
LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 13:12 December 2013
ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

Editors: B. Mallikarjun, Ph.D.

Sam Mohanlal, Ph.D.

B. A. Sharada, Ph.D.

A. R. Fatihi, Ph.D.

Lakhan Gusain, Ph.D.

Jennifer Marie Bayer, Ph.D.

S. M. Ravichandran, Ph.D.

G. Baskaran, Ph.D.

L. Ramamoorthy, Ph.D.

C. Subburaman, Ph.D. (Economics)

Assistant Managing Editor: Swarna Thirumalai, M.A.

Analysis of the Inadequacy of Teachers' Competency Leading to Mass Failure in the Subject of English in Pakistan

Muhammad Shahbaz Arif, Ph.D. and Shahla Qasim, Ph.D. Scholar

Abstract

This study deals with the analysis of various aspects of English teachers' competency leading to mass failure in the subject of English at secondary level in Pakistan. This is a descriptive study. A comprehensive questionnaire was designed to look into the competency of English teachers. The empirical data were collected from one hundred students and forty teachers, selected randomly from twenty eight public and private secondary schools of the four districts Attock, Chakwal, Jehlum and Rawalpindi, of Rawalpindi division. The data were analyzed statistically by using SPSS 13.0 and the problematic issues were identified such as the inadequacy of professional skill of teachers, the lack of communicative competence and the tragedy of their being unaware of the modern pedagogical approaches.

Language in India www.languageinindia.com ISSN 1930-2940 13:12 December 2013

Muhammad Shahbaz Arif, Ph.D. and Shahla Qasim, Ph.D. Scholar

Analysis of the Inadequacy of Teachers' Competency Leading to Mass Failure in the Subject of English in Pakistan

The present study has potential practical utility to provide a guideline to the English language teachers, policy makers, curriculum designers, educationists and students.

Key words: Teachers' qualification, Lesson planning, Refresher courses, Spoken proficiency

1.1 Introduction

An attempt was made to find out the inadequacies of teachers' competency contributing to the mass failure in the subject of English, at secondary level. The study was conducted in 2012. The study attempted to investigate, (a) whether the teacher possesses sufficient training and experience to provide an appropriate guideline to the students? (b) Has the teacher developed an aptitude to incorporate new and innovative teaching techniques to facilitate the teaching and learning process of English? The hypothesis that incompetency of teachers is the important reason for the mass failure in the subject of English was made for these findings.

1.1.1 Objectives of the Study

The study will identify:

- The problems faced by the students in learning English at secondary level in private and public schools.
- The problems faced by the teachers in teaching English to secondary classes in private and public schools.
- Certain ways to improve the existing condition of teaching and learning English in Pakistan.

1.1.2 Background of the Study

In Pakistani educational system, the teachers are not found to be innovative in their approach. They are rather reluctant to embrace the new pedagogic perspectives and methodological approaches. 'In most of the education institutions of Pakistan, there is a shortage of teachers with appropriate specialization and proficiency' (Mahboob and Talat (2008). Teachers are not provided with any facility to upgrade their qualification .They get no exposure to attend seminars, in-service training or refresher courses.

As teaching has become a multidimensional phenomenon and teaching English language requires rather more advanced instructional material and pedagogical setup to facilitate the students in the enhancement of four integrated skills, listening and speaking, reading and writing. Mackay (2002) argued that English, being an international language possesses a distinctive status. Teaching and learning of English must be based upon an ‘entirely different set of assumptions as compared to any other second or foreign language’. He reinforced the idea that the pedagogic material and assessment used in teaching English need to be developed and revised.

