

Effect of Teacher competency and classroom environment on Students' academic achievement in secondary Schools

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Abstract

This study investigated the effect of teacher competency and classroom environment on students' academic performance in public secondary schools in South Punjab, Pakistan. The study used a descriptive and mixed-approach approach, gathering information through quantitative and qualitative methods, such as surveys and interviews. The sample was chosen using a multi-stage sampling process, including 48 headteachers, 1280 male students, and 1280 female students from grade 10 in the four tehsils of Rahim Yar Khan district. Academic performance was judged using students' accomplishment results in the 9th grade yearly exams, validated by the Bahawalpur Board of Intermediate and Secondary Education, and school records. The data were analyzed using statistical techniques such as ANOVA and conventional t-tests. The study's key findings showed that teacher subject matter knowledge and pedagogical abilities considerably impacted students' academic achievement in public secondary schools. Based on these findings, the research advised that instructors in secondary schools seek both long-term and short-term training to improve their core knowledge and teaching abilities. Furthermore, the government should guarantee that all secondary schools have suitable competent and certified teachers.

Keywords: Teacher Competency, Classroom Environment, Academic Achievement, Secondary Schools

1 Introduction

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Education is a transforming instrument that transforms individuals by providing them with the information and skills they need for personal growth while also contributing to country-building (Shahzad & Naureen, 2017; Rafiola et al., 2020). It is a continual process that must be maintained throughout one's life since it serves as the foundation for a competitive workforce and a united citizenry, both of which are critical to national growth (Kim et al., 2018). Teachers at all stages of school are essential in determining the direction and quality of education. Their competency and the classroom environment teachers create are essential factors influencing students' academic progress in secondary school (Fauth et al., 2019). Armed with subject knowledge and good teaching tactics, a professional teacher can create a pleasant learning atmosphere that encourages student participation and accomplishment. In contrast, an incompetent teacher may struggle to create a positive classroom environment, stifling pupils' intellectual advancement (Rafiola et al., 2020).

Educational performance is inextricably linked to classroom teaching effectiveness. This emphasizes instructors' critical role in making up for gaps in the curriculum and educational resources (Kim & Seo, 2018). Teacher quality is generally recognized as a key predictor of academic achievement, yet there is little agreement on the specific characteristics that define a good teacher (Rafiola et al., 2020). Teacher quality is an important component in predicting student accomplishment because it influences the overall variety in teacher effectiveness. Teachers who exhibit important behavioural attributes are regarded as the foundation of the educational system. They interpret educational purposes and goals and guarantee that these objectives educate pupils. Without competent teachers, educational facilities cannot adequately improve students' academic achievement (Shahzad & Naureen, 2017).

The National Education Policy of 2009 sets forth several crucial objectives regarding teacher education. It aims to cultivate proficient teachers in their subjects and teaching methods, driven to excel in their roles, diligent in their responsibilities, and effective in imparting knowledge (Witte & López-Torres, 2017). The policy strives to nurture a culture of curiosity and ingenuity among teachers, encouraging them to think critically, explore novel ideas, and innovate their teaching approaches (Madani, 2019). Furthermore, the policy seeks to empower teachers with the knowledge and abilities to integrate into their communities seamlessly and the broader society, enabling them to comprehend and address societal needs and challenges (Jenset et al., 2018). It also endeavours to strengthen teachers' dedication to national goals, particularly those concerning education, by instilling a sense of duty and commitment to advancing the nation through education (Madani, 2019). Additionally, the policy aims to give teachers the intellectual and professional groundwork for their roles, ensuring they are adequately prepared and competent to carry out their duties. It also strives to make teachers adaptable to changing circumstances, equipping them with the skills and adaptability to tackle new challenges and advancements within their own country and globally (Kausar & Shoukat, 2020). The National Educational Policy 2009 emphasizes enhancing teachers' commitment to the teaching profession, acknowledging the pivotal role of motivated and devoted teachers in delivering quality education (Stronge, 2018).

