



Effects of Teacher Competency on Teachers' and Students' Self-Esteem and Academic Performance: Evidence from Public Primary Schools in Karachi

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ABSTRACT

This research explores how teacher competency influences students' academic performance and self-esteem while also examining how a teacher's self-esteem affects their teaching abilities. The goal was to identify how various factors like teacher confidence, teaching methods, school support, and professional development contribute to better learning outcomes for students. This study is not just about identifying gaps but about understanding the broader dynamics that shape effective teaching and learning. The intent of this research was to shed light on what truly makes a difference in the classroom. It seeks to answer key questions: How can teachers improve their skills? The research is grounded in literature that highlights the vital role of teacher competency in shaping a positive learning environment. Previous studies emphasize that a teacher's ability to connect with students, explain concepts clearly, and provide constructive feedback plays a significant role in their success. Literature also suggests that when teachers feel supported and have access to training, their confidence grows, leading to better outcomes for students. However, challenges such as resource constraints, lack of professional growth opportunities, and inconsistent support from school administration remain barriers that need attention. The findings of this study are based on surveys and interviews with teachers, students, parents, and school administrators. They reveal a strong connection between teacher competency and student progress. Competent teachers not only improve academic performance but also boost students' confidence and engagement in the classroom. Teachers shared that professional development programs, regular feedback, and school support are essential for their growth. Parents and students highlighted how approachable, well-prepared teachers make learning easier and more enjoyable. Meanwhile, school administrators pointed to the importance of collaboration, teacher evaluations, and a positive school culture in maintaining teaching standards.

Introduction

The competency of a teacher plays a crucial part in shaping student learning outcomes has been broadly studied, enlightening its critical impact on both academic performance and personal development. Teacher competency held a range of skills, including subject matter expertise, instructional strategies, and classroom management skills. These competencies directly affected the quality of education that students obtained, thereby affecting their self-esteem and academic achievements. Teacher competency was crucial to effective teaching and learning processes. Competent teachers are always better equipped to create engaging, supportive, and planned learning environments, which are essential for student achievement (Hattie, 2008). Their proficiency in subject matter allow them to deliver content more efficiently, helping students understand difficult concepts and fostering a deeper sense and awareness of the subject (Shulman, 1987).

Teacher competency is fundamental for efficient teaching and learning processes. Several researches have already shown that teachers who possess strong instructional skills positively affect their students' academic achievements (Husain et al., 2022). Similarly, Myrberg and Rosen (2013) discovered how competency of a teacher influences reading achievement among the students of Grade III learners in Sweden. He concluded that certified teachers significantly enhanced students' reading scores. His approaches show the direct link among teachers' abilities and the achievement of students across diverse frameworks and subject areas. Similarly, self-esteem, is what a person feels about himself. It is feeling about his own worth and value. The way someone emotionally judges himself or herself, is a critical factor in development. Baumeister et al. (2003) in his study stated that higher self-esteem was linked to high and better performance academically, further increasing and developing motivation, and improving social interaction skills. Teachers played a pivotal role in influencing student self-esteem. Effective teachers were those who provided positive reinforcement and gave constructive feedback, and their encouragement significantly boosted students' confidence in their abilities (Marsh, 2007). Sulastrri (2022) also found teachers' efficacy positively affecting students' learning outcomes as well as non-academic achievements and showed that motivation helps students to perform better in different areas of their studies. Moreover, research suggests that the classroom environment created by proficient teachers leads to high involvement of students and more participation, which ultimately leads to higher academic success (Rivkin et al., 2005). While teachers with strong classroom management skills can create an environment that encourage the students to learn and where students are encouraged to ask questions, take risks of learning new things, and participate actively in classroom activities. This type of environment is critical for nurturing both academic and personal growth among students.

The relationship between teacher competency and self-esteem of a student is an essential research area. According to Sultan and Shafi (2014), students' perceptions of their teachers' competence positively influenced their academic performance. He suggested that teachers' abilities play a key role in shaping student outcomes. Nelwan et al. (2024) similarly demonstrated that teacher competency positively ignites motivation in students; he highlighted the essentiality of improving teacher professional competency to improve and enhance the value of education. On the other hand, many researches showed a sturdy link among teacher competency and student academic performance. Competent teachers are equipped with various instructional strategies to meet diversified students, which helps improve student outcomes across different subjects (Darling-Hammond, 2000). Additionally, the positive learning environment created by skilled teachers promoted better engagement and participation of students in class, leading to higher academic success (Rivkin et al., 2005). The research aimed to discover the specific effects of teacher

competency on student self-esteem and performance in primary schools. By examining the link between teachers' mastery and students' psychological and academic outcomes, this study tried to provide insights into how improving teacher competency could enhance overall educational quality. Understanding these dynamics was crucial for developing effective teacher training programs and educational policies that supported student development and achievement.

Statement of the Problem

In public primary schools, the discrepancy in teachers' teaching competencies often leads to inconsistent outcomes in terms of the self-esteem of the teacher and student and the student's learning achievement. This inconsistency presented a noteworthy challenge and was critical for building foundational skills in young learners. Despite numerous educational reforms and professional development programs targeting teacher quality, there remains a significant gap in understanding how competent teacher expertise affect both teachers' self-esteem and student performance (Maisiba & Azaliwa, 2024).

