

UNIVERSITY OF EDUCATION, WINNEBA

**THE RELATIONSHIP BETWEEN TEACHER'S PROFESSIONAL
QUALIFICATIONS AND STUDENTS' ACADEMIC ACHIEVEMENT IN
THE ENGLISH LANGUAGE,
IN SAUDI ARABIA**

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**A dissertation in the Department of Applied Linguistics,
Faculty of Foreign Language Education and Communication,
submitted to the School of Graduate Studies in partial fulfillment**

**of the requirements for the award of the degree of
Master of Education
(Teaching English as a Second Language)
in the University of Education, Winneba**

AUGUST, 2020

DECLARATION

STUDENT'S DECLARATION

I, **Mustapha Bin Danquah**, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted either in part or whole, for another degree elsewhere.

SIGNATURE :

DATE :

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis/dissertations as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. CHARLOTTE FOFO LOMOTEY

SIGNATURE :

DATE :

DEDICATION

I dedicate this work to the memory of my late father, Mr. Stephen Kojo Danquah

ACKNOWLEDGMENTS

“In the name of Allah, the gracious, the Merciful. All praise belongs to Allah, Lord of all the worlds” (Holy Quran 1:1-2). I am most grateful to Almighty Allah for seeing me through this course successfully. My profound appreciation goes to the Supreme Head of Ahmadiyya Muslim Community - worldwide, Hadhrat Mirza Masroor Ahmad, for his prayers, encouragements, and support, not forgetting the Ameer and Missionary-in-charge of Ahmadiyya Muslim Community - Ghana, Alhaj Maulvi Muhammad Noor Bin Sallih, together with the entire executive and jamaat. My sincere gratitude goes to my Principal, the entire leadership and staff of Al Manarat Sharkiyah International School of Al Khobar- Kingdom of Saudi Arabia for their trust and support.

I give great thanks to my lecturer and supervisor, Dr. Charlotte Fofu Lomotey, for her supervision and support. The same goes for my other lecturers, Dr. Rebecca Akpanglo-Nartey, Dr. Sefa Owusu and Dr. Kwaku Ofori, for their guidance and concern. I thank the entire academic team of University of Education, Winneba for their support in making my studies easy and successful especially Ms. Mary Dzidzorvu. Special thanks go to my wife, Ayesha Sam, and my kids, Asif Ahmed Bin Danquah, Matlah Abena Danquah, Sajjad Bin Danquah, and Maulvi Adeel Bin Danquah, for their support, encouragements, and prayer. The same goes for my parents, my siblings, and my entire family.

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ABSTRACT

The objective of the study was to ascertain the type of relationship (if any) existing between English teacher's professional qualification and student's academic performance in Jeddah, Saudi Arabia. The sample size of the study for teachers and students was 24 and 68 respectively. These were selected from 10 secondary schools in Jeddah. Simple random sampling method was used to select participants and data analyses involved the use of descriptive statistics (percentages and frequencies) and inferential statistics. The study revealed that most of the English teachers in the selected schools were competent in relation to content knowledge of English as a subject in the secondary schools. Findings also revealed these teachers need to increase their level of familiarity with the students since majority complained that they do not respect their opinions and they do not refer them to relevant authorities within the school for assistance. The study further revealed that teachers' professional qualification has a strong and positive relationship with students' academic achievement. Hence, the study recommended that teachers should continually improve their professional qualifications, respect students' opinion and refer them to the headmaster for academic assistance. Undoubtedly, the study has been very enriching in terms of revealing the assortment of teachers involved in the teaching of English language in the selected schools – professionals beaming with requisite qualifications in ornamenting the language that its sun never sets.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The influence of a teacher is limitless and plays a major role in facilitating national and international development (Adams, 1907; Toropova, Johansson, & Myrberg, 2019; Suleiman & Hammed, 2019). Hence, teachers must pay particular attention to their level of expertise in the classroom (Toropova et al., 2019; Suleiman & Hammed, 2019). In their study, Van den Bergh and Roos (2014) intimated that, educational reforms and integration of technology in education is often dependent on teachers' skills, values and cultural models.

Findings of a study by Firestone (2014) reveal that teachers' competence is an important factor in practical teaching methods especially in the English language. English language has gradually become a global language. It is known to be one of the fastest and most widely spoken languages in the world. There are more speakers of English language around the world than speakers of any other language (Danladi, 2013). For this reason, one should be able to speak, read, write and understand the English language.

However, the standard of English as well as the competence associated with it continue to deteriorate over the years, and this has become a serious concern to Ghanaian teachers (Owusu-Ansah & Torto, 2013; Akowuah, Patnaik, & Kyei, 2018; Suleiman & Hammed, 2019). The issue has been further complicated because attempts to improve the situation has not yielded the expected results and the standard continues to drop (Akowuah et al., 2018; Suleiman & Hammed, 2019).

In Saudi Arabia, according to Alharbi (2015) and Alzharani (2016) the English language is paramount on the curriculum of schools. This is because more attention is given to the teaching and learning of the language at all levels. Most schools have more

teaching and learning periods allotted to the English language than to other subjects. In some Saudi Arabian communities, proficiency in the English language is an insignia of an individual status within the society, such that 'deviance' in one's English language tends to elicit very unfavourable responses, reflects badly on the speaker's personality (Alzahrani, 2016; AlHarbi, 2018). There are rules governing the use of every language and English is no exception. Any deviations from the rules of a particular language are likely to make the listener or reader misunderstand or misinterpret the message encoded. So, the user or the speaker of the English language must conform to the rules of the language to be able to communicate effectively.

The complex and practicality of the English language demands a professional and competent teacher on the field. Professional teachers combine appropriate strategies in lesson delivery. Competence is best described as 'a complex combination of knowledge, skills, understanding, values, attitudes and desire which leads to effective, embodied human action in the world, in a particular domain' (Deakin, 2008). Teacher competence is built on a concept of teaching as praxis in which theory, practice and the ability to reflect critically on one's own and others' practice illuminate each other, rather than on a concept of teaching as the acquisition of technical skills' (ETUCE, 2008). The concept of competence, in teaching, according to Rychen and Salganik (2003), encompasses the following features: tacit and explicit knowledge, cognitive and practical skills, as well as dispositions (motivation, beliefs, value orientations and emotions).

Competent professional English teacher possesses efficient teaching qualities which altogether ease lesson delivery and facilitate absolute grasp of content knowledge by students. One of the best-known conceptualizations of what constitute teachers' competency is that of Shulman's (1987). He outlined the qualities of a competent teacher as the following: content knowledge, general pedagogic knowledge, curriculum

knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes and values.

Furthermore, a recent World Summit on Teaching noted that teachers need to help students acquire not only the skills that are easiest to teach and easiest to test” but more importantly, ways of thinking (creativity, critical thinking, problem-solving, decision-making and learning); ways of working (communication and collaboration); tools for working (including information and communications technologies); and skills around citizenship, life and career and personal and social responsibility for success in modern democracies (OECD, 2011).

Teachers’ continuous professional development is highly relevant for improving educational performance, effectiveness and students’ achievement. Although, they are interconnected with the features and constraints of specific school contexts and national education systems (Elyas & Picard, 2010; Faruk, 2013), but teachers’ competences have powerful impact on student achievement because up to three quarters of school effects on student outcomes can be explained by teacher effects (Rivkin, Hanushek & Kain, 2005; Rahman & Alhaisoni, 2013).

Research from general education characterizes the expert teacher as having superior cognition and knowledge structures (Ethel & McMeniman, 2000). Knowledge about teaching is developed by teachers themselves, as they use theory and research to reflect upon their practices in professional learning communities (Darling-Hammond & Bransford, 2005; Hagger & McIntyre, 2006; Al-Nasser, 2015). English teacher professional competency essentially influences the entire English lesson as the benefit trickles down to the student are immeasurable and also add quality ingredient to student’s linguistic development and proficiency.

The competency of English teacher obviously appears in combined use of appropriate teaching and learning resources coupled with enhanced information from the internet. Teachers are asked to teach in increasingly multicultural classrooms, integrate students with special needs, use ICT for teaching effectively, engage in evaluation and accountability processes, and involve parents in schools (OECD, 2009; Al-Hazmi, 2015). It is from this background that the researchers want to investigate the relationship between English teacher professional qualification/competence towards the teaching of English using the Shulman (1987) competency model.

1.2 Statement of the Problem

The problem regarding the use of English language among students is not unique to some countries only. But in Saudi Arabia, AlHarbi, (2018) and Suleiman & Hammed (2019) indicated that several studies in tertiary institutions in Saudi Arabia are not proficient in the English language as a result of poor foundation they had in their previous Senior High Schools before entering university. A careful evaluation of these studies suggest that the focal stage of dealing with the poor performance of students in the English language happens to be the senior high school which is considered to be the pre-university or second cycle level.

Findings of several studies (Elyas & Al Grigri, 2014; Al-Seghayer, 2011; Alshehri, 2016; AlHarbi, 2018) revealed that due to teacher's competence and methods during the teaching and learning of English language "may have overwhelming consequences on the learning process in so many ways" (AlShehri, 2016, pp. 410 – 411). Rabab'ah (2005) and Al-Seghayer (2007, 2011) discovered that some of the English language teachers lacks professional qualification which has presented much obstacles to students' academic achievement in the English language. Elyas and AlGrigri (2014) indicated that the

inability of some English teachers to facilitate students' proficiency in English is traceable to serious lack of effective teaching strategies during classroom discussions.

The aforementioned studies revealed that most students have still not grasped the basic workings of the English language. Hence, their English structures are faulty. They are on the whole not observing the various rules of grammar, that is, subject with the attendant verbs, pronouns, number and gender. Most candidates could not identify subjects of sentences, as well as the appropriate verbs to use; they could not use the past and the past participle correctly. These challenges resulted in some students recording very low grades in the Core English paper, with others failing to pass.

Lending credence to the conclusion above, several researchers and educationists (Prescott, Mitchelmore & White, 2002; Yara, 2009) asserted that the low academic performance in English is as a result of the professional competencies of the teacher, such competencies comprises his knowledge of the subject, his teaching styles or methods, his passion for the subject as well as the sort of training he or she has acquired in handling the subject.

As a result, the present study will conduct in-depth investigation into the qualities of a competent English teacher. In other words, the study will examine why frequent instructional planning, the use of appropriate teaching and learning materials and always executing pre-test and post-test can influence student's academic achievement. Attention will also be drawn to the root of teacher's professional in-competencies such as inadequate teaching and learning resources.

1.3 Purpose of the study

The main objective of the study is to ascertain the type of relationship (if any) existing between English teacher's professional qualification and student's academic performance. Specifically, the study sought to:

1. Examine English teacher's content knowledge in the Senior High School.
2. Find out English teacher's knowledge about learners and their characteristics in the Senior High School.
3. Establish the relationship existing (if any) between English teachers' professional qualification and students' achievement in the English language.

1.4 Research Questions

In order to achieve the focus of the present study, the following questions were appropriate:

1. What is the level of English teacher's content knowledge in the Senior High School?
2. To what extent do Senior High School English teacher know their students and their varied characteristics?
3. What type of relationship exists (if any) between English teachers' professional qualification and students' achievement in the English language?

1.5 Significance of the Study

The study will be useful to the ministry of education, district educational officials, students, teachers, head teachers and other related stakeholders. Officials of the ministry of education and district education will also benefit from the findings of the study in a number of ways: they will have benchmarks for the effective and efficient supervision of

their teachers, put in place counseling services, repost and met out appropriate correctional measures for teachers exposed by these findings to the end of improving the quality of teachers and English education.

Findings of the study will also sensitize the ministry of education regarding the importance of teacher's professionalism as boost for teacher performance and hence put measures in place that will help teachers love and respect their profession. This, in turn, will help groom professionally responsible teachers. The study provides ample impetus for teachers to have respect for their profession and especially the underlying values, responsibilities and aspirations which are well-expressed authentication to the profession's commitment and to their own performance. This study sets out to help English teachers re-appraise these core values of the teaching profession.

It is envisaged that the findings of the study will augment literature in the field of pedagogy and will be very useful to English teachers as a roadmap for improving delivery of the subject matter to the learners. It will also help them appreciate and adopt strategies that will enhance their level of competencies and improve their professional qualification towards English as a subject.

