



## **A Study on the Relationship Between Teachers' Training and ESL Teachers' Productivity at Secondary School Level in Districts of Muzaffarabad Division, Azad Kashmir**

**Anjum Nazneen<sup>a</sup>, Haroon-Ur-Rashid<sup>b</sup>**

<sup>a</sup>PhD Scholar, Department of English, UAJ&K, Muzaffarabad, Azad Kashmir, Pakistan. <sup>b</sup>Professor, Department of English. UAJ&K, Muzaffarabad, Azad Kashmir, Pakistan.

\***Email:** [anjumnazneen351@gmail.com](mailto:anjumnazneen351@gmail.com)

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**Abstract:** The focus of this study was to investigate the relationship between the practices of B.Ed. Training Program which prepares these ESL Teachers at secondary school level. The sample size of 150 was taken. Different government girls and boys high schools of Muzaffarabad Division were selected including 80 males and 70 females took part in the research. A Questionnaire consisting of 31 items was distributed among participants. Non Probability convenience sampling was used. Besides checking reliability of the questionnaire study had reported useful descriptive features of data through descriptive analysis. The finding of study include that not only Faulty B.Ed. Training Program is responsible for poor performance of ESL Teachers teaching English at Secondary School Level but there are other factors including trainings given by private colleges, Conventional GTM method, lack of English speaking in classroom, class room settings and environment and conventional examination system for B.Ed. Trainees.

**Key words:** B.Ed. Training Program, ESL Teachers, Secondary School Level, Teacher Education, Productivity

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### **1. Introduction**

The key personnel who play vital role in the educational institutions is a teacher. The teacher is the central element in an educational trio i.e. curriculum, student, and teacher. The teacher implements the curriculum for students. Teacher-education is a unique field that accepts responsibility for preparing those people who are supposed to teach and prepare the future generations. Teacher-education is the combination of “teaching skills, pedagogical theory and professional skills”. It is a nonstop development and its Pre service and in service workings are essential to each other and interlinked.

Teacher education enables the student teachers to meet the challenges of the profession. If a teacher education program prepares them properly, they will be able to approach the challenges and issues of the teaching environment in a positive manner. A teacher education program is an empowerment program whose participants are teachers. These programs empower the student and teachers with necessary skill and theoretical knowledge that would allow them to perform the professional tasks in proficient and effective way.

In our country, many teachers training program are working to train the expected or to be teachers. It has been observed that teachers training programs which prepare these expected teachers are not functioning properly. The trainee teachers (future teachers) prepared through these training programs proved a failure when they come to

real classroom teaching. This study is designed to determine different factors involved in the failure of those trainee teachers who complete their B.Ed. from different training institutions (as a private candidate or as a regular candidate), and then go to different secondary schools for teaching. This poor performance of trained teachers affects the performance of students at all school levels particularly secondary school level. This effect the results at matric level negatively and it in turn affects the whole education system.

### 1.1 Research Questions

- a) What are the main features of B.Ed. Training program (from the point of view of teaching of English in Districts of Muzaffarabad Division, Azad Kashmir)?
- b) How preservice and in service components of teacher education are linked to each other in education system particularly in the perspective of teaching of English at B.Ed-Level and teaching of English at secondary-school level in target area?

### 1.2 Research Hypothesis

$H_0$ : Quality of teaching English in B.Ed. training program has a positive impact on teaching of English at secondary school.

### 1.3 Research Objectives of the Study

- a) To explain relationship between B.Ed. training program and teaching of English at secondary-school level. i.e. impact of quality of teachers-training on teaching of English at Matric level by knowing the main features of B.Ed training programs in the Districts of Muzaffarabad Division, Azad Kashmir.
- b) To reveal different issues related to this basic training in the light of views of in-service trained B.Ed teachers at secondary-school level in schools of Districts of Muzaffarabad Division, Azad Kashmir and to reveal the present practices in B.Ed Teachers Training and ELT at secondary school Level in the Districts of Muzaffarabad Division, Azad Kashmir

### 1.4 Distinction of the Study

Though many studies have been conducted on teacher's education in Pakistan but there is a dire need of research in this area in Azad Kashmir. No particular researches have been conducted on teacher's education generally in Azad Kashmir and on B.Ed training program particularly in the Muzaffarabad Division. The present research is motivated by this lack of research in the relevant area and will try to fill this gap. This study is distinct from other studies in the following ways:

- a) Although many researches have been conducted in this area in Pakistan, but as far as Azad Kashmir is concerned, not a single study in this area, particularly conducted for Districts of Muzaffarabad Division.
- b) This study has tried to dig out the problems which were faced by the B.Ed trained teachers teaching English at secondary school level during pre service training and also the problems faced by them during pre service training and also the problems faced by them during in service period. In other words, this study not only highlights the issues and challenges faced by trainee teachers during their B.Ed training program and recent real classroom teaching but it has also tried to link the pre-service and in-service component of teacher-education.

This study have five sections namely Introduction, Literature Review, Methodology, Analysis and results discussions and finally findings, conclusions and recommendations of the study. There are also supplementary pages that include a questionnaire used, as well as references that were used in the study.

## 2. Literature Review

It is well accepted fact that raising teaching quality is a vital factor in improving primary and secondary-education in Pakistan. Educational policies of Pakistan have evolved into many dimensions after the first "National Education Conference" in Karachi in 1947. These educational policies were reviewed in 1959, 1972 and 1992 in order to improve the quality of the education at primary level in general and secondary level in particular(Government of Pakistan (GOP), Ministry of Interior (MOI, 1947). Ahmed maintains that policy papers in the Pakistan were outcome of broad research but their execution left much to be preferred so that, no one policy achieves its expected and stated goals. Initially, there was no real extensive ownership of policy goals by majority of the stake-holders. Secondly, the plans and strategies developed to attain the policy goals were impractical and did not have support of recognized and dedicated funds required to achieve them (Ahmed,

2012).

