

Investigating the role of Teachers in relation to the Learners' Academic Development in the subject of English

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Abstract



English is a language that is used for communication approximately by two-thirds of the world's population. It is a crucial characteristic for the development of a nation in today's world. The teacher has a very important part in the overall development of learners, particularly in the subject of English. The key objectives are to find out the teacher's role in the improvement of the academic learning of learners in the subject of English; investigate students' academic progress in the subject of English; and measure the association between teachers' role and learners' academic progress in the subject of English. These research questions were framed- What role do instructors play in the educational progress of learners? How to know the academic progress of the students academically? How to measure the correlation between teacher role and learner academic achievement? The design is a quantitative correlational study. The study populations were students and instructors at the college level of district Mardan. For the selection of the sample, random sampling techniques were used. The total sample size was 25 teachers and 100 students. To gather data from the respondents a research instrument i.e. questionnaire was employed. Mean score, STD deviation, and Pearson correlation were adopted for the analysis of the data. It was found that if the educator is concentrated on the overall growth of learners' they learn numerous material from their teachers such as deference, communication skills, morality, good conduct, and problem-solving skills. It was also noted that there is a high correlation (r -value .537) between the teacher's role and learners' academic achievement.

Keywords: Teacher's Role, Learner's Academic Development, Learning Skills, English

Introduction

More thousands of languages are being spoken in the international community. English is one of these languages. It is an international language. It is an important component of Pakistani life. It is also an admitted fact, that Pakistan is a multilingual community and local languages have their significance. For example, Urdu and other languages are spoken in the country (Abbas et al., 2021).

The role of the teacher is very imperative for the nation's development. Teacher makes or mars society. In a nation's development, only a teacher can play a significant role. He is a change agent. He can educate those learners who prove to be real citizens of the state and members of society. He can make the behavior and attitude of the students. He can improve the reading, writing, listening, and speaking skills as well as the social and moral development of the learners (Shoaib, & Ullah, 2021).

Learners' academic achievement is obtaining marks in the annual examination. But along with it, academic achievement is meant homework assignments, presentations in class, study skills improvement, social skills development, academic attitude, organizational skills advancement, reading, writing, listening, and speaking skills development, and interest in English literature for future development (Peng, & Kievit, 2020).

Research Objectives

1. To find out the teacher's role in the improvement of academic learning of learners in the subject of English
2. To investigate students' academic progress in the subject of English;

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3. To measure the association between teachers' role and learners' academic progress in the subject of English

Research questions

- 1) What role teacher play in the educational progress of learners?
- 2) How to know the academic progress of the students academically?
- 3) How to measure the correlation between teacher role and learner academic achievement?

Significance of this investigation

This research endeavor is significant for the students of BS English and teachers who are teaching this level of course. Curriculum designers and policymakers need to adopt relevant courses at the graduate level to enhance the development of English students in these areas. It is also noteworthy for future researchers to get help in the writing of a literature review of their pertinent topics.

Literature review

The historical background of languages in the subcontinent before the partition is too long. The Muslims ruled India in the main languages were Persian and Arabic. During the government of Babur and his descendants, Persian became the language of the court and Urdu was the language of soldiers and masses. When the English enter the Mughal court in the 16th century the educational setup and social structure were changed. With time the English people became the master of this subcontinent. Therefore the British people changed the court language and English become the language of court and business. English was also introduced as a second language in educational institutes at the school level. The Hindus learn this language quickly while the Muslims remained slowly. English was considered the symbol of getting attractive jobs in administration as well as in instruction. As compared to Hindus the Muslims were reluctant to learn English as it was the language of the enemies (Putra, 2020).

After the partition of the subcontinent into India and Pakistan English has kept its importance as a language in Pakistan. In our schools and higher education, English is the medium of instruction. It is the language of political status. It is the language of business and computers. It is the language of offices in competitive exams. The government has also decided to have English medium schools as well. At an early stage, Pakistan realized that without learning English, as a nation we cannot survive. If we wish to survive as a member of the world family, we must have a strong base of English (Kalhoro, 2018).

