Relationship Between Teachers' Professional Competencies and Student's Academic Achievement at Secondary Level in Azad Jammu & Kashmir

Mobeen Kousar
M. Phil in Education, Govt Teacher at PS Khrand, AJ&K.
Email: mobeenkhan786@gmail.com

Khalid Mehmood
SST Govt. High School Paleer AJ&K.
Email: khalid552233@gmail.com

Abdul Karim
PhD Scholar MIU.
Email: sardarkarim2@gmail.com

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Abstract

The purpose of this study to investigate the relationship between teacher's professional competencies and student's academic achievement of 10th class in AJ&K. A questionnaire on five-point Likert scale was developed to collect data from the students. A survey conducted for gathering data. The data collected through the questionnaires were analyzed by using mean score and independent sample t-test. 8 schools from district Sudhnoti were chosen randomly as clusters. All 234 students of 10th class were taken by sample random technique. 40 items consisted on teacher's professional competencies in a questionnaire for the sample of 234 of 10th class students. Pilot tested on 40 students for its validation (excluding sample). Questionnaires were collected through personal visit and with the help of those school teacher's. The study tested teacher communication skill, teacher teaching methodologies, content skill and class room management skill. In the light of this study we found that a teacher positive relationship with students in the classroom has a strong Effect on student's lives. Studies have concluded that teacher has adapted different learning styles, motivates students to learn, build supportive relationship using encouragement and, motivate students to learn.

Keywords: Teachers, Professional, Competencies, Relation, Academic, Achievement

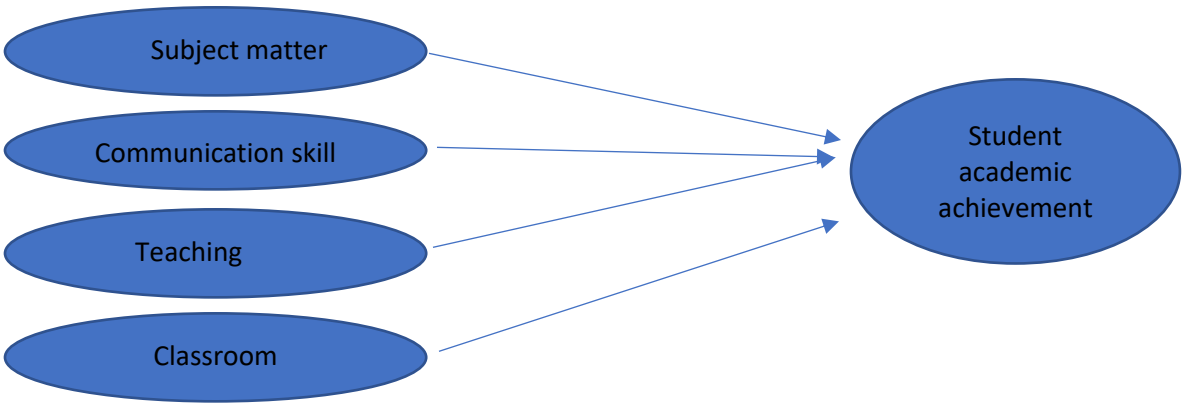
Conceptual Framework of the study

There are two types of variables used in this study: independent and dependent.

Independent variable

Teacher competencies in term of his

Dependent Variable



The study's objectives are to (1) assess teachers' competency levels, (2) determine the relationship between teachers' competency levels and students' academic achievements, and (3) identify areas where teachers in District Sudhnoti's secondary schools could benefit from professional competency training. Teachers' competence in the areas of communication, pedagogy, subject knowledge, and classroom management will be assessed, while students' performance in the classroom will be gauged by their performance on the BISE Mirpur 9th grade exam (2022).

Statement of the Problem

The end goal of every educator should be to create a classroom setting that inspires students to learn and allows them to absorb new information. However, the majority of students consistently attend classes on time and do their best, yet their results fall short of their expectations. And sometimes students just don't care about what they're learning and drop out entirely. A lack of professional competencies among educators is one possible cause of the current situation.

Learners, according to the researchers, mirror their teachers. The competence of educators has a direct correlation to the degree to which their students reflect. Hence, it is crucial to study and record the relationship between secondary school students' academic success in AJ&K and their teachers' competency levels.

Objectives of the study

The following were be the study objectives:

- In order to assess a secondary school educator's pedagogical prowess and communication abilities.
- The purpose of this study is to examine secondary school teachers' subject knowledge and their ability to manage their classrooms.
- In order to investigate the connection between secondary school students' academic

performance and their teachers' competency levels.

Research questions

- How well-versed in effective communication are secondary school educators?
- How advanced are the pedagogical practices used by secondary school educators?
- How well-versed in their subjects are secondary school teachers?
- How well-versed are secondary school educators in managing their classrooms?
- At the secondary level, is there a correlation between the competence of teachers and the performance of their pupils?

Research Hypothesis

H_o1. The relationship between students' academic achievement and teachers' competencies is not significantly different.

Teaching profession

Teaching is a fulfilling profession. Along with giving us the opportunity to make a difference in the lives of young people, it also makes our job very rewarding.

Having the opportunity to help shape the minds of future generations is one of the most rewarding aspects of being a teacher.

By influencing the lives of the next generation through education, we can help create a more cultured society.

Along with fantastic opportunities come even greater difficulties. However, we should not let these difficulties dictate our choice, but rather use them to get ready for whatever the future brings. Teaching, like any other occupation, may present its fair share of difficulties. After all, nobody loves an easy job. The professional teacher faces these challenges with different strategies. He doesn't pay attention on the hurdles and focus on his work thus he succeeded.