1.6 Delimitation of the study

The study will be limited to English teacher's professional qualification and its relationship with improved students' achievement in English. The study will be confined to selected senior high schools in Riyadh and Jeddah being reputable cities for academic excellence in Saudi Arabia. The study will also be limited to four of the Shulman's (1987) model: content knowledge, general pedagogical knowledge, teacher's knowledge about their learners and their characteristics, alongside curriculum knowledge. Shulman's model becomes relevant because it best suits the academic standard of senior high school students and teachers.

1.7 Organization of the study

The study is organized in five chapters. Chapter one introduces the topic of study. Chapter Two covers the review of literature relevant to the topic. Chapter Three deals with the strategies adopted in data collection, the sample and sampling technique, research design, administration of research instruments and data analysis plan. Chapter four presents the discussion and analysis of the main findings while Chapter Five covers the summary, conclusions drawn from the study and recommendations for improving teachers' professional competence in senior high schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The main focus of this chapter is the review of the works of several scholars and researchers on teachers' professional qualification and towards work alongside the relationship between these variables and students' academic achievement in the English language. The review was carried out with the aim of establishing a strong conceptual and empirical support for the study. A review of extant studies was done in connection with ascertaining the type of relationship existing between English teacher's professional qualification and students' academic achievement. The thrust of review dual with conceptual and empirical review as indicated below.

The conceptual framework covers the Concept of Teaching and Shulman's Concept of Pedagogy. The primary focus of the empirical review was the review of extant studies corresponding with the objectives of the study as follows: Teachers' professionalism and content knowledge, impact of teachers' knowledge of learners on teaching and learning and the relevance of teachers' methodology on teaching and learning of English. In this chapter, effort has been made to review relevant concepts and related literature as they underpin the focus of the present study. This was done within the purview of education and English pedagogy.

2.2 Conceptual Framework

2.2.1 Concept of Teaching

Cox (2017) sees teaching as the process of facilitating students' understanding of concepts and principles in the chosen subject. For example, students are helped to understand the principles and concepts guiding English grammar and the language in general. However, in a bid to achieve this, Cox states that teachers are required to prepare

lessons, grade papers, manage the classroom, meet with parents, and work closely with other members of the school staff. As shown above, teaching is multifaceted and complex because, according to Baffour-Awuah (2011), it entails counseling students, facilitating their understanding of how to effectively apply their knowledge and integrate it into their lives so that they can be valuable members of the society. Herman (2013) also indicated that teaching requires that teacher's give undivided attention to how each student is faring academically and strive to challenge and inspire students to greater heights academically.

Though, Libnabi (2011) posits that researchers, scholars, and educationist find it difficult to arrive at a conclusive, concise or clear-cut definition of teaching, he indicated that teaching and learning go hand in hand. This difficulty underlying a single clear-cut definition or explanation of teaching emanates from the fact that different people from different segment of the society and with different perspectives consider teaching differently.

Expressing his views on teaching, Herman (2013) presents a critical view or discussion about the difficulties surrounding the definition of teaching, which as a matter fact consolidates the above exposition. Some will call teaching an art, and in poetic terms attempt to describe what they mean. Others will say teaching is a science and attempt to analyze the process in terms of its component parts. Others will describe what they have observed themselves and other teachers do, and say, 'this is teaching'. Each definition will emphasize different points depending upon what the individual teacher writing the definition feels is important.

Educated laymen will likely vary even more than teacher in their definition of teaching. To illustrate this point, a brilliant young minister preached a sermon on the text "beware of false teacher". He stated: "we are all teachers, for what we do and say sets as example for the people around us, and thus, our every act is an act of teaching." To him,

apparently, living and teaching are the same, and it behooves teachers to live well. On the other hand, an equally brilliant young lawyer in the congregation, after the service said: “the minister is wrong about teaching- to me, teaching is the specific act of one who knows the answer, telling or explaining the answer to those who don’t know it.

Even among psychologists, who are considered as specialists in the process of learning and hence of teaching, are found quite different concepts of the process of teaching. For instance, the psychologists who see learning as a process of conditioning will define teaching in terms of what teachers do in order to properly condition pupils so they will respond correctly to the various stimuli of their environment. Stated differently, those who see learning as “an individual’s personal discovery of meaning” emphasize in teaching, procedures designed to involve learners in defining their own purposes and problems, and in formulating and testing plans for achieving those purposes and solving those problems.

Clearly, as Libnabi (2011) indicated, it is evident that teaching means different things to different people, and that many of the concepts held by the different individuals are inadequate as guides to the improvement of teaching. It must however, be stated here that teaching cannot be undeniably or distinctively considered without the idea of learning. As a matter of fact, teaching and learning go hand in hand. Hence, in defining teaching, learning must be taken into consideration.

In effect, teaching is essentially operative or functional if it takes care of students’ needs and some specific expectations as well as brings about education or a desired change in the students’ conception of the world around them which includes how they can proficiently communicate using English language in the global arena. Thus, it should be possible for the individual student to be educated in this way when teaching takes place.

As earlier indicated, Brooks Adams (cited in Kitwellprimary, 2013), stated “A teacher affects eternity; he can never tell where his influences stops”. Also, Kazantzakis (cited in Zaglaris, 2014) intimated: “Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse the bridge, encouraging them to create bridges of their own” (p. 4). This means teaching is all about empowerment because ideal teachers do their best to imbue students with survival strategy in every sphere of life thereby building the younger generation into responsible and goal-oriented adults. In view of the relevance of English in the global arena, proficiency in English is paramount.

2.2.2 Implication for the study

The art of teaching compels teachers to impart appropriate knowledge to student, empowering them to develop requisite skills and capacity to survive or become responsible citizens as far as effective communication in every sphere of life is concerned. This means students are properly informed regarding relevant concepts and guiding principles on every aspect of the English language to foster proficiency in the language.

Teachers are required to employ every strategy at their disposal to impress on the minds of the young ones the need of forestalling unfavourable situations in life via effective use of the English language. In Saudi Arabia, English is becoming extremely important in view of the rapidly changing world we live in where speaking English fluently is looked upon as an insignia of prowess. Teachers can only succeed in this respect when they are familiar with the pedagogical content knowledge of teaching English as a subject. Shulman’s concept of pedagogy is highly relevant in this regard, because it provides ample explication on what constitute pedagogical content knowledge and other forms of knowledge teachers are required to acquire to be professionally competent. This forms the focus of the next segment of the review.

2.2.3 Shulman's Concept of Pedagogy

Current policies for the teaching profession demand that practitioners have a high level of proficiency regarding the several areas that involves the teaching-learning processes. Teachers need to meet the challenges of helping themselves and their students to grow linguistically, socially, emotionally and intellectually (Hudelson, 2001). This requires that teachers dwell upon a vast range of knowledge in their work. The term "teacher knowledge" or "teacher knowledge base" has been a long subject of intense research and various definitions and explanations have been offered. The term was primarily regarded as the basic skills required for teaching. It referred to subject matter knowledge and the implementation of pedagogical strategies (Pineda, 2002).

Thus, teacher education programmes sought to provide teachers with discrete amount of knowledge, "usually in the form of general theories and methods that were assumed to be applicable to any teaching context" (Freeman & Johnson, 1998, p. 367). Wallace (1991) introduced the term "professional competence" to refer to the minimum requirements for the exercise of a profession. Crookes (2003) used the terms "professional knowledge based" or "professional knowledge" to refer to the sources for teachers professional, personal and social views, as well as values which are relevant to teaching.

Shulman (1987) developed a knowledge-based model for teaching made up of the following seven categories: content knowledge, general pedagogical knowledge, curriculum knowledge, knowledge of the learner, knowledge of educational goals and their philosophical bases, knowledge of educational contexts and pedagogical content knowledge as depicted in Figure 1. The first category, content knowledge, has to do with being knowledgeable about the subject matter. In the context of teaching, content knowledge is what teachers teach. The second, general pedagogical knowledge is

explained as the general set of methodologies and strategies that the teacher needs in order to carry out the teaching activity.

The third category, curriculum knowledge, is described as the teacher's acquaintance of the curricular programme of the school and how they make use of it to favour their students' teaching and learning process. The fourth, knowledge of the learner, refers to knowledge of educational goals and their philosophical bases. This component implies that teachers inquire about the educational system principles and the social expectations they are required to sort out as educators. The sixth category, knowledge of educational contexts, includes the characteristics of schools, classroom, communities and culture. The last aspect, pedagogical content knowledge refers to the "broad principles and strategies of classroom management and organization" (Shulman, 1987, p. 22). Pedagogical content knowledge is a construct that consists of what teachers know, what they do and the reason for which teachers do things. It can be seen that PCK exists at the intersection of content and pedagogy as depicted in Figure 1. Thus, it does not refer to a simple consideration of content and pedagogy in isolation; but rather to an amalgam of content and pedagogy, thus, enabling transformation of content into pedagogically powerful forms. Shulman contended that having knowledge of subject and general pedagogical strategies, though necessary, were not sufficient for capturing the knowledge of good teachers.

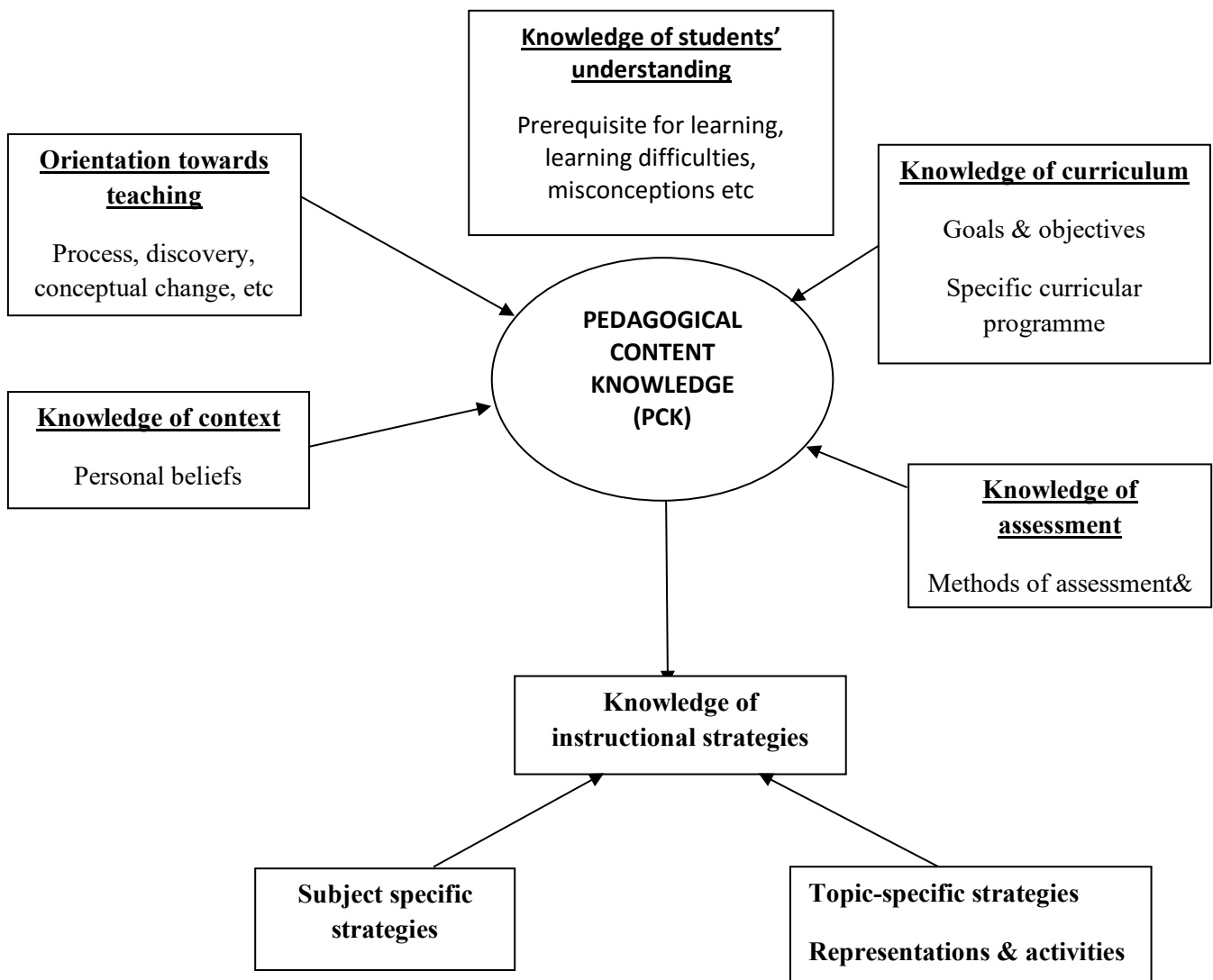


Figure 1: Pedagogical Content Knowledge (PCK)

Source: Shulman (1987)

Implication for the study

To characterize the complex ways in which teachers think about how particular content should be taught, he argued for pedagogical content knowledge as the content knowledge that deals with the teaching process, including “the ways of representing and formulating the subject that make it comprehensible to others” (Shulman, 1987). If teachers were to be successful they would have to confront both issues (of content and pedagogy) simultaneously, by embodying “ the aspects of content most germane to its

teach-ability” (Shulman, 1986, p. 9). At the heart of PCK is the manner in which subject matter is transformed for teaching. This occurs when the teacher interprete the subject matter, finding different ways to represent it and make it accessible to learners.

