



Teacher Class Relationship and Academic Output of Students at University Level: The Moderating Role of Generic Competence

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ABSTRACT

There are many factors like teacher-student relationship, motivation, well-being, self-efficacy, generic competence and emotional intelligence that affects academic output of students at higher level; these factors have an imperative role in determining the student's success. Present research envisioned to analyze the moderation of Generic Competence in relation with Teacher-Class Relationship and Academic Output of students at university level. Quantitative research method by using cross-sectional survey research design was applied in the current research. Data were collected as of the four departments of various faculties of the university of Sargodha through convenience sampling technique. For the purpose of the data gathering, two adapted questionnaires were applied. Data were collected from 320 students and 21 teachers by using Google form. Results of moderation analysis revealed that moderating effect of Generic Competence in Teacher-Class Relationship and Academic output of Students was found insignificant. It was recommended that university needs to retrain the staff in order to improve their career as well as generic competence of the pupils.



Introduction

Academic life of students in universities is affected through many factors including teacher-class relationship, generic competence and academic output. A set of generic competencies is essential to select in order to determine the graduation profiles for every professional degree offered by a university. There would be a gap in the skills acquired in higher education and those required by the market place (Sin & Neave, 2016). It was recognized by the World Economic forum (2016), there would be a huge change in generic skills of year 2015 and the skills which are needed in 2023. More challenging skills which are related to critical reasoning, latest teaching/learning

methodologies and technology-based learning will be included in 2023. Literature investigated that to be capable of lifelong learning, handle uncertainty and get prepared to accept responsibility, communication, collaborative working and to follow ethics are fundamental abilities.

According to the OECD (2016), handling various challenges emerged by environmental, social and economic issues in 2030, it is determinant to take into account significant competencies. The universities of Europe and Latin America advanced their generic skills training according to the Bologna Process' approach, this Tuning-Europe initiative was launched in 2001 with 175 European universities. The nations of Latin America set off on their own journey starting in 2003 with the Tuning-Latin America project (Sandoval & Ormazábal, 2021).

The concept of competencies, human and educational development is becoming popular in many disciplines of psychology, pedagogy, sociology and economics. In order to face the modern market place challenges which, emerge due to the suitable economic and educational policies, it is necessary to empower the educational system. In order to achieve these goals, Individual countries as well as larger groups like the European Union and the Organization for Economic Co-operation and Development worked to develop the comprehensive framework. This approach taken competencies in order to address the complicated demands in academic and professional setting (Cerni et al., 2021).

A successful educational output is only possible when institutions will provide a conducive learning environment and human association development is considered as a vital component. In educational setting, maintaining desired learning outcomes and relationship between mentor and students has a significant feature. Besides this, there are many elements that effects educational achievement of the scholars, the teaching skills of teacher and teachers' relationship with students have a considerable influence on their learning. Pupils output is associated to the relationship between teacher and students and in this regard self-determination theory has a historical importance. Educational economist revealed in order to achieve desired level of learning outcomes, learning process is a fundamental aspect. There are wide range of learning outcomes including desired level of academic output, improved performance, improve retention ratio and smooth transition from one level to other (Baafi, 2020). The relationship of the teacher with their students is from the one of the major elements that plays a primary role in order to contribute to success of the student-conducive educational environment. It was generally accepted by the educational experts that teachers are important in helping students to manage their sense of competence (Schweisfurth, 2015).

Various studies have been conducted on association among generic competence, teacher-class relationship and academic output of the students. By considering this phenomena, current study aimed to check the moderation effect of Generic Competence in relation with Teacher-Class Relationship and Academic Output of pupils at university level. According to the researcher knowledge, no study was found with the moderating factor of generic competence, teacher-class relationship and academic output.

There are various means by which current research will be useful. We first, identify the role of generic competence as a moderating factor and teacher-class association as well as academic output at university level. Secondly, this study will add to existing body of knowledge in situation of generic competence, teacher-class relationship and academic output of the students. Additionally, present research study will sensitize plan makers by highlighting the current state and suggesting ways for improving generic competence as well as teacher class relationship; this will finally develop the educational production of the pupils.

Literature Review

Main aim of the educational institutions is to impart the knowledge in students as well as identify and resolve their issues; it is possible through defining "training of the mind". It is essential for students to understand their individual duties of learning as an imperative aspect for preparation of future and "training of the mind" in order to complete their degree successfully. Universities are taking initiatives in imparting generic skills in students to work efficiently and smoothly under challenging environment. Generic competencies are defined as those abilities that make an individual categorically relevant in any kind of complex circumstances (Paul et al., 2009).

