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Effect of Teachers' Competencies on Students' Academic Achievement: A Comparative Analysis of Public and Private Universities, Lahore

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ABSTRACT

Teachers' competencies encompass the essential skills, knowledge, and dispositions that enable educators to effectively enhance students' learning and academic performance. These competencies play a crucial role in shaping the educational environment by directly influencing students' performances and their overall academic success. Therefore, this study aims to assess the effect of teachers' competencies on the academic performance of students enrolled in public and private universities located in Lahore, Pakistan. The sample surveyed comprised 313 respondents, with 166 being public university students and 147 private university students. Evaluation of Teaching Performance Questionnaire (CEID) measures several dimensions of instructional effectiveness to assess the respective students. A non-probability sampling technique was adopted and the data gathered were analyzed using inferential statistical methods. The results indicated that teacher qualifications and competencies are two of the main factors affecting the improved academic performance of students. Importantly, from a comparative perspective, there is no marked difference between public and private schools in terms of the competencies of instructors. Schools are encouraged to allocate more resources to professional development programs, focusing on enhancing teachers' instructional skills and disciplinary knowledge in areas requiring improvement. Additionally, further research is essential to track changes in teacher training and their potential impact on improving students' academic performance.

Introduction

In recent years, educational research has increasingly focused on understanding the factors that influence students' academic progress, with teachers competencies identified as a critical element. Notably, the role of educators is the most critical in enhancing student learning and educational effectiveness relies on their professional competencies. Hence, the purpose of this study is to establish the extent to which teachers' competencies impact students' academic development in public and private sector educational institutes through a comparative analysis. It aims to Investigate the relationship between students' academic success and teachers' competencies and how teaching practice and excellence affects student academic outcomes in mixed educational settings and enviroment.

Teachers' competencies cover a broad set of skills, behaviours, and attributes that enable the teachers' to design lessons, manage classroom activities, and involve students in the teaching-learning process. Botirova (2023) states competencies include subject matter expertise, classroom management, pedagogical knowledge, and continuous professional development. Proficient educators instructional strategies to meet the diverse needs of learners, fostering a positive learning environment. Mallarangan et. al. (2024) emphasize the significance of professional development programs, which enhance teachers' abilities and encourage the adoption of innovative strategies in any classroom settings. High-competence teachers are equipped to promote academic success and facilitate student learning and overall growth.

In addition to subject mastery, students' academic achievement is often determined by test scores, grades, and cognitive development, which also reflect their critical thinking and problem-solving abilities. A variety of factors influences academic achievement, but one of the most significant is instructor quality. Kurniasih et. al. (2017) argue that educators with strong pedagogical skills can create well-structured classrooms that enhance student performance. Mulyasa et. al. (2013) further highlight that effective instruction fosters a classroom where children flourish academically due to the support and guidance given by qualified teachers. The association between teachers' competencies and students' learning outcomes demonstrates the crucial role that skilled teachers play in achieving positive educational results.

A comparison of public and private educational institutions provides valuable insights into how teachers competencies affects student performance in various contexts. Public schools often face challenges, such as limited funding and large class size, which may affect the efficacy of their teachers. On the other hand, private schools typically place a greater emphasis on teacher development and have greater access to resources (Mallarangan, Rahman, Lathifah & Lubis, 2024). Consequently, those students who are attending private schools may benefit, more individualized attention and higher-quality instruction. Research indicates that teachers competencies continue to be a key element of students' academic success in any given environment. As Ulugbekova and Botirova (2023) suggest, effective teaching practices contribute positively to student achievement in both public and private schools.

Despite the multitude of studies available on the relationship between teachers competencies and student performance, a critical knowledge gap prevails on different effects of teachers competencies, both in public and private schools. The majority of studies center on only one kind of institution, with other variables such as variations in resources, class size, and support for teachers potentially affecting the quality of teachers and its impact on students' learning outcomes.

This study attempts to fill this gap by carrying out a comparative investigation that explores in detail the interplay of these elements within both educational structures.
The knowledge and affect of teachers competencies on academic achievement varies in educational institutional settings which can help shape educational policies and reform initiatives. Acknowledging the specific challenges and advantages that set the public institutions of education apart from their private peers, this line of research can foster specialized training for educators toward better student academic achievement .

Objectives

The current study has the following objectives.

