



Effect of Teachers' Advance Knowledge and Pedagogy Skills on Students' Academic Performance

Mubashira Khalid, Assistant Professor of Education, IER, University of the Punjab Lahore. mubushirakhalid@yahoo.com

Aroona Hashmi, Assistant Professor of Education, IER, University of the Punjab Lahore. aroonahashmi@gmail.com

Zahida Javed, Assistant Professor of Education, University of Education Lahore, Jauharabad Campus, Pakistan. zahida.javed@ue.edu.pk

Iram Javed, MPhil Scholar

Abstract- Students' academic performance has been connected to teachers' competence. For knowing the actual situation, the current study was conducted. The main objective of the study was to explore the effect of teachers' knowledge and pedagogy skills on students' academic performance. Population of the study was secondary school students of Faisalabad. Total two hundred students were randomly selected from twenty schools. A self-developed questionnaire was used to collect the data. Research tool was validated by experts and reliability was measured by Cronbach Alpha $\alpha=0.885$. Data were analyzed by using mean, standard deviation, t-test, and regression. It was found from data analysis that there is a significant difference between the perception of male and female students about the effect of teachers' advance knowledge and pedagogical skills on the academic performance of students at secondary level. Teachers' advance knowledge is non-significant and teachers' pedagogical skills has statistically significant effect on students' academic performance.

Key Words: Teachers' Advance knowledge, Pedagogical skills, Academic Performance

I. INTRODUCTION

The issue of declining academic performance of students in schools has created much interest among partners in the instructional system. The nature of training and execution of students relies upon the instructors as reflected in the release of their obligations. After some time, student's scholastic performance in both inner and outside examinations had been utilized to decide the adequacy of instructors and educating (Surasak, 2013). This was bolstered by Hanushek and Rivkin (2004) that the academic standard of students in every single instructive organization has fallen impressively beneath societal requirements. Instructors have been known to have imperative impact on learner's scholastic achievement and they likewise assume an urgent part in instructive fulfillment in light of the fact that the educator is at last in charge of interpreting instructive approaches and standards into activities in view of work on amid communication with the students (Pranee, 2010).

Tope (2012) stated that the teacher is a central point in learning process administration for arranging the content knowledge and action to be compatible with the learners need, practicing their mental expertise, administration and use of information in everyday life. The educator must be transformational pioneer who needed to investigate the right information, understanding, conviction, and mentality towards students, instructors' learning procedure which was known as the aggregate changes of worldview on students. The essential thing incorporated the planning for preparation in instructional media, library, and learning source and estimation an assessment aptitude and in addition educators' understanding in learning process concentrating on learners focused. Wright and Horn (2013) directed research in educator administration and advancement including the savvy people to be instructors, give educator creating keeping in mind the end goal to get vital information and aptitude, enable the educators, and hold the educators. This examination prompted correction in instructors' competency improvement, the assemblage of information, and working strategy, long lasting learning, and way of life, multicultural work practice to be more productive and successful. The fundamental and imperative expertise was group of learning as well as the fundamental ability and delicate aptitudes which were both of necessary, and essential for enhancing and improving the expert of instructors (Murcia, Silveira, & Murcia, 2015).

Students' fitness in the assessment of the viability of their instructors has been of incredible worry to scientists in training. Notwithstanding, examines have demonstrated that students' appraisals (Ghazi,

2013); are important pointers of teacher competence (Bandyopadhyay & Behera, 2010). Notwithstanding the way that there are looks into reports in help of students' appraising of their instructors' viability, Wright and Horn (2013) cautioned that students rating ought to be one of a far-reaching assessment framework and ought not be the main measure of instructors' viability (Goloba&Bategeka, 2010). According to Poonsook (2013), in any case, opined that students' prosperity relies upon the measure of discovering that happens in the classroom. The school directors' assessment has additionally been utilized to assess instructors' viability. The exactness of school managers' assessment of instructors' viability has likewise been considered. Ramchandran, Jandhyala, and Saihjee (2003) found a positive relationship between principals' appraisal of how compelling an educator is at raising students' accomplishment and that instructor's achievement in doing as such as measured by the esteem included approach. The director's appraising may likewise be one of a complete assessment framework to gauge instructors' adequacy in auxiliary schools. Woranan (2007) found that out that educators' property have huge association with students' scholarly execution. Such ascribes as per Mana (2007) incorporate educators' information of the topic, correspondence capacity, passionate security, great human relationship and enthusiasm for the activity. Chuleepon (2011) disclosed that for students to perform well in any examination one of the requirements is that their educators must know them and have significant information of their condition of physical, scholarly and mental preparation. In numerous nations, educators' capabilities that are thought to be identified with learners learning have turned out to be attractive focuses of instructor training change. Some of these changes require the professionalization of educator instruction by making it longer, overhauling it to graduate projects, and directing it through systems of licensure, accreditation, and advancement line up with gauges (Pamela, 2005). Proficient improvement exercises can be directed by a wide range of associations, in schools and out of school, at work or on holiday clear out. On these events, honing instructors refresh their substance information and instructing abilities to acclimate to the presentation of new educational module, new research discoveries on educating and learning, changes in the necessities of students, populace and so forth. Concentrates by Chabeli (2006) found a beneficial outcome of expert advancement on students' accomplishment.

