

# Effect of Pedagogical Competences of English Language Teachers on Their Students' Academic Achievement: A Qualitative Study

Wali Muhammad Channa

Department of Education, Sukkur IBA University, Sukkur, Sindh, Pakistan

Zafarullah Sahito

Department of Education, Sukkur IBA University, Sukkur, Sindh, Pakistan

**Abstract**—Teachers play a vital role in education. The academic results are related to the professional abilities of the teachers. Therefore, teachers must possess pedagogical competence. In this context, the objectives of this research study are to investigate the pedagogical competencies of college teachers in Sukkur, Sindh, Pakistan. This study involves a qualitative case study. The findings show that the teachers' competence to teach affects how well the students do in their academics.

**Index Terms**—pedagogical competence, English language, students' achievement, qualitative case study approach

## I. INTRODUCTION

The term "pedagogical competence" refers to a teacher's capacity to manage both teaching and learning. It encompasses topic knowledge, instructional methods, technological integration, planning, management, and evaluation, as well as the process of learner growth. A competent instructor has a substantial impact on pupils' academic progress. Competence refers to an educator's pre-existing ability. It enhances the teacher's personality and guides the learner through the learning process, contributing to the creation of a conducive learning environment. A teacher's professional competency involves the capacity to grasp effective teaching methods, create good lesson plans, comprehend the curriculum, and teach in the classroom. A teacher's personality should be desirable and serve as a role model for students in order to provide effective advice and counselling. Additionally, he or she must establish and apply strategies for learning assessment. Social competency refers to an instructor's understanding of the relationship between educators and the environment or the public interest.

Additionally, social competency relates to a teacher's aptitude for communication and engagement with students, as well as their values, etiquette, and shrewdness. Competence is a broad human characteristic that incorporates all of the personal effectiveness characteristics required in a profession. Personal acumen, perception, receptivity, openness, inventiveness, attitude, and social skills are all significant markers of a teacher's strengths. Also, interpersonal maturity, as well as knowledge, comprehension, action, and skill, are all characteristics of an effective teacher. Similarly, competence is defined as the capacity or ability to accomplish specific activities. A person who has been recognized as competent in a particular sector is responsible for maintaining work skills in accordance with fieldwork requirements. Professional competence in the education system, according to Liu and Qi (2021), is a complex collection of diverse abilities, values, and attitudes that contribute to effective teaching and learning activities on a specific topic.

Competency standards focus on the pragmatic application of professional knowledge and abilities in the workplace and are bolstered by teachers' professional values (Murray et al., 2021). Competence is typically associated with high-performance professional roles. Uktamova and Ubaydullaeva (2021) assert that teachers' professional competency has an effect on pupils' academic progress. In the education sector, there is a direct correlation between a teacher's professional competency and a student's achievement. Furthermore, a competent teacher engages pupils in discourse and facilitates authentic learning through dialogue (Howe et al., 2019). When a student and teachers participate in collaborative critical thinking, they build and construct information together rather than passively conveying it. They reflect on, review, and share their experiences (Duong et al., 2019).

Singh et al. (2022) defined teachers' competencies in nine distinct dimensions: field competencies, socio-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies, and environmental competencies. The abilities of teachers have an effect on their classroom methods, professional careers, and personal behaviour. To accomplish this, many debates, discussions, and dialogues are necessary to strengthen the teaching faculty.

## II. LITERATURE REVIEW

Pedagogical competence has been defined as the ability to use a coordinated, synergistic combination of tangible and intangible resources by an individual. In order to improve pedagogical efficiency and efficacy, a variety of materials, both real and intangible, are needed. These include books, articles, and cases, as well as technology, such as software and hardware. Teaching can only be considered a successful career path if a person possesses a minimum set of professional skills known as pedagogical competence (Abidin, 2021). Focusing on integrated aspects of educational challenges and typical tasks in real-world circumstances is the best way to understand pedagogical competency and create acceptable and successful outcomes for students. Personality traits relevant to their professional job that are not inborn but acquired via consistent instruction have been categorized by Wijaya et al. (2021) into four groups. (a) Important for teaching pedagogical talents, knowledge, and skills are things a teacher must learn before using a variety of teaching methods. (c) a specific body of knowledge about pedagogy and teaching methods that can assist the teacher in being more productive. (d) Teachers' attitudes and ideas about teaching, learning, and their job influence not just their choices, evaluations, and comprehension, but also their behaviours.

