



Teaching Competencies Based on Comparative Assessment at Diverse School Levels

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ABSTRACT

Effective and high-quality education is greatly dependent on the teacher's competence. Teaching competency encompasses the knowledge, skills, attitudes, and professional attributes necessary for an individual to effectively fulfill the duties of a teacher at the expected level. This research aims to examine the teaching competencies of teachers in schools with different educational levels. The researcher employed a quantitative survey methodology to investigate the teaching competencies of teachers in public schools in Multan. A stratified sampling method is employed to choose a sample of 1009 teachers that accurately represents the geographical distribution (location) of schools. A self-developed questionnaire was used to collect the data. The data collected has been analyzed using descriptive statistical techniques such as frequencies, means, and standard deviation, as well as inferential statistical techniques like t-tests and ANOVA. The main findings of the study indicate that teachers demonstrated competence in various domains, such as planning of the lesson, presentation of the lesson, lesson closure, lesson evaluation, and classroom management. The results also indicated that the teaching competencies of teachers vary greatly depending on the location of the school but do not vary significantly based on their academic, professional qualifications, or school levels. Urban teachers have better teaching competence in comparison to rural teachers. The study can be repeated on a large-scale sample by assessing other teaching competencies across different academic levels. Workshops and trainings should be provided for public school teachers to strengthen their teaching competencies.

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1. Introduction

Human capital is often regarded as the most potent internal resource for firms to achieve stability and long-term sustainability in the 21st century. When it comes to schools, teachers fulfill the role of a highly important asset. Every effort is made to hire the most proficient people for the purpose of teaching in both public and private educational institutions in Pakistan. Thus far, we have not attained the educational goals specified by any educational strategy (Jabeen, Elahi, Khan, Shahzadi, & Tariq, 2023). Therefore, it is crucial to determine the root cause of the issue and its precise location. The success of any organization relies on the intrinsic ability or skill of its employees. The Punjab Education Department has implemented National Professional Standards for teachers, which delineate the essential teacher competencies required to achieve Sustainable Education Goals (Batool, Arif, & Nadeem, 2021). However, it is unclear to what degree teachers themselves are aware of the development of these skills. If that had been the case, there would have been more stringent execution of teacher training and professional

growth. To achieve high educational standards in a country, it is imperative to improve the competencies and capabilities of teachers through a specialized program of professional development. This program should be tailored to their individual needs, which can be identified through a comprehensive assessment (Lakshminarayanan, Pai, & Ramaprasad, 2016). Competency is the high level of ability and dedication demonstrated by a worker to effectively achieve an objective or goal. Wong (2020) asserts that school teachers must improve their teaching abilities in order to adapt to fast-paced developments, especially in the field of technology. Giving teachers targeted training in areas like methodology, classroom management, and other performance-related competencies can improve their teaching abilities. This will ultimately result in improved achievement.

The quality and efficacy of educational programs are predominantly contingent upon the standards, duties, and obligations of teachers. The effectiveness of teachers is contingent upon the attainment of educational goals and proficiency in the delivery of educational content and instruction. Their competence is cultivated through enthusiasm, strong morale, and dedication (Capel, Lawrence, Leask, & Younie, 2019). Darling-Hammond, Flook, Cook-Harvey, Barron, and Osher (2020) emphasized the significance of teachers' proficiency in instructional techniques, visual representation, and dissemination of knowledge. Research continuously emphasizes the exceptional quality and delivery of teachers. The quality of teaching is contingent upon a teacher's knowledge, expertise, passion, topic proficiency, determination, and dedication. Moreover, competence is the measure of an individual's aptitude to proficiently carry out a specific task, encompassing qualities, talents, and the ability to accomplish it with competence. It is posited that performing is an inherent trait of an individual (Prabawati & AOktariyanda, 2018). Competency is commonly characterized as the degree of assimilation of knowledge, skills, and attitudes. Teachers in Pakistan must possess the necessary knowledge, skills, and attitudes to meet professional requirements Zhu and Wang (2014) and adhere to standards set by authorities, like the National Professional Standards for Teachers in 2009. These standards emphasize the importance of effective planning, setting short-term and long-term goals, and considering curriculum objectives, societal demands, and students' needs. The researchers utilized knowledge, skills, and attitudes as essential components to assess the competency of school teachers in Multan.

