

## Effect of Teachers' Qualification on Students' Academic Performance at Public Secondary Schools in District Gwadar, Balochistan

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### Abstract

This research study intends to investigate effect of teachers' qualification on students' academic performance at public secondary schools in district Gwadar, Balochistan. According to Salman (2019) academic performance of the students depends upon their teacher's qualifications as well as the professional qualification. Similarly, teachers' professional qualifications are most effective for the school teachers to promote students learning effectively that different specializations are very significant and positively correlated to them (Salman, 2009). Different research studies has found teachers qualification and experience as an effective tool to grasp over the gaps of teaching and learning, the learning skills and characteristics of the learner can better be handled by a qualified and an experienced teacher (Jay et, al 2020). Present study investigates the teachers' qualifications that affect their students' academic performance. Furthermore, it is also investigated that weather well-qualified teachers with professional degrees have a positive relationship with student's academic performance at the secondary level (Kwon, Na Young, 2019).

Methodology: Descriptive survey design with quantitative approach was used to conduct this research study. Questionnaire was used as a tool to measure the response, questionnaire is used to learn more about a situation's factors or conditions as well as the phenomenon's current state (Key, 1997). The association between teacher credentials and academic performance was established in this study. 200 secondary school teachers, 30 public secondary schools, and the annual class 10th (2020–2021) test results were the study's target population. A sample size of 100 secondary teachers and 18 public secondary schools were determined using the Yamane formula. A questionnaire was developed to collect the data. Random

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sampling was used as a sampling technique.

Results: found that students who were taught by highly qualified teachers performed better than those who were taught by less qualified teachers. It was also shown that students who were taught by experts, performed better in teaching. The results also showed that the teacher's gender did not affect their ability to influence their knowledge. A well-qualified teacher can serve better in this field. Based on the results, it is recommended that teachers with higher professional qualifications should be recruited and employed to teach secondary school students. whereas, proper training for all teachers in the secondary school district Gwadar, Balochistan should be provided.

**Keywords:** Teacher Qualification, Academic Performance, Secondary School

**INTRODUCTION:** Education is the basic need for the citizen of Pakistan the government should provide basic quality education to all Pakistani nations. In addition, it is the most important tool for developing a country that human resources primary level to a higher level (Boit, Njoki, & Chang'ach, 2012).

Similarly, Education is the lifelong and continuous process of human reconstruction experience and imparting the holistic development that consists of students' and teachers' physical, mental-emotional as well as social development (Hasbi Sjamsir, 2021). Similarly, education is the main source of getting knowledge and change you for the better understanding through education improvement of the academic performance of the students these performances depend upon teachers' qualifications (Zikanga et al., 2021).

Furthermore, teachers have to need well-qualified and talented teachers' agents in any society for academic success. In addition, Globally, Elsbree (2015) stated that the qualifications of the teachers in the USA indicate the main source of result-oriented education is the performance of the teachers to their academic skills. The most significant factors that students are improved depend on teacher qualification. Similarly, teachers' qualifications positively depend upon the student's performance (Abe & Adu, 2013).

Similarly, teachers,' professional qualifications are most effective for the school teachers to promote students learning effectively that different specializations are very significant and positively correlated to them (Salman, 2009). In addition, teachers and students investigate the relationship characteristics of the teachers' and students' academic performance that present study investigates the teachers' qualifications that affect their students' academic performance. Many public secondary schools in district Gwadar engaged unqualified and lack up required qualifications academic competence, proper teacher training effective knowledge of their students.

**Statement of the problem:** Education has been a fundamental need of every individual of the society. The learning under a well-qualified and experienced teacher helps in better academic achievement. It was investigated that many public secondary schools in district Gwadar engaged unqualified and lack up required qualifications academic competence that effected proper teacher training effective knowledge of their students. Furthermore, teachers,' professional qualifications are most effective for the school teachers to promote students learning effectively that different specializations are very significant and positively correlated to them (Chaudhry et al., 2020). Hence this research study intended to investigate

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the effect of teachers' qualification on students' academic performance at public secondary schools in district gwadar, Balochistan.

