

The Influence of Business Studies Teachers' Competency on Students' Academic Achievement

*¹Subramaniam Kolandan, ²Arumugam Raman, ³Fahainis Mohd Yusof

ABSTRACT--- *The wave of Industry Revolution 4.0 has opened up the window for more job opportunities with the advent of new technology-driven careers. Therefore, the education sector must be more proactive in producing a smart and knowledgeable generation in the business world, rendering teachers as the backbone behind the Ministry of Education's aspiration towards empowering the sector in the country. In other words, the teachers play a very important role in student development, whereby student achievement is closely related to the quality and ability of their teachers, who are tasked with teaching them and sparking their interest in learning. Accordingly, the subject of Business Studies offered needs to be in line with the current economical wave and the teachers should thus master all components illustrated in Mc Ber's Iceberg Competency Model, namely knowledge, skill, and professionalism. Therefore, the population for this study consisted of all Form Six teachers who were teaching Business Studies either in high school or Form Six colleges. The current study focused on three states located in the Northern Zone of Peninsular Malaysia, namely Perlis, Kedah, and Penang. The findings showed that all three components of the competency model were positive and significant to student achievement on a modest-to-weak scale. Meanwhile, other factors may also play a more important role in measuring student achievement in this subject.*

Keywords--- *Teacher Competency, Knowledge, Skill, Professionalism, Students Academic Achievement.*

I. INTRODUCTION

Economic growth around the world offers rich career prospects while providing many opportunities for small and medium-sized industrial developments. The wave of Industry Revolution 4.0 has opened up more job opportunities with the advent of new technology-driven careers. Therefore, the education sector must be more proactive in producing a smart and knowledgeable generation in the business world. Then, Deputy Prime Minister Tan Sri Muhyiddin Yassin (2013) has stated that formal education should be devised towards studying and applying entrepreneurship skills seriously in order to enable more young people to venture into the field, besides facing various challenges in the business environment. In general, a formal education system that incorporates various entrepreneurial elements can provide a student with the tools to think creatively, become an effective problem solver, analyse business ideas

¹ *Education, Universiti Utara Malaysia, Sintok, Kedah, Malaysia, subramaniam_kolandan@ahsgs.uum.edu.my

² Education, Universiti Utara Malaysia, Sintok, Kedah, Malaysia.

³ Education, Universiti Utara Malaysia, Sintok, Kedah, Malaysia.

objectively, and engage in excellent communication, leadership, and evaluation (Metra, 2013). All of these elements of entrepreneurship have been incorporated into the subject of Business Studies, which is taught at the Form Six level.

Today, Form Six education is aimed towards establishing one's leadership in building the nation, which includes the aspects of unity, patriotism, and identity to support national aspirations. Besides, educating students holistically based on the National Philosophy of Education and ensuring that they are able to assume their responsibility, care, innovation, maturity, self-esteem, vision, and caring culture are also the goals of such education. Three key skills are thus implemented in Form Six education, namely cognitive, manipulative, and soft skills. The current semester or modular system in place constitutes the duration of study in Form Six, which is 1½ year-long and encompasses three semesters. Semester 1 runs from May to November, followed by Semester 2 from January to May of the following year, and Semester 3 subsequently from May to November of the same year.

Accordingly, teachers play an important part in the development of students. They can only perform their duties well if they are sufficiently competent in their field to develop quality students and ensuring the development and building of a prosperous nation (Islam, 2020). Therefore, the subject of Business Studies is very important in producing a generation of creative and innovative thinkers in line with future needs. Teachers are the backbone of the Ministry of Education's aspiration to empower education in our country. In other words, they play a very important role in student development.

