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**Effect of Years of Experience and Educational Qualification on  
Music Teachers' Motivation and Performance of Students in  
Secondary Schools in South-South Nigeria**

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**BY**

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**ABSTRACT**

*The study sought to assess the effect of years of experience and educational qualification on music teachers' motivation and performance of students in Secondary Schools in South-South Nigeria. The study adopted a descriptive design method. This study was conducted in South-South geopolitical zone. The population of the study consisted of all the music teachers in public post primary schools in the four states in South-South Nigeria. The sampling technique was used in selecting 150 music teachers from Urban and Rural settings in the four states in South-South Nigeria. The main instrument used for this study was a questionnaire titled "Years of Experience and Education Qualification and Music Teachers' Motivation Questionnaire (YEEQMTMQ)". Reliability of the instrument deals with the extent to which the result accruing from an instrument is stable and consistent. The researcher conducted the administration of the questionnaire to all the 150 music teachers selected for the study. Data gathered in the study through the use of questionnaire (LMIGMTSSQ), was analyzed with inferential statistics. The study concluded that the level of music teachers' motivation and Secondary School students' performance in music in South-South Nigeria is significantly affected by their level of years of experience and the higher the level of educational qualification of music teachers, the higher their level of motivation and Secondary School students' performance and vice versa. One of the recommendation was that the government should create funds to establish good working environment to enable schools provide the necessary incentives such as professional allowances for music teachers and also provision of working equipment, such as musical instruments and books to increase job satisfaction.*

**KEYWORDS: Experience, Education, Qualification, Music, Teachers', Motivation, Students, Secondary, Schools, South-South and Nigeria**

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**Introduction**

Teaching music is such a period of studies when the initial professional steps are made, when the attitude towards music teacher's work, rights, obligations and responsibilities is shaped (Teacher Training Regulation, 2012). It is the educational space where the quality of competencies acquired during the studies is revealed. It works by researchers from different countries (Kaivola, et al, 2012; Schmidt, 2010) highlight the significance of relation between theory and practice as well as interaction between personal and professional experiences.

These opportunities are revealed during teaching practice, when students reflect on their personal experiences. Teachers' educational qualification is another factor that could hinder successful integration of music to classroom activities. Neyland (2011), asserts that factors such as institutional support, teacher's music skills and educational qualification influence the use of digital tools for instructional delivery. Teachers' educational qualification, understanding of content knowledge and how to apply music to support students' learning and attainment could go a long way in improving instructors' capabilities to integrate music with classroom instruction (Lawless and Pellegrino, 2007).

### **Statement of the problem**

Over the years, experiences and qualification of teacher on music had been the key to efficient and effective work attitude. In Nigeria schools, there is a general dearth of music teachers which has resulted in the employment of unexperienced and unqualified teachers to teach music, thereby helped in discouraging students through inefficient teaching. It was observed that when the student is unsuccessful, much blame is usually leveled on the teacher. Music teaching/learning at this level needs a well-organized, experiences and qualified initiatives. Oftentimes, the music teachers are criticized because of the apparent inefficiencies in the school system, particularly when their students fail to perform academically. Consequently, the study aims at assessing the level of influence on the years of experience and education qualification on music teachers' motivation and the level of performance of their students in secondary schools in South-South Nigeria.

### **Objective of the study**

1. To ascertain the level of influence of years of experience on music teachers and the level of performance of their students in secondary schools in South-South Nigeria.
2. To find the level of influence of education qualification on music teachers' motivation and their students' performance in music in South-South Nigeria.

### **Research question**

1. What is the level of influence of years of experience on music teachers' motivation and their students' performance in music in South-South Nigeria?
2. What is the level of influence of educational qualification on music teachers' motivation and their students' performance in music in South-South Nigeria?

### **Research hypotheses**

1. There is no significant influence in the level of years of experience on music teachers' motivation and Junior Secondary School students' performance in music in South-South Nigeria.
2. There is no significant influence of educational qualification on music teachers' motivation and Junior Secondary School students' performance on music in South-South Nigeria.

