

To Investigate the Effect of Teacher's Competencies and Stress on Student's Academic Performance at University Level

Dr Saira Taj¹, Marryam Moazzam², Dr Habiba Azhar³

¹Assistant Professor, STEM, Faculty of Education, Lahore College for Women University, Lahore, Email: drsairataj@gmail.com

²(MS Student), Faculty of Education, Lahore College for Women University, Lahore.

³Visiting Lecturer, STEM, Faculty of Education, Lahore College for Women University, Lahore

ABSTRACT

The purpose of the research was to investigate the effect of teacher's competencies and stress on student's academic performance at university level. Convenient sampling technique was conducted in this research study. Out of the whole population 10% was taken as a sample. In this way a sample of 400 male and female students selected from four public and four private universities of Lahore city for data collection. This study is quantitative in nature and based on survey research. The data were collected through a self-constructed questionnaire. Data was analyzed through descriptive statistics and inferential statistics, i.e. Pearson correlation and regression analysis etc. The findings of person shows that there is a positive relationship between academic performance and teacher competencies. It was further found through analysis that is a positive relationship between academic performance and stress scores of students. The findings of t-test showed that there is no significant difference between both genders with regard to teacher competencies, academic performance and stress.

Keywords

Stress, Teachers' competencies, academic performance, higher education

Introduction

Cognitive capacity is a prime component in anticipating teacher's victory (Kaur, 2014). Intelligence and teaching experiences are not, the only indicators of the teacher's attainment in teaching career. Teacher's competence is also an equally important ingredient to be a successful professional teacher. A teacher's competence is a demonstrative behaviour in the classroom. Behavior can be observed in the form of skills, attitudes, knowledge, attitude, and self-awareness. Combination of skills, attitudes, knowledge and self-perception produce continue pattern of comportment (Rama, 1979; Noreen, 2003). Behavior reflected in the classroom during student teacher interaction teaching learning situation and usually referred as teacher's competency.

Teacher competency refers to the correct method of conveying units of knowledge, application of knowledge and skills to students. It is the capacity of the instructor to help, guide and understand his or her understudy to accomplish high standards (Ekeke, 2013). This correct way incorporates information of content, process, strategies, and methods to transmit content.

Teacher competency is a matter of degree. It is not an absolute entity, it can be explained in way that; a few teachers are more skillful than others.

Teachers develop this skill with training and experience. Teacher's competency enhances a teacher's skills to build an environment that is fair, considerate, and capacity of accepting diverse student's thoughts, experiences, and backgrounds. Teachers have been found to be the single most important factor influencing student performance. Teacher competency should be evaluated on the basis of students learning, which makes sense only when we regard the work of the teacher as professional (Jan, 2016). On contrary, if teacher not competent; it will enhance student's anxiety.

Bernstein, (2008) stress can affect physical and psychological well-being issues, decrease student's confidence and may also impinge on student's academic performance. It is events or circumstances that influence students to feel stress, anxiety and anger as well as pressure or negative emotions. Stress can also be well-defined as a response to present situations, which includes emotional, physiological and behavioral changes.

Many researches explore the variables influencing individual achievement. Mushtaq & Nawaz (2012) conducted a research on component that effect the student's scholastic achievement. Four factors involved in this study are adequate learning equipment, proper counselling, family pressure and communication. Findings of above mentioned study revealed that learning facilities

and guidance have positive effect on learning while family stress has negative effect on the student performance.

Joseph & Ongori, (2009) Stress has become a significant issue in academic circle as well as in our culture. Many researchers in the field of social science have carried out wide research on stress. Stress in academic institutes can have both positive and negative stress. Stress could be a reality of our normal day life. Right when individual seek for offer assistance, they are continually overseeing condition, circumstance, and stressor all through their life that assent them feeling expressively and physically stressed. Uncountable people feel that they have exceptionally small livelihoods to oversee the expensive sum of stretch they are confronting. Conditions that trigger tension are known as stressors.

In previous studies, conducted on teacher competencies and stress have not considered these variables directly in one study so my study will fill this gap and will investigate the effect of teacher's competencies and stress on student's academic performance at University level.