A number of studies confirmed that teachers and their trainings play a vital role in elevating of education standard of the country. They hold central place for transferring knowledge, skills, attitudes, behavior, cultures and traditions of one generation to next. This challenge can be met through a disciplined systematic training (Shah, 2004; Sajjad 2007; Awan and Saeed, 2014). Zein (2016) stated that there is a grimcall for these events of training intended for eligible in service teachers in different conditions. According to another study that investigated that teachers' quality depends upon the expertise. A teacher deficient in necessary level of professional capability is generally considered to be dysfunctional teacher (Ali, 2011). Anderson and Ching, (1987) asserted that it is necessary for teacher-education programs to have some goals and objectives. These aims and goals are responsible for preparing effective and successful teachers. These goals are divided into three categories. i.e. teachers' knowledge of content areas, skills of teaching i.e. both pedagogical and interpersonal and teaching feelings and self –awareness. This notion puts an equal stress on teachers' knowledge and skills, teachers' awareness of students, emotional reactions and capability of teachers to respond these reactions.

Ayers (1989) indicated that performance of institutions may be checked during follow-up studies. The Questionnaires or interviews can be prearranged for the participants to discover out knowledge gained by them in training institutions is being applied by them practically. Aggarwal (1993) investigated in a study that teacher education consists of all those abilities, knowledge, facts, skills and competencies which are concerned with teachers' life as a teacher). The present study will analyze all these competencies in the scenario of Azad Kashmir. Cullen (1994) argued that teacher trainers or master trainers do not have the knowledge of classroom. All this is because of inadequate teacher training programs. Master trainers stick to Grammar Translation Method which is not very fruitful in bringing active change in English Language Teaching. It also affects trainee teachers' proficiency in language skills. Using an analytical framework based on Institutional-Theory reported Teacher's training institutions have a great impact on their trainee teachers. The present study will explore the relationship between the interlinked components of teacher education (Tatto, 2006)

Levine (2006) in a study on teacher education explored that there are certain characteristics of teachers which can affect students' achievement. However, the impact of teacher training is still to be investigated. This study is also an attempt to find out the impact of teacher training on the productivity and performance of English Teachers teaching English at secondary school level in schools of District of Muzaffarabad Division, Azad Kashmir. According to one of the studies, the Quality of training provided through pre service teacher education (PSTE) effects the teachers' practice, efficiency and career commitment (Eren and Tezel, 2010). Verspoor (1989) argued that the quality of teaching and learning takes place in the classroom, therefore, depends and reflects the quality of teaching and learning pre service teacher-education programs (PSTE).

Based on the studies reviewed, an overall support has emerged that quality of B.Ed training program having a positive impact on the quality of teaching of English at secondary school level is an important research area particularly in Azad Kashmir. This backdrop provides grounds for present study. The literature reviewed for present study is based on the conceptual framework evolved over time. Basically, this research has been designed to study two broad dimensions (Quality of B.Ed training program and the productivity and quality of English Language Teaching at secondary school level and the impact of one on the other). But during the study, many other dimensions are expected to evolve.

### **3. Research Methods**

This section explains method used for the study of teacher training on the productivity and performance of secondary-school teachers at secondary school level in different schools of Districts of Muzaffarabad Division of Azad Kashmir. This research is descriptive in nature. It attempts to describe the relationship of productivity of English Teachers teaching English at secondary school level with the teacher training programs which prepare these teachers. This section of research paper describes population, sample, sampling design, justification or logic for the sample, preparation of the research instruments, administration of the instruments and the statistical methods used for the analysis of the data. This portion also states the ethical issues, limitations and delimitation.

#### **3.1 Theoretical Outline**

The study assumes that the productivity of English teachers at secondary school level is largely dependent on

the study is based on the effectiveness of teacher training programs. The study is based on the hypothesis that the quality of teachers training programs particularly B.Ed training program contributes significantly to the productivity or performance of ESL Trained Teachers at secondary school level in the secondary and higher secondary schools of Districts of Muzaffarabad Division of Azad Kashmir.

