

**Gohar Ali¹, Dr. Maksal Minaz² and Dr. Hafiz Muhammad Irshadullah³**

1. Ph.D Scholar, Department of Education, Abdul Wali Khan University, Mardan, KP, Pakistan

2. Lecturer, Department of Education, Abdul Wali Khan University, Mardan, KP, Pakistan

3. Associate Professor, Department of Education, Abdul Wali Khan University, Mardan, KP, Pakistan

ISSN: 3006-6557 (Online)

ISSN: 3006-6549 (Print)

Vol. 3, No. 1 (2025)

Pages: 126-134

Key Words:Inadequate Instructional Methods;
Teachers; English Speaking Skills;
Students; Higher Secondary Level**Corresponding Author:****Gohar Ali**Email: goharali25041971@gmail.com**License:**

Abstract: *The current study focuses on the impact of teachers' inadequate instructional methods practice on the English-speaking skills of students in the district of Charsadda in Khyber Pakhtunkhwa. The prime objective of the study was to pinpoint the impact of inadequate instructional methods at the higher secondary level and how they negatively affect the students' English-speaking skills. The study is quantitative in nature where the data was collected from the 225 respondents. The sample size for the data collection was taken through the Sekran sample size determination table, while looking at the time and resources the researcher selected the number of schools randomly. The collected data were then analyzed through a statistical package for social sciences software and were presented in the form of frequencies and percentages. The researcher applied the chi-square test for the association between dependent and independent variables. Results of the analyzed data showed that inadequate instructional methods were not participatory, had no forum for discussion in English and with peers in English, and there is no room for improvement in identifying students' mistakes. Due to such inadequate instructional methods, the students were not able to speak in English and improved their speaking skills at the higher secondary level. The study recommended that an online learning management system should be introduced at the higher secondary level and up-and-coming teaching methods should be made mandatory for the new teachers. Similarly, refresher training, new and innovative instructional techniques and professional training should be mandatory for all English teachers at higher secondary level.*

Introduction

The basic purpose of education is to provide knowledge, skills, information, and techniques to the individuals of the society, and to empower them about their rights, duties and responsibilities in their family and society (Yousafzai, Irshadullah & Idris, 2024; Hussain et al., 2023). The role of education is vital in the current modern technological era and it provides various ways and solutions to the people and nations about various complex issues that have emerged with technological advancement (Parsad & Gupta, 2020). Keeping in view the importance of education the constitution of Pakistan in its provisions through article 25 A, directed that it is the government's responsibility to provide free education in the country (Hussain et al., 2023). Pakistan's education system is still outdated and follows traditional methods regardless of the sweeping promises made by every government since independence (Ali, Hakim, & Abdullah, 2017). The education system of Pakistan faces various issues and it is badly affected by corruption, lack of a national unanimous curriculum and lack of qualified teaching staff (Iqbal, 2010;

Malik & Hassan, 2015). As compared to the international standards of education the quality of teaching staff, curriculum, infrastructure of schools and school environment is significantly poor in Pakistan (Aziz et al, 2014; Nasir & Nazli, 2010).