Statement of Topic

Many journals and books published over the past twenty years, yet there are still many teachers who are having difficulty implementing the technique, how to overcome the factors that impact on the student academic performance. The goal of this study:

“To explore the effect of teacher's competencies and stress on student's academic performance at University level.”

Objectives

1. To explore the effect of academic performance of the student's at University level.
2. Investigate the factors like teacher's competencies and stress that affect student's academic performance at University level.

3. Determine the relationship between predictor variables (teacher's competencies and stress) and criterion variable (academic performance).

Hypothesis

1. Ho1: There is no significant relationship between academic performance and teacher competencies.
2. Ho2: There is no significant relationship between academic performance and stress.
3. Ho3: There is no significant effect of gender on teacher competencies.
4. Ho4: There is no significant effect of gender on stress.
5. Ho5: There is no significant effect of gender on academic performance.
6. Ho6: There is no significant effect of teacher competencies and stress on academic performance.

Literature View

Education is one of the basic perspectives that not only inculcates the basic aptitudes, abilities and knowledge among the individuals, but moreover leads to overall development of the students, community as a whole. An educated individuals not only able to fulfill his desired objectives and goals, but is also able to contribute the effective contribution toward the well-being of the circle. The teaching of academic knowledge, aptitudes, capacities and capabilities among the individuals is improved through learning and academic performance. In universities, there are various components that contribute in improving the academic performance of the students. And academic performance of the students decides the longer term objectives. What subject they will specialize in colleges and colleges, which instructive educate they will get enrolled into, what career openings they would take up and so forward.

The factors of academic performance of the students includes, class size, class assignments, exams, participation of the individuals, rewarding system in class and parents pressure (Nyagosia, 2011)

In this time of globalization and creative upheaval, education is considered as an initial

stage for each human attempt. It plays a pivotal role. In any education system students are the most important assets. Institutions have no worth without students. The student's academic performance making the greatest supremacy old students who will become leader and manpower of a nation, thus answerable for the nation's social and economic progress. Students' academic performance is pretentious by various factors. Many useful studies have been conducted to develop different models to estimate the students' performance by taking different factors like mother's education, English text books, environment of the class, extracurricular activities, learning facilities, socioeconomic status, environment of the class, stress, class size, teacher competencies etc. Present study is designed to explore those factors which effect on students' academic performance. Many researchers conducted a comprehensive study about the factors on student performance at different study levels (Farooq, A.H., Chaudhry, M., Berhanu, G. (2011); Sunshine, B.A., Lawrence, C.C., Juan, J.T., (2015).

Academic performance is an academic purpose that is attained by students, teacher and educational institutions attains over a specific period. Student's academic performance measured from examinations. The results are varying from student to student and institution to institution as well. The parents who are involved and take interests in their child's study, their child's results are showing quality as a progress in examinations. On the other hand, the parents who are not a source of motivation to their children, that's why they are showing the worse performance (Barnard, 2004).

Teacher's competency in teaching is an essential factor in defining the accomplishment of an educating session. At every level, teacher's skills to intensify their performance are of great worth. Teachers need to magnify learning and abilities to upgrade, and investigate their teaching performs. On the other hand, instructor is conceived of a matter of degree, some teachers are more skilled than others. A considerable number of the researches on abilities of instructors concentrate on the showing part of instructors in the classroom rather than instructors' skills. Different instructors

possess different personalities. The teacher should possess a balanced personality. Teachers capacities have been extending as for alter considers in preparing, change of teacher training, coherent results of teacher science and diverse areas. Teachers' capacity must be inspected so that instructor's skills ought to be re-imagined relying upon the advancement of the entire existence of human and instruction (Copriady, 2014; Aziz; Muhammad, 2014; Jan, 2016 & Selvi, 2016).

According to Luce, C.A.C., van, J.T., Anna, C.W. Helena J.M.P., Verloop, N., Perry J., & Wubbelsa, T. (2017) positive interaction between teacher and student are very important for each other. It help students to that they learn more and their academic performances are good. Support of teacher, classroom arrangement and educational support were predictors of higher performance among students.