English is still the language of commerce and civil and military administration. In all the competitive exams like CSS and PMS and other commissioned exams, the knowledge of English is judged and the candidates having a sound knowledge of English are always preferred in selection. English is so rich in literature and vocabulary and so flexible in nature that everybody feels proud of possessing an adequate knowledge of this language. The rich heritage of literature as is to the credit of English can hardly be surpassed by that of any other language of the world. The knowledge of this language comes in handy in digging out the vast treasures of literature, western culture, and civilization. This language introduces Shakespeare, Marlowe, G.B Shaw, and other literary figures for their literary genius and their love of humanity as revealed in their writings (Chandio, Jafri, & Ansari, 2014).

English is also necessary for teachers to enhance academic achievement in the subject of English by adopting different strategies. Behavioral development is also a part of learner achievement. Shah (2009) posits that behavior is meant as the personal response to teachers' motivations and incitements. It is also a personal response of the individual to the outer or intellectual stimuli. Mehdipour and Balaramulu (2013) have the point view that the habits, attitudes, or ethical behavior of the student are academic behaviors. It is concluded from this study that behavior is an observable thing and symbolizes learner performance. Educational attitude is the totality of capabilities that includes learners' assignment accomplishment, skills of studying development, skills of organizing development, skills of learning in collaboration, and inspiration for learning activities (Walker et al., 2006).

The assignment is the responsibility of the learner which has been assigned to him/her by his/her teacher to complete the exterior of the classroom for building up management of the self, and learning expertise of the self (Sheridan, 2009).

It is concluded that assignment is very imperative for learners' busy activities and self-study. It also helps us to retrieve the concepts which we learn in the classroom. It influences the entire presentation and activities of the learners in academic institutes.

Study Skills

For academic success study skills are very crucial. Shetty and Srinivasan (2014) contend that the understanding and employment of efficient study skills have a close relationship with academic proficiency. It needs a positive attitude from the learners. Some learners do not know study skills, some do not have learning habits, some have strong family backgrounds, and some learn from their experiences and demonstration. Naqvi et al (2018) posit that study skills like self-regulation, self-awareness, time management, critical thinking, organization of material, note-taking, intensive reading, creative writing, collaboration, and cooperation in the field of learning enhance academic distinction.

Organizational Skills

The awareness of organizational skills is essential for success in academic detections. Boller, B. (2008) is of the view that Organizational skills are extremely rare building blocks in the catalog of learning skills for getting success in any field. Organizational skills empower learners to functionalize their activities accurately and consistently. It too facilitates learners' to gain information and recognize their everyday tasks. It permits learners' to fix their life goals and work according to them to gain their nominated goals (Bos & Vaughn, 2006).

Cooperative Learning Skills

Orprayoon (2014) stated that cooperative learning is the achievement of targeted goals by learners through cooperative efforts to increase their retention power. Learners learn things easily in an open atmosphere from each other in the absence of instructors. Molla and Muche (2018) indicated that cooperative learning practices are one of the effective techniques for students for learning to get academic and social association beyond gaining mutual objectives.

Motivation

Motivation is meant to encourage students to gain their predetermined goals by teachers and parents to do something with enthusiasm (Brewer & Burgess, 2005). Motivation is important for students in their academic success. Those students who are not motivated waste their time in useless activities. Motivation is necessary for learning and discovering new knowledge or comprehending a phenomenon or pacifying the teacher-can make and develop learners' behavior for academic progress (Vansteenkiste, Lens, & Deci, 2006).

Research Methodology

This study focuses on the connection between the role of the teachers and learners' academic development in the subject of English. The study is quantitative and descriptive. The researchers aimed to conduct a survey investigation of college female learners and instructors. The data were collected with a questionnaire as a research instrument. The population of the study was 150 educators and 2749 learners of Government Post Graduate College for Women Mardan. Random sampling techniques were used to get a sample for the study. The entire sample was 25 teachers &110 students. A research tool was a self-developed questionnaire. Data were collected through a questionnaire from the respondents by applying the Likert scale. The data were analyzed with SPSS version 26 by using means score, standard deviation, and Pearson correlation.