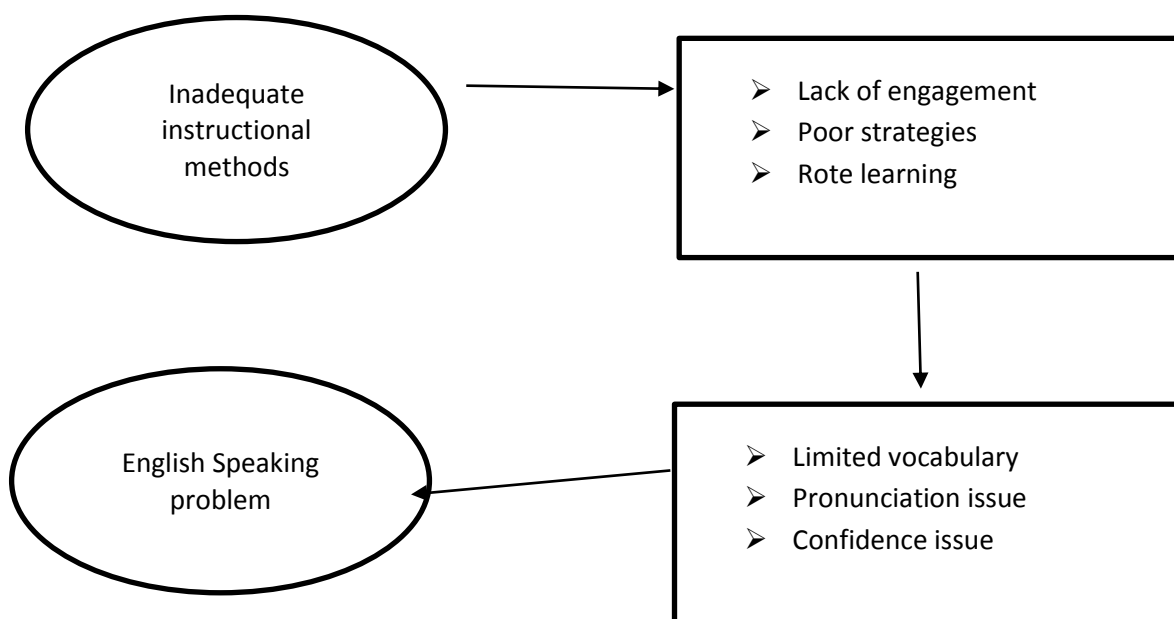
The English language is more critically recognized as a global language currently, which is extensively spoken around the world by various ethnic groups and countries and as an official language in Pakistan (Haider, 2018; Dewi, 2014). In the current era the English language has taken an important position in education system of the countries (Rafique N., & Sultan B., 2018). The previous research studies identified various literacy issues of English language in Pakistan among which the mostly highlighted issues are the untrained teachers and incompetency of teachers (Nawab, 2012; Bashiruddin & Qayyum, 2014). Instructors are the main pillars of education system and those instructors who have acquired professional trainings have the great potential to make a vital contribution to the education system (Hussain, 2021). Therefore in each level of educational system, teaching methods and learning materials are considered as a key factor in student's learning process to achieve understanding about their academic subjects and educational goals (Huziej, 2022). The major problem in the education system of Pakistan is the competency, lower understanding and speaking of the English language of teachers (Ahn, 2011; Coleman, 2010). Teaching and speaking the English language is very challenging for English instructors because instructors need to guide students about effective speaking, correct pronunciation and content, etc. (Paneerselvam & Mohamad, 2019 Yusuf & Zuraini, 2016).

Moreover, lack of professional training as an English language teacher, lack of skills in English language teaching and lack of commitment are the factors on the part of English instructors which lead to inadequate learning processes in educational institutions (Khan et al., 2021). The teaching methods and learning materials are not well developed in the schools of rural areas due to which students couldn't attain their desired academic and learning goals (Huziej, 2022). In many cases, it is pointed out that English instructors avoid using modern methods and activity-based learning rather they are stuck with their old-fashioned, teacher-centered methods (Ahmad et al, (2013). Similarly, English instructors face difficulties in content development, increasing student's accuracy of learning, correct pronunciation and providing media to create a pleasant learning environment for students (Widiastuti et al., 2020; Sardi et al., 2017). Despite all these issues, the recruitment of instructors, teaching methods, curriculum, infrastructure and other relevant equipment are necessary for quality education in schools (Hussain et al., 2022). If the instructors have a great deal of ability, then students will become great critical thinkers like Plato and Aristotle who challenged the ideas of their teachers (Hussain, 2023; Amir et al., 2022). The problem of inadequate teaching methods is observed and discussed by various researchers and academicians and it is observed in the schools of Khyber Pakhtunkhwa therefore the current study is designed to investigate the inadequate teaching methods used by English instructors with respect to the English-speaking skills of students at higher secondary level.

