RESEARCH PAPER

Impact of Language Skills of English Teachers on the Academic Performance of Students at Secondary Level

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ABSTRACT

The study aimed to find out the impact of language skills of English teachers on the academic performance of students at the secondary level in district Bagh Azad Jammu & Kashmir, Pakistan. In order to get relevant data from respondents, the researchers used the survey method of gathering data from secondary school teachers and students. The sample size of the study was 130 teachers and 300 students from all public secondary schools of district Bagh. A questionnaire was developed on a five-point Likert rating scale. The researchers listed common students' problems and teacher respondents to identify the degree of their occurrence in school by using the questionnaire. The findings of the study showed that there is a positive and significant relationship between teachers' language skills (writing and speaking) and the performance of the students. The more the teachers were found skillful in language; the performance was good by the students. Two language skills of a teacher; writing and speaking have a significant and positive effect on the academic performance of a student. But the listening skills of teachers' do have not a significant and negative effect on student performance; the reading skill of a teacher has negative effects on academic performance. These results can be used to predict useful information that gathers new information and fosters better strategies to improve the language skills of teachers and academic performance of students.

Introduction

Depending on the setting of the school, we may utilise any language to offer any kind of lecture. Both teachers and students will benefit if teachers are engaged and in a position to use all abilities, including speaking, listening, reading, and writing. Therefore, if someone does not apply all of the aforementioned skills, he will not succeed in his endeavor. According to Harmer (2007) one of the four English language skills calls for the student's critical language to be improved; the mind is concerned with the writings that pupils share. Overall, we must think to understand and use all or part of our language skills in order to understand what we see or hear. Individuals rarely engage in a conversation using all four of the English language skills detachedly; instead, they focus on speaking with the person they are interacting with as speaker. We will therefore examine the connections between knowledge and learning in the classroom, the potential for linking skills, and the relationships between language learning and skills. In this way, combining English language skills into a single exercise is a typical example of "expertise blending," which encourages

teachers to combine various skills to provide the best learning opportunities for each student in a class.

According to Griffiths and Parr (2001) by connecting the four fundamental English language skills during instruction, the Integrated-Skill Approach, instructors should take into account all skills as they interact with one another in everyday conversation since, in reality, as in the classroom.

Language techniques or exercises will require listening, speaking, reading, and writing skills in addition to speaking. The other elements are helpful talents, and there is space for tuning in and browsing responsive skills. Four fundamental skills are typically taught during the language learning phase, as described by (Zhang, 2013). Furthermore, Harmer (2003) drew attention to the fact that people will acquire those who indicate that they see or acquire those speaking through their open skills. Similarly, Cooper (2015) contends that the people who empower language students to practically send importance to other people. These methods for improvement are speaking and writing for students.

According to Richards & Rodgers (2014) a variety of factors need to be kept in mind while addressing the institution's communication issues with EFL students. This aspect has some connection to the pupils themselves. For example, a significant proportion of students must transfer their motivation to that fundamental terminology.

When learning to tune in, it is crucial to listen intently. Make it a habit for your kids to consciously pay attention to all of that. If you want to do this again, you might need this. To use such reading teachers in the classroom, there will be a need to support multiple tactics, such as note-taking, acoustic mindfulness, and sending listening controls in transcription (Al-Hosni, 2014). During the time spent choosing instructing, an instructor will be especially important. He or she will assist with speaking skills and serve as a role model for the same number of students. He will be the first to expressly teach students how to communicate in English.

Training listening skills refers to demonstrating listening appreciation, which includes isolating expressions, building a significant amount of information, and utilising them. Listening skill reveals all the abilities of the students to comprehend the articulation, expression structure, and motivation behind the speakers close by their intonation (Sharma, 2010).