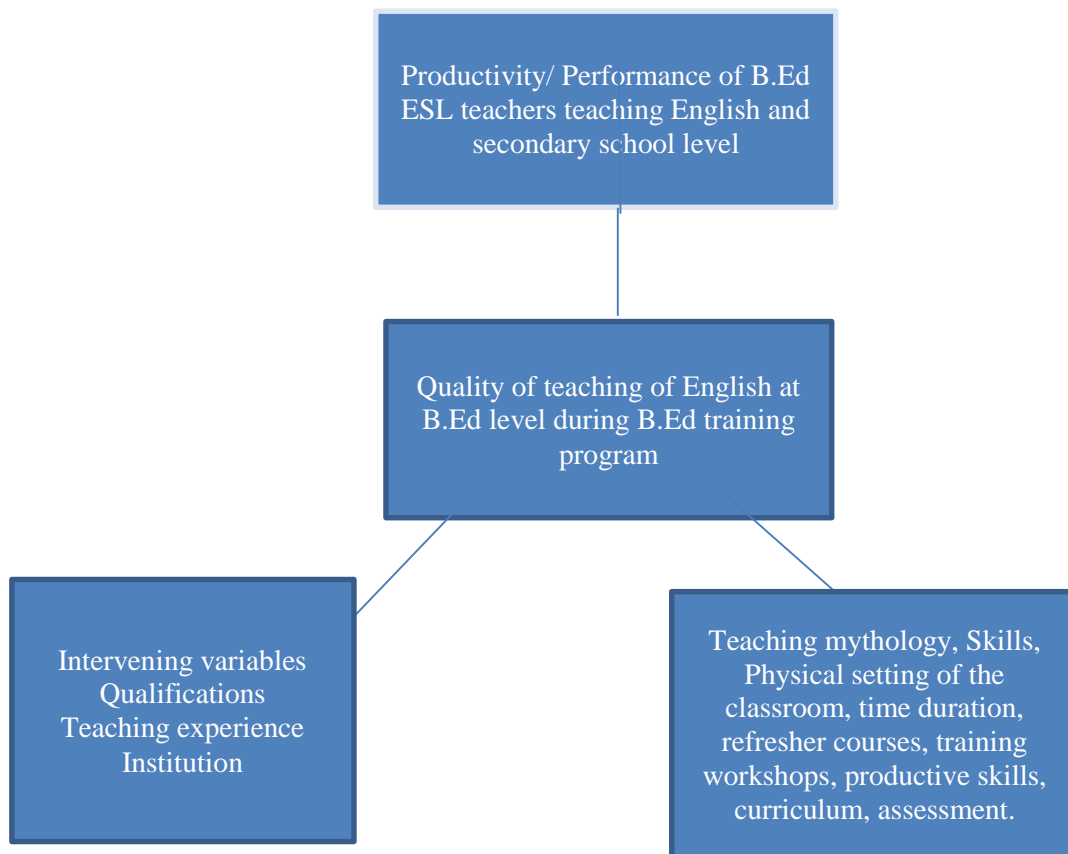


Figure 1: Relationship between English Teachers’ productivity and quality of teaching at B.Ed Level during B.Ed training program (Source: Author’s scheming is based on the theoretical literature review)

Figure1 given in the theoretical outline illustrates how the two aspects, B.Ed Training program and the poor performance of English Teachers teaching English at secondary school level are correlated. This study assumes that the productivity of English teachers and the quality of B.Ed Training program are directly proportional to each other. i.e. If quality of B.Ed. training program is enhanced , productivity of English teachers increases and vice versa. However, there may be intervening variables as indicated in figure. These intervening variables may affect the extent of relationship of English Language Teachers’ productivity and quality of B.Ed Training Programs negatively or positively. The figure 1 shows that the productivity of ESL Teachers depends on effectiveness and quality of teaching of English during B.Ed training program. The quality of teaching at B.Ed is an independent variable and the productivity of English teachers trained through B.Ed training program, teaching English at secondary-school level is a dependent variable which depends on the above mentioned variable. Independent variable is further divided into many components as shown in figure. These two variables are directly related to each other. However, there are a few variables which intervene with the relationship of independent and dependent variables and affect their relationship positively or negatively, and hence they are named intervening variables. They are qualification, teaching experience and institution.

### 3.2 Population

The population of study consists of B.Ed trained English teachers teaching English at secondary school level

(male and female) in Government secondary schools of Muzaffarabad Division, Azad Kashmir. The sample of size 150 was taken. 70 Girls High Schools and 80 boys High Schools were selected for this study. Collectively 24 schools participated in this research. 70 female and 80 male English teachers were the participants of this study.

### 3.3 Sampling Technique

Non-Probability Sampling Technique, convenience sampling was used for selection of participants. The researcher included those individuals in the sample who were close to hand and easily available and who were willing to participate in the research.

### 3.4 Data Collection and Participants

The data were collected in different phases. When the researcher started the process of data collection, the pandemic Covid-19 was at its peak. Due to sudden outbreak of the pandemic, the institutions were closed. The researcher had to wait a lot for the collection of data from relevant institutions. The data was collected by the researcher in different episodes whenever the willing participants were available. The participants were approached by visiting different boys and girls high schools of Districts of Muzaffarabad Division. The researcher had face-to-face detailed meetings with the participants of the study revealing all the details about research, ethics of research and possible benefits of this research. The researcher had detailed interviews with participants before, during and after questionnaire filling up session. The researcher also wanted to record the discussions and interviews but participants were not willing for recordings just because they were afraid of higher authorities.

### 3.5 Instrumentation

Instruments used for data collection were Questionnaires, observation sheets and interviews. Questionnaire was designed using five point Likert Scales which were to be duly filled by 150 participants. Interviews were also the part of instruments but the Questionnaire was the major research tool.

## 4. Analysis, Results Discussions

This descriptive study aims to find the impact of the teacher training regarding teaching of English given to the secondary school level male and female teachers and also to find whether teachers apply the training at schools in Muzaffarabad Division. Questionnaires for English teachers teaching at secondary school level in schools of Muzaffarabad (male and female) were used to determine the impact of the B.Ed. training on performance of Secondary School Teachers in schools of Muzaffarabad Division and to explore the reasons for this. The analysis of the problem comprises of percentages, frequencies and questionnaire reliability checks. Frequencies and percentages are shown against every item of the questionnaire. The results in percentages have been shown in rounded figures.

### 4.1 Cronbach's Measure of Reliability

The commonly used measure of internal consistency is Cronbach's alpha. It is used when multiple Likert questions are used in a questionnaire and form a scale. It is used to determine the reliability of scale. The first important table is the Reliability Statistics table that provides actual value for Cronbach's alpha, as shown below:

Table 1: Reliability Statistics

Cases	N	Percentage (%)	No. of Items	Cronbach's Alpha
Valid	150	100	39	<b>0.764</b>
Excluded*	0	0		
Total	150	100		

**Note:** \* denotes List-wise deletion based on all variables in technique

Table1 indicates a Cronbach alpha coefficient of 0.764, which is an indication of the fact that questionnaire used for present study is internally consistent and reliable for the collection of primary data on the relationship between teachers’ trainings and teachers’ productivity at secondary school level in Muzaffarabad division.