Teacher Professional Competence

Understanding of Teacher Competence

One definition of competence is the capacity to carry out one's work effectively. Competencies are sets of defined behaviours that offer a framework for identifying, evaluating, and developing these skills in individuals. As a notion for performance motivation, the word "competence" initially surfaced in a 2019 article written by White. Some academics define "competence" as the capacity to carry out a task to a high standard, while others define it as the possession of both practical and theoretical knowledge, along with the requisite cognitive abilities, behavioural norms, and values. Competencies in systems thinking, emotional intelligence, and the ability to influence and negotiate are some examples of what might be considered life competencies for managers.

The ability to carry out a task successfully is one of the two most prevalent interpretations of the word competence. Integrated competency standards view competence as the demonstration of knowledge, abilities, skills, and attitudes within the framework of a selected set of realistic professional tasks, as opposed to the more limited view that views competency standards as lists of specific, discrete vocation tasks of a teacher. Teaching and learning have also evolved to accommodate technological advancements, which have brought about changes in every aspect of society.

As per UNESCO (2018), a teacher's competency in the 21st century is to have a solid grasp of their subject's curriculum and to incorporate technology into their lessons. The curriculum, the students, and the teacher are the three pillars upon which the formal education system

rests. Society is built through education, and teachers play a crucial role in shaping that process. A person is a social unit. A nation is made up of its citizens and the societies that comprise it. It is believed that country is civilised and has established laws so that its citizens can live in peace. This is a collection of principles known as traditional values and cultural norms. Efforts are made at different levels by every society to promote the virtues and eradicate the vices according to their established set of values, which are called virtues and vices. Through both formal and informal educational channels, these sets of values are passed down through the ages. Education is about learning things without bias, expanding one's knowledge, and becoming more self-aware. Therefore, it is the sole form of schooling that teaches students to question the validity of long-held values and customs and how they have evolved through the years. Personality and character are shaped by education. The ability to influence one's surroundings and realise one's potential is a product of the maturation of all these capacities.

There are two main factors—the teacher and the curriculum—that contribute to the overall quality of education. Traditionally, in the classroom, students have looked to their instructors to impart, clarify, and facilitate their understanding of course material. Having highly qualified and professional educators in the classroom is essential for providing students with an excellent education. Knowledge, competencies, and skills at a high level are the fundamental requirements for active citizenship, employment, and various conversions; citizens build a nation, and teachers prepare citizens for the future. In order to build a solid foundation for one's professional and personal future, a top-notch education is crucial. The process and outcome of teaching and learning, however, are subject-specific and necessitate unique approaches and expertise.

A competent teacher possesses all of these abilities, skills, and techniques. The competence and reliability of a work are directly related to how consistent it is. To be an effective educator, one must possess a wide range of subject-specific competences. The subject has predetermined goals that both the teacher and the students must meet (Sujathamalinia, 2017).

The effectiveness of a teacher's instruction has traditionally been evaluated by the students' results on both internal and external assessments (Ajao, 2011). Evidence suggests that teachers have a significant impact on their students' performance in the classroom. Teachers also play a pivotal role in students' educational attainment, as it is their job to turn classroom policies into concrete actions and guiding principles through their interactions with students (Afe, 2011). Numerous studies have shown that students' academic performance improves in classrooms where teachers are well-versed in their subjects and have strong pedagogical abilities (Olarewaju, 2015, Lochead, & Verspoor 2014).

According to Owolabi (2013), a teacher is someone who guides and supports students to improve their performance through instruction, interpretation, control, and direction. Students' results on the secondary certificate of education (SCE) exam are, according to records, quite low (Ikoh, 2017). The failure of the government to adequately fund schools and inspire educators to raise student achievement is said to be to blame for this performance (Agha eta, 2019). Despite its focus on financial accounting teachers' competency levels, this research is more important because there are mixed feelings about what causes students' poor academic performance in secondary school, particularly in financial accounting at (SCE).

Traditionally, educational systems have prioritised students' cognitive abilities over their emotional well-being (Qi-rong, 2010). Possessing strong cognitive and affective abilities is essential for students to actively participate in their learning, take ownership of their own progress, generate a love of learning, and contribute to the development of new ways of inquiry. According to LeBlanc and Gallavan (2019) and Kaklauskas et al. (2015), cognitive and affective learning are inseparable components of a larger whole.

Learning that incorporates emotions is more likely to result in permanent retention, according to Owen-Smith (2014). Schools should prioritise teaching students affective knowledge and skills alongside cognitive abilities, according to psychologists who claim that emotions are important components.

Teachers are expected to possess advanced skills in both the cognitive and affective domains, as they play a crucial role in socialisation. Students might have a lot of knowledge and skills, but they won't be able to express themselves emotionally unless teachers incorporate affective goals into their lessons. Although the goal of teacher preparation programmes is to provide future educators with strong academic and pedagogical foundations, the emotional component is often overlooked. So, many first-year educators don't know much about how to incorporate emotional learning objectives into their lessons.

Affective domain behaviours are also challenging for teacher candidates to identify. Therefore, it is imperative that schools that prepare teachers prioritise the emotional intelligence of their students. Most educational goals fall into one of three broad categories: cognitive, psychomotor, or affective. The cognitive domain is important, but teachers should also use a variety of integrated supports to tailor lessons to students' unique needs and place an emphasis on the affective domain, which deals with the more subjective aspects of learning.

