IMPACT OF PROFESSIONAL COMPETENCY OF ACADEMIA ON ACADEMIC ACHIEVEMENT OF STUDENT AT HIGHER LEVEL

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Abstract- **Professional competency, capacity-building and academia empowerment are the concepts, with marginal differences and interchangeably need. The prime purpose is equipping the academia with the technology of effective teaching. University tertiary academia has been academically regarded the symbol of knowledge. In many ways this subject knowledge, although a matter in its own right, formed the classical nation. Many other sets of variables associated with human aspects, increases participation in higher education of all students advantaged and dis advantaged, mixed campus environments, learning materials and technologies are the grown concern which calls for a new vision and strategy. Within this frame work, this study focused on identification of the contents of professional competency, the patterns of academic performance and judges their wholesome effects on students' performance. In depth review of relevant literature in major areas (professional Competency, roll of academia, teaching strategy, factor effective teaching, teaching learning styles, diversified types influencing academia competency, indicators of professional competency, interpersonal relationships, ethics, reflections, communication skills, knowledge of subject matters, pedagogical/androgogical knowledge, students assessment, academics performance and its indicators, tertiary students study skills, and associations aspects) indicated the variables and form the basis of the study**

Keywords- **Professional, Academia, Student, Competency, Achievement.**

I. INTRODUCTION

Academia's professional competency as those of knowledge, capabilities in addition to principles a academia holds and carries to educational circumstances. The term, professional competencies, denotes to that all knowledge, skills, and dispositions that academia must grow and master. In present, no consensus has been reached about how professional knowledge of academia should be conceptualized, but on the contrary, various theoretical approaches are represented within the international discussion. The academia, as an expert professional, conserves great values of personal and professional integrity while performing every duty and responsibility. Academia must need to recognize the students in what ways students learn. Prime academia are foreseen to choose, improve, assess and review instruction policies in order to advance student erudition by means of the understanding of the physical, societal and rational growth as well as characteristics of students to come across the needs of students as of varied ethnic and financial backgrounds (Aitsl, 2011).

Professional competency of academia comprises of knowledge, empathy of students, their education, subject understanding, syllabus, the learning structure in addition to the role of academia. Academia's professional competency too demands expertise such for instance subject application, tutorial room method, lecture hall administration, valuation

besides recording as well as undertaking varied roles (Pocnut, 2012).

Academic performance is a basic concept in education. The importance of this concept is resulted from the goal of teaching which is to bring about desired changes in knowledge, skills and attitude of students. Academic Performance of students is how well an individual is able to demonstrate desired abilities (Joy, 2013).

The excellence of teaching is found in lecture halls, in the technology of teaching, his instructional abilities, grassroots of learning, the educational credentials, in-depth knowledge, teaching expertise as well as his commitment. The competency plus passion of academia decide the heights to which an instructive system can rise. We might do whichever struggle to progress our aims, strategies, programs, syllabuses, equipment too administrative arrangement; nevertheless it is one the academia who put life into this skeleton. Endowed to the instructor is the body, psyche, heart and the spirit of learner which is more helpless and pliant than the potter's dirt, more important than the recluse's gold and more effective than the researcher's nuclear shell. The instructor's part is real and exceptionally crucial. It is regularly specified that the university is worth precisely so what the instructor's value and for the benefit of this cause academia's advanced education is main stage in every academic transformation (Aziz, 2012).

A. Academia Competence's

Tope, 2012 cemented that competency is an attitude, skill, behavior, motive, or other subjective characteristic that is necessary for an individual to execute a job. Academia's proficiency improves the ability of a academia to construct an atmosphere that is unbiased, consideration and acceptance of different pupil's notions, capabilities and circumstances.

Habiba (2004) stated "competency is information, aptitude, or trademark we wish students to get. It is exceptionally normal facto if a capable instructor educates the students the performance of the students is useful for the reason that sometime during instruction the academia is thought to be the central component. There is an explicit relation between the academia's qualification and the performance of pupils in addition to further elements. Effective teaching is essential for effective learning.

