

AN ANALYSIS OF THE IMPEDIMENTS (CAUSES) OF FAILURE IN ENGLISH, AT THE SECONDARY LEVEL IN DISTRICT BUNER, KHYBER PAKHTUNKHWA (PAKISTAN)

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ABSTRACT

Command over English as a second language needs sound base. Mastery in any non-native language comes with proper guidance, environment and then enough practice of the language. Comprehension, understanding and then expression of English subject are a monster to the students of secondary level. This is why they almost fail in it. This descriptive study analyses the impediments that cause failure in English at the Secondary Level in District Buner, Khyber Pakhtunkhwa, Pakistan. It was needed because of the large failure of the students in the subject of English in Boards` examinations. All Head Masters of 72 (100%) Government Boys` High Schools, 144 (100%) English Subject teachers and 2096 (100%) students of the 10th class formed the population of this study. The primary data was collected through Interviews, and questionnaires. Secondary data included on the review of relevant literature and result of 10th class students for last five (05) years (2011, 2012, 2013, 2014, and 2015) of 10th class. The data were given both quantitative and qualitative treatment and analyzed with the help of tables and graphs. Similarly, the study suggests that, teaching material should be provided for students` interest and most influencing teaching method should be adopted while focusing on students learning methods.

Keywords: Education; Curriculum; Syllabus; English grammar; fluency; School; Student

INTRODUCTION

English language is an international source of communication. No one can deny the importance of English language for the students at all levels. It is the language of comparative education and without competency in this language; we cannot get benefits from the experiences of the advanced countries in the field of education. Pinon and Haydon (2010: 136) stated that English language is an important tool for developing the Government sector as well as private sector. They can also increase their production by studying the work of the people of the advance countries. Jabeen, Mahmood and Rasheed (2011:115) documented that in response to a question, 85% Pakistanis respondents written that learning of English is important for them, while 78% have expressed that without proficiency in English we cannot get or protect our jobs.

Role of English language in Global relations

English language is a medium of communication. Internationally, English language is used for sharing, expression and imparting language. Ingram and Sasaki (2003:65) stated that English is the language, which is spoken in every country of the world. It is the medium of publications as well as the language of international conferences and negotiations. Moreover, learning of English helps the learner to pave the way of success for himself. Merritt (2013:1) is of the opinion, that learning English as a foreign language can help the students to improve their memories by memorizing the rules and vocabulary of English language. English language strengthens mental muscles, which improves memory. Furthermore, English as a foreign language builds multitasking skills, which are very important for you.

Interest and Motivation of Students

Motivation is necessary for teaching learning process. Intrinsic motivation as well as instrumental motivation compels the students to use their innate power and make them ready for learning. According to, Magaly and Anahi, (2010:236) most of the students don't have

intrinsic motivation to reach a successful learning, without intrinsic motivation only instrumental motivation is not sufficient to involve and engage the students in teaching learning process. Similarly, Jalaluddin et al, (2008:116) reported that, for improvement of English teaching learning process, it is necessary that students give proper consideration to the learning of target language with a view that learning is meaningful because without proper attention the students cannot succeed to show good performance in the annual examination in the subject of English. Furthermore, Trang et al, (2007:102) suggests, that motivation plays an important role in teaching learning process and de-motivation of the students in the English class is a major problem for the English language teachers, which may result in different circumstances like content, curriculum or due to any other reason. But, the teacher should try to make sure the motivation of the students' particularly extrinsic motivation during the teaching learning process. Eagerness is necessary for learning to Mlomba and Victor, (2011:91) motivation plays important role in teaching learning process. If teachers of English motivate students to learn whole-heartedly, the result will be good. He further stated that socioeconomic status and regularity of the students affected their results in the examinations. Similarly less attention to lecture is like a rolling stone which never catches moss, to Abdullah, (1996:76) a large number of students don't give proper consideration to reading during the teaching of the teacher and reading without concentration which is only wastage of time. Proper concentration of students is very necessary for learning English. Moreover, Gobel et al, (2013:59) is of the if the opinion, students are confident and motivate, for English learning they will succeed, but the students, who have less confidence and motivation, must be facing failure in the annual examination.

Teacher`s Qualifications

Teaching any subject demands, subject command and teaching method for effective teaching. Teachers at Government sector to Ahmad et al, (2013:95) are not sufficiently qualified and they do not have command over English subject. Furthermore, teachers in Government schools do not have adequate knowledge of teaching methodologies. They use the traditional Grammar

Translation Method only in which teachers keep students as passive listeners. Likewise, Sarfaraz, (2013:1) reported that one of the causes of students' failure is, teachers themselves because they transmit to their students wrong and incorrect pronunciations, which they have heard in the olden times and without proper research and correctness of those mistakes they teach their students. Furthermore, Teenvo , (2011:31) reported that lack of on the job training and provision of the training in syllabi changes, non availability of English newspapers to students and not using computer in the English learning process, are the major causes due to which large number of students fail in English at the secondary level.

