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English as a Medium of Instruction Impacts the Performance of the Primary School Teachers

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Introduction

The aim of this study is to investigate the impact of newly introduced educational reforms i.e. English medium curriculum, on primary school teachers' performance. This topic is very important because for the last 5-6 decades primary school education is carried out in mother tongue i.e., Urdu, Pashtu and other regional languages. In recent years, new educational reforms are introduced throughout the country especially in Khyber Pukhtoonkhwa. According to these reforms, medium of instruction is changed to English language. This bold step is taken by the government due to number of reasons given below.

a. Today, English language is a language of the world.
b. English Language is a language of technology.
c. English language is a language of the knowledge.
d. English language is a language of researcher.
e. Now English language is a language of communicating in the world.
f. Now English language is a language of business.

Now government declares English language as a medium of instruction but there is a need to understand the problems of teachers regarding this new issue.

Problem Statement

Language is a very important part for the teaching- learning process. It can be witnessed in different research studies that students understand different academic concepts easily if communicated in their native language. Since there are different teaching methodologies regarding the English language but English at Primary level in the subject area is not very familiar language for communication, the main research problem is that how thus how teachers will adopt this language as medium of instruction at primary level. Whether they will be able to maintain/improve their performance with English a medium of instruction?

Research Question

1. What are the challenges of primary schools teachers in English language teaching?

2. Whether teaching in English language affects the performance of primary school teachers?

Objectives of the Study

- To highlight the challenges faced by primary school teachers in English language teaching.
- To highlight the relationship between English language teaching and teachers` performance.

Significance of the Study

English language is officially announced as medium of curriculum at primary school level. Moreover, the new curriculum is also introduced in English. As discussed above these educational reforms have number of positive aspects, despite the fact, there are number of issues which have arisen due to these reforms. This study has its significance in number of ways. This study will highlight the challenges faced by primary school teachers. This study will also build a causal relationship between English language teaching and teachers performance. Thus, this study will have its practical implication for both academia and policy circle. Future researchers will use the basics of this study to further highlight the challenges in implementing these reforms in its true sense. Top management/policy makers will use the finding of this study to formulate new strategies regarding new educational reforms. Moreover, policy makers will use the findings of this study to resolve the challenges faced by teachers. Trainers will use the findings of this study to base their training need assessment for teachers training.

Literature Review

There are many problems in education system throughout the world. More specifically in developing and third world countries. We can find number of studies that are related to language teaching at primary level. In Uganda, there are many problems regarding the English as a medium of instruction at Primary level but the main reasons are the poor and low academic performance of teachers, which include lack of textbooks, teachers` absenteeism, students` absenteeism and low salaries of teachers (Namuchwa, 2007).

Moreover, the lack of access of newspapers, magazines, Television and Radio; lack of time to speak and listen to English language and other English material at home. And other main factor is that low and limited proficiency of schools teachers. He further said there are lack of English professional teachers at primary schools. And there is no culture of speaking and reading of English. He further said there are teachers who transfer to students' poor spelling, incorrect grammar and pronunciation. (Jan, 2010)

There are some scholars who compare government and private sectors with regard to English as a medium of instruction. They found that the students of private schools were competent speakers and they spoke and wrote well but those government schools` students` poor speaking, poor writing and poor reading was the reasons of weakness in those schools. (Karunakaran & Bhatta, December 2013.

There are many reasons and problem they affect the second language learning. The use of rustic language and poor classes of primary schools. There are several students who don't understand grammar and pronunciations, because the teachers of those schools do not understand themselves. And other factor is that maximum teachers explain English language to your mother tongue, it is a big problem in secondary schools and college. (David A .Oluwole, 2014)

Theoretical framework

Keeping in mind the basic objectives and literature review, the following framework works as the theoretical base

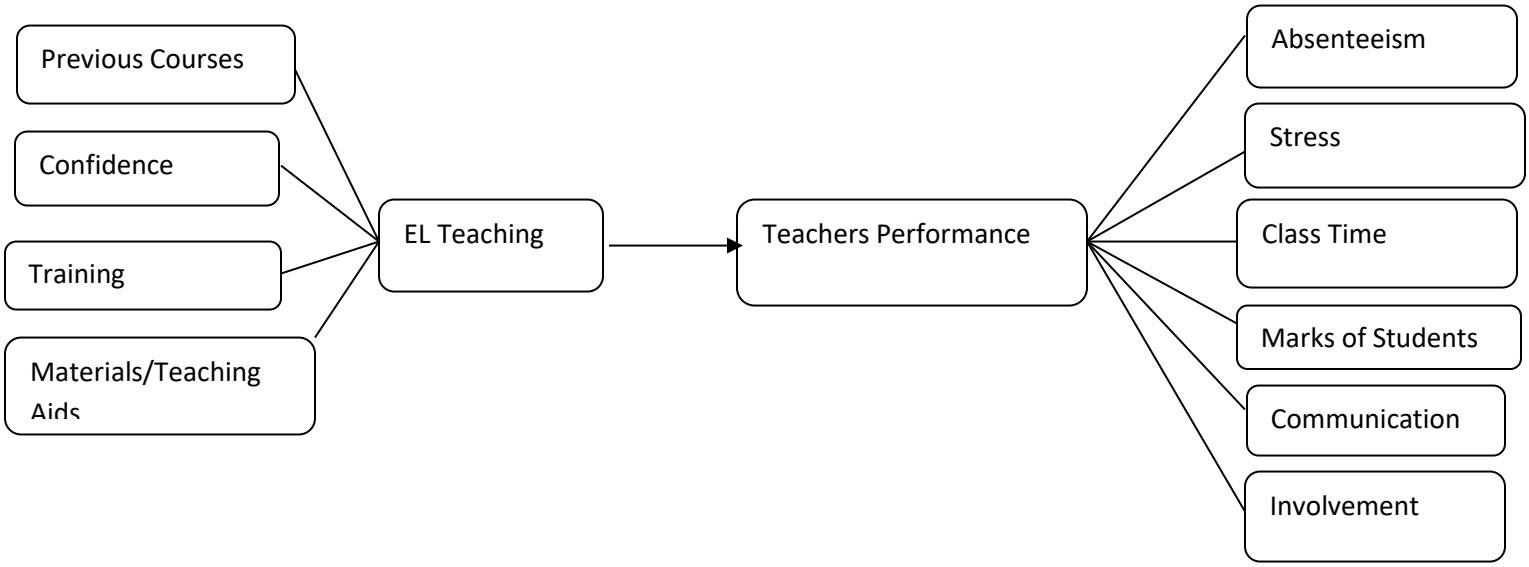


Figure 1: Theoretical Framework regarding English Teaching and Teachers` Performance

Research Methodology

The study population was the primary school teachers of Dir Upper, KPK and the reasons for taking school primary teachers were the recent reforms by the KPK govt for the reformation of the curriculum.

Sampling Techniques

Random sample was done to collect data for the study. A structured questionnaire was used to collect the data from the primary schools teachers only.

Instrument and Research Tools

The basic objective of this study was to shed light on the performance of primary school teachers "PST". In order to achieve the said objective, this study is using positivist paradigm. This study is using a developed questionnaire. This questionnaire was developed with the help of operationalization. This process was carried out for both the variables. Both the variables were operationalized to proper dimensions, elements and items. First variable used in this study was English language teaching "ELT". This variable was measured with the help of 11 items. These items were focusing on different areas related to different aspects of English language training. These questions were based regarding education background, previous courses, like training PST, CT, Sufficient training for English language, speaking English fluently, speaking large group of people, speaking to individual, teaching aids are available, prepared his own teaching aids, most of teaching aids are easy to understand.

Second variable used in this study was English teachers` performance. This variable was also operationalized into proper dimensions, elements and items. This variable was measured with the help of ten items. These items focused on different important aspects of teaching performance i.e., Student secure more marks in my subject, class time delivering lecture, avail casual leave each month, avail other legal leave, sometime feel headache delivering lecture, encounter slip delivering lecture, assign assignment regularly, assign assignment if only required.

Once the questionnaire was properly developed, the next important thing was to test the authenticity of the questionnaire. This was carried out with the help of number of tests i.e., validity analysis and reliability analysis. Pilot testing was also carried out in order to correct typo errors and other relevant mistakes.

Validity of the Questionnaire:

Three types of validity were carried out to validate the questionnaire i.e., "Face validity, Content validity and Construct validity". The validity tests were carried out to validate the contents of questionnaire, the construct and basic shape of the instrument. Validity was carried out by number of scholars and experts,

Reliability of the Questionnaire.

Reliability analysis was used to find out the internal consistency between the items used to measure different variables. It also showed the performance of different items. There are number of tools that can be used to find out the reliability of the questionnaire but this study used Cronbach's Alpha. Generally alpha value greater than 0.70 is acceptable. Table below shows the reliability analysis of both the variables.

Reliability Statistics

Variables	Number of Items	Cronbach's Alpha
Teacher Performance	10	0.716
English Language Teaching	11	0.47

Variables	Number of Items	Cronbach's Alpha
Teacher Performance	10	0.716
English Language Teaching	06	0.61
Overall Reliability	21	0.742

There are number of tools which can be used for reliability, but this study has used Cronbach`s Alpha In the above table, we can see reliability of both variable, generally alpha value greater than 0.70 or above is a reliable. It shows 0.742 its means it is reliable.

Data Analysis

There are two types of data analysis i.e., descriptive analysis and inferential analysis. Descriptive analysis is used to describe the general characteristics of the data, while inferential analyses are used to find out causal relationship between independent and dependent variables. This study has used both type of analysis. This study has used descriptive statistics to describe the general characteristics i.e., central tendency, variation, frequency distribution and graphical representation of the data.

Descriptive Analysis

Measure of central tendency, dispersion and frequency distribution are used as different tools to analyze the data. Descriptive statistics were carried out for each question/item individually. The frequency distribution and graphical representation are given below.

Descriptive Statistics of Demographics

Before presenting the descriptive statistics of all the variables and their items first of all this study presents the descriptive statistics of the demographics. Frequency distribution of age, gender, education, trainings and experience are given below

Gender of the Respondents

This study has focussed on both the genders; their respective frequency distribution and graphical representation are given below in table.

