



A Peer-Reviewed International Multidisciplinary Research

On the Relationship of English Teachers' Academic Experience & EFL Learners' Performance

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ABSTRACT

The overall purpose of this research was measuring teachers' qualification in the English classes of language institutes. More specifically, the study intended to examine the effectiveness of EFL (English as a Forging Language) teachers' academic qualifications on students' performance. To do this, 120 advanced Iranian EFL learners of both genders in some language institutes were randomly selected as the participants of the study. The researcher herself attended the classes for collecting data and there was a conversation with them and they were told the instruction completely and obviously. The applied instruments in this study were the two related questionnaires. The students had to answer the items of both questionnaires without any time limitation. Since all the participants were advance EFL learners, it was not necessary to translate original questionnaire into Persian. Eventually, all the questionnaires were gathered and SPSS (Statistical Package for the Social Science) software was used for analyzing and interpreting data. The results of the study from the students' views indicated that the EFL teachers in the language institutes were qualified and also pedagogic and personal qualities of teachers can be related to the students' performance. In other words, the academic qualification of teachers had positive effect on the students' performance.

KEY TERMS

Teacher Qualification, EFL learners, Student Performance

RESEARCH PAPER

INTRODUCTION

Education is a key component of human quality essential for generating high incomes and sustainable socioeconomic development. Access to quality education was the right of every one. It affirmed that quality was at the heart of education (Ogawa, 2010). According to Samoff (2007), the mastery of curriculum is measured by national examination and the best indicator of high quality education is a high score on the national examination. According to France and Utting (2003), good quality of education is essential for educational efficiency. Learners acquire the basic skills, concepts, and attitudes needed for successful learning and development prior to entering formal education system and thus reduce the chances of failure and lay a foundation of life-long learning. Teacher Qualification may affect students' academic achievement. According to a study by Abe (2014), there are three ways in which teacher qualification can be quantified that is; "Level of education", "Years of experience in preparation of subject matter and pedagogy"; and "Certification" in their expertise area and their ongoing professional development. The relationship between teacher attributes and student performance is one of the significant issues in the field of teacher education (Townsend & Bates, 2007). The term "teacher quality" is used synonymously with "teacher attributes", "teacher characteristics", and "teacher personality" (Andabai, 2013; Strong, 2011). However, the term "student performance" is used interchangeably with "outcome" and "achievement" (Wenglinsky, 2001). Knowledge regarding the relationship between teacher quality and student performance benefits both teachers and academic institutions. To be specific, teachers can modify their behavior in accordance with students' preference instead of relying on myth pertaining to desired teacher quality. In addition, academic institutions can take initiatives to nurture teacher quality which may impact on student performance (Park & Lee, 2006). Several types of certifications are available for teachers who desire to improve their qualifications and enhance their effectiveness in the classroom. The first area of concern relates to English teachers who lacked upper level English courses. Content knowledge is a good indication of how well the teacher can organize and present material to students (Basile et al., 2009). Research has shown drastic differences in how material is presented and the levels of content and rigor that students are exposed to in the classroom (Banner, 2016). The certification process could change drastically depending on the university a prospective teacher attended. This paper was designed to examine two main types of teacher qualifications (personal qualities and pedagogic qualities) and also it determined the impact of these qualifications on students' performance. Information regarding these qualifications was collected from the participant's responses on the related questionnaires.

Statement of the Problem

Most administrators agree that students can gain the same knowledge in their classes regardless of the teacher they are assigned. As it turns out, that is not always true. A study was carried out by Gordon et al., (2006) and the results showed that students who were taught by the top quartile of effective teachers would advance an average of five percentile points relative to their peers. The same study revealed that students who were taught by the bottom quartile of teachers would lose five percentage points per year (Gordon et al., 2006). Additionally, some study previously indicated that a big percentage of students in class could not read fluently, had challenges in English skills, which is the language of instruction (Hiew, 2012). They also had challenges in doing some English activities. This could mean that there are challenges or irregularities in the provision of quality basic education and this eventually affects their performance in final examination. Education in educational setting has dramatically changed over the last twenty years especially in Iran where the students are learning English as a foreign language. Universities, schools, or language institutes leaders

