

## **Relationship Between Teachers' Perceptions About Secondary Level English Curriculum and their Performance**

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### **Abstract**

English language is a pictogram of supremacy and has elevated communal status, so the case with the English curriculum at the secondary level. Along with significant value, the English curriculum demands the worth of performance from the students. Therefore, the study was designed to explore the secondary level English teachers' perceptions about the 9th grade English curriculum and its relationship with their performance. The purpose of the study was to explore the degree of English teachers' perceptions per their performance. The data was collected through a survey questionnaire. The sample was taken from three districts in the province of Punjab in Pakistan according to their representative location. The survey study was correlational in its nature. Pearson r was computed by employing SPSS to examine the correlation between teachers' perceptions and their performance. No significant relationship was found between teachers' perceptions about secondary-level English curriculum and their performance.

**Key Words:** Secondary Teachers, Perception, English Curriculum, Performance

### **Background of the Study**

Education keeps global worth and let loose the door to innovation. Education is imparted through formal, informal, and non-formal ways. For this function, the teachers, students, and a designed curriculum have to mutually and effectively interact. English curriculum holds an important place in the educational system and the students study English as a compulsory subject from Kinder Garten (K.G) to graduation level in Pakistan. English contains universal significance, as English is a resource to impart foreign and higher education. English as an international language is used in research, commerce, international relations, and the cause of scientific and technological innovation. English is a pictogram of supremacy and has elevated communal status (Rehman, 2003).

In the scenario of the socio-political history of the subcontinent, this was Lord Macaulay who decided to implement English as an official as well as educational language in 1835 (Mansoor, 1993). While in the first All Pakistan Educational Conference, Quaid-i-Azam confirmed that Urdu would be the national language, but he never overlooked the worth of English. In line with him: for English, was admitted the detrimental effects of extraterrestrial language as a medium of instruction in our society

(Govt. of Pakistan, 1947). The Commission on National Education 1959 stated that English is a valuable means of communication that's why it would be sustained as a medium of instruction (Govt. of Pakistan, 1959). English language may be used for official purposes unless provisions are made for its substitution by Urdu (Govt. of Pakistan, 1979). In keeping with the National Education Policy (1998-2010), at the higher secondary level, teachers are subject specialists. In this respect, for the teaching of graduation-level English, the teachers are tagged as lecturers of high proficiency.

So, all national educational policies throw a minute, detailed and favorable light on the English curriculum. Therefore, at all levels, there is a need to design the English curriculum as a complete discipline, because, students' flexibility and proficiency in the English language and literature is developed by the English curriculum. English curriculum intends to enhance the perceptive of language skills and literature. English curriculum enriches the learners with an awareness of the use of language and literature in a diverse ceremonial and familiar state of affairs.

Performance is regarded as the action performed by the performer. From an educational point of view, the performance of the teachers is assumed as their delivery in the classroom. In another point of view, the achievement of the students is indirectly related to the performance of the teachers. The literature said that along with the achievement of the students, the delivery of the lectures by the teacher in the classroom is considered the performance of the teachers. Literature, in some cases, declared that operative teachers were significant contributors to students' learning and achievement (Rivkin, Hanushek, & Kain, 2005).

Teachers' performance is also considered as the students' learning outcomes. In some cases observational methods in classrooms are accepted as teachers' performance. There was consensus in the literature about teachers' performance in connection with assessment approaches regarding observational methods and students' achievements or students' learning outcomes. Students' achievement scores are considered more predictive than other assessment approaches regarding teachers' performance (Powell & Bodur, 2017).

So, the English curriculum is the main source for the development of English in students. And it is logical when someone perceives something better, he pains for its attainment. In the light of respectable views and the importance of English; it's reasonable to explore the relationship between secondary level English teachers' perceptions about the English curriculum and their performance.

### **Review of Previous Studies**

It has been revealed in the study "Teachers' Perception regarding the Effect of Curriculum and Examination System on Pakistani College Students' English Language Performance" by Kausar & Nasim (2012) that there is no significant relationship between teachers' perceptions regarding English curriculum, examination system at the college level and their performance. The colleges' teachers do not agree with the usefulness of the English curriculum and examination system. They show that the English curriculum and system of examination are not beneficial for the learning and teaching of English in Pakistani colleges. They claim that the present English curriculum and examination system do not resolve the practical problems faced by the students. Even the college teachers face practical problems and difficulties in implementing the English curriculum.