More confusion surrounds the characteristics of efficient learning. Historically and culturally, affective learning and affective education have both been marginalised and underappreciated (Wear, 2014). Affective skills are problematic to quantify in educational evaluation and difficult to describe in design terms, according to Goldgayl (2015), which is why the affective domain is generally neglected. Education has primarily focused on imparting fundamental knowledge and skills, despite the fact that cognitive goals are more readily operationalized in behavioural terms.

Unfortunately, LeBlanc and Gallavan (2019) state that educators tend to elevate the cognitive domain above the affective domain when they acknowledge the significant differences between the two. People often view affective learning as being too "subjective" because it involves emotions, feelings, and values. Because of this, "objective" cognitive learning has always been given more weight than "affective" learning. Not only do emotions and thoughts fall under the affective domain, but so do the guiding principles, worldviews, and ideologies that shape the way educators approach their work.

Depending on the skill, students' ability to learn can be greatly enhanced or limited. A growing body of research is examining the impact of affective traits on academic achievement. These traits include beliefs, emotions, self-esteem, perseverance, motivation, and social skills. Affective variables, including students' attitudes, interests, and values, significantly impact their behaviour in the future (Popham, 2011). Positive emotions, such as curiosity, optimism, and pride in one's accomplishments, also lead to better retention of

information. Having a growth mindset towards future learning; thus, creating an environment where students can develop their self-esteem is a crucial responsibility of effective education.

According to Owen-Smith (2014), the majority of classroom practices have neglected to address students' emotions. Emotions can influence learning in good and bad ways, according to some. The study's proponents argued, on the one hand, that pupils' learning and performance improve when they have a positive emotional investment in the material. Instructors' belief in their own abilities to educate is bolstered when they share their joy. So, it stands to reason that a more content educator could provide better learning outcomes for their students (Taxer & Frenzel, 2015). Students' motivation and affective outcomes are impacted by teachers' enthusiasm, which is defined as their positive and effective experiences with instruction (Kunter, Frenzel, Nagy, Baumert & Pekrun, 2011). As stated by Skaalvik and Skaalvik (2013), effective teacher behaviours have a direct impact on students' intellectual self-concept and intrinsic motivation to learn. The flip side is that students' enthusiasm and excitement can get in the way of their methodical and careful work, which in turn hinders their ability to teach (Darling-Hammond et al., 2013).

Researchers have asserted, in addition to the studies cited above, that learning and effective skills are intimately related (Craig et al, 2014). Learning that sticks and is successful over time depends on teachers' effective traits and emotional support (Sakiz, Pape, Hoy, 2012). A teacher's ability to elicit and manage students' emotions is, thus, an essential competency for any worthwhile educator. Despite the affective domain's neglect in education, teachers can help students develop more positive dispositions, attitudes, values, and ethical perspectives by collecting data about it through reliable assessment.

Aspiring educators enrol in teacher preparation programmes with the expectation of gaining knowledge and skills that will help them become effective educators. There is a lack of emphasis in teacher preparation programmes on developing students' affective competencies. Perspective teachers must cultivate a wide range of effective competencies apart from subject-matter expertise. Some research has looked at the relationship between certain traits held by future educators and their level of success in the classroom.

Competencies of teachers, including their knowledge, attitudes, aptitudes, and abilities, impact their classroom practices. Unless they possess specific affective abilities, teachers-to-be will struggle to integrate what they learn in the classroom into their lessons, regardless of how proficient they become in pedagogy, subject area knowledge, and cognitive abilities during teacher preparation (Zigler, 2011).

Written curricula, preset materials, and comprehensive teacher guides show educators exactly what questions to ask and what kinds of answers to anticipate; however, they do little to help educators deal with students' negative attitudes and feelings, respond to inquiries about diverse interests, or boost students' motivation and self-esteem. By experimenting with different approaches, educators may find what works best for managing their classrooms and students' learning environments. A teacher's efficacy in lesson preparation, presentation, and assessment can be enhanced by keeping the affective domain in mind. Teacher preparation programmes should, therefore, aim to cultivate comprehensive competences in educators by placing equal emphasis on the affective domain as on the other domains.

These days, there are teachers who have seen the light and are recommending that educational procedures take the effective domain into account. According to Cheng et al. (2012), in order to improve teachers' effectiveness, teacher preparation programmes should incorporate both cognitive and affective behavioural domains. Teachers should be sensitive to their students' emotional needs because students' emotional states affect their ability to absorb new information and form accurate mental representations of what they read. Teachers must ensure their classrooms are safe places for students to express themselves and learn in order to provide their students with the best possible educational experience. Teacher preparation programmes aim to help future educators build self-assurance as educators, find more fulfilment in their work, make a stronger commitment to their students' education, feel more connected to their school, and foster a welcoming environment for all students (Cheng et al., 2012). To encourage the growth of moral principles, quality educational opportunities are crucial (Wong et al., 2015).

What teachers teach, how they prepare students for the future, and how they cope with diverse students are all influenced by their values. Because teachers' personal development has a direct impact on their lessons for students, students pick up on teachers' values and conduct without even realising it. Finding out what values future educators bring to their education programmes and how those values evolve as they progress through the programme is crucial. Thus, good educators contribute to their own and their students' moral and intellectual development (Zilger, 2011). Therefore, in order to help future educators grow morally and spiritually, affective education should be a core component of teacher preparation programmes (Wong et al., 2015). According to LeBlanc and Gallavan (2019), all teachers should be prepared to teach affective education by learning the necessary knowledge, skills, and dispositions in teacher education programmes.