Some conditional factors are also linked with the cause of failure of the students to Tachie and Chireshe, (2013:72), students attribute their failure not only to the internal factors like unconstructive mind-set towards the subject and absenteeism but some external factors also involve in their failure like unqualified teachers and lack of teaching learning materials. Similarly, Warsi , (2004:7) documented that situation in Pakistani schools is not good for teaching learning English because English courses are taught without proper objectives. Moreover subject teachers have not sufficient knowledge of modern teaching methods and pedagogical skills. They use traditional Grammar Translation Method for English teaching, which is not effective in the present day needs. Similarly, Shehzada et al , (2012: 603) in their research reported that majority of the respondents viewed that English teaching teachers are not qualified and well trained. They do not teach English in a proper way with the help of Audio-Visual aids.

Professional qualification is necessary for a teacher, Tahir, and Qadir, (2012:32) noted that English teachers improve their teaching and professional skills to meet the needs of the students, Moreover they make themselves competent, committed and select appropriate methods for teaching English. But to Rugemalira , (2005: 79) majority of the teachers do not have command over English language and it is the major cause that students do not have capability to grasp the theme from the lessons as well as from the paper, Consequently they fail in examinations. Furthermore, he stated that teachers' recruitment process is not free and

fair and majority of English teachers are grade B or C and their training is also insufficient. Likewise to Mosha, (2014:73) teachers' qualifications affected students' performance in annual examinations in the subject of English at the secondary level, if teachers in the subject of English are qualified and have competency over subject their students will also perform well and will obtain good marks.

Teaching Method

Up to date and suitable teaching method is very necessary for successful teaching and learning to Ali, (2011:31) there is not proper arrangement of in-service training and refresher courses. That's why majority of teachers are using Grammar Translation Method and their unawareness about Communicative Teaching Method has made English learning process more difficult for the learners. Likewise, Ahmad et al, (2012:187) stated that English teachers only teach that part of the course, which is necessary for the examinations and use only Grammar Translation Method, which encourages the cramming and discourages the creativity. Correspondingly, Saad and Usman, (2014:46) documented that lack of facilities in Government Boys' Secondary Schools and improper methods of teaching English are the major causes of students' poor performance in examinations. The traditional methods of teaching English are insufficient to meet the needs of students. In this regards Pathan and Shaikh, (2012:140) revealed that use of vernacular language i.e. mother tongue in English class, non involvement of students in teaching learning process, non interaction of students in English communication are the major hurdles in English learning and it is to be regretted that English teachers don't take care of these problems, which are very important for learning of every language especially in those countries, where English is taught as a second language.

Frequently one style of teaching bores students. According to Ghrib, (2004:72) English teachers must use jokes, stories and games to make the class more interesting and attractive. Further, he revealed that teachers encourage the students to speak English in the class and

provide them some extra books of English language for reading. These are some factors, by which we control the rising failure of the students.

Another thing to Farooq et al, (2012:192) is that the most important factor due to which majority of Pakistani students fail to obtain high marks in examination is the problem of translation. It is because; Pakistani students first think in their native languages and then translate the word or sentence into English. About this, Ahmad and Rao, (2013:202) are of the opinion that, Pakistani students are facing a lot of problem in English because teachers use traditional methods for teaching English, which are not helpful in vocabulary building. Due to lack of vocabulary, the students have no capability to write a sentence correctly. Consequently, they fail in the annual examinations.

What should a teacher do for influential teaching learning, Burden, (2003:57) documented that teachers should implement the two-way interaction strategy in teaching English, which leads to individual development of the learners and does not leave the students only passive listeners. Sometimes due hurdles and situation hinder a teacher to utilize his/ her skill to Ahmad and Sajjad, (2011:1768) majority of the teachers have knowledge about the modern teaching methods and acknowledge their effectiveness in the English teaching learning process, but they don't use these methods in the classroom due to the fear of society because society is not in favour of western teaching style. Similarly, Aduwa et al, (2006:1) noted that responsible teachers of English use the traditional methods of teaching and don't take interest to use modern technology in teaching learning process. So, for the betterment of the present situation, it is necessary for English teachers to change their attitude and behave with students like friends and avoid the traditional method of teaching for overcoming the rising failure of the students in the subject of English. Furthermore, Alharbi, (2015:113) suggests that English teachers should use appropriate method for teaching English and avoid the traditional methods because the traditional method is in- effective for successful English learning. Moreover, teachers must use technological devices for teaching learning process. As, to Nawab, (2012:701) students spend a lot of time in school only in formal reading without any activity

related to English learning. They follow the old and traditional method of Grammar Translation and neglect the two important skills i.e. speaking and writing. That is why, students face failure in their annual examinations.