According to the findings of International Journal of Learning and Development by Muhammad Saqib (2018) stress effect the student's academic performance and the major factors of stress among students are teacher and parents. And stress equally effect on both male and female academic performance.

Stress emerge when there are burden on the person which surpass his accessible resources. In case stress is cruel and amplified, it can reduce academic execution, interfere with student's capability to incorporate in and incorporate out to campus life, and raise the likelihood of substance mishandle and other possibly damaging behavior (Richlin-Klonsky & Digger, 2003).

METHODOLOGY AND PROCEDURE

The present study was conducted to explore the impact of factors like as teacher's competency and stress on academic achievement of the students at university level. Population of the study was university students enrolled in BS (Hons) and MS. Four-hundred students were the sample of the study. They were comprised of four strata; male and female, public and private institutions. This chapter include the procedure which is used during the collection of data along with research process.

Research Design

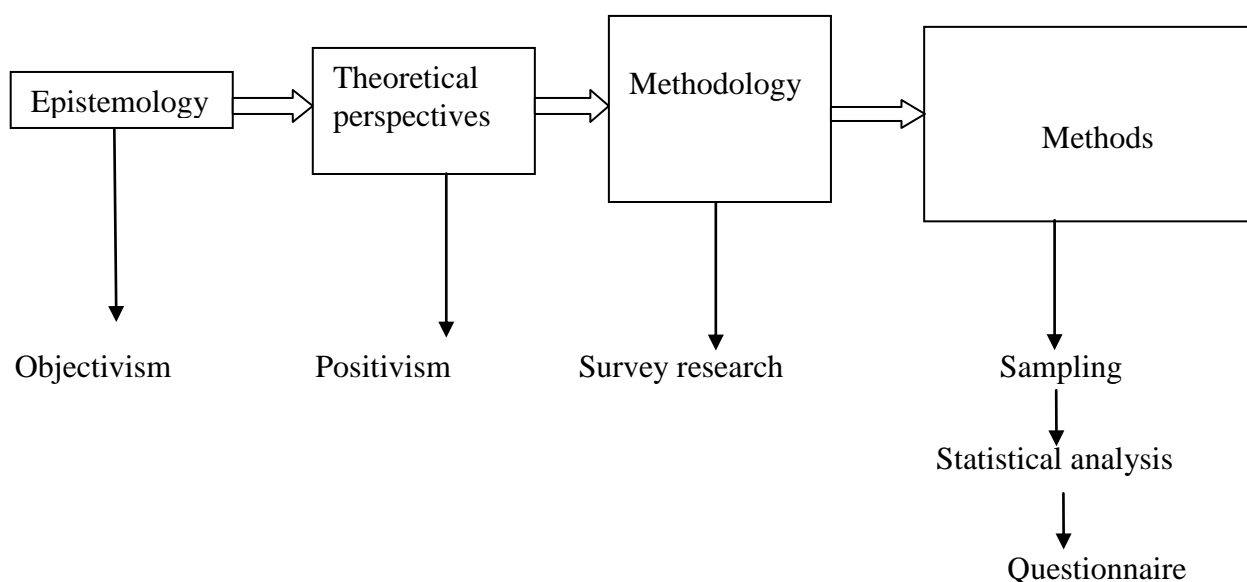
Research design depends upon the nature of problem. The research design was planned to explore the impact of teachers competencies and stress on student's academic performance at university level. Teacher competency and stress are independent variables while academic performance is the dependent variable.

Positivist researchers adopt a quantitative methodology and carry out research predominantly to collect quantitative data. The method for conducting this research was survey. "Survey research involves collecting data to test

hypothesis or to answer questions about people opinions on some topics or issues" (Gay, L.R.2006).

Two types of survey research is present; longitudinal survey and cross-sectional survey. The present type of survey was cross-sectional, usually in which data were selected from one point that contains two or more sub populations, with the intension of comparing the data from the subsamples or noting trends across such subsamples (Wiersma & Jurs, 2008).