Reliability and Validity

A pilot test was conducted with 5 teachers and 20 students in Government Post Graduate College for Women Mardan. The Cronbach alpha was used for the internal consistency of the tool. The reliability was found .80 which was better than the standard value of Cronbach alpha (.7). The tool was validated through English and research experts. First, the questionnaire was of 49 statements. After validation, it was reduced to 30 items. The statement was corrected. The grammatical and syntax mistakes were removed. After that, the questionnaire was used for data collection from the respondents.

Result and Interpretation

Table 1 Teaching methodology and students' achievement

S. No	Statements	M	Std
1	My teacher's teaching methodology increases my study skills	4.76	.598
2	My teacher's teaching methodology improves my reading habits.	4.31	.621

3	My teacher's teaching methodology upsurges my speaking proficiency	4.42	.574
4	My teacher's teaching methodology develops my organizational skills	4.23	.657
5	My teacher's teaching methodology enhances my academic Knowledge	4.12	.546
6	My teacher's teaching methodology augments my assignment abilities	4.09	.589
Overall		4.32	.597

Table 1 shows that respondents strongly agreed with the one statement of teaching methodology and students' achievement having a mean score of 4.76 which follows the array of (4.51 to 5.00) among respondents, while the other five Statements have mean scores of 4.31, 4.42, 4.23, 4.12 and 4.09 that follow the array of (3.51 – 4.50) indicate that Partakers agreed. The whole mean score of 4.32 follows the array (3.51 - 4.50) which shows that all the respondents agreed with all statements. Moreover, mean scores demonstrate that most learners at the college level improved study skills, speaking proficiency, reading habits, organizational skills, academic knowledge, and assignment abilities through the teaching methodology of teachers. Nevertheless, the entire standard deviation scores reproduce that whole partakers showed unity in their beliefs and the teaching methodology of teachers.

Table 2 Teachers' communication skills and students' achievement

S. No	Statements	M	Std
1	My teacher's communication skills increase my study skills	4.99	.498
2	My teacher's communication skills improve my reading habits.	4.88	.467
3	My teacher's communication skills upsurge my speaking proficiency	4.67	.489
4	My teacher's communication skills develop my organizational skills	4.78	.556
5	My teacher's communication skills enhance my academic knowledge	4.93	.487
6	My teacher's communication skills augment my assignment abilities	4.92	.498
Overall		4.86	.499

Table 2 displays that participants showed strong agreement with all items of communication skills and their effect on students' achievement having mean scores of 4.99, 4.88, 4.67, 4.78, 4.93, and 4.92 that follow the array of (4.51 to 5.00) in respondents indicate that participants displayed strong agreement. The total mean score of 4.86 follows the array (4.51 - 5.00) showing that whole partakers showed strong agreement with entire statements. Moreover, mean scores indicate that most students at the college level have enriched their study skills, speaking proficiency, reading habits, organizational skills, academic knowledge, and assignment abilities through the communication skills of teachers. Nevertheless, the entire standard deviation scores reproduce that whole partakers showed that participants unanimity in their views communication skills of teachers and their effect on students' achievement.

Table 3 Teachers' motivation and students' achievement

S. No	Statements	M	Std
1	My teacher's motivation increases my study skills	3.99	.487
2	My teacher's motivation improves my reading habits.	4.11	.510
3	My teacher's motivation upsurges my speaking proficiency	4.12	.463
4	My teacher's motivation develops my organizational skills	4.03	.546
5	My teacher's motivation enhances my academic knowledge	4.07	.435
6	My teacher's motivation augments my assignment abilities	4.19	.478
Overall		4.08	.486