must hire top quality educators and provide meaningful professional development to ensure their professional growth. Instructional leadership skills will play an essential role for administrators as they try to recruit and retain highly qualified teachers that will let students receive a quality education. Educational leaders were also encountered with the task of preparing all students for the next level. Administrators and teachers must also assist students develop their skills essential for survival once they leave the high school setting. Some of the studies have shown that English learning problems are both small and big in Iran (Akbari, 2015; Mirzaei Rizi 2014). One of these problems refers to inadequacy of the educational system and this inefficiency is not only in teaching English which it means, people who have studied other majors, are not skilled enough to teach English. There are a lot of people with high academic degree and no or little ability to write or speak in English. A person with a high degree in English, expected to be skillful enough in this field. Unfortunately, Iran was among the countries where a few percentage of the people were able to use English as a foreign language. Another noticeable issue is teachers' role. The teacher is considered the most important part of the class. He/she can either motivate or demotivate student. Teachers should motivate learners and provide a good environment for language learning. Regarding the above discussion and problems, this study attempted to link the EFL students' performance in language institute to teacher qualification. There is a requirement for holistic approach to the learning process addressing all needs of learners, that is; cognitive, emotional, social and physical. Accordingly, teacher competences in language institutes must be taken into consideration. This study, therefore, investigated the impact of teachers' academic qualifications on students' achievement of some language institutes in Kerman with a view to make recommendations in educational setting.

Objectives of the Study

The overall purpose of this research was exploring the impact of teachers' academic qualifications in the English classes to help the EFL learners' improvement. More specifically, the study intended to measure the Iranian EFL teachers' qualifications in the EFL classes of language institute, and also it investigated the effect of teachers' academic qualifications on the students' performance.

Research Questions

The following questions can be raised based on the objectives of the study;

- Q1. To what extent are the EFL teachers of language institutes qualified in English classes?
- Q2. What is the effect of teachers' academic qualification on the students' performance?

Significance of the Study

The outcomes of the study may provide education stakeholders with an insight of how teachers' characteristics; instructional leadership, teaching experience, and qualifications towards students' academic achievements. The significance of the study also helps to determine the influence of principals and teachers school leadership practices on classroom management, school environment, and academic underperformance. Moreover, findings of the present study may provide administrators with useful information which can be used during the teacher recruitment process. Also, findings of this study can help administrators in dealing with teacher retention, planning professional development, and working with the staff as an instructional leader to improve the importance of educating. The results of this research may provide educational leaders with a foundation from which academic decisions can be made for students of all ages. Besides, the outcomes of the study may provide educational researchers with a foundation that can be published in many educational setting. Additionally, the results of the current research may present useful information that can be employed by

teachers, supervisors, decision-makers on the ways of enhancing achievement of EFL learners in educational environments as schools, universities, etc.

LITRATURE REVIEW

Teachers' Qualification and Learners' Achievement

Teacher quality is of important concern to parents and policy makers, but the definition of qualified teacher has come under much scrutiny. For example, there is intense debate over whether alternatively certified teachers should be included under the heading of qualified teachers. The challenge in defining quality teachers illustrates a much more general concern in education. Teacher qualifications refer to credentials and knowledge that teachers bring with them when they enter classroom (Wilson et al., 2001). Teacher qualifications help in the regulation of entry into classroom when there are no performance and outcome data for the case of new teachers (Ferguson and Helen, 1996). They are also used as indicators of teacher quality because of the relative ease of and cost effectiveness of data collection which can be found in public records maintained by states and districts. To some extent, teacher qualifications are effective at identifying teachers who improve the achievement of children (Ferguson & Helen, 1996). Some teacher qualifications are consistently associated with increased student achievement in particular subject areas. This is most notable in mathematics where most research studies have concentrated.

A major teacher qualification attribute that has consistently been shown to produce strong positive effects on student learning mathematics is the teachers' knowledge of mathematics matters for student learning in mathematics at all school levels (Darling-Hammond, 2001). Whether measured by mathematics course taking, certification, or degree, it appears that teachers with stronger mathematics knowledge produce better student achievement in mathematics compared with less knowledgeable teachers (Goldhaber & Brewer, 2001). Thus in this study mathematics course taking, certification, and degree of the teacher was assessed in this study to determine its impact on the preschool children's achievement. Other attributes that have been investigated in the past include subject matter knowledge, test scores, training institution, advanced degrees, certification, induction and mentoring, professional development, experience and content based pedagogical knowledge (Jacob, 2007 & Jacob, 2011). Subject matter knowledge has been found to have varied effects on the student achievement. It is strongly related to achievement in higher grades. Studies have established that there exist a stronger correlation between the achievement of secondary school students and their teacher's subject area expertise that exist between the success of younger students and their teacher's subject knowledge (Raymond at al., 2001). In particular, several studies indicate that teacher completion of an undergraduate or graduate major in mathematics is associated with higher student achievement in high school and middle school. Given previous association of subject matter knowledge with increased achievement in higher grade classes, this study will not investigate this attribute. On the link between teachers' academic qualifications and students' academic achievement in Mathematics at secondary school level, Darling Hammond's (1999) and Darling-Hammond and Skyes (2003) findings suggest that teacher qualifications have a significant and positive correlation with student achievement. Furthermore, Darling-Hammond (1999) found that uncertified teachers and those with the most non-standard certifications had negative effects on student achievement gains.