Table 1

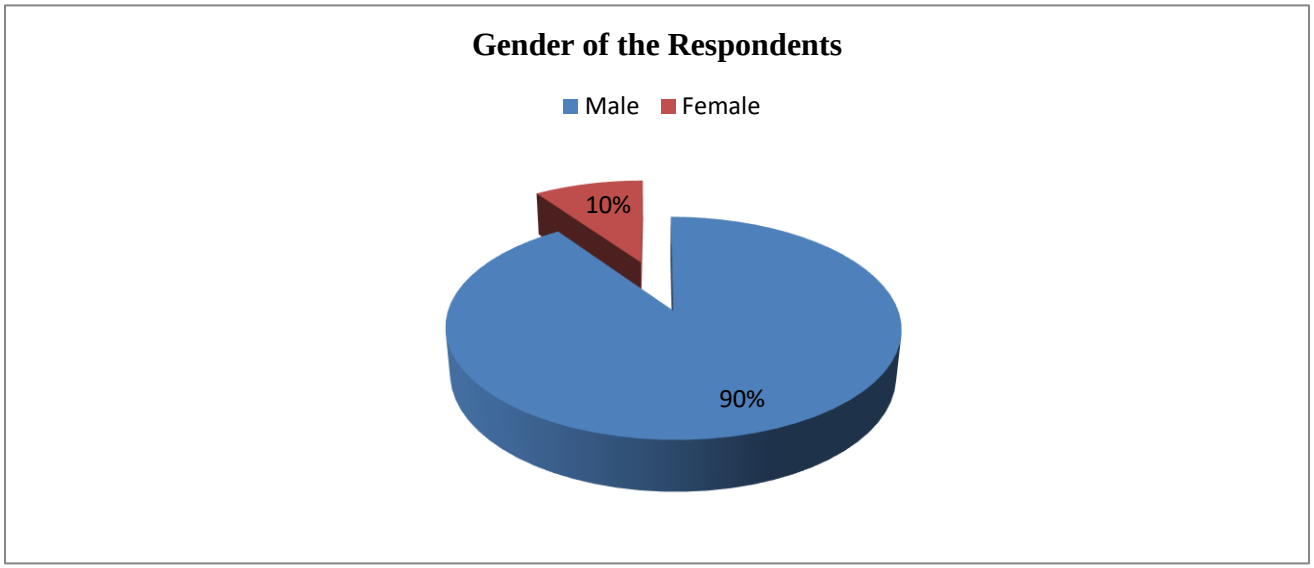
Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	47	90.4	90.4	90.4
	Female	5	9.6	9.6	100.0
	Total	52	100.0	100.0	

The table above shows the frequency distribution of gender of the respondents. We can see that out of 52 respondents 47 are male while the remaining five are female. it shows that 90.4% of the respondents are male. During the data collecting phase, it was known that most of the schools were for boys. Thus most of the teachers were male. Another possible reason for such a high number of male respondents was the cultural factor in rural areas of KPK, it is quite difficult to access female. Similar situation can be observed in figure 2.

Figure 2.

Gender of the Respondents



Age of the Respondents

This item is focusing on age of the respondents. Frequency distribution and percentage are given below.

Table .2.

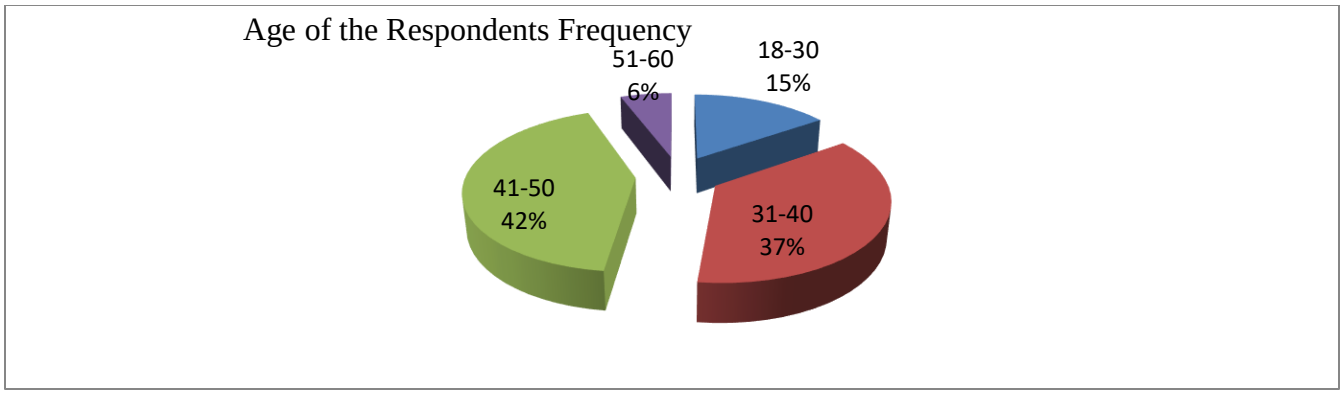
Age of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
18-30	8	15.4	15.4	15.4
31-40	19	36.5	36.5	51.9
41-50	22	42.3	42.3	94.2
51-60	3	5.8	5.8	100.0
Total	52	100.0	100.0	

The table 2 shows the frequency distribution of age of the respondents. We can see that out of 52 respondents 08 were very young "18 to 30 years". 19 of the respondents were in 31-40 years age group. 22 respondents were in 41-50 age groups, while 3 of the respondents were in the highest age group "51-60". It shows that 15.4% respondents were in first age group. 36.5% in second age group. 42.3% & 5.8% of the respondents were in 3rd & 4th age group respectively. Similar situation can be observed in figure 4.2.

Figure 2.

Age of the Respondents



Experience of the Respondents : This is the respondents Experience of teaching, frequency distribution and graphical representation are given below.

Table .3.

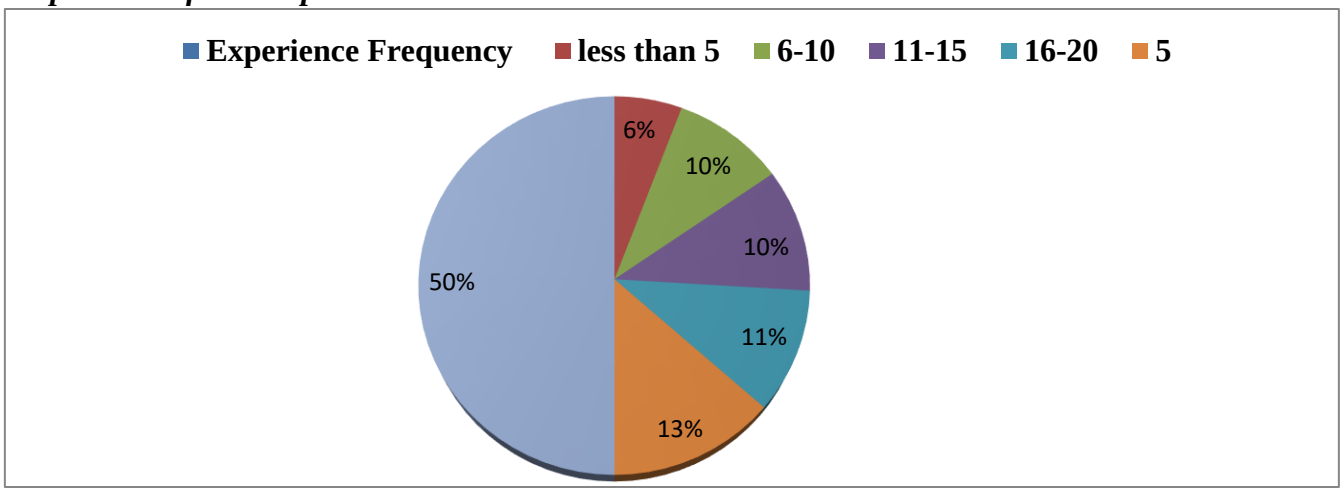
Experience of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
less than 5	6	11.5	11.5	11.5
6-10	10	19.2	19.2	30.8
11-15	11	21.2	21.2	51.9
16-20	11	21.2	21.2	73.1
5	14	26.9	26.9	100.0
Total	52	100.0	100.0	

This table shows the frequency distribution of experience of the respondents. It is shows that less than 5 year experience is 6 out of 52 and its shows 11.5%. 11 to 15 of experience are shows in 11 out of 52, its shows 21.2%. 16 to 20 of the respondents experience 11 out of 52 and its shows 21.2%. 5 years' experience are 14 its shows 26.9%. Similar situation can be observed in

Figure 3.

Experience of the Respondents



Professional Trainings

This table shows the professional training of respondents, representations with the charts and graphical representations are given below.

This table related to professional training and shows frequency and graph, the first one is PST "Primary School Teacher".

PST Training

PST		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	100	100	100

The first one is PST (Primary School Teacher). Keep in mind, this table show 100% result because our study on Primary schools teachers, those all are PST teachers and they avail and participated PST Training. There are no graphical representation.

In this table show the respondents Certified Teacher training representation with chart and graph.

Table 5

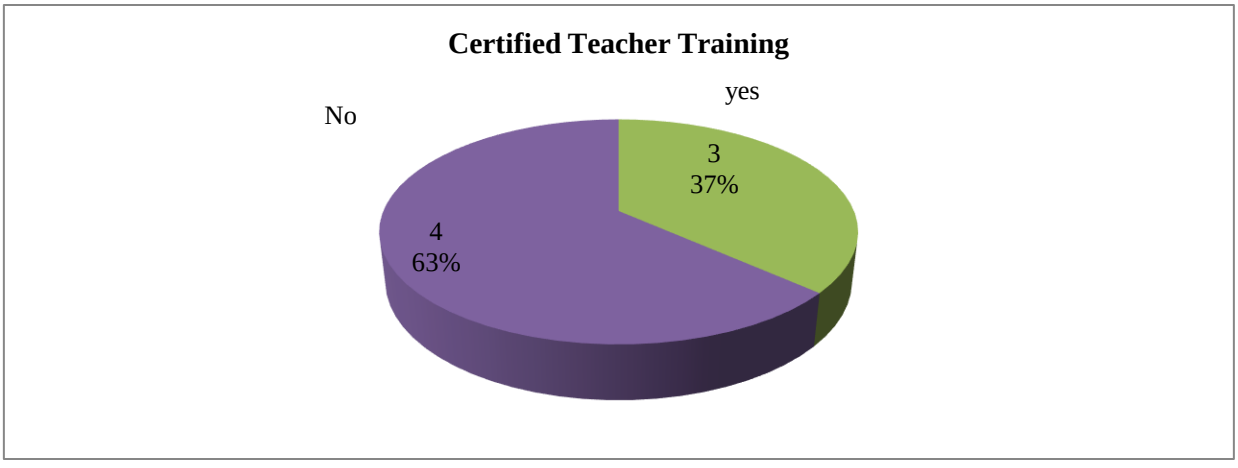
CT Training "Certified Teachers Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	36.53	36.53	36.53
	No	33	63.46	63.46	100
	Total	52	100	100	

This table shows frequency of 19 respondents avail and participated the CT training and 33 respondents less this training. 36.53% of respondents avail and participated this training. While the remaining are shows 63.46% respondents are without this training. Similarly situation can be observed in figure 5 .

Figure in 4.5

CT Training "Certified Teachers Training



This table shows the respondents frequency and graph of "Bed" training (Bachelor of Education).

Table 6

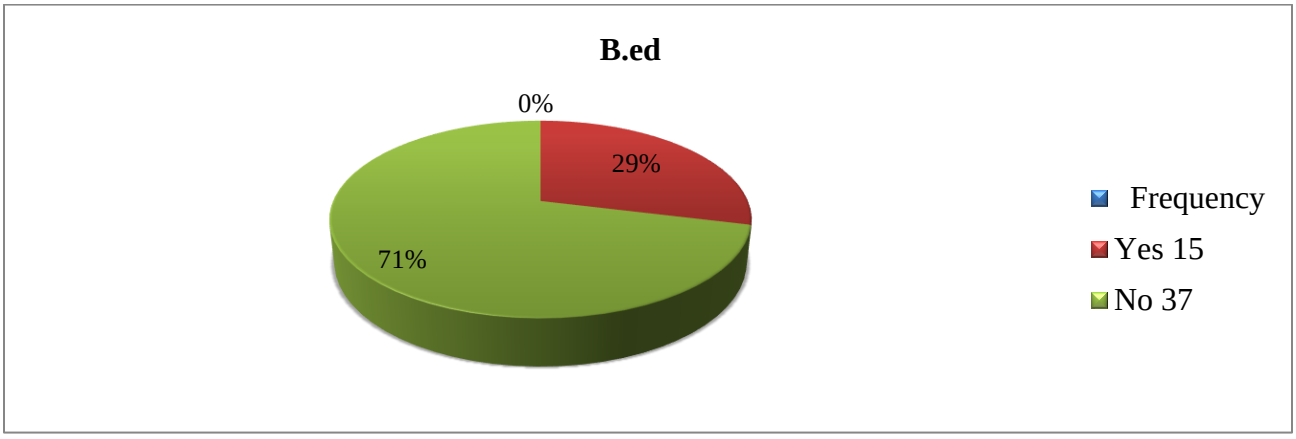
Show the Respondents Bed Training.