Objective of the study

- To pinpoint the impact of inadequate instructional methods practiced by teachers in English speaking skills at the higher secondary level

Conceptual Model



Methodology of the study

The systematic process of explaining the research problem is called research methodology. In research, there are different kinds of methodologies to solve the issue easily and systematically. For this research activity, the researcher used the quantitative research method to present accurate information in a statistical way. The collecting or gathering of numerical data that is readily converted into statistics and taken into account is known as a quantitative research method. A quantitative method of research is used to quantify perspectives, attitudes, behavior, opinions, and certain other stated characteristics (DeFranco, 2011). The findings are generalizable to a broader population sample and provide quantifiable information to support the formulation of facts and evidence as well as the discovery of other study patterns. The advantages of this kind of research include the ability of scientists to perform extensive research with precise results and the ease with which results may be compared to other data due to the simplicity of the information (Creswell, 2014).

Procedure of the study

The current study is the part of the PhD research. The sample size for the study is taken through Sekran sample size determination, which is 225. The targeted area for the study is district Charsadda. The data were collected in the six schools of district Charsadda. For the data collection, the proper approval was taken from the education department of district Charsadda and then verbal consent was taken from the school head and students for data collection. After, the proper consent the data were collected from the students and then were analyzed through the statistical package for the social sciences by applying the chi-square test for the purpose of the association between dependent and independent variables. The data were collected through an already developed structure questionnaire, which was part of the PhD study and the reliability and validity of the tools were already conducted for the PhD data collection process. The analyzed data were presented in the form of tables, frequency and percentages for a better understanding. The below table shows the sample and details of the schools;

Data Analysis

Data analysis is a systematic way of analyzing data to present results and conclusions. For this research

activity, the researcher analyzed the collected data through a statistical Package for social sciences software by apply Chi-square formula. For the sake of better understanding, the data were presented in the form of frequency and percentages.

Speaking proficiency indicators

Statement	Outstanding	Good	Average	Weak	Very Weak	Mean
English Speaking Learning	38 (16.9%)	60 (26.7%)	77 (34.2%)	36 (16.2%)	14 (6.9%)	2.68
English Speaking Level	20 (8.9%)	49 (21.8%)	89 (39.6%)	33 (14.7%)	34 (15.1%)	3.05
English Speaking Practice	28 (12.4%)	63 (28%)	39 (17.3%)	84 (37.3%)	11 (4.9%)	2.94
English Pronunciation	19 (8.4%)	50 (22.2%)	84 (37.3%)	44 (29.6%)	28 (12.4%)	3.05
English Speaking in the Classroom	15 (6.7%)	40 (17.8%)	60 (26.7%)	70 (31.1%)	40 (17.8%)	3.38

The table above depicts data regarding the speaking proficiency of the students in targeted schools of district Charsadda, the table shows that the majority of the respondents i.e. 34.2% are average in English speaking learning and shows a mean value of 2.68. Similarly, 39.2% of respondents opined in favor of the average regarding the English-speaking level. Furthermore, 37.3% of the respondents are weak in English speaking practice, which further leads to English speaking problems at the higher secondary level in district Charsadda. Moreover, 37.3% of the respondents are average in English pronunciation, which needs further improvement at the higher secondary level. Then, the question was asked regarding English speaking in the classroom, and 31.1% of respondents opted in favor of weak and showing a mean value of 3.38.

Association between inadequate instructional method and English proficiency indicators