Another thing that Rahman and Alhaisani, (2013:115) noted is, inadequate teaching method and the teachers, who are not properly, trained in English teaching. Moreover, all activities are teacher's centered instead of learner centered, which do not lay emphasis on developing skills but on cramming and rote learning.

To give good students, Holesinska, (2006:32) suggests, that suitable method for young children to learn English easily is Activity Based Method, which can easily solve the problems of pronunciations and spellings. Moreover, teachers can easily motivate the learners for learning by activity and can easily overcome the problems of the young children, which they face in the annual examination. It is necessary for a teacher to know psychology of a student. To Shabbir and Bughio, (2008: 80) reported that factors affecting the learners of English language in examinations are different for every individual, but most important factor, which effects the learners of English language is that we don't teach English as a language, but as a subject. Moreover, the teaching and learning of any language is very difficult and only teaching, as in other subjects, is insufficient. That's why most of our students fail in this language. Furthermore, if we want to teach the language to learners in meaningful way, we should follow modern methods for teaching learning English. In regards Amaya, (2008:20) suggested that, for overcoming the rising failure of students in English language, teachers must teach English by the method of role-play, because in this method, teachers have capability to involve students in teaching learning process, which is very important for learning of any foreign language. Moreover, conversation and participation of the students can decrease the ratio of failure in the subject of English.

Teachers` Behaviour and Classroom Environment

Learning needs peaceful environment, satisfaction and freedom from worries, Habibullah, (2014:170) revealed that environment plays important role in teaching learning process. Harsh environment, noisy and overcrowded classrooms are the big reasons of students' low achievement in English. Similarly, Fonseca and Conboy, (2006:92) stated that if English teachers succeed in supportive environment in English class the result will be positive. Control environment is necessary to practice, as Bilal et al, (2013:243) documented that majority of the English learning students have uneducated background of parents and don't have English speaking environment. Due to these reasons, they are weak in English vocabulary, which is very essential for impressive performance. That is why they fail in English subject at the secondary level. Furthermore, Tariq et al, (2013:110) is of the opinion that, for affective learning of English language, suitable environment is very necessary. Learning second language is certainly difficult but not totally impossible, Fareh, (2010: 3604) recommended that teachers should create environment, which is favourable for learning. Assessment should be more effective, due to which we can measure the ability and creativity. Moreover, teaching activity should be learner centered for promoting the creative skills of the students and discouraging cramming and rote learning. Likewise Mubarak ,(2011:2) agrees with Fareh and suggested, teachers should struggle to create favourable classroom environment, where every student is ready to learn the target language. Suggesting the facility of environment, Mlay (2010:11) stated that, for effective teaching learning, favourable environment is very necessary both in classroom as well as in homes of the students.

Fear and Anxiety

Tension is enemy to memory, to Khan and Khattak, (2011:143) anxiety is the major cause of failure of the students at the secondary level. Likewise Marwan, (2007: 51) documented that majority of students are anxious in English language learning. They feel fear and frightened in English class. That is why they obtain fewer marks than the students, who are fearless and have courage. Similarly, Elaine et al, (2012:130) revealed that students` anxiety in learning of

English some time creates many serious problems. Further, Kobojunkie, (2012:1) followed the cited critics and reported that due to fear and anxiety some time students fail in examinations. Again discussing the fear, Rogerson and Scott, (2010:167) revealed that fear is the major cause of students` unsuccessfulness in teaching learning process because it generates serious negative feelings among students towards learning, like emotional problems, which affect students` motivation and mind-set towards English learning. That`s why they fail in annual examination.

Use of Teaching Materials

Teaching learning becomes influential if the syllabus is properly planed and taught with the help of proper audio visual aids. Qasim and Arif, (2014:145) documented that lack of fundamental facilities and neglect of Audio-Visual aids in a proper way increases the ratio of failure. Similarly, Nbina and Barincka, (2012:331) suggest, for overcoming the rising failure of the students, the authority should provide basic needs to schools like Audio-Visual aids and other teaching materials. Likewise, Bista, (2011:8) is of the opinion, we can overcome the rising failure of students in the subject of English by small classes, using the teaching materials in English classes, teachers` workshops in English courses, in-service training and by giving stimulation to English teaching teachers.

