

An Evaluation of the Problems in the Way of Teaching English and their Effect on Students' Performance at Higher Secondary School Level in Hyderabad

Syed Sharaf Ali Shah, Saleha Parveen

Abstract

Dominance of English language is evident in every realm of the society in Pakistan. English is used as the official language in the country and therefore taught as compulsory subject in all the schools. But teaching learning of English is faced with numerous problems which not only disrupt the process of teaching but also degrade its quality. The basic aim of this study is to evaluate the problems in way of teaching English and their effect on students' performance. Applying random stratified technique, a sample of 708 students and 20 teachers was selected from the target population delimited to Hyderabad. The data were collected through questionnaire and analyzed through percentages, Chi-Square, t-test and regression. The annual examination result of sampled 708 students has also been obtained to make the comparison. The findings of the study revealed that there were serious problems in the way of teaching English as subject and performance of students / quality of teaching was significantly affected by those problems. The average performance of students (score in annual examination) in English subject was only 55% due to multiple problems existing over there. Facing same problems, the teaching quality of both male and female teachers in terms of students' performance was alike in the same area but urban area male and female teachers performed better than rural area male and female teachers due to better facilities and less problems. The study was rounded off with suggestions that concerned authorities should take a holistic approach towards managing the problems which influence the process of teaching English at higher secondary school level.

Keywords: Quality of teaching English, problems impeding teaching, performance of students

1. Introduction

English is frequently used for official communication in Pakistan. This makes English language proficiency a tool for success in every sphere of life in the country and the beyond. Acquisition of English language proficiency essentially reading and writing



abilities are inevitable especially in the context of education. According to Nasir, Naqvi and Bhamani (2013), students need to have an ability to read the text with understanding and write English with accuracy if they want to pursue higher studies.

Across all the levels English is taught as major subject in Pakistan (Shoukat & Ghani, 2015), but majority of students lack the ability to communicate in English. Although in elite schools the medium of education is purely English at HSC level, but in none-elite private schools and in state-owned institutions the exposure to English language is marginal (Yaqoob & Zubair, 2012). This lack of exposure to English language results into an inadequate language competency of students as they reach higher secondary level.

The lack of language proficiency especially at higher secondary level emerges as glaring challenge for teachers, students, school administrators, policymakers and parents. The absence of English language competency among students despite studying it for years as the compulsory subject makes it a problem worth researching scientifically. The issue becomes even graver and threatening when we learn about its spillover consequences such as early dropout, poor academic performance across various disciplines, ineligibility to get entry or survive in university education.

Mansoor (2003) emphasizes that if a student performs poorly in English, he generally ends up performing poorly in all the subjects as their books and examination is in English medium. Academic underachievement of students in academics turns detrimental for students in two dimensions: one it reduces the chances of success in the job market, two it turns down the confidence level of the students (Malik, 1996).

The challenges that hamper the process of teaching English and deteriorate the quality of teaching are multiple such as problems related to infrastructure, problems related to competency of teachers, problems related to implementation of curriculum, problems related to motivation of students and problems related to administration. Among all these problems, the problems related to teaching approach are central.

Traditional style of teaching English is widely practiced in Pakistan which is potentially ill-equipped with the ingredients required to meet the linguistic needs of 21 century learners. Indeed, the formal teaching and learning started off with the model of teacher centered teaching long ago whereby teacher played the central role by presenting information and knowledge to his students. In this regard, Boumova (2008) states that teacher centered teaching approach is the oldest approach of formal teaching. It was the time when teachers served as the primary source of information and knowledge followed by books etc. the teacher-driven teaching practice emerged to be so popular and deep-seated in the institutions that its traces are still available in the teaching practices of today. It is further emphasized by Boumova (2008) that traditional approach of teaching English is essentially centered into memorizing a number of grammatical rules and vocabulary. In this regard, White (1988) adds traditional pattern of teaching English does not focus on enhancing the language skills of students primarily instead it lays much more stress on enlarging vocabulary and acquiring grammar skills.

On the other hand, the modern approach of teaching English is more interactive, engaging, experiential and communicative essentially focusing on enhancing the ability of students to use various language skills such as listening, speaking, reading and writing. In this regard Richards (2008) states that modern approach of teaching English which is more communicative in nature places the students into the driving seat while putting teachers on rear seat. In the modern way of teaching English vocabulary and grammatical are not taught in isolation without its relevance to the situational context. Boumova (2008) further expounds that unlike traditional teaching, modern language teaching is hinged on the principle of teaching both lexical and syntactic devices with reference to the contextualized scenario. The strongest aspect of the modern style of language teaching is that its entire focus is on the communicative skills of language such as listening, speaking, reading and writing (Boumova, 2008). The language teaching in Pakistan requires a paradigm shift from traditional to modern approach of teaching which is a challenge as most of the teachers are comfortable and trained on the traditional pattern of teaching and are not willing to step out of the comfort zone.

