

Behind Every Student's Academic Success: The Hidden Role of Teachers' Performance

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ABSTRACT

This quantitative descriptive survey examines the relationship between teachers' job performance and students' academic achievement in public secondary schools of Quetta. A sample comprising 375 students was selected by using a systematic random sampling technique. The Teachers' Job Performance Questionnaire (TJPQ) was utilized to measure multidimensional elements of teacher effectiveness, based on 24 items with a reliability of .716 on Cronbach's Alpha. Furthermore, students' academic performance was quantitatively measured by taking the yearly exam results of the 9th and 10th grades. The findings reveal that the teachers' job performance and students' academic achievement are closely interconnected, influencing overall school effectiveness, including teacher punctuality and presence, as well as areas needing improvement, such as classroom management, fairness, and student engagement. The study recommended identifying pedagogical and interpersonal problems, focusing on improving teachers' capacities in differentiated instruction, classroom management, cultural diversity, and conflict resolution. Additionally, the Department of Education should develop strategic measures to enhance home-school relations, building open and ongoing channels of communication between parents and schools, thereby contributing to school-based processes actively.

Keywords: Teachers' job performance, students' academic achievement, public secondary schools, teacher effectiveness.

INTRODUCTION

Education is widely recognized as the foundation of society's development, where student achievement serves as a key indicator of the effectiveness of a school. However, teachers remain the central drivers of student success; factors such as the infrastructure of the school, curriculum design, and involvement of parents also influence learning. Teachers' job performance encompasses various dimensions, including classroom management, instructional delivery, assessment practices, academic guidance, and dedication to student growth (Sajjad, 2010; Shah et al., 2023a; Wahid et al., 2025). However, in many cases, the role of teachers in shaping academic achievement remains subtle and underappreciated (Sajjad et al., 2019); nevertheless, it directly influences students' learning experience and results. Thus, understanding this hidden connection between teachers' job performance and student academic achievement is essential for improving educational quality, particularly in public secondary schools of Quetta. The current study discovers the effectiveness and commitment of teachers in contributing to the academic success of students, shedding light on the pivotal role teachers play.

Study Significance and Scope

The study provides empirical evidence on how teachers' job performance impacts students' academic achievements and highlights the key performance areas that influence students' success, such as classroom management, instructional quality, and teacher-student relationships. The study supports policy-makers, stakeholders, and administrative planning for improving teacher performance, competencies, and students' outcomes. Furthermore, the study contributes to the local body of research by addressing the scarcity of studies in Balochistan's educational context by focusing exclusively on public secondary schools in Quetta District.

Research Objective

To analyze the relationship between teachers' job performance and students' academic achievement in public secondary schools of Quetta district.

Research Gap

There was limited local evidence, as few studies have explored how teachers' job performance specifically impacts students' academic achievement in public secondary schools, especially in the context of Quetta. Existing literature focuses on individual factors that often isolate single variables, such as motivation or leadership, instead of examining holistic teacher performance, such as instruction, management, and assessment (such as Jamil & Qadoos, 2019; Sattar et al., 2023; Muhammad, 2023). Furthermore, limited quantitative research measuring the undeviating association between teachers' job performance indicators and students' academic achievements in the local context. Most of the prior studies overlook how the cultural factors, school environment, and resource availability in Balochistan shape teachers' job performance and student achievements and outcomes, such as Ullah et al. (2023).

REVIEW OF RELATED LITERATURE

The work performed by teachers in fulfilling their educational duties reflects their performance (Iqbal et al., 2016), which must meet predetermined standards and be reflected in their daily work (Sajjad, 2010). Teacher performance is defined as the quality of work demonstrated by an educator (Osagie & Akinlosotu, 2017). A teacher is considered to have performed satisfactorily if they can meet the established goals (Dicke et al., 2020; Sattar & Sajjad, 2025). Misad Ascuña (2024) highlighted four key competencies that reflect a teacher's performance: pedagogic competency, encompassing curriculum design skills, knowledge of educational fundamentals, and the ability to understand and effectively manage students; and personality competency, requiring a teacher to possess good character.