Since Shulman’s publication, the concept of pedagogical content knowledge has been extensively investigated. This has led to expansion of its meaning and, therefore, multiple definitions. College of education and human services (2006:23) defined PCK as the ability to contextualize classroom practice or clinical practice based upon knowledge of how people learn or change in a particular content area and how that learning or change can best be facilitated. They indicated that professional educators, leaders, counselors and candidates should be able to demonstrate PCK by anticipating and recognizing common misconceptions, typical misunderstanding and developmentally appropriate response to instruction and assessment for the content area.

The increased emphasis on PCK is based on Shulman’s acknowledgement that “pedagogical content knowledge is of special interest because it identifies the distinctive bodies of knowledge for teaching” (p, 9). Moreover, the emphasis on PCK is consistent with the work of many other scholars and extant educational reform documents. The components of PCK as identified by Magnusson, Krajcik and Borko (1999) are orientation towards teaching, knowledge of curriculum, knowledge of assessment, knowledge of instructional strategies, knowledge of context and knowledge of students’ understanding.

Teacher professionalism is acting with integrity inside and outside the classroom. This involves understanding and acting upon the responsibilities that a teacher has to the subject matter, students and community. Professionalism is engaging in behaviors that support learning; facilitate open communication within the classroom and the culture of the school and being proactive. Demonstrating respect for students, faculty and staff is imperative. Accepting the strengths and weaknesses of each person and focusing on

working together as a team to identify and achieve individual and community goals are paramount.

2.2 Empirical Review

This segment of the review critically examined extant studies related to the objectives of the present studies with the sole aim of underscoring the relevance of teachers' pedagogical competency in the teaching and learning of the English language.

The study conducted by Alzharani (2016) focuses on the impact of teacher professionalism on the level of student academic achievement in selected senior high schools in Saudi Arabia. Findings of the study have an enlightening implication for the focus of the present study which emphasizes the need for English teachers to maintain their professional competency. The objectives of the research include finding the relationship between teacher content knowledge and the teaching and learning of the English language. He also tried to establish the relationship between teacher's knowledge about learners and the teaching and learning of English alongside finding the relationship between the use of teacher methodology and the teaching and learning of the English language.

Their study was based on descriptive survey to assess teacher's professionalism and the effects on teaching and learning of English. This was obtained through the stratified sampling technique. Questionnaire was administered to both parties in order to obtain the necessary information required for their research. The data collected was processed using quantitative analysis and finally they used the descriptive analysis method to analyze the results.

Their study concluded that teacher's content knowledge positively affects teaching a learning process. Again, the teacher's knowledge about learners and teaching process was significantly correlated because their results showed that majority number of

respondents were on the same side that teacher's knowledge about learners positively affects teaching and learning process. In teacher methodology of teaching it was concluded that methodology of teaching, it was concluded that methodology of teaching & learning relation was not significantly correlated.

They recommended that, with regard to teachers' content knowledge the teacher should be given more training through seminars and workshops to equip them with enough knowledge about their subject matter. With regards to the teacher knowledge about students, they recommend that teachers should interact more with learners to get to know their strength and weaknesses. With regards to teacher's methodology, they recommended that the administrators should continuously provide teachers with the needed materials to aid their teaching.

In another study conducted by Bridget, Vemberg, Twemlow Fonag, and Dill (2008), the objective was to ascertain how teacher's practical approaches to classroom discussions, as influenced by teacher's professionalism, contributed to students' academic performance and behavioral changes. The study unveiled, among other things, that students with more devoted teachers were regarded by their peers as helpful to victims of bullying relative to students with less devoted teachers. The study also disclosed that students with the devoted teachers had the courage and determination to face difficulties in school life. Teachers were recognised as those who provided support, encouraged students and their value for love eradicated unwanted behaviour in students. Teachers are, invariably, role models whose behaviours are easily copied by students. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students.

2.2.1 Teachers' content knowledge

In recent times, several research findings have generated questions about the amount and quality of teachers' knowledge on the subject matter. First and foremost, teacher content knowledge is very important. One of the aspects of a highly-qualified teacher is to be knowledgeable in content of the subject taught. The United States department of education (2004) notes: teachers (in middle and high school) must prove that they know the subject they teach, and major in the subject they teach.

Ahtee and Johnson (2006) and AlHarbi (2018) also showed that a lack in subject knowledge can lead to teaching difficulties. However, the study leaves out the effect of teachers' content knowledge on teaching and learning process. According to Hill, Rowan and Ball (2005), many professional development activities are aimed at improving content knowledge because evident has shown that teacher knowledge in the subject area can strongly influence student learning.

Research from the national center for research on teacher education in Saudi Arabia, according to Alzaharani (2016), AlHarbi (2018) and Suleiman and Hammed (2019), has indicated that teachers often do not understand their subjects in a way that enables them to explain important concepts to students, even when the concepts being taught is partly related to the elementary school, and further explicated in the secondary school curriculum (Ball, 1990). Unfortunately, it does throw more light on how teachers' content knowledge affects teaching and learning.

Quoting a World Bank policy study on education in Africa alongside an extensive study by Alzaharani (2016) and Suleiman and Hammed (2019), Boyer (2002), notes that most developing countries, including Saudi-Arabia, teacher colleges and schools of education in universities are in a crisis. In effect, they are producing too many graduates of

dubious quality and relevance, teachers inclusive, and they seem to generate too little new knowledge.

2.2.2 Teachers' knowledge about learners

To education researchers, the degree of teacher's knowledge about learners is one of the most important aspects of teaching and learning relation. Teachers engaged in changing their knowledge and practices often realize that, traditional assessment activities will not provide them the information about learners thinking that they need to plan, teach and evaluate their lessons (Smith, 1999).

According to Zembal, Starr and Krajcik (1999), some teachers are unable to anticipate what students already know, what questions they find difficult, how they might respond to instructions and what questions they might ask. They, therefore, encounter difficulties tailoring representations to meet the need of learners. Though, their findings were good but they did not access actually how teachers' knowledge about learners relates with teaching and learning. Smith (1991) noted that although teachers may have some knowledge about students' difficulties, they commonly ignore students' misconceptions or struggles for ways to respond to them because of lack of knowledge necessary to help students overcome those difficulties. Brickhouse (1990) also indicated that the concept of PCK makes teachers to be aware of students' differing needs so that they can respond appropriately. Experienced teachers appear to have developed a conceptual framework grounded in the knowledge and beliefs about the subject that they teach. Subject matter, teaching and learning are interrelated in a coherent manner, while their teaching behavior seems consistent with this framework. Goe and Stickler (2008) also noted that there are several reasons why students find learning difficult during teaching and learning. Hence, teachers should be knowledgeable about each type of difficulty. For some subjects, students find the topics they are learning difficult, because the concepts are very abstract

and they lack any connection to the students' common experiences. Teachers need to know which topic falls into this category and what aspects of these topics students find most inaccessible.

Major and Palmer (2006) indicated that PCK involved knowledge of students, content, teaching, strategies, and purposes but does not indicate teachers' knowledge about learners. Boyd, Grossman, Lankford, Loeb and Wyckoff (2006) posit that studies of specific learning difficulties and students' conceptions with respect to specific topics are of particular interest; PCK encompasses understanding of the difficulties of conceptions and focuses on teachers' representation and instructional strategies to overcome students' misconception. It is this aspect of PCK that constitutes the thrust of the present study. However, the focus of the study is on how exactly teachers' knowledge about learners is closely related and influential to the teaching and learning process. The findings of an intensive study conducted by Betts, Zau and Rice (2003) revealed that teachers' knowledge of the topic, strategies for teaching, or knowledge of problem difficulty did not correlate to student achievement, but teacher knowledge of students did correlate.

2.2.3 General pedagogical knowledge

The strategies or methods that are employed represent general approaches to or overall schemes for enacting instruction in a particular subject. Teachers therefore need to be knowledgeable about such strategies that are involved in the subject that they teach. Goe and Stickler (2008) noted that, representations are ways that teachers use to represent specific concepts or principles in order to facilitate student learning, as well as teachers' knowledge of the relative strengths and weakness of particular representations. According to other educationists including Darling-Hammond (2000) intimated that besides PCK of materials and activities that interact with knowledge of students' naïve ideas, teachers need teaching strategies that promote alternatives in those ideas. He however did not bear in

mind that the PCK materials and activities differ from teachers' methodology in the classroom.

Boyd et al. (2006) posit that experience alone cannot lead to professional development nor can explication of a theoretical principle. Practical experience can be achieved via classroom practice supplemented by analysis of cases that provide realistic, contextualized exemplars of research-based principles of effective teaching. The knowledge and beliefs about teaching a particular subject serves as a conceptual map which guides instructional decision about issues such as daily objectives, the content that has to be taught, the use of text books, students' assignment, other curricular materials and the evaluation of students' learning (Maphoso & Mahlo, 2015, Darling-Hammond, Holtzman, Gatlin & Vasquez Heilig, 2005).

Derry, Wilsman, and Hackbarth (2007) also found that, twelve teachers took a graduate level course, the workshop and course involved conflicting case studies. Two assessments were given to all participants: one about content and PCK and another about analyzing student work. The results showed that the workshop and course helped increase teacher PCK by causing them to reflect on why students got answers correct or incorrect instead of just grading for right or wrong answer. Their findings were very good but they did not show how teachers' methodology affects the teaching and learning process.

Further findings from Baffour-Awuah (2011) and AlHarbi (2018) also indicated that teacher education programs sought to provide teachers with discrete amounts of knowledge, "usually in the form of general theories and methods that were assumed to be applicable to any teaching context" (p. 24). Much as the two researcher's findings are good, they did not show the implications of teachers' methodology to the teaching and learning process. Buddin and Zammarro (2009) reported that teacher commitment is closely connected to teachers' work performance and their ability to innovate and to

integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement in school.

This researcher's observation is good, but it may not be the case in the context of senior high school in Ghana, because Mutchler (2005) indicated that factors influencing teachers' methodology center on their culturally and or ideologically-based dedication to making a difference for students and on their willingness to devote personal time and energy outside their classrooms to take action on that method. While Mutchler (2005) report so, he actually does not indicate the actual influence of teachers' methodology on teaching and learning process.

Activities include problems, demonstrations, simulations, investigations, or experiments that can be used to help students comprehend specific concepts or relationships. PCK of this type includes teachers' knowledge of the conceptual power of a particular activity; that is "the extent to which an activity presents signals, or classifies important information about a specific concept or relationship" (Magnusson et al., 1999, p. 113). Hence, while many studies show methodology of teaching as an important factor in teaching and learning, others (Namutebi, 2006; Mutchler, 2005) do not show any, suggesting that the correlation between these two is far from certain hence the need for this study to test the correlation between teachers' methodology and teaching and learning process in senior high schools in Tain district.

