

Investigating the Relationship between Teachers' Teaching Skills and Academic Achievement of Parwan University Faculty of Education Students

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ABSTRACT

This study was conducted in order to "investigate the relationship between teaching skills of teachers and academic achievement of students of the Faculty of Education of Parwan University." Quantitative research method of correlation type is the statistical population of all students who are engaged in education in the faculty mentioned in the academic year 1399, whose number is 855 people. The statistical sample was selected based on the famous Cochran's formula with a level of 5% error, the number of (272) students in a simple stratified form was selected as the sample. The tool of this research is a researcher-made questionnaire of the answer package and based on the Likert design, their validity was confirmed by competent people in this field and their reliability was analyzed using Cronbach's alpha test and SPSS software. The validity coefficient of the teachers' teaching skills questionnaire ($\alpha = 0.92$) and academic achievement questionnaire ($\alpha = 0.90$) was obtained. In data analysis in descriptive statistics section, the characteristics of number and percentage table were used, and in inferential statistics section, Pearson correlation coefficient test was used. The results showed that the design and implementation of daily lesson plans, the use of active teaching methods, the use of visual and auditory tools and equipment (educational technology) and the implementation of descriptive evaluation in the teaching-learning process has an average effect on students' academic achievement. The amount of these factors affects the academic achievement of students and there is a significant positive relationship between them.

Keywords: Education, Teacher, Academic Achievement, Teaching, Students, Skills

According to Amid Persian dictionary, Skill means being skilled in work, mastery, shrewdness, agility and rough hand in work (Amid, 1363, p. 1137). "Teachers' professional skills are conceptually: optimizing teachers to the knowledge and knowledge and various teacher skills, commensurate with scientific progress and technological change to transform the classroom from one-way teaching and teacher-centered method to a living and creative environment" (Rafakar and Mashayekhi, 1375, p. 14). "Professional teaching, training and curriculum planning are among the professions that

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require special competencies and characteristics. Sacrifice, love for education and interest in the future of society and the country are among the first characteristics that a teacher or curriculum should have” (Yarmohammadian, 2009, p. 7).

Nowadays teaching in educational system, teaching is not only instructing but it is kind of motivation and guidance for the learners. A successful teacher is not only one who teaches, but also provides learning opportunities” (Shaarinejad, 2002, p. 43). To train students who are able to classify, process and predict information teachers should reconsider their role and guide students instead of lecturing. They should use new information and technologies in the classroom (Marufi, 2005, p. 29).

Teachers and students form the two main pillars or elements of the curriculum. teachers are responsible for implementing educational and curriculum programs. And the goals of the educational curriculum will be achieved if the educational system has benefited from professional teachers equipped with teaching skills and these curriculum goals have been achieved by the students. Therefore, one of the current concerns of higher education institutions and universities in Afghanistan is the desired development of students. Because with all the efforts that have been made, the rate of academic achievement of students has not been satisfactory for the student, professors, parents and others.

All parties involved in the university education process are protesting in some way against the performance of the country's universities and the degree of academic success of students. Parwan University is one of the most prestigious universities in Afghanistan, which is effective through the training of specialized human resources, especially in the field of education or the education sector. Therefore, one of the important factors that can affect the success and academic achievement of students are the teaching skills and methods that teachers use. And because technology is advancing so fast today, our society needs smart, creative and innovative people more than ever.

One of the tasks of the educational system is to nurture people who have critical and creative thinking and the ability to solve problems and untie knots and problems. Thus, university lecturers need to use methods for teaching that may be very different from the methods they have taught; That is, they must actively and thoughtfully engage students in the learning process. Considering the issues and considering the importance of the subject, it is necessary to study the factors influencing academic achievement, ie designing and implementing the lesson plan, using active teaching methods, using visual and auditory tools and equipment (educational technology), and performing evaluation; Because if these important dimensions in teaching are purposefully and in a coherent framework, shared and provided to university professors During it, the shortcomings are eliminated, the weaknesses are identified, and in the light of its findings, reasonable solutions are adopted for the desired academic achievement of the students.

Therefore, the main purpose of this study is to identify the relationship between teaching skills of professors and academic achievement of students of the Faculty of Education of Parwan University.