1. Examine the relationship between teachers competencies and students' academic achievement at university level.
2. Investigate the effect of teachers competencies on students' academic achievement at university level.
3. Investigate the difference between public and private university teachers competencies.

Hypotheses

H_1: There is a significant relationship between teachers competencies and students' academic achievement
H_2: Teachers competencies significantly effects students' academic achievement at university level.
H_3: There is a significant difference between teachers competencies of public and private universities.

Literature Review

Teachers competencies encompasses cognition, operational knowledge, pedagogic skills, and core behaviors and values that promote positive learning outcomes. Many definitions explicate the fact that competence is the ability of an individual to perform specific roles effectively. The conception of teacher competencies under the education system is often taken as a characteristic and determined by existing policies that state what is expected in terms of instructive performance. According to the educational regulations in Indonesia, a competent teacher is expected to possess pedagogical, personal, social, and professional competencies. These four competencies are vital since they equip teachers with the ability to handle various forms of learning environments and, therefore, meet students' needs. Competency, as delineated by educationally defined disciplines and a surrounding environment, are crucial for teacher development (Podungge Rahayu, Setiawan, & Sudiro, 2020).

Fauth et. al. (2019) investigated the impact of teacher competence on teaching quality and student outcomes. They found that the most significant aspect of teacher competence was general self-efficacy, which predicted both students' conceptual understanding of the material and their interest in the subject. While teachers' pedagogical content knowledge and enthusiasm for teaching were associated with student interest, they did not correlate with student achievement. Additionally, these effects were mediated by three fundamental dimensions of teaching quality, namely cognitive activation, supportive climate, and classroom management.

Teacher competencies are the most crucial factor affecting the academic achievement of students and understanding complex issues by students. This study highlights that teachers in basic education consider professionalism as the most significant teaching skill that impacts their effectiveness. Additionally, teachers mutually agree on the need for other skills besides professionalism, including interpersonal skills, instructional skillfulness, educational organization, and managerial skills. An effective teacher can develop and implement applicable science teaching while adjusting their ways of practice to meet different needs for learning. The instructive skills of an effective teacher promote the engagement and understanding of students, which allows the teacher to grow a supportive learning environment and enhance scientific literacy (Canuto et al., 2024).

Amie-Ogan and Omunakwe (2020) conducted an empirical study showing that pedagogical competencies have a significant impact on students' academic performance. Mean responses to the effects of teachers' pedagogical skills on senior secondary school students' performance in public schools did not differ significantly between SS2 males and females in the Port Harcourt Metropolis of Rivers State. This indicates that teachers' pedagogical competencies are positively related to students' academic results.

Academic achievement, defined as the level of success attained in educational endeavors, is influenced by various intrinsic and extrinsic factors, including teacher competencies. The connection between teacher effectiveness and student achievement is emphasized, suggesting that the quality of teaching significantly impacts students' learning outcomes. Despite the common recognition of the importance of teacher quality, empirical findings indicated that science students scored below the national average, revealing a gap between what educators possessed and what actually happened in practice. This also indicates that teacher effectiveness should be improved to better facilitate enhanced academic outcomes, since good pedagogical practices play an inspiring role in motivating students and increasing their participation in the learning process (Podungge et al., 2020). This research highlights attributes including inquiry, innovation, reflection, mutual respect, personal connection, collaboration, and community, which are in line with the professional standards of the 21st century. The results also uncover obstacles, particularly any inadequacy in teacher training and classroom experience, a finding that corroborates previous studies. Initiatives aimed at improving teachers' skills frequently encompass a range of techniques, such as lecturing, simulations, role-playing, microteaching, and video analysis (Albarra et al., 2022).

This study delves into the factors influencing the academic achievement of international students in degree programs, yielding both consistent and differing results as compared to previous research. Notably, it finds that factors such as the diversity of courses, school systems, and accessibility to school information significantly impact academic satisfaction, aligning with prior studies. However, it diverges from past research by indicating that teaching methodology and the relationship with academic advisors have minimal influence on academic satisfaction. This divergence might be due to variations in the preferred teaching methods among students and differing individual experiences. On the social side, the study concurs with previous findings, highlighting that the relationship with local friends and engagement in extracurricular activities contribute to social adjustment. However, it doesn't find any correlation between social adjustment and having a mentor or buddy, or residence type, which contrasts with some prior researches. Cultural variables including local language skills and receptiveness to the local culture are found to significantly affect cultural adaptation, consistent with earlier studies, while pre-interest in the host culture doesn't appear to play a role (Son & Cho, 2020).

