

Teacher's interpersonal behaviour and student's success in english as a foreign language in institutes of Bahawalpur, Pakistan

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Abstract

The aim of this research is to study the role of teacher's interpersonal behaviour with the students, as a factor in learning atmosphere where English is taught in a classroom situation as a foreign language. The research involves the assumption of the teacher being a facilitator, providing motivation to the students in order to gain success in language learning. The variables used during the research include pleasure, confidence, relevance and effort. The four motivational factors have been discussed with the help of attitude scale towards English (ASE). The study is conducted at undergraduate level, focussing upon the teacher's contribution in second language learning in Pakistan, where English is a compulsory subject. An English test was conducted to measure the success of students in language learning. Teacher interpersonal perspective has not yet been studied much in Pakistan.

Keywords: teacher's, interpersonal, behaviour, institutes, foreign

Introduction

Language is the strongest tool of conveying the message and the study of language is termed as linguistics. Language does not only play part in the process of communication among nations of the world but in the educational system as well. Ammom, 2011 reported English as the most useful international language of communication at the time.

English language has a special place in Pakistani educational institutes and is considered to be necessary for the students to gain success in any field of educational career. Pakistan is not only the second language of Pakistan but also the official language. Talat, 2002 ^[5], presented his view of the need of English to be spoken in order to communicate the whole gamut of nations because they world we survive in is the global village.

One of the most important elements of progress is education and the basic unit of education is the institution that provides the environment of learning to the students. Similarly, in an educational institute the responsible authority is the vital factor who provides the suitable learning environment. In the Pakistani educational system, English is a compulsory part of the curriculum. Hence, making it compulsory for the students to learn English language. It is the teacher who contributes the most to the learning environment by motivating students through interaction and interpersonal behaviour. Brekelmens. *et al*, (2000) ^[3] identified the context of the classroom as a very special context. The way a teacher teaches contributes a lot to the classroom context. The instructional material can in no way replace a teacher. The interpersonal behaviour of a teacher towards the learners effects the learner's motivation towards second language learning.

State of English Language Teaching in Pakistan

Pakistan is an underdeveloped country with all the social

classes. There are two important sectors in which students are being taught including public sector and private sector. Private sector provides much quality education as compared to public sector. Following table shows the number of public and private schools in Pakistan.

Table 1: Error! No text of specified style in document..1: Number of public and private schools

| Stage | Sector | 1990-00 | 2005 | 2007-2008 | Change since 2000 (%) |
|---------|---------|---------|---------|-----------|-----------------------|
| Primary | private | 14,748 | 16,911 | 17,250 | 17% |
| | Public | 131,779 | 119,848 | 139,342 | 6% |
| Middle | private | 12,550 | 24,115 | 24,847 | 98% |
| | public | 12,085 | 14,334 | 15,982 | 32% |
| High | private | 5,940 | 13,484 | 14,053 | 137% |
| | public | 8,509 | 9,471 | 9,911 | 17% |

Source: Adapted from I-SAPS, 2010

The policies of these two sectors vary greatly as the richer enjoy all the facilities of private sectors while the situation juxtaposes for the poor. The students of private sector get a proper exposure to second language. All the subjects, other than Urdu are taught in the second language, English. The classroom environment, situation and the medium of language learning of both the sectors differs a lot. The teachers in the private sector are bound to be more active and dutiful and thus, they play an important role in motivating the students to achieve their instrumental or integrative goals.

Interpersonal behaviour of the teacher

Teacher plays a vital role in the educational system. The learner's success greatly depends upon the teacher; the better

the behaviour of the teacher, the better is the process of learning and hence the learner's success.

Motivation

Effort is the basic component for the achievement of an individual's goals. More a person is motivated, the more effort he will put to get success. In educational scenario, it is the teacher who plays the vital role in motivating the students. A motivated student not only feels pleasure in performing his tasks but also leaves anxiety behind and gets occupied by the confidence.

Teacher Student Relationship

Teacher is the most important part of any educational system. The teacher must possess the element of equality avoiding every kind of biasness. The teacher student relationship is gets stronger with a friendlier attitude. Along with being authoritative, if a teacher possesses all these aspects, the teacher student relationship improves to a greater extent. In friendly environment of the classroom created by the teacher, the student is motivated and gets over anxiety to a large extent. Lowman (1984)^[4] explained, the student all the times seeks respect from his teacher. Nevertheless, if his vital need and the wish is left unfulfilled and is refused, it would lead to the bristling. (1984:34)

Instructors, according to Lowman (1984)^[4] if exhibit pleasure in learning and create a love for learning in their students are the great teachers. (1984:7)