1.1. Rationale and Purpose of Study

Comparative assessment across school levels teaches competencies, which are crucial to effective education. At school levels, competencies emphasize core teaching approaches, appropriate learning environments, and basic abilities. Academic institutions prioritize specific subject knowledge, critical thinking skills, and communication abilities. Competence in advanced teaching, research, and mentorship is essential in education. Adapting to different students, integrating technology, and showing cultural sensitivity are crucial at all educational levels. Teachers need ongoing professional development to adapt to dynamic educational settings. Teaching competency sets defined standards for the effectiveness of teaching to help educators and policymakers identify successful practices, solve issues, and adjust legislation when needed. This method not only improves students' academic performance but also promotes equity in educational settings and enhances the overall education system. This study aims to confirm the capability of school teachers to identify their competencies and investigate how competency recognition varies depending on demographic variables, location, school levels, academic qualifications, and professional qualifications.

1.2. Significance of Study

1. This study provides teachers with the knowledge and abilities they need to meet the needs of a wide range of students, thereby promoting learning environments that are inclusive.
2. The utilization of this strategy contributes to the identification of effective teaching strategies and the identification of areas for development, which ultimately results in an improvement in the overall quality of education.
3. Additionally, it makes it easier for teachers to engage in ongoing professional development, which enables them to adjust to shifting educational paradigms and incorporate additional strategies.
4. By establishing benchmarks to evaluate the effectiveness of teachers and educational criteria, this study contributes to increased accountability and transparency.

1.3. Objectives and Research Questions

The study was carried out with two main objectives:

1. To assess the differences in teachers' competency by comparative assessment considering school location and school level.
2. To evaluate the differences in teachers' competency based on comparative assessment based on academic qualification and professional qualification at diverse school levels in Multan

The study seeks to answer the following questions:

1. Was there a difference in teachers' teaching competencies based on school location across different school levels in Multan?
2. Was there a difference in teachers' teaching competencies based on school levels across different school levels in Multan?
3. Was there a difference in teachers' teaching competencies based on academic qualification across different school levels in Multan?
4. Was there a difference in teachers' teaching competencies based on professional qualification across different school levels in Multan?

2. Literature Review

In the current period of rapid globalization and internationalization, it is increasingly common for teachers to encounter a wide range of competencies in their professional, social, and educational environments. School classes, both ordinary and international, are experiencing a progressive increase in diversity in terms of language, culture, ethnicity, abilities, and skills (Janta & Harte, 2016). The objectives of education are to enhance and refine the processes of learning, teaching, and educational strategies within the framework of the schooling system (Raza, Nasim, & Javed, 2022). Teachers' competence was evaluated based on factors such as their ability, experience, and participation in various training programs (Hussain, Abid, & Samuel, 2020). The proficiency of a teacher is linked to their ability to deliver high-quality instruction. Competency refers to an individual's capacity, expertise, and proficiency to effectively carry out a specific task. According to Kunter et al. (2013), there are numerous factors that influence competency. In their study, Jabeen et al. (2023) provided a clear definition of competence as a "personal attribute or collection of behaviors that result in effective or exceptional job performance."

It is crucial to understand that teachers must enhance their knowledge and skills to enhance and investigate their teaching methodologies. Most studies on teacher competence focus mostly on the instructional duties of teachers in the classroom rather than their overall abilities (Mandal, 2018). Teachers' competencies have been broadening in response to studies on educational reform, advancements in teacher education, scientific discoveries in educational science, and other relevant fields. Nurviyani, Halimah, Saepuloh, and Sofarini (2022) emphasized that in the past, education needed to prioritize stability, while in the future, education needs to prioritize the ability to adapt to and handle turbulence. Kress's (2000) views offer insights into the rationale for rethinking teachers' professional development to ensure their sustainability. The goals of education undergo major modifications in order to fulfill the needs of the modern day, requiring increased levels of competence and experience. These expectations have a direct impact on the educational system. Teachers have the responsibility of supervising the educational system and require robust and effective competencies. Evaluating the competence of teachers is necessary. A literature review was undertaken to examine teachers' competencies. Through this analysis, we have found additional areas of expertise and have made an effort to redefine the parameters of teachers' professional competencies.