Statement	SA	A	N	D	SD	Mean	Statistics
Peer Discussion in English at the Higher Secondary Level	33(14.7)	33(14.7)	4(1.8)	73(32.4)	82(36.4)	3.61	P=0.000 X ² =364.665
Lack of Focus of Teachers on English Speaking Skills	51(22.7)	117(52)	14(6.2)	43(19.1)	00	2.22	P=0.000 X ² =544.888
Learning English as a Second Language	51(22.7)	76(33.8)	26(11.6)	44(19.6)	28(12.4)	2.65	P=0.000 X ² =511.492
Lack of Interest in Teachers in English-Speaking	76(33.8)	93(41.3)	1(.4)	35(15.6)	20(8.9)	2.24	P=0.000 X ² =420.433
Lack of checks and balances in Government Schools	95(42.2)	66(29.3)	6(2.7)	40(17.8)	18(8)	2.20	P=0.000 X ² =340.838
Lack of Parental Interest in the Students	89(39.6)	84(37.3)	14(6.2)	38(16.9)	00	2.00	P=0.000 X ² =393.954
Improper curriculum of	25(11.1)	39(17.3)	26(11.6)	84(37.3)	51(22.7)	3.43	P=0.000

English Subjects							$\chi^2=530.349$
Lack of concept of Punishment and Rewards	45(20)	53(23.6)	33(14.7)	67(29.8)	27(12)	2.90	P=0.000 $\chi^2=484.747$
Lack of Teacher skills and Strategies	27(12)	66(29.3)	26(11.6)	69(30.7)	37(16.4)	3.10	P=0.000 $\chi^2=541.425$
Lack of English Competition in Schools	58(25.8)	81(36)	22(9.8)	38(16.9)	26(11.6)	2.52	P=0.000 $\chi^2=540.979$
Lack of English-Speaking practice	98(43.6)	81(36)	4(1.8)	29(12.9)	13(5.8)	2.01	P=0.000 $\chi^2=308.204$

The above table depicts data regarding the impact of teachers' inadequate instructional methods on Students' English-speaking skills at the higher secondary level. The table also shows the Chi-square association between the dependent and independent variables. The independent variable (inadequate instructional methods practiced by teachers) was cross-tabulated with the dependent variable, students' English-speaking skills, and appropriate statistics, i.e., Chi-Square, χ^2 was used to ascertain the relationship between the dependent and independent variables, as shown below.

Peer discussion in English speaking skills at higher secondary level

Peer discussion is a structured way for students to work together in the classroom and outside the classroom about concepts, ideas, and problems. The school environment provides both the opportunities of internal and external discussion in the classroom. Peer discussion is a necessary part of the learning process through which students can easily share ideas, concepts and problems with their fellow students. In this regard question was asked of the respondents, and the majority of the respondents 36.1% strongly disagreed that there is no peer discussion in English. Such absence of peer discussion leads to English-speaking problems at the higher secondary level. The result for the statement "Peer Discussion in English at the higher Secondary Level" was found highly significant association (P=0.000) with the English-speaking skills of the students. The results were supported by the study of Shastri (2010) which stated that the oral communication method is utilized mostly in real life therefore learners have to promote their speaking power and speaking skills for daily life communication and their survival. For the statement, the mean value is 3.61.

Lack of focus of teachers in English speaking skills of students at higher secondary level

An English teacher's focus and attention in the classroom helps students to improve their language skills, English speaking ability, and English speaking proficiency while also creating a positive learning environment for students. In this regard, the majority of the respondents i.e. were agreed with the statement that lack of teacher focus at the higher secondary level leads to English speaking problems. Similarly, for the statement "Lack of Focus of Teachers on English Speaking Skills" was found highly significant association (P=0.000) with the English-speaking skills of the students. The results were supported by the study of Ishrat et al, (2022) which depicts that there are no changes in the training programs of teachers due to which they hardly improve their approach to teaching, which in turn affects the interest and performance of the students and teachers and ultimately leads to English speaking problems at higher secondary level. The overall mean value for the statement is 2.22.

Learning English as a second language

English is a higher secondary language taught in the educational institutions of Pakistan. However, learning English as a second language can help students to connect with the global world, increase their

success and abilities, and open the door to more future opportunities. In this regard, 33.8% of the respondents were agreed that English as a second language, due to which the students are facing issues in English speaking. Similarly, the results for the statement “Learning English as a Second Language” found a highly significant association ($P=0.000$) with the English-speaking skills of the students. The results were supported by the study of Dar et al., (2019) which concluded that English is taught as a compulsory subject in government schools, however teaching English as a second language is a difficult task for teachers. The overall mean value of the statement is 2.65.