Teacher Methodologies

There are three main categories of pedagogical approaches: teacher-centered, learner-centered, and general. In a teacher-centered classroom, the instructor takes centre stage and students passively absorb material rather than actively participating in their own learning. This method emphasises theory over practice and memorization over analysis. It failed to inspire pupils to learn by doing and to apply what they had learned. Results in the classroom are correlated with the strategies used in the classroom (West & Woessmann, 2010; Vandenberghe & Robin, 2005). While the lecturer makes the most efficient use of time and energy possible to impart knowledge, the onus is entirely on the teacher to do so. Students might become disengaged and lose interest. The sole purpose of direct instruction is for the teacher to demonstrate or explain an idea. The purpose of the drill and practise method is to enhance memorization of information by repeatedly performing the skill.

Through the use of one-way oral communication, the lecture method imparts knowledge to students. Educators have largely embraced student-centered methods as a means to enhance active learning and introduce the idea of learning. Interest, analytical thinking, critical thinking, and enjoyment are all fostered by the student-centered approach. Since it reverses the teacher-centered approach and creates a flow of information from students to instructors, this style of instruction is superior. Improved student achievement is a direct result of this strategy's emphasis on goal-oriented learning activities. Boonen et al. (2014) and Wayne & Youngs (2006) are just two examples of the many studies that are ongoing efforts to identify

what makes a good teacher and what helps students acquire the information and abilities they need to solve problems.

According to Sajjad (2011), most schools have opted for interactive classroom methods. This approach, which allows instructors to combine classroom discussion, hands-on activities, and multimedia presentations, is also known as a supplementary method. The arts, physical education, mathematics, music, and crafts are better suited to this approach. Meeting the unique requirements of each student is challenging with this approach. In order to help students learn to think critically and retain information about self-actualization, the facilitator approach or activity method encourages them to learn it on their own. The amount of time a teacher spends in the classroom is related to the approach they take (Lavy, 2015; Rivkin & Schiman, 2015). Curriculum development, lab activities, feedback, and creative writing can all benefit from the Delegator approach or Group method. Care, nurturing, and the development of abilities and minds and talents constitute the best approach.

Chetty et al. (2014) and Jacobson and Kauschak (2009) are just two of many studies that show how instructors' pedagogical choices affect their students' performance in school and in life. Learning environment, teaching organisational skills, and interacting with students are the qualities of an effective classroom (Grosmman, et al., 2013; McC affrey, et al., 2013). Opdenakker & van Damme (2006), Seidel & Shavonne (2007), and Van de Grift (2014) are just a few examples of the recent literature that delves into student-centered approaches to learning. These kinds of methods encourage students to actively participate in the learning process, rather than passively receiving information from teachers or being rotely memorised.

Teachers' pedagogical strategies help students acquire the information and competences necessary for successful learning (Ndirangu, 2007). Several factors influence the unique teaching method, including the content taught, the objectives, the learning resources, the teachers' motivation and readiness to help students apply the methods to real-world problems, and the resources themselves (Ndirangu, 2007). Depending on the subject matter, the level of student interest and engagement, and the cultural context, teaching approaches might differ from one nation or region to another. According to Asikhia (2010), students' low achievement scores were caused by the teaching methods of their teachers, not by their teachers' qualifications or the students' environment.

Contemporary nations have embraced innovative and engaging ways of imparting knowledge. Institutions of higher learning have begun to embrace life-long learning strategies as a means to better engage students in the learning process (Teo& Wong, 2005). In several countries, including the United States (Kenya Njoroge et al., 2014), Pakistan (Sajjad 2011), Uganda (Guloba, Wokadala and Bategeka, 2010), and Nigeria (Barneka 2012), researchers have looked at how different teaching methods affect students' performance in secondary school (Asikhia 2010). Improving students' performance is the ultimate goal of any educational strategy (Oigara, 2011). The success of a teaching and learning strategy in raising students' test scores is evidence of the efficacy of that strategy (Whalen, 2012). The two most common pedagogical frameworks in the literature are "teacher centred" and "learner centred" (Oigara, 2011). Lecture, drill, and question and answer are examples of teacher-centered methods. The methods used in the classroom have an effect on the students' abilities (Tereseviciene et al., 2011).

Influence of Teacher knowledge on students out comes

There is a dearth of research on the topic of teachers' knowledge and student learning outcomes, most of which has focused on teachers' pedagogical content knowledge. Somewhat surprisingly, the following conclusions appear to be correct:

higher levels of student achievement due to instructors' expertise in the field Mathematics teachers Increased mastery of course material leads to better academic performance. In mathematics, pedagogical content knowledge has a stronger effect on student achievement than content knowledge does; this knowledge appears to be the only factor that affects the quality of instruction. Improved instructional pacing, stronger student-teacher relationships, and higher levels of cognitive activation are all indicators that teachers with a deeper understanding of general pedagogical and psychological principles provide better education for their students. One study among maths teachers relied on studies by Hill, Rowan and Ball (2005), Baumert et al. (2010), and Voss, Kunter and Baumert (2011).

Input from the Teacher and students

Key features of different pedagogical frameworks Feedback from the instructor and the surrounding area Participation from students Building subject-specific knowledge Occurring within a collaborative learning setting Ongoing evaluation and tracking of progress Possibility to acquire new knowledge (incentive and allotted time for learning) Calibre and depth of teaching Overall aptitude and skill Existing knowledge Drive to acquire new information Derived from Slavin and Carrol (2009).