1.1.3 Situation of English Language Teaching in Pakistan

English, being a language of international stature, assumes crucial significance in Pakistani educational system. Pakistani government, fully realizing the need of time, has introduced English language as a compulsory subject right from the primary level to graduation. Students’ proficiency in speaking and writing English is considered to be an essential capability which opens up a gateway of higher education to them, promising better future prospects and career opportunities. The government of Pakistan, educational institutes and ambitious teachers are making joint efforts to improve the English language learning and communicative capability of the students but the results are not showing hopeful figures. A large number of students, every year, fail to get through the subject of English language. All collective efforts undertaken in this regard seem to be futile and unresponsive.

1.1.4 Teacher Competency

The performance of student is directly related to the qualification of the teacher and the teaching methodology incorporated by him/her. The teachers usually do not possess any pre-service training of English language teaching. Due to non-availability of resources, the schools do not provide them any facility to receive in-service training. So, untrained and inexperienced teachers with limited proficiency level are not able to use the modern pedagogic techniques.

As a matter of fact, teachers offer themselves as principal specimens before their students. If teachers themselves are not good at English, students will never be encouraged or stimulated to use English as a language of communication. Emmitt et al., (2004) stressed the significance of teacher’s communicative power that it is the foundation of teaching-learning

context and it is a prerequisite for the teachers to be effective communicators both verbally and non-verbally.

The painful situation arises when teachers prefer those who reproduce readymade crammed material, easily available in guide books and test papers. Moeen (1992) reflected that teachers in Pakistan usually pass on their own past experiences to the new generation of students 'in the form of rote learning, dictating notes, maintaining strict discipline, resulting in passive students, discouraging pair/group activity'. Consequently, the creativity and spontaneity of expression remain unattained throughout the academic career and afterwards in practical life, the students have to suffer for the lack thereof. Such students can never develop their critical and analytical powers; they can never question the status quo or reason inductively; their power of rational thinking is crippled and they can never generate their own ideas, nor can they explore multiple alternative possibilities to solve their problems.

Harmer (2006) made an ample discussion of the teacher's role as a controller, organizer, assessor, prompter, participant, resource tutor, observer and finally as a performer and the teacher as a teaching aid. He writes that 'Apart from the roles which we adopt in the classroom - and the way these roles are performed, we are also a kind of teaching aid ourselves, a piece of teaching equipment in our own right'. This multifaceted nature of a teacher's job speaks of the versatility demanded by the multidimensional profession of teaching. The teachers should be fully aware of the challenging and daring nature of the roles they are expected to perform in the classroom. The modern teaching approach perceives teaching as an art and the teacher as a performer. The lessons are not remembered for their contents, but for the way in which they are presented and performed by the teacher.

1.2 Methodology

The issue under consideration is the analysis of various aspects regarding English teacher's competency, qualification, professional training, and lack of modern teaching techniques, which lead to mass failure in the subject of English at the secondary level. Data was collected through questionnaire from the students and the teachers of private and public secondary schools of the four districts of Rawalpindi division.

1.2.1 Questionnaire

In the preliminary studies, all possible criteria were collected for determination of the reasons for mass failure in the subject of English at secondary level. After consulting the **Language in India** www.languageinindia.com ISSN 1930-2940 13:12 December 2013 Muhammad Shahbaz Arif, Ph.D. and Shahla Qasim, Ph.D. Scholar Analysis of the Inadequacy of Teachers' Competency Leading to Mass Failure in the Subject of English in Pakistan

literature and National Education Policy 1998, the criteria were shortlisted for a comprehensive questionnaire. The questionnaire was comprised of the aspects regarding the qualification, the professional training, communicative competency and pedagogical approaches of teachers. The questionnaire was presented personally to the whole population. It was collected within a limited time of ten days by mail. The best effort was done to get impartial opinion about the statements. A two level scale was used for obtaining the responses of the population.

1.2.2 Population

The data were collected from the population given below.

- (i) All the four districts of Rawalpindi division were included.
- (ii) Twenty eight public and private secondary schools were selected out of 811 secondary schools.
- (iii) The opinions of fifty male and fifty female students were sought out of 11,3925 students.
- (iv) The opinions of forty male and female teachers were sought out of 1764 teachers.
- (v) The sample population consisted of 100 students and 40 teachers, from 20 and 8 public and private secondary schools, respectively.