Lack of Parental Interest

Education is the combination of three tiers i.e school, parents and society. In this regards Alexandar et al, (2014:674) reported that lack of parental interest in teaching learning process and their unawareness from their children`s performances are the major causes of students` failure. Moreover, Ngidi, (2007:87) revealed that majority of parents are not in favour of English learning, because they think that English is the language of British not of us, why we involve ourselves in the language of other people. Furthermore, Rafiq et al, (2013:221) documented that usually parents of those students who are reading in Government schools

don't have enough awareness about their children's activities. So, without parental involvement we can't overcome the rising failure of the students at the secondary level.

Lack of Reading, Writing and Speaking Skills

Learning gets perfection with sound practice, i.e. writing and speaking. To Niji, (2013:01) in Government's schools lack of reading and writing of English is the foremost cause of students' lower performance in examinations. Similarly, Farooq et al, (2012:101) reported that writing of English is the major cause of low performance of Pakistani students, because English has a lot of irregular spellings.

Sehlai, (2001: 621) noted that English teachers give opportunity to learners, that they spend their time in reading and writing. Because reading and writing skills are the basic skills for learning of any language and without reading and writing the learning of English is impossible. Furthermore, he stated that teachers lay emphasis on reading and writing, because students, who do not read and write regularly, often obtain less marks than those who are doing work regularly. Furthermore, Audrey, (2007:88) documented that parents and teachers should encourage the students to speak English in classrooms and out of the classrooms even at home. Moreover, teachers should encourage the students to take part in schools' functions and give them an opportunity to participate in debates of English language.

Miscellaneous Issues

Aina et al, (2013:357) documented that majority of students do not have capability to understand the ascent of the English teachers. That is why; they fail in internal as well as external examinations. Ncube, (2013:228) noted in his research that generally, teachers of Government Schools are lazy, idle and do not devote to their profession. Azy, (2012: 1) noted that insufficient preparation for examinations and inadequate revision on right time are the major causes of failure. Alvarez, (2003:83) stated that majority of students at secondary level face social problem in society and at home. For example, poverty, divorce, abusive behaviour

of the family members and child labour are some of these problems, which adversely affect their performance in the annual examinations.

Villarrlai, (2013:6) documented that lack of supervision and accountability and teachers` low expectations from the students are the major causes of students` poor performance in other subjects generally and in English particularly.

STATEMENT OF THE PROBLEM

Failure of English, as a subject in district Buner in Government Boys High Schools is going from bad to worse day-by-day because of the poor performance of the students in the Board`s examinations. A lot of efforts have been made by the Government of Khyber Pakhtunkhwa to improve their performance, but no systematic study has been yet made to know the causes of their low performance in the subject of English. This has resulted in poor quality of education.

The current study has made an attempt to assess the current situation with the help of last five years` (2011,2012,2013,2014,2015) results of the 10th class students of Government Boys` High Schools in examinations conducted the by Board of Intermediate and Secondary Education Saidu Shareef Swat.

OBJECTIVES OF THE STUDY

The following were the objectives of the study;

1. To explore causes of failure of students in the subject of English in Government Boys` High Schools of district Buner?
2. To identify, the strengths and weaknesses of the teaching methods of the English language teachers` at the secondary level.
3. To make viable recommendations for remedial solution of the problem.

RESEARCH QUESTIONS

The following key research questions were framed for the study;

1. What are the causes of failure of 10th class students in English at the secondary level in district Buner?
2. What are the strengths and weaknesses of the teaching methods that teachers use?
3. What recommendations the study can make to overcome the rising failure in the subject of English at the secondary level?

DELIMITATION OF THE STUDY

The study was conducted in district Buner, KPK, Pakistan. However, the scope of the study was delimited to Government Boys High Schools both in urban and rural areas of the district. Private Schools as well as girls schools were not included in this study. The reason was that being a male it was impossible for the researcher to have easy access to female Schools. While due to different medium of instructions of the Private schools, it was impossible for the researcher to maintain accuracy of the data.

IMITATION OF THE STUDY

The study could be delayed due to late receipt of questionnaires and non-availability of respondents for interviews. It could also be affected adversely by the law and order situation in the district. However, efforts were made to complete the work within a period of one year after the approval of the research proposal

METHOD AND PROCEDURE

The public education system in district Buner is going from bad to worse day-by-day because of the poor performance of the students in the Board's examination. A lot of efforts have been made by the Government of Khyber Pakhtunkhwa to improve their performance, but no systematic study has been made to know the causes of their low performance in the subject of English. This has resulted in poor quality of education. The current study has attempted to make an assessment of the current situation with the help of last five years` (2011,2012,2013,2014,2015) results of the 10th class students of Government Boys` High

Schools in examinations conducted the by Board of Intermediate and Secondary Education Saidu Shareef Swat. The Responses obtained from 48 English subject Teachers on the basis of questionnaire and 240 Students on the basis of Opinionair regarding, an analysis the causes of failure of the students in the subject of English at Secondary level were converted to tabular form for statistical analysis by using Arithmetic mean and simple percentage with the help of SPSS17. Similarly, the responses obtained from 24 Head Masters on the basis of Interview questions regarding, an analysis the causes of failure of the students in the subject of English at Secondary level were converted to tabular form for statistical analysis by using arithmetic mean and simple percentage.