According to experts of higher education, critical thinking are the fundamental skills of education and also helpful in developing rational abilities and to polish personalities; generic skills prepare students for any kind of indefinite situation in future. Basic abilities and knowledge are necessary for success in any new Endeavour upon which fresh experience or learning will be built. It is crucial for students to feel confident in their abilities because that weak generic skills can create problems for students to stay in university and pursue their degree. In contrast, students who enter with extremely high levels of confidence in all of their study skills tend to perform less well as comparison of those who see the need to improve in specific areas. Those students who may have low self-confidence on their skills are at risk to leave or withdraw from university. The efficient generic skill development in the learning process is essential for successful academic achievement (Murdoch-Eaton & Whittle, 2012). It is difficult to define the competencies for degree programs because of the emerging changes in environment as globalization, ageing populations and development of new technologies; and to manages these effects on working practices are so difficult. In association with Bologna process, the European Commission is funding the Tuning Project; it focuses on the reservations regarding framework of two cycle degree program which consists of the openness of the educational system. According to the Tuning Project, generic competencies were separated into three knowledge areas of the Interpersonal competencies including linguistic, technological, methodological and cognitive capacities. Interpersonal competencies are the personal skills such as socialization (social interaction and cooperation). Systemic competences are the knowledge, sensibility and skills that apply to entire systems (Kallioinen, 2010).

The relationship of teacher and students is affected by the teacher and other students. The teacher's smooth association with students adds the value in increased motivation for students to learn, upgrade academic output and nourish student-teacher cooperation. With the help of teacher encouragement, positive emotions emerge in students such as certainty, enjoyment and motivation and ratio of negative emotions like hatred, hopelessness, boredom and wrath decreases. The use of these ways teacher-student relationships have encouraging impact on students' academic achievement at colleges of education (Chukwu & Deba, 2020).

According to the study of Virtanen and Tynjala (2019), there are three types of generic skills which are needed in three contexts including academia, work placements and employment. It was revealed that 80 percent of graduates attained generic skills equally in college and in the workplace. In educational setting, participation in group activities is the best way to learn these abilities; while in occupational setting working with co-workers helps very much to learn these abilities. It was discovered by the graduates that interaction and collaboration provide the best chance to build their general skills in both of the contexts educational and occupational. This was further verified by the other researchers that group activities and interaction is helpful for developing generic abilities practically.

Learning can only take place if there is a solid relationship of teachers with their students. There are various theoretical stances which elaborates that societal norms have also been used to study the association of the teachers with their students. According to the researches of past ten years, it was evident that particularly students' motivation and academic output significantly influenced by the teacher-student relationships. The association of teachers with entire class form the collaboration to define the construct of the teacher-student relationship. In this definition, word "relationship" is used to refer the dynamic interaction between the groups involved as well as to define the patterns of their interactions and also external factors. Regarding perception of teachers, we are particularly interested in how the teacher communicate with the whole class. It was investigated that what is the perception and interpretation of teachers about their class and how they interact with them and evaluate their class students. In self-determination theory, idea of association was incorporated within the self of researchers (Roza et al., 2022).

During the school day, there is little communication which occurs between students and teachers in the classroom. Now a days there are abundance of user-friendly digital platforms; by utilizing these platforms teachers and students can communicate with each other frequently and easily through a variety of channels such as instant messaging services, social networking websites or the administrative systems used by educational institutions (HersHKovitz et al., 2019). Over the last twenty years, strong student-teacher relationship is the subject of interest and research. Positive interactions between teachers and students provides a stable basis for long term learning. Students perform academically better and shows more involvement in schools when they believe that their teachers are like friends and they become fearless (Prewett et al., 2019; Hamre & Pianta, 2001).

Academic success performs a crucial role in everyone's life in developed and developing society. The chance to continue the education will be given to the students on the basis of their academic achievement that is evaluated by the GPA (grade point average) or by standardized tests. The GPA (grade point average) or standardized tests are used for selection purpose. Acceptability for higher education and to earn educational degrees determines the academic success; after graduation, the choice of profession also determine their academic success. Academic success is necessary for individual as well as economy of the country to increase value. There are number of studies conducted to check the academic achievement. There are variety of tests developed for measuring academic success and the first intelligence test of Binet and Simon was among one of them (Steinmayr et al., 2014).