1.2.3 Treatment of Data

Results were analyzed using SPSS 13.0 software. Frequency with percentage was calculated. Chi-square test was applied to examine the significant relationship between dependent variable (English teachers' competency) and independent variables (secondary school teachers and students) at 0.05% level of significance.

1.3 Results and Discussion

The collected data were converted into tables for analysis and discussion. The aspects focused were related to the qualification, professional skill, spoken proficiency and teaching practices employed by the English teachers at secondary level to test the validity of the hypothesis which states that the incompetency of teachers leads to mass failure in the subject of English.

Table: 1. The views of public secondary schools male and female students about English teachers' competency and teaching practices at secondary level in Rawalpindi division.

<i>Description</i>	<i>Male</i>		<i>Female</i>	
	<i>Yes (%)</i>	<i>No (%)</i>	<i>Yes (%)</i>	<i>No (%)</i>
<i>Effect of teachers qualification</i>	75	25	95	5
<i>Teachers' inspirational role</i>	90	10	100	0
<i>Teachers' spoken proficiency</i>	75	25	95	5
<i>Students' participation in class</i>	70	30	95	5
<i>Refresher courses for teachers</i>	75	25	55	45
<i>Preparation of lesson plan</i>	30	70	90	10
<i>Proper test checking</i>	65	35	100	0
<i>Discouragement of rote learning</i>	25	75	75	25

Table: 2. The views of private secondary schools male and female students about English teachers' competency and teaching practices at secondary level in Rawalpindi division.

Description	Male		Female	
	Yes (%)	No (%)	Yes (%)	No (%)
Effect of teachers qualification	85	15	100	0
Teachers' inspirational role	95	5	100	0
Teachers' spoken proficiency	65	35	65	35
Students' participation in class	65	35	100	0
Refresher courses for teachers	70	30	70	30
Preparation of lesson plan	70	30	70	30
Proper test checking	75	25	100	0
Discouragement of rote learning	20	80	55	45

Table: 3. The views of public and private secondary schools teachers about their professional skill and teaching practices at secondary level in Rawalpindi division.

Description	Public		Private	
	Yes (%)	No (%)	Yes (%)	No (%)
Effect of teachers qualification	100	0	95	5
Teachers' inspirational role	100	0	100	0
Teachers' spoken proficiency	65	35	55	45
Students' participation in class	75	25	90	10
Refresher courses for teachers	35	65	50	50
Preparation of lesson plan	45	55	65	35
Proper test checking	85	15	65	35
Discouragement of rote learning	35	65	45	55

Table: 4. Chi-square test indicating the level of significance.

Description	Students' Response (Agreed %)					Teachers' Response (Agreed%)				
	public	private	Total	df	Chi-square	public	private	Total	df	Chi-square
Effect of teachers qualification	41.3	46.3	87.5	1	1.829 ^{NS}	50	47.5	97.5	1	1.026 ^{NS}
Teachers' inspirational role	47.5	48.75	96.25	1	.345 ^{NS}	50	50	100	1	.000 ^{***}
Teachers' spoken proficiency	42.5	32.5	75	1	4.267 ^{NS}	32.5	27.5	60	1	.417 ^{NS}
Students' participation in class	41.3	41.3	82.5	1	.000 ^{***}	37.5	45	82.5	1	1.558 ^{NS}
Refresher courses for teachers	32.5	18.8	51.3	1	6.054 ^{NS}	17.5	25	42.5	1	.921 ^{NS}
Preparation of lesson plan	30	35	65	1	.879 ^{NS}	22.5	32.5	55	1	1.616 ^{NS}
Proper test checking	41.3	43.8	85	1	.392 ^{NS}	42.5	32.5	75	1	2.133 ^{NS}
Discouragement of rote learning	25	18.8	43.8	1	1.270 ^{NS}	17.5	22.5	40	1	.417 ^{NS}