A few investigations low desires for instructor quality, and now and then it relies upon what school in which an educator educates in. The inquiry which asks to be asked is the thing that characterizes educator quality. In the event that an learners is gotten some information about an educator who is profoundly qualified, they will undoubtedly say that the instructors invest additional energy with them and who influences the class to content clear and feasible (Tidsana, 2011). On the other hand, the inadequate instructors are the ones who are exhausting and don't associate with them. Students couldn't care less about instructive authentications or years of experience. Kaul (2002) perceives that as obvious instructors, educators are continually learning; and educators need to keep on defining the importance of profoundly qualified, rather than doing as meager as conceivable inside the significance of the law. As instructors, teachers need to move from negligible fitness to brilliance by and by. Characterizing instructor quality is an inquiry that reemerges again in the writing on educator planning.

The knowledge of content about performance has effect in students' performance (Chuleepon, 2011). One gathering trusts quality instructors have content information and have contemplated instructional thoughts and practices that have expanded learners' accomplishment, while another gathering trusts educators simply require solid substance learning. The studies discovered contradiction in the writing about whether conventional educator arrangement decidedly influenced learners accomplishment (Jadama, 2014).

Murcia and Murcia (2015) describes the teachers who learn and practice sound academic practices methods can influence students' deliberate accomplishments and furthermore students whose educators had solid substance information and had figured out how to function with students who originated from various societies or exceptional needs tried higher than one full review over their companions. Because of the expanding idea of poor scholarly execution of optional school students particularly in outer examinations. Numerous educationists tend to move the fault on absence of reserve from the administration to give quality reading material. Be that as it may, these won't not be the principle reasons why students perform ineffectively in examinations. It is clear from all signs that some auxiliary teachers are not able which may prompt poor scholastic execution of the students 003 (Janssen, 2014).

Abilities are specific and undeniable qualities or properties relentless for educating specialists to make an inducing and learners' good atmosphere. Abilities are being worried about three territories of student's conduct which are essential for educators to bear prime commitments. The educator helps students for the and investigative attitude, foresee movements in all circles of life and its impact on the social request,

help students in directing and transmitting qualities upheld by the social request (Varvel, 2013). Direct attaining of learning and certain ability gives no accreditation to meet the beforehand expressed goals. For this, it is compulsory for an educator to have appropriate view of individual slant, its needs, and formative benchmarks in light of urbanization for the most part and furthermore all through the world. On account of the colossal increment in parts and commitments, an educator needs to demonstrate high demand of polished skill inside and outside the classroom. It is troublesome for an instructor to have all skills and abilities in immaculate amalgam. In any case, taking abilities and experience lead an educator towards competency (Farooq, 2011). In the study of Admiraal (2014), Learners discernment about the educator is a principal component about instructor's execution in the classroom. A skilled or able teacher deals with the students in warm and happy way. They have clear vision of the set targets. It executes meticulously whatever is organized. Organization of issues is done reasonably by her inside and outside the classroom. Her inclination of introduction of point has the ability to search for thought of researchers. It is prepared for motivating the feeble students. Previous research disclosures connected with educator skills have recognized that there lies a strong connection between instructor capacity and suitable learning results (Pamela, 2005). Tope (2012) communicated that instructors require learning of showing strategy and planning to make themselves as capable educators with sure of their own abilities and with a certainty on the capability of the students. Wright and Horn (2013) acknowledged that mien, wants, perceptions of learners educators all through the readiness period must be considered by the instructor. This can enlarge to help in imparting qualities and charming capacities around the teachers and learners.