Table 2: Descriptive Statistics

Items	N	Ma xi mu m	M e a n	Std · De via tio n
GTM was generally used by your English teacher when you were a B.Ed. trainee	1 5 0	4	1 . 7 2	0.6 36
Reading and Writing were the two most emphasized skills by your English teacher al B.Ed. level?	1 5 0	5	1 . 8 3	0.6 10
Speaking is the most basic skill and comes to help first when a person stands in front of a class as a teacher?	1 5 0	5	1 . 6 9	0.7 59
The Duration of your English Class at B.Ed. level was satisfactory?	1 5 0	5	3 . 2 2	1.0 61
You were satisfied with the duration of English class provided by the institution for teaching of English?	1 5 0	5	3 . 2 3	1.0 71
Time for delivering lesson should be increased at B.Ed. level?	1 5 0	5	1 . 6 7	0.8 94
Every part of the course designed B.Ed. students (future teachers) was of practical use in future?	1 5 0	5	2 . 0 3	0.6 95
Your courses at B.Ed. level were adequately designed for making student teachers good future teachers practically.	1 5 0	5	2 . 0 5	0.7 22
B.Ed. courses which you were taught were satisfactory	1 5 0	5	2 . 1 3	0.7 11
Your B.Ed. classroom was a well-equipped place for teaching this type of course.	1 5 0	5	3 . 4 3	1.0 89
Communicative abilities of B.Ed. trainees were being improved through B. Ed Training Program.	1 5 0	5	3 . 2 9	1.1 67

A Study on the Relationship Between Teachers' Training and ESL Teachers' Productivity at Secondary School Level in Districts of Muzaffarabad Division, Azad Kashmir

Your department arranges refresher courses and workshops for old B.Ed. trained teachers	1 5 0	5	3 . 6 5	1.0 74
The training workshops or refresher courses are relevant to the needs of B.Ed. trainees	1 5 0	5	3 . 2 8	0.9 42
Training workshops or refresher courses had some positive impact on teaching style and professional attitude	1 5 0	5	1 . 9 5	0.7 54
The teachers who were teaching you English at B.Ed. level were sent for refresher courses and workshops.	1 5 0	5	2 . 6 6	0.6 93
On returning from refresher courses and training your teachers shared their experiences with you?	1 5 0	5	2 . 6 5	0.7 87
Your English teacher tried to make you participate in the English class.	1 5 0	5	2 . 8 1	0.9 81
You found difficulty in learning in a class which had students with different abilities (individual differences).	1 5 0	5	2 . 0 7	1.0 14
Your English teacher at B.Ed. level considered individual differences among trainee teachers	1 5 0	5	3 . 3 0	1.0 22
Your English teacher taught you the technicalities writing i.e. parts of speech. Tenses, passivation, narration	1 5 0	5	3 . 6 7	1.3 23
Your English teacher at B.Ed. level taught you the speaking skill in the class	1 5 0	5	3 . 7 9	1.1 62
You were taught pronunciation. organs or speech, vowels and consonants, stress and intonation when you were	1 5 0	5	3 . 9 1	1.2 12
A good command of speaking end writing plays a vital role in making a good English teacher	1 5 0	5	1 . 5 9	0.6 67
A good command of speaking end writing plays a vital role in making a good English teacher	1 5 0	5	3 . 1 2	1.0 36
After assessment your teacher try to improve your weaknesses particularly in the areas of speaking and writing	1 5 0	5	3 . 4 7	0.9 24

A Study on the Relationship Between Teachers' Training and ESL Teachers' Productivity at Secondary School Level in Districts of Muzaffarabad Division, Azad Kashmir

You were satisfied with the way you were examined at B.Ed. Level	1 5 0	5	3 . 8 2	1.1 00
Speaking and writing are two productive skills	1 5 0	5	2 . 1 2	0.8 02
A Good Command of English speaking guarantees good teaching	1 5 0	5	2 . 6 2	1.2 46
If vowels, consonants, stress and Intonation, organs of speech were not the part of your B.Ed. course,	1 5 0	5	1 . 5 7	0.8 86
Time for delivering English lesson at B.Ed. level should be increased.	1 5 0	5	1 . 6 1	0.7 50
Behaviour of the English teacher in classroom is important for learning English language	1 5 0	5	1 . 4 1	0.5 69
State some problems which you faced in learning English at B.Ed. Level	1 5 0	5	2 . 1 2	1.0 03
In your opinion, which factors were responsible for making learning or English difficult for you?	1 5 0	5	2 . 5 3	1.6 37
If you had some difficulties in following the instructions of your teacher, what were the possible reasons of this difficulty?	1 5 0	5	2 . 5 9	1.4 57
What Change will you suggest in your classroom, teaching style and examination system	1 5 0	5	3 . 1 1	1.2 27
Suggest some remedial measures to improve the teaching and learning of English at B.Ed. level to improve the quality of education at secondary school level	1 5 0	5	2 . 4 3	1.2 66
Valid N (Listwise)	1 5 0	----	-- --	----

Table 2 above has reported the descriptive statistics for the study. The sample of size N=150 was taken from Secondary School Teachers throughout the Muzaffarabad Division. The minimum value is 1 for all the question items as it corresponds to minimum value on Likert scale i.e. strongly disagree. The maximum value for all the question item is 5 that corresponds to strongly agree on the Likert Scale. So, the responses for the study range between strongly agree and strongly disagree. Based on the Likert scale values, a minimum value of 1 is reported while maximum value is 5 for all the questionnaire items. The sample was made up of 150 Secondary school Teachers from Muzaffarabad Division. Table 4.2 shows that of the total number (150) of participants, 52% (78) were men and 48% (72) were women. The mean value for GTM was generally used



by your English teacher when you were a B.Ed. trainee is 1.72 with a standard deviation of 0.636. The second item of questionnaire “Reading and Writing were the two most emphasized skills by your English teacher at B.Ed. level?” Has a mean of 1.83 with the standard deviation of 0.610. Third question item “Speaking is the most basic skill and comes to help first when a person stands in front of a class as a teacher?” has a mean of 1.69 with standard deviation of 0.759. Similarly, mean and standard deviation can be interpreted from table 4.2.