#### *A. Pedagogical Skills*

According to Kurnia-Irmawati et al. (2017), Pedagogical Competence refers to a teacher's ability to manage learning, which includes the ability to develop a learning system, interact or manage the learning process and conduct assessments. In order to achieve the goal, Merkt (2017) concentrated on four elements of pedagogical competence: personal development, institutional-based development programmes, rules and laws for the teaching profession, and competency-based national standards. According to Daminovet al. (2020) effective classroom control, improving efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, analyzing progress, and making regular changes are all skills that a teacher should display. The active and equal engagement of students in productive work should be ensured by organizing, assigning, and regulating time, space, and activities. Effective teaching strategies, representing many opinions, philosophies, and methods of investigation in the teaching of subject area and concepts are also important. Numerous teaching and learning techniques should be used to involve students in active learning. An experienced teacher builds up the critical thinking, problem-solving skills of students and uses learning material in the classroom efficiently. Effective assessment, which includes formal examinations, responses, evaluation of classroom assignments, projects, student performances and achievement tests are also essential to understanding what students have learned. Learners should be involved in self-evaluation activities as part of assessment strategies to assist them to become aware of their strengths and needs, as well as to motivate them to set personal learning goals. More crucially, technology skills, as well as the type and amount of technology are most appropriate for student learning (Murphy & Broadfoot, 2017).

#### *B. Professional Skills*

Professional development for teachers is becoming increasingly popular as a technique for assisting pupils in developing more advanced abilities in preparation for the next generation (Yakhshieva & Sidiqova, 2020). Developing student competencies such as critical thinking, problem-solving, effective communication, teamwork, and self-direction necessitates the use of advanced instructional methods. It is therefore crucial that a teacher improve and develop his or her professional abilities. The researcher identified a range of qualities of good professional growth that are supportive of the educational environment that was determined by the researcher. There must be a focus on a specific topic, active learning, collaboration, application of effective practise models, coaching and expert support, feedback and reflection, as well as a long-term length of time for professional development that fits these criteria (Darling-Hammond et al., 2017; Khimmataliev et al., 2020).

#### *C. Social Skills*

Teachers' social competence is critical because residents of communities must be able to blend in, which includes the ability to get along with others (Tuerk et al., 2021). Without it, the group will become rigid, which will make the final product less acceptable to the community. Social competence is the true essence of a teacher's experience and association formed in the family, community, and school in which they perform their duties, and it includes devotion and social ability. A teacher's experiences and relationships with other individuals in their family, community, and school influence how they perform their profession (Junge et al., 2020). Teachers must be able to communicate effectively and efficiently with students, colleagues, education staff, parents/guardians of children, and the rest of the community (Aulia, 2021). Teachers' social skills include being able to interact with and participate in local community events. Simply said, social competency is a teacher's approach to interacting with students and others in the community, both within and outside the classroom (Kamal et al., 2021).

#### *D. Personal Skills*

The personal ability of the teacher has a huge impact on the grades of the students (Sáenz-Guerra, 2020). Personal traits like patience, excitement, creativity, concern, and beliefs all help a teacher be more effective. Teachers' attitudes also have an influence on their devotion to the task, how they teach and treat students, and how they view their own professional development (Hipolito, 2021). Teachers who have high expectations for their pupils and focus on making learning easier for all students are more effective (Lee & Tan, 2018). Another aspect that adds to teachers' performance

is their dedication to the task and interest in their pupils' personal lives (Elstad et al., 2021). It's important to discuss self-awareness and introspection since they require the teacher to carefully consider his or her own behaviours and thoughts.

#### E. Academic Achievement

Academic achievement includes a wide range of communication skills and abilities that help kids do well in school and in the rest of the world (Amadi & Paul, 2017; Wiyono & Gipayana, 2017). The ability to teach and learn well, as measured by standard achievement tests, leads to the development of the second language (L2) skills (Botes et al., 2020; Al-Murtadha, 2021). Content areas like English, math, science and social studies are used to measure academic success (Stoffelsma & Spooren, 2019). Cimermanová (2018) says that academic achievement can also be used to measure learning and different ways of teaching. Academic achievement, such as grade point average (GPA), high school drop-out rates, and attitudes toward school, is commonly used to quantify achievement (Wibrowski et al., 2017).