Before investigating the importance of teacher competency, it is crucial to clarify the precise meaning of competence. Competency is a commonly used term that is defined in diverse ways by people in various settings. This word is utilized in the fields of teacher education and competence. The fundamental elements of a teacher education program that is competency-based are competencies, according to (Chappell, Gonczi, & Hager, 2020). The competencies referred to in this statement are the specific set of knowledge, abilities, and values that a trainee in the field of teaching must demonstrate in order to effectively finish a program in teacher education (Susanto, Agustina, Azmi, & Rachbini, 2021). Competencies refer to the combined set of essential variables that are required to achieve notable outcomes in a specific job or work role

within a particular business. Success factors are a collection of knowledge, skills, and abilities (also known as KSAs) that exceptional performers in particular job positions or work responsibilities demonstrate through specific behaviors (Rusilowati & Wahyudi, 2020). In a recent study by Haddouchane, Bakkali, Ajana, and Gassemi (2017), the term competence was defined as a verified skill in a specific field that is obtained through career-based learning and can be assessed. Wongnaa and Boachie (2018) proposed the utilization of the KSA model to establish professional capabilities as an initial measure for creating job descriptions, developing career-focused training, and evaluating teachers.

The different features of a competency encompass the following:

1. A competency is linked to the three categories of performance assessment: knowledge, skills, and attitude.
2. Competencies possess a performance component and can be both observed and shown.
3. Competencies are quantifiable, as they can be observed.
4. A competency consists of one or more abilities that, when fully developed, enable the attainment of the competency.

Assessing the competence of teachers by analyzing their performance is achievable. Although competencies in teaching often involve a blend of knowledge, skill, and attitude, it is important to recognize that not all competencies require the same amount of each. Some competences may place a higher priority on knowledge than ability or attitude, while others may prioritize skill or performance (Patel, 2016). According to some academics, "competence" can be defined as the amalgamation of knowledge, abilities, and behaviors that are employed to improve performance. Additionally, it might denote the state or attribute of being sufficiently skilled and competent to execute a particular role (Nikola, 2021). Research has demonstrated that the professional competence of teachers plays a vital role in attaining educational goals and meeting teaching objectives. Subject-based topic knowledge, encouragement, and motivation are a few examples of factors that can affect teachers' knowledge and understanding. Mahler, Großschedl, and Harms (2018) identified key characteristics that improve teachers' skills and drive in the workplace. Enhancing the learning environment and teachers' skills can be achieved through the implementation of efficient evaluation methods and thorough training. Baier et al. (2019) found a significant correlation between students' academic performance and teachers' self-confidence in their teaching skills. Sengsri and Anggoro (2021) identified multiple categories of teacher competencies. These tasks involve comprehending students' traits, having knowledge of learning theories, designing lesson plans, nurturing students' innate talents, effectively communicating with students, developing evaluation and assessment techniques, utilizing assessment outcomes, and encouraging reflective learning. Zhu and Wang (2014) classified teacher professional skills into four categories: learning, social, educational, and technical. Acquiring proficiency requires involvement, reflection, and independent thinking. Social competency requires effective communication skills. To be educationally competent, one must be accountable.

Comprehending students' abilities and specific competencies is essential for effective communication and personal growth. These activities involve cognitive processes such as critical thinking, self-directed learning, cooperation, data analysis, and organizing and planning. These skills provide advantages in life, such as improving memory, promoting personal progress, and influencing others. Students should also be able to analyze data, manage their time, and set personal goals. These skills are essential for a successful life and contribute to their overall development (Katayev et al., 2023). Regardless of Wisniewski and Zierer, (2021), competence refers to an individual's desire to feel capable and successful in their endeavors. Ali, Iqbal, and Hussain (2023) define competence as the combination of traits, motivations, knowledge, skills, attitudes, and beliefs necessary for effective work performance. Teaching competency, according to Patel (2016), refers to the overall combination of a teacher's competencies and abilities in the classroom. Blazar (2016) highlighted the importance of the instructional component and stated that a proficient educator should possess the ability to accurately comprehend both the content and the methodology of the teaching process while also having access to students' learning achievements. According to the National Council for Teacher Education (1998), the teacher is the most important element of any educational program. The American Commission on Teacher Education recognizes that the value of a country is contingent upon the caliber of its citizens, and the quality of education is paramount, surpassing any other contributing component.

