

EFFECT OF TEACHERS' COMPETENCY ON STUDENTS' ACADEMIC ACHIEVEMENT IN THE SUBJECT OF URDU AT SECONDARY LEVEL

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Abstract

As the whole educational process is run for students' education, so they possess a significant position in the educational process. Their academic progress is measured in form of their terminal academic achievement and all of the institutions regardless of their nature (either public or private), endeavor to increase the students' achievement. Being a stakeholder, teachers are also responsible for the students' achievement. They are required to utilize their competence for teaching the students effectively and increasing their academic achievement. This study identified the effect of teachers' competence on students' academic achievement. Total 385 students participated in this study and given their opinion about their teachers' competence. The results revealed that the teachers' competence has a significant effect on students' academic achievement.

Keywords: Teaching competency, Secondary school students, Academic achievement, Secondary Level,

Introduction

Each individual has an equal right to education without any kind of distinction. The educational process is executed to train the individuals for their adequate adjustment to society (Unicef, 2020). The students process a central place in this process as every effort is done for their education. However, their education depends upon the teachers. This is the reason behind the focus on teachers' quality and qualifications (Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008). Teachers are supposed to be as important to accomplish the educational process, as the quality of their teaching guaranty quality in education. The more teachers are qualified, the more quality education would be offered to the students (Naz, 2016). The students' achievement can not remain uninfluenced by the teachers' competence. The students' performance is maximized and improved by competent teachers teaching (Tope, 2012).

The students neither know how to adjust themselves to society nor how to spend a successful life. They are dependent on their teachers by all means as they are less mature than their teachers. The same is with their academic achievement (Sultan & Shafi, 2014). The scores attained in the terminal examination are used to measure the students' achievement regarding academics. This is the way their progress is determined (Browne, 2011). The students' progress is measured in form of their academic achievement. The more one shows good performance in academics, the more one is considered to be a good student. However, their

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performance depends on their learning, and learning itself is dependent on teachers' competencies (Allen & Fraser, 2007).

The secondary level is a crucial level both for the students as well as the teachers/institution as it either may be terminal for one who wants to quit the education or a bridge to higher education for one who wants to continue the education while stepping up towards higher education. So, the secondary level of education demands the teachers to excel their competencies to the maximum extent for students' education and overall development (Nor, Embong, Muda, & Yunus, 2019). According to Agim (2009), students' learning can be effective if the teachers teach effectively. The students' learning demands for the teachers' high competences.

Pamela (2005) stated that the teachers must utilize their professional teaching competence including the instructions, classroom management followed by the assessment to provide a conducive environment for effective learning. They also must be planned well in this regard.

Nadeem (2011) also stated that the instructions, management of classroom, and evaluation as teachers' teaching competence. The teacher is required to use all of these actively in a well-planned manner to get maximum results regarding the students' achievements. Naz (2016) also highlighted the abovementioned competence in her study and further stated that those teachers who deploy these, get better results regarding the students' performance.

Naz (2016) concluded in the light of findings from her study that the teachers were aware of their competencies and also were utilizing their competencies. On the other hand, they were found to affect the students' academic achievement.

Meyer (2010) concluded that the students' achievement is positively influenced by their teachers' competence. The findings from Kyoshiba (2009) study also supported the aforementioned while revealing that the students performed better whose teachers were more competent and were utilizing their competence while teaching. Admiraal (2014) also second the aforementioned while exhibiting a relationship correlation in teaching competence and the achievement of students. Many of the researchers across the globe have worked upon the concerned topic. However, there are only a few studies in our context. So, there is a need to conduct the research on the said topic that provides theoretical support to fill this literature gap and *to identify the effect of teachers' competency on students' academic achievement*.

Significance of the study

The whole educational process is established as well as executed just for the sake of students' education. Their terminal success in education is measured by their terminal academic achievement. Regardless of the nature of the institute, both the public as well as the private institutes strive for an increase in students' achievement. However, their achievement cannot be enhanced without involving the teachers and their competence as exhibited by the literature. Most of the studies arguing about the concerned phenomenon have been conducted in foreign whereas there is a need for such a study in the Pakistani context too. The reason behind this is that the institutions as well as the teachers would be able to know the nature of the existed relationship between the teachers' competence and students' achievement, if any. In that way, the institutions along with the teachers could endeavor in a clear direction to increase the

students' achievement. On the other hand, this study will also add updated knowledge into the already existed body of knowledge.

Methodology

The survey has been conducted for the data collection regarding this study. All the students studying in the secondary classes at Federal Government Schools Lahore were included in the population. The sample was selected while utilizing Cluster sampling. There are total 8 secondary schools in Lahore region under the Federal Government. The total 4 schools were selected via random sampling out of which there were 2 boys schools whereas 2 girls schools. There were 205 male participants whereas 180 females participants (205+180=385). The data has been collected from the students with the "*Teachers' Competence Assessment Scale (TCAS)*" which comprise on 30 items categorized under "Instructions", "Classroom Management", and "Assessment" ranging from Strongly Disagree to Strongly Agree, measured on five point Likert rating Scale. It was validated through the experts' opinion and further was pilot tested on 60 participants who were not included in the actual study. The Cronbach's Alpha value was 0.81, whereas the students' terminal examination scores were taken as their academic achievement.