In the context of Pakistan, reading and writing skills of English language are much more needed than other skills like listening and speaking. It is therefore perhaps English is not taught as language at higher secondary level wherein all four skills could be focused instead it is taught as a subject whereby essentially two skills: reading and writing are targeted. According to Fisher (2012) effective teaching plays crucial role in the development of sound writing skills in English which is quite laborious to acquire. But the strategies used for teaching English writing skills in Pakistan are essentially old fashioned. In this regard, Troia (2014) states that effective and result oriented teaching methods related to improving writing skills are not exercised rather ineffective and futile practices which are anchored on memorization and rote learning are widely carried out. Textbook is the only tool used for cultivating writing skills in students with no additional reference books (Khan, 2011). According to Shah, Rani, Mehmood and Irm (2013) in the name of teaching writing skills, teachers generally assign the students with sampled essays which they have to memorize and regurgitate as it is in the exam.

While conducting a traditional class, the teachers of English subject generally read the text by themselves and translate the English in the local language which is followed by some question and answers. And then teachers note down some new words from the text on the whiteboard which students read repeatedly so as to memorize them (Vazir & Ismail, 2009). As far as teaching of writing skills are concerned, according to Khan (2011) there are many teachers in Pakistan who are acquainted with the latest methods of teaching writing techniques such as brainstorming, outlining and pre-writing discussions on the topic, but they generally tend not to implement these strategies in the classroom owing to lengthy curriculum and unpreparedness of students (Warsi, 2004).

This research article is aimed at investigating the problems that affect the quality of teaching English and their impact on the performance of students in government higher secondary schools of district Hyderabad. The study will focus on problems of a

broad range which include the challenges related to the infrastructure of the school, competence of English teachers, motivation and preparedness of students, competence of institution heads and implementation of national curriculum.

2. Objectives

- ◆ To identify the problems in the way of teaching English.
- ◆ To appraise the effect of problems on the quality of teaching English with regard to the performance of students.
- ◆ To propose solution to enhance the quality of teaching English and performance of students.

3. Research Questions

- RQ1. What are the problems in the way of teaching English?
- RQ2. To What extent do the problems affect the quality of teaching in terms of students' performance?
- RQ3. How can problems be handled to enhance the quality of teaching and performance of students?

4. Hypotheses

- Ho1. There is no significant problem in the way of teaching English.
- Ho2. There is no significant effect of problems on the performance of students?
- Ho3. There is no significant difference in the problems between rural and urban area teachers.
- Ho4. There is no significant difference in the problems between male and female teachers.

5. Literature Review

The review of literature deals with the variables embedded in the objectives of study. It includes importance of English, problems in the way of teaching English and their impact on the performance of students. The problems in the way of teaching English comprise inappropriate pedagogy, inappropriate teaching materials, flawed examination, unprepared students, ineffective of principals and poor infrastructure.

5.1 Importance of English

Ever since the world grew into a global village, English language has continued to rule as the global language. The importance of English language is appreciated by all the nations and all the communities of this world (Harmer, 2007). English is commonly known as the language of science and technology, medicine, education, politics and media. Irrespective of the field, English serves as ladder for success in the realm of education and professional development. It has therefore become inevitable

for every nation, community and individual to get the hold of English language skill in order to continue their existence in the global world.

With this realization Pakistan has always treated English language as the high priority language and ensured that it is taught as the core subject throughout the schooling. However, the students, despite being exposed to English for about a decade, are found to be ill-equipped with the language proficiency (Dar & Khan, 2015). The inability of students to use English effectively chases them down at every stage of life. It holds them back from performing well in the academics in the school, colleges and especially at the university level.

5.2 Problems in the way of teaching English and their impact on students' performance

There are few nations they did wonders in their own language, but they still teach English as regular subject in their institutions. We as developing country have no other choice but to equip our nation with this language first so as to make the treasure of scientific knowledge accessible to them. Tracing down the causes responsible for underachievement of students in the subject of English especially at higher secondary level in government schools, we come to know about the several factors that affect the performance of students. However, the dominant ones are problems related to the uncomfortable learning facilities, unprepared and unmotivated students, ill-equipped teachers in terms of content and modern language pedagogies, incompetent school-heads and inconsistencies in the implementation of the curriculum.

5.2.1 Inappropriate Pedagogy

There are mainly two approaches to teaching English: Grammar Translation Method and Communicative Language Teaching. the former one more traditional and old fashioned depending more on memorization of grammar rules and vocabulary whereas the later one is more modern and primarily focuses on nurturance of communicative skills such as listening, speaking, reading and writing. Most of the English teachers in Pakistan apply the GTM approach owing to the fact they themselves learnt the language through that method and they are more comfortable with teaching through this traditional pattern. However, the CLT is a more rarely found in Pakistan due to the fact the teachers themselves are incognizant of this skill-based approach and few who are conscious of it they feel CLT approach in not contextually befitting in the scenario of Pakistan since the examination pattern is rooted into the old fashion of targeting the grammar knowledge of students.

Also most of the teachers of English are not trained properly so they tend to teach English like other knowledge oriented subjects merely focusing on transference of knowledge instead of teaching English as skill based subject. In this regard, Patil (2008) states teaching English is not transference

of knowledge from teacher or book to the students, it is rather a process to cultivate and nurture within students the skills to read with comprehension, speak with eloquence and write with accuracy. One of the core reasons for the depressing academic outcomes of students in the subject of English is flawed pedagogy. In this regard, Abbas (as cited by Mansoor, 2003 & Abbas, 1998) confirms that ineffective pedagogy and unsuitable learning material result into poor language proficiency of students.