Teachers' competencies play a crucial role in influencing students' performance. A competent teacher can manage the classroom effectively, utilize various instructional materials, ensure instructional effectiveness, employ appropriate pedagogies, and engage in effective communication for teaching and learning (Kim et al., 2018). These competencies are essential prerequisites for enhancing students' performance. Subject content knowledge is one of the key competencies that a teacher must possess. It involves having a deep understanding of the subject matter being taught, which enables the teacher to effectively convey information to students and clarify any misconceptions they may have (Kraft, 2019). Pedagogical skills are another critical aspect of teacher competency. These skills include selecting and implementing appropriate teaching methods, strategies, and techniques to facilitate student learning (Hanaysha et al., 2023).

A teacher with solid pedagogical skills can create a dynamic and engaging learning environment that promotes student participation and understanding (Malik & Rizvi, [2018](#)). Classroom communication skills are also vital for teacher effectiveness. Effective communication involves conveying information clearly and concisely, listening actively to students' questions and feedback, and providing constructive feedback to enhance learning (Ohakamike-Obekam, [2016](#)). Evaluating instructional objectives competently ensures that teaching methods are effective and aligned with learning goals (Fauth et al., [2019](#)). Teachers who can accurately assess student progress and adjust their teaching strategies accordingly are more likely to impact student performance positively (Kraft, [2019](#)).

Classroom organization and management refer to teachers' strategies and practices to establish and maintain a conducive learning environment (Malik & Rizvi, [2018](#)). This includes establishing daily classroom routines, consistently reinforcing classroom rules, providing positive behaviour support, managing disruptive behaviour effectively and fairly, and implementing preventative strategies to minimize punitive measures (Maffea, [2020](#)). The primary goal of classroom organization is to create a productive and smoothly functioning classroom that meets the needs of all students (Munje & Jita, [2020](#)). By establishing clear routines and expectations, teachers create a sense of predictability and safety, which is essential for student learning (Hanaysha et al., [2023](#)). Consistent reinforcement of rules helps students understand expectations and promotes a positive classroom climate (Han et al., [2018](#)). Effective classroom management also involves providing positive behaviour supports, such as praise and rewards for appropriate behaviour, to encourage students to engage in positive actions. When disruptive behaviour occurs, teachers should address it promptly and fairly, using appropriate strategies to de-escalate the situation and maintain a positive learning environment for all students (Shernoff et al., [2017](#)).

The association of learning environments with learning is a crucial aspect of education research and practice (Wong et al., [2019](#)). Learning environments encompass various physical, social, emotional, and pedagogical factors that can influence how students learn and the outcomes they achieve (Malik & Rizvi, [2018](#)). The physical layout of a classroom, lighting, temperature, and resources available can impact learning. A well-designed classroom can enhance concentration, comfort, and access to learning materials, facilitating learning (Rafiola et al., [2020](#)). The interactions among students, teachers, and peers in the classroom can significantly impact learning. A positive and supportive social environment can foster collaboration, communication, and a sense of belonging, enhancing learning outcomes (Han et al., [2018](#)).

The emotional climate of a classroom, including the teacher's attitude, empathy, and support, can affect students' motivation, engagement, and willingness to take risks in learning (Rafiola et al., [2020](#)). A positive emotional environment can promote a sense of security and psychological safety, which are conducive to learning. The teaching methods, instructional strategies, and learning activities used in the classroom can shape the learning experience (Finkelstein & Winer, [2020](#)). A stimulating and engaging pedagogical environment can promote active learning, critical thinking, and problem-solving skills (Adjei et al., [2015](#)).

1.1 Statement of the Problem

This research study emphasizes the need for further research to explore the specific impact of teacher competency and classroom environment on students' academic achievement in secondary schools. Despite the recognized importance of teacher competency and classroom environment in shaping students' academic achievement, there remains a need to empirically examine the specific impact of these factors in secondary schools. There is a gap in the literature regarding how teacher competency, including subject content knowledge, pedagogical skills, and classroom communication, interacts with the classroom environment to influence student outcomes. Previous studies have highlighted the importance of these factors, there is limited research on their

combined effect on academic achievement in the context of secondary education in our region. Understanding the relationship between teacher competency, classroom environment, and student academic achievement is crucial for informing education policies and practices aimed at improving educational outcomes in secondary schools.