Table 3 shows respondents agreed with all statements of motivation and its effect on students' achievement with mean scores of 3.99, 4.11, 4.12, 4.03, 4.07, and 4.19 that follow the array of (3.51 to 4.50) among respondents indicating that respondents agreed. The whole mean score of 4.08 follows the array (3.51 - 4.50) showing that all the participants showed agreement with all statements. Moreover, mean scores showed that most of the learners at the college level have augmented their study skills, speaking proficiency, reading habits, organizational skills, academic knowledge, and assignment abilities through the motivation of teachers. Nevertheless, the entire standard deviation scores showed that whole partakers reproduced that the respondents have unanimity in their views motivation of teachers and its effect on students' achievement.

Table 4 Relationships between teaching methodology and students' achievement

Correlations		TM	SK	RH	SP	KE	AA
Teaching Methodology	Pearson Correlation (PC)	-	.477**	.486**	.413**	.424**	.421**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N		135	135	135	135	135
	PC		-	.876**	.762**	.842**	.900**
Study Skills	Sig. (2-tailed)			.000	.000	.000	.000
	N			135	135	135	135
	PC			-	.799**	.911**	.801**
Reading Habits	Sig. (2-tailed)				.000	.000	.000
	N				135	135	135
	PC				-	.689**	.721**
Speaking Proficiency	Sig. (2-tailed)					.000	.000
	N					135	135
	PC					-	.678**
Knowledge Enhancement	Sig. (2-tailed)						.000
	N						135
	PC						
Assignment Abilities	Sig. (2-tailed)						
	N	135	135	135	135	135	135

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

The above table illustrates that the teaching methodology has a large relationship for reading habits (r-value .486) that is noteworthy at .000 while a small relationship for speaking proficiency was found in students' achievement (r-value .413) that is noteworthy at .000.

Table 5 Relationship between communication skills and students' achievement

Correlations		TM	SK	RH	SP	KE	AA
Communication Skills	PC	-	.454**	.441**	.487**	.399**	.333**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N		135	135	135	135	135
Study Skills	PC		-	.776**	.662**	.742**	.801**
	Sig. (2-tailed)			.000	.000	.000	.000
	N			135	135	135	135
Reading Habits	PC			-	.699**	.811**	.701**
	Sig. (2-tailed)				.000	.000	.000
	N				135	135	135
Speaking Proficiency	PC				-	.689**	.724**
	Sig. (2-tailed)					.000	.000
	N					135	135
Knowledge Enhancement	PC					-	.665**
	Sig. (2-tailed)						.000
	N						135
Assignment Abilities	Sig. (2-tailed)						
	N	135	135	135	135	135	135

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

The above table illustrates that communication skill has a large relationship with speaking skills (r-value .487) which is noteworthy at .000 while a small relationship for assignment abilities was found in students' achievement (r-value .333) which is noteworthy at .000.

Table 6 Relationship between teachers' motivation and students' achievement

Correlations		TM	SK	RH	SP	KE	AA
Communication Skills	PC	-	.489**	.486**	.428**	.424**	.421**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N		135	135	135	135	135
Study Skills	PC		-	.876**	.762**	.842**	.900**

	Sig. (2-tailed)			.000	.000	.000	.000
	N			135	135	135	135
Reading Habits	PC			-	.799**	.911**	.801**
	Sig. (2-tailed)				.000	.000	.000
	N				135	135	135
Speaking Proficiency	PC				-	.689**	.72**
	Sig. (2-tailed)					.000	.000
	N					135	135
Knowledge Enhancement	PC					-	.678**
	Sig. (2-tailed)						.000
	N						135
Assignment Abilities	PC						
	Sig. (2-tailed)						
	N	135	135	135	135	135	135

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

The above table illustrates that the teachers' motivation has a large relationship for study skills (r-value .489) which is noteworthy at .000 while a small relationship for assignment abilities was found in students' achievement (r-value .421) which is noteworthy at .000.

