

**The Effect of Teachers` Qualification on Students` Academic Advising Performance
at Secondary Schools of District Kech Turbat Balochistan**

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Abstract

This study aims to investigate the effect of teacher`s qualification on students` academic advising performance at secondary schools of district Kech Turbat Balochistan. The performance of the students truly pivots on how well the teachers advise them to continue their study to overcome the gaps of better academic learning and connects them with each other and the with the environment that fosters their academic performance. Hence, the qualified teachers are always beneficial to handle the gaps throughout the academic session which are pretty crucial for each and every teacher to get the better results during the academic session. This study was undertaken with the quantitative survey design. Whereas the data was collected by the help of self-developed questionnaire. The research tool was distributed to the teachers and students to collect their response. This research was comprised of 236 Secondary School Teachers and 3004 Students of District Kech Balochistan 23 teachers and 150 Students were selected based on the rule of thumb (Curry, 2006) to participate as the research sample. The random sampling method was applied to select the sample. Finally, the SPSS software was used to get the analysis of the data. The study found the facts which make an individual effective to manage the teaching and learning process effectively. The study concluded that the teachers` qualification has positive effect on advising students in academic performance. the results of the study reveal that well trained and qualified teachers can better lead students in advising o increase their academic performance.

Key Words: Teachers` Qualification, Students` Academic Advising Performance, Secondary Schools

Introduction

Although Teachers` qualification and academic advising performance in Kech Balochistan needs to be a part of the teaching and learning process to get the better academic achievement of the students. No research has yet been done to find out effect of teacher`s qualification on students` academic advising performance at secondary schools of district Kech Turbat Balochistan. Hence, the researcher intended to go through te content for getting the better understanding about the teachers` qualification and its effect on academic advising performance of the students which has a huge impact on the teaching and learning process. This actually helps students to better understand the content of the study which proves to be

the more useful in throughout their career (Kelvin-Iloafu, 2019). Academic advising is viewed as the process of “assisting students to realize the maximum educational benefits to them by helping them to better understand themselves and to learn to use the resources of the institution to meet their special educational needs and aspirations” (Crockett, 1978 p. 3). According to Sindabi (2001), the purpose of academic advising programme is to assist students in the development of meaningful educational and career goals. Academic advisors assist students in developing educational plans consistent with their life goals. Academic advisors at the university level provide information about academic progress and degree requirements, and carefully review students’ academic and educational needs, performance, and challenges (Putranto, Susita, & Handaru, 2022). When students join schooling for the first time, they are exposed to a lot of freedom which is a big contrast to the strict discipline and restriction that characterize many secondary schools and homes. It is assumed that these students are at a premature stage therefore they need more guidance to make decisions independently. Consequently, they might engage themselves in behaviors that may interfere with their studies. Peer influence sometimes entices students into antisocial behavior like drug abuse and irresponsible sexual behavior which eventually interrupt their studies. Some students might not have been admitted into programs of their choice and therefore may find it difficult to create interest and concentrate on their current programs (Crozby, P. & Bates, 2018).

Statement of the Problem

The teaching style in secondary schools is different from the instructional methods applied at different stages. Students are expected to do a lot of academic work by their own. By the time students adjust from secondary school to university, they experience difficulties. In many secondary schools, academic advising is not a part of the general guidance and counseling program. Students should be introduced to academic advising as a separate entity from guidance and counseling in the academic session. It is the main problem that is related to academic work that made schooling in many parts of the world including some different private and public sectors to introduce academic mentoring. It is hence envisaged that the current study was to investigate the effect of teacher’s qualification on students’ academic advising performance at secondary schools of district Kech Turbat Balochistan.

Objective of the Study

1. To investigate the effect of teacher’s qualification on students’ academic advising performance at secondary schools of District Kech Turbat Balochistan.

Hypothesis of the Study

1. There is no significant effect of teacher’s qualification on students’ academic advising performance at secondary schools of District Kech Turbat Balochistan.

Review of the related literature

The social learning theory by Bandura emphasizes the importance of observing and modeling of behaviors, attitudes and emotional reactions of others (Bandura, 1989). In this study it was assumed that teachers’ qualification and academic advising provides exemplary role models who play a critical role in the retention and success of students. The operant theory associated with Skinner assumes that the consequences that follow behavior determine whether it will persist or not (Cobb, 2001). Students who have gained from or view academic advising as a beneficial undertaking are likely to continue seeking the service (Cimalore, 2017). Research shows that students’ value most highly academic advisors who are accessible, approachable, and helpful in providing guidance that connects their present academic experience with their future life plans. In a study of 69 freshman students it was found that students who received academic advising had a higher semester grade point