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The results of the study “Teacher Perceptions of Agriscience and Natural Resources Curriculum” presented by Connors & Elliot (2010) reflect that there is no significant difference between the taught objectives of agriscience and Natural Resources curriculum that has completed and those that have not completed the reorganization procedure to develop into agriscience and natural resources curriculum. Similarly, the study “Teacher perceptions of the primary English language program in Taiwan: From the outside looking in” by Crawford (2001) observes that there is no significant relationship between new English language program and their performance. The outcomes of this study are taken by the teachers through their interviews.

The research work “Perception of Teachers and Students towards Methods used in Teaching and Learning of English writing Skills in Secondary Schools” presented by Koross (2013) observes that there exist negative perceptions of the teachers and the students about using English writing teaching and learning methods. The study reveals a significant relationship along with the negative perceptions of teachers and students about teaching and learning of writing English. The study suggests the revision of the English curriculum at the secondary level and the need to adopt methods of interest for teaching and learning English writing.

The study “Primary School English Teachers' Perceptions of the English Language Curriculum of 6th, 7th and 8th Grades” by Yanik & Asli (2008) finds how do the teachers with different locale characteristics perceive the goals and content of the English language curriculum implemented at the 6th, 7th and 8th grades of public sector primary schools. It has been observed from the study that the goals of the curriculum were achieved at a reasonable stage. The problems in curriculum content were found. The teachers' perceptions show both significant and insignificant results according to their school location, teaching experience, and educational background. When the curriculum was implemented, some problems were faced owing to lack of resources, students, the program itself, and the classroom environment.

Krashen (2001) observed there should be the classification of language ability tests comprising linguistic and communicative competence. Communicative competence is concerned with the articulation and scientific study of sounds, sentence structure, and language rules; use of language in discussion for a specific reason or particular functions.

It is analyzed by Lionel (2000), for the most of reading material in the form of textbooks proved insufficient to cover the whole English Curriculum phenomenon. The in-time production and availability of books is the major problem for the students of the reading material.

Qureshi (1998) observes that the English teachers having significant performance in the subject are not praised, persuaded, and rewarded by their seniors. In addition, the diminutive socio-economic status and their lack of knowledge in subjects cause their underprivileged performance. There is also a cooperation failure among the English teachers and the teachers in general. The views of the headteacher and the performance of the other teachers are not considered at the time of their selection and during their relocation from someplace to another. The little interest, meager control, and no directing of the checking authorities have been observed. In the poor results of the secondary schools, the role of the inexperienced teachers, their strict attitude with the students, useless reallocation of the teachers, and a little relationship of the teachers with the students cannot be minimized.

In his research work “Effectiveness of First Language (L1) in Learning Second Language (L2)” Sipra (2005) concluded that native Language or national language is mutually exclusive rather it might be said that L1 and L2 have close relations with each other. The major positive effect of L1 on L2 cannot be minimized.

According to Sipra (2005), the L1 has a supportive attitude with L2. The syntax or syntactical order of the first language has no negative effect on the other. The researcher explored through the teachers that expiation of the words even paragraphs prove beneficial in the learning of language 2. Shirani (1995) observed that in our educational institutions the students in the class were very large in number to teach them English through Direct Method. The teaching of English needed a short number of students in the classes along with reliable helping material for teaching. The students just relied on the authorized textbooks. They did not bother to study the other literature i.e. English magazines, newspapers, or other books in English. There was a restriction for the teachers to use modern techniques of teaching English i.e. pair or group work, dialogues, or audiovisual aids because of the larger strength of the students in the class; so, they were bound to teach through a traditional way. Because of ineffective instruction at the secondary level, the next higher classes did not perform in the subject English. In this case, the teachers switched to the mother tongue.

Ancker (2004) observed in “The Psychic Rewards of Teaching” the teaching of vocabulary had been getting more interest reasonable place in the English language for some years. With the learning of sound vocabulary, the learners could get a good grip on learning the grammar in English. The English teachers and theorists also showed interest in enhancing vocabulary for the learners. Therefore, the language teachers should teach their learners the use of correct vocabulary according to the situation. With this practice, the speakers could better use the words while speaking swiftly and proficiently.