Amorim (2013) outlined a two-pronged awareness-raising technique for alerting students to the motivation behind such action. By utilising contemporary methods like understanding procedures (Tsai, 2012) using real content (Guo, 2012) emphasising language-constructed theories, and constructing fictitious methodologies (Park, 2013) Soleimani and Nabizadeh (2012) found effective ways to increase students' reading comprehension and the use of blogs in the ELT virtual environment (Kashani, Mahmud, and Kalajahi, 2013). Many students select English as a foreign language classes because they come from backgrounds where it is challenging to understand English. However, it is clear that English is used as a custom. Both teachers and students tamper with English as a foreign language. They consequently waste crucial school years learning a language they have no chance of mastering. However, when students enter high school, they will need English.

In all language skills, students face numerous issues: tuning in, speaking, language skills and their impact on the performance of students. It is important that teachers believe in themselves and in their skills as a role model and educator, because it plays an important role on their student's self-perception and performance. Lack of mastery in English language may be a Problem to the acquisition of skills and knowledge in other subjects in the school curriculum. This was because English is a medium of instruction in secondary schools of Bagh AJ&K. So the purpose of the research is to investigate language skills and their impact on students' academic performance at secondary level in district Bagh AJ&K. This study provides evidence that listening and reading short stories in the foreign language engaged students in developing their language skills. Thus, they practiced reading, listening, writing, and speaking simultaneously listening will help the student to comprehend natives when they speak. This study is hoped to be helpful in developing student's language skills. As English is an important language nowadays, it is also vital for teacher trainees to master the language. This study will help the students in their speaking of English and also help them to be more confident to use the second language. Further the study will also help the curriculum planners and all stakeholders in Education. The study highlighted gaps that existed in the teaching/learning English language Curriculum in secondary schools of Bagh AJ&K. The research recommendations helped stake holders assist learners acquire and improve their English language skills. The study gave solutions on how children learned and acquired English, teacher's skills in teaching English, methods of teaching/learning English, and impact of teaching /learning materials on teaching/learning of English.

Material and Methods

Descriptive research design was used for this study. Descriptive research aims to accurately and systematically describe a population, situation or current phenomenon. The method adopted for the research study was a survey method. A survey is a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest.

Population and the Sample of the Study

All the secondary school teachers and the students studying at secondary level of district Bagh Pakistan were the population of the study. There were 87 (40 male and 47 female) secondary schools in district Bagh and the total number of secondary school teachers teaching in these schools were 512 (280 female and 232 male). The total number of students studying at secondary level was 1500 (670 male and 830 female). Simple random sampling technique was used by the researcher in order to choose the sample from the population. The researcher selected 130 secondary school teachers and 300 Students by using random table (Gay, 2009) for the selection of sample from population.

Research Instrument

Two questionnaires were developed on five points Likert Scale ranging from strongly agree to strongly disagree. The teacher's questionnaire consisted of 15 statements while the student's questionnaire consisted of 24 Statements. Both questionnaires have two sections first section of each questionnaire contained demographic formations about the respondents.

Procedure of Data Collection and Data Analysis

To collect the data, the researcher circulated and collected the questionnaire among   130 secondary school teachers and 300 students through personal visit from selected schools whereas from distant areas the researcher used postal services and electronic services. Where the researcher personally visited the schools she guided the respondents that how to fill out questionnaires. The collected data was tabulated and analyzed by using SPSS-24 (Statistical Package for Social Sciences). Pearson correlation was used to find out the relationship of four language skills and academic performance and Linear regression was used by the researchers to find out the impact of teachers language skills (Writing, Reading, Listening and Speaking) on the performance of the students at secondary level.

Results and Discussion

Table 1
Model Summary of Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.885a	.784	.777	1.53715

a. Predictors: (Constant), Teachers' Skills (Writing Skill, Speaking Skill, Reading Skill, Listening Skill)

Table-1 shows that the value of Adjusted R square in the model is 0.777, which means about 77.7% variation in student performance is due to our regression, the independent variables can explain 77.7% of the change in the dependent variable in this model. Regression analysis explains that about 77% variation in student academic performance is explained by four language skills of teachers in overall data. It means that the Teachers' language skills (Writing Skill, Speaking Skill, Reading Skill, and Listening Skill) predicted change in the academic performance of students. This indicates that the Teachers language Skills enhances students' academic performance.