The results of the current study indicate that more effective learning facilities in schools increase student motivation, suggesting that the available resources, such as books, stationery, and conducive classroom conditions, influence the concentration of students on their study significantly. Moreover, this research indicates that thorough learning preparedness within educational institutions contributes to an increase in student motivation, with greater levels of readiness exhibiting a positive correlation with heightened motivation. In addition, the findings reveal that elevated student motivation is associated with enhanced academic performance, as motivated learners demonstrate perseverance in fulfilling assignments and actively participate in their educational activities. The relationship between teachers' competencies and students' academic achievement in the domain of primary science is therefore complex, such that although teaching competencies are critical, these do not necessarily translate to improvements in performance by the students (Alif et al., 2020).

Despite the evidently strong competencies demonstrated by the teachers involved in this study, the absence of any correlation with students' academic achievement implies that additional factors warrant consideration. The effectiveness of teaching transcends individual capabilities; it necessitates a nurturing learning environment, suitable assessment techniques, and curriculum design that is congruent with pressure students’ needs. This includes a holistic approach where not only teacher competencies are developed but also the context, the broader educational environment in which better academic achievement in science is fostered, and where students' scientific literacy and critical thinking skills are encouraged (Canuto et al., 2024).

The analysis of data confirms significant levels of impact ascribed to teacher competencies during performance within State Junior High Schools in Prabumulih Timur: professional and pedagogical skills are necessary in instruction. Competent teachers create a lively learning environment and bring together students to explore and assimilate knowledge, while at the same time outlining critical aspects such as knowledge, attitudes, values, and life skills. They are important since they not only disseminate knowledge but also instill positive values and innovative ways of thinking. Recent studies have delved deep into the interaction between teaching abilities and techniques and their impact on students' learning outcomes. Active learning techniques, including project-based learning, encourage critical thinking as they force students into complex task-solving activities. Furthermore, the use of metacognitive strategies, such as mnemonic skills and goal-setting, allows students to monitor and control their learning approaches effectively, therefore boosting scholarly success (Aldalur & Perez 2023).

The current study finds several areas that call for further amplification of adaptive teaching competency or ATC. To have a better understanding of how effective ATC impacts teaching, systematic measurement of the whole class process is needed that would reflect the reality of teaching better than the usual vignette and video tests. Data generated from the perceptions of instructional quality may give some explanation of how ATC works well in meeting diverse learning needs, mostly since diagnostic procedures are needed during lessons. Future studies should try to reproduce the findings from the video analysis of real classroom teaching. Further exploration is also necessary in relation to ATC to assess teachers' pedagogical knowledge and their learning beliefs. The application of ATC in large-scale studies may also reveal other dimensions and more complex modeling, although this would require developing an online version of the assessment instruments used. Lastly, a follow-up evaluation would be necessary to explore the long-term consequences of ATC on students’ learning outcomes. Generally, adaptive teaching skills are not adequately understood; however, they have a vast potential to meet the diversified learning needs of learners (Brühwiler & Vogt, 2020).

Teachers and school administrators alike have been gradually accepting the importance of teaching centered on 21st-century skills. Educators have the chances and capabilities to make the courses and learning efforts diversified. Indeed, entry-level tools make an interesting and effective learning environment, resulting in high student engagement in numerous activities. Strong competency in applying teaching techniques to the 21st-century competencies of educators offers them the opportunities to explore and develop new ideas that yield better results. Teachers' ability is at the forefront when it comes to the incorporation of 21st-century skill practices into schools. To be able to do so, by possessing and developing their individual competency further, teachers are more likely to enact the new skills set forth in modern education within a more all-rounded, practical context. Therefore, the scope of research into the 21st-century competencies of educators must be expanded because future research will take a holistic approach to analyze the impacts and formulate the frameworks to foster a culture that focuses on such vital competencies (Sulaiman & Ismail, 2020).