Bernard (1972)^[2] elaborated the student's point of view while describing the characteristics students wish to see in their teacher. These included the teacher to be democratic, consistent, cooperative, open-minded, kind, helpful, patient, companionable and fair. He also describes the preference of the teachers in student's view point. They prefer teacher with a sense of humour, flexibility, varied interests, interest in pupils, knowledge of the subject matter, and the ones who avoid sarcasm and nagging. (P: 13)

Materials and Methods

The present research is carried out to determine the teacher's interpersonal behavior with students at undergraduate level in different institutes of Bahawalpur, Pakistan. To collect data from the students regarding interpersonal behavior of English teachers, QTI was used. ASE was used to collect data to measure the learner's motivation. To determine correlation of both variables, STATA was used and an English test was conducted to measure the success of learners in language learning. Surveys were made at various institutes of Bahawalpur, Pakistan.

Data for teacher's interpersonal behaviour was collected using QTI (Questionnaire on Teacher Interaction), evolved from the Leary's Interpersonal Model in 1980. The most economical version of QTI comprises of 48 items and the questions are answered using a five point response scale (Likert scale). QTI contains 8 scales including Leadership, Helpful/Friendly, Understanding, Student Responsibility/ Freedom, Uncertain, Dissatisfied, Admonishing and Strict Behaviour.

To measure the student's motivation, ASE (Attitude scale towards English) questionnaire was chosen which contains 4 variables that are motivational factors. These variables are

pleasure, relevance, confidence and effort.

Data Collection process

To collect the data, permission was taken from the authorities of institutes. Survey was conducted by using questionnaires and language proficiency test. The data was then analyzed through Stata, a statistical programme. A regression analysis was made to find out the correlations.

Results and Discussion

The collected data was analyzed through statistical analysis programme named STATA. The reliability was found using Cronbach's alpha reliability. Cronbach's alpha reliability of QTI was determined to be 0.8074 and that of ASE was found to be 0.7052.

Three hypothesis were formulated.

Hypothesis I

There is no relationship between teacher interpersonal behavior and motivation to learn a second language.

As the major purpose of the research was to find out the interpersonal behavior of teacher and its relationship with motivation in Pakistani classrooms for English language, so in order to get the learner's response regarding teacher's behavior QTI was used. It proved to be helpful in research as student's response was actually their perception about their teachers. ASE was used to measure motivation.

According to the results, pleasure has significant positive relationship with leadership, helpful/friendly behaviour and understanding. While it has significant negative relationship with dissatisfied and admonishing behaviours. No significant relationship of pleasure could be established with student responsibility and freedom, uncertain and strict behaviour.

The results for relevance showed a positive and significant relationship between relevance and leadership, helpful/friendly, understanding and student responsibility and freedom scales while admonishing behaviour is the only single negative and significant relationship. The strict behaviour shows a positive and insignificant relationship while negative and insignificant relationship is found between relevance and dissatisfied and uncertain behaviour.

The third factor through which motivation has been measured is anxiety. The results revealed a positive and significant relationship between anxiety and student responsibility and freedom, dissatisfied and admonishing behaviour while understanding behaviour is negative and insignificant in relation to anxiety. A positive and insignificant relationship is noted between leadership, helpful/friendly, uncertain and strict behaviour. Negative and insignificant behaviours do not exist in relation to anxiety and scales of QTI.

As for effort, the results indicated that the scales like leadership, helpful/friendly, student responsibility and freedom, strict behaviours are not only positively but also significantly related to effort. However, negative and significant relationship exists between effort and scales including understanding and dissatisfied behaviours. Uncertain behaviour is positive and insignificant to effort whereas, negative and insignificant relationship is shown by admonishing behaviour.

Hypothesis II

There is no relationship between teacher interpersonal behaviour and success in English as a second language.

The result of this analysis showed that success in learning English as a second language is not affected by teacher behavior. None of the scales of the QTI gave significant results when regressed with success in English as a second language variable. Our result is also in line with Den Broke *et al* (2006). In his study, he found that students motivation in learning English as a foreign language has no relation with teacher’s interpersonal behavior.

This outcome is also similar to the study done by Rehman (2010) [6] where she found the same results as den Brok (2006) that no relationship exists between any of the eight scales of the QTI with success in English as a second language.

Hypothesis III

There is no relationship between students’ motivation to learn English as second language and success in English as a second language.