average (GPA) at the end of the semester, and a higher cumulative grade point average at the end of the following semester as compared to a control group (Cintia, Pedron, & Oliveira, 2018). Mentoring is viewed as a means for promoting student retention (Walker & Taub, 2001), particularly the retention of first-year students (Johnson, 1989). The availability of exemplary, caring role models is important for all students, but may be especially critical to the retention and success of college students who do not have role models at home. Research on mentoring indicates that it has a positive impact on the personal and professional development of young adults. Research evidence suggests that there is an empirical link between student mentoring and student retention. Academic advisers assist students with decision making as a means to maximize student potential (Anastasiou, 2020). Research findings also suggest that academic advising improves retention (McArthur, 2005; Sayles, 2005; McLaren, 2004) through improved academic performance among other benefits. Students who do not receive advising services may take more time to graduate, or have lower GPAs because they lack knowledge of campus resources. Interaction with faculty members through academic advising can positively affect a student's "intellectual, academic, and personal development. Similar findings were reported by (Terenzini and Pascarella 2017). Students at different years of study experience different and unique problems and therefore are likely to perceive the need for help differently, and vary at the rate at which they seek academic advising. For example, first year students are expected to need a lot of help in subject and career choices than students in the subsequent years. Once students settle down and acquire adequate information about university life, they may not require a lot of assistance from their academic advisors. In this study, it was expected that the need for help at different years of study will be revealed through the rate at which students seek academic advising (Raymund, 2021). Men do not fail to seek help because they do not have problems but because social norms of traditional masculinity frowns on help seeking by men. Unfortunately, males appear to be reluctant to avail themselves for services even when the helper is a peer rather than some authority figure. With males, it may be prudent to institute an "intrusive" form of mentoring (Redmond, 1990), in which the mentor takes the lead and contacts the student on a periodic basis rather than waiting for the student to initiate such communication (Pynatih, Novianha, Gelgel, & Lestawi, 2022). Generally, and traditionally, males have been less willing to seek help in dealing with academic difficulties psychological problems. Career counseling and retirement planning. Such lower rates of help seeking among males transcend racial and national limits. A similar trend of unwillingness to seek help was expected in the current study. Whether male or female, students fail to contact their faculty advisors due to their own tendency to leave immediately after class, lack of extracurricular involvement, the lack of on-campus residence, lack of employment, and the large number of adjunct instructors that do not have office hours. Academic advising is a voluntary service to students and they are expected to seek the service at their own will. All these factors may hinder interaction between Kenyan University students and their mentors. In addition, the academic advisor-student ratio prohibits effective student mentoring (Cannon, 2019). Men do not fail to seek help because they do not have problems but because social norms of traditional masculinity frowns on help seeking. Unfortunately, males appear to be reluctant to avail themselves for services even when the helper is a peer rather than some authority figure. With males, it may be prudent to institute an "intrusive" form of mentoring (Redmond, 1990), in which the mentor takes the lead and contacts the student on a periodic basis rather than waiting for the student to initiate such communication (Rinaldi, Suhaimi, & Dalle, 2021). Heavy drinking is estimated to occur among two in five students, resulting in negative consequences. Heavy drinking among college students increases the risk of physical, psychological, health, academic, and legal troubles. It also increases the probability of engaging in risky behavior, such as unprotected sex and dangerous driving. This problem is

more common among male than female students in Kenyan universities and is likely to reflect gender disparities when it comes to help seeking (Zambas, 2019). Vygotsky's Sociocultural Theory is also applicable in this study since it assumes that learners are assisted by others who are more knowledgeable and skilled to function intellectually and independently on their own as individuals (Hetherington & Parke, 1999). Academic advisors are expected to be well informed on academic and career development issues to an extent of being very resourceful to students. Students who recognize the fact that academic mentors are more knowledgeable, experienced and can assist them will tend to seek their guidance (Abdelhafiz, Alloubani & Almatari, 2015).

Research Methodology

This study was undertaken with the descriptive type and quantitative survey design. Whereas the data was collected by the help of self-developed questionnaire. The research tool was distributed to the teachers and students to collect their response. This research was comprised of 236 Secondary School Teachers and 3004 Students of District Kech Balochistan 23 teachers and 150 Students were selected based on the rule of thumb (Curry, 2006) to participate as the research sample. The random sampling method was applied to select the sample. Finally, the SPSS software was used to get the analysis of the data.

Data analysis

The data were analyzed with the use of Frequency, and percentages were used to analyze participants' demographic status means, standard deviations that data of the teachers on their educational qualification in the public secondary. In addition, teachers were used to determining the Correlation Coefficient between teachers' qualifications and pupils' academic performance, and teachers. The decision-making of significance chosen for the level is 0.05. findings of the study were presented based on the objective of the study. The objectives of the study are teachers' qualifications on students' academic performance impact on their academic performance at secondary public schools in District kech, Baluchistan.