2.2.4 Curriculum knowledge

By curriculum knowledge, Kimani, Augustine, Kara and Njagi (2013) intimated that it means the information on various aspects of his or her subject area which can be simply referred to as the syllabus. This information includes the various levels at which his or her subject operates. It covers the largest level which in the case of English may be referred to as the social sciences at whatever educational level that the subject is being

taught. Curriculum knowledge on the lowest level also covers areas such as the various units, lessons and topics in English.

In addition to the above, the English teacher should know the recommended textbooks, teachers' manuals handbooks, etc. According to Ministry of Education (1994), material resources such as textbooks, stationery, furniture, equipment and recreational facilities are essential to effective education and also positively influence academic performance. As Adedeji and Owoeye (2002) indicate, availability of physical material resources is of importance to any educational endeavour. They point out that adequate school building, classroom furniture and other instructional facilities are imperative for the attainment of any educational objectives

2.2.5 Knowledge of learners and their characteristics

According to Prestage and Perks (2000), classroom events, professional traditions, practical wisdom and learner knowledge make up the factors which may affect teacher knowledge. The model sets the teacher as the focus of attention, since the learner relates not only content knowledge but also to the way they were taught as learners. According to Prestage and Perks, teachers' knowledge must not only encompass learners and their characteristics but should involve other factors in and out of the classroom. From the diagram below, the teachers' knowledge includes professional traditions; learner knowledge includes professional traditions, learner knowledge (such as age, learning abilities, and their background) and practical wisdom.

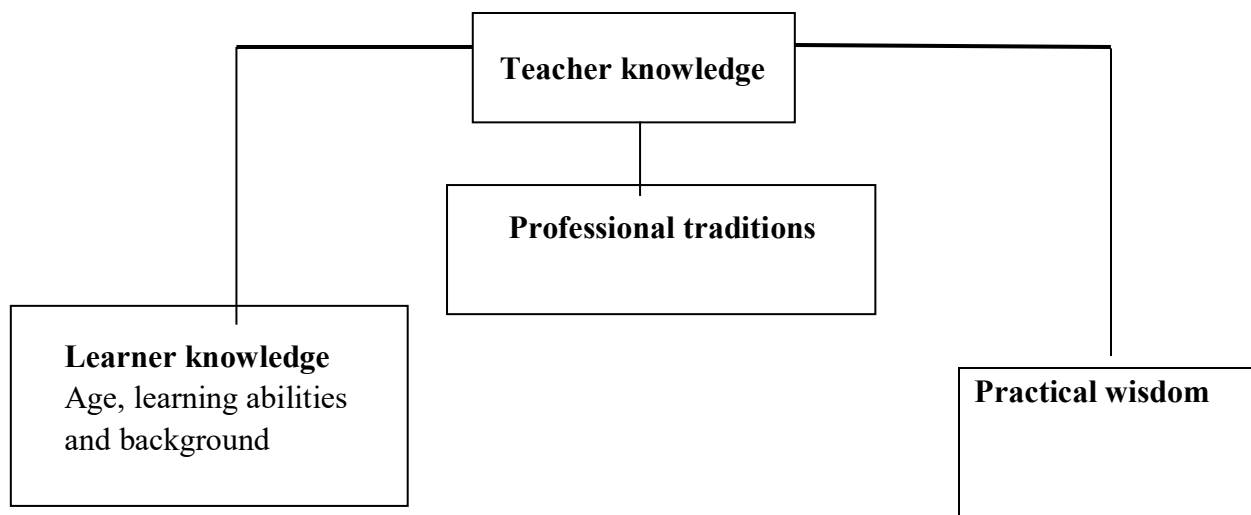


Figure 2: A model explaining teacher’s knowledge of learners and their characteristics by

Source: Prestage and Perks (2000)

2.2.6 Conclusion and implications

This chapter was devoted to review of related studies with primary focus on the instrumentality of teacher’s professional qualification in facilitating students’ academic development. It also delineated on the connectedness of teacher’s professional qualification and student’s achievement in the English language. As a subject, English should be taught with optimal qualification and competence to the end of preparing student to survive in the real world through effective communication. The review shows that teachers are primarily responsible for this task and can only be attained via sound professional qualification. It delineated various ways in which the teacher, as the central figure to students’ performance, can augment professional touch in the context of the concept of teaching and Shulman’s model of pedagogy. Shulman’s model of pedagogy plays a major role in enhancing the competency of a teacher.

Several extant studies were reviewed with the aim of underscoring the relevance of the concept of pedagogical content knowledge and general approach to the teaching and

learning of English. The chapter cited some studies demonstrating the potency of teachers' professional qualification and adoption of appropriate methodology towards the teaching and learning of English. This improves students' academic development and eventual performance in the English language as a subject.

The study highlighted certain gaps in knowledge alongside contradictory evidence gaps especially in respect of teacher's pedagogical competency. These gaps is as a result of the dichotomy of opinion among researchers, linguists and educationists on what constitute teachers' knowledge or professional competency and the extent to which it can impacts or influence students' academic achievement in English. Certain studies examined revealed that both qualitative and quantitative approaches were relevant in carrying out the research because it facilitated collection of reliable data for the purpose of analysis. Moreover, it also helped the researcher gather rich data since elicited information will be retrieved via triangulation due to the use of the two paradigms (qualitative and quantitative research approaches). As a result, the study will adopt both qualitative and quantitative approaches in view of its appropriateness to the resolution of research problem and relevance in fast tracking the achievement of the focus of the study through triangulation and collection of balanced and rich data.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter documents what methodology entails and the type I have adopted for the study. It comprises research design, population, sample and sampling procedures, research instruments, data collection procedure and data analysis procedure.

3.1 Research Methodology

Methodology is the theory of how research should be carried out, including the theoretical and philosophical assumptions upon which research is based as well as the implications of these paradigms for the method adopted (Saunders, Lewis & Thornhill, 2007; Creswell & Poth, 2018; Mohajan, 2018). Methodologies, according to Delaney (2014) and Tuffour (2017), deserve critical reflection since they determine the data collection and data analysis and ultimately, the types of contribution to knowledge that findings claim to make. This part of the work will look at the research approach, research design, and population to be studied, data collection methods and how data will be analyzed.

3.2 Research approach and design

Research design is a set of activities that guides the researcher in the process of collecting analyzing and interpreting relevant information or data (Creswell, 2014; Creswell & Poth, 2018; Mohajan, 2018). Thus, it is an overall plan for gaining answers to the research questions or problems as it provides the procedural outline for any investigation (Creswell, 2009). The study design employed for the study was a descriptive survey which deals with descriptive technique to assess teacher professionalism and in relation to the teaching and learning of English and its connectedness to students' academic performance in English. This assessment was done

in selected SHS in Jeddah comprising both urban and peri-urban areas of the city. According to Sarantakos (2005), descriptive research involves collecting data in order to test hypothesis or answer research questions concerning the current status of the subject of study. Descriptive research, according to Rubin and Babbie (2001), also seeks to portray accurately the characteristics of a population, attempting, usually to make generalizations about the attribute of that population.

In their study, Fraenkel and Wallen (2000), Tuffour (2017) and Mohajan (2018), also noted that where there is confidence that the sample is representative of the population, descriptive study is the most appropriate. The descriptive survey determines and reports the way things are. In descriptive research, accurate description of activities, objects, processes and persons is the objective, (Tamakloe, Amadahe & Atta, 1996; Sarantakos, 2005; Creswell & Poth, 2018). Sarantakos and Creswell and Poth also noted that research is not a fact finding per say; in fact, there is considerably more to the descriptive research than just asking questions and reporting answers.

An advantage of descriptive design is that it has the potential of providing a lot of information from quite a large number of individuals. Since a large number of respondents were to be measured and tested, I strongly felt it is necessary to use the descriptive survey so as to facilitate my effort to obtain a general focus of the study. Also, descriptive survey would be suitable for this research since it will adopt measures of central tendency to collect, report, summarize and analyze effectively. With this method, it will be possible to describe and adequately evaluate teachers' competencies in teaching English and aptly describe the influences of these qualities on the teaching and learning of English within the study area.

3.3 Study Area

Jeddah is a popular city in the Western Region of Saudi Arabia, at the Red Sea Coast as depicted in Figure 3. In recent times, Jeddah underwent major increase in urban growth. Population in the city grew from 147, 900 in 1964 to 3,430,697, according to population census for 2010 in Saudi Arabia. Presently, according to Edarabia (2019), there are about 4,276,000 people in Jeddah.

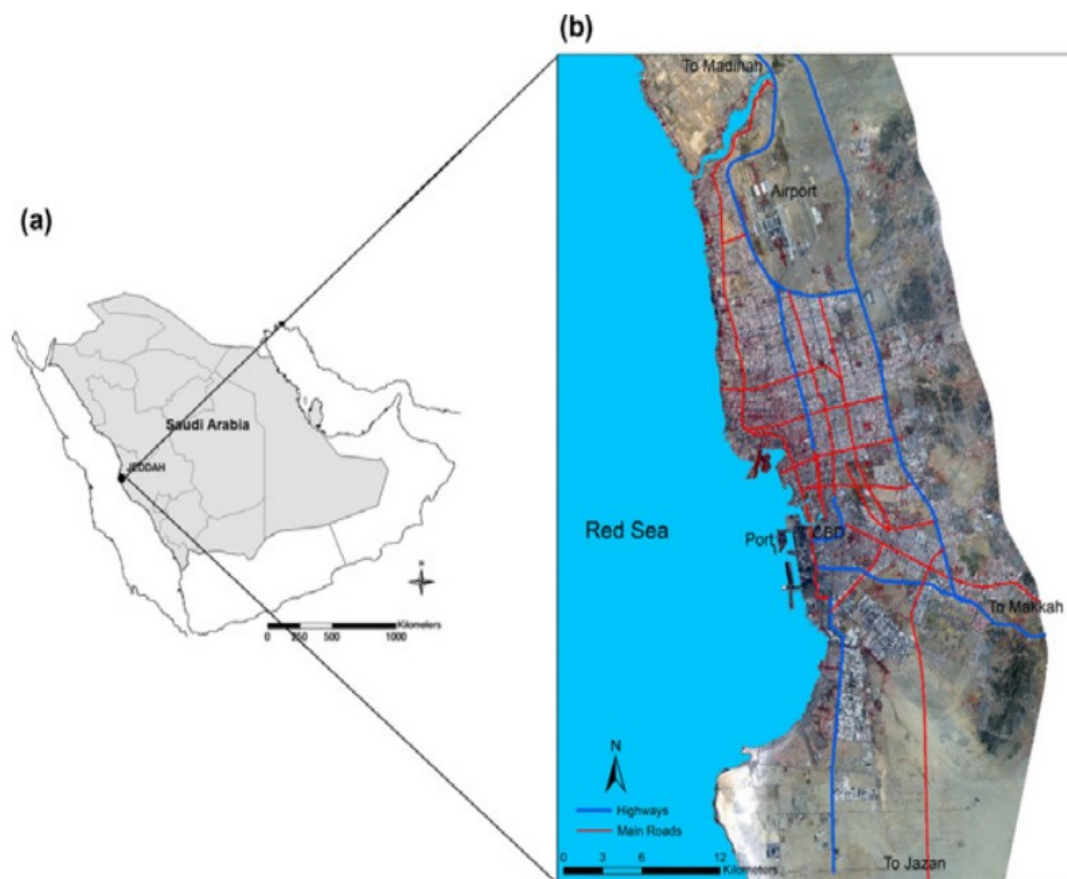


Figure 3: Study Area (Jeddah, Saudi Arabia)

Source: Edarabia (2019)

This made Jeddah the largest city in Makkah Province as well as being home to the largest sea port in Saudi Arabia. With these demographic and economic characteristic of Jeddah,

several expatriate have been attracted to the city with concomitant increase in the number of public and private schools. Secondary schools both public and private are also springing up to prepare school children for smooth transition to adult life. Hence, Jeddah is an appropriate location and forms the nexus for the study in view of its reputation as an economic beacon for the country as well as citadel of learning endeavor.