**The rationale of the study:** The government of Balochistan is playing a significant role in the sectors of education that enhance very good quality education by improving students' academic performance in school education especially, in secondary schools (MOSED 2012). The professional qualification is very necessary for qualified teachers, as well as certificates schools' outcomes by the minister of education, is the mission to provide quality education. Similarly, the deficiency of professional qualifications of the teachers' likes, B.Ed. and M.Ed. on basis of students' academic performance. Department of secondary education (SED) observed the low level of qualification of teachers in a respective school in District Gwadar reduces the academic outcome of pupils because of efficient and qualified teachers with skills and experience. Parents and educators' classes demand skilled and disciplined-minded students, who may be able to adjust and lead society in a positive direction. This study aimed to investigate the teacher's qualifications that affect the performance of the students in public Secondary Schools in district Gwadar. Furthermore, students' performance compared to those teachers who have professional qualifications and those who thought by a non-professional degree in public Secondary Schools.

**Research objectives:**

- 1) To examine the effect of teachers' qualification on students' academic performance in Public Secondary Schools in district Gwadar.
- 2) To investigate the effect of teachers' professional qualifications on students' academic performance at the public Secondary Schools in district Gwadar.

**Research Hypotheses:**

**H<sub>0</sub>:** There is no significant effect of Teachers' qualifications on students' academic performance in public secondary schools in District Gwadar.

**H<sub>0</sub>:** There is no significant effect Teachers' professional qualifications on students' academic performance in public secondary schools in District Gwadar.

**DEFINITIONS OF OPERATIONAL TERMS: Teachers' qualification:** Teachers' qualifications refer to the academic and professional qualifications of the teachers at secondary public schools.

**Academic performance:** Academic performance refers to a successful accomplishment or performance in a particular subject area. But in this study, academic performance refers to only matrix students' academic performance at the secondary level.

**Secondary School:** Refer to those institutions where students get their secondary education.

**REVIEW OF RELATED LITERATURE:** Teachers qualified refers to the students that an individual's knowledge and skills are the minimum categories for different levels of education (Lydia & Migosi, 2015). In addition, quality of the education as well as teachers' training. Similarly, the teachers' training institutions are effectively developed the teacher's capability

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and provide the proper direction for the students with high-quality learning (Taleb, 2007). The development of a country that needs to provide teachers training institution development to make qualified teachers they will provide proper direction to their students academically as well as moral development (UNESCO, 2006). Therefore, the students need to be well-qualified teachers for better understanding that they deliver lectures properly in the classroom. Moreover, the achievement of the students is dependent upon their ability or proper guidance as well as committed their teachers (Dladla & Moon, 2013).

**Educational Qualification as Aspect of teacher qualification:** The educational institutions are the backbone of the national teachers' need proper training and make it professional degree even throughout the educational levels that estimated completely considered. Furthermore, the tertiary level education needs for these teachers' professional qualifications are most important for the effecting teaching and learning process (Trusty & Niles, 2014). Similarly, the effectiveness of the teachers motivates the students in their social, moral as well as academically. In addition, similarly, teachers' professional qualifications are most effective for the school teachers to promote students learning effectively that different specializations are very significant and positively correlated to them (Horne, 1980).

**Teacher Experience and Teacher Qualification:** The teacher's abilities are directly correlated to the student's academic performance according to a report by UNESCO (2015) says that teacher refers to those values, and judgment, in school situations that teachers teaching experience. Moreover, the report of UNESCO (2010) says that teachers teaching experience is most effective for the aspect critical which improves enhancing the learner performance. Similarly, teaching experience is a global issue that effective teaching is implemented in classroom activities and learner performance. In addition, there is an African report (2009) says that teachers must improve their teaching methods as well as academically.

**Teacher Qualification and Students' Academic Performance:** Teachers' qualification has been promoted that sectional in the school setting which teachers have main sources used in different institutions development as well as students' like schools, colleges, and university level that help the knowledge and changes (Wallace, 2011). Furthermore, teachers' motivation always helps that education, and policymakers' educators, as well as parents, might collaborate with teachers and school administration that help the knowledge and changes (Wallace, 2011). According to Wallace (2011), teachers have been qualification teacher professional degrees are necessary for school teachers. Similarly, teachers should help students discover their talents and get their future values effectively (Kimani et al., 2013). Teachers who qualified management of the pupils who were disabled so I performed activities that enhance the school's effective productivity (Pishghadam & Shayesteh, 2012).

