

**ROLE OF TEACHERS' QUALIFICATIONS AND THEIR ORGANIZATIONAL COMMITMENT IN ENHANCING STUDENTS' ACADEMIC ACHIEVEMENT AT HIGHER SECONDARY SCHOOLS OF DISTRICT LAHORE**

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**Abstract**

*Teachers' qualifications, including their education and training, are crucial for effective teaching and significant relationship with students' academic achievement. Organizational commitment, encompassing emotional attachment and a sense of duty, enhances teachers' performance and stability, further benefiting student outcomes. Together, qualified and committed teachers create an optimal learning environment that supports student success. The objective of the study was to find out the role of teachers' qualifications and their organizational commitment in enhancing students' academic achievement at higher secondary schools. The population was comprised of all higher secondary schools of Lahore district. Multistage sampling techniques was used. The instrument was questionnaire. Descriptive and inferential statistics was used. SPSS was used to analyze the data. The findings of the study revealed that there was highly significant relationship between teachers' qualifications and students' achievement, and highly significant relationship between organizational commitment and students' achievement at higher secondary schools.*

*Keywords: teachers' qualifications, organizational commitment, students' academic achievement, higher secondary schools, district Lahore*

**Introduction**

Teachers' qualifications encompass their educational background, certifications, and specialized training. Higher qualifications, such as advanced degrees and certifications in specific subject areas, are often linked to improved student achievement. Qualified teachers bring both content knowledge and pedagogical skills, which are crucial for effective instruction. Continuous professional development further enhances their ability to adapt to new teaching methods and technologies, positively impacting student learning outcomes (Lee, & Lee, 2020). The relationship

among teachers' qualifications, organizational commitment, and students' academic achievement is a multifaceted and interconnected dynamic in the educational landscape. Understanding these relationships requires an examination of how each component influences the others and contributes to the overall effectiveness of the educational process (Nkepah, & Njang, 2024). Teachers' qualifications are often seen as a cornerstone of educational quality. These qualifications include academic degrees, professional certifications, and specialized training in both subject matter and pedagogical techniques (Joseph, 2022).

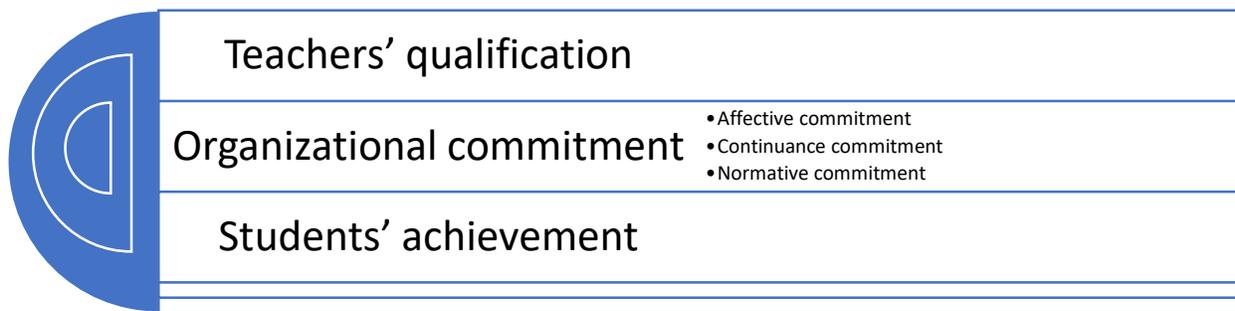
Teachers with higher qualifications generally possess a deeper understanding of the content they teach and are more adept at employing effective instructional strategies. This expertise enables them to engage students more fully, address diverse learning needs, and foster a more enriching learning environment (Amalia, Rizqa, & Ramdhani, 2021). As a result, students in classrooms led by highly qualified teachers often exhibit higher levels of academic achievement, including better performance on standardized tests, improved grades, and increased readiness for subsequent educational challenges. However, teachers' qualifications alone do not solely determine student success (Chang, Cobb-Clark, & Salamanca, 2022). Organizational commitment, which reflects a teacher's loyalty and dedication to their school and its mission, plays a crucial role in translating qualifications into effective teaching practice. Teachers who are committed to their organization are more likely to invest additional time and effort into their work, participate in professional development opportunities, and collaborate with colleagues (Halik, & GM, 2022). This commitment often translates into a more cohesive and supportive school culture, where teachers feel valued and empowered to innovate and improve their teaching methods (Aemstrong, 2020).