Extensive research had already been conducted, but there remained a need to clearly understand the complexity between teacher competence, self-esteem, and academic achievement (Lauermann & Ten Hagen, 2021). The lack of clarity limits the construction of targeted interventions that would wish to improve teacher effectiveness and student outcomes. Myrberg and Rosen (2013) found in their research that certified teachers improve student performance; their study also indicated that educated parents and school type complicate the link between how skilled teachers are and how well students perform. Additionally, Bada and Hassan (2021) observed a strong connection between teachers' self-confidence and student academic success.

This gap limited the development of targeted interventions that could enhance teaching efficacy and student development. This study seeks to explore these gaps by discovering the impact of teacher competency on both student and teachers' self-esteem, as well as student academic performance in selected public primary schools in Karachi. It aims to provide a clearer acceptance of how teacher expertise influences these outcomes, thereby informing the development of more effective teacher improvement programs and educational interventions.

Purpose of the Study

The goal of the study was to explore and grasp how teacher competence affects teachers' self-confidence and the academic outcomes of students in primary public schools. The focused objective was to identify the scholastic outcomes resulting from varying levels of teacher proficiency and to understand how primary public school teachers perceived their own competency.

Research Questions

- What scholastic impacts arise from varying levels of teacher competency in students of primary public schools?
- What are the main impacts of teachers' competency on the student's self-esteem in primary public schools?
- What factors contributed to the self-reflection or assessment of primary public school teachers?
- What strategies could be implemented in teacher training programs to enhance teaching competencies?

Justification of the Study

The justification for the research was embedded in its potential to enhance educational outcomes in primary public schools. Extensive research reviews have underscored the significant role of teacher effectiveness in student success. However, it was not in the Pakistani context. This research aimed to cover the gap by investigating the impact of the competency of Pakistani teachers on their students' performance and self-esteem. The study targets to fill an important missing place in the literature (Sultan & Shafi, 2014; Husain et al., 2022). This was because self-esteem was an essential component of development and growth. The study further aimed to promote better teaching methods and increase student confidence. The research carried out by Kariuki et al. (2019) in Kenya found that while self-esteem did not directly affect academic performance, it played a critical role in overall student progress. Similarly, Okafor et al. (2018) witnessed that students with more confidence excelled in their academics. These findings highlighted the necessity of exploring the relationship among teacher competency and student self-esteem in diverse cultural and educational settings.

Delimitations of the Study

The research was restricted to primary public schools within the Karachi region, not extending to private schools or schools in other regions of Pakistan. It was focused on a variety of grade levels within primary schools, such as grades 1-5, and did not include pre-primary or secondary education levels. It only considered the competency among teachers in the selected schools. This research focused on a predetermined number of participants. It was conducted over a limited period, i.e. one academic year, and did not account for longitudinal changes over multiple years. It also included only those primary public schools that agreed to participate and cooperate fully.

Significance of the Study

By underscoring the direct impact of teacher competencies, this research provided significant sign for the necessity of investing in programs for teacher development to improve self-esteem among students and teachers. It helped contribute to the broader field of educational research and practice that could improve teaching quality and student outcomes in primary public schools. This study also helped in enhancing students' academic performance. With the help of this research, schools could leverage prioritizing professional development programs that would enhance teachers' competency skills, leading to better instructional practices and student outcomes. This study also is likely to benefit policymakers in implementing policies that supported ongoing teacher training and development. It helped teachers understand their own skills and competency and opened new avenues for future researchers in exploring strategies and interventions to enhance teacher competency skills and their durable impact on the performance of students and the self-confidence of students and teachers.

Review of Literature

Hakim's (2015) study contributes to investigating the competency of a teacher in several areas like pedagogical, personality, professional competence, and social factors that assist the student's educational achievement. To further this research, Gimin et al. (2021) emphasized in their article that quality education significantly rests on teachers, who are pivotal contributors to the educational field. The study aimed to find and examine the direct and indirect relationships among the educational and vocational competencies of social studies teachers and their impact on student motivation and achievement (Amie-Ogan, & Etuk 2020). He conducted his research in two regions of Nigeria to assess the relationship between teachers' abilities and students' academic achievement in public high schools.

Myrberg & Rosen (2013) worked on exploring how teacher competence affects reading achievement. For this purpose, they took third graders' reading achievement in Sweden. Another study was done by Maisiba, & Azaliwa (2024) which focused on how the professional expertise of a teacher shapes the academic achievements of learners in History in high schools in the District Council Arusha, Tanzania. Liakopoulou's (2011) study explores that the competence of a teacher is complex and it consists of various elements, like qualities, skills, and knowledge that contribute to their effectiveness in the classroom and beyond.