As the relationship between motivation of students and success in learning English as a second language could not be found, correlation test was used to find out the relationship

between them, instead of the regression analysis. Language learning is quite a different phenomenon than learning other subjects like physics, geography etc. Language comprises of internalized specific rules and proper grammatical structures, without which the language can’t be learnt. To acquire proper output, proper input is necessary which needs proper amount of time, proper practicing and appropriate exposure to second language in a suitable educational system. Whereas, in Pakistan it is only the private sector where proper input can be observed to an extent while in public sector English is not taught at the basic levels. As English is the global language of communication and is the need of time as well as necessary for success, it has become an ambition. But unfortunately, most of the students have very limited resources to learn the language including reading books, newspapers, listening English from media etc. Proficiency can be achieved by exposure to different sources and proper time to learning. Therefore many of the students can not get a complete grip over English language but prepare as much as is necessary to pass the examination. Only those students who put their personal effort in learning the second language get clear idea about the grammatical structure, vocabulary and its proper use.

Comparison between Ideal Teacher Profile and Present Teacher Profile

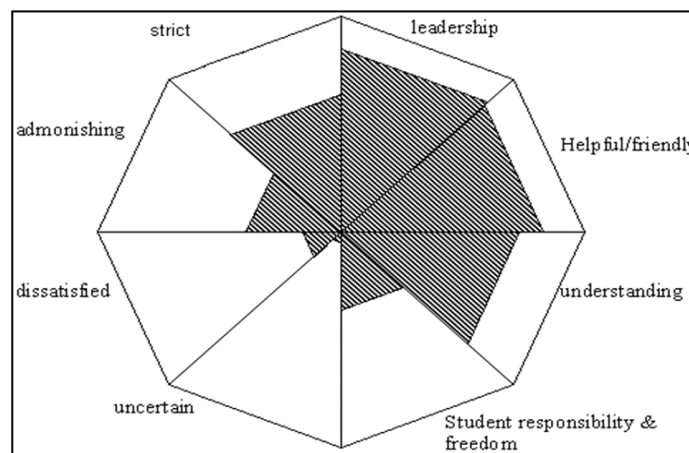


Fig 1

The Ideal Teacher Profile

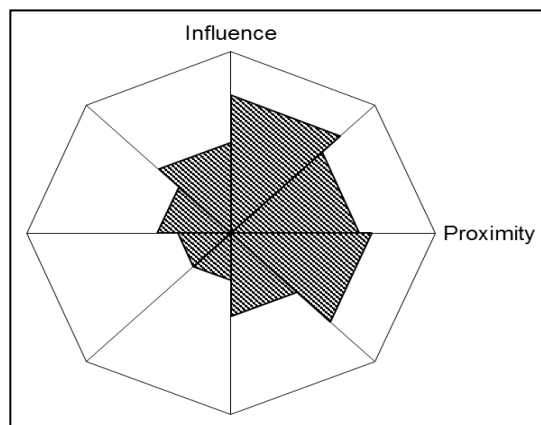


Fig 2

The current study’s results base upon the apprehension of various undergraduate students of Bahawalpur, Pakistan. The analysis reveals the good leadership qualities exhibited by the teachers, although little less than that of an ideal teacher. It also identifies the well attentive attitude of students towards the lectures.

Analyzing the helpful/friendly scale, the teachers are not much ideal as the helpful/friendly behaviour is lesser as compared to that of an ideal teacher.

Through comparing the ideal teacher’s MTB and that of the current research, it is clear that teacher’s understanding with students in classroom situations of Bahawalpur, is lesser than that of the ideal teacher. This shows a less sympathizing and cooperative behaviour of teachers.

If the student responsibility and freedom is noticed in this graph it seems that it is more than that of the ideal teacher. It means that over here the teachers give more than required

freedom to the students to do the things according to their will.

In the Pakistani classrooms teachers seems to be more uncertain than an ideal teacher should be. Their uncertainty effects negatively on them. If a teacher is uncertain about his subject knowledge, it weakens the leadership qualities and the teacher could face not only discipline and control issues, but also his impression could be damaged.

Conclusion

The study was conducted in order to find out the relationship of the teacher interpersonal behaviour with the motivation to learn English as a second language and success in English as a second language. Teacher interpersonal behaviour was measured by using the questionnaire of teacher interaction. The QTI comprised of eight scales that provide a complete range of teacher behaviour that can occur in a classroom situation. Motivation was measured by using the questionnaire of attitude scale towards English. In order to measure the success in English language a test was conducted which contained a cloze passage.

Success in English as a second language and motivation to learn English as a second language has some relationship. In this study it was found that pleasure and success has a positive relation. Relevance and success has no significant value while anxiety and success are negatively related to each other. Effort and success were positively related to each other.

No relationship could be established between teacher interpersonal behaviour and success in English as a second language.

Praise and awards from the teachers is the source of encouragement for the students. Students feel confident of their abilities and even work harder and put all of their efforts for gaining honour from the teachers and this thing leads them to success. Students will be motivated when they will be engaged in all those activities that keeps their interest in the learning process.

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