3.4 Population

Population refers to the group of people who have one or more characteristics in common that are of interest to the researcher, from which he/she collects data from. According to Rubin and Babbie (2001, p. 247), population is defined as the “theoretically specified aggregation of study elements’. The population for this study was made up of the target population and accessible population. The target population covered both English teachers and students in Jeddah. Target population for teachers totaled 500, while students totaled 3,500. However, the accessible population was 150 for teachers and 1020 for students. Accessible population was influenced by logistic reasons. Most of the secondary schools are scattered around the city with some being located far away from the researcher and difficult to access. Hence, the accessible population was in proximity to the location of the researcher thereby easing the cost of transportation as well as accentuating the richness of data collection (Coltart, Henwood, & Shirani, 2013; Beck, 2019; Poth, 2019).

3.5 Sample and Sampling Procedure

A sample consists of a carefully selected subset of the unit that comprises the population. According to Osuala (2005), sampling involves taking a portion of the population as a representation of the entire population. Thus, sampling can also be the process of selecting a portion of the population to represent the entire population. Three main advantages of sampling are that the cost is lower, data collection is faster and the possibility of ensuring homogeneity as well as improving accuracy and quality of the data

since data set is smaller (Creswell & Poth, 2018; Mohajan, 2018; Beck, 2019). The schools selected for the study differed in size, type and location and were identified only as co-educational schools.

Non-probabilistic sampling technique was employed for the selection of ¹English teachers and schools for the study. In this sense, purposive sampling technique was used to select thirty (30) teachers from 10 schools within the researcher proximity and host participants' representative of co-educational secondary schools in Saudi Arabia. However, a probabilistic sampling technique was employed in the selection of students from the ten schools. By means of Stratified Sampling Technique, a sample size of 100 students offering English was selected as participants for the study. The selection of students for the study was done based on Neuman (2006) criteria for determining the sample size for a given population. He indicated that for a population of 1000 or more, 10% of the total population is used. However, for a population less than 1000, 30% of the population is used. The use of probabilistic and non-probabilistic methods of sample selection paved way for triangulation. Sarantakos (2005), Creswell (2008), Creswell and Poth (2018), and Mohajan (2018) posited that triangulation entails integration of two opposing methods in a single study for data collection purposes, of which, the weakness inherent in the two methods are seamlessly catered for with concomitant collection of rich and well validated data. Triangulation will also foster the collection of data reflective of the diverse range of senior high schools in the region (Jeddah). It also aided the selection of participants' representative of the target population.

Lottery approach to stratified sample selection was adopted by the researcher for selecting the students. I developed a sampling frame which consisted of an alphabetical list of names of students in each of the schools selected. The names listed in the sampling

¹ It was difficult selecting the teachers since some decline participation, while several others were very busy and found it difficult to participate in the study.

frame were substituted with numbered papers so that each paper corresponded to a name of students. The papers were put in a container and mixed thoroughly and were randomly removed one by one without replacement. The number of any selected paper was registered to correspond to a students' name. This process continued until the required number of students in each school was reached. The method was repeatedly used until all 100 students were selected.

3.6 Research instruments

Research instrument are various means and techniques of getting raw information or data from the population. The instrument used in this particular study was set of questionnaires. This was well structured and directed towards retrieving the best possible information from the participants. The questionnaires were on dependent variables prior to research questions. The dependent variable (teaching and learning relationship) was also broken down into twenty-six questions of which twenty (20) of the questions required the respondents to do self-rating based on the Likert scale whereby: 5 Represented Strongly Agree; 4 for Agree; 3. for undecided; 2 for Strongly Disagree and 1 for Disagree, where necessary, they were requested to tick. The six remaining questions were meant for teachers to respond either yes or no and comment where necessary.

Polit and Hungler (1995), Sarantakos (2005), and Creswell (2014) maintain that the Likert scale is the most widely used scaling technique. It is particularly used as a means of studying influences and impact of a phenomenon on subjects (Sarantakos, 2005; Mohajan, 2018; Poth, 2019). Similarly, Lehman and Mehrens (1991) and Creswell & Poth (2018) indicated that the Likert scale appears to be the most popular method of measuring subjects' feeling and stated further that it is easier to construct and score than the Thurstone and Guttman scales. Further the Likert scale produces more homogeneous scale; allows subjects to indicate the degree or intensity of feelings and permits greater

spread of variance. In terms of return rate, the Likert scale has more advantage to open ended questions (Sarantakos, 2005; Mohajan, 2018; Poth, 2019).

3.7 Validity and Reliability of the Instrument

To ensure validity and reliability of the questionnaire, the set of questionnaires was submitted to the researcher's supervisor, who is an expert in teaching and learning of English language for her appraisal. She painstakingly perused the questionnaire and provided appropriate input in relation to the content, construct, and face validity of the instruments. Suggestions made were incorporated to refine the content and improve the questionnaire.

3.8 Data Collection Procedure

Before the actual data collection was done, I embarked on a preliminary survey of all participating Co-Educational Secondary Schools that were selected. This paved the way for me to familiarize myself with the schools and also to give advance information to the heads of such schools concerning the purpose of the exercise. The questionnaires were hand-delivered personally to each of the participants. Prior to data collection, I obtained appropriate documentation supporting the collection of data from the various schools. This helped school heads to know the objectives and the significance of the research exercise. Due to their high level of education, understanding of research matters, and being earlier informed about time and duration of the study, it was relatively easy for the teachers to complete the questionnaires within 15 minutes individually. The students were provided ample instructions concerning how to complete the questionnaire. After giving guidelines on how to complete the instrument, I issued copies of the questionnaires to the students in their various schools to complete. Each student was given 25 minutes to complete and return the filled questionnaire.

3.9 Data Analysis Procedure

The data retrieved from the field were sorted, coded and entered into the Statistical Product for Services Solution (SPSS), version 21. Data analysis was done in relation to the three research questions formulated for the study. The data collected from the administration of the instrument were analysed using descriptive statistics and independent samples t-test methods of data analysis. The two questions were answered using descriptive statistics through the use of percentages, frequency and tables. On the other hand, inferential statistics in the form of Pearson's Product Moment Correlation Coefficient was employed in the resolution of research question three.

With the inferential statistics, it was possible to ascertain whether there is any type of relationship existing between English teachers' professional qualification and students' achievement in the English language. Statistical Product for Services Solution (SPSS) version 21 facilitated the computation of results. The aggregate conjecture of the data assisted the researcher to arrive at a reliable and well-validated result concerning the impact of teachers' professional qualification on students' academic achievement in English.

3.10 Ethical Considerations

Each of the participants of the study received an introductory letter requesting for their cooperation in providing the required information that will be relevant to the focus of the study. The participants were assured of confidentiality, anonymity and given the information that the findings of the study will be used for academic purposes only. The researcher will also ensure that respondents will not be coerced to participate and will inform them about the procedures involved in research and therefore elicit their consent to participate.

The researcher will maintain logical objectivity throughout the study. Every respondent involved in the study will be entitled to the right of privacy and dignity of treatment. No personal harm will be caused to respondents in the research. The research will employ all avenues and opportunities to ensure that all issues that are considered unethical in context of the study are addressed. Questions to be included would be ethically considered to avoid personal sensationalism and sentimentalism.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The present chapter focuses on the analysis of responses and discussion of the research findings. Presentation was done under two broad headings. The first section covers an analysis of demographic data of the respondents. The second part dwells on answering the research questions. The results and discussions were centered on the relationship between English teachers' professionalism and students' academic achievement in the Senior High School in Jeddah, Saudi Arabia. A sample of sixty-eight (68) students responded to the questionnaires. Additionally, a sample of twenty-four (twenty-four) teachers participated in the study. The researcher faced a lot of challenges collecting from the selected participants. Some of the students were diffident in participating while some of the teachers were unavailable due to tight schedule and other duties. Notwithstanding, ample information was retrieved from participants as indicated above, and their views are presented in the section that follows.

Table 1 shows the gender distribution of the respondents involved in the study. Gender is an important social, cultural and psychological construct, which describes the expected attitudes and behaviours a society associates with sex. Item 1 in Table 1 indicated that 16 (67%) of the respondents were males whilst 8 (33%) were females. Male dominance, as shown in the statistics, is attributable to the fact that the number of females working in the formal sector in Saudi Arabia is less than the number of males (Hennekam, Ali, & Syed, 2018; Varshney, 2019). Hennekam et al. (2018) and Varshney (2019) posited that stereotypical norms perpetuated by cultural settings, deeply embedded traditions, and other challenges. limits women participation in the formal sector of the economy. For

example, Hennekam et al. (2018) indicated that many women are kept as housewives, and several others are deprived of formal education.

Table 1: Teachers' Personal/Demographic Data

S/N	Item	Options		
		Item	Frequency	Percentage%
1.	Gender	Male	16	67
		Female	8	33
	Total		24	100
2.	Age	Below 25 years	0	0
		26-30	4	17
		31-35	8	33
		36-39	12	50
		40 and above	0	0
	Total		24	100
3.	Teaching experience	1 – 5yrs	8	33
		6 – 10 yrs	12	50
		11 – 16yrs	4	17
		17 – 21yrs	0	0
		22yrs and above	0	0
	Total		24	100

n=24 (Source: Fieldwork, 2020)

From Table 1 (item 2), the indication is that several of the respondents, 12 (50%) are between the ages of 36 and 39 years, and 8 (33%) are within the ages of 31 and 35 years of age respectively. Careful study of the Table 1 revealed that 4 (17%) of the respondents is within 26 – 30 years of age. In effect, considering the statutory retirement age for public and private institution workers in Saudi Arabia, many of the respondents are still very young and are having very long and fruitful years of service ahead of them. As a result, they have ample opportunity to contribute tremendously to national development via the education of its youth.

Item 3 in Table 1, revealed that several of the respondents, 12 (50%) have had within 6 to 10 years of working experience, while minority 8 (33%) have had within 1 to 5 years of working experience as an English teacher. From the statistics above, it could be seen that the selected schools are equipped with qualified teachers who are legally and professionally qualified to handle classroom instruction. In summary, Table 01 revealed that there are more male teachers (67%) than females (23%), most of the teachers are between 36 to 39 years of age (50%) at the zest of their youthful vigor. Table 01 also revealed that several of the teachers (50%) have had much (6 – 10years) working experience as English teachers in their respective schools underscoring high level of contribution to the education of Saudi Arabian youths in this language that its sun never set.

Table 2: Students' Personal/Demographic Data

S/N	Item	Option		
		Gender	Frequency	Percentage%
1.	Gender	Male	36	53
		Female	32	47
	Total		68	100
2.	Age	12-15 years	23	34
		16-20	42	62
		21-25	3	4
	Total		68	100

n=68 (Source: Fieldwork, 2020)

Statistics in Table 2 vividly portray students' demographic data. Item 1 revealed that 36 were male students representing 53% of the respondents and 32 female students representing 47% of the respondents, made responses to the study. This means, the male students are more than the female students. The reason for this disparity in gender is

attributable to the prevailing stereotypes in the Saudi Arabian society. Consistent with this finding is the result of a study by Forwerk (2017) that though the huge gap in gender disparity in Saudi Arabia's literacy rate is gradually closing in, boys enrolled in schools are higher in percentage in comparison to girls enrolled. Similar to Ghana, religious sentiment and socio-cultural orientation (Alhassan, 2011; Amaoteng, 2013; Forwerk, 2017; Hennekam et al., 2018; Varshney, 2019) influences the enrolment rate of girls in schools. Szalavitz (2013) posited that women are underrepresented in public schools because several may have been affected by the belief that women cannot do well in school, they are meant to cater for a family and support their husband although such belief has been disproved by several studies.

Item 2 in Table 2 clearly shows that out of the 68 respondents drawn amongst the students, 42 (63%) were between 16 to 20 years of age, whilst 23 (34%) of the respondents are between 12 to 15 years of age. Additionally, few 3 (4%) of the respondents were within 21 – 25 years of age. These computations underscore the fact that most of the respondents were of age and possessed the required characteristic needed for the study especially in relation to the ability to comprehend information in the questionnaire and proffer rational answer to fast track the result of the study. In a nutshell, Table 2 has shown that majority (53%) of the students are males. Item 2 in Table 2 also indicated that majority (62%) of the students are between 16-20 years of age, implying that they are capable of providing rational answers to enrich the findings of the study.