Rashida (2006) followed a line of investigation on “An Evaluative Study of the Existing English Textbook (IX) at Secondary Level by Punjab Textbook Board” and found there is a need to modify the 9th class textbook according to the changing global scenario and according to the needs of the society. Though the English textbook contains certain merits defects in it can’t be denied. There should be topics of science and computer along with English literature. The portion of functional English in the textbook can’t be discarded. The textbook should have exercises and activities relating to four skills of language and linguistic competence. The practice for oral in class should be included in the textbook. The use of pictures in general and to make the difficult and abstract concepts should be included in the 9th class English textbook.

Naseem (2007) analyzed “Analysis of Errors made by students at Matriculation level” and concluded that the students and the teachers have to face a very lengthy syllabus. It is rather difficult for them to complete it within the given period. As compared to the previous performance, it shall be observed that the usual syllabus is suffering. The present critical situation is required to be improved. The students will have to be guided towards the efforts that can lead them to betterment. There should be the provision of curative instructional programs and utmost possibilities for practice for the students.

Remanathan (2007) researches in “Teacher Beliefs and Teacher Decision-Making” and declares that it is not difficult to make a case for uniformity amongst values, understanding of assumptions, and classroom actions. The mutual scientific relationship between conviction and participation creates anxiety and difference of opinions. The teachers’ challenges expose their viewpoints and morals are

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the duty of their entire accessible medium. All the settings of proficient growth and ongoing teacher education can offer occasions for teachers to introspect. The necessity of their mission to such character is manifestation. The immense increasing literature on the expression of teachers makes available a variety of arrangements and quick for the essential procedure. Action research is an additional action that will facilitate Teachers' association between their actions and their certainty framework. For English language teachers, it is difficult to deal with the articulation and expression of their beliefs.

### **Purpose of the Study**

The curriculum is a road map for providing sets of learning opportunities to students. As English is not the mother tongue of Pakistani teachers; they may have varied perceptions about the English curriculum. The same may be the case about their perceptions regarding the English curriculum of secondary level. There is a need to determine teachers' perceptions about the English curriculum and its possible effect on their performance, especially in Pakistani perspective. Therefore, the purpose of the study was to ascertain the teachers' perceptions about the English curriculum at the secondary level along with determining the performance of secondary-level English teachers. The relationship between teachers' perceptions and their performance was also analyzed.

### **Research Questions**

1. What are the teachers' perceptions about the secondary level English curriculum?
2. Is there any significant relationship between teachers' perceptions about the English curriculum and their performance?
3. Is there any significant relationship between male and female teachers' perceptions about the English curriculum and their performance?

### **Methodology**

The study aimed to explore the relationship between teachers' perceptions about secondary level English curriculum and their performance. The secondary level English curriculum was the 9th grade English subject. The study was quantitative in nature and of co-relational type. A multistage sampling technique was applied to select appropriate and adequate samples. The sample was selected from all the male and female public secondary schools of the three districts from the province of Punjab in Pakistan. The province was further divided into three zones i.e. northern, central and southern Punjab. Through cluster sampling technique to three districts viz. Okara, Sahiwal, and Chiniot were randomly selected from each zone. Applying systematic random sampling, 50% of schools were selected from all the male and female public secondary schools of the three districts respectively. In the end, census sampling was applied and, the total teachers teaching 9th grade English were selected as the sample of the study.

### **Research Instrument**

To collect data, a questionnaire based on a five-point Likert Scale (strongly disagree, agree, undecided, disagree, strongly disagree) was developed by the researchers. It consisted of 67 items about teachers' perceptions about secondary level English curriculum. The validity and reliability of the research instrument were determined through expert opinions and pilot testing respectively. To get the teachers'

perceptions about the secondary level English curriculum, sixty-seven closed-ended items were developed. After pilot testing and expert opinions, the researcher deleted five items from the questionnaire. The computed co-efficient reliability of the instrument was 0.947.