### III. METHODOLOGY

A qualitative case study research method was used in this study. A case study is a detailed investigation of an individual, a group, a community, a programme, or a social issue (Hesse-Biber & Leavy, 2010). Qualitative research is a type of research that is based on the constructivism philosophy and is used to investigate many points of view, ideas, and concepts within the framework of a natural setting. Qualitative research findings place a greater emphasis on meaning than generalization (Sugiyono, 2015). The study was carried out in public sector colleges in Sukkur, Sindh, Pakistan. Interviews, observation, and document analysis were used to collect data. An inductive qualitative data analysis technique was used in this data analysis technique. During the process of getting evidence and combining data from interviews, field notes were broken down into parts, reassembled, and put back together. They were then sorted into patterns. Important patterns were identified and concluded in an easy-to-understand manner for oneself and others. Data reduction, data results, and conclusion, according to Milles and Huberman (1992), are some data analysis strategies in this context.

### IV. RESULTS AND DISCUSSION

For this study, 16 people (n = 16) were chosen through a "purposive criteria" sampling technique (Patton, 2002, p.238). Semi-structured interviews were used to get more in-depth, true, and real data. In this connection, the researchers interviewed 16 college English teachers (CETs) from four public colleges in Sukkur, Sindh, Pakistan. There were three main themes: teachers' perceptions, teachers' practices, and academic achievement. Teachers' thoughts and actions were further broken down into different themes that were backed up by the opinions of the people who took part in the interview.

#### A. Teachers' Perceptions

Teachers' Perception about Instructional planning, management, knowledge and experience is considered by 68.75% of College English Teachers (CET). The CET (1) responded that "instructional planning consists of development steps for teachers to follow while instructing the students towards learning outcomes." Further, CET (12) stated that "teaching ability and planning are the key competencies of the teacher to make his teaching systematic, effective, and learner-oriented." It reveals that thoughtful planning allows the teachers to outline the intended learning outcome and devise the teaching techniques to assess the learning goals that are in harmony with the curriculum. Teachers' perceptions about subject knowledge, effective teaching methods, techniques, and creativity were further supported by 81.25%. CET (9) added that "subject knowledge, teaching methods, and techniques are used in imparting and enhancing learning abilities." Subject knowledge is related to content and it focuses on understanding how it functions in the teaching and learning process.

TABLE.1  
TEACHERS' COMPETENCES EXPLORED THROUGH THEIR PERCEPTIONS

S#	Domains	Competences
01	Teachers' Perception about Planning, Managing, Teaching, Using of their Knowledge and Experience	Knowledge, Instructional planning (goals & objectives), implementation, class management, strategies and teaching experience
02	Teachers' Perception about Subject knowledge, Effective Teaching Methods and Techniques, Creativity and Confidence	Content knowledge (Language components), methods, confidence, creative and active
03	Teachers' Perception about Conducive Environment, Skill-based teaching, Students Engagement and Result Oriented Students Achievement	Learning environment, comical, skill-based, engaging, learner-centred
04	Teachers' Perception about Motivation, Class Leadership, Professional Commitment and Dedication and Time management	Motivation (appreciation, reward, inspiration, guide), Leaders, commitment, politeness, loyalty and time conscious
05	Teachers' Perception about Critical Thinking, Counseling, Mentoring and Communication Skills	Critical thinker, mentor, intellectual, efficient, observer, interpersonal, and problem solving
06	Teachers' Perception about Assessment, evaluation, and Learning 21 <sup>st</sup> Century Skills	Observation, assessment, evaluation, innovation, regulation of behaviour, analysis, critical thinking and integration of technology

Teachers' perceptions about conducive environments, skill-based teaching, engagement, and result-oriented students' achievement were contemplated by 62.5% of CETs. CET (13), after careful consideration, stated that "teachers should create an ideal learning environment where students take an interest in learning and feel free to fill up their learning gaps." The ideal learning environment is a positive classroom atmosphere where students come forward to meet their specific learning goals. The teacher should also be positive, organized, well-planned, confident, outgoing, and concerned about teaching and learning. Besides that, teachers' perceptions about motivation were discussed by 93.75% of CETs, which helps teachers to take personal initiative to do well. However, class leadership, professional commitment, dedication, and time management were discussed by many teachers. Moreover, CET (1) said that "a teacher should be a motivational speaker to inhale knowledge and confidence in his/her student." Motivation is a mental process that guides the individual to maintain target-oriented behaviour and causes them to act. It involves social, emotional, and cognitive development, which improves the learner's behaviour. Perceived competence in critical thinking was also discussed by 43.5% of CETs. 65% of teachers are using counselling, mentoring, and communication skills. As CET (1) stated, "I give topics for discussion to students and monitor how critically they debate and discuss the topics around them." Critical thinking is an intellectually disciplined process of conceptualization and evaluating information. Such information is gathered through observation, monitoring, reflecting or experiencing the situation. It was important for 87.5% of the CETs to make decisions about how well their students did. When I teach students, I encourage them to ask questions, and sometimes I conduct class tests. When I finish the topic, I assess and evaluate the understanding of the pupils through their learning feedback. According to teachers, assessment is simply conducting an examination during the session or at the end of the session, even during classroom practice. CET (2) stated that "I involve the students in discussion and speaking activities and monitor their performance." It was found that teachers make students use their mental abilities to do well.

