

ROLE OF ENGLISH LANGUAGE PROFICIENCY FOR LEADERSHIP QUALITIES AMONG HEAD TEACHERS

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Abstract

The study highlights the role of English proficiency for leadership qualities among elementary head teachers. The objectives of the study are, (1) to explore the English communication skills in head teachers for their leadership qualities (2) To find out language proficiency among head teachers for their leadership qualities. The population of the study comprised all the elementary school teachers in three Districts of Punjab Province. The questionnaire is used as a research tool for data collection. Mean score and standard deviation used as statistical techniques for data analysis. The study revealed that English language proficiency empowers the head teachers and they feel elevated in front of their subordinates and communication skills develop confidence in head teachers. The results of the study showed that English proficiency and communication skills make them capable of communicating with the official orders and notifications from the concerned offices. In this way, they do their job with level of their satisfaction. The head teachers have proficiency in English language but English is a so called official language of our country.

Keywords: English proficiency, Leadership qualities, Head teachers

1 Introduction

No one can deny the importance of communication skills in the foreign language in a developing country like Pakistan. The official language of Pakistan is Urdu but all the work done and documentation in the offices is in English. In Pakistan, English is enjoying a first rate language and so called official language. Leadership qualities among head teachers and communication skills are intermingled with each other. This study reveals English communication skills, proficiency in English language and leadership qualities among head teachers cannot be separated from each other, if we want to make awake the dormant faculties of an individual so that he becomes successful in his academic and professional life. For living in society or community, we have to require verbal communication to exchange feeling, emotions and thoughts as well as opinions. A human being who has an excellent expression would be able to become a good manager; the use of appropriate words at the appropriate time is the key to becoming a first class leader (Abbasi, Siddiqi & Azam, 2011). Generally, people pay heed to such persons who have attractive and lucid style of expression. People like follow them willingly. Proficiency in language and better communication skills would enhance the efficacy of their work.

English proficiency and communication skills affect social interaction among individuals. The elementary teachers may resist working with head teachers on institutional projects because of

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their weak English proficiency and communication skills. Elementary teachers may experience more loneliness and feel boredom due to their communication in foreign language. Mostly they fail to interact socially due to the lack in language proficiency. Currently head teacher are competent enough to communicate in English and deliver their thought and ideas in convenient way. They have the possession of appropriate communication skills and have language proficiency in English. The elementary teachers feel impressed by their versatility of communication. Presently, the educated youth have the craze to speak English. So, they have good communication skills and have command in English language.

2 Objectives of the Study

Following are the objectives of the study;

- To explore the English communication skills in the head teachers for their leadership qualities.
- To find out language proficiency among head teachers for their leadership qualities

3 Review of Literature

Abbasi, Siddiqi & Azam, (2011) confirmed that people do not pay serious attention to effective communication of English language developing countries like Pakistan. But every citizen has a craze to speak English to show their superiority. Communication skills produced in them to develop qualities which are essential to lead not only a better life but also to become a better teacher, head teacher as well as a better student .The effective communication make them good skilled experts and thus the country can become economically strong and financially stable. Objectives, goals and aspiration set by the institutions can be easily attained through workers' attractive speech and good communication. The teacher and head teachers should take an active part in strengthening the institutions in the country. Researches in the field prove that effective communication skills are very important for developing leadership qualities in head teachers.

Leadership qualities among leaders are the need of time and especially when the leader is to perform his duty as an organizer or manger in some institution. These qualities vary from leader to leader and country to country. The role of head teacher is particularly essential for running the institution on progressive lines. Thompson, S. observes some qualities with are twelve in number. If we observe them minutely, these qualities also play vital role in building leadership personality among head teachers .Farness, positive attitude creativity and proficiency of English language are some of the qualities that a head teacher must possess to be a good head teachers. English proficiency is the main hurdle in the way to become an effective head teacher.

Rahimi, & Moneni (2011) conducted this study about the effects of teaching collocations on English language proficiency; they suggests some techniques to enhance vocabulary and communication skills in English language. The results of the study shows a comprehensive difference between those teachers and head teachers that have proper command on English language proficiency. Those teachers and head teachers who have weak in the communication skills, they cannot perform a solid role in education sector. That's because communication skills especially English communication skills in developing countries elevate the status of persons.

According to Nair, et al. (2012) in their study literature can improve English proficiency, the study was to mainly test the effects of literature on English proficiency. Literature of a language

enhances the proficiency and language efficacy of the foreigners. It was specific for the students and learners as well as head teachers in schools. The main function of head teachers is to communicate with the staff, concerning offices, students, and community as well. So, his official language proficiency and skills should be efficient. Stephen, Welman and Jordan (2004) conducted a researcher study on English language proficiency as a indictor of academic performance at a tertiary level, they concluded that the people having more proficiency on language are more successful than those who do not have such proficiency and communication skills. Similarly, head teachers can be more efficient and active in their working if they have command on English language skills. It is also observed that agreement between social and academic integration is critical to success.

Nel, & Muller (2010) conducted a study on English language proficiency in South African schools, their main focus on the use of English as the language of learning and teaching in the school for quality education. It was concluded from the above mentioned study that head teachers and teachers have limited English proficiency that effect their performance not only within class but also outside the classroom.