II. PROBLEM STATEMENTS

The challenges presented in the subject of Business Studies are extremely consequential while student achievements in the subject is inconsistent, resulting in a huge margin across varying academic achievements. The achievements attained in examinations are a reflection of a student's ability to understand and apply the knowledge learned in the classroom. According to the International Observatory on Academic Achievement (2005), academic achievement refers to the achievement of a certain level of accomplishment by individuals in various fields of knowledge and skills. The level is determined based on the age, learning process, and individual ability in education, qualification, and socialisation. Furthermore, academic achievement has always been the cornerstone of an individual's knowledge capacity (Low, 2011). It can be argued that consistent academic achievements reflect a good and effective level of learning. In contrast, inconsistent student achievements in any subject are closely related to the aspect of its teacher, rendering it crucial for teacher competence to be measured in order to determine whether or not their competence influences the students' academic achievements. Accordingly, the teachers may need to improve the quality of their teaching and learning processes in line with the current educational challenges, such as by guiding the students towards meaningful learning and contributing to their achievements in examinations (Taat & Ariffin, 2020).

Many researchers have reported that various factors contribute to student academic inconsistencies, such as student demographics, environmental factors, and academic factors (Raman & Lateh, 2015). The factor of teacher competence is also among those identified in the topic of student academic achievement. For example, Kennedy (1975) has described student achievement to be closely related to the quality and ability of teachers towards sparking their

interest in learning. Furthermore, the teachers play a very important role in realising the goals of a subject being taught; those who are ready to teach will master the content, understand the best approach to deliver them to the students, and be passionate about teaching (Buang & Moi, 2002).

Indeed, student learning and student academic achievement are closely linked to a teacher's methods of teaching and in-depth knowledge of the subject (Newmann et al., 1996). Teaching and learning is a process of deep learning and an extension of a teacher's knowledge, which is passed on to their students so that they can maintain good academic performance (Skourdumbis & Gale, 2013). Although many studies have been done to measure teacher competence, those detailing on teachers' competencies in Business Studies subject are either very minimal or absent altogether. With the rapid development of Technical and Vocational Education and Training (TVET) in Malaysia, the Business Studies subject taught in Form Six should be more relevant and meaningful to produce quality students. Moreover, a teacher's relationship with student achievement can be attributed to three common factors, namely: teaching ability, subject knowledge, and teaching strategies (Raman et al., 2015). If all three factors are on the right track, then the students can achieve excellent achievements (Rowan et al., 1997). Therefore, planning and executing effective teaching and learning activities are not the ultimate accomplishment for teachers; the toughest part is creating an innovative learning environment (Supermane et al., 2018).

Beyond this, teachers must possess a high level and updated knowledge in the subject and be capable of equipping themselves with the latest information and skills. However, instability of the students' academic achievements reflecting their teacher's competence should be measured so that it will be consistently relevant and offered to Form Six students in the future. The elements of high-level thinking skills are needed among current and future Business Studies teachers to meet the demands and dynamics of the labour market.

1) Research Objectives

This study is conducted to determine the competency level of Business Studies teachers teaching Form Six students in general. In particular, the objectives of this study are to:

- i. Identify teacher competencies based on the Iceberg Competency Model.
- ii. Identify the competencies of teachers' knowledge, skills, and professionalism and the level of academic achievement of students.
- iii. Measure the influence of teachers' knowledge, skills, and professionalism towards the academic achievements of the Northern Region students of Peninsular Malaysia.

2) Research Questions

- i. What are the indicators of a teacher's competence?
- ii. What is the competency level of teachers towards student's academic achievement?
- iii. Do teacher's knowledge, skills and professionalism influence student's academic achievement?

III. LITERATURE REVIEW

1) Competency Model

Five types of competency models can be used in assessing the effectiveness of an organisation or individual. The study of Lee et al. (2011) has outlined these models that can aid organisational development, which are necessary for determining all competencies needed for a job or task. Therefore, classifying these competencies in a form that is appropriate for various human resource management activities is required.