Teaching, at any level, should aim to effect a deep and lasting transformation in its students (Tebabal & Kahssay, 2011). One of the areas of mathematics where students struggled to pass is algebra, so it is expected that a mathematics teacher should have a high level of understanding and knowledge in this area (Ladele, 2013). According to a plethora of research, instructors who have extensive background in the subjects they are teaching tend to be more effective overall (Olisama, Odumosu and Egho, 2011).

This points to a robust relationship between instructors' subject-matter expertise and their pupils' mathematical, and especially algebraic, achievement. More and more evidence suggests that a teacher's subject and pedagogy knowledge has a greater impact on student performance than either the students' prior academic record or the school they attend. Udofi and Ishola (2017). The performance gap between students whose teachers are the most and least effective grows annually, according to research (Ogar, 2006).

It follows that students will most likely see the greatest improvements in their performance when they continue to learn from highly effective teachers year after year. Since mathematics is inherently cumulative, this is of the utmost importance when teaching the subject. Teachers' subject-matter expertise affects their pupils' mathematical achievement, according to multiple studies (Wayne and Youngs, 2005). Another study, Rio de Janeiro (19), indicated that instructors' subject knowledge was positively correlated with students' socioeconomic class.

There has to be an investigation into the correlation between the teacher's subject knowledge and the students' algebraic performance. Pedagogy is another significant factor that can influence students' mathematical performance. According to Ogunboyede (2011), pedagogy is the science of teaching. McCaughtry (2005) and Sidhu, Fook and Kaur (2011) both stressed the importance of knowing pedagogical content in relation to the subject's

teaching and learning. Studies in mathematics education have revealed that, particularly in secondary schools, there is still a strong focus on teachers' subject-matter expertise and textbook knowledge rather than on developing students' critical thinking skills and their ability to apply what they've learned in real-world contexts (Butty, 2001).

Knowledge for teaching vs. knowledge for one'sself and lesson structure vs. subject matter knowledge are just a few examples of the many ways in which assessments of pedagogical content knowledge for teaching have presented mathematics educators with obstacles. (Leinhardt, 2005) and information for mathematics education (Brousseau's, 2007) were both published in the International Journal of Education and Research, Volume 6, Issue 3, March 2018. Teachers of mathematics in Nigeria are understandably concerned about the subject's inherent difficulty, the necessity of possessing in-depth subject knowledge in algebra, and their capacity to impart this knowledge to their students. This is due to the subject's prominent position in the country's senior secondary school curriculum.

Consequently, math educators' pedagogy needs to be scrutinised. Knowledge of the subject matter, the methods of instruction, and the course material are all considered part of the pedagogical content knowledge in this investigation. It is crystal clear from the research that students' gender is a significant learner characteristic, particularly in the traditionally male-dominated field of mathematics, and that this factor significantly affects students' learning outcomes. The fact that girls and boys do differently in school is nothing new (Ifamuyiwa, 2005).

A student's mathematical performance may be influenced by the kind of school they attend, according to research. According to Odumosu, Olusesan, and Abel (2016), students' low performance in algebra and other mathematics courses is due to a combination of factors, including their socioeconomic background, intelligence, attitude towards the subject matter, and the prevalence of unfriendly relationships between mathematics teachers and their students (Ogunboyede, 2011).

Classroom Management Skills

Managing a classroom effectively is a major obstacle for many educators, particularly those just starting out in the field. Motivating and engrossing a class of twenty-five is no picnic. Although most teachers get better at managing their classrooms as they gain experience, there are a select few who appear to be born with an innate talent for it. They seem to establish rapport with students, maintain their attention on class material, and reduce instances of behavioural issues.

The Importance of Effective Classroom Management

Achieving successful educational outcomes relies heavily on teachers' abilities to maintain order in the classroom and control student conduct. Although well-managed classroom behaviour does not ensure excellent instruction, it does pave the way for it. Similarly, although effective teaching does lessen behavioural issues in the classroom, it does not eradicate them entirely (Emmer & Stough, 2006). Donovan and Cross (2005) and Harrell, Leavell, van Tassel, and McKee (2005) found that at-risk students' low achievement and high referrals for special education were both caused by teachers' ineffective behaviour management in the classroom.

According to several studies (Clotfelter, Ladd, Vigdor, & Wheeler, 2007; Peske & Haycock, 2006), the present distribution of teachers is causing these effects to worsen because

economically disadvantaged students are disproportionately taught by teachers with less experience and less qualifications. As a result, many incompetent educators start their careers instructing the most difficult students, which in turn leads to low student achievement.

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Classroom Management Improvements in Teacher Preparation and Professional Development

A more methodical strategy for teacher preparation and continuous professional development is necessary to improve teachers' capacity to manage classroom behaviour effectively. The idea that inexperienced educators can merely "pick up" effective classroom management techniques with time and practice is unfounded. Classroom management may not be as much of a concern for more seasoned educators, but this may be due more to the fact that many educators who never had the opportunity to learn the ropes have simply chosen to leave the field altogether (Baker, 2005).

New teachers often have less experience and training, making it even more challenging for them to effectively manage their classrooms, especially when they are placed in classes with a high number of students who are at risk of falling behind. Because they aren't prepared for the demands of their students and their frequently unexpected disruptive behaviours, new teachers tend to be more reactive and may remove a student from class if they act inappropriately. This means that students who are already struggling academically and behaviorally get even less help, fall farther behind, and see an escalation of their minor issues, leading to more inappropriate referrals for special education services. Furthermore, suspension rates are four times higher for students with emotional and behavioural disorders compared to other types of disabilities; these rates are even higher for students with disabilities overall (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005).