Khorasgani (2019) aimed to discover the association among teachers' teaching skills, their professionalism, and how these elements help achieve students' academic performance. He applied a descriptive, quantitative method and observed at 100 elementary school teachers in Isfahan Province of Iran. Another study was recently carried out by Haruna (2024) in Nigeria was conducted in which the researcher intended to explore the association between teacher competency and performance of students in the secondary school of Abuja, Federal Capital Territory (FCT). The investigation focused on two objectives and framed two hypotheses to carry out the research. Another researcher Mustafa (2013) studied the crucial aspects that influence the quality of service delivered by teachers to students, precisely focusing on motivation and professional competence. The study by Rahman (2014) focused on how skilled and pedagogical capability affects the effectiveness of science teachers in Junior Secondary Schools in Ternate, Indonesia. Sengottuvel & Aktharsha (2015) studied to explore the teaching quality of a teacher that directly affects educational quality, including the teacher's personal potential, attitude, devotion, academic qualifications, and professional training playing vital roles. Nelwan et. al. (2024) research aimed to indicate how a teacher's competence affects students' motivation to acquire knowledge, which is crucial for enhancing and improving the quality of education. Another research was conducted by Cahyanti et. al. (2024) on how a teacher's competence affects students' motivation to learn. This study reviews the literature on how by working on teacher competence can improve and enhance students' motivation to learn and attain knowledge, suggesting that increasing teacher skills is crucial for attaining this goal. Similarly, Sulastrri (2022) observed how teachers' teaching skills affect students' academic and non-academic achievements. She used a survey and by analyzing the data their results showed that teachers' teaching skills have progressive effect on capability of students academically. A positive impact was also observed on how teacher skills and student motivation together influenced non-academic achievements. Sultan, Shafi, (2014) explored another factor of the competency of a teacher. Their study expected to examine how students' opinions of their teachers' skills affect their performance, seeing the role of the classroom environment. Furtak & Kunter (2012) explored that self-directed learning support not only affects the learning of students, but also motivates them. Okafor et. al. (2018) targeted to explore the association between students' self-esteem and their academic performance in Imo State, Nigeria. Kariuki et. al (2019) intended to explore the impact of self-esteem on the academic performance of students in high schools in Country Tharaka-Nithi, Kenya. Laghari et. Al (2022) explored the teachers' qualification effect on students' academic success in the district of Gwadar, Balochistan at public secondary schools. The results revealed that learners trained by more instructors that are competent carried out more effectively than trained inexperienced teachers.

Husain et. al. (2022) explored the competency of professional teachers and facilities for learners on academic achievement among the students of Grade 10. Syamsinar's (2015) research aimed to explore the challenges in professional capability encountered by English teachers in South Sulawesi at Technical education schools in Gowa. For the said purpose, Barnes & Shinn-Taylor (1988) suggested that utilizing teachers in specialist roles can address gaps in knowledge, skills, and interests among class teachers. Blazar & Kraft, (2017) explored that how the teacher's

effectiveness and instructional strategies affect students' attitudes and behaviors. Their findings show that teachers with high effectiveness and better strategies positively affect student engagement, self-esteem, and academic performance. This research highlighted the crucial role of teacher quality in student development. Similarly, Fernández & Martinez (2022) examined methods for evaluating teacher performance and its influence on student learning outcomes. Fauth's et al. (2019) study explored relationship between teacher proficiency, including classroom management and instructional quality, and its influence on student conclusions such as self-esteem and academic performance. Mahler et al. (2018) examined the association between teachers' self-effectiveness and enthusiasm for instructing specific subjects and its outcome on the effectiveness of the learners. The research exposed a confident enthusiastic teachers contribute to higher student self-esteem and academic accomplishment; this demonstrates the influence of motivation of a teacher on success of a student.

This analysis discovered the influence of the self-confidence of the teacher on the educational performance of the students of high schools in Jibia in Regional Government Area, Katsina State. The findings of Bada & Hassan (2021) showed a positive association among the self-confidence of teachers and the educational performance of the learners. The study suggested that school administrators and educators should work on boosting teachers' morale and helping them improve teachers' teaching skills to better meet the necessities of their students. Maduagwu et. al. (2014) presented their study aiming to investigate the impact of self-esteem of secondary school teachers on teacher effectiveness. Their study claims as a noteworthy constructive association among self-confidence and teacher efficacy. Besides, the study also revealed different factors of Self-confidence have an important influence on the efficiency of a teacher.

Jurca et al. (2022) studied the analyses on how self-esteem development in primary school students is influenced by teacher competency. Their reading entails pre-posttest research, quantitative, and quasi-experimental design. Their results indicate that teachers with strong subject knowledge has effective teaching strategies which significantly enhance students' self-esteem and academic achievements. Sobirova's, (2021) aims to examine the effect of learners' self-confidence levels on second linguistic oral and written production. Podungge et. al. (2020) inspected the link between competence of a teachers and academic success of students, looking at both internal and external motivations.

Javed et. al. (2021) studied to find out the effect of teachers' competencies on students' functioning at the higher level. Participants of study were all secondary schools of the district Khushab. Results revealed a noteworthy association between students' performance with teachers' competence. Thakur & Shekhawat (2014) did the research that focused on relating and determining the qualities and competencies of teachers. Guban-Caisido (2020) described self-confidence as a well-researched responsive variable in any field. He emphasizes acquiring a language as a specific field in which self-confidence plays a significant role in the classroom. He stated that there are already numerous studies on self-confidence in psychological education, but only a few are focused on the language learning effect. His study showed the recent trends and developments in concerning self-confidence and acquiring a language in the recent two decades. His observations indicated a significant connection among skills in a language and self-confidence and other responsive variables within classroom language.