Similarly, students' academic achievement is a varied and controversial phenomenon that is determined by a complex correlation of variables beyond basic measurement factors like grades (Jahangir & Sajjad, 2025). Academic research shows the strong influence of factors like pedagogical approaches, socioeconomic status (family wealth), online activities (internet habits), and teacher-student relationship quality (Balouch et al., 2025; Saleem & Sajjad, 2025). For example, parental participation research illustrates a positive relationship with academic performance, affecting standardized test results and classroom participation, and is associated with a student's attitude towards their intellectual abilities and the quality of the student-teacher relationship (Wahid et al., 2025).

Different meta-analysis studies illustrate the effectiveness of teachers' job performance in students' academic achievement and success. For example, a meta-analysis conducted by Kim and Seo (2018) across 40 countries' secondary schools found that teachers' competencies accounted for a variance of 9.2% in

students' academic achievement, with strong effects for teachers' professional development. Based on 13 research studies, another meta-analysis of Ateş and Ünal (2021) suggested positive professional beliefs contribute significantly to student achievement. Similarly, Gebre et al. (2025) documented a statistically significant but modest positive correlation between student academic engagement and teachers' socio-emotional competence in their meta-analysis. Literature further suggests that teachers who engage in continuous professional development and meditative teaching practices produce higher levels of academic achievements among students (Camburn & Han, 2017; Sajjad et al., 2019; Saleem & Sajjad, 2025; Wyatt, 2020).

Theoretical Framework

The current study is grounded in 'Human Capital Theory', which focuses on investing in people's education, training, and skills to increase their productivity and competence (Nwachukwu, 2024; Yoon et al., 2017). In the educational field, this theory posits that teachers are viewed as human capital whose teaching skills and competencies directly impact students' academic achievements. Moreover, reflective practices and professional development enhance their overall competencies; ultimately, their improved performance leads to a higher level of students' academic achievement and progression.

METHODOLOGY

This quantitative descriptive survey study was designed to investigate the effect of teachers' job performance on students' academic achievement, with the targeted group consisting of secondary students within Quetta District, Balochistan, Pakistan. Quetta, an educational hub in Balochistan, has a total of 113 secondary schools with 17,422 enrolled students, as highlighted by Wahid et al. (2025). From the given population, 375 students were selected through a systematic random sampling method. The sample size was determined through the Bukhari sample size calculator, which guaranteed a strong and representative sample, which improved the generalizability of the results to the entire population of secondary schools in Quetta. The Teachers' Job Performance Questionnaire (TJPQ), with formal permission from the primary author, was utilized for data collection. TJPQ has a series of 24 statements, each scored on a five-point Likert-type scale, to measure students' opinions in terms of several dimensions of teacher effectiveness. These encompass pedagogical strategies, instructional preparation, classroom management ability, interpersonal skills with students, provision of student support, ways of engaging students, subject matter knowledge, and perceived usefulness and relevance of assigned homework. The tool's reliability was observed to be strong on Cronbach's Alpha (.716).

Furthermore, students' academic performance is a central aspect of school performance in the context of Balochistan secondary education. Students studying in the 9th and 10th grades were quantitatively measured by taking an examination of yearly exam results, specifically for these students. All information was obtained meticulously from the official records of the Balochistan Board of Intermediate and Secondary School Education (BBISE), which is established as the recognized provincial agency for scholarly assessment at this level. This specific and objective measure of student educational attainment, a total measure of the cumulative learning in these high-stakes secondary school years, gave a fundamental quantitative basis for the measurement of the differentiated impact of school climate and teacher attributes on student educational outcomes for this study's purposes, thereby laying the groundwork for rigorous follow-up statistical analyses and inference applicable to the region's education environment.