Table 7 Pearson Product Moment Correlations between Teachers' role and students' academic performance

Correlations		Teachers' Role	Students' academic performance
Teachers' Role	Pearson Correlation	-	.524**
	Sig. (2-tailed)		.000
	N		135
Students' academic performance	Pearson Correlation		-
	Sig. (2-tailed)		
	N	135	135

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

The connection between teachers' roles and students' academic performance (as measured by research instrument) was scrutinized by adopting the Pearson correlation coefficient. A large relationship between the teacher's role and students' academic performance, $r = .524$, $n = 135$, $P < .000$, not greater than .05 specifying the numerical importance of the findings. Cohen (1988) proposes the subsequent guiding principles of small relationship, medium relationship, and large relationship with ranges [$r=.10$ to $.29$; $r=.30$ to $.49$; and $r=.50$ to 1.0]. According to this criteria, there is a large relationship ($r=.524$) between teachers' roles and students' academic performance.

Findings of the study

- It was found that participants showed agreement with entire items of teaching methodology and students' achievement with mean scores of 4.76, 4.31, 4.42, 4.23, 4.12, and 4.09 which come in the range of (3.51 – 4.50) (Table 1)
- It was noted that partakers displayed strong agreement with whole items of communication skills and their effect on students' achievement with mean scores of 4.99, 4.88, 4.67, 4.78, 4.93, and 4.92 that come in the range of (4.51 to 5.00). Table 2)
- It was found that the respondents agreed with all statements of motivation and its effect on students' achievement with mean scores of 3.99, 4.11, 4.12, 4.03, 4.07, and 4.19 come in the range of (3.51 to 4.50). (Table 3)
- It was found that teaching methodology has a medium relationship for reading habits (r-value .486) which is noteworthy at .000 while the medium relationship for speaking proficiency was found in students' achievement (r-value .413) which is noteworthy at .000. (Table 4)
- It was noted that communication skill has a large relationship with speaking skills (r-value .487) which is noteworthy at .000 while a small relationship for assignment abilities was found in students' achievement (r-value .413) which is noteworthy at .000.
- It was found that teachers' motivation has a large relationship for study skills (r-value .489) that is noteworthy at .000 while a small relationship for assignment abilities was found in students' achievement (r-value .421)that is noteworthy at .000. (Table 5 & 6)

- It was noted that large positive relationship between the two teachers' roles and students' academic performance, $r = .524$, $n = 135$, $P < .000$. (Table 7)

Conclusions

- It was clinched from the finding of the study that most of the students at the college level have improved study skills, speaking proficiency, reading habits, organizational skills, academic knowledge, and assignment abilities through the teaching methodology of teachers.
- It was deduced that most of the students at the college level have enriched their study skills, speaking proficiency, reading habits, organizational skills, academic knowledge, and assignment abilities through the communication skills of teachers.
- It resulted that most of the students at the college level have augmented their study skills, speaking proficiency, reading habits, organizational skills, academic knowledge, and assignment abilities through the motivation of teachers.
- It was concluded that the teaching methodology of teachers during class has a large relationship with the reading habits of the students.
- It was deduced from the finding that the communication skill of a teacher has a large relationship with the speaking skills development of students.
- It was concluded that teachers' motivation has a large relationship with the study skills of the students.
- It was concluded that a large relationship existed between teachers' roles and students' academic performance.

Recommendations

1. The research study was done in the Government Post Graduate College for Women Mardan Investigating the role of teachers in relation to the learners' academic development in the subject of English. It is suggested that the same study may be investigated at the school and university levels.
2. The questionnaire was employed to gain data from participants (instructors and learners). Therefore, It is suggested that other tools like interviews may be used for the conduction of the study.
3. The study was conducted through a quantitative research design. Other research designs like qualitative and mixed methods approaches may be adopted.
4. It is recommended that teachers may be given appropriate and operational homework assignments to learners.
5. It is suggested that teachers may promote the study skills of college students.
6. It is recommended that the teachers may involve learners' learning tasks.
7. It is suggested that teachers may frequently inspire learners toward gaining knowledge.

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