The research hypotheses are as follows:

1. There is a significant relationship between teachers 'use of daily lesson plans and students' academic achievement.

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2. There is a significant relationship between the implementation of active teaching methods by professors and students' academic achievement.
3. There is a significant relationship between the use of appropriate audio-visual tools or equipment (educational technology) by professors and students' academic achievement.
4. There is a significant relationship between the correct implementation of assessment during the training by professors, in the training process and students' academic achievement.

Background of research

The findings of this study show that, unfortunately, in the field of the relationship between teachers' teaching skills and students' academic achievement in Afghanistan, extensive research such as articles and books has not been written, that explain the essence of the issue and critique and analyze it clearly, systematically and comprehensively.

Raha Nikain (2012) has written an article entitled "Opportunities and Challenges for Higher Education in Afghanistan" and it has been published on the website of dailyafghanistan newspaper, which points out some of the problems facing the country's education system, such as: lack of up-to-date materials, low quality of teaching in public and private universities, lack of familiarity of the majority of professors with standard teaching methods, lack of sound academic management, lack of commitment of the majority of those involved in the country's education system to duty and ...²

Tavassoli Gharjestani, (2013) has published an article entitled "Afghanistan Higher Education, Opportunities and Threats" on the website of dailyafghanistan newspaper which, this article has further examined the educational status of the academic staff of the country's public universities through the narration of statistics and he mentioned the low level of science and education of the majority of scientific staff as one of the serious problems of universities and higher education institutions in the country.³

Sakhi Yar (1398) in his dissertation has "studied the effect of teachers' educational skills on students' academic achievement". their research findings indicate that professors use moderate educational skills on students' academic achievement, therefore, the above statistical results show that the use of educational skills by teachers has an effect on students' academic achievement also, the results of Pearson correlation coefficient show that there is a significant positive relationship between teachers' educational skills and academic achievement.

Zia-ul-Haq Tanin (1398) has written an article entitled "The need for university transformation". And has been published through the newspaper Rah-e Madanit. This article deals with issues such as the type of view of university knowledge, structural reform of the university, ending quantitative and the need for quality, emphasizing the method of active education and creating a link between the university, society and government, and so on. However, research conducted abroad, such as Rastgoo Research (2004), in its dissertation, "examines the extent to which teachers use the teaching method based on developing

² www.dailyafghanistan.com

³ www.dailyafghanistan.com

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problem-solving skills in the fourth grade elementary science course" in Tehran. the findings of this study show that most professors do not use problem-based teaching methods.

Daneshpajoo (2006) in "Evaluation of professional skills of primary school teachers" concluded that: The teachers under study, despite having relative skills in general teaching, but in some important components of teaching face some serious shortcomings. and in general, the teaching method of teachers is more teacher-centered than student-centered. They mostly use one-way speech and teaching techniques.

In Malaysia, Gang, Mahdiuns, and Hashem (2015) surveyed 15 novice professors graduating from five Malaysian public universities with no more than three years' experience. they concluded that the seven soft skills in the teaching profession are: communication, problem solving and criticism, teamwork, lifelong learning and information management, entrepreneurship, professional ethics and leadership. also, the findings showed that six of these seven skills, except for entrepreneurial skills, are the most important and related skills to the teaching profession.

Richardson (2008) in the study of "background characteristics of teachers" using the statistical methods of factor analysis and exploratory analysis concluded that the educational and skill characteristics of teachers are low. From the students' point of view, a teacher should be aware of professional teaching skills, especially the use of educational technology and teaching aids, and educational goals and the correct use of assessment. Some researchers have paid attention to new educational methods and have measured the effect of active education on students' creativity and learning; Among the Abbasian (1999), Arabi (1999), Keramati (2002), Hosseini (2003) and Askari (2004) showed in their research, new teaching methods, which are based on active teaching methods, facilitate learning and increase the level of knowledge of learners, from what has been said and reviewing some of the research done, it can be clearly seen that professors do not have the necessary professional skills. and in this regard, there are shortcomings and inadequacies that play a decisive role in their inefficiency and academic performance of students.