Teacher Qualification in Public Secondary Schools:

To establish the factors associated with teacher qualification, the questionnaire as data collection the instrument was distributed to teachers to elaborate on the level of teacher qualification Table 1 presents teachers' responses to teacher qualification.

Table 1: Teachers' qualifications of public secondary school teacher

Qualification	Frequency	Percentage %
BA/B SC	70	44
MA/MSC	50	39
B. ED/ M. ED	20	13

n. Twenty (20%) of the respondents have a bachelor's degree in vocational training. Three (3%) of the participants had master's degrees in education. Most teachers have degrees with a BA or BSC. Likewise, in Balochistan, many teachers have B. ED and M. ED professional degrees in education. Therefore, schools have basic teaching skills, and students' academic performance will have a positive impact on teachers' professional qualifications on students' secondary school academic performance. Furthermore, the researcher to conduct a study by Ugbe and Agim (2009) established a positive relationship between teachers and students, and teachers' competence in subjects has an impact on students' academic performance.

Well-qualified teachers are better than unqualified teachers, and professional degrees aren't necessary for this.

Table show the mean and standard deviation of statements.

<i>Sr No</i>	<i>Statements</i>	<i>M</i>	<i>SD</i>
1	A well-Qualified teacher is better than a teacher with little experience teachers	3.20	2.23
2	The students perform better understanding when taught by well-experienced teachers	4.50	3.70
3	Teaching a particular subject or class for years improves teachers' effectiveness	3.02	2.70
4	Teachers make it a friendly environment in the classroom	2.70	1.45
5	Qualified Teachers have come on their duties	4.45	2.30
6	Unqualified teachers do not teach properly to their students	2.35	3.20
7	Most teachers are having B.A qualification	2.43	1.24
8	Some teachers have BSc and B.Ed. their qualification	3.15	2.20

Discussion

The results of this study show that the level of qualification of teachers has a significant impact on students' academic performance in secondary school. This agrees with Olarewaju (1986) who argued that students' low performance is due to the teachers' lack of knowledge. Adeniyi (1993) also supported the findings when he observed that having qualified teachers is a key factor in manpower development. The study found that professional teachers have a more positive impact on student performance than unprofessional teachers. The professional teachers' training in education is the main reason behind the clear difference between their performance and that of the average student. Success in any educational endeavor depends heavily on the availability of skilled teachers. This is because the teachers have been taught the necessary techniques for imparting effective learning to students. The study found that experienced teachers are more effective than their inexperienced counterparts. The teachers with more experience were more effective in influencing the students than the teachers with less experience. Their scores indicate that the two people are highly skilled at teaching. Both groups have access to the basic principles of the necessary teaching methods.

Regression Analysis

The data analysis is a process that helps to break up the data and synthesize to make a better understanding of the information collected from the respondents.

Objective: To investigate the effect of teacher's qualification on students' academic advising performance at secondary schools of District Kech Turbat Balochistan.

Hypothesis: There is no significant effect of teacher's qualification on students' academic advising performance at secondary schools of District Kech Turbat Balochistan.

Hypothesis	Regression Weight	Beta Coefficient	R Square	F	p-value	Result
Ho	TQ –SAP	.588	.251	39.861	.000 ^b	Hypothesis Rejected

The analyzed data revealed that the null hypothesis is rejected on the results based on p-value .000. Moreover, the r-square value reveals that there is 25% variance in the Teachers'

Qualification. Hence, it is found that the Teachers` Qualification can prove be effective in students` academic advising performance which helps in better understanding of the content by academic advising of the students.

Findings and Discussion

The study found the facts which make an individual effective to manage the teaching and learning process effectively. The study concluded that the teachers` qualification has positive effect on advising students in academic performance. the results of the study reveal that well trained and qualified teachers can better lead students in advising o increase their academic performance.

Conclusion

On the basis of the findings of the study, it is revealed that well qualified teachers can better develop strategies about the teaching which may prove to be more result oriented in terms of students` academic achievement. It is also proved that the teachers` qualification helps them in better advising students in their academic progress. The trained and qualified teachers can better understand the teaching and learning process. The study concluded that the teachers with a better understanding of the teaching methods and strategies can lead students with advising better academic achievement.

Recommendation

Following recommendations are set across all pertinent areas.

1. Teachers should ensure by advising that students develop team work activities during the teaching and learning process to foster a academic achievement to engage and collaborate effectively for better academic outcomes.
2. Teachers should advise students in selection of the career as per their expertise and area of interest.
3. Teachers should foster an environment that encourages students to seek mediation from teachers` advice that may reflect in their academic achievement.
4. Teachers should formulate strategies that benefit students in better leaning outcomes with effective guidance throughout the academic session.
5. Teachers should educate students about their areas of the interest and help them to focus on those areas effectively that may prove to be effective in career selection.

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