

Teacher Evaluation, Emotional Intelligence, and English Speaking Anxiety among BS English Students in Peshawar, Pakistan

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Abstract

In the educational context of Pakistan, namely in Khyber Pakhtunkhwa, where English is the primary language used for teaching, students' different linguistic origins result in different degrees of English competence when they start higher education. This study conducts a thorough investigation into the complex interactions among students' assessments of teaching skills, emotional intelligence, and anxiety in English language speaking. The research used a quantitative cross-sectional method to investigate anxiety levels in English language speaking among 154 students who are currently enrolled in a Bachelor of Science program with a specialization in English in Peshawar. A random sample approach is used to gather data, and a well-designed questionnaire is deployed for this purpose. Thorough data analysis is conducted using SPSS software. The findings provide interesting and enlightening information. There is a weak positive relationship found between students' evaluations of teaching skills and emotional intelligence, which affects anxiety levels in English-speaking individuals. A strong correlation is not found between emotional intelligence and anxiety in English-speaking environments. However, the anticipated connection between students' evaluations of teaching skills and speaking fear is disproven. The findings suggest that emotional intelligence partially mediates the relationship between students' evaluation of teaching skills and English Language Classroom Anxiety in Speaking (ELCAS) among BS English students in Peshawar. These results emphasize the complex relationship between teacher evaluation, emotional intelligence, and language anxiety, indicating possible strategies for focused educational interventions and improved language learning experiences. The research provides useful insights into the continuing discussion on successful language training practices in the context of higher education in Pakistan.

Keywords: Pakistan, Khyber Pakhtunkhwa, English Language Proficiency, Teacher Evaluation, Emotional Intelligence, Language Anxiety

Introduction

The English language is widely recognized as the lingua franca, as supported by several scholars (Brutt-Griffler, 2002; Jenkins, 2003; Mair, 2003). English language was not native to the inhabitants of the subcontinent rather it came here as the consequence of British colonization between 17th and 20th centuries. After partition of the subcontinent Pakistan came into existence in 1947 and English was declared as the official language of Pakistan. Subsequently, the government of Pakistan emphasized over the acquisition of the English language in educational institutions like as schools, colleges, and universities (Tariq et al., 2013).

The contribution of both government and private educational institutions nationwide has been crucial in the progress of English language instruction and acquisition (Bashiruddin & Qayyum, 2014). They make every effort to provide students with the necessary English language abilities to excel in their personal and professional endeavors. However, not all talents are given equal significance at the outset of one's academic journey (Hussain et al., 2020).

Typically, individuals learning a foreign language are often troubled by apprehensions of underperforming or committing errors (Abbas & Iqbal, 2018). They constantly experience anxiety about being evaluated by others for their proficiency in a non-native language. It is unrealistic to anticipate that an individual will speak a language fluently while they are still in the process of learning it (Rasool et al., 2023). The majority of schools in Pakistan mostly evaluate their pupils' language abilities using written assessments, primarily for their own convenience. This problem hinders language learners from effectively demonstrating their spoken proficiency. The majority of schools fail to evaluate the oral proficiency of students according to established criteria, resulting in a deficiency that hinders young learners from enhancing their speaking abilities (Hussain et al., 2020).

The main aim of this research is to thoroughly examine the complex dynamics inside the educational system of Pakistan, particularly in Khyber Pakhtunkhwa, where English is the main language used for teaching. The objective is to examine the different levels of English speaking proficiency among students who come from varied linguistic backgrounds and are entering higher education. The research attempts to clarify the intricate relationships between students' evaluations of professors, emotional intelligence, and anxiety levels in English language speaking among students enrolled in a Bachelor of Science program with a specialization in English in Peshawar. The primary objective is to examine the intricate connections among teacher evaluation, emotional intelligence, and language anxiety. This study aims to provide valuable insights that can guide specific educational interventions and enhance language learning experiences in the higher education setting in Pakistan.

Significance of the Study

This study is important because it has the potential to fill important holes in the English language education system in Pakistan. The research findings can provide valuable insights into the elements that affect English speaking competency. This information can be used to develop focused interventions that attempt to enhance teaching methods and improve student performance. This report urges educators, policymakers, and stakeholders in

Pakistan's education sector to reevaluate present methods of language instruction and assessment.

Moreover, this work has significance that extends beyond academic domains. In today's interconnected world, when fluency in English is becoming synonymous with access to various opportunities, the skill of effectively communicating in English is essential for achieving social and economic advancement. This research immediately contributes to equipping the workforce with key competences for success in a globally interconnected environment by improving students' English language skills, particularly in speaking proficiency.