Table 3: Designation of Respondent

Designation	Frequency	Percentage	Valid Percentage	Cumulative Percent
SST	114	76.0	76.0	76.0
EST	24	16.0	16.0	92.0
JT	8	5.3	5.3	97.3
Subject Specialist	3	2.0	2.0	99.3
Computer Instructor	1	0.7	0.7	100.0
Total	150	100.0	100.0	---

In regard to the question of Designation of the teacher, the table 4.3 shows that out of 150 respondents, 114 (76%) reported themselves as Senior School Teacher, 24(16%) reported themselves as Elementary School Teacher, 8(5.3%) as Junior School Teachers, 3(2%) as Subject Specialist and only 1 (0.7%) as Computer Instructor. In this way, it is a reflection of diverse sample taken for data collection.

Table 4: Qualification of Respondent

Qualifications	Frequency	Percentage	Valid Percentage	Cumulative Percent
B.A/B.SC/B.Ed	18	12.0	12.0	12.0
M.A/M.SC/M.Ed/B.ED/M.A Education	113	75.3	75.3	87.3
Mphil/MS/B.ED/M.ED/PhD	13	8.7	8.7	96.0
BS/BED	3	2.0	2.0	98.0
MSC/TEFL/BED/MCS/BS CS/MBA/others	3	2.0	2.0	100.0
Total	150	100.0	100.0	---

Table 4 has been constructed towards the frequency breakup regarding the question “Qualification of the Respondent”. The distribution of Respondents shows that 113 (75.3%) having qualification of M. A/M.SC/M.Ed./B. ED/MAEducation followed by 18 (12%) having qualifications of B. A/B.SC/B.Ed. In highly qualified group having MPhil/MS/B. ED/M. ED/PhD contains 13(8.7%) respondents. While respondents having MSC/TEFL/BED/MCS/BSCS/MBA/others and newly launched BS Honors qualifications were 3 (2%) each making it equal to 150 participants.

Table 5: Teaching Experience

Experience in Years	Frequency	Percent	Valid Percent	Cumulative Percent
1-10 years	47	31.3	31.3	31.3
11-20 years	27	18.0	18.0	49.3
21-30 Years	39	26.0	26.0	75.3
31-40 Years	36	24.0	24.0	99.3
41-50	1	0.7	0.7	100.0
Total	150	100	100.0	

Table 5 shows the answer to the question of Teaching Experience of the Respondent. It can be noticed that in terms of teaching experiences frequencies in different time periods e.g. 1-10 years, 11-20 years, 21-30 years, 31-40 years corresponds to 47(31.3%), 27(18), 39(26) and 36 (24) respectively. Only one category of 41-50 years contains one participant. Therefore, sample selected shows that Secondary school teaching is performed by the teacher having variety of experience.

A t-test is an inferential statistic which is used to determine if there is a statistically significant difference between the means of two groups and how are they related.

Table 6: Independent t-test for comparison of responses by Male and Females SST in Muzaffarabad Division

Variables		Sig. (2-tailed)
Designation of Respondent	Equal variances assumed	0.901
Qualification of Respondent	Equal variances assumed	0.775
Teaching Experience	Equal variances assumed	0.982
GTM was generally used by your English teacher when you were a B.Ed. trainee	Equal variances assumed	0.638
Reading and Writing were the two most emphasized skills by your English teacher at B.Ed. level?	Equal variances assumed	0.890

Speaking is the most basic skill and comes to help first when a person stands in front of a class as a teacher?	Equal variances assumed	0.509
The Duration of your English Class at B.Ed. level was satisfactory?	Equal variances assumed	0.130
You were satisfied with the duration of English class provided by the institution for teaching of English?	Equal variances assumed	0.000
Time for delivering lesson should be increased at B.Ed. level?	Equal variances assumed	0.170
Every part of the course designed B.Ed. students (future teachers) was of practical use in future?	Equal variances assumed	0.104
Your courses at B.Ed. level were adequately designed for making student teachers good future teachers practically.	Equal variances assumed	0.274
B.Ed. courses which you were taught were satisfactory	Equal variances assumed	0.027
Your B.Ed. classroom was a well-equipped place for teaching this type of course.	Equal variances assumed	0.248
Communicative abilities of B.Ed. trainees were being improved through B. Ed Training Program.	Equal variances assumed	0.005
Your department arranges refresher courses and workshops for old B.Ed. trained teachers	Equal variances assumed	0.291

A Study on the Relationship Between Teachers' Training and ESL Teachers' Productivity at Secondary School Level in Districts of Muzaffarabad Division, Azad Kashmir

The training workshops or refresher courses are relevant to the needs of B.Ed. trainees	Equal variances assumed	0.126
Training workshops or refresher courses had some positive impact on teaching style and professional attitude	Equal variances assumed	0.769
The teachers who were teaching you English at B.Ed. level were sent for refresher courses and workshops.	Equal variances assumed	0.729
On returning from refresher courses and training your teachers shared their experiences with you?	Equal variances assumed	0.358
Your English teacher tried to make you participate in the English class.	Equal variances assumed	0.326
You found difficulty in learning in a class which had students with different abilities (individual differences).	Equal variances assumed	0.002
Your English teacher at B.Ed. level considered individual differences among trainee teachers	Equal variances assumed	0.702
Your English teacher taught you the technicalities writing i.e. parts of speech. Tenses, passivization, narration	Equal variances assumed	0.195
Your English teacher at B.Ed. level taught you the speaking skill in the class	Equal variances assumed	0.453