Competencies are qualities that encompass knowledge, abilities, expertise, and past accomplishments that are essential for future endeavors (Hussain, Abid, & Samuel, 2020). Competence also refers to the concealed qualities of an individual, encompassing their cognitive abilities, personal traits, capabilities, societal function, and knowledge that can be effectively employed. In the 21st century, teacher competence encompasses a wide range of attributes, including expertise in the subject matter, effective teaching skills, positive attitudes, aptitudes, talents, and abilities. Essentially, the caliber of a nation's education system is a substantial indicator of its value (Parveen, Nazir, & Zamir, 2021).

Passi (2009) assert that teaching competency refers to a teacher's effective demonstration of conduct that leads to desired outcomes in students. The home environment, educational institutions, and societal structure are just a few influences on teacher competency. The competence of teachers is influenced by their personal lives and psychological aspects. In order to ensure that their pupils and society as a whole benefit from their efforts, it is imperative that they possess a high level of competence in their respective subjects. Competency is not only a prerequisite in the professional realm but also a moral obligation, as it is crucial for teachers to fulfill the requirements of students and society.

Following is the list of competencies that are discussed in this study: (i) planning of the lesson; (ii) presentation of the lesson; (iii) lesson closure, and (iv) lesson evaluation, (v) classroom management.

Lesson planning is an integral aspect of a teacher's daily responsibilities and can be mentally taxing due to the cognitive requirements that teachers must fulfill before engaging in actual teaching and interacting with students. Consequently, numerous teacher education systems provide assistance to aspiring teachers in developing their skills in planning lessons effectively. In addition, demonstration lessons play a crucial role in the final assessments of many teacher education programs around the world. In recent decades, teacher educators have created and implemented several principles and prescriptive frameworks for lesson planning to prepare preservice teachers (König, Krepf, Bremerich-Vos, & Buchholtz, 2021). Presentation and instructional competencies encompass a comprehensive understanding of classroom-related matters. How does a teacher manage both the students and the lesson? Exhibits proficient listening abilities and communicates with precision using language suitable for the students' ages, developmental levels, gender, race, ethnicity, linguistic background, socioeconomic status, as well as individual learning styles and needs. Engages with students based on their recognized learning requirements. Stimulates pupils to engage in critical thinking regarding learning and teaching, improving their analytical thinking abilities as well as fostering their imagination and creativity (Kunter et al., 2013). Niksolehin (2009) explained that instructional or presentational planning involves preparing for teaching-learning exercises, creating objectives and goals, clarifying instructional techniques, and evaluating progress. Teachers use various techniques to support coherent, logical problem-solving and develop practical skills for all students.

Lesson closure refer to a teacher's ability to effectively summarize the key points of a lesson at its conclusion. How many teachers establish connections between current knowledge (lesson) and prior knowledge (lesson), as well as between present knowledge and future knowledge, toward the conclusion of the lesson? The teacher allocated the homework to pupils based on their unique peculiarities (Aimah, Ifadah, & Linggar Bharati, 2017). Lesson evaluation encompass the assessment of students' progress in relation to the lesson's objectives. The proper evaluation approach involves utilizing valid, trustworthy, and objective methods to diagnose students' difficulties and implement appropriate remedial actions to assist them in overcoming their learning challenges. Periodic evaluation of the students' performance and self-evaluation by the students themselves. Admiraal et al. (2014) study emphasizes the importance of assessment in education, focusing on the growth of psychomotor, cognitive, and emotional skills. Teachers in Turkish secondary schools were discovered to be highly proficient in employing several ways for evaluating and assessing student achievement. The most significant aspects in this regard were observation, student evaluation approaches, class performance, and symposiums. The main objective of the evaluation was to improve student learning by assessing personality traits such as articulation, written communication, verbal communication, logical reasoning, reading comprehension, and critical thinking abilities. The Classroom management encompassed observing both engaged and disengaged behaviors of the students, employing thought-provoking questions, and acknowledging students' emotions and thoughts while

maintaining order in the classroom. Additionally, it encompassed guidelines for pupils pertaining to classroom conduct. Competence, in the context of education, encompasses a range of essential elements such as knowledge, skills, attitudes, and abilities that are necessary to successfully accomplish a task. It is a dynamic concept that evolves and adapts to changing circumstances and requirements. Competence is evaluated by comparing an individual's performance against a predetermined benchmark (Hǎng, Hǎng, & Liê, 2022).