Howie and Plomp (2005) that demarcated academia is the main actor on the educational platform and we believe him/her often to make up for insufficiencies in syllabus and in instructive assets. The accomplishment of the instructive inventiveness is consequently thought to center on excellence of instruction that occurs in classrooms. This entitlement means that from a proficient orientation the competence of a academia is significant, for instance effective teaching and learning hinge on it. Nevertheless assessing or evaluating a

academia's competence (performance as well as efficiency) is a tough job as this assessment is reliant on student performance besides, as in whichever assessment, it is very challenging to differentiate among diverse levels of competence and abilities.

Siddiqui (2007) tried to understand a competent academia, we must realize the extent they apply an incorporated awareness that they have in designing and executing their teaching besides review their lesson contents. The further feature of teaching competency is capability in technical assistances, which advocates that the academia need to have awareness and skills about expertise in teaching aids. This proposes that effective academia are talented to plan and design the lesson besides the methodologies to be implemented in teaching: They must be traced therefore in expediting teaching also professional committees were to getting information through their life, they ought to further be talented to direct pupils through accurately designate their study syllabus ,They must be capable to presently utilize pupil's output and provide him with an accurate response and in what way to use this in enlightening their teaching, A academia necessarily is capable to effectively manage the classroom, Be acquainted with the means and techniques to stimulate the pupils. The academia needs to be able of understanding of students learning and improvement also knowing the contents of the education techniques that they are teaching.

Malik, et al. (2003) disclosed that observations about competence that academia maintain then recommendations aimed at enhancing it, that pupil had awareness of the component outs desired in addition to those obsessed by their academia. They recommended that the academia must not merely have up-to-date knowledge, nonetheless similarly without an understanding, consistent, prompt, responsive and free from every bias.

Aghaie (2006) considered that most extreme noteworthy competencies of an instructor are: Understanding of different rational expertise, Understanding of fresh knowledge and teaching procedures and utilizing them, supervision of class other than unmistakable capacities of intuitive with the students, understanding of correspondence and data advances, and being capable of utilizing them as a part of instructing, Investigation mastery, master in surveying instructive achievements.

B. Types of Competency

Singh (2004) has defined the term competence as under: The term "competence" is repeatedly used while talking about every job or profession expressed that one's nature of being skilled, having sufficient professional ability, information, capability or limit. Literature has portraits different types of competency: (1) Core competencies (2) Professional competencies (3) Behavioral competencies (4) Threshold competencies (5) Differentiating Competencies (6) Knowledge competencies (7) Skill and ability competencies.

As stated by Dennis, et al. (2004) the diverse categories of competencies that a academia sustenance are: pedagogical, communicational discipline expertise and technological. The New Mexico (USA) (2006) outlined nine factors of competent academia listed as: instructor perfectly exhibits information of content and accepted syllabus, the instructor properly uses a range of instruction techniques and assets for every part imparted ,the instructor converses and achieves comment from learners in a way that improves pupil knowledge ,the instructor understands the philosophies of learner development,

progression and knowledge, and put on them properly, the instructor efficiently uses learner evaluation skills and methods, the academia administers the instructive situation in a way that endorses optimistic student conduct, in addition to a harmless and healthy environment ,the academia be aware of student differences and builds an environment favorable to the advancement of optimistic learner participation ,the instructor determines an inclination to inspect , the academia works efficiently with associates, parents, and community members.

1. Professional Competency of Academia

Donald (1982) clarified academia professional competency as those of information, capabilities, and convictions an instructor have and bring to educating circumstance. Ana (2009) kept up that numerous variables help the nature of educating, for example, the professional competency of the educator, which incorporates topic learning, pedagogical substance information, information of showing and learning, curricular information, showing background, and confirmation status. Spilkova (2001) further considered that academia 'professional competence as a qualification for a successful performance of the profession should be a theoretical reflection of practical experience roommates should include: knowledge of subject, values and personal characteristics.

Mcber (2000) confined an arrangement of meetings with educators, recognized"

Thus, Orientation (2010), summed up professional competency is the possibility to make educative methodology powerful, with skill and painstaking quality of substance, which was created pleasantly with approach of educating with clear work précised expertise, inexhaustible information and innovative personality to improvise minimal effort, no expense showing and learning material to supplement his instructing. The Professional Competency Scale of the present comprises of five measurements .These are explained in the following diagram. The composite set of the professional competency scale relates to the five elements of teaching, learning and testing technology.