According to Grayson, (2021), strong teachers' qualifications and their organizational commitment can also enhance the student academic achievement. When teachers are engaged and committed, they are more likely to apply their knowledge and skills effectively, stay updated with the latest educational trends, and adopt a growth mindset towards teaching and learning. This positive attitude can be contagious, fostering a school-wide culture of high expectations and continuous improvement, which benefits both teachers and students (Yusuf, Omosewo, Akanbi, Mohammed, Badmus, & Usman 2022). Furthermore, committed teachers are more likely to remain in their positions longer, reducing turnover rates and providing students with stable, consistent learning experiences, which are known to positively affect academic achievement. The interplay between teachers' qualifications and organizational commitment ultimately influences students' academic outcomes (Kausar, & Haroon, 2022). Highly qualified and committed teachers are better equipped to create a positive classroom environment, set clear and achievable learning goals, and provide the necessary support and encouragement for students to succeed (Kausar, Danish, & Abid, 2022). Their commitment to the school and its community also helps build strong relationships with students and parents, enhancing communication and fostering a supportive network that promotes student learning (Leest, Van, Tartwijk, & Hornstra, 2024).

According to Fragos, Makrykosta, & Fragos, (2020), organizational commitment is often assessed using three key dimensions: affective, continuance, and normative commitment. Affective commitment reflects an employee's emotional attachment to, identification with, and involvement in the organization. Employees with high affective commitment remain with an organization because they want to (Demir, 2020). Continuance commitment relates to an employee's awareness of the costs associated with leaving the organization, leading them to stay because they need to. Normative commitment involves a sense of obligation to remain with the organization, stemming from personal values or a perceived duty, resulting in staying because they

feel they ought to. Together, these scales help gauge the depth and nature of an employee's commitment to their organization (Samancioglu, Baglibel, & Erwin, 2020).

Moreover, the organizational culture and support systems within a school can significantly influence both teachers' qualifications and their commitment levels. Schools that prioritize professional development, recognize and reward teacher achievements, and create collaborative and inclusive environments are more likely to attract and retain qualified teachers (Loan, 2020). Such environments not only support teachers' professional growth but also enhance their commitment to the organization, further boosting student academic achievement (Kausar, Irshad, Chughtai, & Saqib, 2024). The relationship among teachers' qualifications, organizational commitment, and students' academic achievement is intricate and mutually reinforcing. While teachers' qualifications provide the foundation for effective teaching, organizational commitment amplifies their impact, creating a conducive environment for student success (Bashir, & Gani, 2020). This synergy highlights the importance of fostering both high qualifications and strong commitment among educators to achieve the best possible educational outcomes (Kausar, & Butt, 2023).



### Research Gap

Despite extensive research on factors influencing student academic achievement, the specific role of teachers' qualifications and their organizational commitment in higher secondary schools remains underexplored. Existing studies have primarily focused on urban settings, leaving a gap in understanding the dynamics in rural areas. Additionally, there is limited comparative analysis between male and female higher secondary schools, particularly in diverse geographic contexts. The interplay between teacher qualifications and commitment, and how these elements collectively impact student performance, has not been adequately addressed (Adeel, Soaib, Suhaida & Ramli, 2020). This gap is more pronounced in public schools, where resource constraints and varying teacher motivations may influence outcomes differently. Furthermore, the potential differences in organizational commitment between teachers in rural versus urban schools and their subsequent effect on student achievement are not well-documented. Thus, a comprehensive investigation that encompasses these variables is necessary to provide a clearer understanding and to inform policy and practice in educational settings.