1.2 Purpose of the study

The purpose of the study is to provide a deeper understanding of the relationship between teacher competency, classroom environment, and student academic achievement in secondary schools, with the ultimate goal of improving educational practices and policies. The study explores how teacher competency, including subject content knowledge, pedagogical skills, and classroom communication, influences student academic achievement. Examine how the classroom environment, including physical, social, and emotional factors, interacts with teacher competency to affect student outcomes. Identify the combined effect of teacher competency and classroom environment on student academic achievement. Provide empirical evidence to support the importance of teacher competency and classroom environment in shaping student outcomes in secondary schools. Inform education policies and practices by highlighting the need to enhance teacher competency and create conducive classroom environments to improve educational outcomes in secondary schools.

1.3 Research questions

1. Do teachers' subject content knowledge affect students' academic performance in secondary schools?
2. Do teacher's pedagogical skills affect students' academic performance in secondary schools?
3. Does classroom environment affect students' academic performance in secondary schools?

2 Methodology

The methodical study of the procedure is called the research method" Ahmad et al. (2023). This descriptive study was conducted using a survey method. "The population is defined as a set of individuals, data, or items from which a statistical sample is taken" Younis et al. (2023). The population was comprised of secondary school male and female students, secondary school teachers, and head teachers from district Rahim Yar Khan of division Bahawalpur of south Punjab. The study targeted both male and female students about females. Rao et al. (2023) stated that females perform significantly in research. Using the cluster random sampling technique, choose the district Rahim Yar Khan in south Punjab. Rahimyar Khan, Sadiq Abad, Khan Pur, and Liaquat pur are the four tehsils in this district. The district Rahim Yar Khan has 327 secondary schools, with 195 male and 132 female schools.

The study sample comprises 48 headteachers, 256 class teachers, and 1280 male and 1280 female students of 10th grade, making the total sample size. In the initial stage, six public sector secondary schools (three boys and three girls) from four tehsils of district Rahimyar Khan were chosen randomly. Subsequently, students from the 10th grade were randomly selected from a science section in each school. In this study, the quality of academic performance was assessed using students' achievement scores in the 9th grade annual examination. These scores were obtained from the Board of Intermediate and Secondary Education in Bahawalpur, Pakistan, and school records. In the final stage of the study, the collected data was analyzed using the SPSS 23.0 program.

3 Findings

Table 1: Teachers use a variety of strategies & methods to ensure that all students have equal opportunities to learn

Item	Respondents	Formula	Responses					Total	SD	Mean
			SDA	DA	N	A	SA			
Teachers use variety of strategies & method to ensure that all	Head teacher	<i>f</i>	0	19	11	18	0	48	0.89	2.98
		%	0	40	23	38	0	100%		
	Teachers	<i>f</i>	0	0	0	240	0	240	0	4
		%	0	0	0	100	0	100%		
	Students	<i>f</i>	0	2027	0	533	0	2560	0.81	2.42
		%	0	79	0	21	0	100%		
	Overall	<i>f</i>	0	2046	11	791	0	2848	0.67	3.13
		%	0	72	0	28	0	100%		

Table 1 presents the results regarding whether teachers use a variety of strategies and methods to ensure that all students have equal opportunities to learn. According to the data, 28% of respondents agreed that teachers use a variety of strategies and methods, while 71% disagreed, and 1% remained neutral. The mean value of 3.13 suggests a tendency towards disagreement, as it falls closer to the disagree side of the scale. The standard deviation of 0.67 represents the consistency of answers around the mean. Based on these findings, it was determined that the majority of respondents believed that teachers did not employ a range of tactics and approaches to guarantee that all children had equal opportunity to study.

Table 2: Teachers complete the prescribed syllabus within the given time of an academic year.