Darling- Hammond and Sykes (2003) concluded that, in the context of the United States of America, qualified teachers are a critical national resource that requires federal investment and cross-state coordination as well as other state and local action. Similarly, Kaine et al., (2006) found that the proportion of lower-performing students at a school was related to the

proportion of teachers at that school who were not certified to teach in any of the subjects which they were currently teaching. Boyd et al., (2010) also found support for the view that teacher preparation programs in either traditional or alternative pathways had an influence on student gains in New York State achievement tests. Moreover, Rice (2003), however, provides a more measured conclusion that teacher certification seems to matter for high school mathematics with little evidence of its relationship to student achievement in the lower grades. Rice's position is somewhat bolstered by Goe (2007), who reported on a study on California schools to examine the relationship between the percentage of teachers holding emergency permit (EP) teacher certification and student achievement at school level which found a direct negative correlation between the two. Evidence on the link between teachers' academic qualifications and students' achievement thus remains contentious.

A study in Kenya by Musau and Abere (2014) examined performance of teachers in secondary schools of Kitui. The study looked into the extent to which teacher qualification influenced students' academic performance. The study applied ex-post-facto survey research design. Data was collected using questionnaire and document analysis. It was analyzed using descriptive and inferential statistical tools. The study found that there was no significant difference in performance of students taught by teachers who had undergone refresher courses and those taught by teacher who had not undergone refresher courses as they were both graduates. These studies have shown that there is some relationship between teacher qualification and students' academic achievement; these studies were carried out in secondary schools with specific subjects. The studies have reported that teachers without being expert of the said subjects would not perform to the same level as qualified teachers. The studies reviewed dealt with teachers' qualification and experience influence on student performance with a lot of focus on the secondary education level. This study determined the extent to which teacher qualification affects students' academic achievement in public primary schools. The study sought to find out if there is any statistical significant relationship between teachers' qualification in terms of level of certification on students' achievement.

Related Studies

Many Studies show that teacher quality is the key central in student performance. The most questions arising on teacher characteristic is what kind of teacher attribute improving student quality. This question explored by Darling-Hammond (2000), Milanowski (2004), and Rockof (2004). All of this study has the same findings that teacher characteristic significantly affect the student performance. Teacher characteristic such as, education background, experience, certificate status, leadership experience, perseverance, teacher evaluation score, preparedness course work are the variables that much pay attention by the scholar in relation to student achievement. However the method to assessing teacher quality in delivering teaching in classroom is still debating among the researcher. Teacher score test according to some studies, believed can predicted the quality of each teacher in delivering student achievement. Malinowski (2004) found that proper teacher evaluation test can be used as tools to predict student achievement. Goldhaber (2007) used teacher license test to predict teacher effectiveness in the link to effect student achievement. The evidence of this study is supporting the hypothesis that teacher licensure test correlated to student achievement. Teacher quality in term of certification license found the most powerful tolls to predicting student achievement than the others variable such teacher degree, salaries, and expenditure level (Darling-Hammond 2000). White (2004) and Hill et al., (2005) are using teacher evaluation score to predict student gain, and their result support that teacher evaluation score significantly related to student gain. Longitudinal database of The Tennessee Value-Added Assessment System used by Rivers and Sanders (2002) to evaluate teacher and effect on student performance, they found that effective teacher affecting gain of student

score. Although many studies supporting teacher quality affecting student gain, several scholars opposed the idea. Buddin and Zamarro (2009) found that teacher characteristics such as teacher licensure testing uncorrelated to student success in the classroom. Similar studies also argue that teacher characteristics in terms of teacher score and certified teacher unrelated to student scores see Hanushek et al., (2005). Another related study on teacher characteristics performed by Farooq et al., (2011), they found that teacher certification unrelated to student achievement. Socio economic status (SES) as it is confirmed in Konstantopoulos, (2005); Dahl and Lochner (2005); Lacour and Tissington (2011) found the correlation of SES to student achievement. Students from wealthy families tend to have better performance than non-wealthy students. Low achievement related to poor resources in physical, spiritual, in making students get success in their study. School location demographic is also found to matter to student learning Mersch (2012). Both of these studies concluded that there is variation of student performance in different places. Phern and Abidin (2012) noted the following personal characteristics of an effective teacher: maintenance of a good teacher-student relationship, management of student behavior, ability to inspire students, and sense of humor. Thompson (2008) mentioned that teachers should be able to build rapport with students, create a supportive environment, and should be approachable. Thus, the theoretical discussion on teacher quality/attributes revolves mainly around pedagogic and personal characteristics of a teacher.