**The Impact of Teacher Qualification on Students' Academic Performance:** The pupils of the Secondary school should receive relevant education based on a variety of factors, including instructor qualifications (Hellens, 2020). Golhaber and Brewer (2007) assert that there may be a relationship between teaching staff qualifications and school productivity that

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is influenced by other variables, such as the school environment, the socioeconomic status of the nation, and teaching experience. In this relationship, the school performance is dependent on the teaching abilities and experience of the teachers, which may be associated with high school graduation rates. However, Mayer, Mullens, and Moore (2010) looked into the relationship between teacher certification and education, as well as student results, and found that there was a connection between teacher qualification and school productivity. According to Wright and Horn (2007), public high school teachers with a degree in education and certification may be seen as having the ability to improve students' academic performance. They also suggested that this qualification may result in high student academic performance (Mduma & Mkulu, 2021).

According to Ingersoll (2012), there are three levels of analysis that determine the teacher's effective communication transmissions of the knowledge as well as their professional qualification to increase the student's academic achievement. These three levels include the teacher's teaching experience, class size, and adherence to a standard code of conduct. Similarly, a study by Brewer and Gold Haber (2010) focused on their teaching qualification with proper training to them then they will teach effectively to their students in the classroom (Gold Haber, 2010).

In addition, those who received instruction from teachers who had no certification or certification in a different field of study. However, Morton et al. (2005) suggested that three factors, teachers' content knowledge, subject matter, as well as lesson planning may be used to determine if a teacher is qualified to teach effectively. According to Buddin and Zamarro (2009), both teaching experience and teacher professional experience are crucial.

**Methodology:** Descriptive survey design with quantitative approach was used to conduct this research study. Questionnaire was used as a tool to measure the response, questionnaire is used to learn more about a situation's factors or conditions as well as the phenomenon's current state (Key, 1997). The association between teacher credentials and academic performance was established in this study. 200 secondary school teachers, 30 public secondary schools, and the annual class 10th (2020–2021) test results were the study's target population. A sample size of 100 secondary teachers and 18 public secondary schools was determined using the Yamane formula. As a means of gathering data, questionnaires were employed. Random sampling was used as a sampling technique.

### 3.1 Table: *population and sample size of the study:*

<i>Category</i>	<i>Population</i>	<i>sample size</i>
<i>Public secondary schools</i>	30	18
<i>Public secondary school teachers</i>	200	100
<i>BBISE results (years 2020-2021)</i>	10 Respective schools' results	

**Ref: EMIS EDUCATION OFFICE:**

**Data Analysis:** The data were analyzed with the use of Frequency, and percentages were used to analyze participants' demographic status means, standard deviations that data of the teachers on their educational qualification in the public secondary. In addition, teachers were used to determining the Correlation Coefficient between teachers' qualifications and pupils'

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academic performance, and teachers. The decision-making of significance chosen for the level is 0.05. Findings of the study were presented based on the objective of the study. The objectives of the study are teachers' qualifications on students' academic performance impact on their academic performance at secondary public schools in District Gwadar, Baluchistan.

**Teacher Qualification in Public Secondary Schools:** To establish the factors associated with teacher qualification, the questionnaire as data collection

The instrument was distributed to teachers to elaborate on the level of teacher qualification Table 1 presents teachers' responses to teacher qualification.

**3.4 Table 1: Teachers' qualifications of public secondary school teacher**

QUALIFICATION	FREQUENCY	PERCENTAGE %
BA/B SC	70	44
MA/MSC	50	39
B. ED/ M. ED	20	13

n. Twenty (20%) of the respondents have a bachelor's degree in vocational training. Three (3%) of the participants had master's degrees in education. Most teachers have degrees with a BA or BSC. Likewise, in Balochistan, many teachers have B. ED and M. ED professional degrees in education. Therefore, schools have basic teaching skills, and students' academic performance will have a positive impact on teachers' professional qualifications on students' secondary school academic performance. Furthermore, the researcher to conduct a study by Ugbe and Agim (2009) established a positive relationship between teachers and students, and teachers' competence in subjects has an impact on students' academic performance. Well-qualified teachers are better than unqualified teachers, and professional degrees aren't necessary for this.