Item	Respondents	Formula	Responses					Total	SD	Mean
			SDA	DA	N	A	SA			
Teachers complete the prescribed syllabus within the given time of an academic year	Head teacher	<i>f</i>	0	12	0	36	0	48	0.88	3.5
		%	0	25	0	75	0	100%		
	Teachers	<i>f</i>	0	0	0	240	0	240	0	4
		%	0	0	0	100	0	100%		
	Students	<i>f</i>	0	129	333	2098	0	2560	0.53	3.77
		%	0	5	13	82	0	100%		
	Overall	<i>f</i>	0	141	333	2374	0	2848	0.87	3.76
		%	0	5	12	83	0	100%		

Table 2 shows the results of whether instructors finish the necessary syllabus within the timeframe of an academic year. According to the research, 83% of respondents agreed that instructors should complete the stipulated curriculum on time, 5% disagreed and 12% stayed indifferent. The mean score of 3.76 indicates great agreement because it is considerably on the agree side of the scale. The standard deviation of 0.87 reflects the consistency of answers around the mean. Based on these findings, it was determined that most respondents believed that teachers should finish the stipulated syllabus.

Table 3: Teachers plan the lessons according to the prescribed syllabus and follow the scheme of study

Item	Respondents	Formula	Responses					Total	SD	Mean
			SDA	DA	N	A	SA			
My teachers plan their lessons according to the prescribed syllabus	Head teacher	<i>f</i>	0	12	0	36	0	48	0.88	3.5
		%	0	25	0	75	0	100%		
	Teachers	<i>f</i>	0	0	0	240	0	240	0	4
		%	0	0	0	100	0	100%		
	Students	<i>f</i>	0	129	333	2098	0	2560	0.53	3.77
		%	0	5	13	82	0	100%		
	Overall	<i>f</i>	0	141	333	2374	0	2848	0.87	3.76
		%	0	5	12	83	0	100%		

Table 3 depicts the results of a question; whether teachers plan the lessons according to the prescribed syllabus and follow the scheme of study. According to the data, 83% of respondents agreed with the statement that teachers complete the prescribed syllabus within the given time of an academic year, 5% disagreed, and 12% remained neutral. The estimated mean of 3.76 suggests a tendency toward agreement, with a standard deviation of 0.87. These findings indicate that, according to the respondents, teachers typically finish the necessary course within the timeframe of an academic year.

Table 4: Teachers reach the classes in time.

Item	Respondents	Formula	Responses					Total	SD	Mean
			SDA	DA	N	A	SA			
Teachers reach the classes on time	Headteacher	<i>f</i>	0	0	0	48	0	48	0	4
		%	0	0	0	100	0	100%		
	Teachers	<i>f</i>	0	77	8	155	0	240	0.93	2.68
		%	0	32	3	65	0	100%		
	Students	<i>f</i>	0	890	0	1670	0	2560	0.95	2.7
		%	0	35	0	65	0	100%		
	Overall	<i>f</i>	0	1015	8	1825	0	2848	0.83	3.13
		%	0	36	0	64	0	100%		

Table 4 portrays the results regarding whether teachers arrive in classes on time. According to the data, 64% of respondents agreed that teachers reach the classes on time, 35% disagreed, and 0.28% remained neutral. The estimation of the mean, which was 3.13, indicates a tendency towards agreement, with a standard deviation of 0.83. Based on these results, it was concluded that the majority of respondents believe that teachers mostly reach the classes on time.

Table 5: Teachers observe high level of attendance

Item	Respondents	Formula	Responses					Total	SD	Mean
			SDA	DA	N	A	SA			
Teachers observe a high level of attendance.	Headteacher	<i>f</i>	0	0	0	48	48	48	0	4
		%	0	0	0	100	1	100%		
	Teachers	<i>f</i>	0	0	0	240	240	240	0	4
		%	0	0	0	100	1	100%		
	Students	<i>f</i>	0	596	403	1561	2560	2560	0.84	3.38
		%	0	23.27	15.7	60.953	1	100%		
	Overall	<i>f</i>	0	596	403	1849	2848	2848	0.84	3.79
		%	0	20.93	14.15	64.923	1	100%		

Table 5 presents the results regarding whether teachers observe a high level of attendance. According to the data, 65% of respondents agreed that teachers observe a high level of attendance, while 21% disagreed, and 14% remained neutral. The estimation of the mean, which was 3.79, indicates a strong agreement, with a standard deviation of 0.84. Based on these results, it was concluded that most of the teachers are observed to maintain a high level of attendance in the teaching-learning process.