Table 1: Types of Competency Model

<i>Competency Model</i>	<i>Features</i>
High Performer Model	Built by studying and analyzing the characteristics of high performing employees rather than the average employee.
Core Competency Model	Built on core competencies that are a unique collection of internal capabilities of an organization and the power of technology they possess.
Process Competency Model	Built to define processes for running a business such as sales, customer service or distribution.
Generic Job Model	Competency model commonly used for one type of workforce. Applies generally to all types of jobs that have large group members and perform similar jobs or tasks.
Specific Job Model	A model of competency required to perform a specific and specific job. Usually involves a small group or an individual.

Table 1 shows types of competency model available to measure the workforce competency. Generally, the most appropriate model of competency for teachers is the general competency model due to the involvement of a large number of teachers and their corresponding teaching task in educational institutions. The model is certainly compatible with this particular field of work and corresponds to a larger number of educators compared to other occupations.

In today's fast-paced modern world, change is needed in all areas in order to move forward. The field of education is specifically one of the areas requiring changes across various structures and forms to meet the needs and wants of students. This section discusses the Iceberg Competency Model developed by Hay Mcber (1976) as a guide to this study. It is found that this model is very relevant and important in the study of teacher competence, wherein the constructs constructed for this study are per its recommendation.

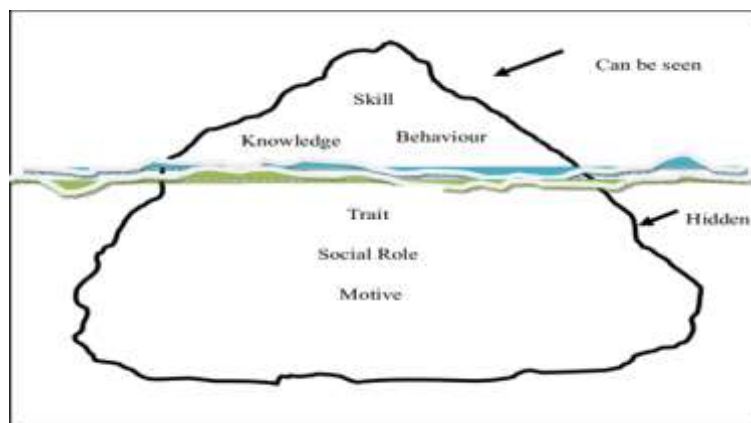


Figure 1: Iceberg Competency Model

According to Lyle and Signe Spencer (1993), an individual can be divided into two main parts, namely: self-development component and hard-to-develop self-component as shown in Figure 1. The knowledge and skills components are above the water level as seen in Figure 1, while the behavioural components representing the values, social roles, motives, and attitudes are at the bottom. Therefore, the individual is subject to the components outlined by Spencer and Spencer in performing a task. In line with Sahari et al. (2012), the intangible characteristics of personality such as personality traits, self-perceptions, motivation, and commitment to an individual's work are highly different across individuals.

2) Knowledge

Knowledge is defined as the 'substance' that lies in the mind (Shulman, 1987), body (Johnson, 1989), or personal experience (Connelly & Clandinin, 1990) of an individual. It is essential for their professional development in general and teachers, in particular. Many researchers have found a positive relationship between professional development and teacher knowledge and practice. For example, Desimone et al. (2002), have found that professional development focuses on pedagogical practices in the classroom, which facilitates effective and effective learning. Therefore, the level of teacher knowledge is said to be one of the key factors leading to student success. Following this, teachers need to constantly improve their knowledge before entering the classroom and create a good environment for their students to learn efficiently and effectively by implementing field knowledge and teaching pedagogy methods (Keser et al., 2015). In this context, their ability to measure should be measured using the appropriate instruments, which is hindered by the limited technology available for researchers to measure teacher knowledge. Traditionally, professional development programmes request for teacher participation in surveys to assess their abilities (Bell et al., 2010). Moreover, the researchers have further suggested the measurement of teachers' knowledge levels to ensure the quality of teaching in the classroom. This element will thus guarantee their skills during the teaching and learning process in the classroom and students will benefit from their understanding of the subject. Students need knowledge that can match with the evolution that either can make us swim together or sank to the core if they are not prepared (Kolandan, 2019).

