Teachers' Personal Competence and Students' Achievement: A Correlational Study in the Context of English Language Education

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Abstract

This study examined the correlation between teachers' personality qualities and students' academic achievement in English. This quantitative study attempted to discover whether there is a correlation between these two variables. The study involved 3 English teachers from MGMP at Sorong and 55 students selected using simple random sampling. To collect data, the researchers employed questionnaires to assess the teachers' personality traits and document analysis to evaluate students' learning achievements. The Pearson Product Moment analysis technique examined the correlation between the two variables. The findings revealed a low correlation between English teachers' personality and students' learning achievements. Other factors may be more significant in determining student outcomes.

Keywords: *Teachers' competence; students' achievement; correlational Study*

INTRODUCTION

The quality of education is an important component of a country's development, and teachers significantly impact the thinking of the future generation. Teachers' competencies are critical in English language instruction because they can significantly impact student progress. Teachers' personal competencies encompass a wide range of attributes, such as emotional intelligence, empathy, and social skills, all required to build strong student relationships and create a positive learning environment. Teachers must have adequate competency, including personal competence, to increase educational quality. Personal competence is critical for developing students' character and personality.

Teachers with strong personal qualities can assist students achieve better learning outcomes and be positive role models. Nonetheless, there are still several issues that English teachers face in improving student achievement, one of which is competency. The proficiency of teachers has a substantial impact on how well students learn English. As a result, teachers' personal competencies are important in determining student achievement. As stated by Wael et al. (2025) Academic achievement depends on one's capacity for reading comprehension. Several

studies have indicated that teachers' abilities are closely linked to student progress. For example, Chetty et al. (2014) and Hanushek (2011) found that teacher quality considerably impacts student achievement.

Kunter et al. (2013) found that teachers' personal competence was positively related to students' motivation, engagement, and language learning. More recent studies, such as those conducted by Darling-Hammond et al. (2017), Blazar and Kraft (2017), Gkonou and Miller (2019), Li and Zou (2020), and Widodo et al. (2022), have consistently shown that teachers' competence is an important factor in determining students' achievement and language learning outcomes. Teachers with good personal competence can adapt to changing circumstances, think critically, and solve problems effectively, leading to improved student learning outcomes (OECD, 2019).

Personal competence is essential in the context of English language learning. Learning English requires not only linguistic knowledge but also cultural and social understanding. Teachers with good personal competence can facilitate students' learning and help them develop language skills effectively (Kumaravadivelu, 2012). This study also refers to the self-efficacy hypothesis, which holds that teaching methods and student learning results can be influenced by teachers' perceptions of their teaching abilities (Bandura, 1997). Hence, Students should have own knowledge schemes inside directive to find the effective technique (Wael et al. 2025).

This study explores the relationship between the personal competence of the teacher and student achievement in English language learning. By examining the relationship between teacher personal competence and student achievement, this study can provide insight into how teachers can be supported in developing their personal competence and how this can lead to improved student learning outcomes. This study is expected to increase the quality of education in Indonesia, particularly by increasing the personal competence of English teachers and student learning achievement in English language learning. The study's findings might provide insight into the role of personal competency in teaching and learning and recommendations for improving teacher professionalism and student learning outcomes.

METHOD

This study employed a correlational design to examine the relationship between English teachers' personal competence and students' learning achievement in English language learning at MGMP Kota Sorong. The population consisted of 80 English teachers and 60 students, with a sample of 3 teachers and 55 students selected through purposive sampling. Data collection instruments included a questionnaire to measure teachers' personal competence and documentation to obtain students' learning achievement data. The questionnaire consisted of 40 items with a Likert scale, and the documentation included reports on student learning outcomes. Data analysis techniques used the Pearson correlation product moment technique with the help of SPSS, including normality testing using the Kolmogorov-Smirnov test. The correlation coefficient was calculated using a correlation criterion table to identify the degree of correlation between the variables.

RESULT AND DISCUSSION

A. Result

MGMP is a professional organization formed as a means to help teachers communicate with each other, exchange ideas, and develop their potential. MGMP stands for Subject Teacher Deliberation, where they can exchange information, share experiences, and so on in this forum. As we know, teachers are at the forefront of increasing the intelligence of the nation's administrators. Therefore, a teacher must continue to develop both intellectual and spiritual intelligence because a teacher's responsibility is not only limited to delivering lessons in the classroom, but a teacher must be a good example for their students. Therefore, the main objective of establishing the MGMP is to develop the professionalism of the work of teachers.

In this study, the researcher took three respondents from MGMP teachers, especially in English, namely, MGMP teachers who taught at SMP 1 Muhammadiyah Aimas, SMP Negeri 3 Sorong Regency, and SMP Negeri 1 Sorong Regency. This research focuses on whether teacher personality competence affects student learning success in English subjects.

Each school selected to be the respondent in this study took one class, which was taught by an English teacher who was a member of the MGMP. However, this research will describe the data related to the correlation between teachers' personalities and students' success in learning.

In the early stage, the researchers prepared a questionnaire to measure the teachers' personal competence. This questionnaire was then distributed to three selected teachers. The researchers collected the student study report to measure the student's success in learning.