Satriani's (2019) studied to discover the connection among self-confidence and communication performance among Indonesian students. Mbuva (2016) explored the influence of teachers' self-confidence and its impact on teachers' capability, learning of students, and self-confidence. Singh (2018) aimed to explore the link between teachers' self-esteem, classroom performance

competency, and its impact on self-confidence of students and academic achievements. Agir (2019) conducted a research, which investigates the students' views of their teachers' performances affect their self-esteem and academic outcomes. He concluded that positive teacher behaviors and high competency levels are crucial for fostering student self-esteem and improving academic performance. Singh's (2010) study is the competency of a teacher in primary public school teachers. He realized that the demand of growing need for literacy needs more teachers that are competent. Aindra's. et al (2022) worked together to discover the issues that influence the capability and effectiveness of educators in managing the process of learning. Their research aims to identify both established factors from previous research and potential influences. Romel et al. (2021) did educational research which was focused on motivation and social context. They study to observe the relationships between contextual factors, self-effectiveness, and quality teaching, while also considering gender and educational qualification differences.

Khatoon, et. al. (2011) did descriptive research to analytically evaluate the influence of several aspects on the competencies of an educator at the elementary level. Nadeem et. al. (2011) conducted research that aimed to detect and evaluate factors that affect the female teacher's performance in remote and city areas of Bahawalpur. The study suggests that working on these factors could enhance the efficiency of female teachers. Furrer & Skinner (2003) found the impact of students' sense of relatedness in shaping their academic engagement and performance. The study drew data from elementary school children, where, the researchers examined how feelings of association with teachers, peers, and family impact children's motivation and involvement in academic activities. Suarta, et. al. (2022) explored the impact of students' perceptions of their teachers' community knowledge and cultural skills on academic results. The researchers found that these aspects of teachers' abilities could greatly improve students' intellectual, social, and interactive skills.

Research Methodology

This research adopted a comprehensive approach and tried to ensure that every perspective is considered to explore these dynamics. This research addressed perspectives from principals, students, teachers, and parents. By integrating diverse viewpoints, the study aims to provide a holistic understanding of the relationship between teacher competence, self-esteem, and academic performance. Danle, (2004: 44) argues that descriptive survey research is more appropriate according to the following reasons:

- It is easier to generalize findings to the real-world setting
- It is efficient in terms of gathering large amounts of data
- It is also easy to guarantee respondents' anonymity, especially with pencil and paper

The study involved teachers, students, parents, and principals to get a complete understanding of how a teacher's competence affects public primary schools. A descriptive survey method was chosen for this research because:

The survey method is more commonly used in fields like those that social sciences compared to experimental methods. Quantitative data was combined with qualitative insights to make the findings more reliable. The rationale behind selecting this approach lies in its ability to provide contextual depths, addressing the complexity of teacher competence and its complicated impacts. This research design focused on understanding people's views, experiences, and perspectives about the situation being studied. The purpose of this study was to create a reliable tool to measure the impact of teacher competence on students' self-esteem and academic performance, as well as its

influence on teachers' own self-esteem. The tool was designed after reviewing research related to teacher competence and its effects. It focused on collecting input from parents, teachers, students, and principals to understand their perspectives on this topic. The study analyzed responses from participants who shared their views through surveys and discussions. This chapter explains the process of data collection and the methods used to analyze the information gathered to gain clear insights into the impact of teacher competence. The quantitative component of the study involved structured surveys and questionnaires administered to teachers, students, parents, and principals. These tools are introduced to measure variables such as self-esteem, academic performance, and perceptions of teacher competence using Likert scales and other standardized metrics. The qualitative component involves semi-structured interviews and focus group discussions with the participants. These methods allowed for the collection of rich, descriptive data that captured personal experiences, insights, and context-specific nuances. The qualitative data was analyzed thematically to identify recurring patterns, outliers, and unique perspectives providing contextual depth to the quantitative findings.

Target Population

This research focused on 42 schools across different districts of Karachi, which involved principals, teachers, students, and parents as the target population. These participants were selected to represent diverse perspectives and provide a comprehensive understanding of the impact of teacher competence on students' self-esteem, academic performance, and teachers' own self-esteem. The principals were included to share their observations on the teaching strategies and overall classroom management. Teachers provided insights into their teaching practices, competence, and how it affects their own confidence and performance. Students contributed valuable feedback about how their learning and self-esteem are shaped by teacher behavior and teaching methods, while parents shared their perceptions of teachers' roles in their children's academic and personal growth.