## Literature Review

### Teacher's Experience, Qualification and Students' Performance

Sylva (1994), observes that the quality of child's education can have long-term effects on the child's attitude towards further education and educational achievement. This is evident in the schools whereby experienced and qualified music teachers are concerned. This observation is collaborated by Sylva further posits that once children's achievement patterns were established, there was a high degree of continuity from that point forward, and early attainment set boundaries on later attainment. He further says that the goal of employing experienced and qualified music teacher is enough motivation on the teacher to meet and exceed the challenge of giving the learners the best possible preparation for the future and to do these impacts on their learning experiences leading to better academic performances.

According to Darling-Hammond (2004), Teaching is a process that requires a systematic and organized way for academic success. For many years, educators and researchers have debated which school variables influence students' achievement. As policymakers become more involved in school reform, this question takes on new importance since their many initiatives rely on presumed relationships between various education related factors and learning outcomes. Some researchers have suggested that "schools bring little influence to bear upon a child's achievement that is independent of his background and general social content" (Coleman et al, 1966 and Jencks et al, 1972 in Darling Hammond, (2004). Other evidence suggests that factors such as class size (Glass et al, 1982; Masteller, 1995), cited in Glass (2004) noted that teacher qualification and teacher habit (Ferguson, 1991 in Darling-hammond (2004) school size and location play an important role in what and how students learn (Darling- Hammond, 2004).

In the light of the above submission, teaching habit as one of the school variables propels a child's academic performance. McGregor, (2006) pointed to good teaching techniques that teachers should adopt in helping students achieve higher grades to include: making available study materials, freeing the students from badly behaved ones, devoting time to supervise him at study and provide encouragements, being cheerful while teaching, and encouraging talk back from the learners. Okonkwo (2008), states that teachers should note that no child is born stupid, the child failed because his potentials have not been enhanced by exposing him through positive teaching habits, guidance and motivational experience. Furthermore, Ipay (2007) reiterated that there is no magic for high academic performance at any level of education but through learning. He added that equally, the teacher has a greater role to help his students acquire good learning skills.

Results of a study carried out by Kobi (1999) as cited in Okonkwo (2008) on teaching/study habits and performance in mathematics in Junior Secondary Schools in Delta state revealed some habits that a teacher can impute on students (during their private study) for better performance. These include:

- (a) Private or personal time table that should be adhered to
- (b) Understanding what is learnt rather than cramming
- (c) Use of notebook for revision instead of textbooks
- (d) Participating in extra-curricular activities for good health and physical fitness.

Similarly, Baker and Stevenson (2007), identified effective teaching habits to include: having regular schedule with a time table, teaching in a particular place at the scheduled time each day, observe regular breaks for rest and relaxation, revising lessons before each teaching period ends, having high concentration level and not leaving work to the end of term, and not being motivated to teach because of examination is at the corner.

Other habits or techniques identified by Falayajo (2005) are presented in order of importance. He recommended that the teacher should:

- i. Budget time effectively for gainful teaching/ learning.
- ii. Determine best teaching time
- iii. Endeavour to listen attentively to students complaints in class.
- iv. Teach under favourable conditions
- v. Avoid causing excessive anxiety during class tests and examination.

Educationists, such as Fishman (2005), have come up with effective teaching/ learning habits that teachers should adopt in achieving academic performance of students. He stated this considers where, when and how a teacher teaches and the student studies. Discussing the where (place of teaching/ learning) Dodd (2005) stated that the play for teaching/ learning should be devoid of noise or any form of distraction. Another important aspect of place according to Saronji (2007), is comfort. Such teaching/ learning environment should be equipped with facilities, equipment and good infrastructures to facilitate good teaching and better students' performance.