2. Factors Influence Academia's Competency

Sarital and Tomer (2004) have seen teaching a standout amongst the most compelling profession in the public arena. Academia are the backbone of any instruction framework. University place and classrooms without academia are futile. In Pakistan, a lady instructor has demonstration of decisions in universities and thus the nonattendance of lady good examples in instructive organizations is incorporated as one of the helping elements to investment of decisions of young ladies and gendered-based segregation in training. Specified over these few and numerous different components are influencing the execution flat mates of lady instructors. Possession of perspective circumstance, this learning was intended to figure out conceivable results and provide conceivable recommendations to dispense with the obstacles, which are coming in the method for a academia's performance and make them fit to grant profitable information to their learners.

Mohanty (2000) explained that academia's competency is the essential in the arena of instruction. Academia are basic segment of any arrangement of instruction. Their method of educating relies upon inspiration, capability, experience, preparing, and ability and on different variables. Instructors

perceived as a component of the result, then a piece of the issue.

3. Academic Performance

Tomas (2011) ordered that academic performance was the consequence of learning, it was a degree to which a person or organization accomplished their instructive objectives. Fwu and Wang (2002) demonstrated that academia' preparation ought to create content information, pedagogical abilities, the capacity to reflect and to sympathies, managerial competency, responsibility, good lead, the capability to alter and extemporize, the ability to team up with different instructors, the capability to development the profession of instructing, and to contribute to public opinion on the loose. Likewise, they recommend that the nature of a academia ought to at last be assessed regarding his effect on the performance of his learners.

Sarwar (2002) confirmed that high university achievers have better study habits and more positive study attitude than low university achievers. Additionally, Lepage et al. (2005) expressed that not just do academia need to have the capacity to keep order and give helpful data to students; they also needed to be progressively viable empowering a various learners to learn continually unpredictable material and to create a more extensive extent of aptitudes.

Darling, et al. (2006) portrayed the academia trademark was identified with the subject matter knowledge academia procure throughout their formal studies. The confirmation from distinctive studies was opposing. A few studies demonstrated a positive relationship between academia' arrangement in the subject matter they instructed and student performance later.

Jeynes (2002) found guardian's socio-financial condition, which incorporated parents academic and professional capability, incomes and word related association, was likewise connected with academic increase of learners. The consequences of numerous studies affirmed that the academic performance of students was dependent on the guardian's socio-financial condition. So the students having a place from higher social monetary foundations would perform superior to different learners connected with low social investment foundations.

Pedrosa, et.al (2006) in their study on the social and instructive foundation brought up those students who basically originated from denied socio-financial and instructive foundation moderately performed superior to others originating from higher socio-budgetary and instructive territories. They named this phenomenon instructive versatility.

4. Indicators of Academic Performance

Senol and Ismail (2010) distinguished the indicators of academic performance utilized within study are grade (GPA), learning style, class participation, motivation, communication, attitude, study skills, creativity.

4.1 Grades

Blackorby, et al. (2003) expressed, grades were composite measures that record for students' substance dominance as well as Often for different elements, for example, their class interest, behavior and attendance. Both general and uncommon academia were known to different components when grading, yet to underline distinctive variables. Case in point, specialized education academia are more outlandish than general academia to consider homework or participation to be vital in grading student performance. Also, generous varieties happened in grading practices crosswise over instructors, institutes, and institute areas. In spite of these convoluting elements, student grades still were a vital indicator of performance inside the academic conclusions for students.

4.2 Attitude

Ahmed and Bora (2012) detailed that attitude might be characterized as the positive and negative enthusiastic disposition. Mama and Kishore (1997) indicated that inspiration was an exceptionally imperative domain of the investigation of attitude.

Anders and Berg (2005) found that an inspiring attitude progressions was connected with proof of inspired conduct, while a negative change was interfaced to less motivated conduct. Learners tended to comparable elements in the educational setting; however students with inspiring attitude progressions displayed less negative perspectives of instructive variables, while students with negative attitude progressions indicated an inverse example. Since the same variables, students' apparent level of academia compassion for their efforts at learning science, influenced both groups, this demonstrates plausibility for progressions in educational settings valuable to all students.