### B. Teaching Practices

Teachers' knowledge is awareness of subject; a skilful way of doing work, delivery of knowledge and the attitude is the manners which were discussed by the 87.5% CETs. As stated by CET (1), knowledge includes understanding the subject, making a teaching plan, and coming up with ways to teach and learn. Teachers need to be able to learn about their subject, be competent in their knowledge, and be able to teach their material. However, for effective teaching, the teacher's personal attitude toward knowledge delivery, behaviour, communication styles, motivation, and interaction is necessary.

TABLE.2  
TEACHERS' PRACTICES

S#	Practice Practices	Competences
1	Teachers' knowledge, skill and attitude for effective teaching	Knowledge of contents, pedagogical skills, and attitude (behaviour, manners, disposition)
2	Teachers' use of digital tools supplemented by invoking real-life experiences for better teaching	Use of technology, multimedia, quoting real-life examples
3	Teachers' multiple methods of teaching techniques for language learning	Interactive, conventional, discussion, problem-solving, reading, writing, speaking, listening, group work, observe, communicative
4	Teachers develop their professional Competences through attending training, seminars, works shops and online courses	Innovative teaching, using learning webs, CPD, vast reading, educational movies, listening lectures, workshops, seminars, a shift in teaching methods
5	Teachers grow their professional competencies through vast readings and peer discussion	Vast reading increases knowledge, understanding, language improvement, gaining rich experience, peer discussion
6	Professionalism increases, teaching beliefs, reasoning, critical thinking as and students' satisfaction	Commitment, deep knowledge, well-planned, honesty, involvement, analyst, logic, professional satisfaction
7	Teachers' beliefs and Practices about Honesty, Fair Dealing, Commitment, Dedication and Self-assessment	Ethics, honesty, values, self-actualization, dedication, care, responsible
8	Teachers' beliefs and Practices about Versatile Personality and Role Model	Knowledgeable, cooperative, polite, well-mannered, well dressed, influencing, motivating
9	Teachers' beliefs and Practices about Character Building and Moral values	Good moral, respectful, good character, charismatic personality, caring, trustworthy, polite, selfless, balance
10	Teachers' beliefs and Practices about Learning Environment, Friendly Behaviour, and Learner-centered Classroom	Creating interest, encouragement, relaxed, flexible, value others, student-centred, friendly, empowerment to others, good listener
11	Teachers' beliefs and Practices about Understanding of Learning needs of Students	Understanding, good listener, recognize, identify, feedback, assess and evaluate
12	Teachers' beliefs and Practices about Understanding of Supporting Mechanisms	Encourage, motivate, guide, support, discuss, polite behaviour, communicate

Computer-assisted teaching apps, educational websites, and online resources that aid in effective teaching are referred to as "digital tools." In their classroom methodology, only 31.25 % of teachers employ digital tools. Due to a shortage of resources in the government sector, the remaining teachers are unfamiliar with digital tools and continue to employ traditional teaching methods. "Quality teaching and learning are now intertwined with digital technology," according to CET (15), "and the teacher who is unfamiliar with new teaching tools is living in the Stone Age." We live

in a technologically advanced society where computers and electrical devices abound. The proliferation of digital technology emphasizes the significance of digital literacy for both educators and students. It has numerous benefits for everyone. Every teacher must be able to use instructional digital technology efficiently as well as help students improve their digital skills.

Learning a language starts at birth and continues throughout one's life. When asked about language learning methods, 100% of the teachers gave good responses. Every teacher aspires to use a combination of conventional and current language teaching methods while instructing students. Participants taught English as a foreign language in a variety of ways (EFL). CET (15) further said that "My teaching strategy is communicated to students orally. I ask students questions on the subject and urge them to take part in the learning process. In addition, my teaching goal is to help my pupils develop critical thinking and problem-solving skills." Most teachers in public institutions have a lesson plan in mind and begin teaching with the reading process, continuing to explain key themes while students listen passively. The instructor, on the other hand, is in charge of determining how much he engages the students. Some students pose questions, which the teacher answers by explaining the answer. Instructors employ motivational strategies to urge students to communicate about their feelings, opinions, and how they learnt.