Teaching experience is a vital measure of teaching competency, helping to develop teachers' skills in varied teaching situations. Nevertheless, comprehending the outcomes associated with instructional expertise is arduous due to multiple elements (Lauermann & ten Hagen, 2021). Teaching competences encompass a broad range of knowledge, skills, and attitudes that enable educators to effectively fulfill their teaching and learning duties (Bakhru, Sanghi, & Medury, 2013). They encompass the proficient execution of observable teacher conduct and desired results for students. Numerous demographic factors, including qualifications, societal background, teaching experience, marital status, and teaching subjects, have an impact on the use of teaching methods by secondary school teachers. Tyagi (2013) suggested that subject planning requires four key competencies: expertise in a particular subject, competence in teaching, understanding of students' experiences, and awareness of the teaching environment, which includes cultural, social, and political factors. Proficiency in these areas is essential for effective topic preparation and optimal student outcomes. However, a competency is more than simply knowledge and abilities; it involves the ability to manage complicated demands by drawing on and mobilizing psychological resources (including skills and attitudes) in a given setting. Competence is crucial for an educator's endeavor to achieve greatness. Teachers require a diverse set of skills and abilities to confront the intricate difficulties of the contemporary world.

3. Research Methodology

The researchers utilized a quantitative survey design approach to achieve the main objective of this study. All teachers in the Multan district, regardless of gender, are currently employed as teachers at different school levels under the School Education Department in Multan, Pakistan.

3.1. Population

A stratified random sampling method was used to choose a sample of 1009 teachers, including both males and females, from each level separately. Among the 1009 teachers, 490 (48.6%) were from urban school teachers and 519 (51.4%) were rural school teachers.

3.2. Research Tool

A self-developed questionnaire was utilized to gather the necessary information, which consisted of 62 statements. The questionnaire was segmented into five sections: demographic characteristics, lesson planning, and presentation of lesson, lesson closure, lesson evaluation, and classroom management. The variables were evaluated using a five-point Likert scale. After developing the research tools, a pilot study was conducted. A sample of 25 teachers from urban and rural areas of the Multan district was chosen to evaluate the reliability of the research instrument. These teachers were not part of the original sample population. The teachers were told to talk about any challenges they faced when reading, understanding, or filling out the questionnaire sections. Most teachers who took part in the activity provided positive feedback on the tool, highlighting its user-friendly interface and clarity. The tool was finalized with a focus on the perspectives of expert teachers and student input. The questionnaire's reliability estimations for perceived teaching competencies, based on sixty-two items. Reliability of tool were 0.948, indicating a good level of dependability for the research tool.

3.3. Data collection and Data Analysis

Upon obtaining consent from the relevant district authorities and school administrators, the researcher personally administered the tool. The questionnaire administration process lasted roughly 15 to 20 minutes at each institution. In conclusion, a grand total of 1009 questionnaires were successfully obtained from the entire population of teachers. The collected data were examined using two criteria. It all started with a descriptive statistics-based analysis of teachers' self-reported competence in five areas: lesson planning, presentation of the lesson, lesson closure, lesson evaluation, and classroom management. Inferential statistics, specifically the

independent sample t-test and one-way ANOVA, are used to compare the viewpoints of the teachers.

4. Results

Table 1: Demographic information regarding the respondents in the sample

Demographic information		Responses of Teachers'	
		Frequency	%age
Location	Urban	490	48.6
	Rural	519	51.4
	Total	1009	100
Level	Primary	180	17.8
	Middle	126	12.5
	High	574	56.9
	Higher Secondary	129	12.8
	Total	1009	100
Academic Qualification	Graduation	122	12.1
	Masters	654	64.8
	Master of Philosophy	230	22.8
	Doctor of Philosophy	3	.3
Professional Qualification	Total	1009	100
	B.Ed	526	52.1
	M.Ed	483	47.9
Total	1009	100	

Out of a total of 1009 teachers, 490 (48.6%) are working in urban areas, while 519 (51.4%) are chosen from rural areas. Moreover, 180 (17%) teachers were from primary schools, 126 (12.5%) were from middle schools, from high school teachers were 574 (56.9%), and 129 (12.8%) teachers were from higher secondary schools.

Regarding academic qualifications, 122 teachers (12.1%) are graduates (Art and Science), 654 teachers (64.8%) have master degrees, and 230 teachers (22.8%) hold Master of Philosophy degrees, and 3 teachers (0.3%) hold Doctor of Philosophy. Similarly, 526 (52.1%) teachers indicate that their professional qualification is B. Ed., and 483 (47.9%) teachers indicate that their professional qualification is M. Ed.