RESEARCH METHOD

The method of this research is quantitative, it is an applied goal and in terms of nature and method, it is a descriptive correlational method. The statistical population of this study is the students of the Faculty of Education of Parwan University in 1399, whose number was 855 and 272 with a level of 5% error through the Cochran's formula, using a simple classification method was selected as a sample.

In this research, two researcher-made questionnaires have been used as the main tool. Questionnaires consist of two parts: general and specific questions. The specialized questions section includes 24 questions related to teachers' teaching skills in the fields of lesson plan, teaching implementation, educational technology and assessment, and 20 specialized questions related to students' academic achievement. In designing the questionnaires, a five-point Likert scale (from very low to very high) was used. The validity of the content of the present research questionnaire has been evaluated and approved using the opinions of university professors and has the necessary validity. In the present study, the reliability of the questionnaires was calculated by Cronbach's alpha method. The reliability of the teachers' teaching skills questionnaire ($\alpha = 0.92$) and academic achievement questionnaire ($\alpha = 0.90$) was obtained that the questionnaires have acceptable reliability.

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Findings of Research

A total of 247 questionnaires, which were made available by students after completion, contained complete information and were analyzed. Table (1) shows the characteristics of the statistical sample in terms of gender, age, academic year and field of study.

Table 1: Number and percentage of descriptive analysis of statistical sample variables

Variable	Category	Frequency	Percentage
Sex	Male	185	74.9 %
	Female	62	25.1 %
Age	20-25 years old	239	96.7 %
	26-30 years old	5	2.02 %
	31-35 years old	1	0.4 %
	36 years and older	2	0.8 %
Academic year	First year	161	65.2 %
	Second year	37	15 %
	Third year	49	19.8 %
	Forth year	0	0 %
Field of study	Chemistry	24	9.7 %
	Math	58	23.5 %
	Biology	90	36.4 %
	Physics	75	30.4 %

Correlation analysis of research variables

In this section, Pearson's analytical method has been used to investigate the relationship between the independent variable and the dependent variable, and statistical analysis of the collected data has been performed separately for the specific variables of the research.

Hypothesis 1: There is a significant relationship between teachers 'use of daily lesson plan and students' academic achievement.

Table 2: The relationship between teachers 'educational design variable and students' academic achievement.

Independent variable	The dependent variable	N	Sig (2-tailed)	Pearson correlation	The extent of the relationship
Educational Design	Achievement	247	0.000	0.543**	Relatively strong

To answer this hypothesis, Pearson correlation coefficient was used in Table (2). The relationship between lesson plan and academic achievement was positive and significant, this means that our significance level is (Sig =0.000) less than the error of (P<0.05) and also the value of r, ie the correlation coefficient, is equal to (r=0.543) and shows a relatively strong relationship. That Based on the results of this test, the first hypothesis of the research was confirmed.

Hypothesis 2: There is a significant relationship between the implementation of active teaching methods of professors and students' academic achievement.

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Table 3: The relationship between teachers' teaching implementation variable and students' academic achievement.

Independent variable	The dependent variable	N	Sig (2-tailed)	Pearson correlation	The extent of the relationship
Teaching implementation	Achievement	247	0.000	0.552**	Above average

To answer this hypothesis, Pearson correlation coefficient was used in Table (3). Findings showed that there is a positive and significant relationship between active teaching of teachers and students' academic achievement at the level of (Sig =0.000). That is, our significance level is less than the error of (P<0.05), and also the value of r means the correlation coefficient equal to (r=0.552), which indicates the high mean value of the relationship. The second hypothesis of the research has also been confirmed.

Hypothesis 3: There is a significant relationship between the use of appropriate visual and auditory tools or equipment (educational technology) by teachers and students' academic achievement.

Table 4: The relationship between Educational technology variable and students' academic achievement.

Independent variable	The dependent variable	N	Sig (2-tailed)	Pearson correlation	The extent of the relationship
Educational technology	Achievement	247	0.000	0.493**	Medium

To answer this hypothesis, Pearson correlation coefficient was used in Table (4). That the results of the correlation test of the third hypothesis are as follows: The relationship at the level of (Sig =0.000) shows a positive and significant correlation between the use of educational technology and students' academic achievement, this means that the significance level is less than the error of (P<0.05) and also the value of r means the correlation coefficient equal to (r=0.493) which shows the average value of the relationship. Based on the results of this test, the third hypothesis of the research has been confirmed.