Table 6: Teachers tell students how they can improve their performance.

Item	Respondents	Formula	Responses					Total	SD	Mean
			SDA	DA	N	A	SA			
Teachers tell students how they can improve their performance	Headteacher	<i>f</i>	0	0	0	48	48	48	0	4
		%	0	0	0	100	1	100%		
	Teachers	<i>f</i>	0	0	0	240	240	240	0	4
		%	0	0	0	100	1	100%		
	Students	<i>f</i>	0	596	403	1561	2560	2560	0.84	3.38
		%	0	23.27	15.7	60.953	1	100%		
	Overall	<i>f</i>	0	596	403	1849	2848	2848	0.84	3.79
		%	0	20	0	80	0	100%		

Table 6 summarizes the findings on whether professors tell students on how to improve their performance. According to the findings, 80% of respondents agreed that professors educate pupils how to improve their performance, while 20% disagreed. The estimated mean of 3.85 indicates high agreement, with a standard deviation of 0.84. Based on these findings, it was determined that most teachers tell pupils on how to improve their performance.

Table 7: Teachers use innovative technologies (computer, internet, online library etc.) in daily teaching practice.

Item	Respondents	Formula	Responses					Total	SD	Mean
			SDA	DA	N	A	SA			
Teachers use innovative technology (computer, internet, online library) in daily teaching practice.	Head teacher	<i>f</i>	0	19	11	18	0	48	0.89	2.98
		%	0	40	23	37	0	100%		
	Teachers	<i>f</i>	0	0	0	240	0	240	0	4
		%	0	0	0	100	0	100%		
	Students	<i>f</i>	0	2027	0	533	0	2560	0.81	2.42
		%	0	79	0	21	0	100%		
	Overall	<i>f</i>	0	2046	11	791	0	2848	0.84	3.13
		%	0	72	0	28	0	100%		
		<i>f</i>	0	2046	11	791	0	2848	0.84	3.13
		%	0	72	0	28	0	100%		

Table 7 describes the results regarding whether teachers use innovative technologies (such as computers, the internet, and online libraries) in their daily teaching practices. According to the data, 28% of respondents agreed with the statement that teachers use innovative technologies in daily teaching practice, while 71% disagreed, and 1% remained neutral. The estimation of the mean, which was 3.13, indicates a tendency towards disagreement, with a standard deviation of 0.87. These results suggest that, according to the respondents, teachers did not frequently use innovative technologies in their daily teaching practices.

Table 8: Teachers give homework and assignments to the students.

Item	Respondents	Formula	Responses					Total	SD	Mean
			SDA	DA	N	A	SA			
Teachers give homework and assignments to the students	Head teacher	<i>f</i>	0	0	0	48	0	48	0	4
		%	0	0	0	100	0	100%		
	Teachers	<i>f</i>	0	0	0	240	0	240	0	4
		%	0	0	0	100	0	100%		
	Students	<i>f</i>	0	596	403	1561	0	2560	0.84	3.38
		%	0	23	16	61	0	100%		
	Overall	<i>f</i>	0	596	403	1849	0	2848	0.84	3.79
		%	0	21	14	65	0	100%		
		<i>f</i>	0	596	403	1849	0	2848	0.84	3.79
		%	0	21	14	65	0	100%		

Table 8 summarizes the findings on whether teachers distribute homework and assignments to students during the teaching-learning process. According to the research, 65% of respondents agreed that teachers gave homework and tasks to pupils, while 21% disagreed and 14% were indifferent. The estimated mean of 3.79 indicates high agreement, with a standard deviation of 0.84. These findings indicate that most respondents believed that teachers distribute homework and assignments to students throughout the teaching-learning process.

Table 9: My teachers provide individual help when a student has difficulties to understanding a topic.