DATA ANALYSIS AND PRESENTATION OF DATA

Para: In the current paper, the data has been presented in tabular form with percentages and frequency distributions. Similarly, data has been represented in the form of graphs for further analysis.

Students' Interest and Failure in English

Students have been observed less interested in English class, according to Magaly and Anahi, (2010:236) most of the students don't have intrinsic motivation to reach a successful learning and without intrinsic motivation only instrumental motivation is not sufficient to involve and engage the students in teaching learning process. Similarly, Trang et al, (2007:102) suggests, that motivation plays an important role in teaching learning process and de-motivation of the students in the English class is a major problem for the English language teachers

In this context, the field information and their analysis presents a similar view point as obtained from secondary data. The information and statistics have been analyzed in table-1. 1. The analysis shows that the response of teachers regarding various statements concerning students interests in English, i.e. the non-availability of books with students, taking no notes of important points during the lesson. All these things cause students' failure in English.

Table 1.1 Students' Interest and Failure In English.

Lack of interest and failure in English.				
S. No	Statements	Response in Yes and in No		
		Yes	No	Total
	Students have books in class (own books)	44 (30.55%)	100(69.45%)	144
	Taking notes during lesson/lecture	20(13.8%)	124(86.12%)	144
	Observed students careful in learning	34(23.62%)	110(76.38%)	144
	Ask question in topic/during lesson	9(6.26%)	135(93.75%)	144
	Give full response to teachers and lesson	9(6.26%)	135(93.75%)	144
	Participate in learning activities	44 (30.55%)	100(69.45%)	144

The reported data of the table 1.1 shows that, 100(69.45%) respondents are of the opinion that students have text book with them, while 44(30.55%) of the respondents think that students do not have text books with them. Although this ratio is comparatively less but these students may disturb those having books with them. Likewise, notes taking keeps students involve in the class, in this regards 20(13.8%) teachers are of the opinion that students are taking notes during the class, while 124(86.12%) teachers view that students never take notes during the class. This passive participation leads short term memory and students fail to express what they learnt in the class. Murmuring disperses the concentration, both of learners and teacher. About class silence and attentive learning 34(23.2%) respondents are of the opinion that they do not observe any murmuring in the class, while a large ratio of 110(76.38%) believe that yes, they observe murmuring in the class. Teaching learning is a two way process, it makes teaching learning effective. Data shows that only 9(6.26%) of the respondents ask questions in topic while 135(93.75%) of the respondent remains cam to ask questions even they are not understanding the topic. Regarding the active participation of the students in lesson, 44

(30.55%) of the respondents think that students participate in learning activities while 100(69.45%) respondents are disappointed from the students full and active participation.

It is now clear that, unless and until teacher does not receive full response in the class, achieve the desired goals cannot be obtained. For successful class, it is necessary that students must have their own books, take notes of important points, ask questions for topic explanation and avoid extra murmuring in the class.

English Subject Teachers do not have Necessary Skills and Qualification.

Researches add new teaching techniques and teaching skills to help English language teachers. In majority of the schools, teachers do not have these skills. Teachers at Government sector to Ahmad et al, (2013:95) are not sufficiently qualified and they do not have command over English subject. Furthermore, teachers in Government schools do not have adequate knowledge of teaching methodologies.

They use the traditional Grammar Translation Method only in which teachers keep students as passive listeners. Likewise, Sarfaraz, (2013:1) reported that one of the causes of students' failure is, teachers themselves because they transmit to their students wrong and incorrect pronunciations.

Regarding lack of necessary skill and qualification of the English language Teachers, the information, taken from the schools' principals has been given in Table 1.2. The reported data shows that majority of the English language teachers are not qualified as they lack of certificates/diplomas, they have no opportunity to improve themselves.

Table 1.2 English Subject Teachers Do Not Have Necessary Skills And Qualification.