Training, seminars, workshops, and refresher courses all count as 100% CETs when it comes to improving professional skills. According to CET (11), teachers may only inspire their students through fresh teaching methods and professional development. Learning in the classroom, at seminars and workshops, on educational websites, and through online courses is all part of keeping your skills up-to-date as a teacher. College teachers are appointed through the Sindh Public Service Commission Examination. Despite having the potential to teach, they are unable to do so in the public sector due to a dearth of teacher professional development opportunities. CET (12) stated that "A majority of teachers believed that professional development opportunities such as seminars and training are beneficial." The College Education Department feels that strengthening professional competence can increase teachers' abilities, but it isn't as focused as it should be. Professional development classes, reading habits, and classroom management abilities are all things teachers aim to improve. Seminars and workshops, they reasoned, would fill in any knowledge gaps that teachers could have with regard to effective instruction. The use of computers and the internet, as well as other modern technologies, has made it possible to teach and learn creatively. 50% of CETs agreed with teachers' belief that reading is necessary for professional competence. According to CET (16), wide reading "enhances knowledge, cognition, and language structure, and it gives sustenance for the mind." As we all know, the major purpose of reading is to increase one's level of education. For professional development, many teachers read books on a wide range of subjects, in addition to textbooks and academic literature such as journals, essays, and novels. Teacher learning is enhanced, and they are able to share their personal experiences while teaching, which allows them to better relate to their pupils.

Professional competencies refer to an individual's abilities, code of conduct, or collection of characteristics that define acceptable behaviour in a specific field. Professionalism is a powerful attribute in the teaching profession. It helps a teacher function at the highest level possible in his or her role. It aids in impressing and motivating students. It also gives a great sense of self-worth and accomplishment. To begin with, working efficiently is a fundamental trait that everyone strives for. Professionalism, according to CET (7), is defined as the dedication and motivation to devote one's heart and soul to teaching. It requires reaching high goals while adhering to high standards. CET (10) thought that "teaching must be well-structured and learner-centred because it offers students autonomy to actively participate in classroom activities." Teachers motivate and inspire pupils to study by facilitating their understanding and participation in the learning process.

Apart from that, it is primarily the responsibility of professors to ensure academic honesty and fairness, and students are expected to adhere to the values of honesty. Stop the copying culture in yearly exams, "CET (13) has addressed numerous times. This not only hurts their abilities and brilliance, but it also puts their jobs at risk. In this case, instructors could use their authority to put a stop to such behaviour. Teaching is the most rewarding job because it instils wisdom in students, fosters a love of learning, and makes it easier for information to be shared in the classroom. Teachers can use their knowledge of their coworkers' different personalities to do a wide range of things in the classroom. CET also said that "a teacher is a good actor who plays different roles based on what students need to learn." Teachers should be polite because they think about their students' needs when they make lessons that work well. They also need to be flexible when they respond to changes in the classroom or when they teach later. A good teacher must be able to be flexible and adaptable, so these are the most important traits. CET (15) says that after making the right seating arrangements, he or she gives each student an equal chance to learn. They talk with the teacher and their classmates, sharing information, cooperating, and exchanging ideas. The teacher recognizes and encourages them to correct linguistic problems with grace, no matter what good ideas they have. A flexible learning environment motivates students by allowing them to share information and concentrate on development and production.

According to teachers, character development is an important aspect of learning, and this was echoed by 31.25 teachers. CET (9) claimed that they teach pupils to be decent people, to behave well, and to respect teachers and elders in this context. It demonstrates that education attempts to develop a winning personality by instilling excellent moral values and inspiring character, in addition to raising awareness of what we do not know. Good character is the basis of a dynamic personality that draws others in and fosters a sense of loyalty and affiliation with the instructor and institution. CET (15) stated that "I teach pupils to respect teachers, respect seniors, and respect one another." It is a typical

occurrence to command and receive respect. As a result, teachers regard their students' perspectives and comprehend their issues. Also, teachers encourage them to study and develop moral values. When students are treated with respect in the classroom, they feel valued and become more engaged in the learning process. They show respect for teachers and want to learn more from them. They also become attached to their teachers in order to learn more.