Research Samples

The study involved a diverse group of participants for both quantitative and qualitative data collection to ensure a comprehensive analysis of the impact of teacher competence. For quantitative data collection, 120 participants took part in the study that included 36 parents, 36 students, 7 principals, and 41 teachers. This study used purposive sampling to select participants from the target population, focusing on individuals most likely to provide meaningful insights into the research topic. Purposive sampling was chosen because it allows the researcher to select participants based on specific characteristics and relevance to the study objectives. The sample included parents, teachers, students, and principals from schools in Karachi, ensuring diverse perspectives. In this research, the population was divided into meaningful categories: parents, teachers, students, and principals. These groups were essential for exploring the impact of teacher competence from multiple perspectives. Stratified sampling allowed the researcher to include voices from each group, ensuring that no single perspective dominated the findings. By using stratified sampling, the study gained insights from diverse stakeholders, ensuring a holistic understanding of the research topic while capturing the unique contributions of each subgroup. This method also helped maintain balance and fairness in participant selection, ensuring that the study addressed all facets of the issue comprehensively. By combining these two sampling methods, the study achieved a balance of diversity, feasibility, and relevance, providing a comprehensive understanding of the research topic.

Research Instruments

The research used a combination of questionnaires and interviews as instruments to gather data. Questionnaires were designed to collect quantitative data from teachers, parents, students, and principals. The questions focused on understanding the effects of teacher competence on students' self-esteem, academic performance, and teachers' confidence. For qualitative data, semi-structured interviews were conducted with a smaller group of participants. Classroom observation was used as a qualitative instrument to gather insights into the influence of teacher competence on student behavior and learning outcomes. The instruments were design to gain insights from diverse stakeholders, ensuring a holistic understanding of the research topic while capturing the unique contributions of each subgroup. A questionnaire was developed that included closed-ended questions to gather comprehensive information from participants, including parents, students, and teachers. To ensure that the questions were accessible and understandable for the target population, the questionnaire was translated into Urdu. This translation was essential in overcoming language barriers, allowing respondents to engage fully with the questions despite varying levels of English proficiency. To enhance the validity and reliability of the questionnaire, it was carefully constructed and reviewed by experienced educator. His feedback helped ensure the questions were clear and appropriate, addressing any ambiguities before distribution. Once finalized, the questionnaires were distributed to participants in the local community. For this study, another qualitative instrument was classroom observation to gather insights to see the impact of teacher competence on student behavior and learning outcomes.

Reliability and Validity

The validity of the questionnaire used in this research refers to how well it measures what it was intended to measure, specifically the impact of teacher competence on students' self-esteem and academic performance. To ensure validity, several steps were taken. The questionnaire was developed based on a thorough review of existing literature related to teacher competence and its effects on students. This ensured that the questions were relevant and representative of the constructs being studied. A pilot test of the questionnaire was conducted with a small group of participants from the target population. This testing phase allowed for the identification of any unclear or confusing questions, enabling further revisions to enhance the instrument's validity. The reliability of the questionnaire refers to its consistency and stability in measuring the constructs over time. Several strategies were employed to ensure reliability. The questionnaire was assessed for internal consistency using statistical measures such as Cronbach's alpha. This analysis determined how closely related the items in the questionnaire are, ensuring that they all measure the same underlying construct. To evaluate the stability of the questionnaire over time, a test-retest reliability assessment was conducted. The same group of participants completed the questionnaire on two separate occasions, and the results were compared to ensure consistent responses. Additionally, honesty and integrity were prioritized in all aspects of the study. The findings were reported accurately, avoiding any bias, falsification, or fabrication, as recommended by the American Psychological Association (APA) ethical standards.

Data Analysis

The data reflects varied perceptions of how effectively teachers explain new topics and make the content easy to understand. The majority of participants (18 respondents), **50%**, rated the teachers' performance as "Very well," indicating a strong positive impact of teacher competence on content delivery and student comprehension. A significant proportion (11 respondents), **30.6%**, rated the teachers' performance as "Well". However (3 respondents), **8.3%** remained "Neutral". On the other hand, **5.6%** rated teachers as "Poorly" and another **5.6%** as "Very poorly". This combined

11.2% of negative responses highlights areas for improvement. These participants may feel that their teachers struggle to convey concepts effectively or should tailor their teaching strategies to student needs.

The data reflects varied perceptions of how confident a student feels when the teacher provides clear instruction or explains well. The majority of participants (19 respondents), **52.8%**, rated the statement as “Agreed,” and a significant proportion (12 respondents), **33.3%**, rated the teachers' performance as “Strongly Agreed” indicating that clear instructions and explanations from teachers significantly boost students' confidence. However, (4 respondents) **11.1%** “Strongly Disagree,” suggesting that this aspect may need improvement for a minority of students. Only (1 respondent), **2.8%** remained “Neutral” showing limited indecision on the matter. Most participants (14 respondents) **38.9%** responded that teachers “Always” provide feedback, which shows a positive development in classroom engagement. However, a significant number of participants (9 respondents) **25%** stated that feedback is “Rarely” given, underscoring a need for more regular feedback practices. Furthermore, (8 respondents) **22.2%** selected “Sometimes,” and **13.9%** (5 respondents) chose “Often,” suggesting inconsistency in teacher feedback rate.