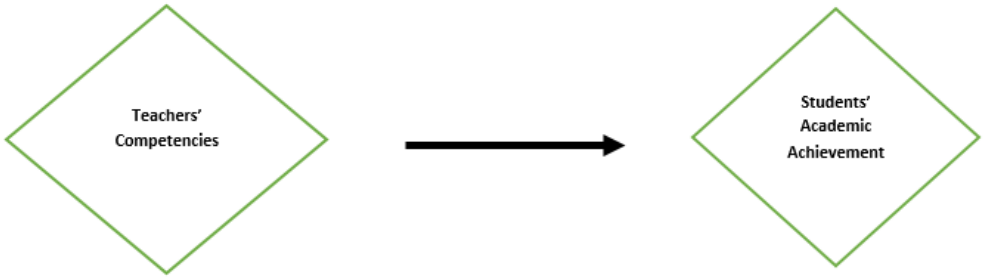
The role of TVET teachers is crucial in developing the skills necessary for a workforce because they teach future generations on the basis of the national objectives associated with Malaysia, which emphasize that TVET is essential for fundamental communities. Against this background, with the transformation within the education structure, there has been an increased need for stakeholder involvement to raise the standards and reliability of TVET professionals. The government's dependence on such institutions mirrors the advancement of human capital observed in leading advanced nations, such as Germany, the United Kingdom, and the United States. Evidence suggests that a teacher's effectiveness is profoundly affected by their expertise, which is cultivated through both education and professional experience. Ongoing education, encompassing postgraduate studies, plays a vital role in enabling educators to refine their competencies. The TVET administration should upgrade the training and mentorship programs meant to support prospective educators to enhance cooperation and knowledge-sharing practices. The implementation of these practices will help TVET institutions produce skilled graduates who are equipped with more advanced skills to meet the governmental demand for competent teachers and researchers. Additionally, prospective researchers should study the TVET institution's infrastructure and technological equipment in place to improve pedagogical practices and eventually enhance student performance (Omar, Zahar, & Rashid, 2020).

This study explores how teacher competencies, classroom environment, university facilities, and resources affect student engagement and academic achievement, confirming that student engagement mediates their mutual relationships in UAE higher education institutions (HEIs). To enhance student achievements, HEIs should invest how to improve resources, provide teacher training, and redesign classrooms for optimal learning. Additionally, adopting new tools and improving classroom environment—such as lighting, air quality, and layout—are crucial. Educational policy makers should promote active teaching methods, such as gamification, visual aids and ensure ongoing investment in faculty training to foster effective learning environments and boost student engagement and success (Hanaysha et al., 2023).

The current research underscores the critical role of collective teacher competencies in enhancing students' achievement and highlights the importance of effective professional development programs in building this competencies. A systematic review identified and analyzed studies on collective teachers competencies, confirming its significant impact on students' achievement. The findings indicated that professional development initiatives that foster a culture of trust and collaboration among teachers and administrators are instrumental in developing collective teachers competencies. school principal role in promoting collaboration and partnerships is cruial. The

review further emphasizes that effective professional development should be continuous, context-specific, and aligned with teachers' and student's needs, thus ensuring meaningful improvements in teaching practices and student learning outcomes. These insights contribute to the broader understanding of how promote professional development which efforts can lead to substantial educational benefits by enhancing the collective beliefs of teachers regarding their impact on student success (Salas-Rodríguez & Lara, 2023).

Figure 1: Conceptual Framework



Theoretical Framework

Teachers' Professional Competence

The theory of competency-based education could elaborate on the professional competence of teachers. According to Spencer and Spencer (1993), it is an educational strategy that focuses on the measurable skills, abilities, and attitude needed for practice in teaching. To this end, the theory upholds that to be successful in their work, teachers should incorporate cognitive, functional, and personal competencies into their practice. Cognitive competencies cover subject content and pedagogical insight, while functional competencies consist of the use of teaching skills: planning a lesson, mastery of the subject, and class organization. Personal competencies involve the ability to adapt, communicate, and emotionally understand others, all of which are critical in developing supportive learning environments. A balance in these competencies will enhance a teacher's skills and better prepare them to meet the various and complex demands of present and future education, which in turn enhances student academic achievement.

Students' Academic Achievement

Bloom's Taxonomy (Bloom, 1956) serves as a foundational theory in understanding students' academic achievement. This theory classifies educational objectives into cognitive levels, including knowledge, comprehension, application, analysis, synthesis, and evaluation. It suggests that academic success is not solely based on the ability to recall facts but also on students' higher-order thinking skills, such as their capacity to analyze and apply knowledge in real-world contexts. By structuring learning goals according to these cognitive levels, educators can better assess and foster students' intellectual growth, ensuring a more comprehensive approach to evaluating academic achievement beyond traditional exam-based measures.