3) Skill

Skill is one of the most important domains in the competency component. In Iceberg's model, it is placed as a visible component of one's self. Furthermore, Cambridge English Dictionary defines the term as the ability to do a good job or task, especially when one has practised for it. Skills are very important due to the benefits they offer to an individual, as well as their positive impact on the job and society as a whole (Rundell, 2002). An emphasis is also placed upon the importance of developing personal skills as a teacher, which will motivate them when teaching and enhance their understanding of how students benefit when they impart the required skills.

4) Professionalism

The third component of teacher competence considered in this study is the component of teacher professionalism, which is a different element compared to the aforementioned elements. According to the Iceberg Competency Model, attitude is the part of the water level thus defined as the implied or unseen component of the naked eye. Henceforth, high and positive attitudes are born out of intense desire and motivation, while negative and weak attitudes are caused by unrealistic desires and motivations (Hussin, 1995). Therefore, attitudes and values are closely intertwined and complement each other but they are not the same. The value of publishing and debating the attitude; for example, if a person values luxury, then they perceive positively about productivity and profit and negatively regarding laziness and loss.

However, this study refers to the Malaysian Teacher Standards (SGM), which outline the values a teacher should have towards producing the next generation of students and leaders. Out of the three standards set out in the SGM, the first standard is implemented for this work, namely the Practice of Vocational Education Professionalism. This is due to the importance and value of teacher professionalism, which reflects the population's values and civilisation (Malaysia, 2009).

IV. METHODOLOGY

This section discusses the research methodology carried out in the current study. The methodology is an important process in collecting data for a study and a systematic way of solving problems. In fact, it is a science to study how research is conducted; in essence, it refers to the procedure by which researchers undertake to explore, explain, and predict a phenomenon. Also defined as the study of knowledge acquirement, its purpose is geared towards providing research work guidance (Rajasekar et al., 2006). Furthermore, study methodology is referred to as a process utilised to collect information and data for research purposes. Instances of methodology include publication research, interviews, surveys, and other research techniques; overall, it may take both recent and historical information on the subject being studied into account. Therefore, the methodology chosen for this study was based on the study title, namely teacher competence in the subject of Business Studies at form six.

Generally, researchers use questionnaires to collect data and information within a short period of time as the method is a practical and effective benchmark for research, especially those involving a large population. Therefore, the collected data and subsequent study findings will provide relevant information towards achieving the study objectives as the method is selected based on the study design, considering the practicality and realistic goals in getting good feedback from the respondents. Accordingly, the process of questionnaire design should be carefully followed as a poorly designed outcome will result in invalid and meaningless findings (Mahyuddin et al., 2004). In contrast, a good questionnaire can effectively measure and collect the required data, thus answering the research questions.

1) Populations and Samples

In this study, the study population referred to all Form Six teachers who were teaching Business Studies either in high school or Form Six colleges. The focus was placed on only three states located in the Northern Zone of Peninsular Malaysia, namely Perlis, Kedah, and Penang. The teacher population is presented in Table 2.

Table 2: Population list for this study

<i>No.</i>	<i>States</i>	<i>Business Studies Teachers</i>
1	Perlis	11
2	Kedah	86
3	Penang	58
	Total	155

There were more teachers in Kedah compared to Perlis and Penang due to the vast area of the state. Besides, the teacher population tasked with teaching this subject was heavily concentrated in areas having large numbers of schools. In contrast, not all schools offered Business Studies in their schools, resulting in the small number of participating teachers.

Random sampling techniques were used in this study, whereby each population designed in the sampling frame had an equal opportunity to be selected as a sample. According to Chua (2011), random sampling in a population serves to give equal opportunity to the respondents to be selected in a prospective study. Therefore, this accounted for the number of schools and colleges located in the three states in the northern zone. The rationale for this method was to ensure all necessary information was obtained based on the research questions as the sample consisted of Form Six teachers who were teaching the subject of Business Studies. Moreover, the sample selection was undertaken based on the table of sample sizes proposed by Krejcie and Morgan (1970). The sample sizes are shown in Table 2 according to state.