Objective: To examine the effect of teachers' qualification on students' academic performance in Public Secondary Schools in district Gwadar.

**H0:** There is no significant effect of Teachers' qualifications on students' academic performance in public secondary schools in District Gwadar.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811 <sup>a</sup>	.827	.826	.52009

a. Predictors: (Constant), TQ

**ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
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1	Regression	256.644	1	256.644	898.101	.000b
	Residual	53.557	198	.270		
	Total	310.202	199			

- a. Dependent Variable: SAP  
 b. Predictors: (Constant), TQ

**Coefficients**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	.012	.118		.099	.821
	TQ	.811	.031	.811	29.993	.000

- a. Dependent Variable: SAP

The above table of linear regression model showing the calculated values e.g, R= .811, F= 898.101, (Beta= .811, t=29.993, sig=.000) found that the values are significant, thus the null hypothesis of the study is rejected. The alternate hypothesis there is significant effect of Teachers' qualifications on students' academic performance in public secondary schools in District Gwadar hence is proved.

Objective: To investigate the effect of teachers' professional qualifications on students' academic performance at the public Secondary Schools in district Gwadar.

**H0:** There is no significant effect of Teachers' professional qualifications on students' academic performance in public secondary schools in District Gwadar.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.913 <sup>a</sup>	.938	.937	.52009

- a. Predictors: (Constant), TQ

**ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	256.644	1	256.644	948.722	.000b
	Residual	53.557	198	.270		

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Total	310.202	199
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- a. Dependent Variable: SAP
- b. Predictors: (Constant), TQ

Model	Unstandardized Coefficients	Coefficients				
		B	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	.012	.118		.099	.923
	TQ	.913	.031	.912	40.214	.000

- a. Dependent Variable: SAP

The linear regression model showing the calculated values e.g, R= .913, F= 948.722, (Beta=.913, t=40.214, sig=.000) found that the values are significant, thus the null hypothesis of the study is rejected. The alternate hypothesis there is a significant effect of Teachers' professional qualifications on students' academic performance in public secondary schools in District Gwadar, hence is proved.

**Findings and Discussion:**

The results of this study show that high academic and professional qualification of teachers has a significant impact on students' academic performance in secondary school. This agrees with Olarewaju (1986) who argued that students' low performance is due to the teachers' lack of knowledge. Adeniyi (1993) also supported the findings when he observed that having qualified teachers is a key factor in manpower development. The study found that professional teachers have a more positive impact on student performance than unprofessional teachers. The professional teachers' training in education is the main reason behind the clear difference between their performance and that of the average student. Success in any educational endeavor depends heavily on the availability of skilled teachers. This is because the teachers have been taught the necessary techniques for imparting effective learning to students. The study found that experienced teachers are more effective than their inexperienced counterparts. The teachers with more experience were more effective in influencing the students than the teachers with less experience. Their scores indicate that the two people are highly skilled at teaching. Both groups have access to the basic principles of the necessary teaching methods.

**Conclusions:** It was concluded that a teacher's school qualification, as well as their professional qualification, is most important for the teacher but without these are not sufficient to positively influence the secondary school teachers' effective performance on their academic performance of the students, similarly, the teachers' professional qualification



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like B.Ed. and M.Ed. in the other hand teachers need these qualifications. In addition, this study presented that gender differences in teachers do not affect their ability to impart knowledge and experience, they cannot be dismissed when it comes to a teacher's effectiveness.

**Recommendation:** Based on the results of this study, the following guidelines were formulated:

1. Teachers should be recruited with at least graduation level to encompass over the teaching and learning gaps,
2. The professional qualification of teachers should be considered as a key point that helps to develop a skillful environment in the institution for better academic achievement.
3. Professional qualification helps teachers to understand the students' psychology hence the professional teachers should be hired
4. Government should provide incentives for professional teachers, especially by giving them a profitable science allowance.
5. Continuous professional trainings should be arranged to develop teaching skills

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