Findings

Research Question: *How does teachers' job performance influence students' academic achievement in public secondary schools of Quetta district?*

To elucidate this relationship, correlational analyses were employed to examine the association between student evaluations of teachers' job performance and students' academic achievement, to quantify the impact of teachers' effectiveness on students' achievement within the public secondary schools in Quetta district.

Table 1 presents a descriptive overview of students' perspectives on selected aspects of their academic development and their teachers' job performance. Regarding logical reasoning among students, 44% strongly disagree that it is developed well, while only 16% show agreement. However, students' trust in working without supervision is more positive, with 68% showing agreement (20% strongly agree and 48% agree). On teachers' job performance, enjoyment of teaching appears mixed, with 30% strongly disagreeing, while 26% strongly agree. Teachers show significant enthusiasm and energy, with 78% agreeing (40% strongly agree and 38% agree). Recognition for performance is low, with 36.1% strongly disagreeing. Commitment to the job is relatively strong, with 70.1% agreeing. The perception of a balanced workload is negative, with 42% strongly disagreeing and 25.9% disagreeing. Constructive criticism from leadership is also poorly received, with 30% strongly disagreeing and another 30% disagreeing. Collaboration with colleagues is highly valued, with 54% strongly agreeing. Spending time with students after school is very low, with 80% disagreeing. Regarding contacting parents, 50% agree to some extent (21.9% strongly agree and 28.1% agree). Finally, teacher morale is generally low, with 32% strongly disagreeing and 30% disagreeing.

Table 1

Students' Academic Achievement and Teachers' Job Performance in Public Secondary Schools

Aspect	Metric	Results
Students' Academic Achievement	Logical reasoning among students	SA: 6.0%, A: 10.0%, DA: 40.0%, SDA: 44.0%
	Trust among students to work without supervision	SA: 20.0%, A: 48.0%, DA: 12.0%, SDA: 20.0%
Teachers' Job Performance	Enjoyment of teaching	SA: 26.0%, A: 14.0%, DA: 30.0%, SDA: 30.0%
	Enthusiasm and energy for teaching	SA: 40.0%, A: 38.0%, DA: 10.0%, SDA: 12.0%
	Recognition for performance	SA: 16.0%, A: 17.9%, DA: 29.9%, SDA: 36.1%
	Commitment to their job	SA: 36.0%, A: 34.1%, Neutral: 2.8%, DA: 15.1%, SDA: 12.0%
	Perception of balanced workload	SA: 16.0%, A: 16.0%, DA: 25.9%, SDA: 42.0%
	Receiving constructive criticism from leadership	SA: 16.0%, A: 24.0%, DA: 30.0%, SDA: 30.0%
	Collaboration with colleagues	SA: 54.0%, A: 8.0%, DA: 18.0%, SDA: 20.0%

Spending time with students after school SA: 8.0%, A: 8.0%, DA: 80.0%, SDA: 4.0%

Contacting parents for students' betterment SA: 21.9%, A: 28.1%, DA: 23.9%, SDA: 26.1%

Teachers' morale SA: 20.0%, A: 18.0%, DA: 30.0%, SDA: 32.0%

Research Hypothesis: There is a significant relationship between teachers' job performance and students' academic achievement in public secondary schools of Quetta district.

Null Hypothesis (H₀): There is no significant relationship between teachers' job performance and students' academic achievement in public secondary schools of Quetta district.

The results in Table 2 of the linear regression analysis indicate that teachers' job performance has a statistically significant impact on students' achievement. The table shows an F-value of 5.408 with a p-value of 0.024, which is less than the 0.05 significance level. This suggests that the regression model is statistically significant, meaning that teachers' job performance significantly predicts students' achievement.