Table 2: Assessment of Teaching Competencies Perceived by Teachers Based on School-location

Competencies	Category	N	Mean	SD	df	T	Sig
Planning of the lesson	Urban	490	39.22	3.57	1007		.09
	Rural	519	39.20	3.24			
Presentation of the lesson	Urban	490	132.08	9.95	1007	3.54	.000
	Rural	519	129.86	9.97			
Lesson Closure	Urban	490	30.88	2.85	1007	3.92	.000
	Rural	519	30.16	2.98			
Lesson Evaluation	Urban	490	35.31	3.24	1007	4.71	.000
	Rural	519	34.33	3.31			
Classroom Management	Urban	490	35.21	3.48	1007	2.45	.015
	Rural	519	34.69	3.23			
Overall Perception	Urban	490	272.70	19.52	1007	3.66	.000
	Rural	519	268.25	19.05			

According to Table 2, the urban population is 490, and the rural population is 519. Furthermore, the mean value of the rural population is consistently lower than the mean value of the urban population across all competencies. The signature value for instructional competencies, lesson closure, and lesson evaluation is 0.000, showing that there is significant variation in teachers' judgments of teaching competencies based on school location. Table 3 presents the precise measurement of Planning of the lesson. The data from the study indicates that teachers' perceptions of teaching competencies do not vary considerably based on the location of the school. Furthermore, a comprehensive examination of the teacher's perspectives on teaching skills reveals that the average score for rural participants is lower than that for urban ones. A signature value of 0.000 suggests that there are statistically significant variations between perceptions of teaching competencies.

Table 3: Assessment of Teaching Competencies Perceived by Teachers Based on School Level

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3267.168	3	1089.056	2.911	.034
Within Groups	376022.602	1005	374.152		
Total	379289.770	1008			

As indicated in Table 3, the mean squares between groups was found to be 1089.056 and mean square within groups is 374.152. The calculated F value was 2.911, with a corresponding sig value of .034. The results suggest that there was significant differences in the perceived competence to teach depending on the school levels. Scheffe's post-hoc analysis is performed to determine the trend of variations in teaching competencies based on school levels.

Table 4: Scheffe's post-hoc analysis shows an assessment of teaching competencies based on school level.

(I) Level	Mean	(J) Level	Mean Difference (I-J)	Sig.
Primary	269.92	Middle	2.07	.839
		High	-1.90	.724
		Higher Secondary	2.64	.707
Middle	267.86	Primary	-2.07	.839
		High	-3.97	.228
		Higher Secondary	.57	.997
High	271.82	Primary	1.90	.724
		Middle	3.97	.228
		Higher Secondary	4.54	.123
Higher Secondary	267.29	Primary	-2.64	.707
		Middle	-.57	.997
		High	-4.54	.123

Scheffe's post-hoc analysis in Table 4 showed that there were no statistically significant differences in perceived teaching competencies based on school level. Statistically, no significant differences were detected in the reported teaching competencies of teachers between primary and middle schools. Statistically, there were no significant differences detected among high school teachers. There were no notable distinctions between primary school teachers and higher secondary school teachers. Scheffe's post-hoc study concluded that no statistically significant variations were observed in teaching competencies and academic qualifications (primary, middle, high, and higher secondary).

Table 5: Assessment of Teaching Competencies Perceived by Teachers Based on Professional Qualification

Factor	Category	N	Mean	SD	df	t-value	Sig (2-tailed)
Planning of the lesson	B. Ed	526	39.25	3.51	1007	.396	.692
	M. Ed	483	39.17	3.29			
Presentation of the lesson	B. Ed	526	130.35	10.52	1007	1.945	.052
	M. Ed	483	131.58	9.41			
Lesson closure	B. Ed	526	30.48	3.00	1007	.341	.733
	M. Ed	483	30.54	2.87			
Lesson evaluation	B. Ed	526	34.78	3.40	1007	.301	.763
	M. Ed	483	34.84	3.22			
Classroom management	B. Ed	526	35.05	3.40	1007	1.093	.275
	M. Ed	483	34.82	3.31			
Overall Perception	B. Ed	526	269.91	20.45	1007	.85	.397
	M. Ed	483	270.95	18.18			

Table 5 revealed that a sample of 526 teachers had their professional qualification B. Ed. and 720 teachers had their professional qualification M. Ed. The p-value for planning the lesson, presentation of the lesson, lesson closure, and lesson evaluation is greater than 0.05, indicating that teachers' perceptions of teaching competencies were not different with regard to professional qualification. Moreover, an overall analysis regarding the teaching competencies indicates that the teacher's mean value for M.Ed. degrees as professional qualifications is greater than that for B.Ed. degrees as professional qualifications.