In addition, researchers around the world made attempts to explore the association between teacher attributes and student performance. For instance, Adewale (2013) carried out a research to identify the relationship between teacher quality and student performance in Nigeria. The participants of this study were secondary school teachers who opined that communication (i.e. ability of teachers to convey messages to students) has 45% impact; subject knowledge has 25% impact; and teacher's behavior has 30% impact on students' learning. Andabai (2013) also conducted a survey among tertiary level students in Nigeria and found a positive correlation between teacher's personality (both personal and pedagogic qualities) and students' learning. Chan's (2002) study yielded a positive correlation between teacher quality and student performance. The participants of this study involved 57 tertiary level teachers from the Open University of Hong Kong and 1106 students from the same university who rated their teachers' quality. The researcher dealt with the following four personality characteristics: ranging (i.e. emotional response), face (i.e. generosity, dignity, and friendliness), harmony (i.e. maintenance of power equilibrium), and leadership. Analysis of data reveals that teachers who scored high on the four personality characteristics were rated as effective teachers by their students. Hashim et al., (2014) identified a positive association between teachers' quality (i.e. ability to understand students' problems, concern for students, knowledge about students etc.) and college students' (n=400) English proficiency in Malaysia. In this study, students were asked regarding teacher's characteristics and the improvement of their English proficiency in the classroom. Khatri's (2011) study on 133 Grade XII students in Nepal suggests that teachers' classroom behavior can positively impact on students' learning. Thus, some previous studies on the relationship between teachers' quality and students' performance showed that there is an impact of teacher quality on student performance.

METHOD

Participants and Sample

Participants refer to a group of individuals for measurements. It is the entire group or elements that have at least one thing in common. They are a large group to which the researcher hopes to generate the findings (Kombo & Tromp, 2006). This study focused on students who were directly involved in learning. The participants of this research were 120

Advanced EFL learners who were studying English in some language institutes in Kerman (40 in each institute). Sampling is the process of selecting a given number of subjects from a defined population as representative of that population (Orodho, 2008). Sampling is that part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about a population of concern, especially for the purposes of statistical inference (Mugenda & Mugenda, 2008). This study employed simple random sampling procedures to select the participants. That is to say, 120 EFL students of both genders were randomly selected in the three institutes of Kerman; 40 students were selected and surveyed in each institute. The students were told to answer the questionnaires about the teachers' qualification. It should be noted that at first all the teachers participated in TTC classes. Also, they observed some classes of the experienced teachers. Having finished the TTC courses, they participated in the proficiency test. According to their scores, they were selected for the next step. Then, the selected teachers presented demo and they were evaluated by some experienced professors. After that, they were interviewed by the supervisors of the institutes. Finally, they were chosen as the teachers of the institutes. In other words, all the teachers of the mentioned institutes were qualified enough to teach English in the language institutes.

Instrumentation

In order to gather data, two instruments were employed in this study; placement test and the related questionnaires.

Placement Test

Before gathering data, all the EFL students participated in Oxford Placement Test. It is the standardized, reliable, and valid test. It was used to check the homogeneity of the group in terms of their language level. The test was comprised of 40 multiple-choice of grammar, vocabulary, and reading comprehension questions. The participants whose scores on the language proficiency test fell within ± 1 standard deviation of the mean score, attended in the present project.

Questionnaires

In order to gather data, two related questionnaires were used to assess the effect of teachers' qualification on students' performance. The questionnaires consist of two parts that the first part explores the information about the participants' age and gender. The second part consists of some statements that evaluates the related items on the mentioned variables. Both of the questionnaires were structured and contained closed ended items. The first employed questionnaire was teachers' qualification questionnaire developed by Stronge et al., (2004) was used to measure the EFL teachers' qualification of language institutes. The questionnaire consists of two sections which examined personal qualities and pedagogic qualities of the teachers. That is to say, the first 10 items evaluate teachers' personal qualities and the other items (13) examine teachers' pedagogic qualities. Totally, the questionnaire includes 23 items using Likert scale. Each item of the questionnaire includes Five-Likert Scale which are "Always", "Almost Always", "Occasionally", "Rarely", and "Never". Additionally, the second applied questionnaire provides 20 items on a 5-point Likert Scale which are "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree". The questionnaire was adopted by Bartilol (2016) which measures teachers' academic qualification and the students' performance. It is important to mention that both of the questionnaires were related to the objectives of the present study and they were used in the previous studies with the same purpose, but in different context. More specifically, the validity of the instruments, the wording of the survey instruments, length of the questionnaires, and the ease of the implementation of the procedures were examined by two experienced professors in order to

avoid any unclear statements. Also, the appropriateness of the questionnaires was investigated for the study population by referring to the similar studies in similar cases. All in all, the adapted research instrument was checked according to research questions and objectives. Additionally, the reported reliability of the first questionnaire (Teachers' Qualification) was calculated and Cronbach's alpha was found to be .79, and the reliability coefficient for the second questionnaire (Teachers' Qualification and Students' Performance) was .82. However, once again the reliability of both questionnaires were analyzed by the researcher through Cronbach's alpha Test.