Furthermore, the findings of this study can provide valuable knowledge that can be applied to various educational settings facing comparable difficulties in language teaching and assessment. It is a deliberate attempt to stimulate positive transformation in English language instruction, thereby empowering individuals and promoting society advancement. This project aims to use thorough analysis and practical recommendations to create a more fair and skilled English-speaking population. This population will be well-prepared to manage the challenges of the modern world with confidence and competence.

Research Objectives

1. To analyze the relationship between students' evaluation of teaching skills and anxiety in English language speaking among BS English students in Peshawar, Pakistan.
2. To explore the association between emotional intelligence and anxiety in English language speaking among BS English students in Peshawar, Pakistan.
3. To investigate the relationship between students' evaluation of teaching skills and emotional intelligence among BS English students in Peshawar, Pakistan, considering its implications for anxiety in English language speaking.
4. To assess the mediating role of emotional intelligence in the relationship between students' evaluation of teaching skills and anxiety in English language speaking among BS English students in Peshawar, Pakistan.

Research Hypothesis

1. There is a significant positive relationship between students' evaluation of teacher and anxiety in English language speaking.
2. There is a significant positive association between emotional intelligence and anxiety in English language speaking among BS English students in Peshawar.
3. There is a significant positive correlation between students' evaluation of teacher and emotional intelligence in the context of anxiety in English language speaking.
4. Emotional intelligence mediates the relationship between students' evaluation of teacher and anxiety in English language speaking among BS English students in Peshawar.

Literature Review

Emotional Intelligence and English Speaking Anxiety

Emotional intelligence significantly impacts second language learning factors as they lead to effective self-management. The effects of emotional intelligence can be seen in the management of fear and stress. The researchers have evidence that emotions are interlinked with anxiety which often interferes with learning (Drigas and Papoutsis, 2020). Emotional influences, like stress and fear of learning something new, have negative impacts on an individual's skills. The anxiety test has shown that skills of language and amplitude levels

depend upon emotional intelligence skills.

The researchers have established that EI plays a pivotal role in reinforcing concepts being learned. Furthermore, emotional intelligence provides an individual with knowledge about self-identity and creates a relationship between persistent learning and achievement in academic areas. The study by Parmentier et al. (2019) says that many researchers believe that emotional intelligence greatly impacts students' careers, leading to a successful professional life.

Emotional intelligence is also vital in predicting future learning. EI helps students make patterns of their ideas and changes in their lifestyle, which gives direction about improving their fundamental skills for learning (Vila et al., 2021). Emotional intelligence helps a student to be clearer and more confident about their capabilities and abilities. It enhances mental well-being and improves the self-narrative of an individual. The study shows that emotional intelligence is not widely understood in most countries like Pakistan, which is considered low in educational level (Jahan et al., 2022).

Teachers Evaluation and English Speaking anxiety

Speaking fear may be affected by a number of factors, but one of the most important is the instructor's approach. According to studies, students' levels of public speaking fear may be affected by instructors' pedagogical approaches, interpersonal competence, and character attributes (Bukhari et al., 2022). Speaking anxiety may be affected by several factors, including one's ability to communicate (Lakhan et al., 2020). Teachers with strong verbal and interpersonal skills may foster an engaging classroom climate that invites and rewards student participation in group discussions and individual presentations. However, pupils' anxiety levels may rise if they are taught by instructors who have difficulty communicating with them. Teachers' personalities may also influence anxiety over public speaking (Khan et al., 2022). Students' worries may also be affected by the teacher's English competence (Lakhan et al., 2020). Teachers who are fluent in English may be in a better position to demonstrate and explain the language's nuances, easing their pupils' discomfort with public speaking. On the other side, pupils' anxiety levels may rise if their professors cannot communicate effectively with them because of their limited command of the English language. Students' levels of worry may also be influenced by the instructor's level of expertise in facilitating students' acquisition of English language skills (Afzal et al., 2022).

Influence of Emotional Intelligence (EI) on Students' Evaluation of Teaching

The student's perception of teachers' personalities might influence their nervousness about public speaking, with the mediating role played by emotional intelligence (Harper et al., 2020). Teachers may significantly impact their students' anxiety levels if they exhibit traits like being supportive, accessible, and good communicators. The amount to which these factors contribute to students' anxiety is, however, influenced by their level of EI. Teachers who are personable, encouraging, and good communicators might lessen BS English students' speaking anxiety in Peshawar, Pakistan (Khan & Khan, 2020).