As regards “when”, Jordan and Dilak (2005) pointed out that regular and consistent teaching is more effective raving and rushed work due to approaching tests or examinations. He advised that the teacher should teach and the student should learn when their state of mind is peaceful and stable, and most particularly, when the teacher is “satisfied on the job”. Analyzing “how” a teacher should work for effective results, Jordan, et al advised that the teacher should collaborate with the parents to help the learners study well. This implies that only desirable habits should be followed. The desirable habits will enable the teacher handle any lessons in the area of his discipline, concentrate and attain mastery, develop necessary intrinsic motivation for vigorous teaching and perseverance as well as self-confidence to face any new challenges.

According to Akinsola in Hauser-Cram (2006), what will lead to the higher performance is when his innate tendencies are motivated. To secure this, he stated that the parents, the school administration, the community should assist the teacher in diverse ways, ranging from provision of social amenities, facilities, books, pay as at when due, respect, incentives – special allowance, etc. when this is done, the teacher will be satisfied to work and the students will strive for higher academic performance. In this case, the teacher is not forced to work, as the teacher will be intrinsically motivated on to doing what he knows how to do best for the benefit of the students and the system.

### **Teacher Qualification**

Apart from the inherent characteristics of the teacher, Darling-hammond (2004), posits that he needs to be trained as to qualify for his role as a teacher. It is believed that teachers with high qualification are more effective than others with lower qualification. It is also believed that

teachers with some skills are more productive than the unskilled. This could be the reason for specifying the minimum educational qualification for entry into the teaching profession in Nigeria to be the Nigeria Certificate in Education (NCE) by the Federal Republic of Nigeria in her National Policy on Education (1998). Bowenin Iheanacho (2002), reports that when an individual opts to obtain additional education, his rate of return at a particular level is raised. He adds that the differences were higher between secondary school graduate and university graduates for those of highest ability. Therefore, higher qualifications are expected to be more productive, all things being equal, especially as they earn more.

**Method**

The study adopted a descriptive design method. This study was undertaken in the South-South geopolitical zone. The population of the study consisted of all the music teachers in public post primary schools in the four states in South-South Nigeria. The sampling technique was used in selecting 150 music teachers from Urban and Rural settings in the four states in South-South Nigeria. The main instrument for the study was a questionnaire titled “Years of Experience and Education Qualification on Music Teachers’ Motivation Questionnaire (YEEQMTMQ)”. Reliability of the instrument deals with the extent to which the result accruing from an instrument is stable and consistent. The researcher conducted the administration of the questionnaire to all the 150 music teachers selected for the study. Data gathered in the study through the use of questionnaire (LMIGMTSSQ), was analysed with inferential statistics

**Result**

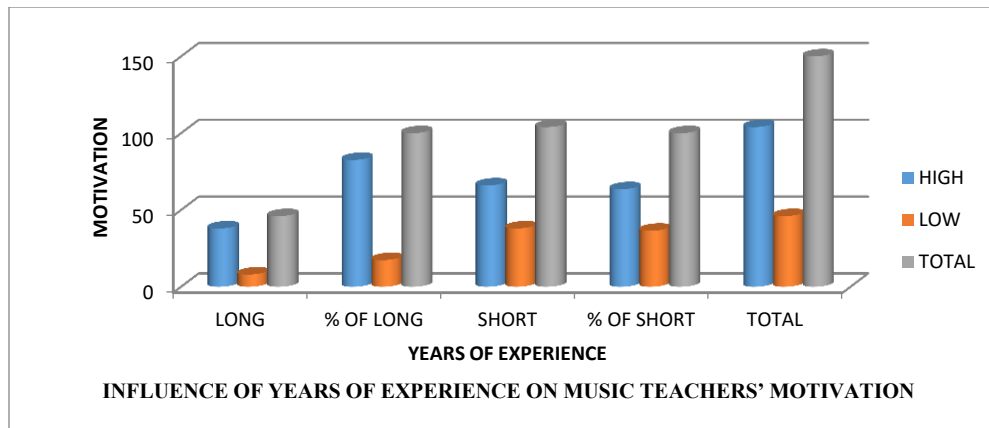
**Research Question 1:** What is the influence of the level of years of experience on music teachers motivation and their students’ performance in music in secondary schools in South-South Nigeria?