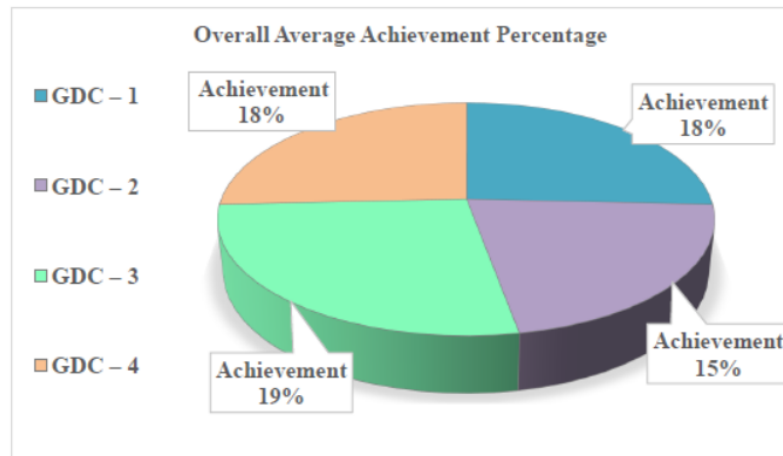
Teachers feel that their teaching approaches are influenced by the learning environment. Everything that students come into contact with, both within and outside the classroom has an impact on their learning results. According to CET (10), "creating a pleasant learning environment encourages students to relax and learn with passion." Students are more likely to ask questions if the learning environment is enjoyable. They can talk about their studies or any other topic that would help them learn and grow intellectually. The teacher thinks about the classroom climate, instructional tools, and well-behaved and well-mannered students when he or she is creating an ideal learning environment. According to CET (16), "Pedagogical competency occurs when there is an acceptable learning environment, pleasant behaviour, and a student-focused classroom." Students, teachers, parents, specialists, community members, and the many learning venues and resources all play a role in making the classroom a good place to learn. Teachers in public colleges are having trouble creating a good learning environment due to a lack of resources.

We talk about a student's "learning gap" when they don't know enough about a subject to close that gap. 100% of teachers believed that the best way to close a learning gap was to create an optimal learning environment. It is very important for the teacher to know what the students need to learn and to make sure they understand the material well. Some children, according to English teachers, have ability gaps in reading, writing, speaking, and listening in their daily lives. They asked parents and teachers to assess their children's needs and work with school officials to close any learning gaps. CET (14) said, "I engage pupils in their class activities, ask questions about the topic, and correct their responses." Teachers discover learning gaps that prevent pupils from completing academic objectives during classroom practice. Teachers employ their educational skills to remedy these flaws. Teachers' views on teaching practices include the employment of a variety of instructional strategies and assisting students in achieving academic success. This attitude was shared by nearly all CETs. In order to help my students, CET (15) says that I encourage, motivate, and improve their communication skills. Teachers plan their lessons to help pupils improve their learning capacities. They encourage and compel students to do so in order to better their understanding. Aside from that, the instructor assists students through his communication abilities. Among other things, he uses polite language and offers a variety of language learning opportunities. CET (12) believed, "My personal and social competency talents help kids make positive transformations in their lives." Teachers, on the other hand, put in long hours and focus on improving students' creative abilities. In this case, the teacher raises a question in class that needs all pupils to participate. Until a resolution is reached, each student continues to present his or her point of view. Teachers analyse students' knowledge and comprehension and work with them to help them and discuss all aspects of the issue.

### *C. Achievement*

As English teachers, they need to be aware of the human factors that could affect their students' learning and the way they teach. Students' academic success is also affected by their personality and point of view, as well as what their teachers think. According to CET (13), a teacher's personal point of view, which is true to his or her job, is just as important as good teaching and good student results. English teachers know their students' personality types; they choose activities and tasks that they think are suitable for student learning. They will also employ their preferred teaching methods and learning styles. CET (3) said that "English teachers have an impact on students' achievement because they bring their own particular personality and attitude to the EFL classroom." Students are encouraged by teachers' knowledge, teaching methods, and pleasant behaviour toward academic achievement.

The information in this graph was collected through document analysis. The pie chart has four sectors, each of which shows the percentage of intermediate college students who did well. In this graph, you can see how well students at four government-degree colleges did on their annual exams over a five-year period. Over the five academic years from 2016 to 2020, the achievement percentages for GDC.1 and GDC.4 remained consistent and moderate at 18 %. The success rate for GDC.2 was 15% lower than the GDC1 and GDC.4 averages. On the other hand, the GDC.3 achievement percentage increased to 19%. It demonstrates that effective teachers have a significant impact on their pupils' performance.