B.ed		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	28.84	28.84	28.84615
	No	37	71.15	71.15	100
	Total	52	100	100	

We can see in table 6, the frequency distribution of B.Ed. training of the respondents. It is shows, that 15 out of 52 respondents availed and participated that training. Its shows 28.84% of the respondent. 37 respondents out of 52, it shows 71.15% of the respondents, they did not avail and participated of B. Ed. (Bachelor of Education) training. Similarly situation can be observed in figure 4.6.

Figure 6

Show the Respondents B.Ed Training.



This table shows the respondents frequency and graphical representation of "M.Ed" training (Master of Education).

Table 7

Show the Respondents Med Training.

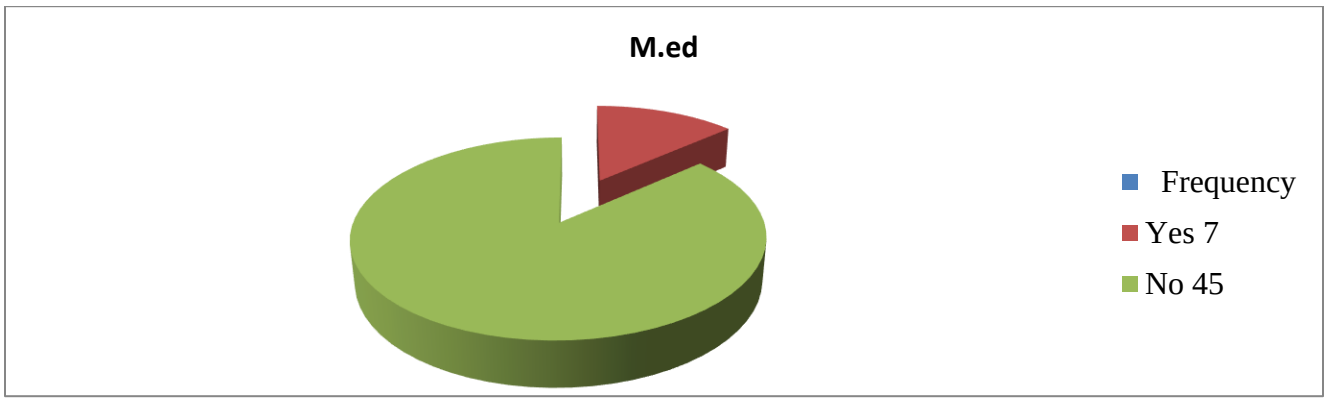
M.ed		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	13.46	13.46	13.46154
	No	45	86.53	86.53	100
	Total	52	100	100	

We can see in table 7 the frequency distribution of M.Ed training of the respondents. It is shows, that 7 out of 52 respondents availed and did that training. It shows 13.46% of the respondents. 45

respondents out of 52, it shows 71.15% of the respondents, it is not avail and does not training of M.Ed (Master of Education). Similarly situation can be observed in figure 7

Figure 7

Show the Respondents Med Training.



Descriptive Statistics, of English Language Teaching

First independent variable used in this study was English Language Teaching. This variable was measured with the help of 11 items. These items focused on different dimensions of English language teaching. These items were based on Previous Courses, Trainings, Confidence of the teachers and Teaching aids. All these dimensions were measured with number of items. The respective descriptive statistics i.e., frequency distribution are given below

Previous Courses

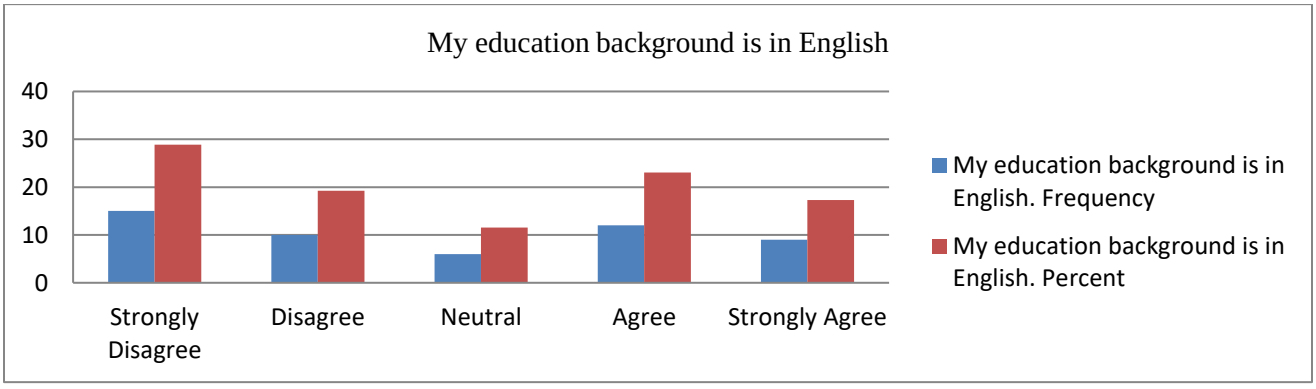
Previous courses was measured with the help of two items. First item was used to measure previous course "My education background is in English medium". The frequency distribution and graphical representation of this item is given below.

Table 8 : ***My Education Background is in English*.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	28.8	28.8	28.8
Disagree	10	19.2	19.2	48.1
Neutral	6	11.5	11.5	59.6
Agree	12	23.1	23.1	82.7
Strongly Agree	9	17.3	17.3	100.0
Total	52	100.0	100.0	

In this table, we can see, strongly disagree and disagree are 25 out of 52, it shows 48%. Their education background is not in English. We can observe in the above table that total of 21 respondents agreed with the statement. It shows that total of 40.4% of the respondents educational background is in English. 06 of the respondents do not express their opinion by remaining neutral. Similarly situation can be observed in figure 8.

Figure 8. ***My Education Background is in English***



Previous Courses

Previous courses were measured with the help of two items. Second item was used to measure previous course "Most of the courses I previously studied were in English medium". The frequency distribution and graphical representation of this item is given below.

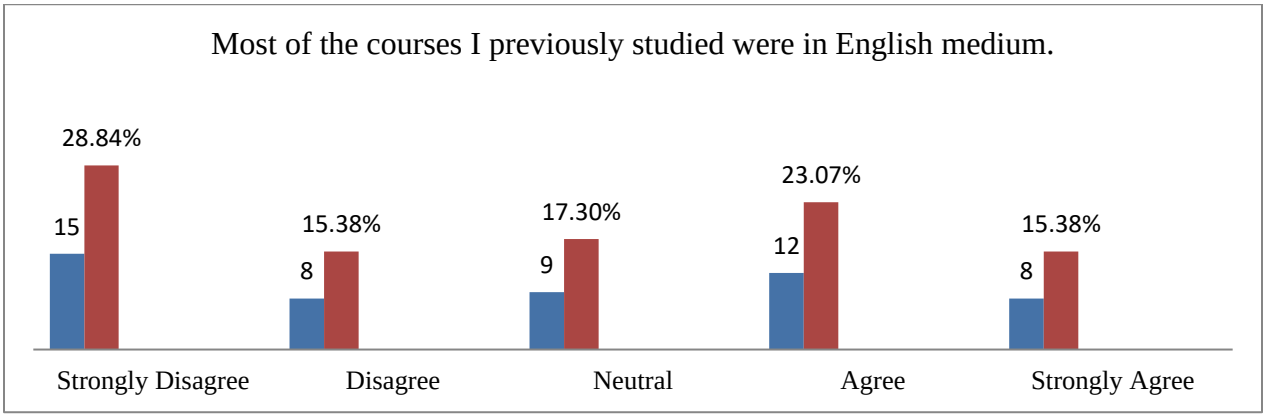
Table No 9*Most of the Courses I Previously Studied were in English Medium.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	28.84		28.84
Disagree	8	15.38	15.38	44.23
Neutral	9	17.30	17.30	61.53

Agree	12	23.07	23.07	84.61
Strongly Agree	8	15.38	15.38	100
Total	52	100	100	

We can see, in this table that strongly disagree and disagree in the previous courses total frequency was 23 out of 52, it shows 44.22%. It shows that their education background was not in English medium and agrees and strongly agree frequency were 20 out of 52, its show 38% of the respondents. Their education background is in English medium and the Neutral frequency was 9 out of 52, it shows 17.30%. Similarly situation can be observed and show in figure 9 in the graph.

Figure 9: ***Most of the Courses I Previously Studied were in English Medium***



Respondents Teaching Training

Teaching training is measured with the help of three items. First item used to measure teaching training "I participated in PST training ". The frequency distribution and graphical representation of this item is given below.

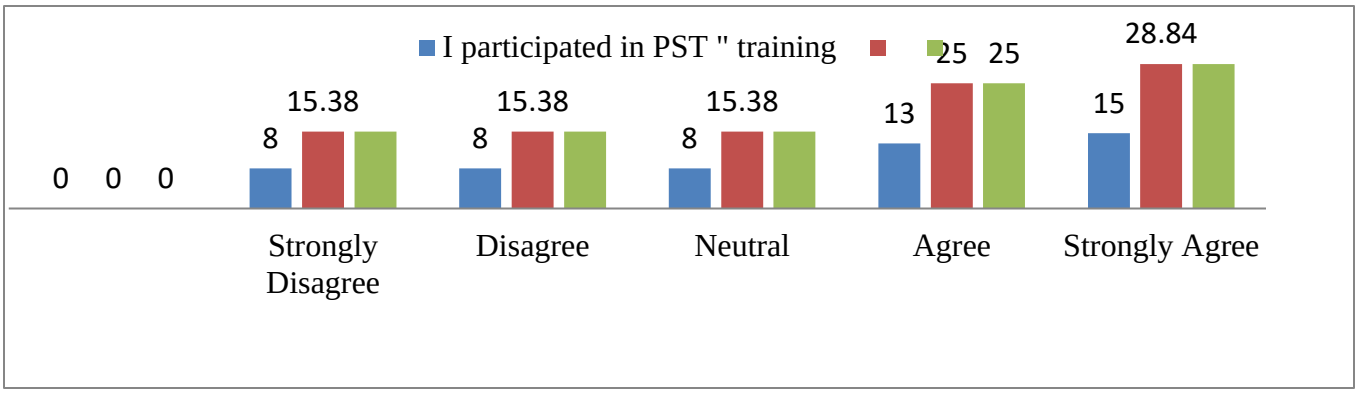
Table No 10: ***I Participated in PST "Training***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	15.38	15.38	15.38
Disagree	8	15.38	15.38	30.76
Neutral	8	15.38	15.38	46.15
Agree	13	25	25	71.15
Strongly Agree	15	28.84	28.84	100
Total	52	100	100	

We can see, in this table, strongly disagree and disagree participated PST training 16 respondents out of 52, it shows 16.78 did not avail and participated PST training. And agree and strongly agree frequency are 28 out of 52, it shows 53.84% of the respondents they are avail and participated PST

training. And the Neutral frequency is 8 out of 52, its show 15.38%. Similarly situation can be observed and show in figure 10.