NS = Non- significant *** Highly Significant

Data collected in Table 1 show that 75% male and 95% female students from public school showed positive response about the interdependence of teachers' qualification and students' performance. Similarly, Table 2 exhibits that up to 85% male and 100% female

Language in India www.languageinindia.com ISSN 1930-2940 13:12 December 2013

Muhammad Shahbaz Arif, Ph.D. and Shahla Qasim, Ph.D. Scholar

Analysis of the Inadequacy of Teachers' Competency Leading to Mass Failure in the Subject of English in Pakistan

students from private schools suggested that teacher's qualification affects student performance. In table 3, 100% teachers of public schools and 95% teachers of private schools showed agreement with the statement. The result suggests, that teacher qualification directly influences the students' output in the examination. The same has been confirmed by the previous studies conducted by Din *et al.* , 2011, Asikhia 2010, Frank and Wagrall 1987, who concluded that students taught by highly qualified teachers showed better results as compared to those who received input from less qualified teachers.

The opinion difference about the influence of teacher qualification was non-significant at 0.05 p among all the sample population (Table 4).

The results accepted the research hypothesis that incompetency of teachers is an important reason for mass failure in the subject of English.

Data exhibited in Table 1 reveal that 90% male and 100% female students of public school showed positive response about the inspirational role of teachers. Table 2 recorded that about 95% male and 100% female students of private sector agreed with the statement. On the other hand, 100% teachers of public and private schools showed their consent regarding the statement as shown in Table 3. The results have been supported by Delaney *et al.*, (2010) and Axelord (2008) who stated that good teachers not only disseminate knowledge but inspiration as well among the young scholars to make them self -confident and self- reliant. It is clear from Table 4 that whole populations of both public and private institutions strongly agreed that students got inspiration by the teachers; however, the difference of opinion was non-significant among the students of public and private schools.

Evidences recorded in Table 1 reveal that 75% male and 95% female students of public schools stated that their teachers were proficient in spoken English. Positive response from the students of private school is comparatively low as recorded in Table 2. Only 35% showed their agreement with the statement. Table 3 exclaims that up to 65% teachers of public school and 55% teachers of private schools declared their proficiency in spoken English. The results clearly indicate that almost one third of the teaching community is deficient in communicative skill leading to unsatisfactory results at secondary level, so the hypothesis is proved. It is evidently clear from Table 4 that the difference of the opinion of whole population regarding teachers' proficiency in spoken English was non-significant at 0.05p.

Table 1 reveals that a majority of 75% male and 95% female students of public schools stated that they were given opportunity to participate in class activities. Up to 65%

Language in India www.languageinindia.com ISSN 1930-2940 13:12 December 2013
Muhammad Shahbaz Arif, Ph.D. and Shahla Qasim, Ph.D. Scholar
Analysis of the Inadequacy of Teachers' Competency Leading to Mass Failure in the Subject of English in Pakistan

male and 100% female students of private schools responded positively as presented in Table 2, while 75% teachers of public schools and 90% of private schools ensured students' participation in class activities (Table 3). The analysis of variance shows that there were minor differences of opinion between teachers, which was non-significant; on the contrary, the students' opinion about the statement was highly significant at 0.05p as indicated in Table 4.

About 75% male and 55% female students showed positive response regarding the provision of refresher courses for teachers as exposed in Table 1. The affirmative response of male and female students of private schools remained 70% each as given in Table 2. On the other hand only 35% teachers of public schools and 50% teachers of private schools allegedly claimed the availability of refresher courses. The difference of opinion about the provision of refresher courses was non-significant (Table 4). The results prove the hypothesis that the inadequacy of teachers' professional training causes the deplorably low standard of student performance. The results are in agreement with the findings of Beers (2003), Mahboob and Talat (2008), Shamim (2011), Coleman (2010), and Shahzada *et al.*, (2012) who strongly emphasized the professional upgrading and training of English teachers so that they can address the needs of their students.