Data Collection and Analysis Method

120 EFL students of three institutes were chosen randomly by the researcher. All of them were advanced EFL learners of the three language institutes in Kerman. That is to say, 40 EFL students of both genders in each institute took part in the present study. The researcher herself attended the classes for collecting data and in the first step, permission was received from the managers of each institute. Then, there was a conversation with them and they were told the instruction completely and obviously. In fact, the researcher informed and explained them if there were any questions or concerns. Also, they were told to answer the questions as honestly as possible. Next, they were asked to answer the items without any time limitation and they were told writing their names. After their preparing for responding, both of the questionnaires were distributed to the students by the researcher. Since all the participants were advanced learners, it was not necessary to translate original questionnaire into Persian. Eventually, all the questionnaires were gathered for analyzing and interpreting data. Descriptive survey data is commonly represented through use of frequency, graphs, pie-charts and frequency tables Gay (1992). Also, data analysis of this study addressed quantitative data, including questionnaires. The collected data were analyzed by Statistical Package for Social Scientists (SPSS) software version 24.

RESULTS

Data Analysis of the First Questionnaire

The first applied questionnaire measured the teachers' qualification of language institutes from the students' views. The questionnaires consist of 23 related items related to teachers' personal and pedagogical qualities. Also, the acceptable level of reliability displayed before.

Table 1. Analysis of the First Questionnaire

Teachers' Personal & Pedagogic Qualities						
N	I. Personal Qualities	Always	Almost Always	Occasionally	Rarely	Never
1	How caring was your teacher?	24 20.00%	32 26.67%	30 25.00%	20 16.67%	14 11.67%
2	My teacher showed concern for my emotional and physical well-being.	33 27.50%	37 30.83%	24 20.00%	15 12.50%	11 9.17%
3	My teacher showed respect to all students.	34 28.33%	36 30.00%	22 18.33%	17 14.17%	11 9.17%
4	My teacher understood my mood.	22 18.33%	37 30.83%	31 25.83%	19 15.83%	11 9.17%
5	My teacher was sympathetic about my wrong responses.	33 27.50%	32 26.67%	26 21.67%	18 15.00%	11 9.17%

6	My teacher was patient.	34	36	23	18	9
		28.33%	30.00%	19.17%	15.00%	7.50%
7	My teacher was friendly.	30	36	25	16	13
		25.00%	30.00%	20.83%	13.33%	10.83%
8	My teacher was well-behaved.	25	35	31	17	12
		20.83%	29.17%	25.83%	14.17%	10.00%
9	My teacher tried to build rapport (good relationship) with me.	27	26	33	16	18
		22.50%	21.67%	27.50%	13.33%	15.00%
10	My teacher was hard-working.	19	29	31	23	18
		15.83%	24.17%	25.83%	19.17%	15.00%
II. Pedagogical Qualities		Always (1)	Almost Always (2)	Occasionally (3)	Rarely (4)	Never (5)
11	My teacher created a supportive and warm classroom environment.	27	40	32	15	6
		22.50%	33.33%	26.67%	12.50%	5.00%
12	My teacher accepted responsibility for students' grades.	29	34	27	17	13
		24.17%	28.33%	22.50%	14.17%	10.83%
13	My teacher prepared materials in advance and had them ready to use.	36	42	32	8	2
		30.00%	35.00%	26.67%	6.67%	1.67%
14	My teacher gave clear examples and offered guided practice.	37	27	29	14	13
		30.83%	22.50%	24.17%	11.67%	10.83%
15	My teacher was concerned with having students learn and demonstrate understanding of meaning rather than memorization.	29	32	28	19	12
		24.17%	26.67%	23.33%	15.83%	10.00%
16	My teacher gave clear, specific, and timely feedback.	36	43	30	10	1
		30.00%	35.83%	25.00%	8.33%	0.83%
17	My teacher monitored and assessed students' progress.	40	36	26	15	3
		33.33%	30.00%	21.67%	12.50%	2.50%
18	My teacher listened to my questions, comments, and concerns. .	27	32	31	17	13
		22.50%	26.67%	25.83%	14.17%	10.83%
19	My teacher rewarded positive behavior (e.g. praised correct responses).	27	32	30	20	11
		22.50%	26.67%	25.00%	16.67%	9.17%
20	My teacher motivated me in learning.	24	31	27	20	18
		20.00%	25.83%	22.50%	16.67%	15.00%
12	My teacher was fluent in English.	10	10	1	40	59

		8.33%	8.33%	0.83%	33.33%	49.17%
11	My teacher paid attention to weak students of my class.	25	33	2	27	33
		20.83%	27.50%	1.67%	22.50%	27.50%
12	The class of my teacher was anxiety-free (tension-free).	16	24	0	40	40
		13.33%	20.00%	0.00%	33.33%	33.33%