Figure 10: ***I Participated in PST "Training***



Respondents Teaching Training

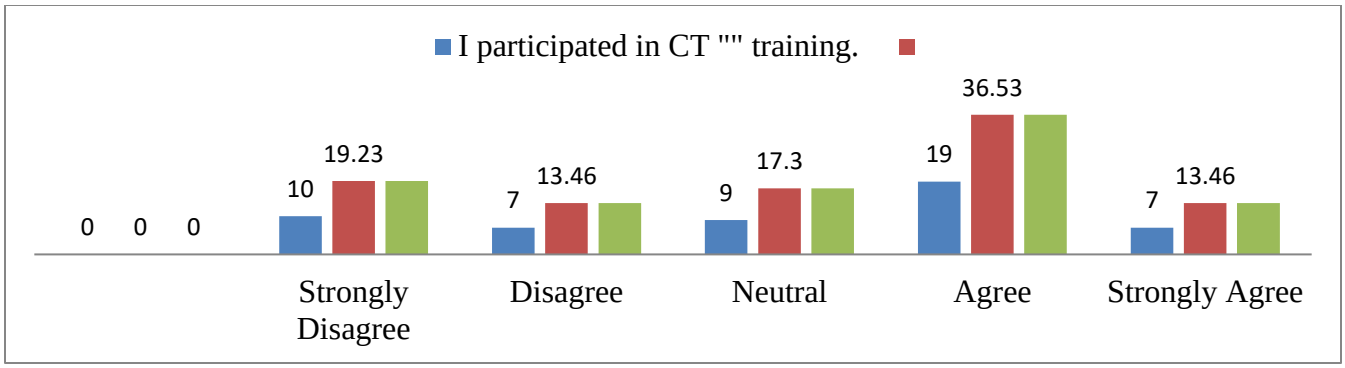
Teaching training is measured with the help of three items. Second item used to measure teaching training "I participated in CT training ". The frequency distribution and graphical representation of this item is given below.

Table 11: ***I Participated in CT " Training***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	19.23	19.23	19.23
Disagree	7	13.46	13.46	32.69
Neutral	9	17.30	17.30	50
Agree	19	36.53	36.53	86.53
Strongly Agree	7	13.46	13.46	100
Total	52	100	100	

We can see, in this table, strongly disagree and disagree, 17respondents out of 52, it shows 32.69 did not avail and participated CT training. And agree and strongly agree frequency is 26 out of 52, it shows 49.99% of the respondents they availed and participated CT training. And the Neutral frequency was 9 out of 52, it shows 17.30%. Similarly, situation can be observed and show in figure 4.11.

Figure 11: ***I Participated in CT " Training***



Respondents Teaching Training

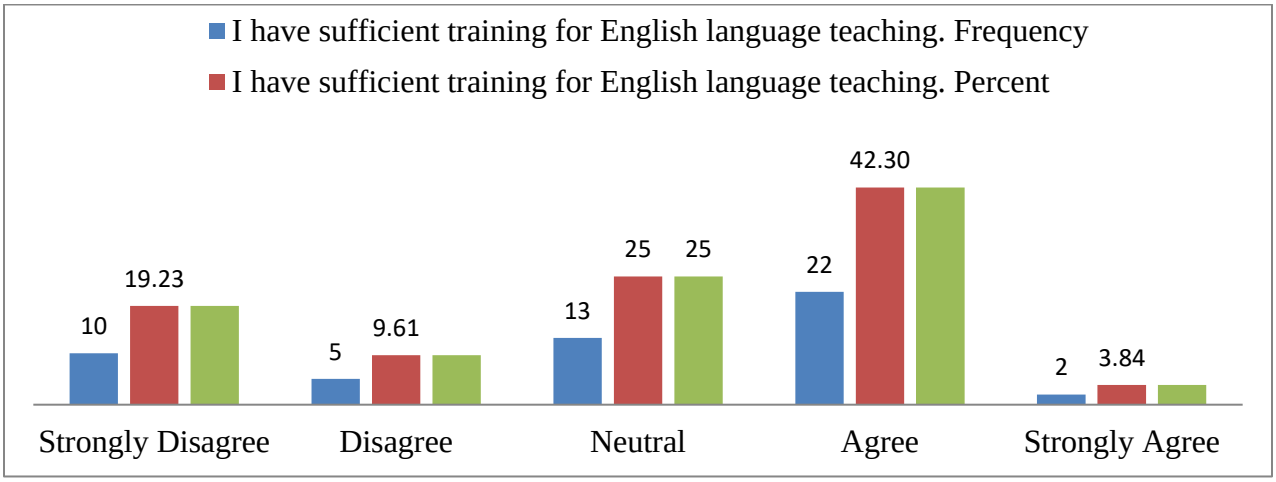
The third item used to measure teaching training "I have sufficient training for English language teaching ". The frequency distribution and graphical representation of this item is given below.

Table 12: ***I have sufficient Training for English Language Teaching.***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	19.2	19.2	19.2
	Disagree	5	9.6	9.6	28.8
	Neutral	13	25.0	25.0	53.8
	Agree	22	42.3	42.3	96.2
	Strongly Agree	2	3.8	3.8	100.0
	Total	52	100.0	100.0	

We can see, in this table, strongly disagree and disagree, 15 respondents out of 52, it shows 28.8 were not prepared and organized self-training of English language teaching . And agree and strongly agree frequency were 24 out of 52, it shows 46.1% of the respondents, and they were prepared and organized sufficient training for teaching English language. And the Neutral frequency was 13 out of 52, it shows 25%. Similar situation can be observed and shown in figure 12.

Figure 12: ***I have Sufficient Training for English Language Teaching.***



Questions related to confidence of respondents

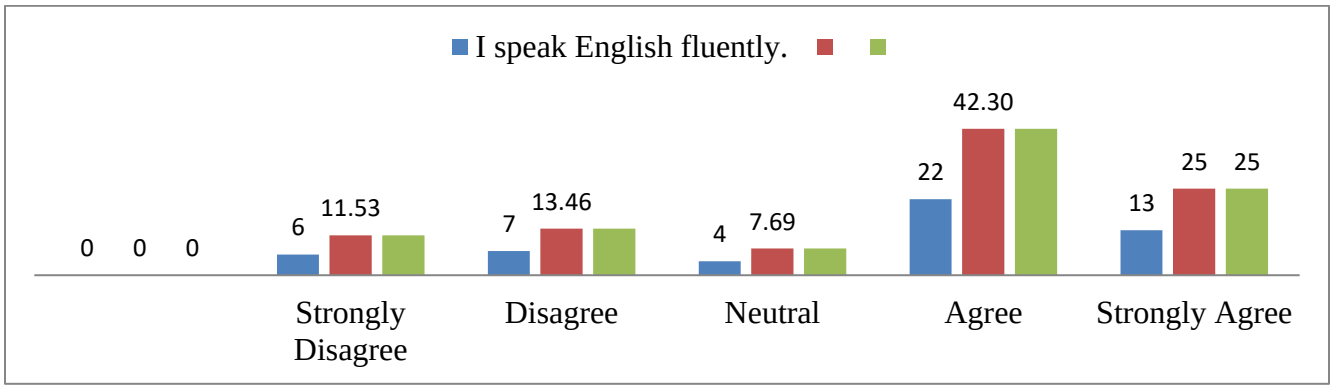
The confidence of the respondents was measured with the help of three items. First item used to measure speaking "I speak English fluently". The frequency distribution and graphical representation of this item is given below.

Table 13: ***I Speak English Fluently.***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	11.5	11.5	11.5
	Disagree	7	13.5	13.5	25.0
	Neutral	4	7.7	7.7	32.7
	Agree	22	42.3	42.3	75.0
	Strongly Agree	13	25.0	25.0	100.0
	Total	52	100.0	100.0	

We can see, in this table, strongly disagree and disagree, 13 respondents out of 52, it shows 25% are not speaking English language fluently. And agree and strongly agree frequency were 35 out of 52, it shows 67.3% of the respondents, they are speaking English language fluently. And the Neutral frequency are 4 out of 52, it shows 7.7%. Similar situation can be observed and shown in figure 13.

Figure No 13: ***I Speak English Fluently.***



Questions related to confidence of respondents

The confidence of the respondents were measured with the help of three items. Second item used to measure speaking skills "I feel confidant while speaking to large group of people". The frequency distribution and graphical representation of this item is given below.

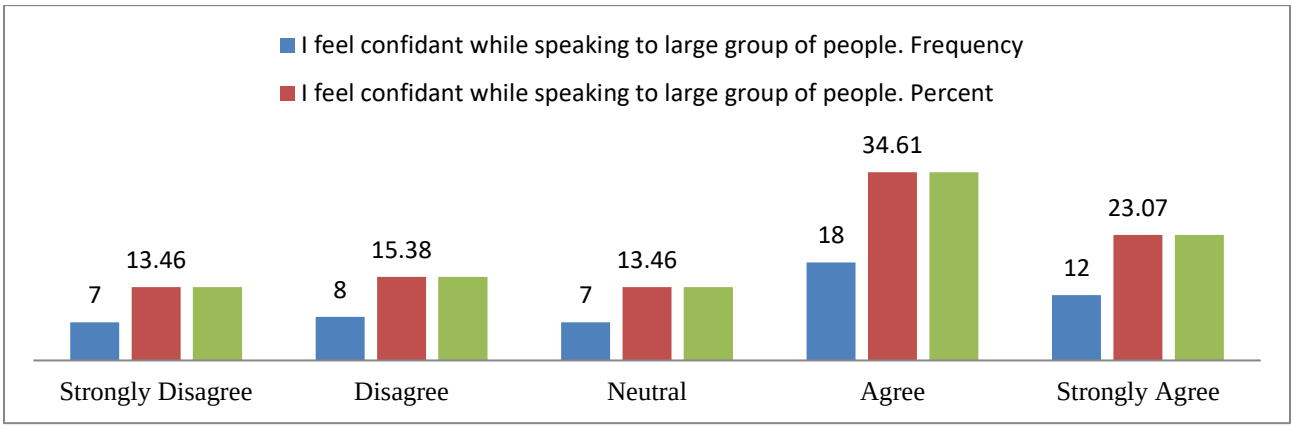
Table 14: ***I Feel Confidant while Speaking to Large Group of People.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	13.5	13.5	13.5
Disagree	8	15.4	15.4	28.8
Neutral	7	13.5	13.5	42.3

Agree	18	34.6	34.6	76.9
Strongly Agree	12	23.1	23.1	100.0
Total	52	100.0	100.0	

We can see, in this table, strongly disagree and disagree, 15 respondents out of 52, it shows 28.9% are not speaking to large group of people. And agree and strongly agree frequency are 30 out of 52, its show 57.7% of the respondents they are fell confidant while speaking to large group of people. And the Neutral frequency were 7 out of 52, it shows 13.5%. Similar situation can be observed and shown in figure 14 in the graph.

Figure 14: ***I Feel Confidant while Speaking to Large Group of People***



Questions related to confidence of respondents

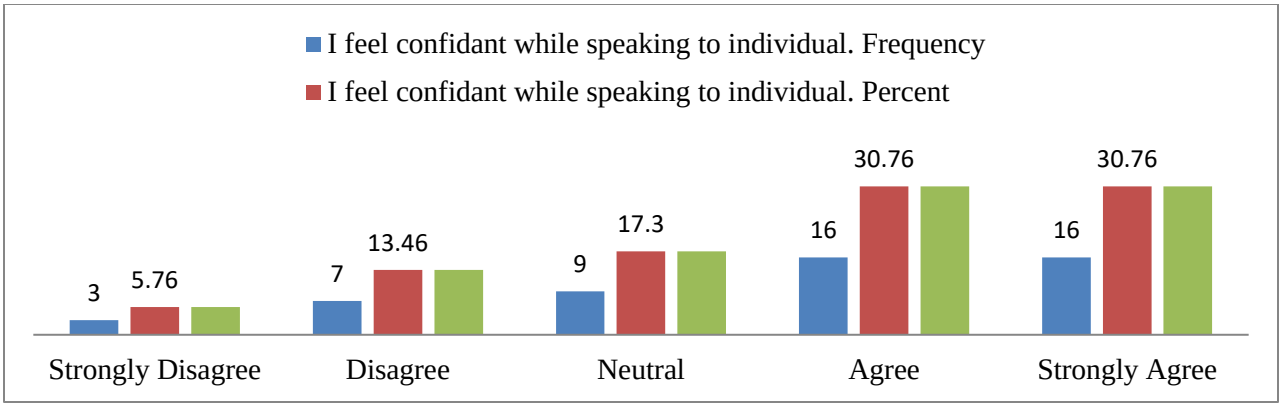
The confidence of the respondents were measured with the help of three items. Third item used to measure speaking skills "I feel confidant while speaking to individual". The frequency distribution and graphical representation of this item is given below.