Methodology

This study explores how far competencies of teachers bear consequences on the academic results demonstrated by students through a quantitative study design of causal comparison research. The target was therefore undergraduate students from the ranks of public and private universities in Lahore, Pakistan. These were supposed to run, initially, into the planned sampling of 10 different universities; convenient techniques offered the consideration of four institutions, where there became two public and equally so, two private schools ending. The total respondents to the survey are 313, representing the following disciplines: education, doctor of physical therapy, economics, English literature, and history.

The study utilized the Evaluation of Teaching Performance Questionnaire (CEID), was developed by Juan Antonio Moreno-Murcia, Yolanda Silveira Torregrosa, and Noelia Belando Pedreno in an attempt to quantify instructors' competencies. It was chosen because it measures a wider range of teaching attributes, including pedagogy, classroom management, and knowledge of the subject. Several studies have already determined that the instrument is reliable and valid.More validation studies with this population may strengthen the external validity of the study. An online survey was used to gather data, giving respondents the flexibility to participate whenever it was convenient for them. Participants were given clear instructions prior to the survey to ensure accurate responses and a clear understanding of the study's objectives.

Ethical considerations were prioritized throughout the process, with special attention given to maintaining the confidentiality and anonymity of the respondents. Key ethical considerations revolved around the involvement of student participants, ensuring their physical, mental, and social well-being was not compromised. The researcher maintained a stance against any form of discrimination based on sex, race, or ethnicity towards the research participants. SPSS software was used to examine the collected data. Descriptive statistics were calculated to summarize the demographic information of the respondents. Pearson correlation was employed to explore the relationship between teachers competencies and students' academic achievement. A simple linear regression was then conducted to predict the research variables mentioned above. Additionally, an independent sample t-test was used to compare the competencies of public and private university teachers. In this regard, the statistical significance level was set at $p < .05$. The CEID instrument has been previously tested for reliability and validity in various educational contexts. However, in this study, reliability was further ensured by conducting a pilot test with a small subset of participants before the main data collection. The instrument showed a Cronbach's alpha of .85, confirming its internal consistency. External validity was addressed by including students from different universities and departments, enhancing the robustness of the findings.

Results

Table 1: Relationship between Teachers Competencies and Students' Academic Achievement

Variables	N	Pearson Correlation r	Sig
Teachers Competency and Students' Academic Achievement	313	.702	0.49

The calculated correlation value (.702) in Table 1 shows a significant strong relationship between the variables. The commonality of variance is 49%.

Figure 2: Histogram

Histogram shows that the distribution of the sample is approximately normal and there are few outliers.