A Study on the Relationship Between Teachers' Training and ESL Teachers' Productivity at Secondary School Level in Districts of Muzaffarabad Division, Azad Kashmir

You were taught pronunciation. organs or speech, vowels and consonants, stress and intonation when you were	Equal variances assumed	0.923
A good command of speaking end writing plays a vital role in making a good English teacher	Equal variances assumed	0.074
A good command of speaking end writing plays a vital role in making a good English teacher	Equal variances assumed	0.140
After assessment your teacher try to improve your weaknesses particularly in the areas of speaking and writing	Equal variances assumed	0.192
You were satisfied with the way you were examined at B.Ed.Level	Equal variances assumed	0.887
Speaking and writing are two productive skills	Equal variances assumed	0.376
A Good Command of English speaking guarantees good teaching	Equal variances assumed	0.318
If vowels, consonants, stress and Intonation, organs of speech were not the part of your B.Ed. course,	Equal variances assumed	0.286
Time for delivering English lesson at B.Ed. level should be increased.	Equal variances assumed	0.615
Behaviour of the English teacher in classroom is important for learning English language	Equal variances assumed	0.714

State some problems which you faced in learning English at B.Ed. Level	Equal variances assumed	0.825
In your opinion, which factors were responsible for making learning or English difficult for you?	Equal variances assumed	0.340
If you had some difficulties in following the instructions of your teacher, what were the possible reasons of this difficulty?	Equal variances assumed	0.595
What Change will you suggest in your classroom, teaching style and examination system	Equal variances assumed	0.824
Suggest some remedial measures to improve the quality of education at secondary school level	Equal variances assumed	0.673

Table 6 shows that only five means differences between Males and Females i.e. You were satisfied with the duration of English class provided by the institution for teaching of English? Having a t- statistic of 3.618 and degrees of freedom equal to 148 is significant as the probability value is 0.00 which is less than 5%. Secondly, a B.Ed. course which you were taught were satisfactory is statistically significant with t-statistic of 2.236 and 148 degrees of freedom having probability value of 0.027. Thirdly, Communicative abilities of B.Ed. trainees were being improved through B. Ed Training Program resulted in t-value of -2.849 with 148d.f and probability value of 0.005 which is significant at 5% level. Fourthly, you found difficulty in learning in a class which had students with different abilities (individual differences) has shown t-value of -3.187 with 148 d.f and probability value of 0.002 which is less than 5% and significant. Fifthly and lastly, A good command of speaking and writing plays a vital role in making a good English teacher reported a t-value of -1.798 with 148 d.f and probability value of 0.074, that is marginally significant at 7% level. These results show that in case of these mentioned Items/variables the null hypothesis of “there is no significant difference between Male and Female responses” has been rejected and alternative that “there is significant differences between Male and Female responses” is accepted at 5% and in one case at marginally at 7% Levels.

On the other hand, all the remaining items, for example, GTM was generally used by your English teacher when you were a B.Ed. trainee reported t- value of 0.472 with 148 d.f and probability value of 0.638 which is greater than 5% and therefore t-statistic is insignificant. In case of “Reading and Writing were the two most emphasized skills by your English teacher at B.Ed.level”, the t- statistic turns out to be 0.139 with 148 d.f and probability value of 0.890 which is insignificant. While in case of “Speaking is the most basic skill and comes to help first when a person stands in front of a class as a teacher” the t-statistic value is -0.662 with 148 d.f and probability value of 0.509 which is highly insignificant. Similar results have been reported for remaining Items/variables in table 4.42 with all t- values insignificant. Therefore, these insignificant t-statistic show that null hypothesis of “there is no significant difference between responses of male and Female” has been accepted.

## **5. Conclusions, Recommendations and Policy Implications**

### **5.1 Conclusion**

Present study was intended to examine the impact of B.Ed training on the performance of ESL secondary school teachers having the basic qualification of B.A. B.Ed. at secondary school in different schools of Muzaffarabad. The aims of this study were to highlight the weaknesses of teacher training programs particularly B.Ed training program. This study also aims at focusing the causes of failure of ESL Teachers trained through B.Ed training program (private or regular both) in teaching English at secondary school level in different schools of Muzaffarabad. It also attempted to know the causes of failure of B.Ed trainees who are working as trained B.Ed teachers now at secondary school level, in acquiring required professional skills necessary for teaching English at secondary school level. The study was based on the Hypothesis that Faulty Teaching by ESL Teachers in training colleges is a major cause of failure of trainee teachers (future Teachers) in real classroom teaching.

This research has investigated two main questions. First question deals with how faulty teaching by ESL Teachers in training colleges is a major cause of failure of trainee teachers in real classroom teaching. Second question deals with major factors which contribute to the failure of ESL Teachers prepared by training colleges. This study is descriptive in nature. It has attempted to link the pre service and in service component of teacher education. The method used for collection of data was survey method. The participants of this study were B.Ed trained teachers who were teaching English at secondary school level in the vicinity of Muzaffarabad. The participants were selected from different Government boys and girls high schools of Muzaffarabad Division.

It was very difficult to cover the whole population of schools of Muzaffarabad because it is a very vast area. So, a sample of a few selected schools was taken. A sample of 70 girls' high schools and 80 boys' high schools was selected. In every High School generally four senior teachers are working. Two teachers are supposed to teach science subjects and the two other teachers are called General Line Teachers. These General Line Teachers are expected to teach English, Urdu, Pak Studies and Islamic Studies. These teachers have to fulfill the criteria of having B.A. B.Ed degree for becoming a senior teacher. From every school, two participants i.e. two senior teachers who were teaching English at secondary school level, were asked to fill up the questionnaire consisting of 31 items with 5 open ended questions. Pilot testing of the instrument (Questionnaire) was done. Ten questionnaires were administered to old B.Ed trained teachers who were teaching in the boys and girls secondary schools working in Government sector of Muzaffarabad. The researcher found that some items of the Questionnaire were creating confusing. Some items were repeated. There were a few items which were not making sense. They were ambiguous. Therefore, these questionnaires were revised. Some items were eliminated during revision process and hence initially the Questionnaire which consisted of 46 items was reduced to a questionnaire having 31 items plus 5 open ended items. (see Appendix 1).