4.3 Motivation

Hardre and Reeve (2003) distinguished three vital components in the student's motivation to take in the learning environment, classroom instruction, and interpersonal cooperation. Some motivational components at all of these levels were inside the academia's by and large control, and these could decidedly or adversely impact student's academic enthusiasm. Initially, academia could rouse by ecological peculiarities of the configuration, which incorporates aberrant exertion to students by organizing the classroom-learning environment in ways that push or reduce learners' inspiration. Second, academia could rouse students by utilizing instructional techniques, which incorporated peculiarities of their instruction which were: extension, arrangement, materials, media, communications that are proposed to encourage student's motivational aspects, for example, consideration, interest, engagement, exertion, quality, and capability discernments. Third, academia could motivate students by utilizing techniques, which incorporated immediate deliberations to spur individual or groups of student's .Motivating techniques were individualized and emerged out of the academia's particular convictions and impression of individual students' motivational states and attributes. Also, in motivational terms, instructors used dialect to help students launch and regulate their class-related exercises.

4.4 Learning Style

Illeris (2004) discovered that there were diverse meanings of learning. Generally learning was characterized as a process that united cognitive, emotional and ecological impacts and encountered for acquiring, upgrading, or developing out improvements in one's learning, aptitudes, qualities, and world perspectives. The assessment of the styles of learner's learning provided a solid knowledge approximated to the student's capacity to catch the message of academia. Regardless of the possibility that full personalization was impractical in eye to eye instruction, so that academia could create distinctive renditions of the instruction materials so that appropriate to the

learning styles of the learners. It could be possible that a academia did not distinguish the learners learning styles.

4.5 Creativity

Matthew and Makel (2007) differentiated the requirement for compromise between the act of animating creativity inside the classroom and the exploration concentrated on encouraging the sign of the creative potential. Consequently he proposed a finer preparing for the educators so as to have the capacity to instruct the students' creativity and dynamic inclusion of researchers in supporting educational arrangements that promoted creativity among learners. Maciej et al. (2010) offered a conceivable answer for a better education of creativity in the polish educational arrangement of the formal professional preparing of educators in the field of psycho-teaching method of creativity.

4.6 Class Participation

Handelsman, et al. (2005) discussed that a number of us have the knowledge of instruction courses wherever learners contributed oftentimes in class discussion. Then again, most of us had likewise an incredible inverse practice; it was a normal battle to acquire learners to make inquiries and participate in class. Learner commitment, a more extensive and additionally including term, which comprised of four components: abilities, class participation/ collaboration, feeling and performance were getting to be progressively imperative in higher education.

4.7 Study Skills

There are numerous approaches to get ready for a test or to do a chore. Great study habits were an absolute necessity for any individual who wished to attain incredible achievement in their courses: create a suitable study environment., get all that you require before you take a seat to study, develop a timetable, develop a quiet mentality, take notes in any classes that you have, start with the homework that is hardest to you, avoid preoccupations, take regular breaks, develop compelling retention systems, develop discriminating perusing aptitudes, focus on the regions that require the most consideration. Study things more on the off chance that you have some major difficulties doing them. These form the basic study skills.

C. Interaction between Academia and Students

Derk (1974) characterized the didactic cycle depicted the interaction among the academia and learners. Four stages formed: (a) construction, (b) query, (c) react (d) respond. The construction must provide learners an agreeable comprehension. High and low order inquiries ought to be questioned by the instructor .Instructors additionally must be keen in responding to the students remarks. By and large academia responded by utilizing praise, acknowledgement, remediation, or feedback in reacting to the student.

Everstan (1978) additionally endeavored to recognize more and less successful academia: more effective academia underscored class discussion, lectures, and practice, and invested less time utilizing individualized instructional procedures, more fruitful academia were very task turned in their guideline, more fruitful educators were more dynamic. They have more interaction with learners and had a tendency to command examples of association. Mohanty and Pani (1979) expressed that sound academia-student interaction held a

noteworthy positive impact on the academic performance of learner.