Lack of necessary Skills and qualification of English language Teacher				
S. No.	Statements	Responses in Yes and in No.		
		Yes	No	Total
	English Language teachers are qualified.	18(25%)	54(75%)	72
	English Language Teachers have Diplomas/ certificates in English Language Teaching.	16(22.22%)	56(77.73%)	72
	Your school teachers have attended any workshop on English language.	02(2.78%)	70(97.22%)	72
	School has provided an opportunity on English language Teaching, i.e. techniques, skills etc to English Language teachers	03(4.16%)	69(95.83%)	72
	School administration has ever demanded qualified English Language teachers from Government(Department)	67(93.05%)	5(6.95%)	72

Subject teachers can teach a topic more efficiently. Table 1.2 shows that 18(25%) of the responded are of the pinion that teachers in their schools are qualified, while, 54(75%) of the respondents views that teachers are not qualified, because in majority of the schools only workload is covered. Similarly, 16(22.22%) of the respondents think that teachers in their schools have some English language certificates or Diplomas and 56(77.73%) of the respondents share that, they have no such a thing with these teachers. Likewise subject oriented workshops are important to be organized for the teachers but here only 02(2.78%) of the total respondents nodded in yes, while 70(97.22%) say teachers have no such opportunity to upgrade his level for good teaching.

All of the above a teacher can do nothing if he has no support of the administration. Regarding the deficiency of subject teachers in schools 67 (93.05%) of the respondents hold up the statement that they have demanded teachers from the department, while 5(6.95%) of the respondents view that they have disappointed to put up demand of teachers. Failure of students in English at secondary level is not only due to one reason, however the factors involve may

be; deficiency of subject teachers, unqualified teachers, no facility and opportunity of in-service trainings and lack of cooperation of department with school administrations in provision of subject teachers.

Refresher Courses and Their Effects on the Students' Annual Examination

Teachers in schools are not facilitated with refresher courses, so they are applying old teaching methods. Rahman and Alhaisani, (2013:115) noted that inadequate teaching methods and the teachers, who are not properly, trained in English teaching. Moreover, all activities are teacher's centered instead of learner centered, which do not lay emphasis on developing skills but on cramming and rote learning. Similarly, Ahmad and Rao, (2013:202) are of the opinion that, Pakistani students are facing a lot of problem in English because teachers use traditional methods for teaching English, which are not helpful in vocabulary building. Every individual consider oneself perfect but trainings and guidance realize him that there is still need to improve the level. Applying old teaching methods are the compulsion of teachers because they were not provided with any opportunity that could be utilized. This has been supported by secondary data. The table 1.3 explains all the points concerned.

Table 1.3 Refresher Courses For English Teachers And Their Effects On Students' Annual Examination.

Lack of refreshers courses for English teachers, affect Students` performance in annual examination.				
S. No.	Questions	Responses in Yes and in No.		
		Yes	No	Total
	You think that your present ability is enough to teach English language satisfactory.	114(79.16%)	30(20.84%)	144
	You prefer old teaching methods.	35(4.31%)	109(75.69%)	144
	You agree that a teacher needs to get up to date techniques of teaching.	130(90.27%)	14(9.73%)	144
	You have been provided with in-service trainings since then.	10(6.95%)	134(93.05%)	144
	You have informed school administration about the problems in teaching English language.	140(97.22%)	04(2.78%)	144

Facility of refresher course to teachers improves proficiency, comparison of statements “a” and “c” supports the fact, teachers need refresher courses, as 30(20.84%) of the respondents denies the need of any refresher courses and high ratio of 144(79.16%) of respondents think that they are perfect enough to teach their subject. Similarly, 130(90.27%) support the need of refresher course while only 14(9.73%) of the respondents denies the statement.

Critical observation of the table shows that the difference in the statements is due to the fact that teachers have informed the administration for example 140(97.22%) that they are facing problems in teaching the subject in absence of any refresher course for which 134(93.05%) of the respondents are witness.

The view of both secondary information and reported data in table 1.3, strongly supports the statement that teachers are not provided with refreshers courses which cause failure of students in large number.

Table 1.4 Parents’ Interest And Failure Of Students In The Subject Of English.

Parents are the only source whom fear can keep students on the track. Lack of parent’s interests in their kids/ wards gives an opportunity to let them diverge. Alexandar et al, (2014:674) reported that lack of parental interest in teaching learning process and their unawareness from their children’s performances are the major causes of students` failure.

Similarly, Rafiq et al, (2013:221) documented that usually parents of those students who are reading in Government schools don`t have enough awareness about their children`s activities. Combination of the secondary data and the reported information has been analyzed in table-

1.4. The Statistics are Tabulated.

Table 1.4 Parents' Interest And Failure Of Students In The Subject Of English.