The research question seeks to find out the level of influence of years of experience on music teachers’ motivation and their students’ performance in music in South-South Nigeria. To answer the research question, descriptive analysis is performed on the data (see tables 1 and 2 and figures 1 and 2).

**Table 1: Descriptive analysis of the level of influence of years of experience on music teachers’ motivation in South-South Nigeria**

Years of Experience	Level of motivation			Total
		High	Low	
Long	Freq	38	8	46
	%	82.6	17.4	100
Short	Freq	66	38	104
	%	63.5	36.5	100
<b>TOTAL</b>		<b>104</b>	<b>46</b>	<b>150</b>

Source: Field Survey (2015)



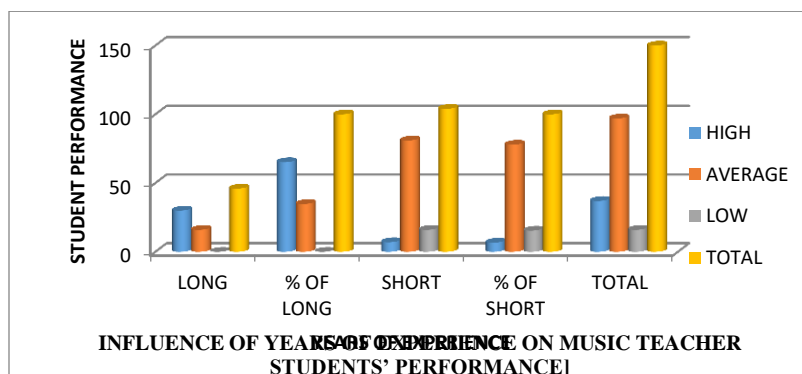
**Figure 1:** Influence of Years of Experience on Music Teachers' Motivation

Source: Field Survey (2015)

**Table 2: Descriptive analysis of the level of influence of years of experience on students' performance in music in South-South Nigeria**

		Students' Performance			
Years of experience		High	Average	Low	Total
Long	Freq	30	16	0	46
	%	65.2	34.8	0.0	100
Short	Freq	7	81	16	104
	%	6.7	77.9	15.4	100
<b>TOTAL</b>		<b>37</b>	<b>97</b>	<b>16</b>	<b>150</b>

Source: Field Survey (2015)



**Figure 2:** Influence of Years of Experience on Music Teacher and Students Performance

Source: Field Survey (2015)

The result of the table 1 and figure 1 presents the descriptive analysis of the level of influence of years of experience on music teachers' motivation and their students' performance in music in South-South Nigeria. From the table it is observed that, with respect to teachers with long years of experience, 82.6% of the teachers are identified with high level of motivation, while 17.4% of the teachers are identified with low level of motivation. Also, with respect to teachers with short

years of experience, 63.5% of the teachers are identified with high level of motivation, while 36.5% of the teachers are identified with low level of motivation.

It is also observed that with regards to students’ performance in table 2 and figure 3, it is observed, 65.2% of the students are identified with high level of performance, 4.8% are identified with average level of performance are attributed to teachers with long years of experience. However, no student in the group is identified with low level of performance. Also with respect to teachers with short years of experience, 6.7% of the students are identified with high level of performance, 77.9% identified with average level of performance, while 15.4% of their counterparts are identified with low level of performance.

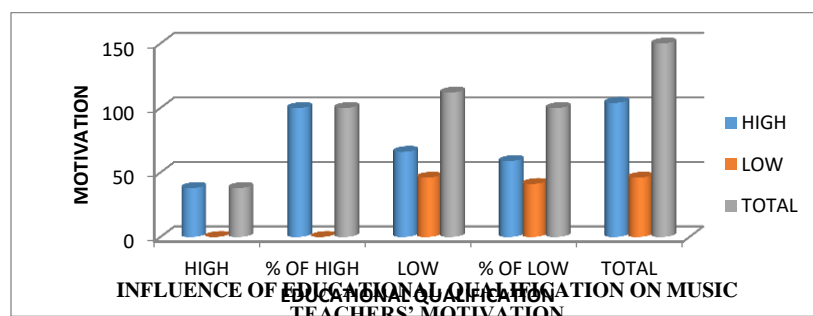
**Research Question 2:** What is the influence of educational level on music teachers’ motivation and their students’ performance in music in South-South Nigeria?