### Research Questions

1. What is the level of organizational commitment of teachers?
2. What is the relationship between teachers' qualifications and students' academic achievement?
3. What is the relationship between teachers' organizational commitment and students' academic achievements?

4. What is the effect of teachers' qualification on student's academic achievement?
5. What is the effect of teachers' organizational commitment on students' academic achievements?

### Research Design and Methodology

The quantitative survey research design was used to conduct the study. The population for this study comprised of all teachers (1693) and students (43618) of 28 public higher secondary schools of district Lahore. The total male schools are 11 in which teachers are 470 and students are 11205, total female schools are 17 in which teachers are 1223 and students are 32913.

Proportionate stratified random sampling technique was used to select 14 (fourteen) higher secondary schools out of 28 at the ratio of 50% in district Lahore. From each school, eight teachers were selected through a simple random sampling technique. Resultantly, the sample was comprised of 112 teachers. Organizational commitment questionnaire was adapted by Rumangkit, (2020) for data collection. The validity of the questionnaire was found through experts' opinions and reliability through pilot testing. The Cronbach's alpha value of organizational commitment questionnaire was 0.873. Descriptive and inferential statistics was used in SPSS software. Mean, standard deviation, Pearson r and regression analysis was used to analyze the data.

### Data Analysis

#### Sample description on the basis of mean and standard deviation

Table 1

##### *Descriptive Statistics*

Variables	N	Mean	S.D.
Teachers' qualification	112	1.48	.620
Organizational commitment	112	1.7321	.29799
Students' academic achievement	112	71.46	12.747
Valid N (listwise)	112		

The above illustrates the sample description on the basis of mean and standard deviation. The teachers' qualification (M=1.48; SD=0.62), organizational commitment (M=1.73; SD=0.29), students' achievement (M=71.46; SD=12.74). Overall, respondents' response reflected toward the level of agreement.

### Teachers' qualifications

Table 2

##### *Teachers' qualifications*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA/B.Ed.	63	15.7	58.9	58.9
	MA/M.Ed.	37	9.2	34.6	93.5
	MPhil	7	1.7	6.5	100.0
	Total	112	26.6	100.0	

The above table illustrates the sample description on the basis of their qualifications. 58.9% respondents have qualification BA/B.Ed., 34.6% have qualification MA/M.Ed., and 6.5% have MPhil.

## Organizational commitment

Table 3

### *Descriptive Statistics*

Factors	N	Mean	S.D.
Affective commitment	112	1.6090	.32707
Continuance commitment	112	1.7336	.41516
Normative commitment	112	1.8536	.31030
Valid N (listwise)	112		

The above illustrates the sample description on the basis of mean and standard deviation. The affective commitment (M=1.60; SD=0.32), continuance commitment (M=1.73; SD=0.41), normative commitment (M=1.85; SD=0.31). Overall, respondents' response reflected toward the level of agreement.

### Factors wise Analysis (OC factors)

#### 1- Affective commitment scale (Factor 1)

Table 4

### *Descriptive Statistics*

Items	N	Mean	S.D.
I would be very happy to spend the rest of my career with this organization	112	1.39	.509
I really feel as if this organization's problems are my own.	112	1.61	.562
I do not feel a strong sense of "belonging" to my organization.	112	1.55	.518
I do not feel "emotionally attached" to this organization.	112	1.69	.556
I do not feel like "part of the family" at my organization.	112	1.71	.673
This organization has a great deal of personal meaning for me.	112	1.70	.815
Valid N (listwise)	112		

The above table illustrates the mean and standard deviation of organizational commitment factor affective commitment scale. According to the responses of the respondents, I would be very happy to spend the rest of my career with this organization (M=1.39; SD=0.50), I really feel as if this organization's problems are my own (M=1.61; SD=0.56), I do not feel a strong sense of "belonging" to my organization (M=1.55; SD=0.51), I do not feel "emotionally attached" to this organization (M=1.69; SD=0.55), I do not feel like "part of the family" at my organization (M=1.71; SD=0.67), This organization has a great deal of personal meaning for me (M=1.70; SD=0.81). Overall response of the respondents reflected toward the level of agreement.