Carvalho (2007) expressed that learners must have the chance to express their thoughts in the classroom, and to make this conceivable, academia must make an empowering environment that would permit students to get certainty and association in the experimental practices. It was academia-student connection that made students mindful of their own thoughts and provided for them the chance to practice the utilization of a dialect.

D. Relationship between Professional Competency and Academic Performance

Afe (2001) maintained that academia indicated to have a paramount impact on learners' academic achievement and they likewise assumed a significant part in educational attainment on the grounds that the academia was at last in charge of making an interpretation of arrangement energetically and standards focused around work on throughout connection with the students.

Starr (2002) held, although academia 'solid impact would fundamentally impact students' academic achievement, different elements, for example, socio-financial foundation, family help, intellectual aptitude of learner, fearlessness, and past instructional quality were found to learners 'examination scores likewise impact either adversely positively.

II. OBJECTIVES OF THE STUDY

The objectives of the study are to

i. To identify the professional competencies of university academia.
ii. To identify the academic performance of university students.
iii. To analyze the impact of professional competencies of academia on the academic Achievement of students.

III. HYPOTHESIS OF STUDY

There is a significant relationship between the professional competencies of academia and academic achievement of students.

IV. SIGNIFICANCE OF THE STUDY

The end result of learning is to increase student's academic performance. One way to do this is to focus on classroom environment how the academia influences students' learning, create best environment, facilitate learning and engage students. That way is how the professionalism develops academia competency is significant. So that academia can demonstrate this capability. This study focus on later approach to judge impact on students' performance based results. The approach can be more subjective and culminative. The study would be useful for the policy makers. It would be useful to both academia and students who might want to know the factors that could make students' academic performance better. Understanding classroom climate variables would allow for professional development of academia to focus on areas to increase students' academic performance. It would help to understand the importance of academia and the impact of their professional competency on students' performance and also to help university administrators to develop professional competency programs on inbuilt system. Many professional groups engaged in academia enrichment programs,

professional material development, research, quality enhancement initiative and increased students' performance and there marketing would equally accrue as the significant benefits of this investigation.

V. METHODOLOGY

The study was descriptive in nature the following methodiology was adopted for the this study as:

a. Population

The population of this study consisted of academia and students of public universities of Rawalpindi and Islamabad for the academic year 2013-2014. According to Higher Education Commission website directory, 13 (thirteen) public universities are imparting higher education in Islamabad and 2 (two) universities are located in Rawalpindi. All the academia and students of these universities formed the population of study.

b. Sample

Glinner and Morgan (2000) stated the procedure of picking portion of a larger set of members intending to generalize as of the smaller group, named the sample to the population, the larger group. To enumerate the issues of population the representative sample of the whole population is taken in order to make effective conclusions about the population. Five universities were selected randomly. Stratified sampling technique was used to select academia on the basis of ranks. Five academia from four strata's (rank) were randomly selected from each sampled university. Five students under each academia were selected.

Sr.No.	Name of Universities	Academia	Students
1	PMAS-Arid Agriculture University Rawalpindi	20	100
2	International Islamic University Islamabad	20	100
3	Bahria University Islamabad	20	100
4	Quaid-e-Azam University Islamabad	20	100
5	NUML University Islamabad	20	100
	Total	100	500

Table 1 Universities Enumerated under the Study

Thus, 100 academia and 500 students participated in this study. Who showed their availability as well.

Research Instrument

As a descriptive study, combining two methods, a set of two questionnaires developed one for academia and the other for students to get required data. The questionnaires were designed on the basis of available literature and in the light of proposed objectives of study under the guidance of supervisor and advice of expert group. These questionnaires were needed to collect the quantitative information and quantitative data of this study, drawn from the sample of the study. The five point Likert Scale was used in developing questionnaire. The Likert scale was used to quantify the questions approximately. The weights were assigned to the chances of occurrence for more precise results. The questions were designed properly.