Item	Respondents	Formula	Responses					Total	SD	Mean
			SDA	DA	N	A	SA			
My teacher provides individual help when a student struggles to understand a topic.	Headteacher	<i>f</i>	0	22	13	13	0	48	0.84	2.81
		%	0	46	27	27	0	100%		
	Teachers	<i>f</i>	0	0	0	240	0	240	0	4
		%	0	0	0	100	0	100%		
	Students	<i>f</i>	0	596	403	1561	0	2560	0	4
		%	0	0	0	100	0	100%		
	Overall	<i>f</i>	0	618	416	1814	0	2848	0.84	3.6
		%	0	21	14	65	0	100%		
		<i>f</i>	0	618	416	1814	0	2848	0.84	3.6
		%	0	21	14	65	0	100%		

Table 9 shows whether professors give individual assistance when a student has difficulty grasping a topic. According to the findings, 64% of respondents agreed with the assertion that their professors give personalized assistance in such instances, 22% disagreed, and 15% were indifferent. The estimated mean of 3.60 indicates high agreement, with a standard deviation of 0.84. These findings indicate that most respondents agreed that their professors give personalized assistance when a student has difficulty learning a topic. Students are given assignments during the lesson.

Table 10: My teachers conduct continuous assessment exams to evaluate students' progress and performance.

Item	Respondents	Formula	Responses					Total	SD	Mean
			SDA	DA	N	A	SA			
My teachers conduct continuous assessment exams to evaluate students' progress	Headteacher	<i>f</i>	0	22	13	13	48	48	0.84	2.81
		%	0	46	27	27	1	100%		
	Teachers	<i>f</i>	0	60	0	180	240	240	0	2
		%	0	25	0	75	1	100%		
	Students	<i>f</i>	0	596	403	1561	2560	2560	0	4
		%	0	23	0	61	1	100%		
		<i>f</i>	0	678	416	1754	2848	2848	0.78	2.94
		%	0	24	15	62	1	100%		
	Overall	<i>f</i>	0	24	15	62	1	100%		
		%	0	24	15	62	1	100%		

Table 10 summarizes the findings on whether teachers use continuous assessment examinations to evaluate students' progress and performance. According to the statistics, 62% of respondents agreed that their instructors administer such examinations, 24% disagreed, and 14% were indifferent. The estimated mean of 2.94 suggests a tendency toward agreement, with a standard deviation of 0.78. These findings indicate that the vast majority of respondents agreed that their professors use continuous assessment examinations to evaluate students' development and performance. Topic. Assignments given to students throughout the teaching-learning process.

Table 11: Comparisons of effect of class room environment, teacher competencies and cumulative achievements.

Classroom Environment			
Sr#	Items	SD	Mean
1	My teacher applies appropriate teaching methodologies according to the needs of students.	0.57	3.13
2	My teacher completes the prescribed syllabus within the given time of an academic year.	0	4
3	My teacher plans the lessons according to the prescribed syllabus and follow the scheme of study.	0.47	3.76
4	My teacher reaches the classes in time.	0.14	3.93
5	My teacher observes high level of attendance.	0.28	3.79
6	My teacher tells students how they can improve their performance.	0.28	3.85
7	My teacher uses innovative technologies (computer, internet, online library etc.) in daily teaching practice.	0	4
8	My teacher gives homework and assignments to the students.	0	4
9	My teacher provides individual help when a student has difficulties to understanding a topic.	0.28	3.6
10	My teacher conducts continuous assessment exams to evaluate students' progress and performance.	0.12	3.98

Dependent factor	Teacher Competencies and Classroom Environment	df	Sum of Squares	Mean Square	F	Sig.
Marks obtain in class 9 th	Headteacher	48	73900.81	1539.6	0.7	0.672
	Teacher	240	281971.3	1174.881	0.742	0.564
	Student	2560	3196064	1248.463	1.031	0.412