1. Requirements Test

a. Analysis of the prerequisite test

To find out whether data research can be continued or not, the researcher needs to carry out a data prerequisite test, namely a data normality test as follows:

b. Normality test

The normality test is a necessary test that must be met for the data type for the metrics; it is performed to ensure that the data research is normally distributed. The normality of the data is evaluated using a single sample, Kolmogorov-Smirnov. Basic decision-making for the Kolmogorov-Smirnov normality test:

1) If the significance value (Sig.) > 0.05, the research data is normally distributed
2) If the significance value (Sig.) < 0.05, the research data is not normally distributed.

Table 1. Normality Test

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Teachers-personality-competence	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Students-learning-achievement 81	.260	2	.			
87	.260	2	.			
88	.251	5	.200*	.888	5	.349
91	.292	3	.	.923	3	.463
92	.213	3	.	.990	3	.806
94	.260	2	.			
95	.292	4	.	.862	4	.266
98	.221	4	.	.948	4	.702
99	.269	3	.	.949	3	.567
100	.147	19	.200*	.928	19	.158

Lilliefors significance Correction

From the data above, it is concluded that the data normality test using Kolmogrov-Smirnov is normally distributed; this is based on the following criteria: if the significance is> 0,05, then the data is normally distributed; if the data distribution in the table is 2,00, then the data is normally distributed.

2. The Result of Hypothesis Analysis

This result hypothesis analysis was tested using Person Product-Moment using SPSS version 16. Basik decision making in the Pearson Product-Moment, if the significance is more minor than 0,05, is there a significant correlation between dependent and independent variables? However, if the significance is greater than 0,05, there is no correlation between dependent and independent variables.

Table 2. The Result of Hypothesis Analysis

		Teachers-personality-competence	Students-learning-achievement
Teachers-personality-competence	Pearson Correlation	1	.127
	Sig. (2-tailed)		.356
	N	55	55
Students-learning-achievement	Pearson Correlation	.127	1
	Sig. (2-tailed)	.356	
	N	55	55

The correlation test's decision-making premise allows conclusions to be drawn from the correlation data above. If the significance value is smaller than 0.05, there is a significant correlation between the x and y variables. If the opposite is true, the significance level is greater than 0.05, suggesting that there is no statistically significant correlation between the x and y variables. Table 2 indicates no significant relationship between students' learning achievement and teachers' competency. In contrast, Table 2 displays a Pearson correlation value of 0.356. Thus, it may be said that there is a correlation between student achievement and teacher personality competence, but the degree or level of the relationship is low.

B.   Discussions

This study establishes a correlation between student performance, learningachievement, and teacher personality competence. The analyzed research data indicates a weak correlation between students' learning results and teachers' personal ability levels. This study's results align with Elly Marlinda's (2016) investigation into how teacher personality competence affects students' learning outcomes. The results of her study demonstrate that student learning achievement is unaffected by a teacher's personality competence. Based on the study's two findings, there is no strong correlation between the two variables when teacher personality competence does not affect student learning achievement.

However, the results of this study are not in line with those found by Eko, Kristoto, Zakso, and Rivaie (2015) regarding "The Influence of Teachers' Personal Competence on Students Success in Studying Sociology at Kemala Bhayangkari 1 High School". The results of this study indicate that the teacher's personality competence has an effect of 28.9%, including in the small category of sociology learning outcomes. However, this study shows a positive relationship between teacher personality competence and student success in sociology learning. Inconsistent findings were found in Rohman's (2017) and Abbas's (2010) research. Rohman (2017) found that student motivation was positively correlated with teachers' competence. Additionally, Abbas (2010) found that the personality competency of teachers significantly impacts student learning outcomes.

Even though many studies still indicate a low correlation between the two variables, the researchers concluded that the teacher's personality competency still has a role and influence on student learning achievement. Although the influence and relationship of teacher personal competence cannot be seen directly on student learning outcomes through several measurements, this competency has a considerable influence on student motivation, as found by Rohman (2017). When this competency influences learning motivation, student motivation increases so that it can improve student learning outcomes. According to Suyanto and Asep Jihad (2013), students' lives and learning habits are directly and cumulatively impacted by their teachers' personalities. Students imitate behavior, think about feelings, beliefs, and attitudes, and quote the teachers.

It aligns with the self-efficacy theory, arguing that teachers' perceptions of their teaching abilities can affect their methods and students' results (Bandura, 1997). According to other research, student engagement, academic success, and social-emotional learning correlate with teacher personality competence (Kunter et al., 2013; Chetty et al., 2014). The study's results

suggest that teachers' personality competency significantly impacts student learning outcomes. It can have a variety of effects on the learning outcomes of students.

CONCLUSION

Based on the research findings and the author's analysis, the data correlation test, which was performed after the author completed the study, shows that there is still a very weak correlation between student achievement and teacher personality competence. The correlation test results support this, showing a Rxy value of 0.356, which indicates a low correlation relationship. The authors recommend that all teaching staff members continue to develop their self-competency to meet national education goals and produce future generations of successful learners, notwithstanding the study's lack of a substantial correlation between teacher personality competence and student learning success.

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