5.2.2 Inappropriate Teaching Materials

Another problem that disrupts the process of teaching English is inappropriate teaching content. The textbook serve to be the single most important tool in the context of the government schools of Pakistan does not carry the substance in terms of quality of language, exercises and themes which can be enticing and substantive to meet the linguistic needs of learners. Besides, it contains bulk of archaic vocabularies which are difficult for students from the viewpoint of pronunciation and meaning (Akram & Qureshi, 2012).

The course books do not contain activities or exercises that can cultivate communicative skills in students. The teachers are not trained properly to use the textbooks efficiently as tool to develop language proficiency of students. In this regard, Teevno (2011) shared that course contents of English does not carry the ingredients to meet the needs of learners and that teachers are not trained on how to use the book effective.

In addition to this, the themes of the textbooks even do not match with the socio-cultural context of the country which again demotivates the learners to read it while making it unduly hard for students to understand the text (Krashen, 1981).

5.2.3 Flawed Examination

Assessment and examination are merely meant to be the systematic process of promoting students into next grade. Rather, it serves substantively to measuring and upholding the quality of education imparted. The standard of examination of an institution is regarded as the single most powerful indicator of the quality of education. Especially when it comes to skill-based education such as in the case of language teaching effective assessment system becomes more necessary. In this regard, Das Shaheen, Shrestha, Rahman & Khan (2014) view that a transparent and standardized assessment system plays a pivotal role in effective implementation of language policy and the curriculum.

There are many research studies that substantiate the point that incompatible assessment leads to ineffective curriculum implementation of English language and that there is a need for close consistency between

curriculum and the examination, (Khan, 2010; Rahman, Pandian, & Kaur, 2018a; Singh & Karim, 2018b,c).

5.2.4 Unprepared Students

Learning is an active process it comes about effectively when it is done with due level of motivation and interest. Particularly when it comes to the teaching and learning of a language the use of motivation become more important. There are many teachers who despite being equipped with adequate knowledge of the subject fail to achieve their teaching objectives merely due not to having skills to motivate their students. Some of the teachers fail to motivate the students because the students are pre-occupied with their own plans or the background knowledge of students is far behind the level of the curriculum. Motivation inspires the learner to make an effort to gain the knowledge of grammar, vocabulary and pronunciation while enhancing language skills like speaking, reading and writing (Xu, 2008; Dörnyei, 2001 & Alghamdi, 2014).

5.2.5 Ineffective of Principals

Although the role of Principals is very important in smooth running of schools, yet the role played by principals in most of the schools of Sindh is not as effective as it should be. Gibbs and Jenkins (1992) believe that the role of principal has a spillover effect over all the learning activities that take place in an institution and even beyond. Robust and proactive principals are aware of the fact that effective team building is their primary goal. Also they realize the importance of capacity building of their staff and for that they capitalize on all their resources (Drago-Severson, 2009).

Although the policies and practices of principal affect the academics across all the subjects, it leaves an extraordinarily profound impact on the language development process. The principal influences various conditions in the learning environment which include the facilities for the physical and psychological comfort of students and availability of learning resources. A number of research studies indicate that the performance of students with respect to English language is greatly affected by the heads of institutions (Elfers & Stritikus, 2014; McGee, Haworth, & MacIntyre, 2015).

Overcrowded classroom which is common in developing countries like Pakistan disrupts the process of teaching immensely and demotivates the teachers and students. According to Gibbs and Jenkins (1992), it emerges as a great challenge for teachers teach a large class; it is hard for them maintain discipline and respond to each student satisfactorily. Nevertheless, Xu (2001) views that the class size does not affect the quality of teaching, but majority of the researchers are of the view that small class shows better performance of students due to various reasons.

5.2.6 Poor Infrastructure

Physical environment of an institution mainly consists of space, building, ventilation and learning materials. An environment which is physically comfortable fuels learners to readily engage with the learning tasks especially in the process of language development. In this regard, Curtis and Carter (2005) recommend that for better learning outcomes it is extremely important that students are furnished a climate which is physically comfortable and emotionally secure. A spacious learning environment promotes peer and group activities which is matter of routinely feature in a language class. Furthermore, various studies have proven that the learning context where there are no distracts and the whole focus is to support the learning process with no discomforting features like power failures or congested space, the students show better academic achievements (Moore & Sugiyama, 2007; Weinstein, 1987 & Olds, 1989).

6. Methodology

This study adapted a survey method. The population of this study comprised students and teachers of Hyderabad. It used a random stratified sampling technique. The research included a sample of 708 students and 20 teachers (both male & female) from 13 higher secondary schools of Hyderabad. Questionnaire was used for collecting data and B.I.S.E annual results were accessed for checking the performance of students in English. Validity of the instruments was tested in three ways through self-validation, expert-validation and pilot validation. Reliability of the questionnaire for students was .91. However, the reliability of questionnaire for teachers was .904. The data was analyzed with the help of SPSS software. For item analysis, the percentage was be used. For testing hypothesis one chi-square was used, for hypothesis two the regression was used and for testing rest of the hypothesis t-test was used.

7. Results

The result consists on the analysis of questionnaire and testing of hypotheses.