### Data Collection and Analysis

The tool was administered personally by the researcher, to ensure authenticity and to maximize the response rate. The data collection procedure involved the following steps:

1. The researcher visited the selected secondary schools and discussed the importance and pros and cons of the present study with the headmaster. Then the researcher demanded permission to complete the research work in zero period.
2. The research instrument was distributed to the selected English teachers. The researcher also gave the teachers a brief orientation about how to respond.
3. The teachers' performance was their percentage recent result in the 9th class English subject and was attained by the headmaster of the institution. The collected data were analyzed in light of the purpose of the study and research questions. The relationship between teachers' perceptions about secondary level English curriculum and their performance was determined by applying 'Pearson r' using Statistical Package for Social Sciences (SPSS).

### Results

The perceptions of teachers about English curriculum and its relation with their performance were computed in accordance with the research questions. The data analysis and its interpretation are displayed as under.

**Research Question 1:** What are levels of teachers' perceptions about secondary level English curriculum?

**Table 1**

Levels of teachers' perceptions about secondary level English curriculum

N	Minimum	Maximum	Mean	Std. Deviation
660	1.00	3.89	2.1768	.51615

It was clear from the table 1 that the teachers did not consider 9<sup>th</sup> grade English curriculum worthy of significant ( $M = 2.17$ ) for the students. As the mean value lied from disagree to undecided.

**Research Question 2:** Is there any significant relationship between teachers' perceptions about English curriculum and their performance?

**Table 2**

Relationship between teachers' perceptions about English curriculum and their performance

N	r	Sig (2 tailed)
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660	-0.039	0.313
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It was evident from the table 2 that there was no significant relationship

( $r = -.039$ ,  $p = .313 > 0.05$ ) between teachers' perceptions about English curriculum and their performance.

**Research Question 3:** Is there any significant relationship between male and female teachers' perceptions about English curriculum and their performance?

**Table 3**

Relationship between teachers' perception about English curriculum and their performance, (gender wise analysis)

Gender	N	r	Sig (2 tailed)
Male	360	-.062	.239
Female	300	-.005	.930

The table 3 reflected insignificant relationship ( $r = .062$ ,  $p = .239 > 0.05$ ) between male teachers' perceptions about English curriculum and their performance, similar insignificant relationship ( $r = -.005$ ,  $p = .930 > 0.05$ ) was observed for female teachers.

**Discussion**

The study analyzed the relationship between teachers' perceptions about secondary-level English curriculum and their performance. By and large, the study depicted that the teachers (male, female) had no concern with the designed curriculum of 9th grade English. Their main focus was to get the students to go through the syllabus and to pass the examination. In the same way, their performance in the subject English had no relationship with their perception of the curriculum. That is because the teachers along with the prevailing educational atmosphere did not bother to think about the curriculum as a whole. In some cases, they just preferred selective study for examination purposes only. That's why the study demonstrated such results of the teachers concerning their perceptions of the English curriculum and their performance. The same results had been revealed by Kausar and Naseem (2012), who described that there was no significant relationship between teachers' perceptions regarding the English curriculum, examination system at the college level, and their performance. Likewise, the same insignificant relationship was reflected by Crawford, (2001). The outcomes of this study were explored by the teachers through their interviews. It observed that there was no significant relationship between new English language program and their performance. In the same way, Connors and Elliot (2010) reflected that there was no significant difference between the taught objectives of the Agriscience and Natural Resources curriculum that had been completed and those that had not completed the reorganization procedure to develop into agriscience and natural resources curriculum. Similarly, Koross (2013) observed that there existed negative perceptions of the teachers and the students about using English writing teaching and learning methods. Likewise, Yanik and Asli (2008)

found how the teachers with different locale characteristics perceive the goals and content of the English language curriculum implemented at the 6th, 7th, and 8th grades of public sector primary schools. In this study, the teachers' perceptions show both significant and insignificant results according to their school location, teaching experience, and educational background.

It is recommended based on the research findings that the maximum involvement of secondary level teachers may be ensured while developing the curriculum. The programs may be planned for the teachers to develop an understanding of the designed curriculum. The teachers may be given knowledge for the objectives of the curriculum. It may be suggested that the following work may be further explored keeping in mind the present study. This sort of study may be explored on a higher and lower level apart secondary level. Teachers' perceptions can be explored for other subjects except for the English curriculum. This study may be replicated in other provinces to analyze the results.

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