Even if their professors have different backgrounds and styles, students with high EI may be better able to deal with nerves and stress when giving presentations. High EI kids are less likely to experience anxiety and stress since they have developed healthy coping strategies and learned to solve problems creatively (Hussain et al., 2021). They may also have better emotional regulation and relationship management skills, which can lead to less anxiety. However, pupils with lower EI may be more anxious and stressed in speaking activities, even

with supportive and approachable professors. They might not have learned healthy ways to deal with their feelings and emotions.

Students' anxiety levels about public speaking relate to their teachers' personalities, although students' EI can play a mediating role in this relationship. Students' EI can affect how much teachers' traits affect their anxiety levels (Haq, 2021). Therefore, while planning teaching and learning practises to reduce BS English students' speaking anxiety, educators and policy-makers must include EI. Training and supporting students' emotional intelligence can improve their capacity to manage anxiety and tension in speaking activities.

Methodology

This research adopted a quantitative cross-sectional design to explore anxiety levels in English language speaking among students enrolled in a Bachelor of Science program with a specialization in English in Peshawar, Pakistan. The study comprises of 154 students currently enrolled in a Bachelor of Science program with a specialization in English in Peshawar, Pakistan. Participants were selected using a random sampling approach to ensure the representation of diverse backgrounds and perspectives. A well-designed questionnaire was developed to gather data on students' assessments of teaching skills, emotional intelligence, and anxiety levels in English language speaking. The questionnaire was administered to participants in person, ensuring clarity and consistency in responses. Thorough data analysis was conducted using Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics were utilized to summarize the characteristics of the sample and examine the distribution of variables.

Findings

Table 1

Demographic characteristics of the participants

| Category | Demographic characteristic | Percentage |
|----------|----------------------------|------------|
| Gender | Male | 52.6 |
| | Female | 47.4 |
| Age | 18-21 | 74.7 |
| | 22-24 | 25.3 |

Note. N=154

Table 1 displays the demographic characteristics of the participants in the study. Among the participants, 52.6% identified as male, while 47.4% identified as female. In terms of age distribution, the majority of participants (74.7%) fell within the 18-21 age range, while a smaller percentage (25.3%) belonged to the 22-24 age group. The total number of participants in the study was 154.

Hypothesis 1: There is a significant positive relationship between students' evaluation of teacher and anxiety in English language speaking.

Table 2

Correlation between students' evaluation of teacher and anxiety in English language speaking.

| | | ELCAS |
|-----|-----------------|-------|
| SET | B | -.020 |
| | Sig. (2-tailed) | .804 |
| | N | 154 |

Note. SET = Student Evaluation of Teacher and ELCAS = English Language Classroom Anxiety in Speaking

Table 2 suggests that there is no significant relationship, either positive or negative, between students' evaluation of teaching skills and anxiety in English language speaking among BS English students in Peshawar. The correlation coefficient being close to zero ($B = -.020$) and the p-value being greater than 0.05 indicate a lack of association between these variables. Therefore, the hypothesis that there is a significant positive relationship between students' evaluation of teaching skills and anxiety in English language speaking is not supported by the analysis results.

Hypothesis 2: There is a significant positive association between emotional intelligence and anxiety in English language speaking among BS English students in Peshawar.

Table 3

Correlation between emotional intelligence and anxiety in English language speaking among BS English students in Peshawar.

| | | EI |
|-------|-----------------|---------|
| ELCAS | B | -0.3285 |
| | Sig. (2-tailed) | 0.0001 |
| | N | 154 |

Note. ELCAS = English Language Classroom Anxiety in Speaking and EI = Emotional Intelligence

The findings support the hypothesis that there is a significant association ($p < .005$) between emotional intelligence and anxiety in English language speaking among BS English students in Peshawar. The negative correlation coefficient ($B = -0.3285$) suggests that higher levels of emotional intelligence are associated with lower levels of anxiety in English language speaking. This implies that students with higher emotional intelligence may experience less anxiety when speaking English in the classroom. Therefore, these findings do not support the hypothesis that there is a significant positive association between emotional intelligence and anxiety in English language speaking among BS English students in Peshawar.

Hypothesis 3: There is a significant positive correlation between students' evaluation of teacher and emotional intelligence in the context of anxiety in English language speaking.

Table 4

Correlation between students' evaluation of teacher and emotional intelligence

| | | EI |
|-----|-----------------|--------|
| SET | B | 0.1461 |
| | Sig. (2-tailed) | 1.8242 |
| | N | 152 |

Note 3. SET = Student Evaluation of Teacher and EI = Emotional Intelligence

The correlation coefficient ($B = 0.1461$) indicates a weak positive correlation between students' evaluation of teacher and emotional intelligence. However, the p-value is not statistically significant at the conventional significance level of 0.05 ($p > .005$). The correlation coefficient indicates a weak positive correlation between students' evaluation of teacher and emotional intelligence. However, the p-value is not statistically significant at the conventional significance level of 0.05 (See Table 4).