The study showed that there is a strong relationship between the teaching of English at B.Ed Level during B.Ed training program and the performance of ESL Teachers teaching English at secondary school level. The presence of this factor. i.e. the quality teaching of English at B.Ed Level during B.Ed Training Program strengthens the relationship resulting in the better performance of ESL teachers and the absence of this factor. i.e. the quality teaching of English at B.Ed Level during B.Ed training program weakens the relationship resulting in the poor performance of ESL Teachers teaching English at secondary school level.

Following conclusions were drawn from the analysis of data:

It was concluded that there is a great impact of teachers training programs on the performance of ESL Teachers. The quality of B.Ed training and the performance of ESL Teachers teaching English at secondary school level are directly proportional to each other. It means that if the quality of training program would be good, the performance of English teachers in real classroom teaching would be also good. And if the teachers training programs do not prepare them properly, their performance in real classroom teaching would be poor. This research depicts that GTM was generally used by English Teachers in training colleges which leads to the use of same method by English teachers trained through these training programs in real classroom teaching. The use of this traditional method is also a cause of poor performance of ESL Teachers (in training colleges and in real classroom teaching as well).

It was found that though the participants of the research were satisfied with the design of the course, they were not satisfied with the way these courses were taught. The curriculum of English at secondary school level is

changed constantly according to the new trends but the teachers are not given any special training for handling these changes introduced in the curriculum. As a result, the teacher always feels difficulty in delivering the changed contents of the curriculum to the students.

The teachers who have been teaching English at secondary school level in Muzaffarabad with experience ranging 15 to 30 years and more than 30 years have no idea about the new concepts. All this owes to private training of B.Ed. They just passed the examination and entered professional life. During their long professional career, they either never or rarely attended any refresher courses/training workshops. So, they fail in teaching English effectively because of defective teaching training programs and lack of opportunities for learning the basic and new concepts in English Language teaching.

Speaking which is the most important skill as far as teaching of English is concerned, is not given due importance in teachers training programs. There are no opportunities of improving the communicative abilities of student teachers when they become teachers, they cannot speak even a single sentence of English. They cannot transfer speaking skill properly to the next generation and hence the cycle continues.

During the B.Ed training did not enable the trained teacher to provide students a comfortable atmosphere for learning of English. The students are taught through conventional methods in which the students find no chances of participation and development of teaching skills. This defective behaviour of master trainers affects the behaviour of trainee teachers and it in turn affects the students whom they expect to teach.

Physical setting of B.Ed classroom was also not satisfactory but most of the teachers were not conscious about physical setting because they did their B.Ed as Private candidates. It was found after the research that most of the participants did their B.Ed privately. Therefore, there was no question of being satisfied with the physical setting of the classroom.

It was found during the study that B.Ed trained teachers were not satisfied with the way they were examined. They said that their examination system was based on cramming and no practical activity was involved in it. They were not assessed regularly and even after assessment, no steps were taken by the English teachers at B.Ed level to improve the knowledge of trainee teachers.

Behaviour of the teacher during B.Ed training was also a part of study. The teachers were given no training of how to behave with the students in real classroom teaching. This is another reason of poor performance of teachers of ESL teachers.

There is no system of specialization. It means that the teachers are not masters in English. There are only a few teachers who are masters in English. The criterion for becoming an English Teacher at secondary school level is B.A. B.Ed which is not sufficient for teaching at secondary school level. An English Teacher should be at least Masters in English and B.Ed degree holder in order to improve the prevailing situation in teaching of English at secondary school level.

Another shocking fact was revealed during the research that most of the English Teachers did their B.Ed privately. The number of such teachers is very large. Only ten percent people received B.Ed Training as regular candidates.

## **5.2 Recommendations**

- a) For better results, the criteria of becoming a senior teacher and teaching English at secondary school level should be changed. The qualification for an English Teacher teaching at secondary school level should be M.A. English and B.A. B.Ed.
- b) The performance of the master trainers of English at B.Ed level should be regularly monitored by some monitoring authority because these master trainers prepare the next generation of English teachers. This next generation of teachers goes to different schools for teaching the student. Hence responsible for the quality of education system.
- c) There should be a shift from GTM to modern methods of teaching because GTM leaves a very little space for creativity.
- d) Selection of master trainers should be done on the basis of qualification and their teaching experiences of teaching English.
- e) All English teachers teaching at secondary school level in the area of Muzaffarabad have been teaching for the last 20, 30 or more than 30 years were not trained properly for teaching English. Even if they received any training in past, it is of no use now because the training given in past is not very much effective. There is a



dire need to train English teachers again or replace them with fresh lot of English teachers having better knowledge of English language.

- f) Training workshops or refresher courses should be arranged regularly and the benefit of these workshops should be extended to every English Teacher. All the secondary school teachers who are teaching English should be given a fair chance to attend the training courses and workshops. Preferential treatment should be stopped.
- g) Whenever there is a change in curriculum, the teachers should be given special training through refresher courses and training workshops for tackling these changes. All old B.Ed Trained English teachers should be involved in this process.
- h) 9. The teachers' performance should be checked regularly.
- i) 10. All the trainings should be updated according to the curriculum requirements and needs of the classroom.
- j) 11. Private B.Ed training should not be allowed as it does not cater for the requirements of future prospective.
- k) 12. Every senior teacher is bound to teach English. So, the senior teachers who are bound to teach English, they should be taught basic concepts of English again to revise and refresh their knowledge of English so that they can teach English in a better way.
- l) In the light of these suggestions, the future research agenda may be to conduct a study about ESL teachers teaching English at secondary school level regarding their attitudes in applying training tools learned during their B.Ed training. This will enable policy makers to form concrete ideas about the roles shared by the institution, policy and teacher himself.