The unstandardized coefficient (B) for job performance is 1.406, indicating that for every one-unit increase in teachers' job performance, students' achievement is expected to increase by 1.406 units, assuming all other factors remain constant. The t-value is 2.326, and the p-value is 0.024, confirming that teachers' job performance is a significant predictor of students' academic achievement. Based on hypothesis testing, the null hypothesis (H₀) stating that there is no significant impact of teachers' job performance on the students' achievement of public secondary school students in District Quetta, is rejected.

Table 2

Impact of Teachers' Job Performance on Students' Achievement

<i>ANOVA</i>	Sum of Squares	Df	Mean Square	F	Sig.
Regression	168.580	1	168.580	5.408	.024b
Residual	1496.280	48	31.173		
Total	1664.860	49			

<i>Regression Coefficients</i>	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	92.062	2.042		45.085	.000

Job performance	1.406	.605	.318	2.326	.024
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a. Dependent Variable: Students' Achievement

b. Predictors: (Constant), Job Performance

DISCUSSION

In the present study, it was sought to assess both students' academic performance and teachers' job performance in public secondary schools, using survey data to paint a multifaceted picture of these interrelated fields. The questionnaire for teachers exposed the intricate picture of job satisfaction and commitment directly influencing their job performance. Although the inherent pleasure from teaching existed, it was greatly overshadowed by issues of workload, compensation, and recognition. Dissatisfaction with salary and workload had a direct impact on perceived equity, a key driver of job satisfaction (Hellín Gil et al., 2022). In addition, high levels of stress combined with the perceived lack of social recognition were in line with existing research regarding teacher burnout, fueled by a lack of support and recognition (Einav et al., 2024).

This disconnection between investment in institutional problems and stated desire for professional change underscored a discrepancy between individual commitment and perceived support from the school, in keeping with academic findings that demonstrate the strong impact of administrative support on teacher self-efficacy (Xiang et al., 2021). The disparity in work zeal, together with a noted lack of institutional backing, highlights the need for the development of a healthy work environment, with the key feature being efficient leadership that gives clear expectations and motivational guidance (Amjad et al., 2024; Wei & Ye, 2022). The diverse attitudes towards parental involvement, cooperation with teachers regarding students' problems, and the general lack of interest in the students' education highlighted the need for systemic change (Qasim et al., 2021; Shah et al., 2023b). Previous studies mentioned that to overcome these challenges, matters, and job performance, interventions should be based on highlighting autonomy, competence, and relatedness (Amjad et al., 2024; Brawley, 2022; von der Embse & Mankin, 2021). Further, a holistic understanding of teachers' preparedness in the education field is essential through professional development, along with their emotional health and coping with stress, as highlighted in literature (Rombaoa Tanaka et al., 2020; Slemp et al., 2021). Moreover, Jomud et al. (2021) provide an in-depth picture of teachers' job performance with strengths and areas needing improvement, which directly impacts student academic outcomes, where punctuality and attendance in general received positive ratings. However, a considerable minority was dissatisfied, which suggests possible system failures.

Most importantly, the survey pointed towards serious issues related to classroom management and teacher-student relationships and emphasized the imperative necessity for high-quality professional development. The commonality of perceived unfair treatment, teacher impoliteness, and irresponsiveness was a revealing sign of a significant training gap regarding cultural sensitivity, pedagogical fairness, and learner-centered learning (Siddique et al., 2024). Adopting implicit bias workshops (Akpogu et al., 2022), culturally responsive teaching, differentiated instruction, and active learning strategies could enable teachers to produce more inclusive and active learning environments (Longobardi et al., 2020). In addition, cultivating a positive school climate through collaborative efforts, including professional learning communities (Eamon, 2020), and appreciating teachers' work was essential in improving negative views of the classroom environment and extracurricular activities (Havik & Westergård, 2020). The effect of these student attitudes on achievement and motivation cannot be overlooked; disengaged or marginalized students were less likely to engage in their learning, and it was therefore critical to address them to protect student well-being and promote a positive learning environment (Perera et al., 2021; Rehman & Sajjad, 2024).