The research question seeks to find out the level of influence of educational qualification on music teachers’ motivation and their students’ performance in music in South-South Nigeria. To answer the research question, descriptive analysis is performed on the data (see tables 3 and 4 and figures 3 and 4).

**Table 3: Descriptive analysis of the level of influence of educational qualification on music teachers’ motivation in South-South Nigeria**

		Level of motivation		
Educational Qualification		High	Low	Total
<b>High</b>	Freq	38	0	38
	%	100.0	0.0	100
<b>Low</b>	Freq	66	46	112
	%	58.9	41.1	100
<b>TOTAL</b>		<b>104</b>	<b>46</b>	<b>150</b>

Source: Field Survey (2015)



**Figure 3:** Influence of Educational Qualification on Music Teachers’ Motivation

Source: Field Survey (2015)

**Table 3: Descriptive analysis of the level of influence of educational qualification on students’ performance in music in South-South Nigeria**

Educational Qualification	Students’ Performance			
	High	Average	Low	Total



<b>High</b>	Freq	30	8	0	38
	%	78.9	21.1	0.0	100
<b>Low</b>	Freq	7	89	16	112
	%	6.2	79.5	14.3	100
<b>TOTAL</b>		<b>37</b>	<b>97</b>	<b>16</b>	<b>150</b>

Source: Field Survey (2015)

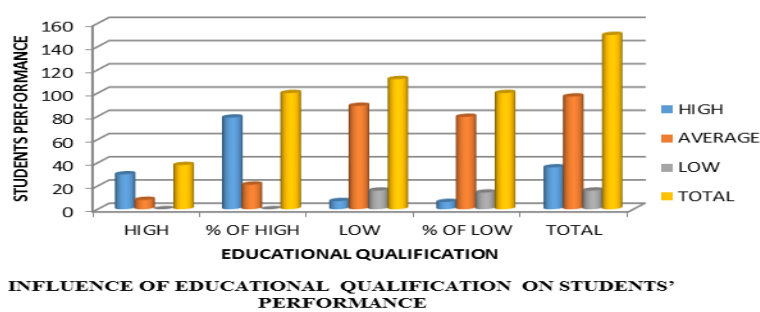


Figure 4: Influence of Educational Qualification on Students' Performance

Source: Field Survey (2015)

The result of the table 3 and figure 3 present the descriptive analysis of the level of influence of educational qualification on music teachers' motivation and their students' performance in music in South-South Nigeria. From the table it is observed, with respect to teachers with high level of educational qualification, that 100.0% of the teachers have high level of motivation, while none of the teachers is lowly motivated. Also, with respect to teachers' with low level of educational qualification, 58.9% of the teachers are identified with high level of motivation, while 41.1% of the teachers in that cadre are identified with low level of motivation.

For students' performance in table 4 and figure 4, it is observed that with when teachers with high level of educational qualification are involved in teaching music, 78.9% of the students are identified with high level of performance, while 21.1% are identified with average level of performance. From the result, none of them is identified with low level of performance. Also with respect to teachers with low level of educational qualification, 6.2% of their students are identified with high level of performance, 79.5% are identified with average level of performance, while 14.3% of them are identified with low level of performance.

### Hypothesis One:

The null hypothesis states that there is no significant influence in the level of years of experience on music teachers' motivation and their students' performance in music in South-South Nigeria. To test the hypothesis, two groups of variables are identified such as:

1. Years of experience as the independent variable
2. Motivation of music teachers' and their students' performance in music as the dependent variable.