Table 3: Samples for this study

<i>No.</i>	<i>States</i>	<i>Business Studies Teachers</i>	<i>Samples</i>
1	Perlis	11	11
2	Kedah	86	72
3	Penang	58	52
	Total	155	135

According to Krajcic and Morgan's (1970) table, the sample size was determined according to the state so that all three were sufficiently represented by teachers teaching the subject and showed a high confidence level.

V. RESULTS AND ANALYSIS

This section presents the findings of the study based on the three research questions designed. First, the indicators of teacher competence consisted of their knowledge, skills, and professionalism. Then, the level of knowledge competence, skills, and professionalism of the teachers was identified, as well as the student's academic achievement level. The data obtained were analysed using Statistical Packaging for Social Sciences (SPSS) version 24. Meanwhile,

linear regression analysis was used to report the relationship between teacher knowledge, skills, and professionalism with student academic achievement.

1) Research Question 1: What are the Indicators of the Teachers' Competence?

All three factors achieved a higher score in the study. For the knowledge factor, the minimum score recorded was between 3.36 - 4.00, whereby many of the teachers agreed that knowledge was an important factor they should possess to ensure a smooth teaching and learning process. Meanwhile, the skill factor yielded a minimum value ranging from 3.73 – 3.98 in which the skills of a teacher was more important for the students to achieve momentous successes in their examination. In this case, a skilful teacher would be able to present their teaching confidently. For the last factor of professionalism, the minimum value was between 3.74 and 4.05 in which most of the teachers agreed that a quality teacher should possess a positive attitude to educate the students.

2) Research Question 2: What is the Competency Level of the Teachers Towards Students' Academic Achievement?

First, the knowledge factor yielded mean scores indicating a high level of knowledge competency (mean value = 3.83 ± 1.17), whereby a total of 74.8% or 101 survey respondents showed a high level of knowledge competency. In contrast, only 11 respondents (8.1%) showed a low level of knowledge competency, while 23 respondents (17.1%) showed a moderate level of knowledge competency. Next, the skill factor showed mean scores indicative of a high level of skill (mean value = 3.84 ± 1.27). A total of 104 (77%) respondents of the study showed a high level of skill competence, whereas only 12 respondents (8.9%) showed a low proficiency level. The remaining 19 respondents (14.1%), in turn, showed a moderate level of knowledge competency. Finally, the professionalism factor yielded mean scores indicating the highest level of professionalism competency (mean value = 3.93 ± 1.27) compared to knowledge and skill. A total of 77.0% or 104 survey respondents showed high levels of professionalism. Only 14 respondents with 10.4% showed low professionalism, while 17 respondents (12.6%) showed a moderate level of professionalism.

3) Research Question 3: Do Teachers' Knowledge, Skills, and Professionalism Influence Students' Academic Achievement?

For this question, the matched pair sampling technique was used to identify the relationships between the variables of the study as some schools might have more than one teacher and thus their competencies could not be analysed separately. Therefore, pairwise matching sampling was used to indicate any significant relationships among the study variables. This study included 64 schools, yielding a total match set of 64 pairs. Subsequent regression analysis involves the following regression models:

$$\hat{Y}_j = i_7 + b_1X_{1j} + b_2X_{2j} + b_3X_{3j}$$

X_{ij} is the independent variable of measure, while b_i is the regression coefficient for each variable. In this study, three independent variables were implemented, namely teacher knowledge (X_1), teacher skills (X_2) and teacher professionalism (X_3). The results of the SPSS data analysis indicated the three predictor variables were factors

contributing to students' academic achievement in the subject of Business Studies. The overall p values were significant in this study, $p < 0.05$, recording p-value of 0.036. The formula for this study is as follows:

$$\text{Model 1: } F(3,60) = 3.04, p < 0.05$$

This showed that teachers' knowledge, skills, and professionalism influenced students' achievement. Furthermore, the R-square value showed a moderate relationship with students' achievement level, whereby the teacher competence level played a role in about 13.2% in affecting the students' achievement level. These values were considered as modest but still played a role in determining the factor, as well as indicated that other factors were involved in measuring students' achievement levels.