Theoretical Perspective of Research Design



Population

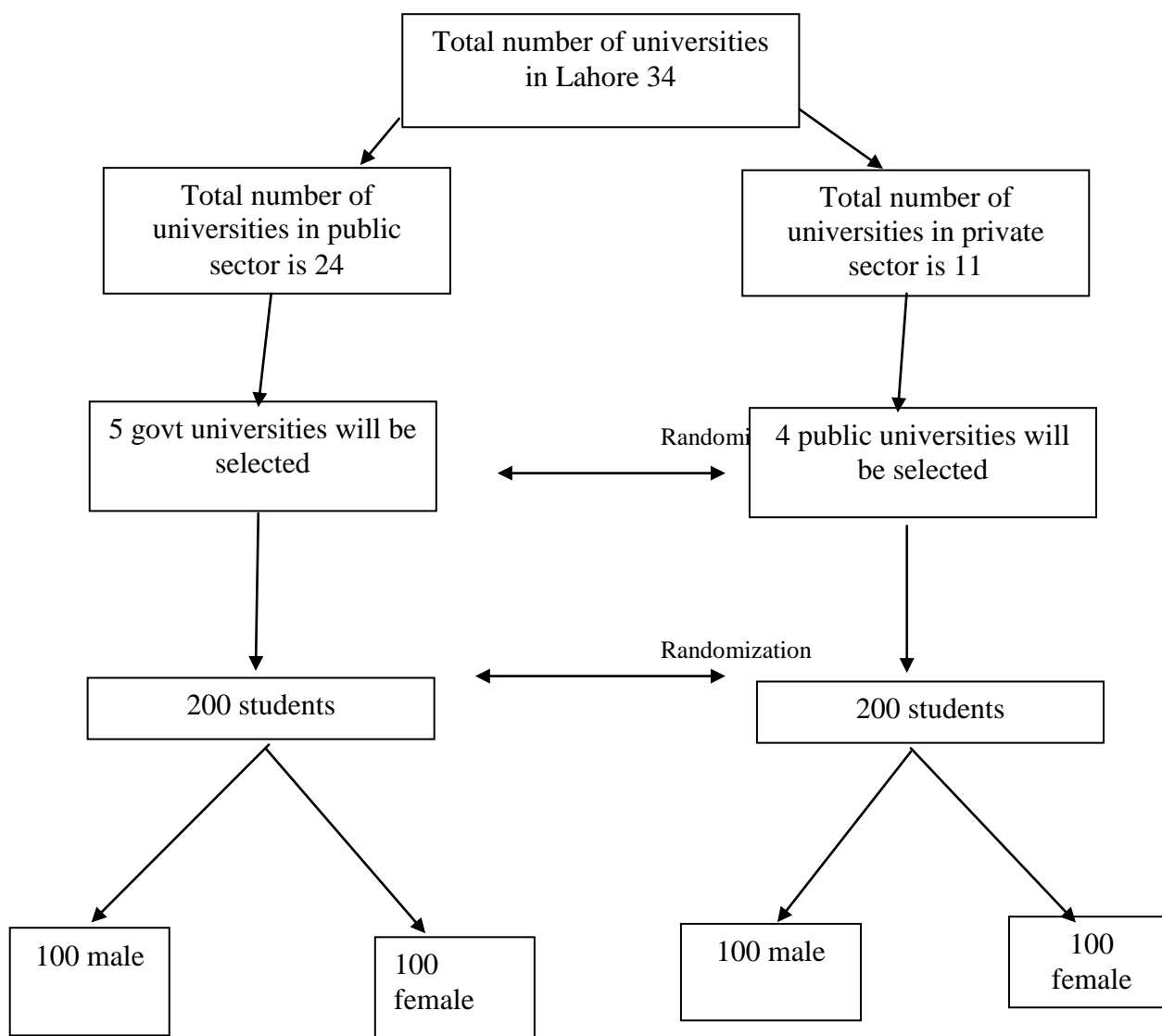
All universities student of Lahore city will be the population of the study.