Therefore, research evaluating the effectiveness of different professional development interventions and whole-school programs was needed to provide evidence-based and context-specific solutions, hence necessitating the use of a data-informed approach (Munna & Kalam, 2021). The findings of the study showed a complex landscape of students' perceptions of their teachers' performance and interpersonal relationships. Whereas students tended to recognize teachers' punctuality and presence, this positive attitude was moderated by important concerns about classroom dynamics and fairness. A noticeable proportion of students complained of teachers' habitual punctuality and attendance, which showed that while the majority of teachers could meet these bare minimums, a few could not manage (O'Sullivan, 2022).

This drives corresponding questions regarding potential contributing problems, such as teacher burnout, ineffective administrative management, or systemic problems in the school (Dexter, 2020). Beyond basic attendance and punctuality, the study identified substantial displeasure with classroom management and student-teacher interactions, as testified to by students' frequent mentions of disparities in classroom management, which indicate varying levels of teachers' ability in discipline. Perhaps most troubling was a general sense of unfair treatment by teachers, with students often feeling that teachers did not treat them fairly. Such a sense of unfairness had potentially far-reaching negative effects on student motivation and achievement (Gray & Lewis, 2021). Also, learners declared a felt lack in teachers' politeness and cordiality for their queries (Luthfi & Iba, 2023).

The entire learning condition and atmosphere in the learning space were negatively viewed by most of the learners or students, suggesting a demand for the introduction of a more supportive learning environment and climate. Academic research continually pointed out the significance of a sound classroom environment for academic success (Wang et al., 2020). Educators must acquire the mandatory skills and tools to properly address the needs of their pupils (Goyibova et al., 2025). There were significant implications for practice and educational policy from these results. Schools should place a high priority on professional development meetings that seek to enhance the teachers' classroom management, communication, and social skills. Wilkins and Annabi (2023) mentioned that for holding the teachers accountable for punctuality and attendance, the monitoring and support measures of the administration must be enhanced. Lastly, it was important to establish a positive and inclusive school climate that fostered fair treatment and the well-being of students.

However, it is important to note that when teachers worked alone with students, they exhibited a high level of confidence, which might suggest the possibility for self-directed learning. But to achieve noteworthy academic achievement among students, this independence needs to be underpinned by a core of skills, especially critical thinking skills (Guo et al., 2025; Rehman et al., 2023). Although the teachers have dynamism and zeal, they pointed out serious issues, all of which are well-established to hurt teacher motivation and performance, such as job dissatisfaction, feeling undervalued, and low morale. As such, resolving these concerns is essential to recover teachers' job performance and commitment in order to improve students' learning outcomes. Thus, the current study and previous literature highlight the necessity for specific interventions and systems changes to improve both teachers' job performance and students' academic performance in public secondary schools.

CONCLUSION

Teachers are widely known as a critical determinant of students' academic achievement in public secondary schools. The current study highlights that the teachers' job performance and students' academic achievement are closely interconnected, influencing overall school effectiveness, including teacher punctuality and presence, as well as areas needing improvement, such as classroom management, fairness, and student engagement. Similarly, low recognition, job dissatisfaction, and heavy workload negatively affect teachers' job performance, impacting students' achievement and motivation.

Recommendation

The study recommended carefully responding to the identified pedagogical and interpersonal problems, such as the Ministry of Education needs to create and implement specific professional development initiatives, focusing on improving teachers' capacities in differentiated instruction, classroom management, cultural diversity, and conflict resolution. Additionally, the Department of Education should develop strategic measures for enhancing home-school relations, building open and ongoing channels of communication between parents and schools, to actively participating in school-based processes.

Further studies regarding school climate and students' academic performances are necessary for monitoring students' and teachers' performance. The Department of Education must address the basic problems of the students and the school climate with the collaboration of local communities and organizations. Additionally, an open and fair system of teacher appreciation and rewards should be introduced.

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