There are three research questions in this section and respondents responded 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree' to the statements under the research questions. For clarity purpose, responses to 'Strongly Agree', and 'Agree' statements were collapsed into the 'Agree' category whilst those of

‘Strongly Disagree’ and ‘Disagree’ were placed in the ‘Disagree’ category. As a result, there are three categories for the Tables 3, 4 and 5: ‘Agree’, ‘Undecided’ and ‘Disagree’. Other questions not requiring ‘Agree’, ‘Undecided’ and ‘Disagree’ were answered appropriately as depicted in Table 3.

4.1 Level of English teachers’ content knowledge in Senior High School.

The essence of this question was to assess the pedagogical knowledge base of the teachers as they instruct students in the classroom. Are these teachers handling the teaching and learning of English to maximally impact ample knowledge to students? Are appropriate means and tools employed in the process of teaching and learning? Though opinions of the teachers are very relevant to the study, students’ opinion is highly relevant since it serves the useful purpose of triangulation. Students’ opinions were used to critically examine the authenticity of teachers’ responses regarding their (teachers) content knowledge in the selected senior high schools. Both teachers’ comments and student’s responses are presented below.

A closer examination of teachers’ comment revealed that 23 (96%) often uses teaching and learning materials such as computers, Intelligent Interactive Electronic White Board, Compact Disks (CDs), and the Internet during teaching and learning process. However, 1 (4%) indicated that she often encounter problem using TLMs due to unavailability and those available may not relate to the topic being discussed. Students’ responses tally with teachers’ comment regarding the use of teaching and learning materials. In Table 3 (Item 1), students’ responses revealed that majority 62 (91%) of the respondents agree with the notion that English teachers in their school uses teaching and learning materials during English lessons, while only 6 (9%) of the respondents disagreed with the notion.

Table 3: Students' Perception of Teachers Pedagogical knowledge of teachers

Statement	Agree		Undecided		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. My teacher uses teaching and learning materials during English lesson	62	91	0	0	6	9	68	100
2. My teacher's teaching and learning materials always relates to the topic being taught in English	59	87	2	3	7	10	68	100
3. My teacher involves the class in discussion in English lessons	24	35	0	0	44	65	68	100
4. My teacher distributes questions fairly during lesson	63	93	0	0	5	7	68	100
5. My teacher encourages individual and group learning in English lessons	6	9	8	12	54	79	68	100
6. My teacher allows students to ask questions in English class	15	22	8	13	45	66	68	100
7. My teacher cites examples in English lesson that relate to things students are familiar with.	64	94	0	0	4	6	68	100
8. My teacher does not rush students through the lesson during English lessons	61	90	2	3	5	7	68	100
9. My teacher relates topics in English to our experiences	68	100	0	0	0	0	68	100

n=68 (Source: Field Survey Data, 2020.)

This means, most of the teachers are result oriented in their teaching. Using teaching and learning material has several advantages in passing vital information on the subject to students. This finding is in consonance with the result of studies by Osambo (2015) and de Souza, Richter and Nel (2017) that teaching aids supplement verbal instructions and make learning permanent. Teaching aids also give vividness to the learning situation by making abstract ideas concrete and thus facilitating the teaching and learning process. Teaching aids, according to Osambo (2015), also helps student in developing skills necessary to visualize the topic being discussed with lasting impression on their minds.

Perusal of teachers' comment reveals that majority 21 (88%) are very familiar with TLMs and freely incorporate its usage in classroom discussion based on its relatedness and relevance to the lesson. However, 3 (4%) indicated that though they use TLMs, they find it difficult at times to get the one that suits some of the lessons. Students' responses in Table 3 (Item 2) shows that most 59 (87%) of the respondents agreed with the notion that their English teacher uses Teaching and Learning Materials (TLM) relating to the topic being taught, while 7 (10%) disagreed with the notion. Though, few 2 (3%) were undecided regarding this question, statistics from this section of Table 3 shows that most of the students concur with the notion that their teachers are using TLM's aright.

Findings of the study reveal that majority of the teachers employ TLMs that suits the lesson being taught during classroom discussions. This result is in agreement with the expressions of Gardner (2010), Kidwell (2015) and Nantwi (2016) that proper use of teaching and learning materials is useful in creating a lasting impression on student's mind because a picture is far better than thousand words. This allows students to visualize the topic in their minds' eye and quickly relate it to the content of the material thereby buoying their interest in the topic.

Most of the teachers 18 (75%) indicated that they adopted student-based approach to classroom discussion by actively engaging students during teaching and learning. However, 8 (25%) prefers expository approach because they feel it is the most suitable for their classroom. For this section of the analysis, students' response is in sharp contrast from teachers' comments. For example, in Table 3 (Item 3), majority 44 (65%) of the students indicated that most of the English teachers do not often involve the class in discussion in English lessons. However, 24 (35%) agreed that the teachers do involve them in classroom discussion. For this segment of the analysis, there is disparity in the responses of the teachers and students.

Critical examination of the findings above revealed that reveal that even though most of the teachers claimed that they employ participatory approach to study. However, students, at the receiving end, felt they often use expository than participatory approach. In effect, as professional teacher they knew the importance of participatory approach, but, as some of the teachers indicated, they find it difficult to implement due to certain difficulties during classroom discussions. While expository approach is known to have certain benefits, Agbulu and Idu (2008) asserted that participatory approach deals with testing to know whether learning experiences are perfectly taught to students. In this sense, students are asked questions when the lesson is on-going which acts as check and balance in correcting the teaching-learning style and aid repositioning by the teacher during the course of delivering teaching in the classroom. Efforts should be made to effectively implement participatory approach in the classroom.

In their comments, majority 19 (79%) of the teachers indicated that they encourage individual and group learning through homework and assignments, the remaining 5 (21%) indicated they encounter difficulty in this regard. Once again, students' response differs from teachers' comment. In Table 3 (Item 5), majority 54 (79%) of the students indicated

that their teachers do not encourage individual and group learning, while minority 8 (12%) were undecided regarding this matter. Noteworthy is that few 6 (9%) of the respondents indicated their teachers encourages individual and group learning. Though, the teachers claimed that they encourage individual and group learning, evidence on the ground as indicated by majority of the students proved otherwise. There is contradictory evidence gap between teachers' comment and responses of the students.

Notwithstanding, Kidwell (2015) underscores the fact that the adoption of participatory approach to classroom discussions often create learning environments where students are active participants as individuals and as members of collaborative groups. She further stated that a highly effective teacher uses student work/data, observations of instruction, assignments and interaction with colleagues to reflect on and improve teaching practice. The entire 24 (100%) group of English teachers selected for the study commented that they often cite practical and easy-to-understand examples during classroom discussions. A closer study of the statistics in Table 3 (Item 7) reveals that majority 64 (94%) of the students agreed that their English teachers cite examples in English lesson that relate to things students are familiar with, while minority 4 (6%) of the students ticked "undecided" in their response. This means that the teachers employ practical approach to teaching and learning via easy-to-understand examples bearing on the chosen topic being discussed. Commenting on the advantage of such approach, the American Association for the Advancement of Science (1990), Al-Zoubi (2018) and Chong (2018), stated that concrete examples or experiences are most effective in facilitating understanding concepts, symbols and logical reasoning thus creating lasting impression in the minds of young people.

Majority 23 (96%) of the English teachers indicated that they often relate classroom lessons to students' experiences outside the perimeter walls. However, one (4%)

refrains from commenting on the issue. In their response to question 9 in Table 3, all 68 (100%) of the students indicated that their teacher relates topics in English to their everyday experiences. This means, the teachers connect each classroom discussion to day-to-day activity. In effect, these teachers align each classroom discussion or lessons to everyday activity within their community thus showing a high level content knowledge of the English language curriculum. This type of approach to teaching, according to Gardner (2010), Kidwell (2015), and Nantwi (2016) makes for enjoyable and healthy classroom discussion, because students can relate topic being discussed with previous knowledge leading to in-depth understanding of the subject matter.

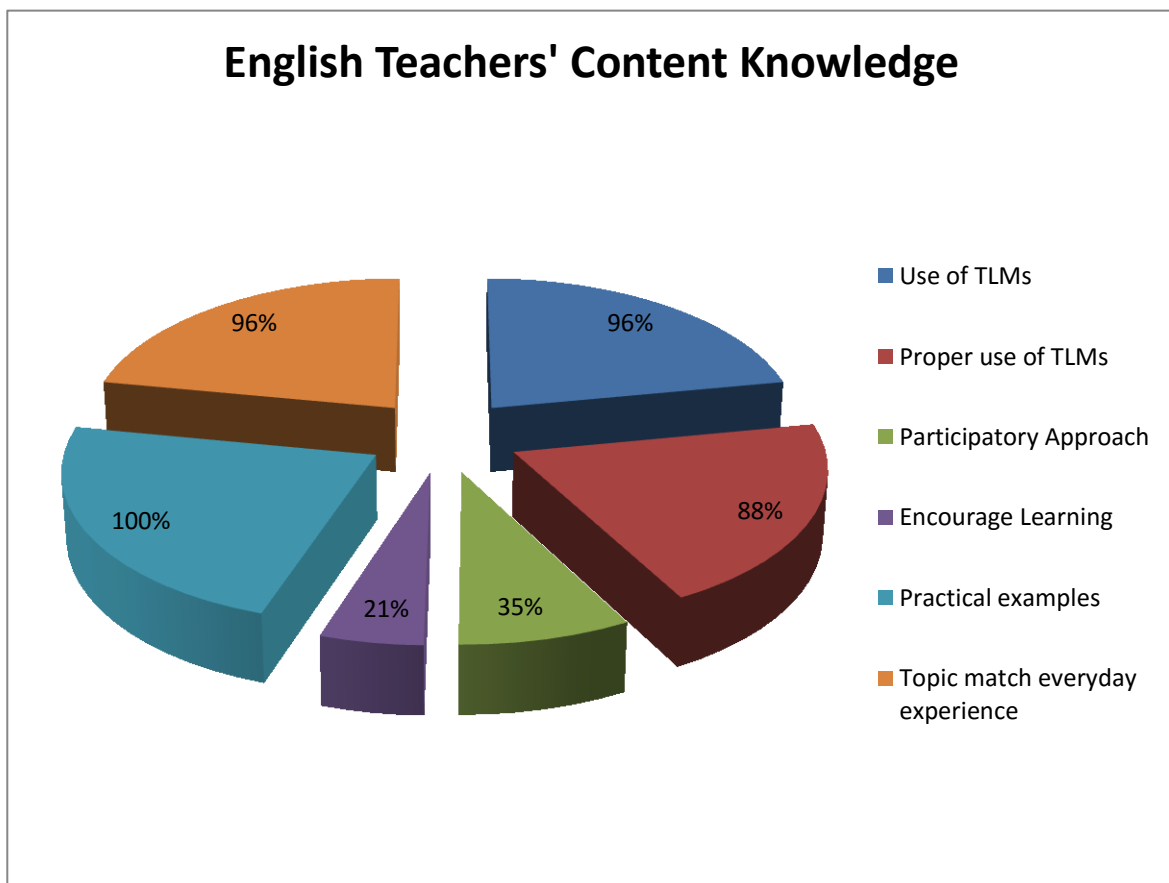


Figure 4: English Teachers' Content Knowledge

Source: Field Survey (2020)

In effect, as depicted in Figure 4, findings emanating from the study revealed that the teachers exhibited high level of content knowledge of English language. For example, English teachers scored 100% in teaching students with practical and easy-to-understand examples; they also scored 88% in the proper use of TLMs to aid understanding. However, teachers scored 21% and 35% in encouraging learning and implementing participatory approach respectively. These finding tallies with Osambo (2015) and de Souza et al. (2017) in the context of teachings aids, Kidwell (2015) and Nantwi (2016) regarding proper use of teaching aids, Agbulu and Idu's (2008) expression in connection with participatory approach and the American Association for the Advancement of Science (1990), Al-Zoubi (2018) and Chong (2018), concerning the use of concrete and practical example to highlight lesson objectives.