7.1 Result of the Questionnaire

The questionnaire comprising 40 items has been analyzed using percentages and Chi-Square (X^2) from the perspective of teachers and students.

Table1: Result of the Questionnaire

<i>Items</i>	<i>Sample</i>	<i>SD (%)</i>	<i>D (%)</i>	<i>UD (%)</i>	<i>A (%)</i>	<i>SA (%)</i>	<i>Chi-square</i>	<i>Sig.</i>
1. There are certain problems, which impede English teaching.	Students	3.8	6.4	26.8	52	11	743	0.000
	Teachers	11	6	5	64	14	26	0.000
2. There is shortage of English teachers in higher secondary schools.	Students	16.8	5	4	14.8	59.4	774	0.000
	Teachers	15	5	5	60	15	21	0.000
3. The appointment of English teachers at higher secondary school level is not on merit.	Students	4.6	3.8	2.8	38.3	50.5	737	0.000
	Teachers	9	6	0	54	31	12	0.006
4. The professional competency of English teachers is not satisfactory.	Students	5.4	2.8	0.1	15.8	75.9	1429	0.000
	Teachers	15	15	5	3	62	21	0.000
5. English teachers do not identify the problems in the way of teaching.	Students	3.4	8.1	0	33.3	55.2	504	0.000
	Teachers	24	6	0	62	8	15	0.002
6. English teachers are not capable to motivate the students.	Students	12.6	8.2	0.3	22.6	56.3	652	0.000
	Teachers	4	21	0	4	71	23	0.000
7. English teachers do not deal with students affectionately.	Students	5	3	4	83	5	1823	0.000
	Teachers	16	4	5	11	64	26	0.000
8. English teachers do not come regularly.	Students	4	5.2	5.6	81.2	4	1715	0.000
	Teachers	60	5	5	20	10	22	0.000
9. English teachers do not enter the class just after the bell.	Students	12.6	53	2.4	4.6	27.4	591	0.000
	Teachers	26	4	0	66	4	19	0.000
10. English teachers do not have adequate language proficiency.	Students	5.6	52.3	0.4	9.9	31.8	646	0.000
	Teachers	21	9	0	4	66	18	0.006
11. English teacher do not have adequate grammar knowledge.	Students	56.9	16.8	4.1	4.1	18.1	650	0.000
	Teachers	26	9	0	4	61	13	0.004
12. English teacher do not have adequate vocabulary of English.	Students	75.4	4	0	10.8	9.8	1010	0.000
	Teachers	71	9	0	4	16	22	0.000

13. English teachers do not come in the class with lesson plan.	Students	64	6	0	14	16	18	0.001
	Teachers	17	7	4	53	19	18	0.001
14. English teachers do not follow schedule of study.	Students	17	7	0	55	21	14	0.004
	Teachers	8.9	10.9	0	73.3	6.9	848	0.000
15. Teacher-students ratio is not satisfactory to maintain discipline.	Students	4	6	0	9	81	38	0.000
	Teachers	71	19	0	4	6	23	0.000
16. The attitude of students towards learning English is not satisfactory.	Students	8.9	3	0	63.4	24.7	648	0.000
	Teachers	16	4	0	16	64	18	0.001
17. The students do not enjoy English classes.	Students	8.6	4.7	0	34	52.7	422	0.000
	Teachers	11	0	0	9	80	20	0.000
18. The students are not regular and punctual in higher secondary classes.	Students	10.6	1.4	4	61.3	22.7	832	0.000
	Teachers	16	4	5	71	4	32	0.000
19. The students do not bring textbooks regularly.	Students	14.2	3	2.5	69.4	10.9	1082	0.000
	Teachers	26	4	5	61	4	23	0.000
20. The background knowledge of students is not satisfactory.	Students	30.6	8.9	0.2	55.5	4.8	804	0.000
	Teachers	4	26	0	66	4	19	0.000
21. The students do not have understanding of basic grammar.	Students	16.8	6.9	0	5.3	71	855	0.000
	Teachers	6	19	0	4	71	23	0.000
22. The principals do not address the problems of English teachers.	Students	8.1	2.8	1.4	74.8	12.9	1402	0.000
	Teachers	16	4	0	76	4	27	0.000
23. The principals do not address the problems of students.	Students	9	21	0	54	16	10	0.019
	Teachers	6.5	17.2	0.1	63.5	12.7	922	0.000
24. The principals do not visit the class of English teacher frequently.	Students	11	4	0	71	14	22	0.000
	Teachers	27.8	3	2	12.9	54.3	689	0.000
25. Higher secondary classrooms are not spacious and ventilated.	Students	16	4	0	71	9	22	0.000
	Teachers	5	26.7	5	3	60.3	829	0.000