Table 2
Overall Significance Response Model for Teachers' Language Skills (ANOVA)

		ANOVAa				
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1069.724	4	267.43	113.18	.000b
	Residual	295.353	125	2.36		
	Total	1365.077	129			

a. Dependent Variable: Student Performance

b. Predictors: (Constant), Teachers' Language Skills (Writing Skill, Speaking Skill, Reading Skill, Listening Skill)

Table 2 shows that the researchers used four language skills (Writing Skill, Speaking Skill, Reading Skill, Listening Skill) of teachers as independent variables and the model shows the significant impact of these skills on the dependent variable enhancing academic Performance of students at secondary of district Bagh Azad Jammu and Kashmir Pakistan. ANOVA in this table is highly significant (0.000). The

value of $F(4,125) = 113.18$, P< .05 the p=.0.000 is well defined and significant that the overall regression model is significant that is the model of a good fit. The teachers' Language skills included in the model are significantly affecting the Student academic Performance.

Table 3
Individual Significance of Coefficient of Regression Model Regarding Teachers'
Language Skills (Writing Skill, Speaking Skill, Reading Skill, Listening Skill)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	29.023	2.430		11.944	.000
Writing Skill	2.195	.113	.837	19.428	.000
Speaking Skill	.852	.234	.156	3.641	.000
Reading Skill	-.069	.159	-.024	-.432	.667
Listening Skill	-.115	.140	-.045	-.826	.410

a. Dependent Variable: Student Performance

Table 3 shows that Beta explains the contribution of independent variable Writing Skill with beta coefficient of 2.195 and sig. value of P=0.000 makes the strong contribution in explaining and enhancing academic performance of students. Writing Skill plays a role in explaining academic performance of students'. Writing Skill positively enhances academic performance of students by 2.195 points keeping in view of the effects of other variables constant. It is concluded that the writing skill assists in enhancing the academic performance of students'.

Table 3 shows that Beta explains the contribution of independent variable Speaking Skill with beta coefficient of 0.852 and sig. value of P=0.000 makes the strong contribution in explaining and enhancing academic performance of students. Writing Skill plays a role in explaining academic performance of students'. Speaking Skill positively enhances academic performance of students by 0.852 points keeping in view of the effects of other variables constant. It is concluded that the speaking skill assists in enhancing the academic performance of students'.

Table 3 shows that Beta explains the contribution of independent variable Reading Skill with beta coefficient of -0.069 and sig. value of P=0.667 makes the weak contribution in explaining and reducing academic performance of students. Reading Skill plays a role in explaining academic performance of students'. Reading Skill negatively affects academic performance of students by -0.069 points keeping in view of the effects of other variables constant. It is concluded that the Reading skill do not assists in enhancing the academic performance of students'.

Table 3 shows that Beta explains the contribution of independent variable Listening Skill with beta coefficient of -0.115 and sig. value of P=0.410 makes the weak contribution in explaining and reducing academic performance of students. Listening Skill plays a role in explaining academic performance of students'. Listening Skill negatively affects academic performance of students by -0.115 points keeping in view of the effects of other variables constant. It is concluded that the Listening skill do not assists in enhancing the academic performance of students'.

Table 4. Correlations between Teachers' Language Skills and Students Performance

Teachers' Language Skills	Correlation	Student Performance
Writing Skill of Teachers	Pearson Correlation	.869**
	Sig. (2-tailed)	.000
	N	130
Speaking Skill of Teachers	Pearson Correlation	.338**
	Sig. (2-tailed)	.000
	N	130
Reading Skill of Teachers	Pearson Correlation	.025
	Sig. (2-tailed)	.780
	N	130
Listening Skill of Teachers	Pearson Correlation	-.100
	Sig. (2-tailed)	.256
	N	130

** Correlation is significant at the 0.01 level (2-tailed).

Table 4 showed the correlation between Writing Skill of Teachers' and Student Performance. The value shows that r = .869**, and $p < 0.01$ that means there is a highly significant and positive correlation between Writing Skill of Teachers' and Student Performance.