Table No 4.15: ***I Feel Confidant while Speaking to Individual.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	5.8	5.8	5.8
Disagree	7	13.5	13.5	19.2
Neutral	9	17.3	17.3	36.5
Agree	16	30.8	30.8	67.3
Strongly Agree	16	30.8	30.8	98.1
6	1	1.9	1.9	100.0
Total	52	100.0	100.0	

We can see, in this table, strongly disagree and disagree, 10 respondents out of 52, it shows 19.3% are not speaking to individual. Agree and strongly agree frequency is 32 out of 52, it shows 61.6% of the respondents they are fell confidant while speaking to individual. And the Neutral frequency is 9 out of 52, its show 17.3%. Similar situation can be observed and shown in figure 4.15.

Figure No 15: ***I Feel Confidant while Speaking to Individual.***



Questions related to Teaching Aids.

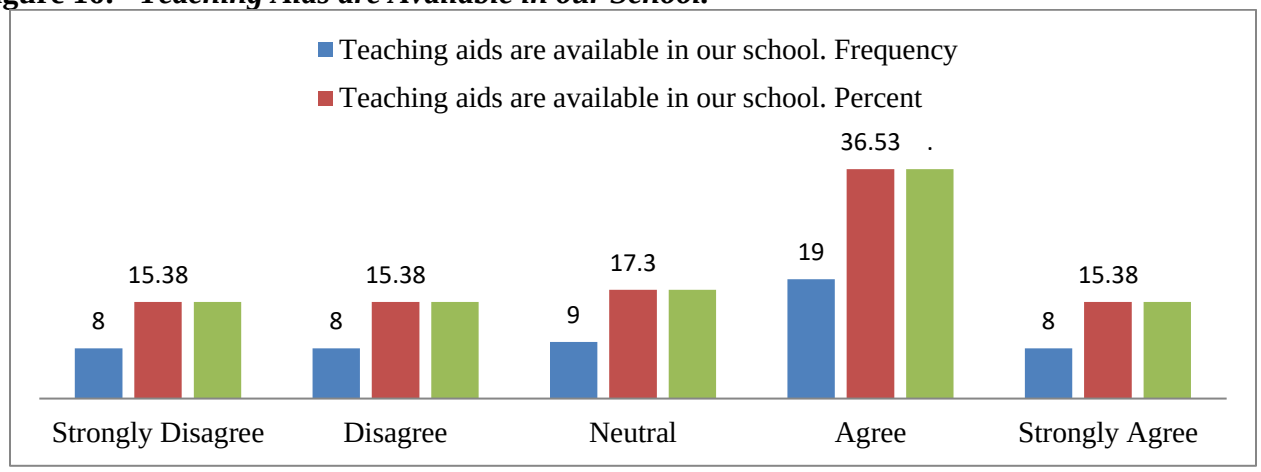
Questions related to teaching aids, it is measured with the help of three items. First item used to measure "Teaching aids are available in our school". The frequency distribution and graphical representation of this item is given below.

Table 16: ***Teaching Aids are Available in our School.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	15.4	15.4	15.4
Disagree	8	15.4	15.4	30.8
Neutral	9	17.3	17.3	48.1
Agree	19	36.5	36.5	84.6
Strongly Agree	8	15.4	15.4	100.0
Total	52	100.0	100.0	

In this table, we can see strongly disagree and disagree of the respondents were 16 out of 52; it shows 30.8% of the respondents. They pointed out that there were no teaching aids available in their schools. Agree and strongly agree frequency is 27 out of 52, its shows 51.9. They pointed out that the teaching aids were available in their schools. 9 respondents out of 52 were neutral. Similar, situation can be observed in figure in shows the following table.

Figure 16: ***Teaching Aids are Available in our School.***



Questions related to Teaching aids

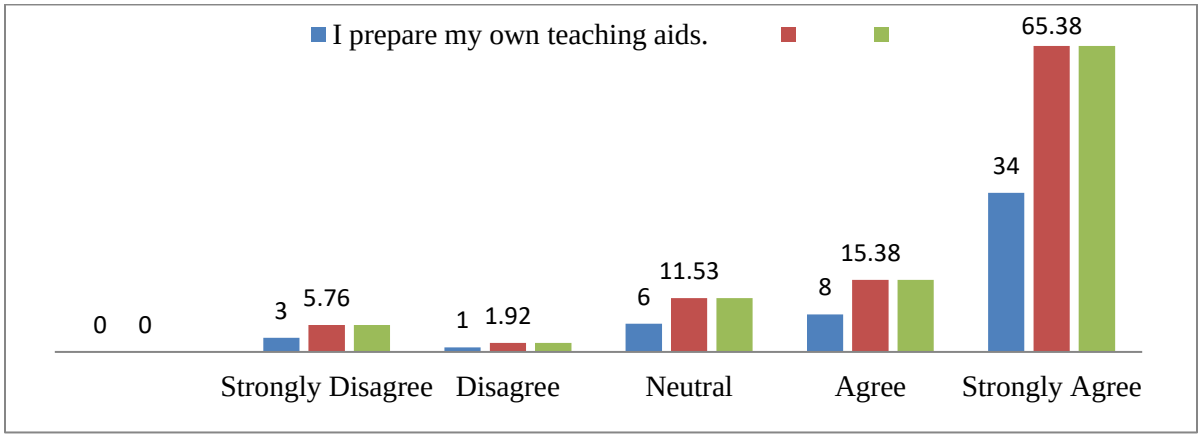
The second one item used to measure" I prepare my own teaching aids". The frequency distribution and graphical representation of this item is given below.

Table 17: ***I Prepare my Own Teaching Aids.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	5.8	5.8	5.8
Disagree	1	1.9	1.9	7.7
Neutral	6	11.5	11.5	19.2
Agree	8	15.4	15.4	34.6
Strongly Agree	34	65.4	65.4	100.0
Total	52	100.0	100.0	

In this table, we can see strongly disagree and disagree of the respondents which were 4 out of 52, it shows 7.7% of the respondents. They were not prepared to use their own teaching aids. Agree and strongly agree frequency were 42 out of 52, it shows 80.8%. They pointed out; they prepared their own teaching aids. 9 of respondents out of 52 were neutral. Similar situation can be observed in the figure given.

Figure 17: ***I Prepare my Own Teaching Aids.***



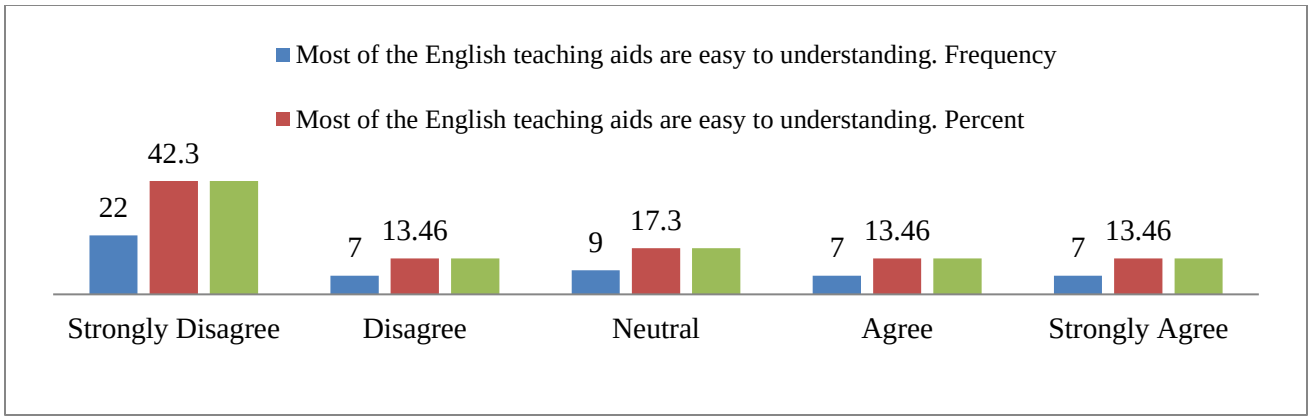
Questions related to teaching aids: The third one item used to measure "Most of the English teaching aids are easy to understanding ". The frequency distribution and graphical representation of this item is given below.

Table 18: ***Most of the English Teaching Aids are Easy to Understanding.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	22	42.3	42.3	42.3
Disagree	7	13.5	13.5	55.8
Neutral	9	17.3	17.3	73.1
Agree	7	13.5	13.5	86.5
Strongly Agree	7	13.5	13.5	100.0
Total	52	100.0	100.0	

In this table, we can see strongly disagree and disagree of the respondents which were 29 out of 52, it shows 55.8.% of the respondents. They felt that most of English teaching aids were difficult to understand. Agree and strongly agree frequency was 14 out of 52, it shows 27%. They pointed out; most of the English teaching aids were Understandable. 9 of respondents out of 52 were neutral. Similar situation can be observed in figure in shows the following table.

Figure 18*: Most of the English Teaching Aids are Easy to Understanding.*



Descriptive Statistics, Questions Related to Teachers Performance

Second independent variable used in this study was Teachers Performance. This variable was measured with the help of 10 items. These items focused on different dimensions of Teachers performance. These items were based on student's marks, class time, stress, absent sum, involvement and English communication. All these dimensions were measured with number of items. The respective descriptive statistics i.e., frequency distribution are given below

Students Secure More Marks in my Subject as Compare to other subjects

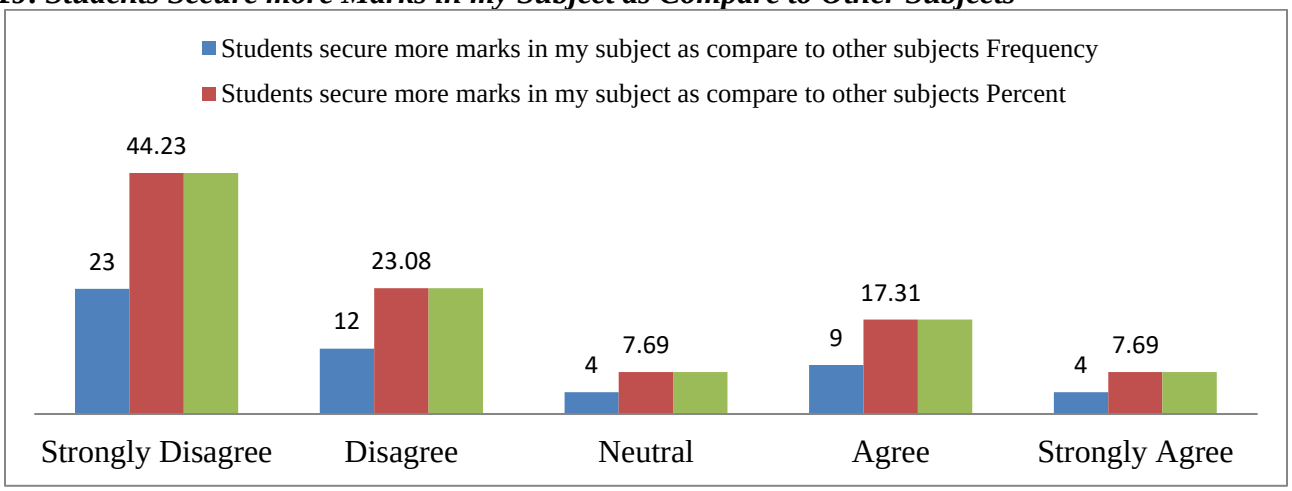
Marks related question is measured with the help of one items. This item was used to measure "Students secure more marks in my subject as compare to other subjects". The frequency distribution and graphical representation of this item is given below.