#### 2- Continuance commitment scale (Factor 2)

Table 5

### *Descriptive Statistics*

Items	N	Mean	S.D.
Right now, staying with my organization is a matter of necessity as much as desire.	112	1.67	.579
It would be very hard for me to leave my organization right now, even if I wanted to	112	1.83	.733
Too much of my life would be disrupted if I decided I wanted to leave my organization now	112	1.67	.595
I feel that I have too few options to consider leaving this organization.	112	1.66	.629

One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.	112	1.75	.688
Valid N (listwise)	112		

The above table illustrates the mean and standard deviation of organizational commitment factor continuance commitment scale. According to the responses of the respondents, right now, staying with my organization is a matter of necessity as much as desire (M=1.67; SD=0.57), It would be very hard for me to leave my organization right now, even if I wanted to (M=1.83; SD=0.73), Too much of my life would be disrupted if I decided I wanted to leave my organization now (M=1.67; SD=0.59), I feel that I have too few options to consider leaving this organization (M=1.66; SD=0.62), One of the few negative consequences of leaving this organization would be the scarcity of available alternatives (M=1.75; SD=0.68). Overall response of the respondents reflected toward the level of agreement.

### 3- Normative commitment scale (Factor 3)

Table 6

#### *Descriptive Statistics*

Items	N	Mean	S.D.
I do not feel any obligation to remain with my current employer	112	1.61	.611
Even if it were to my advantage, I do not feel it would be right to leave my organization now.	112	1.72	.656
I would feel guilty if I left my organization now.	112	1.64	.536
This organization deserves my loyalty	112	1.74	.555
I would not leave my organization right now because I have a sense of obligation to the people in it.	112	1.75	.568
I owe a great deal to my organization.	112	2.66	.475
Valid N (listwise)	112		

The above table illustrates the mean and standard deviation of organizational commitment factor normative commitment scale. According to the responses of the respondents, I do not feel any obligation to remain with my current employer (M=1.61; SD=0.61), Even if it were to my advantage, I do not feel it would be right to leave my organization now (M=1.72; SD=0.65), I would feel guilty if I left my organization now (M=1.64; SD=0.53), this organization deserves my loyalty (M=1.74; SD=0.55), I would not leave my organization right now because I have a sense of obligation to the people in it (M=1.75; SD=0.56), and I owe a great deal to my organization (M=2.66; SD=0.47). Overall response of the respondents reflected toward the level of agreement.

Table 7

#### *Relationship between teachers' qualification and students' academic achievement*

		Teachers' qualification	Students' academic achievement
Teachers' qualification	Pearson Correlation	1	.395**
	Sig. (2-tailed)		.000
	N	112	112
Students' academic achievement	Pearson Correlation	.395**	1
	Sig. (2-tailed)	.000	
	N	112	112

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The above table illustrates that relationship between teachers' qualification and Students' academic achievement at higher secondary schools. The Pearson correlation value ( $r < 0.395$ ) indicates that there was weak positive significant relationship between teachers' qualification and students' academic achievement at higher secondary schools.

Table 8

*Relationship between Organizational commitment and students' academic achievement*

		Organizational commitment	Students' academic achievement
Organizational commitment	Pearson Correlation	1	.143**
	Sig. (2-tailed)		.001
	N	112	112
Students' academic achievement	Pearson Correlation	.143**	1
	Sig. (2-tailed)	.001	
	N	112	112

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The above table illustrates that relationship between Organizational commitment and Students' academic achievement at higher secondary schools. The Pearson correlation value ( $r < 0.143$ ) indicates that there was very weak positive significant relationship between organizational commitment and students' academic achievement at higher secondary schools.

**Factor wise relationship (OC factors)**

Table 9

*Relationship between Affective commitment and students' academic achievement*

		Affective commitment	Students' academic achievement
Affective commitment	Pearson Correlation	1	.174**
	Sig. (2-tailed)		.000
	N	112	112
Students' academic achievement	Pearson Correlation	.174**	1
	Sig. (2-tailed)	.000	
	N	112	112

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The above table illustrates that relationship between Affective commitment and Students' academic achievement at higher secondary schools. The Pearson correlation value ( $r < 0.174$ ) indicates that there was very weak positive significant relationship between affective commitment and students' academic achievement at higher secondary schools.