Most participants (12 respondents) **36.1%** responded that teachers “Always” encourage them to participate in class activities and discussions to boost their confidence. A significant number of participants (10 respondents) **27.8%** stated that they are “often” encouraged. However, (8 respondents) **22.2%** selected “Sometimes,” underscoring a need for more regular encouragement practices. Furthermore, **8.3%** (4 respondents) indicated “Rarely” and **5.6%** (2 respondents) chose “Never,” indicating no encouragement practice. The data reflects varied perceptions of how often a teacher encourages students to ask questions if something is unclear or ambiguous. The majority of participants (17 respondents), **47.2%**, rated the statement as “Very Frequently,” indicating that most teachers encourage questioning. A significant proportion (12 respondents) **33.3%**, rated as “Frequently” indicating that teachers try to remove misconceptions by encouraging students to ask questions. However, (7 respondents) **19.4%** rated it as “Occasionally,” suggesting that this aspect may need improvement. The absence of “Rarely” or “Never” responses highlights overall positive teacher efforts. Most participants (17 respondents) **47.2%** responded “Strongly Agree” that teachers effectively connect concepts to real-life scenarios to promote understanding and hands-on application. A significant proportion (16 respondents) **44.4%** stated “Agree” reflecting positive teacher practice. Only (2 respondents), **5.6%** remained “Neutral” showing slight indecision or uncertainty. However, only (1 respondent) **2.8%** chose “Disagree” indicating minimal dissatisfaction but underscoring room for further improvement.

Most of the participants (16 respondents) **44.4%** rated themselves as “Very confident” in class participation, showcasing a high level of self-assurance.. A significant proportion (12 respondents) **33.3%** rated themselves as “Confident” indicating a strong academic approach and engagement. However, **13.9%** (5 respondents) rated themselves as “Low confidence” highlighting a potential need for targeted support to boost confidence. Whereas, (3 respondents) **8.3%** remained “Neutral,” possibly indicating uncertainty in their confidence levels. The data reveals varying frequencies of teachers providing individual attention to students when help is needed. Most participants (21 respondents) **58.3%** stated that teachers “Always” provide individual attention when required, highlighting a strong focus on personalized support in the classroom. A smaller group (5 respondents) **13.9%** said this happens “Often”, while (8 respondents) **22.2%** chose “Sometimes” suggesting room for improvement in meeting students' needs. However, (1 respondent) **2.8%** reported receiving help “Rarely” or “Never”, highlighting gaps in support and engagement.

The responses to this question show varying levels of confidence improvement among the respondents. A significant majority rated their confidence improvement at the higher end of the scale, **30.6%** (11 respondents) rating it as 8, indicating strong positive feedback. Similarly, **16.7%** (6 respondents) each rated their confidence improvement as 9 and 10, indicating very high confidence levels. **13.9%** (5 respondents) rated it as 7, showing noteworthy improvement. Lower ratings are, **8.3%** (3 respondents) selected 6, **5.6%** (2 respondents) chose 5, and **2.8%** (1 respondent each) gave ratings of 1, 2, or 4, indicating less improvement. The overall trend suggests that the majority of respondents experienced significant confidence improvement, which underscores the positive impact of teacher efforts. The majority of participants (22 respondents), **61.1%**, stated “Always”, indicating that they feel their academic performance significantly improves when their teacher is well-prepared for class. A prominent portion (8 respondents), **22.2%**, selected “Sometimes”, reflecting partial agreement. Additionally, (4 respondents) **11.1%** chose “Often,” showing regular positive impacts. However, only (1 respondent) **2.8%** selected “Rarely” and “Never,” suggesting that teacher preparedness has little or no impact on their performance. The responses to this statement, reveal a varied distribution of self-assessed competency levels. A small percentage, **2.4%** (1 respondent each), rated themselves as 5 and 3, reflecting below-average competency in their subjects. Similarly, **4.8%** (2 respondents each) rated themselves as 1 and 2, indicating poor competency. On the other hand, **7.3%** (3 respondents) rated themselves as 7, suggesting an above-average competency level. A significant portion of respondents, **26.8%** (11 respondents) and **29.2%** (12 respondents) rated themselves as 8 and 9, indicating strong subject knowledge. Whereas, **21.9%** (9 respondents) rated themselves as 10, indicating excellent command over their subject. This range of responses highlights varying levels of confidence and proficiency among teachers, with the majority leaning toward good or strong competency but some admitting areas for improvement. The statement shows diverse practices. A small percentage, **9.8%** (4 respondents), indicated “once a year” while a similar percentage **9.8%** (4 respondents) stated “twice a year”, which reflects an occasional effort to upgrade teaching skills. A slightly higher proportion, **12.2%** (5 respondents), reported engaging in these programs “more than twice a year”, indicating a progressive approach to skilled growth. However, the majority, **68.3%** (28 respondents), selected “it depends,” indicating that their involvement depends on program availability or institutional support. This range of responses highlights the variability in teachers’ commitment to professional development. Out of 41 respondents, **65.9%** (27 respondents) reported feeling “very confident”, suggesting a strong belief in their ability to positively impact student outcomes. Additionally, **31.7%** (13 respondents) of respondents expressed feeling “somewhat confident”, indicating moderate assurance in their teaching effectiveness. A small minority, **2.4%** (1 respondent), reported “not feeling very confident”, highlighting a potential area for growth or support.