There is a correlation between Speaking Skill of Teachers' and Student Performance. The value shows that r = 0.338** and $p < 0.01$ that means there is a significant, moderate and positive correlation between Speaking Skill of Teachers' and Student Performance.

There is a correlation between Reading Skill of Teachers' and Student Performance. The value shows that r = 0.025 and $p < 0.780$ that means there is weak, not significant but positive correlation between Reading Skill of Teachers' and Student Performance.

There is a correlation between Listening Skill of Teachers' and Student Performance. The value shows that r = -0.100 and $p < 0.256$ that means there is a weak, not significant and negative correlation between Listening Skill of Teachers' and Student Performance.

Discussion

The first research question of the study was that how can we find the relationship of current practices of language skills of teachers with the performance of students at secondary level in district Bagh. The study found that language skills of a teacher significantly affects the performance of students as it was found that if a teacher has good command in speaking his/her students were found good at speaking English. Similarly if a teachers writes beautifully his/her students were found trying to copy his/her writing in this way significant effects of listening and reading were found on students' performance at secondary level. These findings of the study were in line with the study of Zhang (2013) who said in his study that in the language learning measure, there are ordinarily four essential skills required. Further showing the importance of language skills Harmer (2003) discovered that responsive skills are the manners by which people gain proficiency with the feeling

of the speak they see or hear. In a similar vein, Cooper (2015) accepted that gainful skills are those that empower language students to proficiently communicate significance to other people.

The second research question was stated as what is the impact of language skills of teachers on students' performance at secondary level. The results showed that teachers' language skills have positive and significant effects on the performance of the students at secondary level. The teachers' listening skills has positive impact on students' performance the importance of listening is also proved as per (Khaled, 2010) listening skill implies the skill of the students to get what the speaker is stating and to comprehend the planned importance behind any messages expressed or enlisted. In a study as indicated by (Wilson, 2008) listening skill is the most un-concentrated of the four skills that are viewed as the establishment of language skills. Similarly the most important skill speaking of students is also affected by the speaking skill of a teacher as in the study by Hughes (2013) speaking is portrayed as the language's relational part through which significance is made and communicated. Writing of a teacher is also important for the development of the writing of the students as indicated by Graham et al. (2013) a proficient teacher must have the option to show builds of sentences, for example, language structure, accentuation, capitalization, and so forth, and teaching these skills can help ace the developments of sentences notwithstanding improving the substance of the whole content.

Conclusions

The following conclusions were drawn on the basis of the objectives and findings of the study. To conclude, learners, face numerous difficulties in both communication and lack of all the language skills: such as listening and reading. Also, the great amount of erroneous utterances that students of English produce in oral performance and their recourse to communication strategies, Research has shown that the language skills of teacher have positive impact on students' performance at secondary level. The district's Bagh AJ&K high schools identify that language skills of English teacher has great impact on students' performance at secondary level.

Recommendations

Based on the above conclusions, the following recommendations were given by the researcher.

1. Teacher should make sitting arrangement of students be separately far during lecture time.

2. Teacher may provide opportunities to students to speak in English language in classroom.

3. Teacher asks students to write essay or stories in their own words in English.

4. Teacher asks students to read paragraphs in English in classroom.

5. Teacher gave students any paragraph and asks them to translate in English.

6. We need to train our English teachers by organizing different seminars.

7. Teachers need to improve their English speaking skills according to the demand of modern English language.

8. Teachers need to do organizing the English speech competitions between different schools at least every month.

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