VI. DISCUSSION

1) *Research Question 1*

The results of this study revealed that the indicators of teacher competence for Business Studies subject were teacher knowledge, skills, and professionalism. Most of the teachers agreed that they needed a high level of knowledge, skills, and professionalism. In terms of knowledge, 74.8% of the respondents agreed that teacher knowledge was the most important aspect in determining student achievement. This finding is in line with the findings of Carreker et al. (2010), which have stated that teacher knowledge levels are a major contributor to effective communication in the classroom and thus influences student achievement. However, the results obtained is inconsistent with those of Saad et al. (2017), which have stated that teachers' knowledge merely is a weak predictor rather than a factor in determining student achievement.

Furthermore, skills factor is an important aspect of student achievement. In this study, 79.2% of the respondents agreed that teacher skills were an important factor in determining student achievement levels. These skills obtained through the increasing knowledge and experience as a teacher are important factors in a student's learning, especially in the Business Studies subject. Moreover, the challenging environment and changes to the Industrial Revolution 4.0 require a sustained and robust business landscape to adapt to today's emerging changes. Besides, the findings of this study are in support of the views expressed by McEwen (1994) regarding the need for teachers to use their thinking skills in solving business problems. Additionally, students' knowledge in business field is inadequate. This prompt them from acquiring skills from the field which considered as very valuable. Therefore, they need to be taught by an experienced teacher, especially about the intricacies of the business world (Snyder & Snyder, 2008).

The third indicator was teachers' professionalism, which was equally important in determining the level of student achievement. According to the Iceberg Competency Model, teacher professionalism is an area that is difficult to be seen with the naked eye but remains an important factor in teacher competence. In this study, most of the teachers strongly agreed with this aspect as a factor in teacher competence, whereby 77% was agreeable with the selection of teacher professionalism as a factor. Additionally, Jacob's (1999) study has shown that a positive teacher can produce excellent and insightful human beings.

2) *Research Question 2*

Question 2 which studied the level of competency in teachers' knowledge, skills, and professionalism towards the level of students' academic achievement, showed that such level was high. This study shows that Business Studies teachers have high level of knowledge in this subject. This is in line with the findings by Mustapa et al. (2019), which have also reported a high level of knowledge and emphasised its conceptually fundamental status in the medical world. Furthermore, this opinion is supported by Othman and Awang (2019), who have stated that a teacher's high level of knowledge can facilitate quality learning without interruption and ensure effective communication between the teachers and students. However, this view is rejected by Omar and Puteh (2019), who have stated that low knowledge levels can positively contribute to student development. In their study, the mean of the teaching force was low but did not negatively impact on the student's educational development.

Finding of this study also shows that the skills of Business Studies teachers are at a very high level in which teachers will need such skills to guide their students via an effective teaching. They play a very important role in the education world and need to constantly improve their skills in order to educate students with disabilities (Idris et al., 2008). This opinion is supported by Agus and Salleh (2009), who have stated that teachers should have the competencies in using computer technology, Information and Communication Technology (ICT), and multimedia in their teaching methods due to the abundant resources, information, facts, and evidence available worldwide. Furthermore, this is in line with the nature of Business Studies, which covers all the aspects of the business and entrepreneurship world. However, this view is refuted by Ahmad and Jingga (2017), who have reported that skills are important but they offer proof that less experienced teachers are also capable of producing outstanding students in the education world. Regardless, skills are an important aspect of teacher competence, especially for Business Studies subject teachers who must be aware of the industrial needs and guide their students towards being competent employees.