The use of intelligence by the head teacher is part and parcel of a good administration. Razmjoo (2008) in his study concentrates on the relationship between English language proficiency and intelligence. He explains that there is deep connection between intelligence and language proficiency. An intelligent person have the quality to speak a foreign language with such a proficiency and accuracy that it seems its own language. An intelligent person can easily master the skills of a language. He can also use the language in better way than others.

Head teachers cares and responsibilities required a lot of effort and accuracy in language skills. He must have the ability to communicate in a disciplined way. So that other people in the society feel inspiration. His conversation should be impressive and informative. As English is an official language in our country. So, the head teacher skills of English language proficiency should be exemplary for the rest of people in his surroundings. .Mokhtari, Pourdana & Varzandeh (2013) discussed on EFL learner's language proficiency and their performance, language proficiency get better the performance of students in their results. The head teachers are required to focus their attention on the maximum development of their own self. The researchers were able to conclude that there was a strong and positive relationship between performance and language proficiency. Similarly head teachers should have proficiency of language to develop better control over his subordinates and with the public as well as respective offices.

The head teachers should be model for his staff and students regarding the official language i.e. English. He should have guts to lead and guide his subordinates. If the head teacher have the good communication skills, he can handle the teachers in a better way and can maintain the discipline in a convenient way. There was a gap in all the above mentioned articles and gap was the investigation of role of English language proficiency for leadership qualities among head teachers. This gap was left untouched and this study tends to fill the gap to some extent.

4 METHODOLOGY

The research was survey descriptive in nature. The population of this research comprised all the elementary teachers in Districts of Pakpattan, Okara, Bhawalnagar. One hundred elementary

teachers were taken as sample of the study. The study has the aim to explore the role of English language proficiency for leadership qualities among head teachers. For the said purpose, the researchers developed a questionnaire after the detailed review of related literature. The questionnaire comprised on fourteen items. The questionnaire items made validated by the expert opinion of the researchers in the field. The researchers personally visited the target sample, the elementary teachers were provided with questionnaire. The researchers guide the elementary teachers about the filling of the questionnaire. After the collection of data, the data was analyzed through the software of SPSS 16 (Statistical Package for Social Sciences). The statistical techniques of mean score and standard deviation are used for the analysis of data.

5 Data Analysis

Table 1 Communication skills and proficiency of English in Head teachers for leadership qualities

S. No.	Statement	N	Mean	SD
1	Head teacher is well versed in English language.		3.89	1.214
2	Head teacher's way of speaking is quiet impressive.		3.92	1.178
3	English communications skills develop confidence in head teacher.		4.22	4.275
4	Head teacher have proficiency in four integrated skills of English language.		4.22	4.275
5	English language proficiency makes the head teachers popular among his social group		4.09	1.102
6	English communication skills make the personality of head teachers more impressive and effective.		4.17	1.111
7	English communication skills are back bone for head teachers in handling different affairs		3.84	1.195
8	English language is a hurdle for head teachers during instruction to his staff.	100	3.73	1.213
9	English language proficiency provides opportunities to head teachers to show his worth.		3.89	1.145
10	English language proficiency enables head teachers to control his subordinates in a better way.		3.56	1.266
11	Lake of English language proficiency creates inferiority complex among head teachers.		3.64	1.307
12	English language proficiency helps head teachers to understand his staff and students		3.62	1.277
13	English language proficiency empowers the head teachers.		3.76	1.093
14	English language proficiency makes the head teachers feel elevated		3.84	1.220

The above mentioned table reported the English communication skills and language proficiency in head teachers for their leadership qualities, the mean score increases from 3.56 to 4.22 and standard deviation increases from 1.093 to 4.275 that shows English language proficiency enabled the head teachers to control his subordinates in a better way and maintain discipline in the institution. Majority of the teachers have the view that communication in English language is a hurdle for head teachers during instruction to his staff and their staff and subordinates feel

embarrassed. And on the other hand, teachers also have the opinion that English language proficiency empowers the head teachers and they feel elevated from their subordinates. It revealed from the above mentioned table that English communication skills develop confidence in head teachers. The head teachers have keen interest in the English language. So, they have proficiency in the four integrated skills of English language. Majority of the respondents' have the views, the head teachers are much competent personnel, upgraded education, knowledge oriented and having command on English language.

6 Findings and Conclusions

The current study aimed at finding out the role of English language proficiency for leadership qualities among head teachers. After analyzing the data, it was revealed that English language skill is major not only to develop confidence among the head teachers but also make them capable of communicating with the official orders and notifications from the concerned offices. English being the official language is very important to know about language and its applications in real life situation. Proficiency in the communication skills of English language enhances the confidence of head teachers. With high morale and confidence they can do their job with their satisfaction. One of the drawbacks of English communication is that it's a hurdle among the head teachers and staff members. In spite of all this, we cannot deny the importance of the proficiency and communication skill in a foreign language like English. It is crystal clear that in the contemporary age, the teachers and the head teachers are the competent and professional people (Andrade, 2009). They are committed toward their job because they have strong communication skills and have proficiency in English language that is the so-called official language of our country.

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