



RESEARCH PAPER

Examining the Influence of Teacher-Related Factors on Students' Academic Performance: A Case Study of Secondary Schools in Makran Division, Balochistan, Pakistan

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ABSTRACT

This research investigates the impact of teacher-related factors on the academic performance of secondary school students in the Makran division of Balochistan, Pakistan. Education is pivotal for individual and societal progress. This research emphasizes the fundamental role teachers play in nurturing students' development and influencing their future aspirations. The main objective is to assess how teacher-related factors influence students' academic achievements at the secondary school level. Employing a descriptive research design, the study utilizes a mixed-methods survey approach, incorporating qualitative and quantitative data collection techniques. The study's sample includes 650 students and 200 secondary school teachers, with structured questionnaires administered to the respondents. Students' academic performance is assessed through annual examinations and school records. Descriptive and inferential data were analyzed by using SPSS software. Findings highlight the significance of teacher-related factors, such as regularity, lesson preparation, competency, homework practices, and motivational strategies, in shaping overall academic performance. Regression analysis confirms a positive and statistically significant impact ($\beta = 0.156$, $p < 0.01$). The study recommends administrative involvement, prioritizing teacher regularity, subject-specific expertise, timely syllabus completion, and a supportive learning environment to enhance overall educational effectiveness.

KEYWORDS

Makran Division, Secondary Schools, Students' Academic Performance, Teacher-Related Factors

Introduction

Education is a fundamental pillar of social progress, enabling individuals to pursue their aspirations and shape their own futures. In the modern era, education has rightfully become a top priority for every individual, playing a decisive role in human development and activity. It is not only linked to personal comfort but also paves the way for abundant opportunities and a better standard of living (Ali et al., 2009). The significance of education lies in its ability to equip individuals with essential skills and knowledge, empowering them to enhance their social efficiency and overall quality of life. This, in turn, fosters increased productivity and innovation, leading to new avenues of economic growth and higher income levels for a nation. A country's social and economic progress is closely connected to the performance of its students. Therefore, it is the government's responsibility to ensure that students have access to the best possible facilities at schools. The achievement of specific national goals is directly influenced by the educational outcomes of individuals as well as the collective society (Nazir et al., 2019).

The quality of students' performance remains a major concern for educators at local, national, and international levels. Researchers and stakeholders engage in ongoing debates to identify the factors that contribute to student performance. These factors can be broadly categorized as family-, school-, and teacher-related factors (Odumber et al., 2015). In the realm of education, teachers play a vital role as facilitators, guiding students through various pedagogical approaches and shaping their overall development. The significance of teachers in the education system cannot be understated; they hold the key to fostering an inclusive learning environment. One of the primary objectives in Pakistan is to ensure education for all children, which demands quality education in secondary schools. Despite the government's efforts to improve teacher performance by increasing their salaries, the lack of proper checks and balances, along with political interference, has hindered progress.

Recognizing that teachers are essential in the teaching and learning process, they serve as the fundamental pillars of knowledge transmission in any country (Ullah et al., 2021). However, several challenges impede the delivery of quality education to students. These challenges include teacher attendance and punctuality, lesson preparation, teacher competency, regular homework assignments, diligent homework evaluation, fostering a positive learning environment, adhering to the curriculum schedule, and the dedication of teachers.

To enhance students' educational performance, it is essential to identify and document the obstacles affecting their progress. By shedding light on these issues, we can work towards improvements that will positively impact students' learning outcomes (Sultana Habibullah, 2013). Collaborative efforts to address these hurdles and create a conducive learning environment can lead to a more effective education system for the benefit of all children in Pakistan.