26. There is not enough lightings for students to read and write.	Students	9	1	0	34	56	6	0.047
	Teachers	18.1	5	0.7	11	65.2	939	0.000
27. There are not enough fans for keeping the class airy.	Students	17	13	0	66	4	17	0.001
	Teachers	25.8	4.8	5.1	3.8	60.5	942	0.000
28. The white/blackboards do not show legible writing.	Students	26	4	0	61	9	15	0.002
	Teachers	4.8	14.3	2	2.6	76.3	1503	0.000
29. The condition of furniture is not satisfactory.	Students	22	8	0	62	8	14	0.004
	Teachers	16	17	5	2	60	748	0.000
30. There is not arrangement for dealing with load-shedding.	Students	9	6	20	61	4	21	0.000
	Teachers	3	8.9	4	20.8	63.3	932	0.000
31. There are not clean drinking water facilities.	Students	9	6	10	11	64	26	0.000
	Teachers	3	20.8	4	18.8	53.4	557	0.000
32. There are not neat washrooms/toilets.	Students	16	4	5	71	4	32	0.000
	Teachers	3	8.9	1.6	5	81.5	1742	0.000
33. English subject teachers do not know the aims and objectives of English subject mentioned in English curriculum.	Students	6	4	5	16	69	32	0.000
	Teachers	3	12.9	7.9	14.8	61.4	752	0.000
34. English subject teachers do not follow the objectives of English subject mentioned in curriculum.	Students	4	19	0	4	73	23	0.000
	Teachers	8.6	25.7	2.3	54.5	8.9	680	0.000
35. The content of textbooks is so lengthy that it cannot be completed in the year.	Students	24	6	0	9	61	14	0.002
	Teachers	21	4	5	54	16	16	0.003
36. The language of textbooks is very difficult for most of the students coming in higher secondary schools.	Students	8.9	6.9	4	9.2	71	1202	0.000
	Teachers	16	4	20	54	6	22	0.001

37. The teachers do not know the teaching methods / techniques that are mentioned in English curriculum for teaching English.	Students	12.4	0.6	10.8	71.2	5	1238	0.000
	Teachers	5	35	0	55	5	14	0.002
38. The teachers do not apply the teaching methods / techniques that are mentioned in English curriculum for teaching English.	Students	3	31.9	1	7.2	56.9	768	0.000
	Teachers	19	0	0	71	10	12	0.002
39. The teachers do not know the evaluation procedure mentioned in English curriculum.	Students	2.8	31.8	1	61.6	2.8	1020	0.000
	Teachers	22	3	5	51	19	13	0.009
40. The teachers are not capable to develop standardized examination / testing tools.	Students	20.8	10.8	4	9.2	55.2	628	0.000
	Teachers	21	9	0	61	9	14	0.004

Analysis: Considering the percentages and significant Chi-Square value for items from 1-40, it is concluded from the perspective of teachers and students that there are certain problems, which had impeded the quality of teaching. In those problems the shortage of English teachers, meritless appointment of English teachers, low level of the professional competency of English teachers, inability of English teachers to identify the problems in the way of teaching / learning, lack of capability of English teachers to motivate the students and their unfriendly dealing with learners had badly affected the quality of teaching and learning as well.

Moreover, English teachers did know the aims and objectives, teaching methods and evaluation techniques of English as prescribed in curriculum book. They were following their own objectives, teaching methods and evaluation techniques. Such process of English teaching had given rise to many gaps between input made by teachers and output desired by policy makers. Yet, English teachers knew the content of English which was very lengthy and difficult for students having poor background knowledge of English.

Although, the students and teachers mutually agreed that the vocabulary of English teachers was very good, but at the same time, they also pointed out that neither

did the English teachers come in the class with lesson plan nor they followed the schedule of study. The ratio of students-teacher was unjustifiably inappropriate to maintain discipline in the overcrowded classrooms. In some classes the students were more than 70 (overcrowded) and in others only a few students were attending the class. Consequently, the students did not enjoy English class.

The students with negative attitude toward learning English did not attend the classes regularly and punctually. The students coming to school without books, having poor background knowledge and grammar deficiency, made it very difficult for teachers to follow the schedule of study and complete the course within the specified time.

Likewise, in hot days of summer, the overcrowded classrooms without sufficient space, ventilation, electricity, bulbs and fans added fuel into fire. None was there to deal with the load-shedding. The condition of white / blackboards was also overused for legible writing. Moreover, the state of furniture, drinking water and washrooms was very miserable. The principals (head of institutions) neither visited the classrooms regularly nor addressed the problems of teachers and students.

However, the teachers and students were divided on few items. The students believed that English teachers neither came to school regularly nor entered the class shortly after the bell rang. The students also affirmed that English teachers had neither language proficiency nor grammar knowledge. But teachers opposing the arguments of students confirmed that they were regular and used to enter the class just after the bell rang. Moreover, they stated that they were well-equipped with grammar knowledge and English proficiency.

7.2 Result of Hypotheses

Table 2: Result of Hypothesis One

Ho1: *There is no significant problem in the way of quality of teaching English at Higher Secondary School level.*

Area	Observed		Expected		Residual		Chi-Square (X^2)		Sig.	
	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students
1. SD	2	20	4.0	141.6	2.0-	121.6-	26	742.73	0.0	0.0
2. D	1	40	4.0	141.6	3.0-	101.6-				
3. UD	1	20	4.0	141.6	3.0-	121.6-				
4. A	13	368	4.0	141.6	9.0	226.4				
5. SA	3	260	4.0	141.6	1.0-	118.4				
Total	20	708								

SD: Strongly Disagree, D: Disagree, UD: Undecided, A: Agree, SA: Strongly Agree

Analysis: Referring to table 2, it is stated that null hypothesis one is rejected because the value of Chi-Square from the perspective of teachers ($X^2= 26$, $P =0 \leq .05$, $df= 4$ and $\alpha= 0.05$) and students ($X^2= 742.734$, $P =0 \leq .05$, $df= 4$ and $\alpha= 0.05$) is significant. Hence, it is stated that there are significant problems in the way of teaching English at higher secondary school level.