Chi-square was used in testing and analyzing the hypothesis in line with the obtained data in order to ascertain the influence of years of experience on the level of motivation of music

teachers and their students' performance in music in South-South. The summary of the output is presented in tables 5 and 6 respectively.

**Table 5: Chi-square analysis of the influence in the level of years of experience on music teachers' motivation in music in South-South Nigeria**

Years of Experience	Level of motivation			Total	X <sup>2</sup>
	High	Low			
Long	O	38	8	46	5.50*
	E	31.9	14.1		
Short	O	66	38	104	
	E	72.1	31.9		
<b>TOTAL</b>		104	46	150	

**\*Significant at 0.05 level; df = 2; Critical = 6.99**

**O = Observed frequency**

**E = Expected frequency**

**Table 6: Chi-square analysis of the influence in the level of years of experience on students’ performance in music in South-South Nigeria**

Years of Experience	Students’ Performance				Total	X <sup>2</sup>	
	High	Average	Low				
Long	O	30	16	0	46	60.47*	
	E	11.3	29.7	4.9			
Short	O	7	81	16	104		
	E	25.7	67.3	11.1			
<b>TOTAL</b>		37	97	16			150

**\*Significant at 0.05 level; df = 2; Critical = 6.99**

**O = Observed frequency**

**E = Expected frequency**

Tables 4.26 and 4.27 show the calculated X<sup>2</sup>-values as (5.50) and (60.47). These values are tested for significance by comparing it with the critical X<sup>2</sup>-value (6.99) at 0.05 levels with 2 degree of freedom. The calculated X<sup>2</sup>-value (5.50) and (60.47) is greater than the critical X<sup>2</sup>-value (6.99). Hence, the result is significant. The result therefore means that there is significant influence in the level of years of experience on music teachers’ motivation and their students’ performance in music in South-South Nigeria. The result of the data analysis also shows equal number of long and short years of experience of the teachers with respect to motivation and their students’ performance in music. This explains why there is significant influence in the level of years of experience on motivation of music teachers on their students’ performance in music in South-South Nigeria.

**Hypothesis Two:**

The null hypothesis states that there is no significant influence in the level of educational qualification on music teachers’ motivation and their students’ performance in music in South-South Nigeria. To test the hypothesis, two groups of variables are identified such as:

1. Educational qualification as the independent variable
2. Motivation of music teachers’ and their students’ performance in music as the dependent variable.

Chi-square statistic is used in testing and analyzing the obtained data in order to ascertain the influence of gender on the level of motivation of music teachers’ and their students’ performance in music in South-South Nigeria. The summary of the output is presented in tables 7 and 8 respectively.

**Table 7: Chi-square analysis of the influence in the level of educational qualification on music teachers' motivation in South-South Nigeria**

Educational Qualification		Level of motivation			X <sup>2</sup>
		High	Low	Total	
High	O	38	0	38	22.51*
	E	26.3	11.7		
Low	O	66	46	112	
	E	77.7	34.3		
<b>TOTAL</b>		104	46	150	

\*Significant at 0.05 level; df = 2; Critical = 6.99

O = Observed frequency

E = Expected frequency

**Table 8: Chi-square analysis of the influence in the level of Educational Qualification of the teachers on students' performance in music in South-South Nigeria**

Educational Qualification		Students' Performance				X <sup>2</sup>
		High	Average	Low	Total	
High	O	30	8	0	38	81.19*
	E	9.4	24.6	4.1		
Low	O	7	89	16	112	
	E	27.6	72.4	11.9		
<b>TOTAL</b>		37	97	16	150	

\*Significant at 0.05 level; df = 2; Critical = 6.99

O = Observed frequency

E = Expected frequency

Tables 7 and 8 show the calculated X<sup>2</sup>-values as (22.51) and (81.19). These values are tested for significance by comparing it with the critical X<sup>2</sup>-value (6.99) at 0.05 levels with 2 degree of freedom. The calculated X<sup>2</sup>-value (22.51) and (81.19) is therefore greater than the critical X<sup>2</sup>-value (6.99). Hence, the result is significant. The result therefore means that there is significant influence in the level of educational qualification on music teachers' motivation and their students' performance in music in South-South Nigeria. The result of the data analysis also shows equal number of high and low educational qualification of the teachers with respect to motivation and students performance in music. This explains why there is significant influence in the level of educational qualification on music teachers' motivation and their students' performance in music in South-South Nigeria.