Education is a dynamic process that significantly impacts the lives of students, and teachers play a crucial role in facilitating this process. They are the primary resources responsible for helping students achieve better results in school. Numerous studies have emphasized the vital role of teachers in promoting quality education and shaping the future of students (Chachar, Ullah, and Ujjan, 2023). Unfortunately, the province of Balochistan lags behind other regions in Pakistan when it comes to the promotion of quality education, with the lowest literacy rate recorded at 43.58%. In comparison, Punjab, Sindh, and Khyber Pakhtunkhwa (KP) have literacy rates of 64.1%, 54.57%, and 54.2%, respectively (Census report, 2017). The situation is even worse in rural areas.

Secondary school students' academic performance is influenced by a myriad of factors, both internal and external. Identifying and understanding these factors is essential for improving students' performance. In this context, teachers play a pivotal role in facilitating students' learning and academic growth. However, the recent results of secondary school students in Balochistan have not been satisfactory, failing to meet the desired targets (UNESCO, Report, 2011).

To address this critical issue, it is crucial to investigate teacher-related factors affecting student academic performance in the Makran division of Balochistan. Notably, no prior studies have explored this specific context. Thus, this study aims to fill this gap by assessing various factors influencing students' academic performance in secondary schools in Division Makran, Balochistan. By identifying these factors, educational institutions can develop appropriate strategies to enhance the overall performance of schools and students, ultimately promoting quality education and nurturing a brighter future for the students in the region.

Literature Review

The literature review for the study focused on the related factors regarding teacher-related issues and the students' academic performance. The literature was reviewed under the related themes of inadequate teaching and learning aids, student-teacher relations, lack of teacher preparation, competency, and teacher motivation.

Inadequate Teaching and Learning Materials

A study by Mbozi, (2008) found that limited learning resources affect students' academic performance. A further study mentioned that the availability of teaching and learning resources plays a significant role in improving learning ability and enhancing students' academic performance. In another study, it was found that learning materials and resources cannot be effective without improving the teachers' technique and training in order to ensure the effective use of reading and learning materials. In addition, findings revealed that the availability and unavailability of textbooks and other learning resources make a huge difference in the students' performance (Mushtaq & Khan, (2012).

Teacher-Student Interaction

Teacher interaction with students is a factor that influences the students' performance, and when the teacher uses distant behaviour, uses abusive language, or shouts at them unnecessarily, that results in a negative impact on the students' performance. On the other hand, friendly environment and students' teacher interaction plays a positive role in the students' effective learning in many ways (Mbozi,2008). A study by Ganyaupfu (2013), examined whether student-teacher interaction is more effective during the teaching and learning process. Therefore, teachers are the facilitators and custodians of the teaching and learning process of the students, and hence, they provide the quality education, skills, and knowledge to help them achieve their desired goals. To achieve quality education, the teacher's role is important in the teaching-learning process. From the researcher's point of view, this recommends that the teacher design their work adequately every time. It can be argued that this high level of teacher-student interaction helps learners build their educational skills and confidence, respectively.

Lack of Teacher Competency

Generally, there are so many factors that contributed to the students' poor academic performance. This is a huge problem in many developing communities and countries in the world. Students' weak performance is affected mainly by the inferior background of quality education. The lack of teacher competence directly affects the students' capabilities in school. In addition, not providing required knowledge, assignments, or tests to the students regularly affects their performance negatively. It can be claimed that a lack of teacher competency in school directly or indirectly affects the students' performance (Chachar, Ullah, & Ujjan, 2023).

Inadequate Teacher Preparation

Teacher-related factors are very important regarding the students' performance. Students' performance mainly depends on the teacher and what he or she taught in class or school. Teachers are the defenders of the students' performance. In this regard, teachers' poor preparation, and lack of interest and commitment to their duty are very important for the students as well as for schools (Ullah & Almani, 2022). A good teacher was likely to prepare what he taught in school, and the teacher's preparations positively influenced the students' learning, lesson plans, and examinations (Makewa et al, 2012).