Hypothesis 4: There is a significant relationship between the correct implementation of assessment during the training by professors, in the process of education and students' academic achievement.

Table 5: The relationship between assessment variable and students' academic achievement.

Independent variable	The dependent variable	N	Sig (2-tailed)	Pearson correlation	The extent of the relationship
Assessment	Achievement	247	0.000	0.560**	Relatively strong

To answer this hypothesis, Pearson correlation coefficient was used in Table (5). Findings showed that there is a positive and significant relationship between the correct implementation of assessment steps during education and students' academic achievement,

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which is positive and significant at the level of (Sig=0.000). This means that our significance level is less than the error of (P<0.05) and also the value of r means a correlation coefficient equal to (r=0.560), which indicates the strong value of the relationship. Therefore, the fourth hypothesis of the research has been confirmed.

Table 6: The correlation between the variable of teaching / professional skills of professors and students' academic achievement

		Achievement	Teaching/ professional skills of teachers
Achievement	Pearson Correlation	1.000	0.612
	Sig. (2-tailed)	0	0/000
	N	247	247
Teaching/ professional skills of teachers	Pearson Correlation	0.612	1.000
	Sig. (2-tailed)	0/000	0
	N	247	247

As the test result was observed, there is a positive and significant relationship between the variables of teachers 'teaching / professional skills and students' academic achievement at different levels. In general, it can be said that the correlation between the two variables of teaching / professional skills of teachers and students' academic achievement is a positive relationship (r=0.612), This test shows that there is a correlation between these two variables (teachers 'teaching / professional skills and students' academic achievement) and their correlation is strong. also, the significance level of this test is (Sig =0.000) which indicates the validity of the test. The relevant results of the correlation between teachers 'teaching / professional skills and students' academic achievement are presented in Table (3).

DISCUSSION

Pearson correlation coefficient was used to examine the relationship between teachers 'teaching skills and students' academic achievement which shows a positive and significant relationship between students' teaching skills and academic achievement. In the present study, four hypotheses have been tested that according to the type of data, the appropriate statistical test measurement scale has been selected for them and the desired results have been extracted from them, which is as follows.

Analysis of data related to the first hypothesis of the research shows that the samples have chosen the average, Therefore, the first hypothesis of the research has been confirmed. Therefore, we conclude with 95% confidence that the majority of the samples (59.0%) use the moderate option to the effect and the relationship between the implementation of the daily lesson plan by the professors on the students' academic achievement. The result of this research contradicts the research of Naderi (2007), Musapour (1997) and Abbaszadah (1992), However, Tajik (2004), Abyar (2006), Castra et al. (2005) have been in line with the research. Therefore, knowledge of the factors of daily lesson plan implementation, such as general objectives of the lesson before teaching, content (including a set of activities and learning experiences), use of active methods, providing the necessary educational tools and media and choosing how to evaluate should be considered by teachers.

Analysis of the findings related to the second hypothesis of research on the relationship between the implementation of active teaching methods on students' academic achievement shows that there is a significant relationship, Therefore, we conclude with 95% confidence

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that the majority of the sample (47.8%) of the students believe that the professors use active teaching methods close to the average option. Which have paid attention to the effect of using active teaching methods on students' academic achievement. This result is consistent with the research of Abyar (2006), Suleimanpour (2005), Karimi (2005), Tajik (2004), Rajabloo (1996), Hong (1996) and Gage and Berliner (1978).

Therefore, knowledge of active teaching methods such as; Familiarity with new active methods, knowledge of lesson objectives, attention to the nature of lesson content, attention to individual differences and benefiting from the active participation of students should be considered by professors.

Analysis of the findings related to the third hypothesis of the research shows that 54.9% of the samples were selected as the medium option and the correlation coefficient was equal to .493** which shows the moderate and relatively weak value of the relationship. Therefore, the third hypothesis of the research has been confirmed, Therefore, we can judge with 95% confidence that about half of the sample is a moderate option, they believe in the relationship and effect of using audio-visual media on students' academic achievement. That is, visual and audio media are used in the teaching and learning process by teachers in moderation. The result of this research is in contradiction with Karimi (2008) and Daneshpajoo (2006), but it is in line with Tajik (2004).