Lack of teacher’s interest in English speaking skills of the students

Teacher’s interest in teaching the English language may help students to improve their opportunities in schools and the job market by learning the English language. Teachers can shape the language learning experience for students by creating a favorable and encouraging learning atmosphere. In this regard, the majority of the respondents 33.8% strongly agreed that lack of teacher interest in speaking English is the factor that leads to English-speaking students as due to the lack of the teachers interest the student’s learning not to discuss ideas with one another or teacher in English, ultimately leads to English-speaking problems. Similarly, the results for the statement “Lack of Interest in Teachers in English-Speaking” were found highly significant association ($P=0.000$) with the speaking skill of the students. The results were supported by the study of Khan et al., (2021) that lack of professional training as an English language teacher, lack of skills in English language teaching and lack of commitment are the factors on the part of English instructors that lead to inadequate learning processes in educational institutions. The overall mean value for the statement is 2.24.

Lack of checks and balances in government schools

Proper monitoring and checks and balances could help students avoid mistakes in speaking the English language. It also helps students to prevent improper behavior and promote cooperation. In this regard, 42.2% of the respondents agreed that a lack of checks and balances in government schools can cause English-speaking problems at the higher secondary level. Similarly, the results for the statement “Lack of checks and balances in Government Schools” found a highly significant association ($P=0.000$) with English speaking skills of the students. The results were supported in the study by Widiastuti et al., (2020) & Sardi et al., (2017) that concluded that English instructors face difficulties in content development, increasing student’s accuracy of learning, correct pronunciation, and providing media to create a pleasant learning environment for students. The overall mean value of the statement is 2.20.

Parental interest in English speaking skills of students

Parental interest and involvement in their child’s English learning can have a significant impact on the children's motivation, confidence and overall experience. Parental involvement in children's academics could improve children's learning and educational results. The analyzed data reveals that the majority of the respondents 39.6% strongly agree that parental interest plays a key role in English speaking problems. Therefore, the results for the statement “Lack of Parental Interest in the Students” depict a highly significant association ($P=0.000$) with the English-speaking skills of the students. The study was supported by studies that depict the role of human capital by education and well-trained teachers in promoting the socioeconomic status of the common people also highlighted in several studies by Khan et al. (2016); Muhammad and Ahmed (2015); Khan et al. (2018); Khan et al. (2019); Muhammad et al. (2020), and Faizi et al. (2020). The statements show an overall mean value of 2.00.

Improper Curriculum of English subject

A curriculum is a set of subjects at every educational level designed to help students learn different things at different levels of education. The curriculum has a significant role in the education system and

it guides students and makes them able to compete in the market through their knowledge and skills. In this regard, the majority of the respondents 37.3% disagreed that the curriculum is not as per standards due to which the students are not able to speak in English fluently. Similarly, the results for the statement “Improper curriculum of English Subjects” found a highly significant association ($P=0.000$) with the English-speaking skills of the students. The results of the study were supported by the study of Shah (2023) concluded that a lack of modern curriculum and inadequate teaching resources add to poor learning. Therefore, the study of Ali, I. (2019) depicts that some of the teachers of the English language in Pakistan and especially in the province of Khyber Pakhtunkhwa are not aware of their personal beliefs about English language teaching. The overall mean value of the statement is 3.43.

Lack of concept of punishment and reward

The concept of reward and punishment in learning English is a classroom management strategy that can help students become more disciplined and motivated. The concept of punishment prevents students from repeated mistakes while the concept of reward enhances student’s participation in learning the English language. In this regard, 29.8% of the respondents disagreed with the statement and opined that punishment and reward are not the factor due to which students are facing English speaking problems. the results for the statement “Lack of concept of Punishment and Rewards” were found highly significant association ($P=0.000$) with the English-speaking skills of the students. The overall mean value for the statement is 2.90.