3.3.2 Sample

Convenient sampling will be used as sampling technique. There are 24 public university and 11 private universities in Lahore city (<https://www.unipage.net/en/universities/lahore>). We select the sample 10% of the population. Questionnaire was provided to the university students. The questionnaire consist of 25 close ended statement. The close ended questionnaire used on five point Likert scale. Following a set of pattern, (1) Always, (2) Sometimes, (3) Neutral,

(4) Rarely, (5) Never. After receiving questionnaire data was analyzed by using SPSS.

Sampling Framework



Instrumentation

All types of research require data collection through different instrument. Following scales are used to measure the variables of the study.

Teacher Competencies Scale

Teacher competencies scale developed by Juan Antonio Moreno-Murcia¹, Yolanda Silveira Torregrosa and Noelia Belando Pedreño (2015) at Center for Teaching Studies and Research in

Spain was used. This scale consisted of twenty-eight items which were gathered into three factors:

1. Planning
2. Development
3. Result

The scale is constructed on Likert methodology with a scoring range between 1 (Completely disagree) and 5 (Completely agree). This scale was pilot tested before final data collection to become accustomed with Pakistani context.

Stress Scale

Stress scale developed by (Wycliffe Yumba, 2008) was adopted to measure the stress. This scale consisted of 15 items which were grouped into four factors:

1. Relating to other people
2. Personal
3. Academic
4. Environmental

Pilot Testing

“A small-scale trial of a study was conducted before the full-scale study to identify problems with the research plan” (Gay, 2006). The data about the research was gathered through questionnaire whose reliability was evaluated by Cronbach’s Alpha.

The value of Cronbach’s Alpha was for teacher competencies is 0.782. And stress is 0.781.

Variables	Cronbach’s Alpha	No. of Items
Stress	0.781	15
Teacher Competencies	0.782	15

Data Analysis

Descriptive and inferential statistics will be used to analyze the data. Parametric statistic such as Linear Regression, t-test and Correlation will be used. As per assumptions about the measurement of the variables of the study data will fulfill the postulations of parametric statistics (normality, randomization and interval scale).

Conclusion

1. The results of Pearson correlation show that there is a positive relationship

between academic performance and teacher competencies.

Variables	N	Pearson Correlation r	Sig(two tailed) P
Academic performance and teacher competencies	400	.175	.000

Table indicates that there is positive relationship between academic performance and teacher competencies because value of Pearson correlation co-efficient is .000. Although relationship is significant. And null hypothesis is rejected.

2. The result of Pearson correlation indicate that there is a positive connection between academic performance and stress.

Variables	N	Pearson Correlation r	Sig(two-tailed) P
Academic Performance and stress	400	.158	.001

Table indicates that there is positive relationship between academic performance and stress because value of Pearson correlation co-efficient is .158. Although relationship is significant. And null hypothesis is rejected as the .001.

3. The t-test shows that there are no notable characteristics lies between gender based on teacher competencies.

Gender	N	M	SD	Std.Error.	t	df	p
M							
Female	200	46.0862	11.23647	.69014	-1.870	444	.062
Male	200	47.672	9.99328	.59300			

The value of $t = -1.870 < 1.96$ at level of significance 0.05.

$p = 0.062 > 0.05$ so, it can be concluded that there is no significant differences in teacher

competencies by gender. And null hypothesis is accepted.

4. The findings of t-test shows that there are no noteworthy dissimilarity lies between gender based on academic performance.

Gender	N	M	SD	Std.Error	t	df	p
M							
Female	200	380.40	62.057	4.184	-.244	448	.807
Male	200	381.71	51.665	3.407			

Null hypothesis is accepted.

The value of $t = -0.244 < 1.96$ (critical value) at 0.05 level of significance.
The value of $p = 0.807 > 0.05$.

Results shows that there are no significant difference in academic performance by gender.

5. The findings of t-test shows that there are significant difference lies between gender based on stress.

Gender	N	M	SD	Std.Error	t	df	p
M							
Female	200	54.3909	14.82537	.99953			

			2.867	448	.005
Male	200	48.6788	12.72898	.83932	

Findings

The value of $t = 2.867 > 1.96$ (critical value) at 0.05 level of significance.

