature of effective teachers but also directly guides the research methodology, particularly linking to the Exploratory Factor Analysis (EFA) and questionnaire design.

Specifically, these five dimensions will be operationalized into a set of concrete, measurable behavioral indicators, which will subsequently inform the design of the survey questionnaire for this study. During the data collection phase, faculty members from higher educational institutions in Laibin City will be surveyed to gather their evaluations on the importance or frequency of these behavioral indicators.

Subsequently, this study will conduct an Exploratory Factor Analysis . The purpose of the EFA is to test whether the five theoretically derived dimensions from the literature are supported by the empirical data. The analysis will examine whether these quality dimensions emerge naturally from the collected data and will assess the factor loadings of the questionnaire items to determine the construct validity of the conceptual framework. Ultimately, the results of the EFA will be used to refine the evaluation indicators for effective teachers and will provide a robust data-driven and structural basis for subsequently proposing the development model for effective teachers in Laibin City's higher educational institutions.

6. Methodology

6.1 Population

The population of the study was administrators teachers of Higher Educational institution in Laibin city. The population of the study was 180 administrators and 1,534 teachers of Higher Educational institution in Laibin city total 1,714 persons (Laibin Municipal People's Government).

6.2 Sample selection

The researcher conducts a stratified random sampling and determined the sample size by using the criteria of Krejcie and Morgan (1970, pp. 607-610), the sample size was 433 administrators and teachers of Higher Educational institution in Laibin city.

6.3 Research Instruments

6.3.1 Research questionnaire

Research questionnaire appears in this research is about The Effective Teachers of Higher Educational institution in Laibin city.

6.3.2 Interview Protocol

This part was related to the qualitative research by taking the semi-structured interview type. In this study, the in-depth interview was used by interviewing the 9 educational experts. The research instrument in this part is interview form which contains open-ended questions about Qualities of Effective Teachers Model of Higher Educational institution in Laibin city. The researcher determined the qualification of the educational experts was as follows: (1) Graduate a doctoral degree in China or aboard. (2) Their work experiences are more than 5 years. (3) They used to work or have been working for the educational administration position for at least 3 years.

6.3.4 Data analysis

The researcher has taken all the received questionnaires to check the completeness of every questionnaire and brought the obtained data for statistical analysis by using a computer to calculate statistical values with a statistical package. The researchers will use SPSS 25 to analyze and process the data.

7. Results

7.1 Results of analysis of frequency and percentage personal status of respondents

Table 1 Results of analysis of frequency and percentage personal status of respondents

Category	n=433	Percentage
1. Gender		
Male	240	55.43
Female	193	44.57
2. Age		
Under 25 years old	17	3.93
25-29 years old	192	44.34
30-39 years old	113	26.10
40-49 years old	97	22.40
Above 49 years old	14	3.23
3. Educational Background		
Bachelor	83	19.17
Master	268	61.89
Doctor	77	17.78
Postdoctoral appointment	5	1.15
4. Work Experience		
Under 5 years	158	36.49
5-10 years	143	33.03
11-15 years	86	19.86
16-20 years	30	6.93
Above 20 years	16	3.70

Table 1 shows that among the 433 respondents, 240 are male, accounting for 55.43%, and 193 are female, accounting for 44.57%. The largest number of people are those aged 25-29, with a total of 192 people, accounting for 44.34%, followed by the 30-39 age group, with a total of 113 people, accounting for 26.10%. The number of people above 49 years old is the smallest, with 14 people, accounting for 3.23%. Most of the respondents had master's degrees, with 268 people accounting for 61.89%, followed by bachelor's degrees, with 83 people accounting for 19.17%, and the least was postdoctoral appointments, with 5 people

accounting for 1.15%. The work experience of respondents mainly concentrated in under 5 years years, with 158 people, accounting for 36.49%, followed by 5-10 years, with 143 people, accounting for 33.03%.

7.2 KMO and Bartlett's Test

Considering the Chi-Square value and having statistical significance less than or equal to .05 ($\text{Sig} < 0.05$) to accept or reject the hypothesis, the results are shown in Table 2.

Table 2 KMO and Bartlett's Test

KMO and Bartlett's Test		
KMO		0.976
	Chi-Square	28552.128
Bartlett's Test of Sphericity	df	4950
	Sig.	.000

Based on Bartlett's test of sphericity and the KMO test, if the KMO value is greater than 0.5, the data is considered suitable for factor analysis. If the p-value is less than 0.05, the null hypothesis is rejected, indicating that the data has passed Bartlett's test of spherical as well as is appropriate for factor analysis. The test consequences exhibit that the KMO value is greater than 0.5, and Bartlett's test of spherical is significant at the 95% confidence standard, indicating that influence analysis can be performed.

In the factor analysis results, when $\text{KMO} > 0.9$ and Bartlett's sphericity test significance is $p < 0.05$, it indicates that the questionnaire is very suitable for principal component analysis, and when $0.8 < \text{KMO} < 0.9$, it is very suitable; When $0.7 < \text{KMO} < 0.8$, it is generally suitable; When $0.6 < \text{KMO} < 0.7$, it is not suitable; When the value of KMO is less than 0.5, factor analysis is not suitable. From the data in the above table, the factor analysis results in $\text{KMO} = 0.976 > 0.6$, and Bartlett's sphericity test result $p < 0.001$, indicating that this scale is suitable for principal component analysis. Eigenvalues range from 0 to the number of variables. Only factors with eigenvalues greater than 1 are retained (Kaiser's criterion). The size of the eigenvalue reflects the amount of variance explained by the factor Kaiser, H.F.(1960). These indicate that this set of factors had sufficient relationships among factors and was suitable for factor analysis, as suggested by Steven (2009, p.395).