Therefore, recognizing the use of appropriate audio-visual media such as; All kinds of boards, textbooks, the use of photos and posters, television, computers, etc. should be considered by professors. Because the status of teaching aids and equipment in schools / universities is one of the efficient teaching aids and achieving educational goals. It is important for the teacher to know how little they have. If he / she recognizes that there are no tools for teaching with active methods, he / she will not be able to set and organize goals and content in order to activate students in learning. Either training tools must be provided or goals must be set according to constraints.

Analysis of the findings related to the fourth hypothesis of the research shows that 47.8% of the samples have a moderate option, i.e., a correlation coefficient equal to .560** that shows the average and relatively relative value. In other words, evaluation has a significant relationship with academic achievement. That is, students believe that the assessment is used to the extent that it is used by professors. The result of this research contradicts the research of Abedi (2000), Daneshpajoo (1998). but it is in line with the research of Abyar (2006), Tajik (2004), Rajabloo (1996), Beck et al. (2000). Therefore, awareness of the implementation of evaluation such as; By observing the behavior, the method of doing the project, the method of asking and answering questions, performance tests, using the work folder, etc. it should be considered by the professors.

Today, it is believed that education and evaluation are intertwined processes. Encourage valid assessment and assessment of the student to learn how to learn. In such an approach, the learner becomes an active, risk-taking and accomplished person who constantly benefits from teaching. It should be noted that the most important factor in creating favorable conditions for learning and teaching is the teacher. Work and enrich content by creating challenges between students, content and equipment. The teacher can eliminate all the shortcomings of the teaching process by creating emotional circles with the students and understanding their individual differences. According to the results obtained from the test of

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research hypotheses, we conclude that there is a relatively strong relationship between teaching skills and academic achievement of students in the Faculty of Education of Parwan University.

To put it more clearly, the more the skills of the professors in the Faculty of Education increase, the more the students' progress increases. Therefore, the research findings indicate that professors use teaching skills on average in students' academic achievement. Therefore, the above statistical results show that the use of teaching skills by teachers has an effect on students' academic achievement and also the results of Pearson correlation coefficient indicate that there is a significant positive relationship between teachers' teaching skills and academic achievement.

Therefore, it can be said that the existence of teaching skills leads to students' academic achievement. Therefore, it is worthwhile for teachers to pay more and more attention to teaching skills. As the skills of the professors in the Faculty of Education increase, so does the progress of the students. Therefore, the whole research hypothesis has been confirmed.

Suggestions

Education officials should act according to the daily lesson plan model so that teachers can design general lesson objectives, design a set of activities and learning experiences, select active teaching-learning methods, prepare tools and equipment needed for teaching, etc. Necessary and sufficient. Teaching of professors in different educational groups, in different sections to promote students and teachers' skills and exchange of experiences and application of principles and learning in practice and promotion of active and efficient teaching models in universities as well as in the region, provinces and country between professors.

Instructors use a variety of boards, textbooks, photos, posters, projectors, computers and educational software during the teaching-learning process. Also, suitable educational space, sufficient budget and facilities, suitable laboratory equipment, etc. should be provided to universities. Professors use behavioral observation methods, project performance, question and answer method, workbook and performance tests when describing descriptively. And according to the general findings of the research, from the perspective of the respondents, the teaching skills of the professors on the academic achievement of the students have been used moderately.

Therefore, it is suggested that in the teaching-learning process, teachers should pay serious attention to the implementation of the daily lesson plan, the use of active teaching methods, the use of audio-visual media and the implementation of descriptive assessment as well as scientific studies on the appropriateness of the content of the program in accordance with the educational goals, the design of educational programs according to the speed of innovation in the field of technology It takes place in the world and awareness of professors on the results of research conducted and up-to-date, through regional, national conferences and the publication of related publications to raise the level of awareness and teaching skills of professors.

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Conflict of Interest

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