4.2 Extent to which Senior High School English teachers know their learners and their characteristics

The compelling reason for this question is to ascertain the level of familiarity existing between English teachers and their learners coupled with deciphering the extent to which English teachers know the characteristics of each learner in their class. What impact does knowing the learners and their individual characteristics have on their level of achievement in English? Are the teachers in the selected schools measuring up in this regard? Comments of the teachers were critically examined in the light of students' responses for the purpose of triangulation. Comments of the teachers are stated below. Responses of the students are also captured in Table 4:

Table 4: Teachers' familiarity with students

Statement	Agree		Undecided		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. My teacher calls students from all angles during teaching and learning English	63	93	0	0	5	7	68	100
2. My teacher organizes extra classes for students who do not understand concepts in English class	15	22	2	3	51	75	68	100
3. My teacher takes time to explain English concepts to students that do not understand.	61	90	0	0	7	10	68	100
4. My teacher makes English lessons more practical.	64	94	2	3	2	3	68	100
5. My teacher always makes English lessons interesting and motivational.	59	87	0	0	9	13	68	100
6. My teacher always refers students with peculiar problems to the school headmaster.	18	26	8	13	42	61	68	100
7. My teacher frequently changes sitting positions of students in the classroom.	58	85	0	0	10	15	68	100
8. My teacher respects students' opinion in class.	12	18	4	6	52	76	68	100
9. My teacher directs certain questions to certain students during lessons	60	88	0	0	8	12	68	100

n=68 (Source: Field Survey Data, 2020)

In their comments, majority 20 (83%) of the teachers posited that they often vary their questions and lessons objectives to account for students with lower rate of

assimilation and to ensure that each of the student grasps what is being taught. However, 4 (17%) of the teachers refrained from saying Yes or No to the question. In Table 4 (item 1), majority 63 (93%) of the students' responses was in consonance with teachers' expression and they agreed that English teachers in their school often calls students from all angles during lessons, while few 5 (7%) of the respondents indicated otherwise. This means most of the students are aware that their teachers do not limit individual participation of the student to only a selected few, but try as much as possible to involve all.

Regarding participation in classroom lessons, Melissa (2010) indicated that teachers should direct questions to specific students and distribute turns around the room. This method will increase the number of students participating in the lesson and will mitigate the possibility of hyper-verbal students to dominate classroom discussion. Most 21 (88%) of the teachers commented that they often take their time to explain difficult concepts in English lessons. Few 3 (12%) indicated that it is sometimes difficult to explain difficult concepts due to their busy schedule. Critical examination of information in Table 4 (item 3) clearly shows that most 61 (90%) of the students' response tally with their English teachers since they concur with the notion that their teacher often takes time to explain difficult concepts in English lessons. Notwithstanding, few 7 (10%) disagreed with the notion. Taking time to explain difficult concepts during the course of a lesson, according to Sherrington (2013), are at the core of a great teacher's skill-set. Teachers who explain things well, making the complex simple, score highly as Great Teachers because their exposition catalyzes the learning process for the entire student through the clarity and conciseness of their explanation. According to Sherrington, this can be achieved by making connection from abstract ideas to everyday life, showing what is being taught in action as a form of walk-through, using models, pictures, and analogies, setting a depth gauge and doing reciprocal teaching.

Majority 22 (92%) of the English teachers indicated that they strive to always make the class interesting and motivational, while few 2 (8%) indicated that some of their students are uncooperative so they tend to be very strict so as to maintain a conducive atmosphere for the study. Responses of the students mirrors that of the teachers because as depicted in Table 4, majority 59 (87%) of the students indicated that their English teacher always make the lessons very interesting and motivational, although few 9 (13%) indicated otherwise. This means on several occasions the English class is lively and entrancing, highly motivational for learning. In order to make a classroom lively and motivational, Brophy (2004), Dumdum (2016) and Tasgin and Tunc (2018) intimated that teachers must help students come to understand that classrooms are primarily places for learning and that acquiring knowledge and skills contributes to their quality of life.

Additionally, teachers must model their own motivation to learn so that students can imitate them. Teachers must communicate desirable expectations and attributions to learning and reduce performance anxiety of students. They do this by impressing on their mind that assessments or tests are not meant to reveal who knows and who doesn't rather it is a way of knowing how they are progressing and how much they have learnt from their mistakes. In their comments, majority 17 (71%) of the English teachers indicated that they often did not refer students to school's headmaster or others in authority for assistance. However, few 7 (29%) indicated they have referred some of their students to the headmaster for assistance. As teachers were divided in their opinion regarding this section of the analysis, students too were divided. Findings retrieved from Table 4 (item 6) shows that most 42 (61%) of the respondents disagreed with the notion that their teacher refers students with peculiar problems to the school's headmaster for assistance, although, minority 18 (26%) agreed with the notion. Few 8 (13%) of the respondents were undecided in connection with the notion.

Essentially, findings revealed that English teachers in the selected schools do not often make extra effort to assist students with peculiar deficiency in the subject and failed to refer them to the headmaster or other individuals in authority to help these students. Regarding students with peculiar problems, the report of the Special Attention Project (2011) stipulated that classroom teacher should collaborate with the head teacher to provide adequate assistance to such student so as to aid his or her integration into the school system. In connection with respecting students' opinion in class, majority 16 (67%) of the teachers indicated that find it difficult to respect students opinion because it is either they give wrong answers or they refrain from talking at all. However, the remaining 8 (33%) are undecided regarding the issue.

The responses of the students lend credence to the divide between English teachers' comment because, as depicted in Table 4 (item 8), majority 52 (76%) of the students stated that their teachers do not respect students' opinion in class, while minority 12 (18%) indicated otherwise. Notwithstanding, few 4 (6%) were undecided in relation with the notion. This finding is consistent with the result of a study by Brophy (2004) and Darling-Hammond, Flook, Cook-Harvey, Barron and Osher (2019) explicated that an important way to motivate student in language teaching and the sciences is to respect their opinion even if it is wrong. Brophy and Darling-Hammond et al. (2019) asserted that when students, over time, develop negative feeling regarding how their opinion is treated in the class, the class becomes boring and participation becomes drudgery. However, when every comment or input students make are welcomed with appreciation even when such is wrong, it motivates and ginger them up to want to participate in class discussion.

Majority 21 (88%) of the teachers commented that they often direct certain questions to specific students since they know everyone's academic abilities. However, few 3 (12%) indicated otherwise. In this instance, both the teachers and students agree on

this issue. Findings emanating from Table 4 (item 9) revealed that most 60 (88%) of the students indicated their agreement with the notion that their teacher directs certain questions to certain students during lessons. Although, few 8 (12%) of the respondents disagreed with this notion, the overwhelming majority agreeing to the notion shows that the teachers are making concerted effort to involve all the students in class discussion. This is consistent with the findings of a study by Melissa (2010) who stated that teachers should direct questions to specific students and distribute turns around the room.

In brief, findings have shown the extent to which English teachers are familiar with their students. It was shown that most of the participants agreed that English teacher in their school often calls students from all angles during lessons. They also indicated that English teacher do not organize extra classes for students who do not understand concepts in English class. However, majority of the participants indicated that teachers often takes time to explain difficult concept to them and makes the lessons interesting and entrancing. Notwithstanding, it was discovered that most of the teachers do not respect students' opinion and Majority (76%) of the students also indicated that their teacher do not respect their opinion. These findings corroborate the expressions of Melissa (2010) regarding directing questions to specific students, Sherrington (2013) that teachers should take time to explain concept during lessons, Broghy (2004) that teachers should make lessons lively and motivational, report of the Special Attention Project (2011) that teachers should collaborate with head teacher to help students' integration into school.

A closer study of the statistics in Figure 5 vividly portray the extent to which English teacher are familiar with their students' characteristics. In most of the factors examined, teachers revealed high level of familiarity with students' characteristics, for example, teachers scored 98% in creating a lively and motivational classroom. However,

the chart reveals that teachers do not respect students' opinion and failed to refer students' with unique academic problem to headmaster or others who could be of assistance.

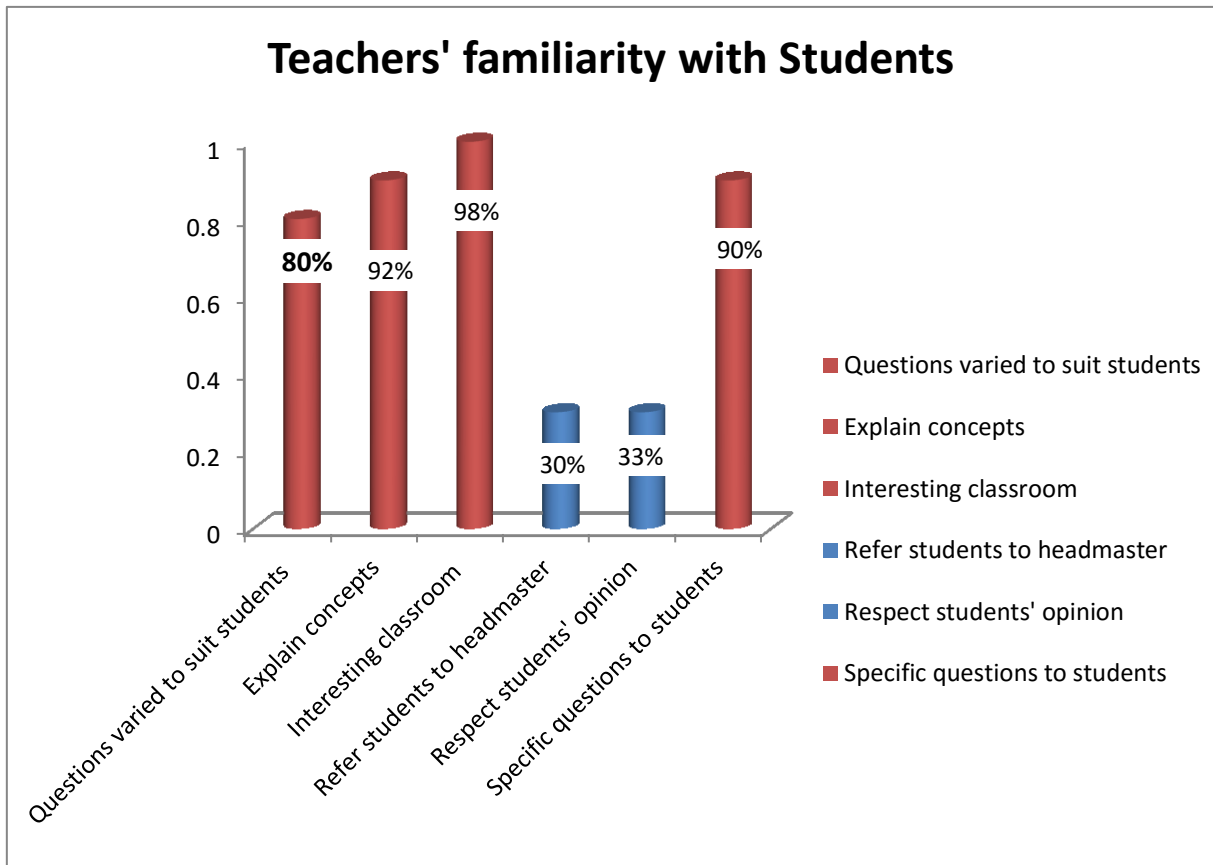


Figure 5: Teachers' Familiarity with Students

Source: Field Survey (2020)

4.3 Type of relationship that exists (if any) between English teacher's professional qualification and students' achievement in the English language

The crux of this research question is to ascertain the type of relationship that exists between teachers' professional qualification in terms of requisite skills and students' academic achievement in English. This question was answered using inferential statistics through the Pearson's Product Moment Correlation Coefficient (PPMCC).