Lack of parents' interest is one of the causes of students' failure in the subject of English.				
S. No.	Questions	Responses in Yes an in No.		
		Yes	No	Total
	Parents of your class students' are in regular contact with school.	07(4.81%)	137(95.13%)	144
	Parent's come to school, if you inform them about good results of their kids/wards.	08(5.56%)	136(94.44%)	144
	You have faced complexity in case of poor performance of any/all students in your subject.	43(29.87%)	101(70.13%)	144
	You agree that parents visit school on receiving a call from school.	07(4.87%)	137(95.13%)	144
	Parents contact school, if their kid/ward is sent home on any violation in teaching setup.	05(4.48%)	139(96.52%)	144

Parents' involvement in students studies facilitates school to enhance students' performance. Data of the table 1.4, shows that only 7(4.81%) of parents contact school while 137(95.13) never ask their kids/wards to contact school. Similarly, 136(94.44%) of the respondents are of the view that parents do not come to school even their kids/wads have shown good performance. Furthermore, 139(96.52%) of the teachers believe that parents have never asked them if students show weak performance in their subject or if send a student back to home in case of violating school rules.

It is clear now, that lack of parents' involvement relaxes students to pay any attention to studies and be failed in the English subject.

Table 1.5. Teaching Materials Cause Students` Failure.

Course outlines and audiovisual aids are key to successful teaching learning process. Qasim and Arif, (2014:145) documented that lack of fundamental facilities and neglect of Audio-Visual aids in a proper way increases the ratio of failure. Similarly, Nbina and Barincka, (2012:331) suggest, for overcoming the rising failure of the students, the authority should provide basic needs to schools like Audio-Visual aids and other teaching materials.

In Government schools, along with other needs there is a problem of using proper teaching material. The data in table-1.5 gives information regarding the use of teaching material in schools.

Table 1.5. Teaching Material Cause Students` Failure.

Lack of Teaching Material is the major cause of Students` failure.				
S. No.	Questions	Responses in Yes and No.		
		Yes	No	Total
	All students have course books.	44(30.55%)	100(69.45%)	144
	You ever find notebooks deficiency with students.	54(37.5%)	90(62.5%)	144
	You are provided course outlines and then give to students.	14(9.73%)	130(90.27%)	144
	There is a teaching plan in the school, which students could use for guidance.	10(2.88%)	140(97.22%)	144
	Students are facilitated with audiovisual aid since start of the academic calendar.	10(2.88%)	140(97.22%)	144

Proper and effective teaching is possible due to proper use of teaching material. The availability of course books is somehow disappointing, i.e. 100(69.45%) and only 44(30.55%) are those students have complete course book. similarly 54(37.5%) of the respondents are of the opinion that students have notebooks, while 90 (52.5%) of the respondents are of the opinion that students do not have even notebooks. Course outlines are the paths and direction which make teaching learning easy.

In this regards only 10(2.88%) of the respondents accept the fact that they have teaching plan while 140(97.22%) of the respondents believe that they do have teaching plan. They are using self derived plan.

Teaching with audiovisual aids has long lasting effects. Unfortunately 140 (97.22%) of the respondents never teach with audiovisual aids while only 10(2.88%) of the respondents use locally arranged audiovisual aids. The secondary data and the information given in the table support the statement that lack of teaching material is the one of the cause of failure of the students in English.

Checking of Home Work is Causing, Failure of Students in English.

Practice of school work at home is called home work. Home is not a separate work rather it is the practice of learnt lesson. Home needs the involvement of parents. To Audrey, (2007:88) documented that parents and teachers should encourage the students to speak English in classrooms and out of the classrooms even at home.

Similarly, to W. Carla (2010:1). The following reasons include to check home work; to see how the students managed with the task set for homework in order to evaluate the students' progress. To give students another opportunity for learning as they make their corrections. Students and parents expect homework to be checked properly. Checked home work provides a correct model for students to look back on when necessary.

Importance of home work checking has been supported by the secondary data which has been expressed in the table. 1.6. Analysis of the table shows that home work is of utmost importance for the students.

Table 1.6 Checking Of Home Work Is Causing, Failure Of Students In English.

Lack of checking the home work is the major cause of failure.				
S. No.	Questions	Response in Yes and in No.		
		Yes	No	Total
	Note books are properly checked	698(33.30%)	1398(76.70%)	2096
	You suggest that the specified time i.e. period is enough for satisfactory checking of all notebooks	400(19.08%)	1696(80.91%)	2096
	Parents contact school on hastily checked and not pointing the mistakes notebooks.	312(14.88%)	1784(85.12%)	2096
	School administration is rechecking, the already checked work of a teacher.	534(25.47%)	1562(74.52%)	2096
	There is any concept of award/rebuke on proper/ improper notebooks to students/teachers from local or nonlocal administration.	190(9.06%)	1906(90.94%)	2096