7.3 Extract factors (Factor Extraction) using Principal Factor Analysis

The results of factor extraction for effective teachers development for the future show only factors with an eigen value (eigen value) of 1 or higher. As shown in Table 3.

Table 3 Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
	1	43.158	43.158	43.158	43.158	43.158
2	2.180	2.180	45.338	2.180	2.180	48.288
3	1.539	1.539	46.877	1.539	1.539	50.643
4	1.410	1.410	48.288	1.410	1.410	56.832
5	1.356	1.356	49.643	1.356	1.356	63.040

Extraction Method: Principal Factor Analysis.

* Factors with 3 or more factors and the factor loading value is equal to 0.5 or more.

Considering that the eigenvalues are equal to 1, selecting a factor from the number of factors in each factor must have variable. The factor has 3 or more factors according to the Kaiser method and the factor loading value for each variable is greater than or equal to 0.5, so, only 5 factors meet the criteria.

7.4 Effective Teachers Model development based on exploratory factor analysis

From the results of the analysis of the factors of Effective Teachers development, the

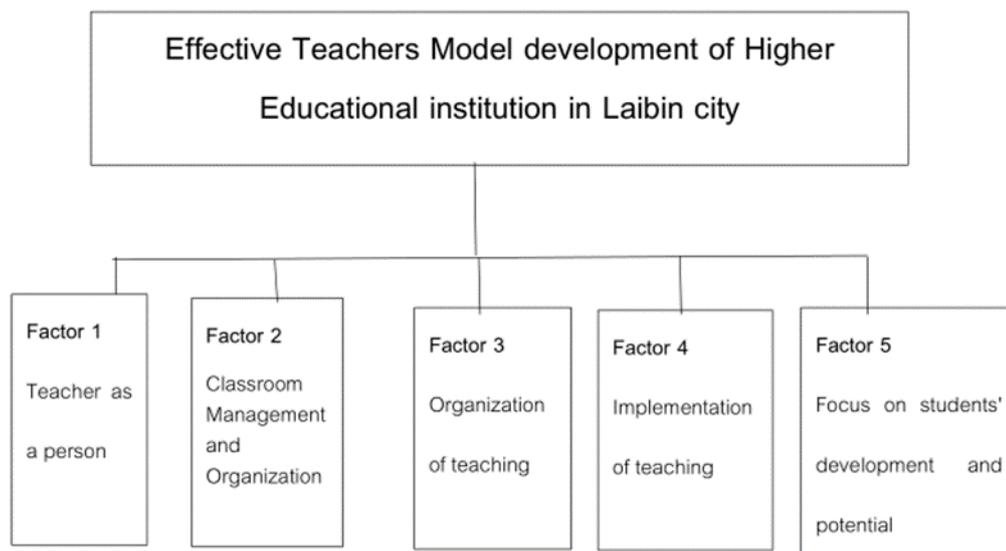


Figure 1 Effective Teachers Model development based on exploratory factor analysis

Figure 1 shown that, Effective Teachers Model development by exploratory factor analysis was performed using factor extraction (Principal component analysis:PCA) to get important variables, it was found that the Factors of Effective Teachers Model development can be divided into 5 factors: 1) Teacher as a person 2) Classroom Management and Organization 3) Organization of teaching 4) Implementation of teaching 5) Focus on students' development and potential.

8. Conclusion

Among the 433 respondents, 240 were male (55.43%) and 193 were female (44.57%). In terms of age distribution, the largest group was respondents aged 25-29 (192 respondents, 44.34%), followed by those aged 30-39 (113 respondents, 26.10%) and 40-49 (97 respondents, 22.40%). Regarding educational background, the vast majority held a Master's degree (268 respondents, 61.89%). As for work experience, 158 respondents (36.49%) had less than 5 years of experience.

Through exploratory factor analysis (EFA), this study found that effective teachers in higher education institutions in Laibin City consist of five main factors: Teacher as a person, Classroom Management and Organization, Organization of teaching, Implementation of teaching, and Focus on students' development and potential. This five-factor model was subsequently verified through in-depth interviews with nine educational experts, confirming its validity and applicability within the local context.

9. Discussion

The convergence between the quantitative (EFA) and qualitative (expert interview) data strengthens the credibility of the five-factor model. All nine interviewed education experts confirmed the practical relevance of the identified dimensions.

Importantly, these five empirically derived factors strongly align with and provide concrete support for the conceptual framework established in the literature. The dimensions of "Teacher as a person" and "Focus on students' development and potential" resonate with the works of Noddings (2005) on caring and Wentzel (2002) on students' social and emotional development. Similarly, "Classroom Management and Organization" finds support in the research of Marzano & Marzano (2003), while "Organization of teaching" and "Implementation of teaching" operationalize the key principles of instructional clarity and feedback emphasized by Shulman (1987) and Hattie (2009). This convergence demonstrates that the model is not

only valid in the local context of Laibin but also grounded in established international theories of teacher effectiveness.

Moreover, the study highlights the interdependent nature of the five dimensions. For instance, strong classroom management enhances the delivery of well-organized lessons; personal attributes influence both student engagement and how teaching strategies are perceived. Thus, effective teaching is not a product of isolated traits but rather an integrated system of competencies.

The five-factor model has multiple practical implications:

Teacher training programs should incorporate these five dimensions into their curriculum and evaluation criteria.

Educational administrators may adopt this framework for performance appraisals, professional development planning, and recruitment.

Policy makers could use these findings to inform standards for teacher certification and institutional accountability.

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