The first part of the questionnaire examined ten items related to teachers' personal qualities. First, most of the EFL learners (about 47%) stated that their teachers were always and almost always caring about them, and almost 58.5% mentioned that their teachers showed concern for their emotional and physical well-being. Also, about 58.5% thought that their teachers showed respect to all students, and nearly 50% felt that their teachers understood their mood. Then, more than half of the members (54.17%) believed that their teachers were sympathetic about their wrong responses, and about 58.5% of them believed that their teachers were patient. Exactly 55% of the EFL learners thought that their teachers were friendly, and half of them thought their teachers were well-behaved. Also, 44.17% said that their teachers tried to build rapport or good relationship with them, and exactly 40% of the respondents considered their teachers were always and almost always hard-working. The second part of the questionnaire examined thirteen items related to pedagogical teachers' qualities. Almost 56% of the participants mentioned that their teachers created a supportive and warm classroom environment. Also, 52.5 % said that their teachers accepted responsibility for students' grades. Besides, most of the participants (65%) believed that my teachers prepared materials in advance and had them ready to use, and nearly 53.5% declared that their teachers gave clear examples and offered guided practice. In addition, 51% believed that their teachers were concerned with having students learn and demonstrate understanding of meaning rather than memorization, almost 66% of the members stated that their teachers gave clear, specific, and timely feedback, and 66.5% uttered that their teachers monitored and assessed students' progress. After that, nearly 50% of the EFL students said that their teachers listened to their questions, comments, and concerns, and surprisingly the same percentage preferred their teachers rewarded positive behavior as praised correct responses. Then, about 46% of the students believed that their teachers motivated them in learning, and 82.5% of them felt that their teachers were fluent in English. Finally, about 49% of the participants mentioned that their teachers paid attention to weak students in the class, and more than half of the students (66.66%) felt that the class were anxiety-free (tension-free).

Data Analysis of the Second Questionnaire (Teacher's Qualification & Student's Performance)

This part analyzed the items of the second questionnaire related to teacher's qualification and student's performance. All the items measured in 5-point Likert scale, ranging from "Strongly Agree" to "Strongly Disagree". Frequency and percentage of each item were used in order to investigate every question. The results are presented in the following table.

Table 2. Analysis of the Second Questionnaire

Teacher's Qualification & Student's Performance						
N	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	When teachers are always prepared in	20	20	2	40	38

	teaching, they deliver content well leading to achievement of objectives.	16.67%	16.67%	1.67%	33.33%	31.67%
2	Marking all class work and exams on time provides room for remedial work averting failure.	25	31	8	29	27
		20.83%	25.83%	6.67%	24.17%	22.50%
3	Students are improved if good class control strategies are used.	24	18	12	32	34
		20.00%	15.00%	10.00%	26.67%	28.33%
4	Teachers answering questions asked by pupils precisely encourages positive attitude hence pupils' achievement.	22	31	11	29	27
		18.33%	25.83%	9.17%	24.17%	22.50%
5	Considering individual differences boosts self-esteem hence learners' achievement.	25	27	5	33	30
		20.83%	22.50%	4.17%	27.50%	25.00%
6	Excellent mastery of subject matter in all subjects raises standards' performance.	24	24	2	31	39
		20.00%	20.00%	1.67%	25.83%	32.50%
7	Variety of teaching resources creates a good atmosphere for learning.	28	24	9	31	28
		23.33%	20.00%	7.50%	25.83%	23.33%
8	Attractive teaching aids induces attention which motivates students learning.	21	28	8	36	27
		17.50%	23.33%	6.67%	30.00%	22.50%
9	Teachers who always prepare for their lessons every day, their students tend to perform better.	20	24	6	40	30
		16.67%	20.00%	5.00%	33.33%	25.00%
10	Teachers who give their best and motivation, get best results from students.	26	23	20	27	24
		21.67%	19.17%	16.67%	22.50%	20.00%
11	Teachers who are dedicated to students' affairs in school bring better performances amongst students.	26	23	5	36	30
		21.67%	19.17%	4.17%	30.00%	25.00%
12	Providing extra instructional materials to students boost students learning.	27	21	11	33	28
		22.50%	17.50%	9.17%	27.50%	23.33%
13	Regular monitoring of students' progress records ensures good performance.	20	25	4	35	36
		16.67%	20.83%	3.33%	29.17%	30.00%
14	Arriving to class early to plan days' work encourages confidence and competence amongst students during exams.	22	19	4	39	36
		18.33%	15.83%	3.33%	32.50%	30.00%
15	Assisting students always plan for their homework and assignments leads to more acquisition of knowledge and better performance.	14	24	7	44	31
		11.67%	20.00%	5.83%	36.67%	25.83%
16	Possessing all records of students assist teacher in guidance and counselling.	21	26	13	30	30
		17.50%	21.67%	10.83%	25.00%	25.00%