3.1 Qualitative Data Analysis

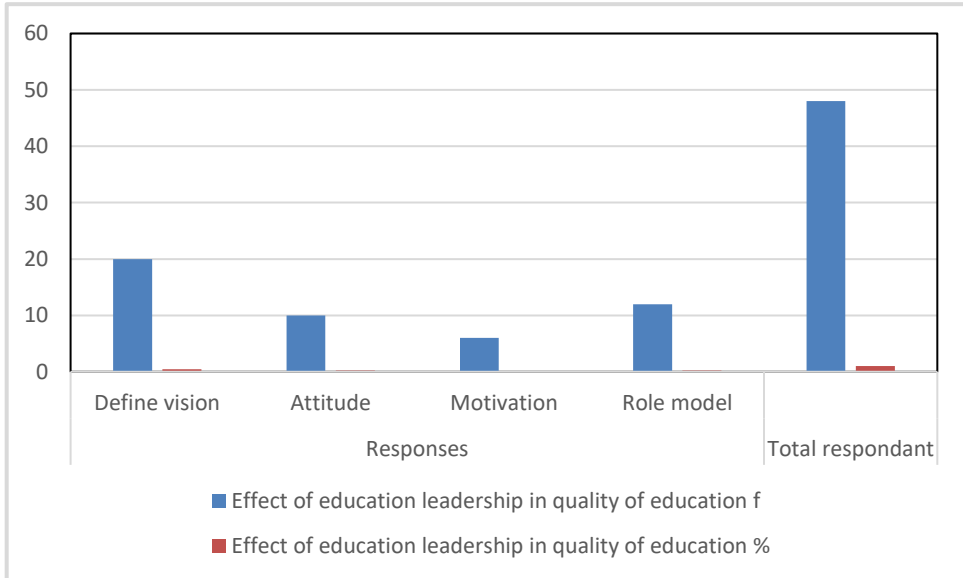


Figure 1: Effect of classroom environment on students’ academic performance

When Figure 1 is examined, it is seen that factors revealing the effect of classroom environment on students’ achievement are stated to be in the dimensions of competition by 22(46%) participants, motivation by 12 (25%) participants, and creativity effects by 14 (29%) participants. Views of some participants are given below.

The answer emphasizes the significance of a pleasant classroom environment, stating that a welcoming, inclusive, and exciting setting increases students' involvement with the learning content and motivates them to learn. They also highlight the importance of a supportive and courteous connection between instructors and students in fostering a positive learning environment, which may lead to higher engagement and academic success. According to the respondent, a healthy classroom culture that encourages hard work, persistence, and academic advancement helps motivate students to achieve success. Overall, the answer emphasizes the importance of the classroom atmosphere in determining students' academic accomplishment, claiming that a pleasant and supportive environment may not only increase engagement and motivation, but also inspire creativity and result in higher academic achievements.

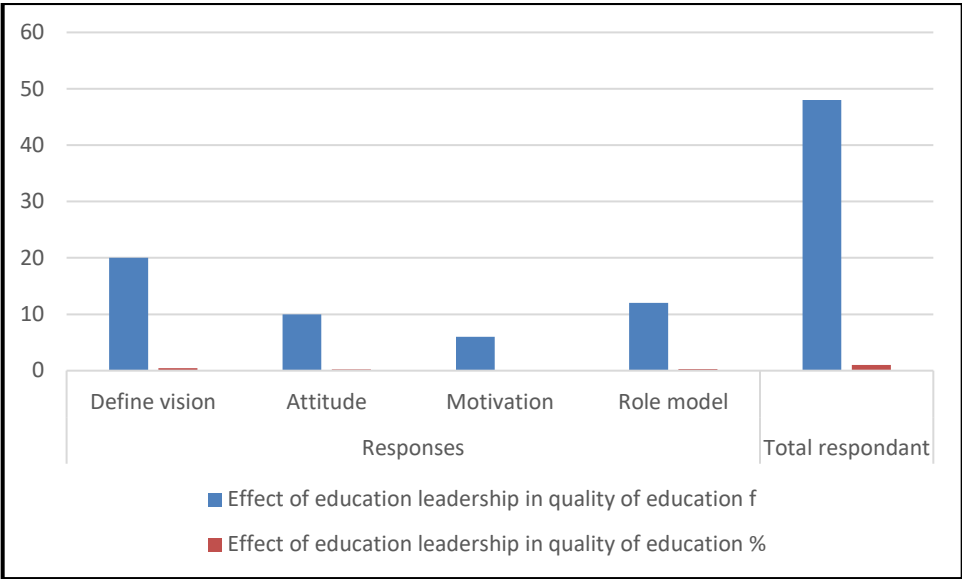


Figure 2: Effect of teacher on students’ academic performance

When Figure 2 is examined, it is seen that factors of revealing the effect of teacher on students’ academic achievement are stated to be in the dimensions of guidance by 7 (27%) participants, being a role model by 8 (17%) participants, communication by 10 (20%) participants, motivation by 10 (20%) participants. Views of some participants are given below.