Table 19: ***Students Secure more Marks in my Subject as Compare to Other Subjects***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	23	44.2	44.2	44.2
Disagree	12	23.1	23.1	67.3
Neutral	4	7.7	7.7	75.0
Agree	9	17.3	17.3	92.3
Strongly Agree	4	7.7	7.7	100.0s
Total	52	100.0	100.0	

In this table we can see, strongly disagree and disagree were 35 out of 52, it shows 67%. They clamed; our students did not obtain more marks as compared to other subjects. And agree and strongly agree 13 out of 52, it shows 25% of the respondents, they agreed our statement, students get more marks as compare to other subjects. Neutral respondents were 4 its shows 7.7%. Similar situation can be observed in figure 19.

19: *Students Secure more Marks in my Subject as Compare to Other Subjects*



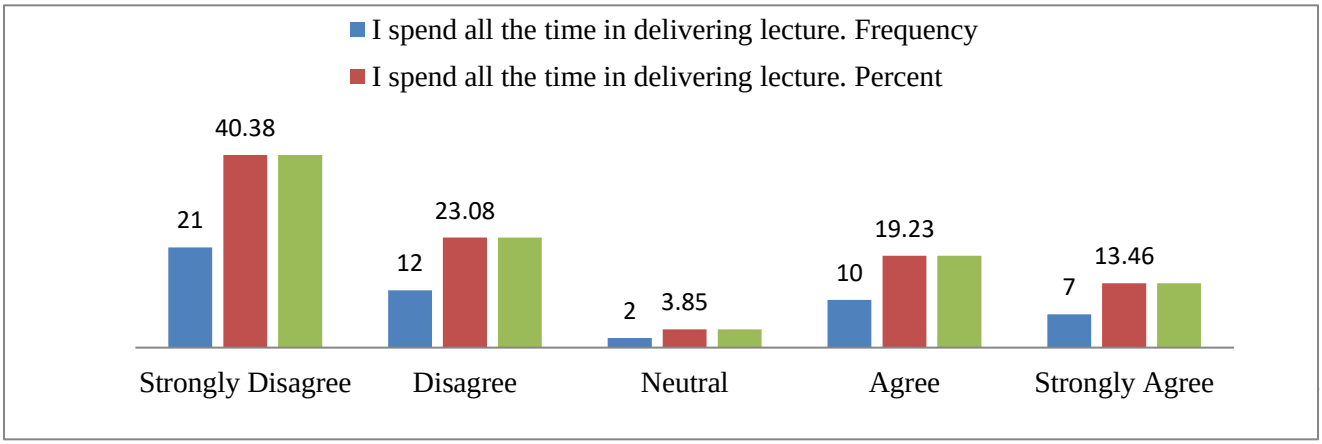
Class time related question was measured with the help of one items. This item used to measure "I spend all the time in delivering lecture". The frequency distribution and graphical representation of this item is given below in Figure and percentage.

Table 20*: I Spend All the Time in Delivering Lecture.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	21	40.4	40.4	40.4
Disagree	12	23.1	23.1	63.5
Neutral	2	3.8	3.8	67.3
Agree	10	19.2	19.2	86.5
Strongly Agree	7	13.5	13.5	100.0
Total	52	100.0	100.0	

In this table, we can see, strongly disagree and disagree are 33 out of 52, it shows 63.5%. They claimed that we did not spend all the time in classroom. And agree and strongly agree 17 out of 52, it shows 32.7% of the respondents, they said that they spent all the time in classroom. Neutral respondents were 2 out of 52 it shows 3.8%. Similar situation can be observed in figure.20.

Figure.20: *I Spend All the Time in Delivering Lecture.*



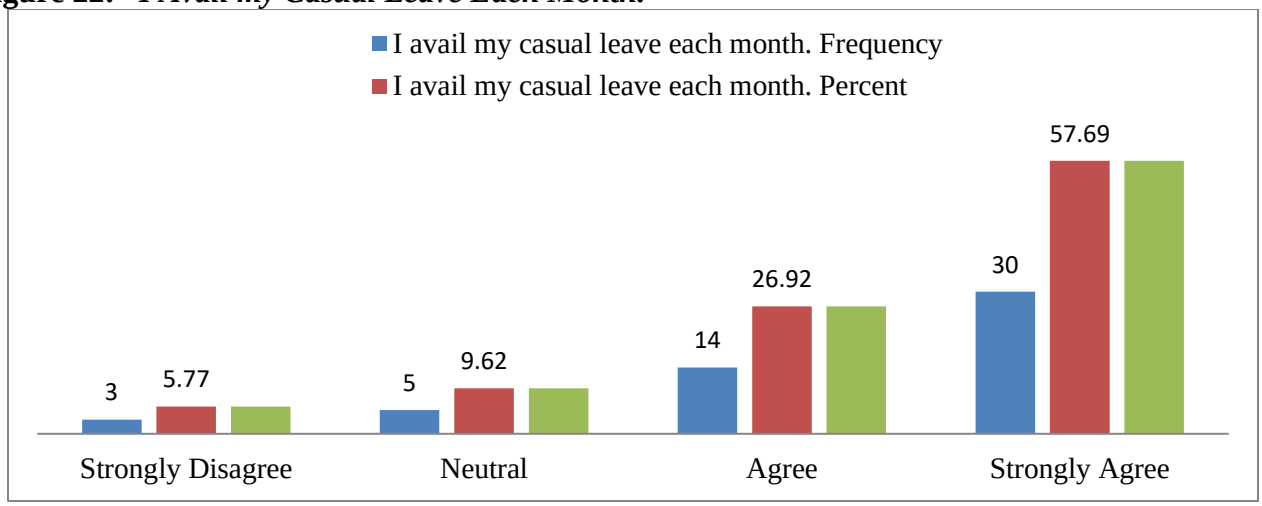
Questions related to absent sum was measured with the help of two items. The first one item used to measure "I avail my casual leave each month". The frequency distribution and graphical representation of this item is given below.

Table 22: ***I Avail my Casual Leave Each Month.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	5.8	5.8	5.8
Neutral	5	9.6	9.6	15.4
Agree	14	26.9	26.9	42.3
Strongly Agree	30	57.7	57.7	100.0
Total	52	100.0	100.0	

In this table we can see, strongly disagree and disagree were 3 out of 52, it shows 5.8%. They claimed we did not avail each month casual leave. And agree and strongly agree percentage was 44 out of 52, it shows 84.6% of the respondents, they said that they availed each month casual leave. Neutral respondents were 5 out of 52, it shows 9.6%. Similar situation can be observed in figure 22.

Figure 22: ***I Avail my Casual Leave Each Month.***



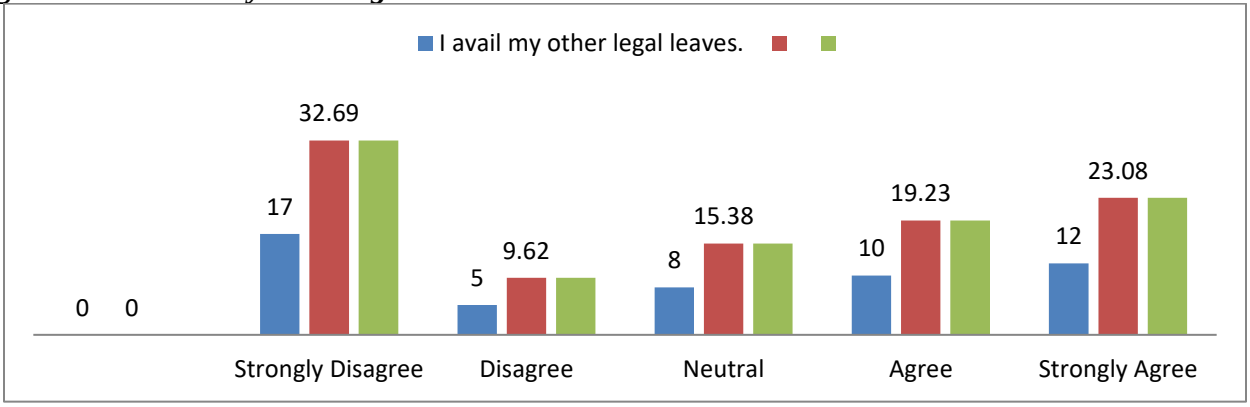
Questions related to absent sum was measured with the help of two items. The second one item was used to measure with "I avail my other legal leaves". The frequency distribution and graphical representation of this item is given below.

Table 23: ***I Avail my Other Legal Leaves.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	32.7	32.7	32.7
Disagree	5	9.6	9.6	42.3
Neutral	8	15.4	15.4	57.7
Agree	10	19.2	19.2	76.9
Strongly Agree	12	23.1	23.1	100.0
Total	52	100.0	100.0	

In this table, we can see, strongly disagree and disagree were 22 out of 52, it shows 42.3%. They claimed that we did not avail other legal leave. And agree and strongly agree were 22 out of 52, it shows 42.3% of the respondents, they said that they availed other legal leaves. Neutral respondents are 8 out of 52, its shows 15.4%. Similarly situation can be observed in figure 23.

Figure 23: ***I avail my other legal leaves.***



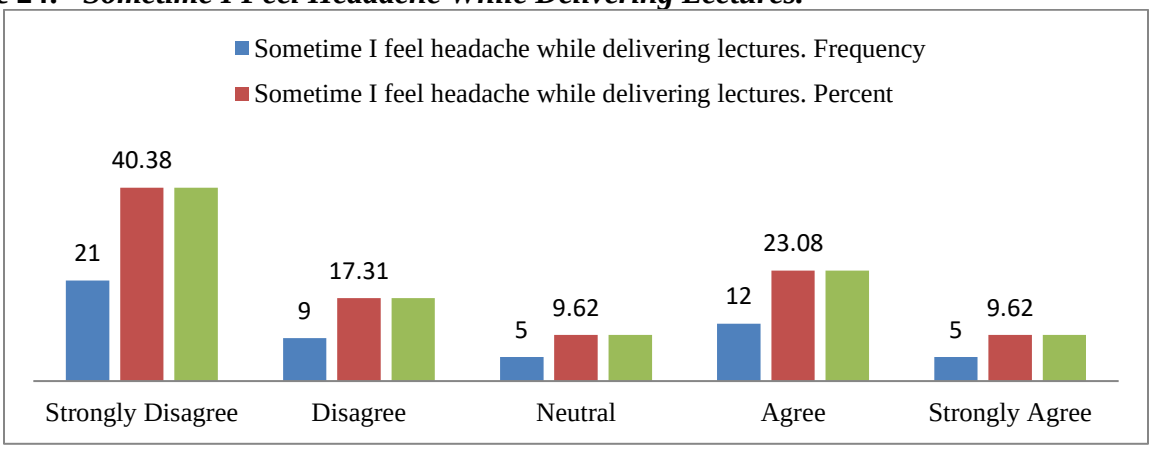
Questions related to stress of respondents was measured with the help of two items. The first one item used to measure with "Sometime I feel headache while delivering lectures". The frequency distribution and graphical representation of this item is given below.