The findings indicate that **51.2%** (21 respondents) “usually” assess students’ performance and adjust their teaching methods accordingly. Additionally, **29.3%** (12 respondents) reported that they “always” do so, while **14.6%** (6 respondents) “sometimes” take this step. A small minority of **4.9%** (2 respondents) “rarely” assess and adjust their teaching methods, underlining the importance of regular evaluation in effective teaching practices. A large majority of respondents, **65.9%**, (27 respondents) “strongly agreed” that teacher competency has a direct impact on students' academic performance, while **24.4%** (10 respondents) “agreed” that I do impact students’ academic performance up to a certain level. Only **9.8%** (4 respondents) remained “neutral”, indicating an overwhelming consensus on the importance of teacher competency in modeling academic outcomes.

Regarding the availability of resources and tools provided by the organization, **34.1%** (14 respondents) rated it as 5 indicating an average availability of resources, while **14.6%** (6 respondents) gave a higher rating of 7 indicating an above-average availability of resources. On the other hand, **17.1%** (7 respondents) rated it as 2 expressing low satisfaction, and **9.8%** (4 respondents each) rated it as 1 and 4 indicating dissatisfactory and low satisfaction respectively. These results highlight a mix of moderate satisfaction and dissatisfaction with the available resources for teaching.

It was a diverse range of experiences, (12 respondents) **29.3%** indicated that they feel supported “occasionally”, which reflects a moderate level of administrative involvement. (11 respondents) **26.8%** reported feeling supported “frequently”, this suggests consistent efforts by the administration. (4 respondents) **9.8%** stated they feel supported “very frequently”, which highlights strong administrative support. On the other hand, (8 respondents) **19.5%** mentioned feeling “rarely” supported, while (6 respondents) **14.6%** indicated they “never” feel supported by the administration.

The responses show that teaching competency plays a significant role in influencing self-esteem. A majority of **43.9%** (18 respondents) believe it affects them “to a moderate extent”, while **34.1%** (14 respondents) feel it impacts “to a large extent”. A smaller percentage, **12.2%** (5 respondents), think it affects their self-esteem “to a small extent”, and **9.8%** (4 respondents) report that it has “no effect at all”.

For this statement (22 respondents) **53.7%** “strongly agreed” that a teacher's self-esteem has a significant impact on their classroom performance. (14 respondents) **34.1%** “agreed”, reflecting a positive response to the relationship between self-esteem and teaching performance. Meanwhile, (5 respondents) **12.2%** remained “neutral”, neither agreeing nor disagreeing with the statement. This distribution shows that the majority of teachers recognize the critical role of self-esteem in shaping their effectiveness in the classroom. The responses highlight varying practices among the respondents. **63.4%** (26 respondents) stated they “frequently” use new teaching techniques, which indicates a strong consideration for improving student engagement and understanding. **14.6%** (6 respondents) indicated that they “very frequently” implement new teaching methods, reflecting a positive approach in their teaching practices. **17.1%** (7 respondents) reported “occasionally” trying new techniques, indicating a moderate level of experimentation. However, **4.9%** (2 respondents) mentioned that they “never” use new teaching techniques, suggesting limited innovation in their approach.

66.7% (24 respondents) reported being satisfied, indicating an overall approval of the teaching quality. **19.4%** (7 respondents) expressed being “very satisfied”, which shows a high level of satisfaction. **8.3%** (3 respondents) remained “neutral”, indicating some uncertainty. **2.8%** (1 respondent) reported being “dissatisfied”, while another **2.8%** (1 respondent) indicated being “very dissatisfied”, indicating minimal dissatisfaction. This statement received 36 responses, and the majority indicated significant improvement in their child's self-esteem. The most frequent rating was 8 where **30.6%**, (11 respondents), which reflects a high level of satisfaction with teachers' contributions to their child's self-esteem. **19.4%** (7 respondents) each rated the improvement as 7 and 9, showing significant enhancement. Additionally, **11.1%** (4 respondents) rated it as 10, indicating the highest level of satisfaction. On the lower end, **8.3%** (3 respondents) rated the improvement as 6, **5.6%** (2 respondents) as 4, and **2.8%** (1 respondent) as 2 or 5, showing minimal improvement. No respondents rated it as 1 or 3. These results highlight that most parents observed a meaningful positive impact on their child's self-esteem, due to their child's teacher efforts. The majority indicated significant improvements in their child's performance due

to the teacher's support. **55.6%** (20 respondents) stated they "always" observe improvements, which highlights a strong and regular positive influence from the teacher. **16.7%** (6 respondents) stated improvements "frequently," A smaller proportion, **25.0%** (9 respondents), reported observing improvements "occasionally,". Only **2.8%** (1 respondent) stated they "rarely" see improvements. These responses show that most parents see teacher support's significant and regular impact on their child's academic performance.