Research Objectives

Following were the objectives of study to:

- 1- Find out the effect of teachers' advance knowledge on students' academic performance.
- 2- Examine role of teachers' pedagogical skills in enhancing students' academic performance.

Research Questions

- 1- Is there any significant difference between the perception of male and female students about the effect of teachers' advance knowledge on students' academic performance?
- 2- Is there any significant difference between the perception of male and female students about the teachers' pedagogical skills on academic performance of students?
- 3- Is there any significant impact of teachers' advance knowledge and pedagogical skills on students' academic performance?

II. RESEARCH DESIGN

Research is quantitative in nature. A survey was conduct to explore the effect of teachers' advance knowledge and pedagogical competence on students' academic performance.

Population and Sample of Study

Researcher use multi stage sampling. At the first stage researcher conveniently select the twenty secondary schools. At second stage researcher randomly select the sections of classes. At the last stage randomly select the two hundred students by using fish bowl method.

Research Tool:

Researcher use the self-developed questionnaire for collecting data. Questionnaire was developed on the base of literature review. And valid by the subject experts and educationist. Reliability of questionnaire was measured by using Cronbach Alpha $\alpha=.885$.

Data Analysis and Interpretation

Data were analyzed by using SPSS. Mean, standard deviation, t-test, and regression. t-test was used to find out the difference between the perceptions of students. And regression was used to examine the role of teachers' advance knowledge and pedagogical skills in the students' academic performance.

III. RESULTS

Ho1: Is there any significant difference between the perception of male and female students about the effect of teachers' advance knowledge on students' academic performance?

Table: 1

Perception of Male and Female Students about the Effect of Teachers' Advance Knowledge on Academic Performance of Students

	Gender	N	Mean	Std. Deviation	t	p
Advance Knowledge	Male	100	3.95	.94	2.51	.012*
	Female	100	3.61	1.23		

*p<.05

It revealed that there exists a significant difference between perception of male and female students about effect of advance knowledge on their academic performance. The mean achievement score of male students (M = 3.95, SD = .94) and female students (M = 3.61, SD = 1.23, t = 2.51, p<0.05). The mean achievement score revealed that there is a significant difference between perception of male and female students and male students have more positive view about the effect of teachers' advance knowledge on academic performance of students.

Ho2: Is there any significant difference between the perception of male and female students about the teachers' pedagogical skills on academic performance of students?

Table: 2

Perception of Male and Female Students about the Effect of Teachers' Pedagogical Skills on Academic Performance of Students

	Gender	N	Mean	Std. Deviation	t	p
Pedagogical Skills	Male	100	3.71	.80	2.38	.018*
	Female	100	3.45	.84		

*p<.05

It revealed that there exists a significant difference between perceptions of male and female students about pedagogical skills of teachers. The mean achievement score of male students (M = 3.71, SD = .88) and female students (M = 3.45, SD = .84, t = 2.38, p<0.05). The mean achievement score revealed that there is a significant difference between perceptions of male and female students about pedagogical skills of teachers and male students have more positive view as compared to female students.

Ho3: Is there any significant impact of teachers' advance knowledge and pedagogical skills on students' academic performance?

Table: 3

Standardized Regression "β", Simple Correlation "r", and Multiple Correlation "R"

	Teachers Advance Knowledge		Teachers pedagogical Skills		Multiple Correlation	R Square
	r	β	r	β	R	
Students' Performance	.102	-.012	.333**	.314**	.326	.134

**p<0.01, n=200

The standardized beta weights values of teachers' advance knowledge (β = -.017, p>0.05) is non-significant and teachers' pedagogical skills (β = .361, p<0.01) has statistically significant effect on students' academic performance. It is concluded that students' academic performance depends on the teachers' pedagogical skills. The value of R Square showed that about 13.4% of students' academic performance is influenced by teachers' pedagogical skills.

IV. FINDINGS AND CONCLUSIONS

The results showed that there is a significant difference between the perception of male and female students about the effect of advance knowledge of teachers and pedagogical skills on students' academic performance. Regression showed that teachers' advance knowledge has not any significant role in academic performance of students but pedagogical skills of teachers have significant impact on academic performance of students at secondary level. Teachers' pedagogical skills enhance the students' academic performance.

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