VI. RESULTS

Grades	University					
	NUML	ARID	IIUI	QUA	BU	Total
Grade A	28	47	28	31	22	156
Percentage	17.90%	30.10%	17.90%	19.90%	14.10%	100.00%
Grade B	35	46	51	49	38	219
Percentage	16.00%	21.00%	23.30%	22.40%	17.40%	100.00%
Grade C	30	7	10	13	31	91
Percentage	33.00%	7.70%	11.00%	14.30%	34.10%	100.00%
Grade D	7	0	11	7	9	34
Percentage	20.60%	0.00%	32.40%	20.60%	26.50%	100.00%
Total	100	100	100	100	100	500
Percentage	20.00%	20.00%	20.00%	20.00%	20.00%	100.00%

Table 2: ACADEMIC PERFORMANCE OF STUDENTS BY UNIVERSITY

Table 2 indicated the academic performance of students graded by the following universities. Table and graph 9 indicated that out of 500 students 156 were A graders, 219 B, 91 C and D graders were 34. Comparatively among all universities higher number of A graders were from Arid. Highest B graders from QAU, C higher graders from Bahria university and D higher graders from Islamic. The data reflects the assessment patterns of different universities.

Assessment of professional competencies of academia by students of various universities

The student assessment points out the one end student performance but also reflect the effort and performance of the academia.

University	Knowlegde of Subject			
	Low	Average	High	Total
NUML	0	27	73	100
Percentages	0.00%	27.00%	73.00%	100.00%
ARID	2	29	69	100
Percentages	2.00%	29.00%	69.00%	100.00%
IIUI	1	29	70	100
Percentages	1.00%	29.00%	70.00%	100.00%
QUA	0	38	62	100
Percentages	0.00%	38.00%	62.00%	100.00%
BU	0	26	74	100
Percentages	0.00%	26.00%	74.00%	100.00%
Total	3	149	348	500
Percentages	0.60%	29.80%	69.60%	100.00%

Table 3 Knowledge of subject matter

Table 3 indicate the knowledge of subject matter of academia assessed by students of various universities. O.60% means almost 1% students of following universities showed their academia had weak grip on subject matter. 29.8% students of following universities showed academia had average knowledge of subject matter and 69.6% students stated that academia were highly knowledgeable

CORRELATION BETWEEN STUDENT AND ACADEMIA

Table 4indicates the correlation between student and academia and shows correlation between different indicators which are used in questionnaires of students and academia to evaluate the results of study. The relationships are significantly at variance.

	Students Attributes						
Knowledge of Subject	Learning Style	Class Participation	Motivation	Student Communication	Attitude	Study Skills	Creativity
Knowledge of Subject	-.002	-.019	.214**	-.001	-.008	.040	-.071
Adopting Instruction	.099	-.072	.181	.133	.013	-.069	-.140
Instructional Strategies	-.068	-.010	.134	.105	.006	-.016	-.009
Classroom Management	-.069	-.093	.092	-.025	.019	.029	-.120
Communication	.003	.250**	.045	.041	.101	.025**	.135
Assessment of Student Learning	-.048	-.008	.095	.163	.016	.064	-.030
Reflection	.041	.096	.017	.097	-.026	-.051	-.024
Interpersonal Relation	.033	-.095	.137	.121	.021	.025	-.157
**Significant at 5% level							

Table 4 Correlation between student and academia

A. Ordinal logistic regression
The ordinal logistic model is a regression model for ordinal dependent variables. Ordinal logistic model is used for categories and orders, as dependent variable of study is in categories and orders then researcher use the ordinal logistic regression.

B. Empirical analysis
Hypothesis of the study was that there was a significant relationship between professional competencies of academia and academic performance of students.so for testing the hypothesis of study, researcher applied the ordinal logistic regression on the data of study which was collected from academia and students of five sampled universities (Pir Mehr Ali Shah Arid Agriculture University Rawalpindi, Quaid-e-Azam University Islamabad , International Islamic University Islamabad, Bahria University Islamabad, and National University of Modern Languages Islamabad) by the researcher.

VII. DISCUSSION
Analysis 1 was done to identify the professional competency of academia. This was identified by meta-analysis i.e. by studying the different researches to find out the indicators of professional competency of academia. Corresponding knowledge of subject matter, adapting instructions for student's needs, instructional strategies, classroom management and motivation, communication, assessment of student learning, reflection and professional development and interpersonal relationships and ethics. Analysis 2 was done to identify the academic performance of students. This was identified by studying various researches. The indicators of academic performance included: learning styles, class participation, motivation, communication, attitude, study skills and creativity.