Communication with teachers appears less regular, as the majority, **75.0%** (27 respondents), reported they communicate "occasionally" about their child's academic progress. This suggests that while interactions occur, they are not frequent or regular for most parents. **11.1%** (4 respondents) indicated they "always" communicate, reflecting regular engagement, whereas **8.3%** (3 respondents) stated they communicate "rarely." Only **2.8%** (1 respondent each) stated they communicate "frequently" or "never." These results suggest a need for more frequent parent-teacher communication to better support students' academic progress. A significant majority, **83.3%** (30 respondents), indicated that their child's academic performance has "improved significantly" due to the teacher's involvement or guidance. This highlights the effectiveness of the teacher's efforts in positively impacting student outcomes. A smaller portion, **16.7%** (6 respondents), reported that their child's performance has "slightly improved," suggesting gaps for further progress Overall, the responses strongly show the teacher's positive role in shaping students' academic outcomes

Findings of the Study

From the questionnaires conducted with students, teachers, and principals, several clear understandings have emerged that help us understand how teacher competence affects both teachers' and students' self-esteem and academic performance.

The responses from teachers highlighted a wide range of perspectives on their own competencies and the support systems available to them. When asked to rate their competency in the subjects they teach, the ratings ranged from 5 to 10, with the majority (26.8% and 29.2%) rating themselves at 8 and 9, respectively. This indicates a generally high level of confidence in their subject knowledge. However, a smaller percentage rated themselves lower, reflecting the diverse experiences and challenges within the teaching profession. Professional development emerged as a crucial factor. While 68.3% of teachers stated that their participation in such programs depends on circumstances, only 12.2% engaged in them more than twice a year. This points to an irregularity in access or motivation for professional growth. Additionally, when asked about the frequency of using new teaching techniques to improve student engagement, 63.4% responded with "frequently," showing a practical approach toward enhancing their methods. However, 4.9% admitted to never using new techniques, which highlights the need for more planned support. Teachers also expressed varied levels of support from school administration, with 29.3% feeling supported occasionally and 19.5% rarely. This lack of constant administrative support can have a significant impact on their performance and motivation. Despite these challenges, the majority of teachers (65.9%) felt very confident that their teaching positively affects students' academic performance, indicating a strong sense of determination and belief in their efforts.

From the students' perspective, the impact of teacher competency was also observed. On a scale of 1 to 10, when asked how much their confidence improved due to their teacher's efforts, the majority (30.6%) rated it an 8, followed by 16.7% each rating it 9 and 10. This underscores the significant role teachers play in boosting students' confidence. Similarly, when asked about improvements in self-esteem due to teacher efforts, 30.6% rated it 8, and 19.4% each rated it 7 and 9. These findings highlight a regular pattern of positive influence. Students' academic performance

also reflected this impact, with 55.6% of parents reporting that they "always" see improvements due to teacher support. Additionally, 83.3% of parents stated that their child's academic performance improved significantly due to teacher involvement, showcasing the crucial link between effective teaching and student success. However, communication between parents and teachers remained a challenge, with 75% of parents reporting that they only occasionally communicate with teachers about academic progress. This indicates room for improvement in fostering stronger parent-teacher relationships.

Conclusion

The findings collectively underscore the interconnectedness of teacher competency, administrative support, professional development, and student outcomes. It shows that teacher competency plays a crucial role in shaping not just their own confidence and self-esteem, but also in positively impacting students' academic performance and self-esteem. Teachers who feel confident and supported are more able to implement new teaching techniques, which in turn positively impacts student confidence, self-esteem, and academic performance. However, the gaps in professional development opportunities, administrative support, and parent-teacher communication highlight areas that require attention. Students succeed when teachers are competent and committed, as shown by their improved confidence, understanding, and academic performance. Parents also recognize and appreciate the role of teachers in their children's growth, though better communication and support systems could strengthen this relationship. This study highlights the need for a collaborative approach that involves teachers, school leaders, parents, and educational authorities to create an environment that fosters continuous growth and improvement. By working on these challenges, schools can ensure that both teachers and students succeed, ultimately leading to better educational outcomes for all.

The findings also highlight the strong connection between, competent teachers working better on student outcomes. Teachers who are well trained, patient, and equipped with modern teaching tools can make a big difference in students' academic success and confidence. Support from principals, like providing resources and professional development, further strengthens this relationship. For students, a teacher's kindness, clear explanations, and encouragement play a key role in building their self-esteem and developing a love for learning. At the same time, teachers benefit from constructive feedback, proper resources, and reduced workloads, which help them perform better in their educational settings. Overall, the findings emphasize that investing in teachers' development, ensuring resource availability, and fostering a supportive school environment can significantly enhance both teaching quality and student outcomes. A collaborative effort from schools, parents, and education authorities is essential to achieve this goal. Moreover, regular evaluation of teacher competency and open feedback mechanisms can further strengthen the education system, ensuring sustained growth for both teachers and students.

Investing in teacher training, modern resources, and creating a supportive environment is essential for improving both teaching quality and student performance.

Recommendations

- Actively participate in professional development programs to enhance teaching effectiveness.
- Incorporate diverse teaching techniques to engage students and improve their understanding.
- Regularly evaluate and reflect on their teaching methods to ensure alignment with student needs and adjust their teaching according to their needs for better learning outcomes.
- Focus on building a positive learning environment to boost student confidence and self-esteem.

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