Classroom Rules and Routines

Establishing and adhering to ground rules is an effective preventative measure for managing and organising a classroom. Class rules lay out the groundwork for student behaviour by outlining the desired and expected actions of students, the actions that will be rewarded, and the repercussions that will be imposed when students fail to meet these expectations. Order and Structure in the Classroom. Establishing and adhering to ground rules is an effective preventative measure for managing and organising a classroom. Class rules lay out the groundwork for student behaviour by outlining the desired and expected actions of students, the actions that will be rewarded, and the repercussions that will be imposed when students fail to meet these expectations. It is easier to prevent problematic behaviour when rules are expressed in a positive light, outlining the desired actions rather than the prohibited ones (Colvin, Kame, Kerr & Nelson et,al., 2006).

Teachers have identified important factors to consider when creating rules for the classroom. The rules shouldn't be overly numerous so that students can remember them.

• The language used in the rules should be straightforward and suitable for the students' and classroom's developmental level.

Vertebrally stating the rules is essential. Important criteria for the development of classroom rules have been identified by educators:

• Keep the number of rules to a minimum so that students can easily remember them.

Situations and contexts (like PE class and field trips) call for the development of rules.

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Effective classroom management techniques

Every school, and education more specifically, relies on classrooms. Because of this, maintaining order in the classroom has a direct impact on student achievement in all areas of study. Thus, the quality of the teaching-learning process is directly related to this condition. Consequently, effective classroom management is all about finding the right way to create a welcoming classroom where every student knows their place, does their part, and contributes to a positive atmosphere (Jane, 2022).

Effective classroom management training should provide preservice and developing teachers with a thorough understanding of the subject matter, not just as a set of skills, but as a holistic strategy for running a successful classroom. According to Emmer and Stough (2005) and Snyder and McWilliam (2005), the case method of instruction is another tool that teachers can use to keep their classes organised.

The purpose of the case method of instruction is to help educators become better problem solvers and decision makers. Teachers can put their understanding of classroom management and organisation to use in a practical setting by analysing cases. In order to acquire the necessary skills, it is important to combine theoretical understanding with hands-on experience in a variety of educational settings (Emmer & Stough, 2005).

Associations between Teacher Competencies and Students Academic Achievement

It is possible to judge a school's quality by looking at the calibre of its alumni. Grades earned by secondary school students are one indicator of academic success. Professors play a significant role in determining how well students do in class. According to Muzenda (2013), lecturers are the single most important factor in determining students' academic performance in the classroom. They have the potential to improve students' performance by altering their mindset. The instructor needs the right set of skills to accomplish this. Lecturer

competence significantly affects student performance (Ganyaupfu, 2013). Akiri and Ugborugbo (2009) state that students will be motivated and assisted to achieve better performance when their lecturers are competent in the learning process. There is additional evidence linking teacher competency to student achievement in the work of Sultan and Shafi (2014).

Competency in the classroom refers to a teacher's ability to educate, instruct, guide, direct, train, and assess their students based on their knowledge, skills, and actions. According to Žeravíková et al. (2015), people should be competent in areas such as communication, learning, social interaction, problem solving, and the use of information and communication technologies and other support tools.

Without a doubt, expert Competencies have a direct bearing on how well an employee does their work, according to the International Journal of Human Resource Studies (ISSN: 2162-3058, 2017, Vol. 7, No. 88). The competence of educators, as well as their own knowledge and skill sets, are prerequisites for the competence of their students (Liakopoulou, 2011). In her work, Pirohová argued that being a competent teacher involves more than just being able to deliver lectures; it also involves being willing and able to utilise one's potential in adult teaching and taking responsibility for one's decisions made while teaching (Žeravíková et al., 2015). The capacity to apply one's knowledge to the solution of problems and the provision of solutions are obviously components of competence. It is thought that not everyone who is considered an expert can also be an effective teacher. Personal skills and expertise are insufficient. A person's ability to carry out specific tasks within their profession depends on their level of professional competency, which is a fairly complex ability.

Additionally, Long et al. (2016) discovered a positive correlation between students' performance and teachers' competency levels. If teachers keep up their skills in knowledge, creativity, discipline, communication, and preparation, their students will do better in class. Hakim (2015), Sultan & Shafi (2014), and Ganyaupfu (2013) all reported other positive relations.

A great strategy to deal with chronic absenteeism is to become close to our students and become their mentor. If students believe their teacher genuinely wants them to do well in class, they are more likely to show up every day. Relationships like these can boost academic performance by getting students more invested in their schoolwork. Another way to increase students' intrinsic motivation to learn is to establish a personal connection with them. Students cultivate a lifelong love of learning when they are engaged in their work with the goal of becoming experts in it. Furthermore, they are more inclined to view their instructors, courses, and lessons in a positive light. Achieving academic success is possible when students place less emphasis on grades and more on demonstrating mastery of course material. you can find it at this link: (https://www2.ed.gov/datastory/2019)

Finally, social-emotional learning (SEL) curricula can incorporate these relationships. Autonomy and self-determination are two forms of self-regulation that can flourish when teachers and students form strong relationships. Students can achieve both their academic and personal goals when they learn to reflect on and control their actions. In the long run, this can lessen the frequency of failing grades and redirection requests. you can find it at this link: (https://www2.ed.gov/datastory/2019).