					%	
17	Teachers who provide varied activities like story-telling, questioning and stimulus variation help students understand better.	25	24	12	30	29
		20.83%	20.00%	10.00%	25.00%	24.17%
18	Teachers who employ discussion and illustration teaching methods communicate better than those who use the lecture method.	27	22	19	30	22
		22.50%	18.33%	15.83%	25.00%	18.33%
19	Teachers who teach using terms and terminologies of their subject has mastery of their subject and help students.	21	25	15	27	32
		17.50%	20.83%	12.50%	22.50%	26.67%
20	A teacher with long teaching experience teaches better than a teacher with little or no experience.	29	17	10	31	33
		24.17%	14.17%	8.33%	25.83%	27.50%

At first, most of the students (65%) mainly mentioned that when teachers are always prepared in teaching, they deliver content well leading to achievement of objectives. However, less than half of them (46.67%) simply quoted that marking all class work and exams on time provides room for remedial work averting failure. Exactly 55% of the participants believed that they are improved if good class control strategies are used, and less than half of the students (46.67%) declared that teachers answering questions asked by students precisely encourages positive attitude hence students' achievement. Once again, more than half of them (52.5%) reported that considering individual differences boosts self-esteem hence their achievement, and almost 59% stated that excellent mastery of subject matter in all subjects raises their performance. After that, less than half of the learners (49.16%) said that variety of teaching resources creates a good atmosphere for their learning, but more than half of them (52.50%) thought that attractive teaching aids induces attention which motivates students learning. In addition, almost 58.5% believed that teachers who always prepare for their lessons every day, their students tend to perform better and 42.5% believed that teachers who give their best and motivation, get best results from students. Then, 55% of the students felt that teachers who are dedicated to students' affairs in school bring better performances amongst students, and also 50.83% felt that providing extra instructional materials to students boost their learning. Besides, about 60% noted that regular monitoring of students' progress records ensures good performance, 62.5% remarked that arriving to class early encourages confidence and competence amongst students during exams, and the same number agreed that assisting students always plan for their homework and assignments leads to more acquisition of knowledge and better performance. Exactly half of the students (50%) declared that possessing all records of students assist teacher in guidance and counselling, and nearly half of them (49.17%) felt that teachers who provide varied activities like story-telling, questioning and stimulus variation help students understand better. Eventually, less than a half number (43.33%) uttered that teachers who employ discussion and illustration teaching methods communicate better than those who use the lecture method, and 49.17% of them said that teachers who teach using terms and terminologies of their subject has mastery of their subject and help students. However, more than a half (almost 53.5%) agreed that a teacher with long teaching experience teaches better than a teacher with little or no experience.

Discussion

Assessing the teachers' academic qualification of language institutes and finding the effectiveness of teachers' academic qualification on the students' performance were the

objectives of this study. According to the statistical achieved results, the proposed research questions are answered in detail.

Q1. To what extent are the EFL teachers of language institutes qualified in English classes?

The first part of the questionnaire examined the teachers' personal qualities from the students' views. Most of the EFL learners agreed that their teachers were always and almost always caring about them, and also their teachers showed concern for their emotional and physical well-being. Also, most of them stated that their teachers showed respect to them, understood their mood, and were sympathetic and patient about their wrong responses. Besides, they noted that their teachers were friendly, well-behaved, hard-working, and tried to make good relationship with them. The second part of the questionnaire examined the items of the pedagogical teachers' qualities. Most of the participants mentioned their teachers created a supportive and warm classroom environment. Furthermore, they said their teachers were responsible, prepared materials, and had them ready to use. Additionally, a great number of them believed that their teachers were concerned with students learning and present clear, specific, and timely feedbacks well as assessing the students' progress. The analysis of other items indicated that nearly half of the EFL students said that their teachers listened to their questions, comments, and concerns, and rewarded positive behavior as praised correct responses. Then, they declared their teachers are fluent and motivated them in learning, also they paid attention to weak students in the class, and more than half of the participants stated that their class were anxiety-free. Therefore, according to the careful analysis, it was found that the EFL teachers of the language institutes were qualified in a high and satisfactory degree.

Q2. What is the effect of teachers' academic qualification on the students' performance?