## V. CONCLUSION

The goal of this study was to look into English-language teachers' pedagogical competencies that affect students' academic advancement. As part of this study, researchers asked English teachers at public colleges to be part of it. This was an exploratory case study. The data was gathered through qualitative interviews, observation, and document analysis in order to evaluate students' successes as a result of their instructors' efforts during the last five years. It is concluded based on the findings that college teachers have good enough skills that affect the results of their students. They apply their knowledge and skills to recognize their students' needs, create a learning environment, and encourage their students to be active in cognitive, physical, social, and emotional ways. Teachers are putting in a lot of effort on their own to develop high academic accomplishments for their students, despite obstacles from college officials, parents, society, and a lack of resources. They are using their knowledge and abilities to better understand the needs of their students. They establish a learning atmosphere in which their pupils can be engaged mentally, physically, socially, and emotionally while also achieving academic success. Despite obstacles from college administration, parents, society, lack of resources, and motivation, teachers strive to increase student academic achievement.

## REFERENCES

- [1] Abidin, A. A. (2021). Study Of Teacher Performance Based On Teacher Competence Standards In SMP Negeri I Mandalle Pangkep District. *Meraja journal*, 4(1) 13-26.
- [2] Al-Murtadha, M. A. (2021). The relationships among self-reported and observed first language and second language willingness to communicate and academic achievement. *Language, Culture and Curriculum*, 34(1), 80-94.
- [3] Amadi, G., & Paul, A. K. (2017). Influence of student-teacher communication on students' academic achievement for effective teaching and learning. *American Journal of Educational Research*, 5(10), 1102-1107.
- [4] Aulia, V. (2021). Ways of EFL Teachers in Developing Their Pedagogical Competences. *VELES Voices of English Language Education Society*, 5(1), 1-9.
- [5] Botes, E., Dewaele, J. M., & Greiff, S. (2020). The foreign language classroom anxiety scale and academic achievement: an overview of the prevailing literature and a meta-analysis. *Journal for the Psychology of Language Learning*, 2(1), 26-56.
- [6] Cimermanová I. (2018). The Effect of Learning Styles on Academic Achievement in Different Forms of Teaching. *International Journal of Instruction*, 11(3), 219-232.
- [7] Daminov, O., Tulaev, B., Khimmataliev, D., Shakov, V., & Kurbonova, Z. (2020). The role of competence and competent in preparing professional training teachers for professional activity. *International Journal of Advanced Science and Technology*, 29, 6338-6349.
- [8] Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- [9] Duong, M. T., Pullmann, M. D., Buntain-Ricklefs, J., Lee, K., Benjamin, K. S., Nguyen, L., & Cook, C. R. (2019). Brief teacher training improves student behavior and student-teacher relationships in middle school. *School Psychology*, 34(2), 212-221. <https://doi.org/10.1037/spq0000296>
- [10] Elstad, E., Juuti, K., Christophersen, K. A., Solhaug, T., & Turmo, A. (2021). Antecedents of Student Teachers' Commitment to the Teaching Profession in Finland and Norway. *Nordic Studies in Education*, 41(3), 261-278.
- [11] Hesse-Biber, S. N., & Leavy, P. (2010). *The practice of qualitative research*. Sage.
- [12] Hipolito, G. B. (2021). Personal Entrepreneurial Skills of Public School Teachers. *Open Access Library Journal*, 8(04), 1-7. doi: 10.4236/oalib.1107135.
- [13] Howe, C., Hennessy, S., Mercer, N., Vrikki, M., & Wheatley, L. (2019). Teacher-student dialogue during classroom teaching: Does it really impact on student outcomes? *Journal of the Learning Sciences*, 28(4-5), 462-512.
- [14] Junge, C., Valkenburg, P. M., Deković, M., & Branje, S. (2020). The building blocks of social competence: Contributions of the Consortium of Individual Development. *Developmental cognitive neuroscience*, 45, 100861.