The value of $p = 0.005 < 0.05$ so, it can be concluded from above table is show that there is significant differences in stress by gender. And the null hypothesis is rejected

Discussion

Many researcher like Hijaz & Naqvi (2006) , Ali et al, (2009) , Joseph & Ongori, (2009), Jabber (2011), Mushtaq & Nawaz (2012), Ekeke (2013), Juan Antonio Moreno-Murcia1, Yolanda Silveira Torregrosa and Noelia Belando Pedreño (2015), Luce, C.A.C., van, J.T., Anna, C.W. Helena J.M.P., Verloop, N., Perry J., & Wubbelsa, T. (2017), Muhammad Saqib (2018), explore the factors of academic performance. The result of previous studies indicates that different factors like teacher competencies, physical facilities, stress, Parents education, financial issues, and environmental factors continuously affect the student academic performance. But due to limited time we select only two factors (Teacher competencies and Stress). The result of previous studies and this present studies is almost same.

The results of Pearson correlation findings indicates that there is positive relationship between academic performance and stress, which shows that if we overcome the students stress and provide the friendly environment then student's performance enhance. The results of Pearson correlation finding indicates that there is positive relationship between academic performance and teacher competencies, which shows that the performance of the students can be enhance if teacher's are competent.

Findings of t-test shows that there is no significant differences lies between gender based on teacher competencies and academic performance. Means gender not effect on the student's academic performance, we cannot say that academic performance is low because of gender difference.

One of the t-test shows that there is significant difference lies between gender based on stress. The level of stress is high in female student as compare to male students.

Regression analysis shows that significant effect on stress and teacher competencies. R-square is .034 shown 3.4% variation in academic performance have been explained due to the independent variables teacher competencies and stress. P statistics were carried out to find the overall strength of the model. The value of P is .000 that shows model is significant.

Based on beta coefficient, the model shown that teacher competencies cause 12.4% variation in academic performance. Stress cause 7.7% variation in academic performance because the significance value of stress is high (0.001) and coefficient value is low (0.158) but positive and significant. Which means that teacher competencies have more role in dependent variables variation than stress.

Implications

This study is focused on factors affecting student academic performance at university level and tries to ensure that which factors effect on student's academic performance. Past researches focus on several factors like mother's education, English text books, environment of the class, extracurricular activities, learning facilities, socioeconomic status, environment of the class, stress, class size, physical facilities and teacher

competencies etc. In Pakistan scenario, many researchers have done a lot of work on learning facilities, teacher competencies and stress. This study will be helpful for student, teachers, parents and policy makers. This study may be help policy makers like help to design their policies in such a way to facilitate the student. This study will possibly assist teacher to develop their teaching strategies/ method that needs of these child could be catered. This study might bring a change in the attitude and level of achievement of students.

It benefits for teachers to improve the student academic performance with teaching competencies. And help teacher to teach effectively and competently. Stress is the main factor that effect on student academic performance. Stress among students can create destruction in their life. Through stress academic performance of the student gets stop and students take wrong decisions. It help teachers and parents both to use the outcomes of the study to solve the student's performance.

This study is very useful for curriculum planners, they plans the curriculum according to the individuals needs and available resources. This study may be help the Ministry of Education to improve the allocation in universities.

On the other hand, this study is useful for educational stakeholders including: Researchers, Teachers, Parents, Student's and as well as Educational planners to improve the academic performance of the students.

Recommendation

1. If the teacher is competent then individual performance enhanced.
2. Student performance should be improve when provide the friendly environment to students.
3. Student academic achievement can be increase if teacher develop the strong relationship with individual and provide the proper guidelines to student.
4. Teacher's competencies can be enhanced through continuous professional development.

5. Closely monitor behavior when a problem presents itself.
6. Advance techniques and intervention would be design to improve the student's academic performance.
7. Teachers should provide the proper guidelines to students about assignment, presentation, exams and test.
8. Try to cover the gap between the teachers and students through PTM once in a month.
9. Must be arrange the period in which students and teachers involve in non-educational activities.
10. Qualified, skilled and competent teachers are the main source of quality of education.
11. Students must be aware of content which to be taught and also know what is expected from student's in exams.
12. Teacher should not put the pressure on students.

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