Table 3: Result of Hypothesis Two

Ho2: *There is no significant effect of problems on the performance of students / quality of teaching at higher secondary school level.*

	R	R2	Adjusted R Square	Std. Error	F test	Sig.	t - test	Sig.
Teachers	.725	.525	.499	5.179	19.91	.00	-4.46	.00
Students	.872	.761	.760	549.	2245.69	.00	-47.39	.00
Independent variable: Problems, Dependent variable: students' performance / quality of teaching								

Analysis: Referring to table 2, it is stated that null hypothesis two is rejected from the perspective of teachers and students. Hence, it is stated that there is a significant effect of problems on the performance of students / quality of teaching at higher secondary school level. The independent variable (problems in way of teaching) and dependent variable (performance of students /quality of teaching) are significantly (teachers: $r= 0.725$ & $p= 00$ and students: $r= 0.872$ & $p=00$) correlated. The problems in the way of teaching of English, making 52.5% contribution from teachers' perspective and 76.1% contribution from students' perspective in the variance are the significant predictor of students' performance / quality of teaching. Likewise, the significant F- value (teachers: $F = 19.91$ & $p = 00 \leq 0.05$ and students: $F = 2245.69$ & $p = 00 \leq 0.05$) proves that the model is fit and students' performance / quality of teaching can be predicted from the problems in the way of teaching English. Also, the significant t-test value (teachers: $t = -4.46$ & $p = 00 \leq 0.05$ and students: $t = - 47.39$ & $p = 00 \leq 0.05$) confirms that the changes in students' performance / quality of teaching / are due to changes in problems.

Table 3: Result of Hypothesis Three

Ho3. *There is no significant difference in the quality of teaching in terms of students' performance between male and female teachers.*

Independent Sample t-test			Df.	Mean dF.	Standard error df.	t	Sig.
	Quality of teaching in terms of students' performance	Equal variances assumed	18	-1.176	10.293	-.114	.910
		Equal variances not assumed	9.947	-1.176	11.162	-.105	.918
Gender	N	Mean	Std. Deviation	Std. Error Mean			
Female	7	59.71	25.702	9.714			
Male	13	58.54	19.818	5.497			

Analysis: Referring to table (3), it is stated that null hypothesis three is upheld because the result of t-test ($t = -0.114$ & $p = 0.910 > 0.05$) is insignificant at alpha 0.05 and df. 18. Hence, it is concluded that there is no significant difference in the quality of teaching in terms of students' performance between male and female teachers.

Table 4: Result of Hypothesis Four

Ho 4. *There is no significant difference in the quality of teaching in terms of students' performance between rural and urban area teachers.*

Independent Sample t-test			Df.	Mean df.	Standard error df.	t	Sig.
	Quality of teaching in terms of students' performance	Equal variances assumed	18	-34.313	9.238	-3.714	.002
		Equal variances not assumed	3.772	-34.313	11.532	-2.976	.044
Gender	N	Mean	Std. Deviation	Std. Error Mean			
Rural	4	31.50	21.764	10.882			
Urban	16	65.81	15.263	3.816			

Analysis: Referring to table (3), it is stated that null hypothesis three is upheld because the result of t-test ($t = -0.114$ & $p = 0.910 > 0.05$) is insignificant at alpha 0.05 and df. 18. Hence, it is concluded that there is no significant difference in the quality of teaching in terms of students' performance between male and female teachers.

Analysis: Referring to table (3), it is stated that null hypothesis three is upheld because the result of t-test ($t = -3.714$ & $p = 0.002 \leq 0.05$) is significant at alpha 0.05 and df. 18. Hence, it is concluded that there is a significant difference in the quality of teaching in terms of students' performance between rural and urban area teachers. The mean score (65.81) of urban area teachers was higher than mean score (31.5) of rural area teachers, which confirms that teaching quality of urban area teachers was better than rural area teachers in terms of the performance of students.

8. Discussion

The review of literature and findings of this study revealed that there were significant problems in the way of teaching English at higher secondary school level and those problems had significantly affected the performance of students / quality of teaching. There were several previous studies including Abro, Ansari and Qaisrani (2014), Akbari (2015) and Derakhshan (2015) in line with this study. Moreover, the findings of this study further indicated that the average performance of students (score in annual examination) in English subject was only 55% due to multiple problems existing over there. Facing same problems, the teaching quality of both male and female teachers in terms of students' performance was alike in the same area but urban area male and female teachers performed better than rural area male and female teachers due to better facilities and less problems.

Pointing out the problems, teachers and students mutually stated that most of the higher secondary schools were facing problem related to the shortage of English teachers. In Such circumstances, teaching of English subject either did not take place or English subject was taught by teachers having limited English proficiency. Moreover, they added that the appointment of English teachers had not been taking place on merit. As a result, the professional competency of English teachers was not up to the mark. Those English teachers were neither capable to identify the problems in the way of teaching / learning nor capable to motivate the students.