The other contribution of this study was to assess the effect of teachers' academic qualification on the students' performance. Descriptive analysis of data revealed that most of the students mentioned that when teachers are prepared, they deliver content well. They also agreed that marking all class work and exams on time can remove students' failure. Besides, most of the participants believed that good control strategies lead them to improve, and teachers answering precisely increases the students' positive attitude, self-esteem, and influences students' achievement. Moreover, most of them agreed that variety of teaching resources creates a good atmosphere for their learning, and being prepared for their lessons causes the students tend to perform better so the best results elicit from students. The results of the careful analysis showed that most of the students felt that teachers who are dedicated to students' affairs, can bring better performances amongst students, and also providing extra instructional materials to students develop their learning. Besides, they noted that regular monitoring of students' progress ensures good performance, also arriving to class early encourages confidence and competence during exams, and assisting students for their assignments leads to more acquisition of knowledge and better performance. At the end, participants of the study declared that possessing all records of students assist teacher in guidance and counselling, also providing varied activities help students understand better, and employing discussion make them to communicate better. Moreover, the students said that teachers who use terms and terminologies has mastery of their subject, and more importantly experienced teachers teaches better than the novice ones. The results of the questionnaire, hence, indicate that teachers' academic qualification influence the students' performance in educational environment. The findings of this part are in line with Adodo (2007), argued that one key overriding factor for the success of students' academic achievement is the teacher. He further asserted that the key factor in what comes out at the end of term is what went on in the classroom by the teacher.

Conclusion

The relationship between teacher attributes and student performance is one of the significant issues in the field of teacher education (Townsend & Bates, 2007). The term "teacher quality" is used synonymously with "teacher attributes", "teacher characteristics", and "teacher personality" (Andabai, 2013; Strong, 2011; Wichadee, 2010). Quantitative analysis suggested that the EFL teachers in the language institutes were qualified to a large extent, and also pedagogic and personal qualities of teachers can predict the students' achievement. In other words, the results of the study indicated the teachers' qualifications is positively related with students' performance. According to Park and Lee (2006), teachers may try to educate more qualities. However, teachers should pay more attention to their caring behavior since in the quantitative analysis, a statistically significant positive impact of the teachers' qualification on the students' achievement was found. Also, considering the students' views, English language teachers should try to influence students' mood to engage them in more activities in the classroom. These findings are parallel with a study done by Chan's (2002) to identify the relationship between teachers' quality and students' performance. Analysis of his study revealed that teachers who scored high on the four personality characteristics were rated as effective teachers by their students. Also, the findings of the present research are in line with the Khatri's (2011) study on 133 students in Nepal, as he suggested that teachers' classroom behavior can positively impact on students' learning. Thus, studies on the relationship between teachers' quality and students' performance showed that there is an impact of teacher quality on students' performance. Moreover, in another study carried out by Andabai (2013) which conducted a survey among tertiary level students in Nigeria, a positive correlation between teacher's personality (both personal and pedagogic qualities) and students' learning achieved by the study. However, the outcomes of the present study contradict the findings of Goldhaber and Brewer's (2001) study, which found that a teacher's advanced degree is not generally associated with increased students' achievement.

Implications of the Study

As a part of the study, the researcher gathered information and concluded the positive effect of teachers' qualification on EFL learners' performance. These outcomes may be used to consider and employ the more experienced teachers at language institutes, schools, and other educational environments. Moreover, the findings of the project may suggest supervisors and managers on providing teachers with the necessary material and information about different methods of teaching in their classes since participants' attitudes were positive towards the impact of teachers' qualification on their learning. Furthermore, the results of this study can help the students to benefit from the experienced and qualified teachers, and also teachers must often rethink the new ways of teaching English in their classes. It should be noted that to gain students' confidence in learning English, the experienced teachers should concentrate on the student's prior knowledge, attitudes, and ideas. All these findings may encourage teachers to raise their qualities and implement new methods of teaching in their teaching instruction. According to Anderson et al., (2012), students easily forget what they have learned during lectures in which traditional methods such as lecture and dictation are used. In classes where the traditional whole class methodology is used, the teacher is the leader and decision maker, while students are passive listeners and note-takers. Generally, students just memorize the presented materials by the teacher and then forget them after the examination. However, in classes where different methods are used by experienced teachers, the teachers would be facilitators, and students are investigators and discoverers. The students ask questions, make predictions, discuss, analyze, identify their strengths and weaknesses, and attempt to learn. For Iranian teachers and students, which the traditional methods have

been used for a number of years, altering these roles might be challengeable. Therefore, the more qualified teachers are able to overcome the possible challenges related to adopting the new roles. In order to avoid some problems which may result from the difficulties in adopting new roles, teachers need to train on new methods of teaching. In these training sessions, they may be aware of how to work effectively, and how they can overcome some possible difficulties. In addition, the government should provide more incentives to encourage teachers to continue further education as this has potential to be beneficial to students. This may be done by providing more payment. Besides, the study recommends that the advanced students should be taught by the most experienced teachers, and teachers should be also facilitated to attend refresher courses and workshops. Eventually, a recommended number of years could be specified for teachers as an obligation to receive additional academic qualifications in the area of teaching. Teachers should explore the appropriate strategies to teach, so that students will understand and apply the knowledge in other subject areas. In a developing country like Iran, to make any meaningful progress as regards the performance of students, deliberate and dedicated efforts must be made towards the development of the psychological, mental and conceptual capabilities of the teachers.

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