Motivation

Motivation is the most effective factor in a student's learning. A highly motivated person plays an effective role in his or her profession. A study by Iqbal & Pervaiz (2014) points out that demotivated and unprofessional teachers yield to poor performance and inappropriate attitudes towards students that have a negative effect on the students' learning, and lack of motivation in teachers also affects their duties and performance, respectively. It is fact that teachers have a close relationship with students. Pourtousi, Ghanizadeh, & Mousavi, (2018), found in his research on the relationship between motivated and demotivated students and their teachers that teachers who discouraged students had a negative impact on the students' progress, abilities, and performance. On the other side, motivated students and teachers have both reported being energetic and enthusiastic in their work.

The student's performance is affected by many factors in the school. A series of variables are considered to identify the effective factors regarding the quality of academic achievement, (Waters & Marzano, 2006). To the identify most contributing factors to the student's performance is a challenging task. In consideration of these discussions, the present investigation is undertaken to scrutinize the impact of teacher-related elements on the academic performance of students in secondary schools within the Makran division of Balochistan, Pakistan.

Null Hypothesis

HO = There is no significant impact of teacher-related factors on the academic performance of students in secondary schools within the Makran Division of Balochistan.

Material and Methods

In this descriptive study, the survey method was used for research. The study population consisted of twenty-four male and female secondary schools in Makran Division, Balochistan. A total of 650 secondary school students and 200 secondary school teachers were randomly selected as samples for the study. Likert-scale questionnaires were used to collect data from teacher and student respondents. The study focused on teacher-related factors, such as teachers' regularity in school, attendance at assemblies on a regular basis, being well-prepared for lessons, teacher competency in school, giving regular homework, checking homework on a regular basis, and encouraging students to learn. Additionally, the study examined the completion of the syllabus on time and teacher hardworking in school. Teacher-related factors were also measured by the students' school performance.

Table 1
Reliability Statistics of the Questionnaires

Items	Number of items	Cronbach's Alpha
Students Perception Teacher-Related Factors on the Students' Performance.	12	.648
Teachers Perception Teacher-Related Factors on the Students' Performance.	12	.743
Total Items with Cronbach's Alpha	24	.845

Data Analysis and Interpretations

The data were analysed by descriptive and inferential statistical measures. Regression and correlation tests were used to analyse the results of the respondents, and the academic performance of the students was checked by their school records, tests, and annual exam results. The effect of teacher-related factors on the students' performance was checked by SPSS,23.

Result and Discussion

Table 2
Teacher-related Factors and Academic Performance of the Students: Students' Perspective

S. No	Statements	N	Mean	Std
1	My teachers are punctual and regularly attend school.	650	3.09	1.355
2	My teachers actively participate in school assemblies.	650	3.04	1.300
3	My teachers demonstrate preparedness for their lessons.	650	3.51	1.302
4	My teachers consistently follow well-structured lesson plans.	650	3.01	1.229
5	My teachers exhibit competence in their teaching methods.	650	2.98	1.295
6	My teachers show genuine interest in educating and guiding us.	650	2.73	1.341
7	My teachers assign regular and meaningful homework.	650	3.19	1.189
8	My teachers diligently review and provide feedback on homework.	650	3.19	1.254
9	My teachers foster a supportive environment that encourages learning.	650	3.09	1.446
10	My teachers offer additional assistance to students who need it.	650	2.18	1.188
11	My teachers effectively manage to cover the syllabus within the allotted time.	650	3.31	1.313
12	My teachers display a strong work ethic in their role at school.	650	3.06	1.228