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**Appendix A1**

**QUESTIONNAIRE FOR SENIOR ENGLISH SCHOOL TEACHER**

Name of Teacher	_____	Designation	_____
Name of School	_____	Qualification	_____
Name of Training Institution	_____	Job Experience	_____
The year of passing B.Ed	_____		

- Q. No. 1 GTM was generally used by your English teacher when you were a B.Ed trainee?  
 1. Strongly Agree. 2. Agree. 3. Not sure. 4. Disagree. 5. Strongly Disagree
- Q. No. 2 Reading and Writing were the two most emphasized skills by your English teacher at B.Ed level?  
 1. Strongly Agree. 2. Agree. 3. Not sure. 4. Disagree. 5. Strongly Disagree
- Q. No. 3 Speaking is the most basic skill and comes to help first when a person stands in front of a class as a teacher?  
 1. Strongly Agree. 2. Agree. 3. Not sure. 4. Disagree. 5. Strongly Disagree
- Q. No. 4 The Duration of your English Class at B.Ed level was satisfactory?  
 1. Strongly Agree. 2. Agree. 3. Not sure. 4. Disagree. 5. Strongly Disagree
- Q. No. 5 You were satisfied with the duration of English class provided by the institution for teaching of English?  
 1. Strongly Agree. 2. Agree. 3. Not sure. 4. Disagree. 5. Strongly Disagree
- Q. No.6 Time for delivering lesson should be increased at B.Ed level?  
 1. Strongly Agree. 2. Agree. 3. Not sure. 4. Disagree. 5. Strongly Disagree
- Q. No. 7 Every part of the course designed B.Ed students (future teachers) was of practical use in future?  
 1. Strongly Agree. 2. Agree. 3. Not sure. 4. Disagree. 5. Strongly Disagree
- Q. No. 8 Your courses at B.Ed level were adequately designed for making student teachers good future teachers practically.  
 1. Strongly Agree. 2. Agree. 3. Not sure. 4. Disagree. 5. Strongly Disagree
- Q. No. 9 B.Ed courses which you were taught were satisfactory.  
 1. Strongly Agree. 2. Agree. 3. Not sure. 4. Disagree. 5. Strongly Disagree
- Q. No. 10 Your B.Ed classroom was a well equipped place for teaching this type of course.  
 1. Strongly Agree. 2. Agree. 3. Not sure. 4. Disagree. 5. Strongly Disagree
- Q. No. Communicative abilities of B.Ed trainees were being improved through B. Ed Training Program.

11

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. Your department arranges refresher courses and workshops for old B.Ed trained teachers

12

in order to make them aware of new developments and trends in English language and language teaching?

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. The training workshops or refresher courses are relevant to the needs of B.Ed trainees

13

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. Training workshops or refresher courses had some positive impact on teaching style and professional attitude

14

of your B.Ed English teacher.

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. The teachers who were teaching you English at B.Ed level were sent for refresher courses and workshops.

15

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. On returning from refresher courses and training your teachers shared their experiences with you?

16

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. Your English teacher tried to make you participate in the English class.

17

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. You found difficulty in learning in a class which had students with different abilities (individual differences).

18

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. Your English teacher at B.Ed level considered individual differences among trainee teachers.

19

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. Your English teacher taught you the technicalities writing i.e. parts of speech. Tenses, passivization, narration etc

20

construction of sentences, punctuation, spellings, synthesis etc.

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. Your English teacher at B.Ed level taught you the speaking skill in the class.

21

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. You were taught pronunciation, organs of speech, vowels and consonants, stress and intonation when you were a B.Ed trainee.

22

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

Q. No. A good command of speaking and writing plays a vital role in making a good English teacher.

23

A Study on the Relationship Between Teachers' Training and ESL Teachers' Productivity at Secondary School Level in Districts of Muzaffarabad Division, Azad Kashmir

1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree
- Q. No. 24      Your English teacher assessed your regularly
1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree
- Q. No. 25      After assessment your teacher tries to improve your weaknesses particularly in the areas of speaking and writing.
1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree
- Q. No. 26      You were satisfied with the way you were examined at B.Ed level.
1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree
- Q. No. 27      Speaking and writing are two productive skills.
1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree
- Q. No. 28      A Good Command of English speaking guarantees good teaching
1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree
- Q. No. 29      If vowels, consonants, stress and Intonation, organs of speech were not the part of your B.Ed course, they should be inc used in the course of B.Ed.
1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree
- Q. No. 30      Time for delivering English lesson at B.Ed level should be increased.
1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree
- Q. No. 31      Behaviour of the English teacher in classroom is important for learning Enulish language.
1. Strongly Agree.      2. Agree      3. Not sure.      4. Disagree.      5. Strongly Disagree

QUESTIONNAIRE FOR SENIOR ENGLISUSCHOOL TEACHERS

Open ended Questions

Q. No. 1      State some problems which you faced in learning English at B.Ed Level.

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Q. No. 2      In your opinion, which factors were responsible for making learning or English difficult for you?

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Q. No. 3      If you had some difficulties in following the instructions of your teacher, what were the possible reasons of this difficulty?

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Q. No. 4 What Change will you suggest in your classroom, teaching style and examination system

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Q. No. 5 Suggest some remedial measures to improve the teaching and learning of English at B.Ed Level to improve the quality of education at Secondary School Level.

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