The respondents affirmed that English teachers did know the aims and objectives, teaching methods and evaluation techniques of English as prescribed in curriculum book. To them, the policy makers had given only books to teachers but English teaching objectives, English teaching methods and English evaluation techniques had never been communicated to teachers. Moreover, English had never been given any professional training in this regard. As a result, the teachers were following their own objectives, teaching through their own methods and evaluating through their own techniques. Such invalid and unreliable process of English teaching had given rise to many gaps between input made by teachers and output desired by policy makers.

Although, the students and teachers mutually agreed that the vocabulary of English teachers was very good, but, they also pointed out that English teachers neither used to come in the class with lesson plan nor followed the schedule of study. In the classroom, the ratio of teacher-students was unjustifiably inappropriate to maintain

discipline. In some classes the students were more than 80 (overcrowded) and in other classes only a few students were attending the classes. Consequently, neither teacher nor students used to enjoy the English class. In such overcrowded classes, teachers often used to deal unfriendly with students and such unkind behaviour of teachers had badly affected the attitude and interest of students towards learning English.

The majority of students with negative attitude toward learning English had not attended the classes regularly and punctually. There was no reward and punishment system for the regular and irregular students. Regular and irregular students were treated equally in terms of their attendance and marks. The irregular students coming to school without books, having poor background knowledge and grammar deficiency, made it very difficult for teachers to follow the schedule of study and complete the course within specified time.

In addition, in hot days of summer, the overcrowded classrooms without sufficient space, improper ventilation, electricity shortfall and lack of bulbs and fans had added in the miseries of teachers and students. Moreover, the condition of white / blackboards for legible writing and the state of furniture, drinking water and washrooms was very miserable. No one was there to deal with the load-shedding, furniture and such other problems. The principals (head of institutions) neither visited the classes regularly nor addressed the problems of teachers and students.

However, the teachers and students were divided on few items of the questionnaire. The students believed that English teachers neither used to come to school regularly nor entered the class soon after the sound of bell. The students also believed that English teachers had neither standardized language proficiency nor grammar knowledge. But teachers, on the other hand, opposing the arguments of students, affirmed that they were regular and used to enter the class shortly after the bell went off. Moreover, they were well equipped with grammar knowledge and English proficiency.

To, sum up, teaching learning of English, being very crucial for students, was not up to mark due to various problems. Shortage of teachers, lengthy course books, improper infrastructure, lack of check and balance and students' poor background knowledge had adversely affected the quality of teaching and performance of students.

9. Conclusion

The quality of teaching English was not effective and performance of students was not up to the mark due to various problems thereby impeding the process of teaching and learning. Considering the gravity of problems, it appears that from policy makers to policy implementers, nobody was serious to own and address the problems of higher secondary schools. Poor infrastructure, low quality and quantity of English teachers, improper communication and implementation of curriculum, overcrowded classrooms without proper ventilation, electricity, fans and bulbs had given the impression that higher secondary schools were running without school head teachers. In the same area, the male and female teachers had equally faced problems but in different areas, the male

and female teachers had faced greater problems in rural contexts compared to the urban areas.

10. Suggestions

1. The depressing performance of students in the subject of English denotes that quality of English teaching is not up to the mark. Therefore there should be arranged in-service trainings for English teachers on both content knowledge and pedagogy.
2. In many the higher secondary schools the posts of English teachers are not filled which compels teachers of other subjects to teach English. The concerned authorities should immediately provide teachers for these schools.
3. There are some higher secondary schools where classrooms are abnormally overcrowded disallowing the smooth and effective teaching. The principal should maintain appropriate STR in the classroom which should not exceed 40 students.
4. Most of the students who attend classes are neither serious nor have enough background knowledge, the principal should administer a pre-test before granting admission to the students so as to enroll only serious students with adequate background knowledge.
5. The classrooms are extremely hot during harsh summer and cold during extreme winter, there should be installed some more fans in the classroom for summer and windows should be repaired for keeping the indoor climate warm.
6. There is no consistency between curriculum, classroom teaching and examination with respect to the teaching of English at higher secondary level. English teachers should be provided with curriculum (aims and objectives) to use as targets for their lessons.
7. Similarly, examination questions should conform to the aims and objectives in the curriculum.
8. Principals should be trained and held accountable for improving the quality of teaching learning by regularly observing the classroom teaching and sharing feedback with teachers.