Note books are records- safe for the students. Proper checking and care of the notebooks is like backbone for the carrier of the students. Table 1.6 shows that 698(33.30%) of the respondents accept the statement that their notebooks are checked, while 1398(76.70%) of the respondents believe that their notebooks are not properly checked. Knowing the reason that what is the cause of improper checking, 1696(80.91%) of the respondents are of the opinion that the given time is not sufficient for teaching and then checking the notebooks, while 400(19.08%) of the respondents think that the given time is enough for all these activities. Teacher takes care due to the objection of parents and fair of explanation of administration but 312(14.88%) of the respondents are of the view that parents ask about improper checking of notebooks while 1784(85.12%) of the respondents are sure that parents never ask about the improper checking. Similarly only 534(25.47%) of the respondents view that there is a rechecking concept in their school from administration while 1562(74.52%) of the respondents are sure that there is no rechecking concept in their schools. Furthermore, the last statement clarifies the reason behind other concepts of improper checking is that 1906(90.94%) of the respondents that proper attention to students notebook is meaningless because there is not

concept of award/ rebuke on homework checking, while a very less ratio of 190(9.06%) of the respondents agree that they have observed the concept of award/rebuke on homework checking.

Analysis of the data in table 1.6 and secondary data support the statement that lack of home work checking is one of the causes of students failure at secondary level.

FINDINGS

The following findings were drawn on the basis of data analysis obtained from Head Masters, Subject Teachers and 10th class students of Government Boys` High in district Buner.

- 1 Qualified teachers play key role in the success of the students in the subject of English at secondary level.
- 2 Refresher courses are necessary for the English Subject Teachers.
- 3 Training procedure of the English Subject Teachers, should be improved.
- 4 Students` participation in teaching learning process is necessary for effective teaching of English at secondary level.
- 5 Check and balance is necessary for effective teaching of English.
- 6 English Subject Teachers should create interest in teaching learning process.
- 7 Teacher-students interaction is the back bone of the teaching English.
- 8 Parents` interest plays important role in the teaching learning process of English at secondary level.
- 9 Proper checking of home work in the subject of English is obligatory for the teachers.
- 10 Activity-based learning is very successful for the learning of English at secondary level.
- 11 English curriculum should be made relevant to the students needs.

CONCLUSIONS

The following conclusions were drawn on the basis of literature review, data analysis and findings of the study.

- 1 Lack of in-service training and refresher courses which is the major cause of students` failure in the annual examination at secondary level.
- 2 Lack of students` interest in the Subject of English is the fourth major cause of failure at secondary level.
- 3 The one more cause for mass failure of students in English is the absence of teacher students` interaction and participation of the students in teaching learning process.
- 4 One the most important cause is that the subject teachers do not check the homework properly and regularly.
- 5 The next cause of mass failure in the subject of English is lack of cooperation and interest of the parents in the affairs of the teaching learning process.
- 6 Another well-known cause of students` failure in English is lack of activity in teaching learning process at the secondary level.
- 7 The absence of check and balance is also the major cause of students` failure at the secondary level.
- 8 The next cause which pointed out is the lack of teaching material in Government High Schools of district Buner.

SUMMARY AND CONCLUSION

The learning of English language is of vital importance for the students at all levels of Education .The growing need and importance of English at the present day has made the acquisition of this language as an important tool in order to survive in the world. In such situation high ratio of failure of the high school students is certain. It is of vital importance to know the causes of failure at secondary level in district Buner.

The study found that majority of respondents agreed that refresher courses and in-service training should be arranged for the English teachers. Similarly, Teaching material should be used for the students` interest, parents should be informed about the performance the of the students, students should be involved in the teaching learning process in the subject of English and more activity should be done by the English subject teachers in the teaching of English.

The conclusions of the study, which were drawn from the data analyzing and findings of the study were; *refresher courses and in-service trainings should be organized for English teachers. Teachers should check the homework of the students and parents should take interest in the schools` affaires. More activity should be done in the classroom, and the authority should make sure the check and balance of the teachers regularly.*

RECOMMENDATIONS

Based on conclusions, the following recommendations are made

Government should provide opportunities for the in-service training and refresher courses for subject teachers to improve their teaching skills.

In order to motivate students to take interest in the subject of English, subject teachers should provide friendly environment in class room.

English subject teachers should make sure the checking of the assigned homework of the students properly and regularly.

English subject teachers should make sure that teacher-student interaction tack place in the classes necessary for enhancing the effectiveness of the teaching learning process.

The officials should make sure the check and balance of the all teachers generally and the English teachers particularly.

The involvement of the parents in the schools` affaires should be made sure for enhancing the performance of the students as well as teachers.

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