Findings

The Descriptive Statistics including Mean Score and Standard Deviation has been applied on the collected data. After that, the Person's r and Linear regression was applied in order to identify the teachers' competence effect on the achievement of students.

Table 1 *Teachers' Competencies*

	Mean	Standard Deviation
Instruction	3.7686	.72400
Assessment	3.6686	.84828
Classroom management	3.6501	.83717
Total	3.7249	.73024

Values of central tendency reflecting through mean and standard deviation presented in table 1, utilized to highlight the teachers' competencies that they are supposed to utilize during teaching at the secondary level. These results indicated that the students have given their opinions that their teachers use the instructional, assessment as well as classroom management competencies while teaching as the overall mean = 3.7249 and SD = .73024.

Table 2 *Secondary School Students' Academic Achievement*

	Mean	Standard Deviation
Academic Achievement	70.29	7.808

Central tendency regarding secondary school students' terminal academic achievement is presented in table 2, reflecting through mean and standard deviation. These results indicating that students enrolled in secondary schools of the Lahore region achieve good scores in their terminal exam as the mean = 70.29 and SD = 7.808.

Table 3 Correlation between Teachers' Competencies and Students' Academic Achievement

	Instruction	Assessment	Classroom Management	Achievement
Instruction	1	.823**	.824**	.451**
Assessment		1	.818**	.479**
Classroom management			1	.357**
Achievement				1

Pearson moment correlation was incorporated that highlighted the relationship between teachers' competencies (instructional, assessment, and classroom management) and academic achievement of secondary school students in the terminal exam. The results presented in table 3 reflecting that instructional competencies have a significant and positive correlation with assessment competencies, $r = .823$, and $p < .01$. These results provide statistical support to reject the null hypothesis. Similarly, these results indicating that instructional competencies have a positive and significant correlation with classroom management competencies, $r = .824$, and $p < .01$, these statistical evidence helps to reject the null hypothesis. Likewise, instructional competencies have a moderate, positive, and significant correlation with academic achievement of students in the terminal exam, $r = .451$, and $p < .01$, based on these results the null hypothesis is rejected.

On the same pattern, the results presented in table 3 pointed out that assessment competencies have a significant and positive correlation with classroom management competencies, $r = .818$, and $p < .01$. The null hypothesis is rejected based on these results. Similarly, assessment competencies have a moderate, significant, and positive correlation with the academic achievement of students in the terminal exam, $r = .479$, and $p < .01$, based on these results the null hypothesis is rejected.

But classroom management competencies have a weak, significant, and positive correlation with the academic achievement of students in the terminal exam, $r = .357$, and $p < .01$, based on these results the null hypothesis is rejected.

Table 4 *Effect of Teachers' Competencies on Students' Academic Achievement*

R Square	Adjusted R Square	Df	F	Sig.
.254	.248	3	43.146	.000

The aforementioned table indicating the results of simple linear regression that was utilized to find the effect of teachers' competencies on students' academic achievement. As per the results of table 4, the variance between students' academic achievement and teachers' competencies is 25%, as $R \text{ square} = .254$, $F = 43.146$, and $p < .05$. these results provide evidence for the fitness of the model.

Table 5 *Regression Coefficient Describing the Effect of Teachers' Competencies on the Students' Academic Achievement*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Achievement	51.963	1.832		28.362	.000
Insturction	3.071	.948	.285	3.240	.001
Assessment	4.022	.797	.437	5.049	.000
Classroom management	-2.192	.810	-.235	-2.706	.007

Table 5 represents the regression coefficient describing the effect of teachers' competencies on students' academic achievement. Beta value of instructional competencies = .285, $p < .05$. These values are statistically significant therefore the null hypothesis is rejected that pointed out the no significant effect of instructional competencies on academic achievement of secondary school students. Similarly, results of assessment competencies reflecting that $\beta = .437$, $t = 5.049$, $p < 0.05$, which statistically highlights the significant effect. Lastly, the results of classroom management competencies reflecting that $\beta = -.235$, $t = -2.706$, $p < 0.05$. which is statistically significant therefore the null hypothesis is rejected

Conclusion and Discussion

Based on the abovementioned findings it is concluded that the students agreed that their teachers utilize the instructional, assessment as well as classroom management competencies while teaching them. On the other hand, the students enrolled in the Federal Government School Lahore region achieved good scores in the terminal exam. Furthermore, it is concluded that the instructional, assessment, and classroom management competencies have a significant and positive correlation with each other. In the same pattern, all these three competencies have an effect on the achievement of students.

The current study supported the results of (Kyoshaba, 2009; Meyer, 2010; Admiraal, 2014; Naz, 2016) that all indicated that the teachers' competence affects the students' achievement.

Recommendations

In light of the findings, it is recommended that the teachers' teaching competence must be focused on professional development. Furthermore, they should utilize the maximum of their abilities for the students' better and increased achievement.

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