Lack of teacher’s skills and strategies

The four basic language skills are listening skills, writing skills, speaking skills and reading skills. These language skills are conversation abilities that allow you to express yourself clearly and precisely. With these fundamental language skills, you not only learn to speak well but also to listen carefully. In this regard, 29.3% of the respondents agreed that lack of teachers' skills and strategies are the factors that lead to English speaking problems at the higher secondary level. Similarly, the results for the statement “Lack of Teacher Skills and Strategies” were found highly significant association ($P=0.000$) with the English-speaking skills of the students. The results were supported by the study of Sarwar et al., (2017) and Abdullah (2020) depict that poor English-speaking and learning students occur due to many factors like lack of professional training of the teachers, weak teaching staff, overcrowded classrooms, poor classroom management and teaching of English language as a secondary language in the education system of Pakistan. The overall value of the statement is 3.10.

Lack of English competition in school

English speaking competitions, such as elocution or public speaking competitions, are important because they can help participants develop their communication skills, build confidence, and learn to think critically. It enhances the speaking ability, skills and fluency of the students in learning the English language. In this regard, 36% of the respondents agreed that lack of English competition in school at higher secondary level is the factor that leads to English speaking problems as students don’t have the opportunity to express themselves and nor they get motivated to speak English which ultimately leads to poor speaking in English at higher secondary level. Similarly, the results for the statement “Lack of English Competition in Schools” were found highly significant association ($P=0.000$) with English speaking skills of the students. The overall mean value of the statement is 2.52.

Lack of English-speaking practice in English

Regular English-speaking practice improves fluency, confidence and communication skills of the students. Speaking English can help students gain confidence, which can make them more comfortable participating in discussions and expressing ideas. In this regard, 43.6% of the respondents strongly

agreed that lack of practice in English speaking can lead to poor speaking problems of the students at the higher secondary level as students don't have the opportunity to improve their English speaking through practice. Similarly, the result for the statement "Lack of English-speaking practice" was found highly significant association ($P=0.000$) with the English-speaking skills of the students. The results were supported by the studies of Mohammad, N., Masum, R., Ali & Baksh, (2018) & Matkasimova & Makhmudov (2020) showed that teachers use mostly translation method of teaching which didn't provide any opportunity to participate and improve English speaking skills in the discussions of classrooms (Benati, 2018, Eisa, 2020 & Saydaliyeva., et al. 2020). The overall mean value for the statement is 2.01.

Conclusion and recommendations

It is concluded from the study that teaching methods and practices can play a key role in the development of the academic performance and English-speaking skills of the students. The study concluded that inadequate instructional methods have negative impacts on students and can lead to poor strategies and lack of engagement of the students, which further leads to poor English-speaking skills at the higher secondary level. The study also concluded that due to inadequate strategies, the students are not able to improve their vocabulary, pronunciation, and confidence which further leads to poor English-speaking skills at the higher secondary level. The primary data also reveals that it wholly depends on how the teachers they engage students in group discussion, promote the culture of English speaking in peers, and identify the mistakes in student's English speaking. The improvement of all these indicators can lead to improvement in English speaking skills which is a need of the market and parental demand. Based on the primary data is recommended;

- To develop an online learning management system and make training on instructional methods mandatory for all new hire employees
- The concept of refresher training on new and innovative instructional materials should be introduced on a quarter basis and practically followed