Table 24: ***Sometime I Feel Headache While Delivering Lectures.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	21	40.4	40.4	40.4
Disagree	9	17.3	17.3	57.7
Neutral	5	9.6	9.6	67.3
Agree	12	23.1	23.1	90.4
Strongly Agree	5	9.6	9.6	100.0
Total	52	100.0	100.0	

In this table, we can see, strongly disagree and disagree were 30 out of 52, it shows 47.7%. They are clamed we are does not feel headache delivering in lecture. And agree and strongly agree are 17 out of 52, its show 32.7% of the respondents, they are says, we are feel headache delivering in lecture. Neutral respondents are 5 out of 52, its shows 9.6%. Similarly situation can be observed in figure 24.

Figure 24: ***Sometime I Feel Headache While Delivering Lectures.***



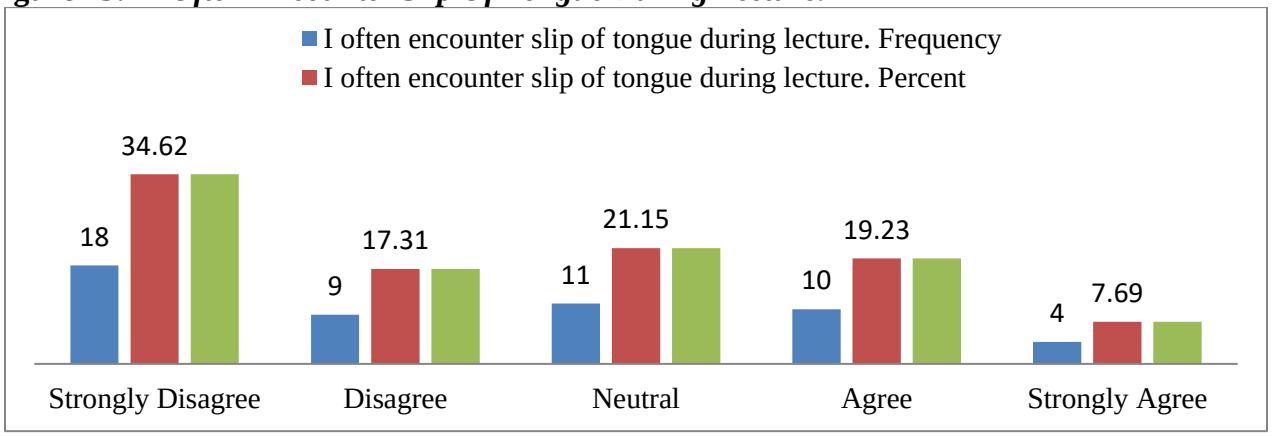
The second one item used to measure with "I often encounter slip of tongue during lecture". The frequency distribution and graphical representation of this item is given below.

Table 25: ***I Often Encounter Slip of Tongue During Lecture.***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	34.6	34.6	34.6
	Disagree	9	17.3	17.3	51.9
	Neutral	11	21.2	21.2	73.1
	Agree	10	19.2	19.2	92.3
	Strongly Agree	4	7.7	7.7	100.0
	Total	52	100.0	100.0	

In this table, we can see, strongly disagree and disagree were 27 out of 52, it shows 51.9%. They claimed we did not encounter slip delivering in lecture. And agree and strongly agree were14 out of 52, it shows 26.9% of the respondents, they said that they encountered slip delivering in lecture. Neutral respondents were 11 out of 52, it shows 21.2%. Similar situation can be observed in figure 4.25.

Figure 25: ***I Often Encounter Slip Of Tongue During Lecture.***



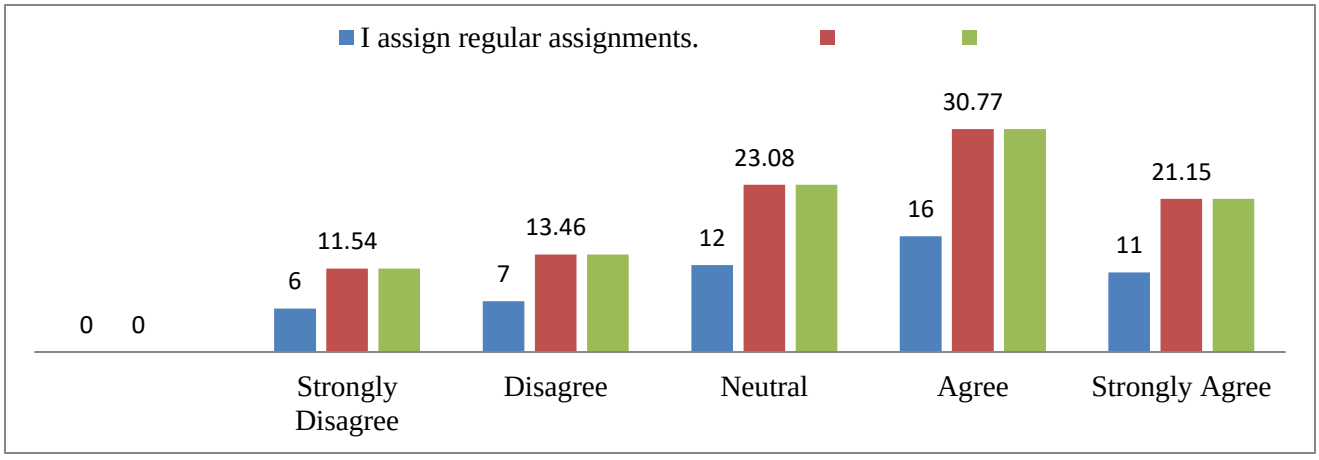
Questions related to involvement of respondents were measured with the help of two items. The first one item used to measure with "I assign regular assignments". The frequency distribution and graphical representation of this item is given below.

Table 26: ***I Assign Regular Assignments.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	11.5	11.5	11.5
Disagree	7	13.5	13.5	25.0
Neutral	12	23.1	23.1	48.1
Agree	16	30.8	30.8	78.8
Strongly Agree	11	21.2	21.2	100.0
Total	52	100.0	100.0	

In this table we can see, strongly disagree and disagree were 13 out of 52, it shows 25%. They said that they did not assign assignment regularly. Agree and strongly agree were 27 out of 52, it shows 52% of the respondents, they said that, they assigned assignment regularly. Neutral respondents were 12 out of 52, it shows 23.1%. Similarly situation can be observed in figure 4.26.

Figure 26: ***I Assign Regular Assignments.***



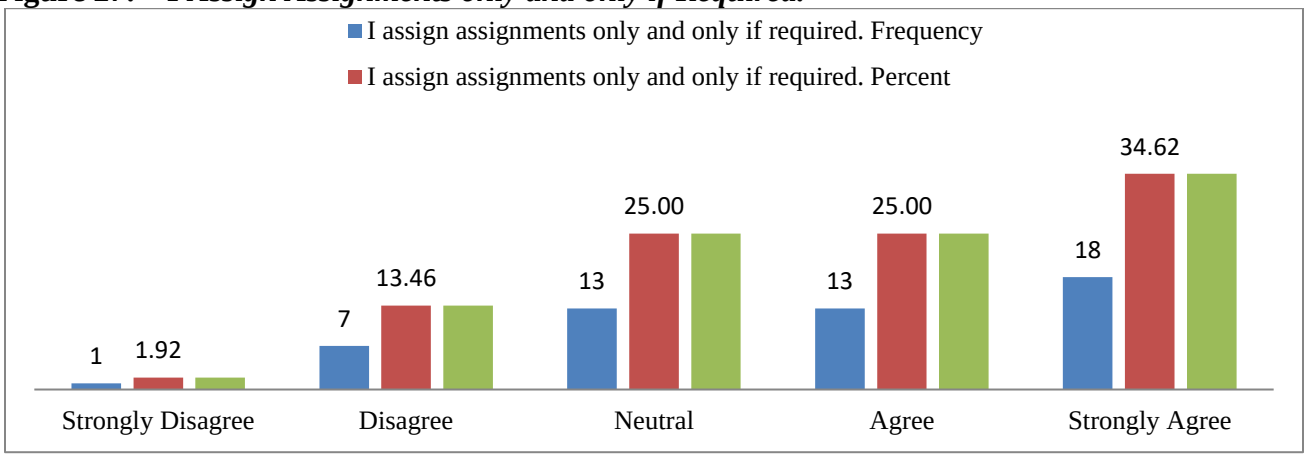
The second one item used to measure with "I assign assignments only and only if required". The frequency distribution and graphical representation of this item is given below.

Table 27: ***I Assign Assignments only and only if Required.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.9	1.9	1.9
Disagree	7	13.5	13.5	15.4
Neutral	13	25.0	25.0	40.4
Agree	13	25.0	25.0	65.4
Strongly Agree	18	34.6	34.6	100.0
Total	52	100.0	100.0	

In this table we can see, strongly disagree and disagree were 8 out of 52, it shows 15.4%. They did not agree to the statement. Agree and strongly agree were 31 out of 52, it shows 59.6% of the respondents, they said that they assigned assignment if required. Neutral respondents are 13 out of 52, its shows 25%. Similarly situation can be observed in figure 27.

Figure 27: ***I Assign Assignments only and only if Required.***



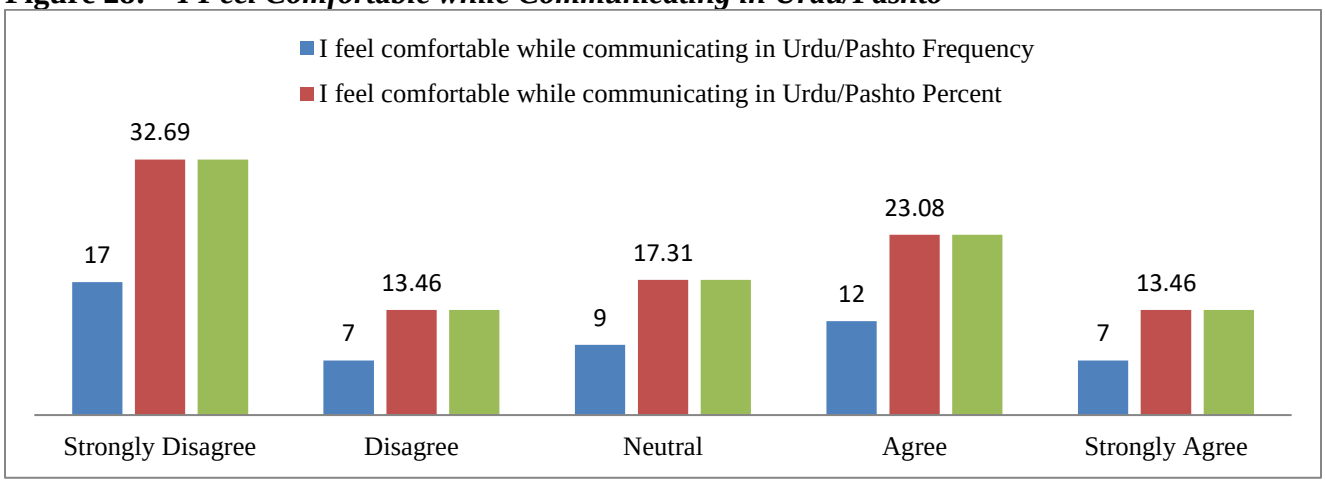
Communication skills of respondents was measured with the help of two items. The first one item used to measure with "I feel comfortable while communication in Urdu/Pashto". The frequency distribution and graphical representation of this item is given below.