Based on the findings presented in Table 2, the majority of the students surveyed expressed agreement with the regular presence of their teachers in school. The mean scores for various aspects related to teacher behavior were calculated, and the results indicate positive perceptions overall. For instance, the mean score for teachers regularly attending school assemblies was found to be positive ($M=3.04$, $SD=1.300$), as well as their level of preparedness for lessons ($M=3.51$, $SD=1.302$), adherence to lesson plans ($M=3.01$, $SD=1.229$), and assigning regular homework ($M=3.19$, $SD=1.189$). Additionally, students reported that their teachers regularly checked homework ($M=3.19$, $SD=1.254$), encouraged them to learn ($M=3.09$, $SD=1.446$), and completed the syllabus on time ($M=3.31$, $SD=1.313$), all of which received positive mean scores. However, the study also revealed some concerns. Students perceived their teachers' interest in teaching them in school ($M=2.73$, $SD=1.341$), willingness to provide extra support to weak students ($M=2.18$, $SD=1.188$), and teaching competence ($M=2.98$, $SD=1.295$) to have relatively low mean scores.

Table 3
Influence of Teacher-Related Factors and Students' Academic Performance: Teachers' Perspectives.

S.No	Statements	N	Mean	Std. Deviation
1	The teachers are punctual and consistent in their presence at school.	200	3.06	1.373
2	Every day, without fail, the teachers actively participate in the school assembly.	200	3.09	1.327
3	The teachers demonstrate excellent preparation and organization for their lessons.	200	3.63	1.301
4	Teachers diligently adhere to well-structured lesson plans.	200	3.08	1.237

5	The teachers possess remarkable competence and skill in delivering their lessons effectively.	200	3.21	1.373
6	The teachers exhibit immense enthusiasm and passion for educating their students.	200	2.84	1.468
7	The teachers regularly assign homework to reinforce learning.	200	3.30	1.202
8	Homework is diligently checked and assessed by the teachers on a regular basis.	200	3.27	1.270
9	The teachers actively encourage and motivate their students to embrace learning.	200	3.09	1.473
10	Extra attention and support are provided to weaker students, ensuring they receive additional help to improve.	200	2.17	1.232
11	The teachers consistently manage to cover the syllabus within the designated timeframe.	200	3.44	1.351
12	The teachers demonstrate exceptional dedication and hard work in their roles at the school.	200	3.08	1.237

Table 3 displays the comprehensive results of a survey conducted to assess teachers' perspectives on their teaching practices. The survey received positive feedback from the majority of the teachers regarding various statements. Each statement's mean and standard deviation have been meticulously reported for clarity. According to the results, teachers exhibit commendable dedication by maintaining regular attendance ($M=3.06$, $SD=1.373$), demonstrating thorough preparation for lessons ($M=3.63$, $SD=1.301$), and diligently adhering to lesson plans ($M=3.08$, $SD=1.237$). These aspects garnered favorable mean scores from the participating teachers. Furthermore, the survey indicates that teachers received commendable ratings for their teaching competence ($M=3.21$, $SD=1.373$) and consistent assignment of homework ($M=3.30$, $SD=1.202$). The teachers also displayed an admirable practice of regularly checking students' homework ($M=3.27$, $SD=1.270$) and actively encouraging their students' learning ($M=3.44$, $SD=1.351$). Moreover, teachers were found to effectively cover the syllabus within the stipulated timeframe ($M=3.44$, $SD=1.351$). On the other hand, the survey revealed some areas of improvement. Teachers were observed to provide relatively less attention to weaker students ($M=2.17$, $SD=1.232$) and displayed lower interest in teaching ($M=2.84$, $SD=1.468$), resulting in lower mean scores for both statements.

In conclusion, the survey showcases various strengths in teachers' practices, such as their dedication to attendance, preparation, and adherence to lesson plans. It also identifies potential areas for improvement, particularly in providing additional support to weaker students and fostering greater enthusiasm for teaching among educators.

Table 4
Pearson correlation test (Correlation).