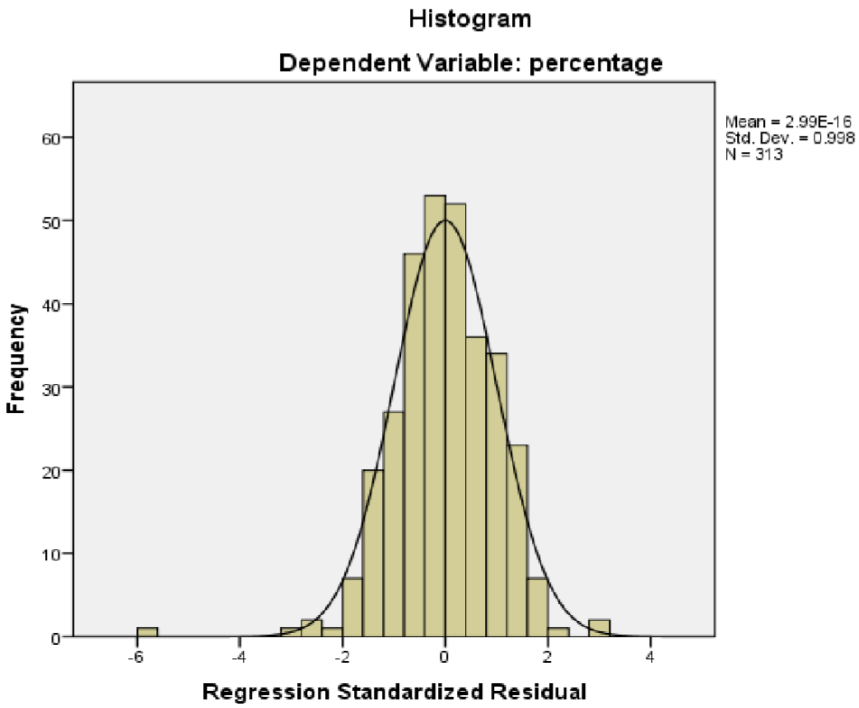
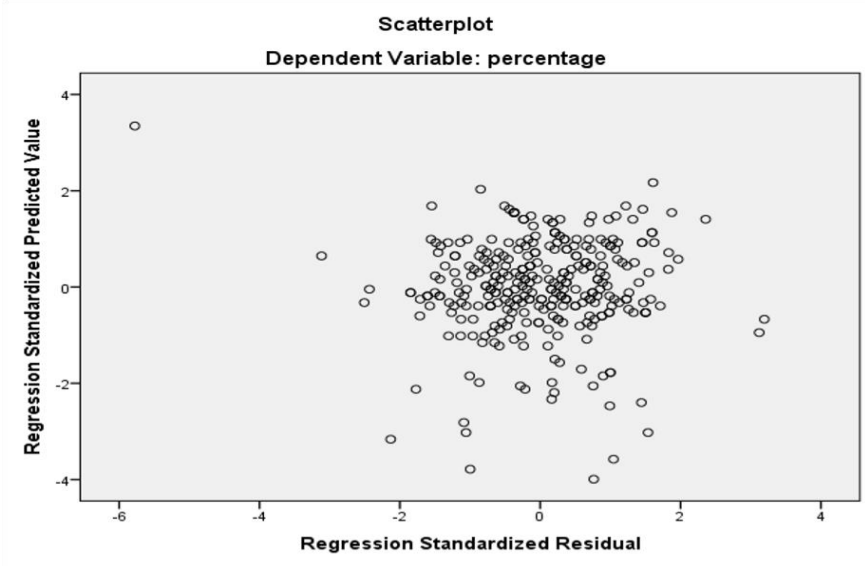


Figure 3: Scatter Plot

Scatter plot shows that values are mostly on regression line and independent variable can be used to predict dependent variable.



Therefore, simple linear regression is used to model the relationship between *Teachers Competencies and Students' Academic Achievement*.

Table 2: Effect of Teachers Competencies on Students' Academic Achievement

	Unstandardized Coefficient		Standardized coefficient					
Model	B	Std. error	B	t	*p*	d*f*	F	R^2
(Constant)	27.700	2.642				1		
Teachers Competency	.395	.023	.702	17.406	.000	311	302.974	.493

Dependent Variable: Students' Academic Achievement

A linear regression analysis was conducted in order to find the significant effect of teachers competency on students' academic achievement. As Table 2 shows (β=.702, t (1,331) =17.406, and p=0.00, it indicates that an increase in one unit of teachers competencies will increase the students' academic achievement by .493 units. The regression F (1,311) =302.974, p<.001, and R^2=.493 shows that teachers competency creates a variation in the students' academic achievement. Hence, the positive value of unstandardized B shows that teachers' competency has a positive effect on students' academic achievement.

The following table calculates the differences between the variables in private and public university.

Table 3: Comparison of Teachers Competencies between Public and Private Universities

Type	School Type	N	Mean	S.D	t	d*f*	Sig.
Teachers' Competencies	Public	166	116.5	15.7	1.197	311	.238
	Private	147	114.6	12.7			

An independent-sample t-test was used to check the dissimilarity in the use of teachers competencies between public and private university students' academic achievement. The result shows statistical no considerable divergence between mean scores of teachers competency of public (M=116.5, SD=15.7) and private school students (M=114.6, SD=12.7); t (311) = 1/197, p > .001 (two-tailed).

Discussion

The primary objective of this study was to examine the relationship between teachers competencies and students' academic achievement at the university level. Previous studies supported that teaching competences through diverse models, learning methods, and a systematic well-planned supervision process enable teachers to effectively integrate and apply their abilities in the classroom, benefiting from peer feedback. Furthermore, reflective exercises contribute to teachers' professional development, highlighting the significance of academic supervision in

improving their competencies and, ultimately, enhancing student achievement. Ongoing academic supervision has been shown to bolster teachers' professional skills. Lorensius, Anggal, and Lugan (2022) recommended that principals, as supervisors, should be proactive in addressing teachers' challenges by providing timely assistance and guidance. Consistent implementation of academic supervision is essential for elevating teachers' professional competence, improving the quality of the learning process, and increasing student achievement. Effective communication between teachers and principals is crucial to ensuring that the supervision process operates smoothly and efficiently.