According to the evidences recorded in Table 1, only 30% of male students and 90% of female students of public schools agreed that proper lesson planning was pursued during the academic session. On the other hand up to 70% male and female students of private schools showed positive response as exhibited in Table 2. About 45% teachers from public schools and 65% teachers from private schools declared that lesson plan was followed by them (Table 3). Analysis of variance shows that acceptance of the statement among the teachers of public and private sector was highly significant; however, the difference of opinion among the students of the two categories was non-significant (Table 4). Lesson planning is an essential part of modern pedagogic approaches, but as the results show that it is neglected in Pakistani educational institutions. Similar conclusions are drawn by Shabbir (2011) who investigated that the teaching methodologies in vogue are conventional and lack proper planning.

Data exhibited in Table 1 reveal that 65% male and 100% female students verified proper checking of tests by the teachers. Table 2 presents that up to 75% male and 100% female students of private schools expressed satisfaction about standard of test

checking. About 85% teachers of public schools and 65% of private schools affirmed the statement as displayed in Table 3.

Furthermore, Table 4 indicates that difference of opinion between teachers and students about proper checking of tests was non-significant at 0.05p.

Regarding discouragement of rote learning practices, Table1 indicates that 25% male and 75% female students of public schools responded that the memorizing practices were checked by teachers. Table 2 presents that only 20% male and 55% female students of private schools responded affirmatively, while 80% male and 45% female students claimed that such unhealthy practices were not checked by teachers. Data displayed in Table 3 reveal that the positive response of teachers of public and private schools remained very low i.e. 35% and 45% respectively. About the discouragement of rote learning, the difference of opinion between the teachers and students of both categories was non-significant at 0.05p (Table 4). Similar results are reported by Khawaja (2003) and Shabbir (2011) who claimed that the big reason of students' inefficiency is the teachers' encouragement of unhealthy practices of rote learning and memorizing on the part of students. Results also agree with the research hypothesis that the inadequacy of teacher competency is the important reason for the mass failure in the subject of English. Anyhow the heartening aspect of the issue is that a larger bulk of the sample population ensured the substantial role of teacher as an inspirational source. It is hoped that if the English teachers are given opportunities to upgrade their qualification, professional skill and communicative competence, the situation may be improved.

1.4 Conclusion and Recommendations

The Research Questions raised in the present study addressed the inadequacies found in areas of teaching competencies. After analyzing the results it is concluded that the inadequate qualification of the teachers in the schools of both public and private sector is a significant cause of the mass failure of students in the subject of English in Rawalpindi division. It is found that most of the English teachers do not avail of any opportunity of upgrading their academic qualification, or of having in-service training.

As a consequence, the inadequacy of professional competency and training of English teachers becomes a significant reason of the poor output of learners. Non- proficiency of teachers in spoken English affects the communicative skills of the students. Negligence of the discouragement of rote learning leads to the deficient writing skill of students. Outdated

Language in India www.languageinindia.com ISSN 1930-2940 13:12 December 2013

Muhammad Shahbaz Arif, Ph.D. and Shahla Qasim, Ph.D. Scholar

Analysis of the Inadequacy of Teachers' Competency Leading to Mass Failure in the Subject of English in Pakistan

teaching techniques incorporated by these teachers make the students incapable of facing the challenges of the modern world. As far as the student's participation in class activities and proper checking of tests by teachers are concerned, the results indicate a little more satisfactory situation in public and private schools. However, the response of female students is more encouraging, as compared to the response of male students, reflecting the future scenario of female domination in the education sector.

1.4.1 Recommendations

The provision of refresher courses for English teachers, exert significant positive impact on the quality of teaching and learning English. It is recommended that proper arrangements should be made for the upgrading of teacher's qualification and professional training.