		Students' Performance	Teacher-related Factors
Students Performance	Pearson Correlation	1	.156**
	Sig. (2-tailed)	.650	.001
	N		650
Factors	Teacher-related Pearson Correlation	.156**	1
	Sig. (2-tailed)	.001	.650
	N	650	

**Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation test was conducted to determine the relationship between teacher-related factors and the academic performance of secondary school students. The factors evaluated included teachers' regular attendance, participation in school assemblies, preparedness for lessons, competency, assignment of regular homework, timely homework grading, encouragement of student learning, adherence to the syllabus, and overall work ethic. The analysis revealed a statistically significant correlation between these factors and students' academic performance at the secondary school level. Specifically, a positive correlation of .156** was observed, with a significant p-value of 0.001. Therefore, the results indicate that teacher-related factors have a positive impact on student performance in secondary schools within the Makran Division of Balochistan.

Hypothesis Testing

The research hypothesis was evaluated using a regression test, and the corresponding test results are presented in Table 5 below.

Regression Analysis

In this study, a regression analysis was used to check the independent variable (Teacher-related factors) on the dependent variable (Students' Performance).

Table 5
Regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	384.546	7.315		52.573	.000
Teacher-related Factors	9.519	2.369	.156	4.018	.000

Dependent Variable: Students Performance

The findings from the regression analysis indicate positive influence of teacher-related factors on students' academic performance. Specifically, the regression test yielded a statistically significant result ($\beta = 0.156$, $p < 0.01$), with the positive beta value leading to the rejection of the null hypothesis. Consequently, it is asserted that there exists a positive impact of teacher-related factors on students' performance at the secondary school level.

Conclusion

Numerous factors significantly impact students' academic performance at the secondary school level. This research study focuses on specific teacher-related factors that exert influence on students' scholastic achievements. The primary objective of this study was to conduct an in-depth investigation among secondary school students to discern the pivotal elements contributing to their academic outcomes. Among the key teacher-related variables examined were teachers' consistent presence in school, active participation in assemblies, adequate preparation for lessons, pedagogical competence, consistent assignment of homework, diligent assessment of homework submissions, cultivation of a supportive learning environment, timely coverage of syllabus content, and demonstrable dedication to their role. Additionally, the study considered teachers' willingness to dedicate supplementary time to academically challenged students and the extent of their personal investment in fostering students' engagement and performance.

The findings of this study illuminated several significant trends. Teacher competency, timely completion of syllabus content, thorough lesson preparation, and regular homework assessment emerged as focal points with notably high mean scores among respondents. These factors exhibited a positive correlation with enhanced student performance. Conversely, findings indicated that teacher disinterest and a failure to allocate additional attention to academically struggling students corresponded with lower mean scores from participants, indicating a detrimental impact on student outcomes.

To examine the relationship between teacher-related factors and students' performance, a correlation analysis was employed to assess the variables. The findings revealed a positive correlation between teacher-related factors and students' performance. Notably, a significant correlation coefficient of 0.156** was identified, with a significance level of 0.001. Subsequently, a regression analysis was conducted to test the hypothesis. The results of the regression test indicated a coefficient of ($\beta=.156$, $p<0.01$). The analytical results revealed the affirmative impact of teacher-related factors on the academic performance of students at the secondary school level.

Recommendations

Based on the findings, the following recommendations have been formulated to enhance students' performance in secondary schools within the research areas:

- 1 It is recommended that teachers maintain a consistent presence in the school, as this can significantly contribute to improved student performance.
- 2 Both teachers and school management should actively promote student engagement in learning by regularly monitoring and participating in school activities.
- 3 Teachers are advised to employ a variety of pedagogical strategies aimed at enhancing the academic performance of their students.
- 4 Teachers should meticulously prepare lesson plans before delivering them to the class. Additionally, allocating extra time to support weaker students and adhering to the syllabus timeline will likely result in performance improvements among students.
- 5 The government should initiate efforts to enhance the teaching skills and professional development of educators, as this can profoundly impact students' academic achievements.
- 6 Further research studies should explore other pertinent factors associated with teachers, such as their communication skills, regularity in attendance, and qualifications, to gain a more comprehensive understanding of their influence on student performance.

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