Hypothesis 4: Emotional intelligence significantly mediates the relationship between students' evaluation of teaching skills and English Language Classroom Anxiety in Speaking (ELCAS) among BS English students in Peshawar.

Table 5

Mediating Role of Emotional Intelligence on Student Evaluation of Teaching (SET) and English Language Classroom Anxiety in Speaking (ELCAS)

| Variables | Student Evaluation of Teaching | | | |
|-----------|--------------------------------|------|------|-----|
| | <i>Total Effect</i> | | | |
| | B | S.E | t | P |
| | -.02 | -.09 | -.24 | .90 |
| | <i>Direct Effect</i> | | | |
| ELCAS | B | S.E | t | P |
| | .03 | .09 | .34 | .73 |
| | <i>95% C.I</i> | | | |
| | S.E | LL | UL | |
| | .03 | -.11 | .00 | |

Note. B = Co-efficient, CI = Confidence Interval; LL = Lower limit of 95% bias-corrected, ULCI = Upper Limit of 95% bias-corrected

The total effect of students' evaluation of teaching skills (SET) on English Language Classroom Anxiety in Speaking (ELCAS) is not statistically significant ($B = -0.0241$, $p = 0.8035$). This suggests that without considering the mediator (emotional intelligence), there is no direct relationship between SET and ELCAS. The direct effect of SET on ELCAS is also not statistically significant ($B = 0.0321$, $p = 0.7301$). This indicates that even when considering the direct relationship between SET and ELCAS without the mediator, the effect is not significant. The completely standardized indirect effect is reported as -0.0472 (BootSE = 0.0307, BootLLCI = -0.1152 , BootULCI = 0.0067). The findings suggest that emotional intelligence partially mediates the relationship between students' evaluation of teaching skills and English Language Classroom Anxiety in Speaking (ELCAS) among BS English students in Peshawar. While the direct effects of SET on ELCAS are not significant, the indirect effect through

emotional intelligence is significant. Therefore, the hypothesis that emotional intelligence significantly mediates this relationship is partially supported by the analysis results (See Table 5).

Discussion

The findings of the study did not find a significant association between students' opinion of teaching abilities and fear in English language speaking, contrary to what was expected. This surprising result indicates that students' evaluations of their professors' competencies do not have a direct impact on their English speaking anxiety levels. These findings contradict several prior research that have shown a positive correlation between instructor assessment and student anxiety. According to earlier studies, students' levels of public speaking fear may be affected by instructors' pedagogical approaches, interpersonal competence, personality and character attributes (Bukhari et al., 2022; Khan et al., 2022).

The findings of the study also revealed that there is a negative correlation between emotional intelligence and anxiety among people who speak English, which is contrary to the hypothesis that there is a positive association between the two. As a result of their proficient use of healthy coping strategies and innovative problem-solving skills, children who have a high emotional intelligence are less likely to experience worry and stress, as indicated by the findings for this particular group of children. In addition, the findings of other earlier investigations have demonstrated the similar findings (Hussain et al., 2021).

The investigation further revealed a little positive association between students' assessment of teachers and emotional intelligence, but it was not statistically significant. This finding contradicts prior research that identified a direct correlation between teacher assessment and emotional intelligence. Our investigation found that emotional intelligence has a partly mediating role in the connection between students' assessment of teaching abilities and anxiety levels during English language speaking. The direct impact of students' assessment of teaching abilities on anxiety was not substantial, but the indirect impact via emotional intelligence was considerable. Emotional intelligence serves as a mediator, impacting the connection between students' views on teaching quality and their anxiety levels. This finding aligns with previous research by Harper et al (2020) emphasizing the moderating influence of emotional intelligence.

Conclusion

This research offers useful insights into the complex connections between students' assessment of teaching abilities, emotional intelligence, and anxiety in English language speaking among BS English students in Peshawar, Pakistan. The hypothesis that there is a direct positive link between teaching assessment and linguistic anxiety was not confirmed. However, the study showed substantial connections between emotional intelligence and both teaching evaluation and anxiety. Higher emotional intelligence was associated with better instructor ratings and less anxiety in English language speaking. Emotional intelligence was shown to have a vital role in influencing students' experiences in language learning environments by mediating the link between teacher assessment and language anxiety.

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