Next, the factor of teacher professionalism recorded a mean of 3.93, with a minimum of 1.00 and a maximum of 5.00. Therefore, Business Studies teachers need to have a high degree of professionalism in producing a knowledgeable and useful generation of students. This study showed that teacher professionalism was an important and powerful aspect required to deliver an effective teaching and learning process. Several previous studies are in support of this statement as the main task of a teacher is to facilitate student learning. According to Othman (1998), a wise teacher will facilitate the teaching process in a beneficial manner and can enlighten the future of their students with opportunities. Teachers, in this particular regard, serve as a guide or model and can influence their students' attitude towards achieving academic achievements. Pupils who are motivated by their teachers will usually be more interested in the process of achieving all learning objectives (Abu & Eu, 2017). Therefore, the influence of teachers as a mentor is important in the process of student development, whereby all of these elements are collectively linked to teacher professionalism in education.

3) *Research Question 3*

Question 3 examined the relationship between the factors of knowledge competence, skills, and professionalism of teachers in influencing students' level of achievement and thus showed a moderate and weak relationship. Meanwhile, the regression scores indicated a significant relationship with student achievement levels at a moderate scale.

Based on the findings in chapter four, these three variables were found to influence students' academic achievement levels at a moderate-to-low rate accordingly. Therefore, the competency shown by teachers of Business Studies subject influences the level of student achievement. This study also demonstrated a significant relationship between teacher competence and student achievement in which the effect was moderate to weak. Additionally, it could be concluded that the three components of competence were not significantly independent of student achievement level but showed significant values when tested together with the variable.

The results of this study are in line with the findings by Saad et al. (2017), who have reported that although the level of teacher competence is high, it influences student achievement at a moderate scale. Their findings further showed a very weak positive relationship between both variables, which parallel the outcomes by Abu and Eu (2017). The scholars have stated that the factors influencing student achievement include teachers' attitudes, interests, and teaching styles. The teacher teaching style, in particular, is one of the competencies that they need to have so as to ensure their students can understand and enjoy the teaching and learning sessions. This may be done by using teaching aids and engaging in activities that interest the students and enhance their academic achievement. Additionally, Ismail and Mohd Sidin (2002) have also stated that a variety of teacher teaching methods tailored to the students' intelligence level will further help to improve their academic achievement.

4) *Findings Conclusion*

The components of teacher knowledge, skills, and professionalism showed no significant relationship with student achievement separately as seen in this study but the overall teacher competence was positively correlated. This is attributable to its non-essential status in determining students' examination grades despite the subject of Business Studies requiring the teachers' extensive knowledge. Moreover, a teacher's skills in this subject are crucial; they must possess the general skills in teaching and learning processes and the specific skills of the business world to enhance the process. However, this study has shown that teacher skills are not a determinant factor in student learning. Besides, the level of teacher professionalism was at a high level, whereby teachers of the subject were professionals in carrying out their duties and responsibilities to educate their students in order to be useful and ethical. However, this study also proved that the level of teacher professionalism was not a measure of a student's academic success.

5) *Research Suggestions*

For future researchers, it is advisable to focus on a wider range of study respondents. This study covers the Northern Zone of Peninsular Malaysia and provides the impact as discussed accordingly, but different and a larger

number of respondents will likely provide dissimilar findings. Besides, an emphasis should be given towards students as the respondents. In this study, teachers of Business Studies were selected as the respondents, thereby resulting in the suggestion to involve students as the survey respondents in order to measure their level of competency in the future.

VII. CONCLUSION

It can be concluded that teacher competence is a significant component to student achievement in the subject of Business Studies at the level of Form Six. The relationship is found to be positive and significant at a moderate rate. Therefore, the factors of teacher experience and teacher qualifications cannot be considered as intermediate factors in the relationship between teacher competence and student achievement due to the lack of a significant relationship. However, other factors may play their role of more importance in measuring student achievement in the subject of Business Studies at the level of Form Six.

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