References

- Ahmed L, Rauf, M., Rashid, A., Rehamn, S., & Saleem M. (2013). Analysis of the problems of primary education system in Pakistan: Critical Review of Literature: *Academic Research International*, 4(2), 324.
- Ahn, K. (2011). Learning to teach under curriculum reform: The practicum experience in South Korea. In K. E. Johnson & P. R. Golombek (Eds.), *Research on second language teacher education: A sociocultural perspective on professional development* (pp. 239–253). New York: Routledge.
- Ali, A., Hakim, R, A., & Abdullah H. (2017). Relationship between government spending on education and economic growth of Pakistan. *Asian Journal of Multidisciplinary studies* 5(2).
- Amir, M., Hussain, S., & Muhammad, S. (2022). Identification of the Need for Teacher Training at The Primary School Level. *International Research Journal of Education and Innovation*, 3(1), 165176
- Aziz, M., Bloom, D.E., Humair, S. Jemenez, E., Rosenberg, L. & Sathar, Z. (2014). Education system reforms in Pakistan: why, when and how? *IZA Policy Paper*.
- Bashiruddin, A., & Qayyum, R. (2014). Teachers of English in Pakistan: Profile and recommendations. *NUML Journal of Critical Inquiry*, 12(1), 1–19.
- Coleman, H. (2010). *Teaching and Learning in Pakistan: The Role of Language in Education*

- Teaching and Learning in Pakistan. *Islamabad: British Council.*
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative, and Mixed Methods Approach* (4th ed). Thousand Oaks, CA: SAGE Publications.
- DeFranzo, E. S. (2011). What's the difference between qualitative and quantitative research? Retrieved from: <https://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/>
- Dewi, A. (2014). Perception of English: A study of staff and students at universities in Yogyakarta, Indonesia. UK: *Cambridge Scholars Publishing*
- Haidar, S. (2018). The role of English in developing countries: English is a passport to privilege and needed for survival in Pakistan. *English Today*, 1–7. <https://doi.org/10.1017/S0266078418000469>
- Hussain, S. (2021). Quality of Education in Public and Daanish Schools at Secondary Level. *International Research Journal of Education and Innovation*, 2(2), 160-169.
- Hussain, S., Abbas, Q., & Ahmad, A. (2022). Comparative Analyses of Environmental Risk Management at Secondary Schools Level in Punjab and its Effect on Students' Academic Achievement. *International Research Journal of Education and Innovation*, 3(4), 36-49.
- Hussain, S., Ahmad, M., Zaman, F. U., & Ahmad, A. (2023). Comparative Study of Administrators' Supervisory Skills and Teachers' Pedagogical Skills Towards Quality Education in Public and Punjab Education Foundation Funded Schools at Secondary Level. *Journal of Education and Educational Development*, 10(2), 329-347.
- Hussain, S., Ahmad, M., Zaman, F. U., & Ahmad, A. (2023). Comparative Study of Administrators' Supervisory Skills and Teachers' Pedagogical Skills Towards Quality Education in Public and Punjab Education Foundation Funded Schools at Secondary Level. *Journal of Education and Educational Development*, 10(2), 329-347.
- Huziej, M. (2022). Inadequate Training. CPD Online College. Retrieved November 05, 2022 from cpdonline.co.uk
- Iqbal HM. (2010). Education in Pakistan: Developmental milestones.
- Khan, T. J., & Khan, N. (2016). Obstacles in Learning English as a Second Language among Intermediate Students of Districts Mianwali and Bhakkar, Pakistan. *Open Journal of Social Sciences*, 4, 154–162.
- Malik M. A., & Hasan R. (2015). An analysis of parallel education systems in Pakistan and the challenges they pose in education research. *Advances in social sciences research journal* 2(10). <https://doi.org/10.14738/assrj.210.1562>
- Nasir, Z.M. & Nazli, H.,] (2010); Education and earnings in Pakistan. *Working paper s and research reports* RR No. 177.
- Nawab, A. (2012). Is it the way to teach language the way we teach language? English language teaching in rural Pakistan. *Academic Research International*, 2(2), 696–705
- Rafique N, & Sultan B., (2018); Teachers' Role in Implementation of English Language Teaching Policies in Public Primary Schools of Rural Area in Punjab, Pakistan :ISSN 1930-2940.
- Yousafzai, M.I., Irshadullah, H.M. & Idris, M. (2024). The Role of Education on Women's Socio-Cultural Empowerment in Newly Merged Districts of Khyber Pakhtunkhwa. *Journal of Social Sciences Research & Policy (JSSRP)*, 2(3), 28–36.