Analysis 2 was done to analyze the impact of professional competency of academia on academic achievement of students.The results of the study in the light of academia self-responses indicated that academia, by and large, possessed the knowledge of subject matter i.e. mastery on course contents as a cumulative effect of subject knowledge, participating in different training/seminars related to their discipline. And according to students' responses about academia's assessment indicated that their academia held grip on the knowledge of subject matter. The quality of academia can make a system more successful and more productive. The educational system can reach to its best through competence and professionalism when it contained qualified academia. The findings equally. They noted that exceptional oblige instructors teaching to profound comprehension of the substance and its arrangement, and in addition just as exhaustive understandings of the sorts of instructing exercises that assisted learners to comprehend the substance.

With all these positive trends, some concerns were also evident. Some are system- built. They include prescribed curriculum and selected topical teaching, academia-controlled styles and strategies of teaching, inadequate availability of the technological tools, lab work, developing different portfolios (teaching learning and authentic assessment). Academia tends to teach what they learnt (curriculum content-based). Students' needs need to be perceived in marketing, higher learning and creative learning. Students' perceptions are immediate goal or grade-oriented. Tertiary academia's have to be vision-oriented, demanding and assertive.

Tertiary students equally have to respond the new visions of 21st century. This is highly competitive, ability demanding and interdisciplinary learning. Communication skills in tertiary education are equally crucial. Content delivery is not communication. There are human elements, body knowledge, eye contact and enter personal relationships which count effective communication. This forms the core of tertiary learning. More importantly, study skills form another domain of tertiary learning. This is determine why the quality of teaching, delivery, materials, methods and powerful demanding criteria of student learning.

VIII. CONCLUSION
The main results of study indicated that if the academia were competent the effects on academic performance of students were paramount. In case the academia's were less competent, the students had to struggle a great deal and the chances seemed marginal. The corollary emerged by increasing the competency of academia, academic performance of students could equally be increased. Hypothesis of study was that there was significant relationship between professional competency of academia and academic performance of students. It was accepted on the basis of results of empirical analysis. Thus, it could be concluded that there was significant relationship between professional competency of academia and academic performance of students. The empirical data therefor, supported the case that investment in academia enrichment programs was vital ingredient in high quality of student learning. Although academia attributes and student learning activities were positively reported. Yet some significant gaps and student perceptions in visualizing the impact were markedly observable.

IX. RECOMMENDATIONS
Analysis of data yields a set of findings and conclusions, which in term led to the formulation of plausible recommendations. On policy aspect, professional socialization of tertiary academia was equally demanding in the context of 21st century. It is the age of high competivity, and technology of e-teaching, r-learning and e-assessment. The initiatives of

HEC and university quality enhancement cells (QEC) have to gear high quality orientation programs for professional development of academia. Academia evaluation programs of HEC and in institutional level of each university: need to be vigorously entailed through powerful academia. Portfolios, andragogy, institutional criterion-based orientation schemes, third party student e-orientation of teaching courses, strong student mentoring services in building up research technology, and employers assessment during the probationary period would call for academia 'accountability in the delivery of quality services.

The academia 'manual for professional development evolved by HEC needs substantial improvements in incorporating new challenges of tertiary education, diversified increased participation in graduate students and growing needs(communication skills, student assessment, academia reflection, interpersonal relationship and ethics etc.). Graded scheme of training be linked with academia career programs. A vigorous effort is paramount in this endeavor. Today is tertiary academia in Pakistan and elsewhere having powerful instrument of awarding grades independently, needs to be more objective and comprehensive scheme of evaluation. On students 'spectrum, learning be made more demanding, portfolio-based, criterion-referenced, with a thrust of creativity, competitive-based for quantitative product with zero-defect. Process improvement should form the key ingredient. Institutional support in terms of well defines academia capability program, e-library and laboratory services, tele conferences, well equipped unit of technology, inter-institutional linkage programs(both in and overseas design) be organized for refreshing the intellectual veins of knowledge. In the area of future search, an inventory of scholastic needs of student community, on-campus need-based and merit-based student services in research, monitoring and evaluation and student tracking record during un-employment, under-employment and probationary period of their first jobs be continuously followed up, institutionalized and transformed in system improvement.

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