The respondents' perspectives stress the importance of instructors in determining students' academic achievement. The teacher is seen as an important character whose impact extends beyond academic knowledge. Their attitude toward life, adaptability, and commitment to education have been shown to stimulate pupils' desire for learning, making them great guides for their students. The answer suggests that instructors are one of the key elements impacting academic performance. They argue that with tremendous commitment, a teacher can influence any student, emphasizing the huge impact that a devoted teacher can have on their students' educational experiences. The answer emphasizes the significance of a healthy teacher-student connection, stating that it may boost a student's confidence and active involvement in class. When students believe their instructor listens to and trusts them, their interest in the subject matter is likely to grow, leading to higher academic accomplishment. The reply highlights the motivating function of instructors, claiming that a teacher's capacity to encourage or demotivate pupils has a significant impact on their academic achievement. The student's attachment to their instructor is regarded as a critical component in their academic progress, emphasizing the importance of the emotional tie between teachers and pupils.

4 Discussion

This study's primary aim was to determine the effect of teacher competency and the classroom environment on student engagement and academic performance. The results confirmed that, to improve the delivery of excellent education, both students and teachers should get advice and counseling. These services can improve the learning environment by teaching effective time management skills and addressing physical development difficulties, particularly for girls. Students and instructors with good time management abilities can more successfully balance their academic and personal duties. Streamlining school administrative procedures can help guarantee that the institution's objectives are adequately prioritized and pursued. This might include

improving systems linked to resource allocation, curriculum development, personnel management, and general school administration. The recommendation is to restructure the education governance system to improve policy supervision and execution. The institution's leader must delegate power and leadership responsibilities to their subordinates and include other school community members in decision-making and school development processes. The Ministry of Education should provide professional development programs for head teachers. These initiatives would encourage fresh insights, ideas, and abilities, eventually raising employee morale and enabling them to operate more successfully and professionally.

The study found that teacher competency, including subject content knowledge, pedagogical skills, and classroom communication, significantly influenced students' academic performance. Teachers who are more competent in these areas could create a positive learning environment that promotes student engagement and achievement. The study also found that the classroom environment, including physical, social, and emotional factors, played a crucial role in shaping student outcomes. A positive and supportive classroom environment was associated with higher levels of student achievement. The study highlighted the importance of considering the combined effect of teacher competency and classroom environment on student academic achievement. Teachers who were both competent and able to create a positive learning environment were likelier to have students who performed better academically. These findings have important implications for education policies and practices. They suggest that efforts to improve student academic achievement should focus on enhancing teacher competency and creating supportive classroom environments that facilitate learning.

5 Conclusion

The findings emphasize the critical role of teacher competency, including subject content knowledge, pedagogical skills, and classroom communication, in shaping student outcomes. Teachers who possess these competencies are better able to create a positive learning environment that promotes student engagement and achievement. Additionally, the study highlights the importance of the classroom environment, including physical, social, and emotional factors, in influencing student academic achievement. A supportive and conducive classroom environment is associated with higher levels of student performance. Furthermore, the study underscores the importance of considering the combined effect of teacher competency and classroom environment on student outcomes. Teachers who are both competent and able to create a positive learning environment are more likely to have students who perform better academically.

6 Recommendations

- Provide ongoing professional development opportunities for teachers to enhance their subject content knowledge, pedagogical skills, and classroom communication abilities.
- Encourage parental involvement in education by providing opportunities for parents to participate in their child's learning. This can include parent-teacher conferences, workshops, and other activities that promote collaboration between home and school.

7 References

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