Population of the Study

Research relies heavily on describing the population and selecting a representative sample to gather data from. People that share characteristics are considered to be part of the same population. That was Creswell in 2005. A population is defined by the researchers as a set of shared traits shared by a sample of people (Best and Kahn, 2010).

Based on the definitions of population given above, the study included all female students from the 10th grade at the district Sudhnoti's public secondary schools. According to the (BISE) Mirpure 2022 results, there were 646 students in the tenth grade across 12 secondary schools.

Sampling

According to Gay and Airasian (2000), it's when we choose people, places, or things so that they stand in for the entire group that we're trying to represent.

Eight schools were selected at random from a total of twelve in accordance with the preceding definition. The eight schools had a total of 600 students. This will be followed by the application of the Krejicie & Morgan sampling table. Based on the sampling table by Krejicie and Morgan, with a 95% confidence level and a margin of error of 5.0 percent, 234 out of 600 students participated in the study. A random sampling procedure was used to select the 234 students. Also included is the formula for the percentages used to sample each school. The following is the formula:

Sample size

S/No.	School Names	Population	Sample size
1	GGHS Gala Chokian	84	84÷600×234=33
2	GGHS Plandri	112	112÷600×234=43
3	GGHS Bassari	45	45÷600×234=18
4	GGHS Gorah	109	109÷600×234=43
5	GGHS Chhechhan	43	43÷600×234=17
6	GGHS Thrarkhal	106	106÷600×234=41
7	GGHS Sehr Bissutta	37	37÷600×234=14
8	GGHS Baral	64	64÷600×234=25
	Total	600	Total Sample=234

Source: EMIS, AJ&K, 2020

Table 1

Descriptive statistics of teacher methodologies

S/No.	Statement	N	Mean	SD
1.	Teacher prepares lesson daily	234	4.59	.63

2.	Teacher uses multi- teaching methods that include story-telling, case studies and cultural background	234	4.26	.796
3.	Teacher checks your homework daily.	234	4.30	.971
4.	Teacher asks your prior knowledge.	234	4.49	.782
5.	Teacher observes students during group activities.	234	4.26	.785
6.	Teacher plans extra classes for slow learners.	234	3.79	1.247
7.	Teacher evaluates students on daily basis (Test, question answer, homework.	234	4.61	.688
8.	Teacher uses text books during the class.	234	4.53	.879
9.	Teacher uses charts and pictures to make lesson interesting.	234	3.24	1.418
10.	Teacher motivates students to learn actively.	234	4.50	.682

The above 1 table represents that the data based on the descriptive statistics in which mean and standard deviation are used for interpretation of students for the teacher methodologies skill. The mean value of statement 1, is 4.59 which mean most of the students were strongly agreed that teacher prepares lesson daily while standard deviation of this statement is .630. In item 2, mean value 4.26 shows that major strength of students agreed that teacher uses multi teaching- methods, standard deviation of this statement is .796. The statement no 3, mean value is 4.30 represents that mostly students strongly agreed that teacher checks their homework daily. The standard deviation of this statement is .971. In statement 4 the mean value is 4.49. It shows that most of the students strongly agreed that teacher asks their prior knowledge while standard deviation of this is .782. In item no 5, the mean value is 4.26. It is proved that the teacher observes students during group activities while standard deviation this item is .785. The item no 6, mean value 3.79 shows that most of the students strongly agreed that teacher plans extra work for slow learners. The standard deviation of this is 1.247. In statement no 7, mean value is 4.61 tells that teacher evaluate students on daily basis (Tests, question answer, homework) while standard deviation of this is .688. The statement no 8, represents the mean value is 4.53. It shows that mostly students strongly agreed that teacher uses text book during class. The standard deviation is .879. The no 9, mean value 3.24 shows that greatest number of students strongly agreed that teacher use charts and pictures to make lesson interesting while standard deviation of this is 1.418. In the statement no 10, mean value is 4.50. It represents that teacher motivates students to learn actively while standard deviation of this is .682.

Table 2
Frequency distribution of subject knowledge

S/N	Statement	N	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Teacher knows what she is teaching in classroom.	234	1	1	2	34	196
2.	Teacher has good command on his course.	234	2	1	1	47	183
3.	Teacher answers the question when asked by students.	234	1	1	1	44	187
4.	Teacher gives examples of latest research to improve subject knowledge.	234	3	16	11	92	112
5.	Teacher takes interest in her subject.	234	1	2	3	44	184
6.	Teacher explains topic completely.	234	2	1	4	47	180
7.	Teacher explains content by giving concrete examples.	234	1	13	26	98	96
8.	Teacher relates the topic to student's previous knowledge.	234	1	4	16	87	126
9.	Teacher uses technologies related to the topic.	234	10	58	18	56	92
10.	Teacher is aware from the new development in education.	234	4	7	23	89	111

The above table 2 shows that the responses based on frequency based of subject knowledge of teacher. There are five- point Likert scale used for each statement. Strongly disagree, disagree, neutral, agree, strongly agree. The point 1 states that the majority of students, 196 strongly agreed that teacher knows what she is teaching in classroom. In statement no 2, points out 183, students were strongly agreed that teacher has good command on his course. The item no,3, represents 187, students were strongly agreed that teacher answers the question when asked by students. In an item 4, there are 112 students strongly agreed that teacher gives examples of latest research to improve subject knowledge. In the statement 5,184 students were strongly agreed that teacher takes interest in her subject. The item no 6, shows that there are 180 students were strongly agreed that teacher explains topic

completely. The statement 7 represents the96, strength of those students who were strongly agreed that teacher explain content by giving concrete examples. The item no 8, represents the strength of 126, students' who were strongly agreed that teacher relates the topic to student's previous knowledge. In statement no 9, there are 92 students strongly agreed that teacher uses technology related to the topic. The item no 10 represents the strength of 111 students were strongly agreed that teacher aware from the new development in education. In this table the highest rate of those students who were strongly agreed that teacher knows about her lesson while the lowest rate of 92 students who said that teacher uses technologies related to the topic.