- [15] Kamal, W., Tati, A. D. R., & Irfan, M. (2021). Analysis of Class Teacher Social Competence (Study of Communication with Students, Peers, and Society) at SDI No 167 Mattoanging District of Turatea Jenepono Regency. *International Journal of Elementary School Teacher*, 1(1), 18-26.
- [16] Khimmataliev, D. O., Khakimova, M. F., Khamidov, J. A., Abdullaeva, R. M., & Daminov, L. O. (2020). IMPROVING THE PROFESSIONAL COMPETENCE OF PROFESSIONAL TEACHERS. *Journal of Critical Reviews*, 7(11), 1131-1137.
- [17] Kurnia Irmawati, D., Widiati, U., & Cahyono, B. (2017). How Do Indonesian Professional English Teachers Develop Their Pedagogical Competence in Teaching Implementation? *Arab World English Journal (AWEJ)*, 8(2) 293-307. DOI: <https://dx.doi.org/10.24093/awej/vol8no2.21>.
- [18] Lawrence, E., Dunn, M. W., & Weisfeld-Spolter, S. (2018). Developing leadership potential in graduate students with assessment, self-awareness, reflection and coaching. *Journal of Management Development*, 37 (8), 634-651.
- [19] Lee, W. O., & Tan, J. P. L. (2018). The new roles for twenty-first-century teachers: Facilitator, knowledge broker, and pedagogical weaver. In *The teacher's role in the changing globalizing world* (pp. 11-31). Brill Sense.
- [20] Liu, Y., & Qi, W. (2021). Construction of Language Teachers' Professional Competence in Education for Sustainable Development in Higher Education for Post-Pandemic Era. *Journal of Language Teaching and Research*, 12(2), 304-311.
- [21] Merkt, M. (2017). The importance of academic teaching competence for the career development of university teachers: A comment from higher education pedagogy. *GMS Journal for Medical Education*, 34(4), 1-4.
- [22] Milles, M. B., & Huberman, A. M. (1992). *Analisis Data Kualitatif* (T. R. Rohidi & Mulyarto (eds.)). Universitas Indonesia Press.
- [23] Murphy, R., & Broadfoot, P. (2017). *Effective assessment and the improvement of education: A tribute to Desmond Nuttall*. Routledge.
- [24] Murray, D. J., Boulet, J. R., Boyle, W. A., Beyatte, M. B., & Woodhouse, J. (2021). Competence in Decision Making: Setting Performance Standards for Critical Care. *Anesthesia & Analgesia*, 133(1), 142-150.
- [25] Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative social work*, 1(3), 261-283.
- [26] Sáenz-Guerra, J. A. (2020). *Personality, an affective factor that influences young-adult students: speaking teaching strategies* (Doctoral dissertation, Universidad Autónoma de Nuevo León).
- [27] Singh, H. K., Kennedy, G. A., & Stupans, I. (2022). Competencies and training of health professionals engaged in health coaching: A systematic review. *Chronic illness*, 18(1):58-85. doi: 10.1177/1742395319899466.
- [28] Stoffelsma, L., & Spooren, W. (2019). The relationship between English reading proficiency and academic achievement of first-year science and mathematics students in a multilingual context. *International Journal of Science and Mathematics Education*, 17(5), 905-922.
- [29] Sugiyono. (2015). *Metode Penelitian Pendidikan pendekatan Kuantitatif, Kualitatif dan R&D*. Alfabeta, Bandung.
- [30] Tuerk, C., Anderson, V., Bernier, A., & Beauchamp, M. H. (2021). Social competence in early childhood: An empirical validation of the SOCIAL model. *Journal of Neuropsychology*, 15(3), 477-499.
- [31] Uktamova, N., & Ubaydullaeva, L. I. Q. (2021). STANDARDS OF DEVELOPING SOCIOLINGUISTIC COMPETENCE AMONG JOURNALISTS. *Academic research in educational sciences*, 2(10), 396-402.
- [32] Wibrowski, C. R., Matthews, W. K., & Kitsantas, A. (2017). The role of a skills learning support program on first-generation college students' self-regulation, motivation, and academic achievement: A longitudinal study. *Journal of College Student Retention: Research, Theory & Practice*, 19(3), 317-332.
- [33] Wijaya, L. H., Sholeh, M., & Mispandi, M. (2021). Evaluation of Teacher's Pedagogical Competence in Developing 2013Curriculum Learning. *JPI (Jurnal Pendidikan Indonesia)*, 10(2), 379-386. DOI: 10.23887/jpi-undiksha.v10i2.29531.
- [34] Wiyono, B. B., & Gipayana, M. (2017). The Influence of Implementing Communicative Approach in the Language Teaching Process on Students' Academic Achievement. *Journal of Language Teaching and Research*, 8(5), 902-908.
- [35] Yakhshieva, Z., & Sidiqova, S. (2020). Formation of teachers' competence in accordance with international programs. *Mental Enlightenment Scientific-Methodological Journal*, 2020(2), 1-7.

**Wali Muhammad Channa** is an M.Phil student at the Department of Education, Sukkur IBA University, Sindh, Pakistan. He has over 12 years of teaching, training and research experience at the school and college level in Sindh, Pakistan.

**Zafarullah Sahito** is a PhD and Postdoc from the School of Applied Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland, Joensuu. Dr Sahito is working as Associate Professor at the Department of Education, Sukkur IBA University, Sindh, Pakistan. He has over 22 years of teaching, training and research experience at the school and university level in Pakistan. There are 30 research papers and 02 book chapters on his credit.