Table 10

*Relationship between Continuance commitment and students' academic achievement*

		Continuance commitment	Students' academic achievement
Continuance commitment	Pearson Correlation	1	.132**
	Sig. (2-tailed)		.003
	N	112	112
Students' academic achievement	Pearson Correlation	.132**	1
	Sig. (2-tailed)	.003	
	N	112	112

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The above table illustrates that relationship between Continuance commitment and Students' academic achievement at higher secondary schools. The Pearson correlation value ( $r < 0.132$ ) indicates that there was very weak positive significant relationship between continuance commitment and students' academic achievement at higher secondary schools.

Table 11

*Relationship between normative commitment and students' academic achievement*

		Normative commitment	Students' academic achievement
Normative commitment	Pearson Correlation	1	.122**
	Sig. (2-tailed)		.000
	N	112	112
Students' academic achievement	Pearson Correlation	.122**	1
	Sig. (2-tailed)	.000	
	N	112	112

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The above table illustrates that relationship between normative commitment and Students' academic achievement at higher secondary schools. The Pearson correlation value ( $r < 0.122$ ) indicates that there was very weak positive significant relationship between normative commitment and students' academic achievement at higher secondary schools.

Table 12

*Effect of teachers' qualification on students' academic achievement*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	59.459	2.952		20.143	.000
	Teachers' qualification	8.126	1.845	.395	4.405	.000

a. Dependent Variable: Students' academic achievement

The above table illustrates that the effect of teachers' qualification on Students' academic achievement at higher secondary schools. The leadership behaviour  $B$ -value=8.126,  $t=4.405$  and the  $p$ -value>.000 which indicates that there was strongly highly significant effect of teachers' qualification on Students' academic achievement at higher secondary schools.

Table 13

*Effect of organizational commitment on Students' academic achievement*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.470	.390		14.008	.000
	Organizational commitment	-.270	.089	-.132	-3.032	.003

a. Dependent Variable: Students' academic achievement

The above table illustrates that the effect of Organizational commitment on Students' academic achievement at higher secondary schools. The leadership behaviour  $B$ -value=-0.270,  $t=-$

3.032 and the  $p$ -value $>.003$  which indicates that there was strongly highly significant effect of Organizational commitment on Students' academic achievement at higher secondary schools.

**Factor wise effect (OC factors)**

Table 14

*Effect of affective commitment on Students' academic achievement*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.467	.214		11.535	.000
	Affective commitment	-.160	.049	-.143	-3.291	.001

a. Dependent Variable: Students' academic achievement

The above table illustrates that the effect of Affective commitment on Students' academic achievement at higher secondary schools. The leadership behaviour  $B$ -value $=-0.160$ ,  $t=-3.291$  and the  $p$ -value $>.001$  which indicates that there was strongly highly significant effect of Affective commitment on Students' academic achievement at higher secondary schools.

Table 15

*Effect of continuance commitment on Students' academic achievement*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.488	.189		13.152	.000
	Continuance commitment	-.173	.043	-.174	-4.016	.000

a. Dependent Variable: Students' academic achievement

The above table illustrates that the effect of Continuance commitment on Students' academic achievement at higher secondary schools. The leadership behaviour  $B$ -value $=-0.173$ ,  $t=-4.016$  and the  $p$ -value $>.000$  which indicates that there was strongly highly significant effect of Continuance commitment on Students' academic achievement at higher secondary schools.

Table 16

*Effect of normative commitment on Students' academic achievement*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.687	.180		14.897	.000
	normative commitment	-.220	.041	-.229	-5.354	.000

a. Dependent Variable: Students' academic achievement

The above table illustrates that the effect of normative commitment on Students' academic achievement at higher secondary schools. The leadership behaviour  $B$ -value $=-0.220$ ,  $t=-5.354$  and the  $p$ -value $>.000$  which indicates that there was strongly highly significant effect of normative commitment on Students' academic achievement at higher secondary schools.