Table 3

Frequency distribution of classroom management skills

S/N	Statement	N	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Teacher manages all necessary facilities for students.	234	1	1	3	92	137
2.	Teacher adjusts the class properly.	234	1	1	4	71	157
3.	Teacher maintains cleanliness in class room.	234	1	2	17	59	155
4.	Teacher treats the whole class equally.	234	1	4	4	42	183
5.	Teacher involves student's relevant activities.	234	2	4	17	106	105
7.	Teacher has positive relationship with students.	234	2	4	3	50	175
8.	Teacher plans extra activities for extra intelligent students.	234	3	76	31	64	60
9.	Teacher manages all necessary facilities for students.	234	1	1	3	92	137
10.	Teacher adjusts the class properly.	234	1	1	4	71	157

The table no 3 shows that responses based on frequency based of teacher class room management skill. Five- point Likert-scale used for every statement, strongly disagree, disagree, neutral, Agree, strongly agree. The statement no, 1 represents that 137, students were strongly agreed that teacher manages all necessary facilities for students. In item 2, shows that 157, students were strongly agreed that teacher adjusts the class properly. The statement 3, represents the strength of 155 students who were strongly agreed that teacher maintain cleanliness in class room. In item no 4 there are 183, students were strongly agreed

that teacher treats the whole class equally. The statement 5, represents the strength of 105, students who were strongly agreed that teacher involves student's relevant activities. There are 175 students in item no 6, who's response was strongly agreed that teacher has positive relationship with students. The statement no 7, represents the 60, students who were strongly agreed that teacher plans extra activities for extra intelligent students. In item no 8, there were 92 respondents strongly agreed that teacher assign group activities to arise student's interest. The statement no 9, represented the strength 176, of those students who were strongly agreed that teacher uses different methods (reward and punishment) to maintain the classroom. In item no 10, there are 114 students who were strongly agreed that teacher send home notes to report parents about student's behavior problems. In this table the highest strength 176 of those students who were strongly agreed that teacher uses different method (reward and punishment), while the lowest strength 60, of those students who were strongly agreed that teacher plans extra activities for extra intelligent students.

Table 4

One sample t-test for Null Hypothesis

Statements	T	Df	Sig	Mean Difference
Questionnaire	186.854	232	.000	177.10300

The sample t-test table 4 shows that the sig (0.000) is less than the *p*-value (0.05). It means the null hypothesis (there is no significant difference among students regarding teachers' competencies and its relation to students' academic achievement) is fail to accept.

DISSCUSSION:

The study was conducted to evaluate the teacher's professional competencies and its relation to student's academic achievement at secondary level. First objective was to determine the level of teacher's communication skills and their teaching methodologies. The table 4.4 showed that the teacher communication skill. The table showed that teacher positive attitude has highest mean value 4.75 and standard deviation .506, while the lowest mean value 4.7 while standard deviation .432. The table 4.5 illustrated the teacher methodologies skill. It showed that teacher evaluation of students at daily basis has highest mean value 4.66 and standard deviation .688. The lowest mean value was 3.24 which showed that teacher doesn't use charts and pictures during class and standard deviation of this was 1.418. The second objective of this study was investigating the level of teacher's subject knowledge and classroom management skills. The table 4.6 demonstrated the highest mean value of teacher knows what she is teaching in classroom while the standard deviation of this was .480. The lowest mean value 3.64 proved that teacher doesn't uses technologies related to topic. Its standard deviation 1.326. Third objective of this study was to explore the association between teacher and student's academic achievement the result was that teacher competence directly affected student's academic achievement. The teacher competence can attract student's interest in certain subject, make the students happy with the process of learning. Today's generation has the capacity to cope with the technologies more quickly than the teachers. Therefore, in order to improve the student's academic achievement teachers are required to be technologically literate.

Conclusion

After the above analysis of the study following conclusion were made.

1. In the light of this study, we conclude that a teacher positive relationship with students in the classroom has a strong effect on student's lives. Studies have concluded that teacher has adapted different learning styles, motivates students to learn, build supportive relationship using encouragement and, motivate students to learn.
2. From the findings of this study most of the students accepted that teacher uses multi teaching methods that included story- telling, case studies, and cultural back grounds.
3. The highest mean score of students showed that mostly students were satisfied with Teacher work.
4. The research study refers that teacher organized the class properly, she knows about how to treats students and involves in student activities.

RECOMMENDATIONS:

1. It is recommended that the administration may arrange the teacher special training program so that they motivate and help students.

2. Schools may provide all modern technologies like Digital assisted learning tools such as software program, educational apps and handheld material to increase student's motivation and effort in study.
3. Schools may provide special equipment for extra intelligent students so that they utilize their talent in a positive way.
4. Teacher may use co-operative learning, so that students have a habit of to be more analytical, innovative, and creative and better understandings.
5. Teachers may meet other school teachers. They might give them valuable teaching tips how to improve teaching skill.
6. To understand students' behaviours teachers should be connected their parents. Teachers need to make classroom more participative and interactive.

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