Table 6: Assessment of Teaching Competencies Perceived by Teachers Based on Academic Qualifications

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1416.383	3	472.128	1.256	.288
Within Groups	377873.387	1005	375.993		
Total	379289.770	1008			

As indicated in Table 6, the mean squares between groups was found to be 472.128 and mean square within groups is 375.993. The calculated F value was 1.256, with a corresponding sig value of .288. The results suggest that there were no significant differences in the perceived competence to teach depending on the academic qualifications of teachers. Scheffe's post-hoc analysis is performed to determine the trend of variations in teaching competencies based on academic qualifications.

Table 7: Scheffe's post-hoc analysis shows an assessment of teaching competencies based on academic qualification

(I) Academic Qualification	Mean (I)	(J) Academic Qualification	Mean Difference (I-J)	Sig.
Graduation	270.01	Masters	-2.90	.514
		Master of Philosophy	-1.09	.969
		Doctor of Philosophy	6.64	.952
Masters	268.96	Graduation	2.90	.514
		Master of Philosophy	1.81	.687
		Doctor of Philosophy	9.53	.868
Master of Philosophy	274.66	Graduation	1.09	.969
		Masters	-1.81	.687
		Doctor of Philosophy	7.72	.925
Doctor of Philosophy	265.27	Graduation	-6.64	.952
		Masters	-9.53	.868
		Master of Philosophy	-7.72	.925

Scheffe's post-hoc analysis in Table 7 showed that there were no statistically significant differences in perceived teaching competencies based on academic qualifications. Statistically, no significant differences were detected in the reported teaching competencies of teachers between Graduation and Masters Teachers. Statistically, there were no significant differences detected among Master of Philosophy teachers. There were no notable distinctions between Doctor of Philosophy school teachers and Graduation school teachers. Scheffe's post-hoc study concluded that no statistically significant variations are observed in teaching competencies and academic qualifications (Graduation, Masters, Master of Philosophy, and Doctor of Philosophy).

5. Conclusions and Recommendations

The study's primary findings revealed that teachers demonstrated competency in different areas, including lesson planning, presentation and instruction, closing, evaluation, and classroom management. A variety of factors, such as school geography and academic levels, have an impact on competencies. The findings demonstrated the substantial influence of the perceived teaching abilities of school teachers across all educational tiers. The current study demonstrated that teachers acceptance of teaching competencies was accompanied by a notably high level of consensus, which was statistically significant. The level of the school and its geographic location are just two examples of the many variables that affect a teacher's ability to teach. The references cited are Ahmad and Khan (2016); Baier et al. (2019); Rana (2012) teachers' competence in teaching varied greatly based on the location of the institution. Jamal (2012) have demonstrated that the geographical location of a school does not have an effect on the level of teaching proficiency. The current study's findings led to the formulation of the following suggestions: There is a favorable correlation between teacher competency and the teacher's performance in the classroom. In order to enhance job satisfaction, teachers can be recognized and incentivized through the provision of diverse rewards and motives, both from the institution's leadership and district authorities. Teachers who possess competence are more likely to be committed and satisfied with their careers. Hence, it is imperative to enhance the efficacy of teacher training programs in order to bolster the skills of educators. Workshops, courses, and expert collaboration can also help teachers improve their competencies. The current study's conclusions and findings indicate a necessity to enhance the school's infrastructure and equipment in order to improve course presentations and enhance overall school performance.

5.1. Recommendations

The current research findings suggest the following recommendations for future studies: It is advisable to replicate the study by utilizing school amenities as markers of teaching competencies for further research. The research study utilized a quantitative methodology to address "what" questions. Exploring schools and classroom environments further may involve doing more investigations through qualitative methods. The government may provide information technology resources to each school, allowing teachers to incorporate them into their teaching methods. School administrations should ensure that all teachers have access to literature and resources to enhance their subject knowledge and professional development. It will help teachers enhance their comprehension of their subject matter and teaching methods. The study can be replicated on a large-scale sample to evaluate various teaching qualities at different academic levels. Public school teachers should receive workshops and training to enhance their teaching competencies.

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