English teachers should be provided with the facility of having refresher courses to keep themselves abreast of modern teaching methods. Special training should be given to the teachers to help them in the upgrading of their professional capabilities.

It is further recommended that English should be used as medium of interaction between students and teachers to improve the communicative competency of students. Teachers' proficiency in spoken language should be developed so that they could present themselves as the best specimen before their students.

In order to develop creativity among the students, systematically designed classroom activities should be introduced. Students should be encouraged by the teacher to ask questions and hold group discussions so that their reasoning power and analytic capacity could be cultivated. The practices of memorizing and rote learning should be checked by the teacher. Students should be motivated to produce answers in their own words.

References

Asikhia, O.A. (2010). *Students and teachers perception of the causes of poor academic performance in Ogun state secondary schools [Nigeria]: implications for counseling for national development*. European Journal of Social Sciences 13:2. pp. 229-244.

Axelord, P. (2008) *Students perspective on good teaching: What history reveals*. The Journal of Higher Education. pp. 24-27.

Language in India www.languageinindia.com ISSN 1930-2940 13:12 December 2013

Muhammad Shahbaz Arif, Ph.D. and Shahla Qasim, Ph.D. Scholar
Analysis of the Inadequacy of Teachers' Competency Leading to Mass Failure in the Subject of English in Pakistan

- Coleman H. (2010) *Teaching and learning in Pakistan. The role of language in education*. The British Council. pp. 16-17.
- Delaney, J., A. Johnson, T. Johnson, and D. Treslan. (2010). *Students perception of the effective teaching in higher education*. 26th Annual conference on distance teaching and learning. pp. 26-56. <http://www.uwex.edu/disted/conference>.
- Din, U., M. K. Khan and S. Mahmood. (2010). *Effect of teachers academic qualification on students L² performance at secondary level*. Language In India. Vol.10. pp. 235-245.
- Emmitt, M., J. Pollock and L. Komesaroff (2004). *Language and learning. An introduction for teaching*. Oxford university press. pp. 37-44.
- Frank and Wagrall C. (1987). *Encyclopedia of Education*. London: Oxford University Press. p.11.
- Harmer, J. (2006). *The Practice of English Language Teaching*. Longman, Pearson Education Limited. pp. 1-133.
- Khawaja, T. (2003). *Situation of English Language Learning in Pakistan* M.A, TEFL, Thesis, AIOU, Islamabad, Pakistan. p. 2
- Mahboob, A. and Talat, M. (2008). *English Language Teachers and Teacher Education in Pakistan*. Global English Teaching and Teacher Education: praxis and possibility. pp. 3-26.
- Mackay, S. L. (2002). *Teaching English as an international language*. Oxford University Press. p.1.
- Mueen, A. (1992) *English Language Teaching In Pakistan*. The Pakistan Futuristic Foundations and Institute Islamabad. pp. 45-63.
- National Education Policy (1998-2010). Ministry of Education, Government of Pakistan. pp. 45- 61.
- Shamim, F. (2011). *English as the language for development in Pakistan. Issues, Challenges and possible solutions*. Teaching English. British Council. pp. 2-19.
- Shabbir, Z. (2011). *Teaching Integrated Skills through Short Stories at Graduate Level* .M.A, TEFL, thesis, AIOU, Pakistan. pp. 10-12.
- Shahzada, G., S.R. Ghazi and U.A. Khan. (2012). *Causes of Rising Failure of the Students in the Subject of English at Secondary Level*. Mediterranean Journal of Social Sciences. Vol.3 (1), pp. 605 - 611.

Muhammad Shahbaz Arif, Ph.D.
Professor / Chairman Department of English
Govt. College University
Faisalabad
Pakistan
drshahbazarif@ymail.com

Shahla Qasim, Ph.D. Scholar
Assistant Professor
Department of English
Govt. College Women University
Faisalabad
Pakistan
shahlaqasim1@hotmail.com