The second objective of this study was to investigate how teachers competencies influence students' academic achievement, building upon previous research that explored the relationship between teachers competencies and students' outcomes at the primary school level. According to Canuto, Choycawen, and& Pagdawan (2024), competencies demonstrated by primary science educators have a positive effect on teaching effectiveness and learners' academic performance

Such an extended analysis of different competencies, from personal qualities to management skills, educational planning, instructional efficiency, and professional behavior, and their role in pedagogical effectiveness and learners' success can be highly informative for researchers and nations' education bodies around the world. These competencies are known within the context of primary science education and involve the design of informed pedagogical strategies to support educators engaging in the development of active and effective learning experiences, providing students with a sound foundation for lifelong learning and subsequent scholarly success.

Effective teaching is defined by teachers' abilities to comprehend and convey knowledge effectively. Underscore the importance of positive teacher-student relationships marked by closeness and support, which significantly contribute to academic competence, positive school attitudes, and pro-social behavior among students (Longobardi et al., 2021). One study underscored the effectiveness of active learning approaches, such as project-based learning, in fostering critical and analytical thinking skills through the engagement of students in solving complex problems and defending their solutions (Coleman et al., 2023).

The third objective was to compare the competencies of public and private university teachers and examine their impact on students' academic achievement. The findings indicated a slight pedagogical competency difference at public versus private universities, further supporting the notion that the two categories work equally well. A previous study by Sulaiman (2020) found no significant gender differences in overall teaching competencies, although male teachers tend to integrate new skills more readily, highlighting opportunities for gender-neutral professional development in innovative teaching methods.

The study conducted on leadership competencies in public and private universities in Sindh highlights significant deficiencies in academic leaders' effectiveness as perceived by the educators. Respondents indicated that leaders struggled with accountability and interpersonal skills, particularly in resolving issues and delegating responsibilities, ultimately failing to meet educator expectations. Notably, no significant difference was found between the perceptions of public and private university educators, suggesting common leadership challenges across both sectors. This underscores the urgent need for targeted leadership development programs that focus on enhancing strategic planning and interpersonal competencies to create a more supportive academic

environment. By addressing these gaps, universities can improve faculty engagement and ultimately enhance educational quality (Khoso & Alwi, 2022).

The discourse synthesizes research to highlight the interrelations of teacher efficacy, classroom interactions, and institutional contexts in affecting student achievements. It will give much insight into a potent approach toward effective pedagogies and point to areas requiring further study.

Conclusion

These are indications of a very strong and positive relationship in the Pearson correlation analysis, demonstrating that teachers' skills are certainly crucial for the students in achieving academic results. Therefore, qualified, knowledgeable, and effective teachers in classrooms are of high essence. An educator who demonstrates subject content confidence, employing creative techniques in teaching, communicates in a way that enables learners to understand what is expected, as they feel valued and accommodated, motivating them into learning. This often results in better comprehension, improved performance, and the building up of critical thinking skills that will be useful in long-term academic success.

Of particular interest, the study also found no significant difference in teaching performance between instructors at public and private universities. This perhaps underlines the fact that both types of institutions are committed to quality education and standards of teaching. Thus, whether attending public or private universities, students equally receive a similar level of instruction and support, reflecting a commitment to equity.

These findings give reason for the constant professional development of teachers. While education is under constant evolution, and new methods and technologies are being developed, a professional educator has to stay sharp and current. Regular training, workshops, and opportunities for growth maintain the effectiveness of teachers, enabling them to meet changing student needs. By investing in continuous learning for educators, schools and universities can help ensure that all students, regardless of background or institution, have the same opportunity to succeed and reach their full potential.

Recommendations

1. University educators should undergo targeted training programs to fill the inadequacies in their pedagogical skills and subject knowledge that are highlighted by this study.
2. Further studies should utilize a more general and diverse sample of participants including teachers, students, and school administrators. This will help generalize the findings from the study and provide more effective data from both primary and secondary sources for closer understanding of the relationship between teachers competencies and students' learning outcomes.
3. Future research should incorporate teacher evaluations to get a reasonable representation of teachers competencies. This could provide a more comprehensive understanding of how abilities of the teachers impact student achievement and minimize the biases present in student feedback.

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