References

- Abbas, S. (1998) Sociopolitical Dimensions in Language: English in Context in Pakistan. *Journal of Applied Language Studies*, *Vol.4 (2)*, 23-42.
- Abro, A., Ansari, M. A. & Qaisrani, N. (2014). Impact of teaching techniques on the Performance of Learners in Pakistan. *International Research Journal of Arts & Humanities*, *42(42)*, 223-242
- Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. *Procedia - Social and Behavioral Sciences*, *9(1)* 394-401. DOI: [10.1016/j.sbspro.2015.07.524](https://doi.org/10.1016/j.sbspro.2015.07.524)

- Akram, M., & Qureshi, A. H. (2012). Problems in Learning and Teaching English Pronunciation in Pakistan. *International Journal of Research in Linguistics and Lexicography. INTJR-LL-*, Vol. 1 (4), 43-48.
- Alghamdi, A. (2014). The role of motivation as a single factor in second language learning. *ARECLS, 11*, pp. 1-14.
- Boumova, B. V. (2008). *Traditional vs. modern teaching methods: Advantages and disadvantages of each (Master's thesis)*. Masaryk University, America.
- Curtis, D. & Carter, M. (2005). Rethinking early childhood environments to enhance learning. *Young Children, 60*(3), 34-39.
- Das, S., Shaheen, R., Shrestha, P., Rahman, A., & Khan, R. (2014). Policy versus ground reality: Secondary English language assessment system in Bangladesh. *Curriculum Journal, 25*(3), 326–343. <https://doi.org/10.1080/09585176.2014.909323>.
- Derakhshan, A. (2015). The difficulties of teaching English language: The relationship between research and teaching. *International Journal of Linguistics, 7*(1), 101-110. DOI: [10.1016/j.sbspro.2015.07.524](https://doi.org/10.1016/j.sbspro.2015.07.524).
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in our schools*. Thousand Oaks, CA: Corwin Press.
- Gibbs, G. & Jenkins, A. (1992). *Teaching Large Classes in Higher Education: How to Maintain Quality with Reduced Resources*. London: Kogan Page, London.
- Harmer, J. (2007). *The Practice of English Language Teaching (4th ed.)*. Pearson Education Ltd: England, 2007.
- Khan, H. I. (2011). Testing creative writing in Pakistan: Tensions and potential in classroom practice. *International Journal of Humanities and Social Sciences, 1* (15), 111-119.
- Khan, R. (2010). English language assessment in Bangladesh: Developments and challenges. In Y. Moon & B. Spolsky (Eds.), *Language assessment in Asia: Local, regional or global?* (pp. 121–157). South Korea: Asia TEFL.
- Krashen, S. D. (1981). *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc., Oxford. Pp. 151.
- Mansoor, S. (2003). Language Planning in Higher Education: Issues of Access and Equity. *The Lahore Journal of Economics, 8*(2). 17-42.
- McGee, A., Haworth, P., & MacIntyre, L. (2015). Leadership Practices to Support Teaching and Learning for English Language Learners. *TESOL Quarterly, 49*(1), 92-114.
- Moore, G. & T. Sugiyama (2007). The Children's Physical Environment Rating Scale (CP ERS): Reliability and Validity for Assessing the Physical Environment of

- Early Childhood Educational Facilities. *Children, Youth and Environment*, 17 (4), 24-53.
- Olds, A. (1989). Psychological and physiological harmony in child care design. *Children's Environment Quarterly*, 6(4), 8-16.
- Patil, Z. N. (2008). Re-thinking the objectives of teaching English in Asia. *Asian EFL Journal*, 10(4), 227-240.
- Rahman, M. M., Pandian, A., & Kaur, M. (2018a). Factors affecting teachers' implementation of communicative language teaching curriculum in secondary schools in Bangladesh. *Qualitative Report*, 23(5), 1104-1126.
- Rahman, M. M., Singh, M. K. M., & Karim, A. (2018b). English medium instruction innovation in higher education: Evidence from Asian contexts. *Journal of Asia TEFL*, 15(4). Retrieved from: <https://doi.org/10.18823/asiatefl.2018.15.4.20.1156>.
- Richards, J. C. (2006). *Communicative language teaching today*. United States of America: Paper Design Internationals.
- Shah, K. S., Rani, R., Mehmood, R., & Irm, R. (2013). An investigation of critical thinking levels of examination questions for B.A. compulsory English at university of Punjab. *International Journal of Linguistics*, 5(2), 252-261.
- Shoukat, B., & Ghani, M. (2015). English language teachers' opinion on intermediate English textbooks taught in Punjab Pakistan. *Dialogue*, 10(3), 313.
- Teevno, R. A. (2011). Challenges in teaching and learning of English at Secondary Level Class X. *International Journal of Human Resource Studies*, Vol. 1,(2).
- Troia, G. (2014). *Evidence-based practices for writing instruction* (Document No. IC- 5). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configuration/>
- Vazir, N., Ismail, S. (2009). Developing creative writing skills in early childhood: A case study from Pakistan. *Journal of Educational Research*, 12(2).
- Warsi, J. (2004). Condition under which English is taught in Pakistan: An applied linguistic perspective. *Journal of South Asian Research Institute for Policy and Development*, 1(1), 15-25.
- White, R. V. (1988). The ELT Curriculum Design: Innovation and Management. Oxford: Basil Blackwell." *Canadian Modern Language Review*, 49(1), pp. 157-158
- Xu, X.(2008). Influence of Instrumental Motivation on EFL Learners in China and Its Implication on TEFL Instructional Design.
- Xu, Z. (2001). Problems and strategies of teaching English in large classes in the People's Republic of China. In A. Herrmann and M. M. Kulski (Eds), *Expanding Horizons in Teaching and Learning*. Perth: Curtin University of Technology.
- Yaqoob, T., & Zubair, S. (2012). Culture, class and power: A critique of Pakistan English language textbooks. *Pakistan Journal of Social Sciences*, 32(2), 529-540.