Methodology

The section of methodology deals with the comprehensive process of the research followed to complete the research. Present study was quantitative; survey research design was applied. The research respondents were 320 pupils and 21 mentors from university of Sargodha. Teachers, and students of B.S programs of semester 5th and 7th of Department of Plant Pathology from Faculty of Agriculture, Department of English from Faculty of Arts and Humanities and Department of Social Work from Faculty of Social Sciences and 3rd and 4th year students of Sargodha Medical College from Faculty of Medical and Health Sciences were chosen conveniently from sampled university. Two adapted questionnaires were used; "Generic Competence Scale" "GCS" developed by Shah(2009), and "Teacher-Class Relationship Inventory" "TCRI" developed by Forkosh-Baruch and HersHKovitz (2018) were used in current study. Academic output was measured through students CGPA of B.S programs and marks of medical students. Reliability of the current study instruments was checked by calculating Cronbach alpha and the value of Cronbach alpha for TCRI was .737 and of Generic Competence was .690; which was considered reliable. Online data collection was carried out by using Google form. Moderation was applied to examine the

moderating character of Generic Competence in relation with Teacher-Class Relationship and Academic Output.

Results

Moderation analysis through process Macro (v4.1) was used for data analysis (Hayes, 2022).

Table 1: Moderating role of Generic Competence in relation with Teacher-Class Relationship and Academic Output

<i>R</i>	<i>R-sq</i>	<i>MSE</i>	<i>F</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
.1100	.0121	33.3133	1.2901	3.0000	316.0000	.2778

	<i>B</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>	<i>R²</i>	<i>R² Change</i>
Constant	73.1927	.0000	58.5185	87.8669		
TCR	-.0154	.8821	-.2191	.1884	.0121	.0014
GCS	-.0459	.5513	-.1974	.1056		
TCR ×GCS	.0007	.5032	-.0014	.0028		

Results of the table 1 revealed that teacher-class relationship was insignificantly related to student's academic output while generic competence insignificantly moderated the relationship between teacher-class relationship and student's academic output. According to the values, the interaction effect of teacher-class relationship ×generic competence → academic output ($\beta = .000$, $p = .503$) was insignificant. Alternative hypothesis was accepted “there was insignificant moderating role of student's generic competence in the relationship between Teacher-Class Relationship and students' Academic Output”.

Discussion and Conclusion

Main aim of the recent research was to discover out the moderating impact of generic competence between teacher-class rapport and academic output. Results of the present study established an insignificant moderating impact of generic competence in teacher-class relationship besides academic output. On contrary, conclusions of the study suggested that universities should put a greater emphasis on fostering general skills throughout the delivery of programs (Lan, 2020). The findings demonstrated that generic competences were developed with the help of VTA initiatives (Fortin & Legault, 2010). In the college graduates survey, it was found that development of general skill was not found universal. It was highly valued by the students to learn generic skills during and after placement of job (Crebert et al., 2004).

On contrary to results of current study, the findings of a study Shah et al., (2017), showed that generic skills plays crucial role in any program and the level of competence was found moderate. The results of another study showed that STEM instructors in Malaysia showed excellent levels of general skills and work effectiveness. The study added to the wealth of knowledge in educational system and other areas including psychology, social sciences and methodology. The results showed that there is need to develop ways to enhance the contextual performance among STEM teachers using strong generic abilities (Nian & Rashid, 2022). On contrary, a study discovered the importance of generic skills for greater benefit after university life. Additionally, a variety of the perceived challenges that Future built environment practitioners (FBEP) have in building generic competence were examined and workable policy solutions were proposed (Ebekozen et al., 2022).

Literature mentioned that interaction among teacher and pupils relationship have a considerable influence on students' educational results. Teacher-class relationship is different than student's relationship with their family, friends and fellows; teacher-class relationship has much effect on student's performance than student-student relationship (Curby et al., 2009; Blank, 2016; Martin & Collie, 2019).

Contrasting the consequences of existing research, Zhou et al., (2020) discussed that teacher-student relationship had a significant indirect moderating effect of problematic internet use on mathematical self-efficacy but an insignificant direct effect of problematic internet use on mathematical attainment was found.

Higher education is considered crucial for Pakistan because it increases a capacity to supply the workers in market who are highly qualified. According to the researchers, higher education and employment have a strong relationship. Consequently, the colleges are focusing on educating their students for increased success in professional life. Additionally, universities are eagerly searching for suitable contemporary practical techniques to prepare their graduates for greater production. Recent studies produced competence-based learning can support graduates to make smooth transition from the classroom to the workplace (Shah et al., 2017). In order to meet the demands of the organizations as they adapt and enhance their core competencies, it is crucial that higher education institutions proactively identify competence needs and novel competence combinations for the future (Kallioinen, 2010).

Recommendations

- It is recommended to retrain the academic staff of the universities so that they can advance their career and equip the students with generic competences.
- Higher authorities of the university may organize relevant workshops and seminar for highlighting the reputation of a good teacher class bond which would improve the educational productivity of the pupils consequently.
- Existing research was delimited to one public sector university of the Punjab, Pakistan. Future researchers may replicate such study by using a diverse sample for more generalizability of the results.

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