## Discussion of the Findings

### Years of Experience, Music Teachers' Motivation and Students' Performance in Music

The result of the data analysis in tables 5 and 6 is significant due to the fact that the calculated X<sup>2</sup>-values (5.50) and (60.47) are greater than the critical X<sup>2</sup>-value (6.99) at 0.05 level of significance with 2 degree of freedom. This result shows that there is significant influence in the

level of years of experience on music teachers' motivation and their students' performance in music in South-South Nigeria. This finding is as a result of the fact that music teachers with many years of work experience happen to be more motivated and as well are producing more students with high academic performance in music than their counterparts with few years of teaching experience in South-South Nigeria. This observation is collaborated by Sylva (1994), who posits that the quality of child's education can have long-term effects towards further education and educational achievement. This is evident in the schools whereby experienced teachers are concerned that once children's achievement patterns were established, there was a high degree of continuity from that point forward, and early attainment set boundaries on later attainment. It is also true that the goal of employing and retaining experienced and qualified music teacher is enough motivation on the teacher to meet and exceed the challenge of giving the learners the best possible preparation for the future and to do so impacts on their learning experiences leading to better academic performance. The significance of the result caused the null hypothesis to be rejected while the alternative holds true. The study also shows that inexperienced teachers (those with less than three years of experience) are typically less effective than more senior teachers.

### **Educational Qualification, Music Teachers' Motivation and Students' Performance in music**

The result of the data analysis in Table 7 and 8 is significant due to the fact that the calculated  $X^2$ -value (22.51) and (81.19) is greater than the critical  $X^2$ -value (6.99) at 0.05 level of significance with 2 degree of freedom This result shows that there is significant influence in the level of educational qualification on music teachers' motivation and their students' performance in music in South-South Nigeria. This result is as a result of the fact that there is higher percentage of music teachers with high educational qualification that are highly motivated and producing more students with high percentage of academic performance than their counterparts with low educational qualification in South-South Nigeria. The result therefore, is in agreement with the findings of experts on related issues. For example, a study of high school student's performance in Mathematics and Science using data from the National Educational Longitudinal Studies of 1988 (NELS) reveals that fully certified teachers have a statistically significant positive impact on student best scores relative to teachers who are not certified in their subject area, as to teachers who have a degree in the subject (Goldhaber and Brewer, 1999 in Darling – Hammond, 2004). They further posit that students in districts with greatest proportion of licensed teachers are significantly more likely to pass achievement tests. The study reveals that many teachers through no faults of their own need further support and training. There is much that the non-specialist class teacher can do, when supported by suitable schemes of work.

### **Conclusion**

From the research findings, the following conclusions was deemed necessary: The level of music teachers' motivation and Secondary School students' performance in music in South-South Nigeria is significantly affected by their level of years of experience and the higher the level of educational qualification of music teachers, the higher their level of motivation and Secondary School students' performance and vice versa.

Findings made from the study also proved that educational qualification of music teachers has remarkable influence on their level of motivation and Secondary School students' performance

in music in South-South Nigeria. There is significant influence on the level of years of experience on music teachers' and Secondary School students' performance in music in South-South Nigeria. There is significant effect of educational qualification on music teachers' and Secondary School students' performance in music in South-South Nigeria.

### **Recommendation**

1. Government should create funds to establish good working environment to enable schools provide the necessary incentives such as professional allowances for music teachers and also provision of working equipment, such as musical instruments and books to increase job satisfaction.
2. Only music teachers who are academically qualified on the subject matter with competent skills for teaching should be employed.

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