**Discussion and conclusion**

Teachers' qualifications significantly impact students' academic achievement. Educators with advanced degrees or specialized training often foster better student performance due to their deep content knowledge and refined pedagogical skills. Certified teachers, especially those with expertise in their subject areas, are associated with higher student achievement. Professional development further enhances teaching quality, helping educators adopt effective instructional strategies and stay current with educational advancements. While experience contributes to teacher effectiveness, continuous learning and positive attitudes towards students are equally crucial. Overall, well-qualified teachers are a key factor in improving student outcomes (Shana, & Abulibdeh, 2020).

There was highly significant relationship between organizational commitment and students' achievement. Organizational commitment among educators refers to their dedication to their school or educational institution. This commitment can significantly impact students' achievement. When teachers are committed to their organization, they are more likely to engage in practices that enhance the learning environment, such as collaborating with colleagues, participating in professional development, and investing time in lesson planning. Such commitment often leads to a more stable and positive school culture, which can boost student morale and motivation. Additionally, committed teachers tend to be more responsive to students' needs and more persistent in addressing challenges, all of which contribute to better academic outcomes (Kausar, Irshad, & Shah, 2023). Thus, organizational commitment in educators can indirectly influence students' academic success by fostering a supportive and effective learning environment.

There was highly significant relationship between affective commitment and students' achievement. Affective commitment, which refers to an individual's emotional attachment to, identification with, and involvement in a particular organization or activity, plays a significant role in the educational context. When teachers exhibit high levels of affective commitment, they are more likely to be engaged, enthusiastic, and dedicated to their students' learning and well-being. This positive attitude can foster a supportive and motivating classroom environment, which is crucial for student achievement. Students tend to respond better to teachers who are genuinely invested in their success, leading to higher levels of academic performance and overall achievement (Kausar, Anwar, Kulsoom, & Butt, 2023). Moreover, affective commitment can contribute to teacher retention, ensuring continuity and stability in students' educational experiences, which further supports their academic growth. Thus, the emotional and professional investment of teachers in their roles is a key factor in enhancing student outcomes.

There was highly significant relationship between continuance commitment and students' achievement. Continuance commitment, which reflects a teacher's intent to stay in their position primarily due to perceived costs of leaving, can impact student achievement in various ways. Teachers with high continuance commitment may provide stability, which benefits students by maintaining consistency in instructional quality and classroom management (Kausar, & Abid, 2023). However, if this commitment arises mainly from a lack of better opportunities rather than intrinsic motivation, it may lead to disengagement, negatively affecting the enthusiasm and effectiveness of teaching. Ultimately, the impact on student achievement depends on the balance between the benefits of stability and the potential downsides of reduced teacher motivation.

There was highly significant relationship between normative commitment and students' achievement. Normative commitment refers to an individual's sense of obligation to remain in a particular organization or role, often due to cultural or social norms. In the context of education, a teacher's normative commitment can positively impact students' achievement. Teachers who feel

a strong sense of duty to their profession are more likely to invest in their students' success, maintain consistent teaching practices, and create a stable learning environment (Hadi, & Tentama, 2020). This commitment often leads to increased teacher engagement, better instructional quality, and a greater focus on student outcomes, all of which contribute to improved academic performance. Moreover, students may benefit from the continuity and dedication of committed teachers, enhancing their learning experiences and achievements.

This study explores the intricate relationship between teachers' qualifications, organizational commitment, and students' academic achievement in higher secondary schools in District Lahore. It examines how the educational background and professional qualifications of teachers influence their commitment to the school's goals and culture. Additionally, the research investigates how these factors collectively impact student performance and overall academic success. By analyzing these dynamics, the study aims to provide insights into the critical role of teacher quality and organizational commitment in enhancing educational outcomes. The findings could offer valuable implications for policy-making and educational practices in similar contexts.

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