Table 28: ***I Feel Comfortable while Communicating in Urdu/Pashto***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	32.7	32.7	32.7
Disagree	7	13.5	13.5	46.2
Neutral	9	17.3	17.3	63.5
Agree	12	23.1	23.1	86.5
Strongly Agree	7	13.5	13.5	100.0
Total	52	100.0	100.0	

In this table, we can see, strongly disagree and disagree were 24 out of 52, it shows 46.2%. They said that they were not comfortable while communicating with Urdu and Pashto. Agree and strongly agree were 19 out of 52, it shows 36.6% of the respondents, they said that they were comfortable while communicating in Urdu/Pashto . Neutral respondents were 9 out of 52, its shows 17.3%. Similar situation can be observed in figure 4.28.

Figure 28: ***I Feel Comfortable while Communicating in Urdu/Pashto***



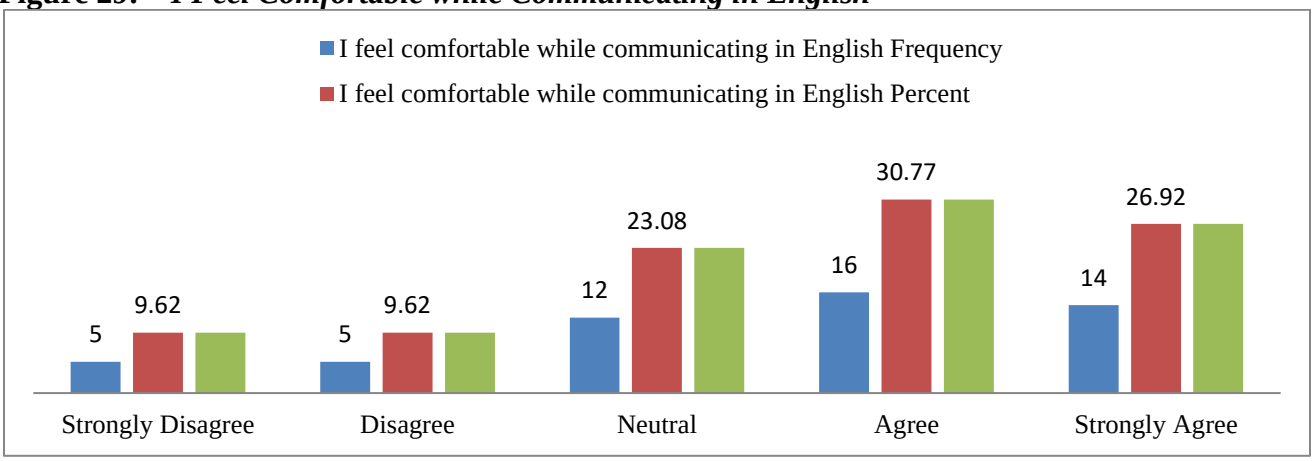
Communication skills of respondents was measured with the help of two items. The second one item used to measure with "I feel comfortable while communication in English". The frequency distribution and graphical representation of this item is given below.

Table 29: ***I Feel Comfortable while Communicating in English***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	9.6	9.6	9.6
Disagree	5	9.6	9.6	19.2
Neutral	12	23.1	23.1	42.3
Agree	16	30.8	30.8	73.1
Strongly Agree	14	26.9	26.9	100.0
Total	52	100.0	100.0	

In this table, we can see, strongly disagree and disagree were 10 out of 52, it shows 19.2%. They were strongly disagree with communicating in English. Agree and strongly agree were 30 out of 52, it shows 57.7% of the respondents, they said that they were comfortable while communicating in English. Neutral respondents were 12 out of 52, it shows 23.1%. Similarly situation can be observed in below in table.

Figure 29: ***I Feel Comfortable while Communicating in English***



Conclusion

Inferential Statistics

In order to achieve the objective of this study, two types of data analysis were used. Descriptive analysis was used to find out the general characteristics of the data. Descriptive statistics does not give proper insight of the data, neither it tests the causal relationship between independent and dependent variables. In order to test the causal relationship between primary school teaching and teachers performance, this study has used two types of inferential statistics techniques i.e., correlation analysis and regression analysis.

Correlation Analysis

Correlation analysis was used to find out the nature of relationship between different variables. Correlation analysis value generally ranges from -1 to +1. Correlation value from 0.00 to 0.35 shows weak correlation. A value between 0.36 to 0.70 means moderate association, while correlation value greater than 0.70 means strong association between the variables. Table below shows the results of correlation analysis.

Table 30: Correlation Analysis

	TP	ELT1	ELT2	ELT3	ELT4	ELT5	ELT6	ELT7	ELT8	ELT9	ELT10	ELT11.
TP	1											
ELT1	.279*	1										
ELT2	.366**	.098	1									
ELT3	.073	-.292*	.210	1								
ELT4	.060	.117	.495**	.058	1							
ELT5	.040	-.105	-.009	.377**	-.025	1						
ELT6	-.027	-.103	.238	.076	.282*	-.154	1					
ELT7	.371**	-.059	.263	-.013	.093	-.100	.173	1				
ELT8	.296*	.138	.099	.066	-.004	.274*	-.073	-.203	1			
ELT9	.305*	.267	.406**	.093	.349*	-.076	.089	.336*	-.083	1		

ELT10	.067	-.215	.168	.154	-.076	-.019	.072	.095	.270	-.244	1	
ELT11	.384**	.439**	.101	-.110	.112	.050	-.123	.122	.062	.023	-.223	1

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Results of correlation analysis are given in table No30 above, We can see that correlation value between teachers performance and ELT 1 "My education background is in English" is 0.279. It means that the relationship is positive but weak. We can also see that the relationship is significant at 0.05%.

31: In this table, we can see, that correlation value between teachers performance and ELT 2 " Most of the courses, I previously studied were in English medium" is 0.366. It means that the relationship is positive and moderate association. We can see that the relationship is significant at 0.01%.

32 : The third one, we observed, that correlation value among teachers performance and ELT 3 "I participated PST "primary schools teaching" training" is 0.073, it is very weak. We can see, that the relationship is not significant at 0.05%.

33 : In this table we can see, that the correlation value between teachers performance and ELT 4" CT Training "Certified Teachers" training" is 0.060, it is shows that the relationship is very weak, it is not significant at 0.05%.

34 :In the fifth one we can see, that the correlation value between teachers performance and ELT 5" I have sufficient training for English language teaching is 0.040, it means the relationship is weak. It is shows that the relationship is significant at 0.05%.

35 : We can see that correlation value between teachers performance and ELT 6 "I speak English fluently" is 0.027 and negative It means that the relationship is negative and weak. We can also see that the relationship is not significant at 0.05%.

36 : In question no 7 we can see in the table, that correlation value between teachers performance and ELT 7 " I feel confidant while speaking to large group of people " is 0.371. It means that the relationship is positive and moderate. We can see that the relationship is significant at 0.01%.

.37 : In above table we can see in question no 8 correlation ELT" I feel confidant, while speaking to individual" 0.296 it shows that the relationship is weak and positive. It is shows the relationship is significant at 0.05.

38 : In this table we can see, that correlation value between teachers performance and ELT 9 "Teaching aid are available in our school " is 0.305. It means that the relationship is positive and weak . We can see that the relationship is significant at 0.05%.

39: In this table we can see, that correlation value between teachers performance and ELT 10 "I prepared my own teaching aids" it is 0.067. Its means that the relationship is weak . We can see that the relationship is not significant at 0.05%.

40 : In this table we can see, that correlation value between teachers performance and ELT 11 " Most of the English teaching aids are easy to understanding" it is 0.384. Its means that the relationship is moderate and positive. We can see that the relationship is significant at 0.01%.

Regression Analysis:

Correlation analysis tells us about the degree of association but it fails to tell us about the magnitude of association. Moreover, it also fails to test the hypothesis. In order to test the hypothesis related to clarity of Teacher Performance and English Language teaching dependent variable and independent this study is using regression analysis. General equation for regression analysis is

$y_t = \alpha_t + \beta_1 X_1 + \beta_2 X_2 + \beta_3 x_3 + \beta_4 x_4 + \varepsilon_t$ … … … … … ….(i)

Where "Y" represents dependent variable, "X" represent independent variable, "α" is the intercept and "β" is the slope of regression line.

The basic objective of this study is to investigate the causal relationship between dependent variable that is "Teachers Performance" and independent variables that is "English Language Teaching". Keep in mind the above objective this study tests one hypothesis.
H1: There is significant relationship between English language teaching and Teachers performance.

$$TP_i = \alpha_i + \beta_1 ELT_i + \varepsilon_i \text{ …,,,,,,,,(ii}$$

Where "TP " represent Teachers performance".

α_i Represent the intercept

β_1 represent the slope of regression

ELT_i it is represent the English Language Teaching

ε_i it is represents the error term.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.518a	.268	.253	.62350

a. Predictors: (Constant), English Language Teaching

The above table shows the explanatory power of the model. We can see that R Square value is .268 it means that the independent variable ELT his explain the dependant variable that is teachers performance up to 26%.

ANOVA(b)

Model	Sum of Squares	Df	Mean Square	F	Sig.

1	Regression	7.117	1	7.117	18.306	.000(a)
	Residual	19.438	50	.389		
	Total	26.554	51			

a Predictors: (Constant), English Language Teaching
b Dependent Variable: Teacher Performance

In order to find out over all model fitness ANOVAs analysis is used. In the above table, we can see that the value of F statistics is 18.306 which is greater than two. It means that the overall model is fit and can be used in future study.

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	.774	.531		1.457	.151
	English Language Teaching	.690	.161	.518	4.279	.000

a Dependent Variable: Teacher Performance

Sr.	**Question related to Teachers Performance**	**Rating**

English as a Medium of Instruction Impacts the Performance of the Primary School Teachers

The study was conducted by –Ihsan ul haq, Dr Bacha and Bakht Sheema Bibi Shaheed Benazir Bhutto University Sheringal, Dir Upper. The basic objective of this study was to highlight the challenges faced by primary schools teachers' in English language teaching. Moreover, this study was to measure the performance to primary school teachers. This study was purely conducted for academic purposes. The response were confidential..

Section: 1 (Demographic Variables)

1. Gender: (1). Male (2). Female

2. Age: (1). 18-30 (2). 31-40 (3). 41-50 (4). 51-60

3. Experience: (1). < 5 (2). 6-10 (3). 11-15(4). 16-20 (5). >30

4. Professional Training: (1). PST (2). CT (3). Bed (4). Med

5 Education: (1). Metric (2). Inter (3). Bachelor (4). Master (5). Other **Please Tick (✓) your responses using the following scale:**

(1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agreed, 5= Strongly Agree)

		SD	D	N	A	SA
1	Students secure more marks in my subject as compare to other subjects.					
2	I spend all the time in delivering lecture.					
3	I avail my casual leave each month.					
4	I avail my other legal leaves.					
5	Sometime I feel headache while delivering lectures.					
6	I often encounter slip of tongue during lecture.					
7	I assign regular assignments.					
8	I assign assignments only and only if required.					
9	I feel comfortable while communicating in Urdu/Pashto					
10	I feel comfortable while communicating in English					
	Question related to ELT "English Language Teaching"					
1	My education background is in English.					
2	Most of the courses I previously studied were in English medium.					
3	I participated in PST "Primary School Teaching" training.					
4	I participated in CT "" training.					
5	I have sufficient training for English language teaching.					
6	I speak English fluently.					
7	I feel confidant while speaking to large group of people.					
8	I feel confidant while speaking to individual.					
9	Teaching aids are available in our school.					
10	I prepare my own teaching aids.					
11	Most of the English teaching aids are easy to understanding.					

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