Table 5: Zero-order correlations between student's academic achievement in English and Teachers' Professional Qualification

		StudAchieve	TeaProQual
StuAchieve	Pearson		
	Correlation	1	.792
	Sig. (2-tailed)		.086
	N	24	24
TeaProQual	Pearson		
	Correlation	.792	1
	Sig. (2-tailed)	.086	
	N	24	24

****Correlation is significant at 0.05 levels (2-tailed)**

(Source: Field Survey 2020)

The results of the correlation are presented in Table 5. The result of bivariate correlations between teachers' professional qualification and students' achievement in English as depicted in Table 5 clearly shows that teachers' professional qualification is strongly related to students' academic achievement because $r=.732$ and positive. Findings of the study as shown in Table 5 clearly demonstrated that the professional qualification of teachers in the teaching and learning of English are paramount to students' academic achievement in English (results obtained at 0.05 level of confidence). By implication, teachers lacking requisite qualification are counterproductive and could seriously mar students' academic achievement in English.

However, when teachers possess requisite qualifications and continually upgrade themselves professionally in the process of teaching and learning English language, there will be marked improvement in students' academic achievement in English. This finding corroborates the results of Goe and Stickler (2008) and Sherrington (2013) studies, that teachers accomplish much when they are professionally qualified to teach the chosen

subject and maintain positive attitude towards pedagogy. The findings also gave credence to the result of a comprehensive study by Kalinowski, Gronostaj and Vock (2019). The study was directed towards investigating the extent to which professional qualification of teachers fosters students' academic achievement in language proficiency. Kalinowski et al. (2019) concluded that teachers with requisite qualification alongside ongoing professional development often enhance critical thinking, result-oriented teaching practice and increased benefits to students academically. In a nutshell, findings of the study revealed that there is a strong and positive relationship existing between English teachers' professional qualification and students' academic achievement.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter contains summary of the research findings, conclusions, recommendations and suggestions for further research.

5.1 Summary of findings

The main objective of the study is to ascertain the type of relationship (if any) existing between English teacher's professional qualification and student's academic performance in Jeddah, Saudi Arabia. Specifically, the study sought to:

1. Examine English teacher's content knowledge in the Senior High School.
2. Find out English teacher's knowledge about learners and their characteristics in the Senior High School.
3. Establish the relationship existing (if any) between English teacher's professional qualification and students' achievement in the English language.

The sample size of the study for teachers and students was 30 and 100 respectively. These were selected from 10 secondary schools in Jeddah. However, due to mitigating factors, only 24 teachers and 68 students participated in the study. Research site was selected due to its proximity and familiarity of participants to the researcher. Simple random sampling method was used to select the participants for the study. Data analyses involved the use of descriptive statistics (percentages and frequencies) and inferential statistics. Pictorial illustration in the form of Charts and Tables were used to buttress findings of the study.

Key Findings

Major findings emanating from in-depth analysis of the study are as follows:

1. Result of the study revealed that the teachers exhibited high level of content knowledge of English language. For example, English teachers scored 100% in teaching students with practical and easy-to-understand examples; they also scored 88% in the proper use of TLMs to aid understanding. However, teachers scored a lower mark (21% and 35%) in encouraging learning and implementing participatory approach respectively. These finding tallies with Osambo (2015) and de Souza et al. (2017) in the context of teachings aids, Kidwell (2015) and Nantwi (2016) regarding proper use of teaching aids, Agbulu and Idu's (2008) expression in connection with participatory approach and the American Association for the Advancement of Science (1990), Al-Zoubi (2018) and Chong (2018), concerning the use of concrete and practical example to highlight lesson objectives.
2. Findings of the study showed the extent to which English teachers are familiar with their students. It was discovered that most of the participants agreed that English teacher in their school often calls students from all angles during lessons. They also indicated that English teacher do not organize extra classes for students who do not understand concepts in English class. However, majority of the participants indicated that teachers often takes time to explain difficult concept to them and makes the lessons interesting and entrancing. In most of the factors examined, teachers revealed high level of familiarity with students' characteristics, for example, teachers scored 98% in creating a lively and motivational classroom. However, the chart reveals that teachers do not respect students' opinion and failed to refer students' with unique academic problem to headmaster or others who could be of assistance.

3. Result of the study revealed that there is a strong and positive relationship existing between English teachers' professional qualification and students' academic achievement. This finding corroborates the results of Goe and Stickler (2008) and Sherrington (2013) studies, that teachers accomplish much when they are professionally qualified to teach the chosen subject and maintain positive attitude towards pedagogy. It also validates Kalinowski et al. (2019) conclusion that teachers with requisite qualification alongside ongoing professional development often enhance critical thinking, result-oriented teaching practice and increased benefits to students academically.

Observable and corroborative evidences during the course of the study also gave rise to the following minor findings:

1. It was discovered that there are more male teachers (67%) than females (23%), most of the teachers are between 36 to 39 years of age (50%) at the zest of their youthful vigor. It was also revealed that several of the teachers (50%) have had much (6 – 10years) working experience as English teachers in their respective schools underscoring high level of contribution to the education of Saudi Arabian youths in this language that its sun never set.
2. Findings of the study revealed that majority (53%) of the students are males. It was also indicated that majority (62%) of the students are between 16-20 years of age, implying that they are capable of providing rational answers to enrich the findings of the study.

5.2 Conclusion

The study revealed that most of the English teachers in the selected schools were competent in relation to content knowledge of English as a subject in the secondary schools. Findings also revealed these teachers need to increase their level of familiarity

with the students since majority complained that they do not respect their opinions and they do not refer them to relevant authorities within the school for assistance. Another interesting aspect of the study was that majority of the teachers are professionally adequate, although needed continuous training in enhancing their qualifications. Finally, findings of the investigative study also lend support to the fact that most of the teachers are very aware of the national aims and goals of English as a subject. Undoubtedly, the study has been very enriching in terms of revealing the assortment of teachers and students involved in the learning and teaching of English in the selected schools – professionals beaming with requisite qualification in ornamenting the language that its sun never set – English.

5.3 Recommendations

In view of the findings and conclusions of the study, the following recommendations are appropriate:

- a. The study revealed that teachers do not respect the opinion of students during English lessons. It is therefore recommended that teachers should do their utmost to improve in this regard since and encourage student's participation because it energizes students academically and prepare them for greater academic performance.
- b. The study also revealed that teachers do not refer students with peculiar problem to the headmaster or other authorities within the school organization. This should be improved upon because the headmaster is having wealth of experience in the teaching profession and students' academic performance can be enhanced by tapping these experiences.
- c. The study also revealed that some teachers do not have adequate TLMs in their school. The importance of TLMs cannot be overemphasized; hence the

appropriate authority should see to it that such schools are provided TLMs. In the meantime, the teacher could improvise by designing or making TLMs by themselves so as facilitate students' understanding of English.

5.4 Suggestions for further research

In view of the scope and limitation of this study, areas for further research are stated below:

- a. The present study conducted an in-depth investigation on the professional competencies of English teachers using competency based evaluation model in ten school with Jeddah district. Further research could be conducted in relation to the problems/challenges faced by students, teachers, school authorities and the nation as a whole in the teaching and learning of English using ten schools in Riyadh, being a city of repute in scholastic matters.
- b. The present study carried out an investigative study on the competency of teachers in English using only one instrument – questionnaire, for collecting data. In future, researchers could use several instruments, such as surreptitious recording via a tape recorder or structured interview to do a similar investigation on the subject.

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APPENDIX A

UNIVERSITY OF WINNEBA

QUESTIONNAIRE FOR ENGLISH TEACHERS

This questionnaire is designed to elicit information on the topic: The Relationship between Teacher's Professional Qualifications and Students' Academic Achievement in the English language, in Jeddah, Saudi Arabia. This questionnaire is purely for academic work. I therefore ask for your maximum co-operation and assure you that the information provided would be treated with utmost confidentiality.

PART A

Please respond to each of the following items by ticking the appropriate response and comment if necessary.

1. Gender

A. Male []

B. Female []

2. Age

A. Below 25 years []

B. 26-30 []

C. 31-35 []

D. 36-39 []

E. 40 and above []

3. Number of years in the teaching field: 1-5yrs [] 6-10 yrs [] 11-16 yrs []

17-21 yrs [] 22yrs and above []

PART B

1. Do you know the profile dimension of English education in the Senior High School?
Yes [] No []
2. If yes, indicate the percentage of knowledge and understanding.
 - A. 40% []
 - B. 53% []
 - C. 20% []
 - D. 44% []
3. If yes in question 1, what is the percentage of attitudes, values and process skills?
 - A. 40% []
 - B. 53% []
 - C. 20% []
 - D. 44% []
4. How familiar are you with the national aims and goals of English education in Ghana?
 - A. Not at all []
 - B. Very well []
 - C. Well []
5. Do you have enough teaching and learning resources in your school to enhance teaching of English?
 - A. Yes []
 - B. No []

6. If yes in question 5, how often do you use these teaching and learning resources in teaching English in your school?

A. Always []

B. Sometimes []

C. Not at all []

7. If yes in question 5, mention some of the teaching and learning resources in school.

I.....

II.....

III.....

IV.....

V.....

8. Do you think in-depth knowledge of the characteristics of school, community and culture is relevant to effective teaching approach?

Yes [] No []

9. If you answer Yes or No to question 8, why do you so answer?.....

.....

10. Would you say classroom management and organizational skill is very instrumental to improved student's academic achievement?

Yes []

No []

11. If you answer Yes or No to question 10, why do you so answer?

.....

12. Do you think it is paramount for teachers to be very familiar with individual students' strength and weaknesses in the English language?

Yes [] No []

13. If you answer Yes or No to question 12, why do you so answer?

.....

14. Which of these approaches do you prefer for classroom discussion?

a. Teacher-based (Lecture) [] b. Student-based (Interactive) []

15. If you ticked (a) or (b) in answering question 14, why do you so answer?

.....

.....

16. Do you think actively engaging all students individually and as a group is essential to boosting their academic performance? a. Yes [] b. No []

17. If you answer Yes or No to question 16, why do you so answer?

18. In your opinion, do you think teachers level of competence and professional qualification could make or mar students' academic progress?

a. Yes [] b. No []

19. If you answer Yes or No to question 17, why do you so answer?

.....

.....

.....

20. Please, based on your years of working experience, in what ways do you think teacher's professional qualification is a critical component for students' academic performance in the English language?

.....

APPENDIX B

UNIVERSITY OF WINNEBA

QUESTIONNAIRE FOR ENGLISH STUDENTS

This questionnaire is designed to elicit information on the topic: The Relationship between Teacher's Professional Qualifications and Students' Academic Achievement in the English language, in Jeddah, Saudi Arabia. This questionnaire is purely for academic work. I therefore ask for your maximum co-operation and assure you that the information provided would be treated with utmost confidentiality.

PART A

Please respond to each of the following items by ticking [] the appropriate response.

1. Gender

a. Male []

b. Female []

2. Age

a. 12-15 years []

b. 16-20 years []

c. 21-25 years []

PART B

NB: Please tick [] the appropriate box to indicate your opinion of these statements

SA= Strongly Agree **A**=Agree, **UD**=Undecided **D**=Disagree **SD**=Strongly Disagree

STATEMENT	SA	A	UD	D	SD
GENERAL PEDAGOGICAL KNOWLEDGE					
1. My teacher uses teaching and learning materials during English lesson					
2. My teacher's teaching and learning materials always relates to the topic being taught in English					
3. My teacher involves the class in discussion in English lessons					
4. My teacher distributes questions fairly during English lessons					
5. My teacher encourages individual and group learning in					

English lessons					
6. My teacher allows students to ask questions in English class					
7. My teacher uses real objects as his teaching and learning material in English lesson					
8. My teacher cites examples in English lesson that relate to things students are familiar with.					
9. My teacher does not rush students through the lesson during English lessons					
10. My teacher relates topics in English to our experiences					
TEACHER'S KNOWLEDGE ABOUT LEARNERS AND THEIR CHARACTERISTICS					

1. My teacher calls students from all angles during teaching and learning English					
2. My teacher organizes extra classes for students who do not understand concepts in English class					
3. My teacher directs certain questions to certain students during English lessons					
4. My teacher takes time to explain English concepts to students that do not understand.					
5. My teacher makes teaching and learning of English more practical.					
6. My teacher always makes English lessons interesting and motivational.					
7. My teacher always					

refers students with peculiar problems to the school counsellor or headmaster.					
8. My teacher frequently changes sitting positions of students in the classroom.					
9. My teacher respects students' opinion in English class.					