The Psychosocial Impact on the Linguistic and Communicative Competence of Teachers at College level in District Mardan, Pakistan

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Abstract

The study explores the Psychosocial Impact on the linguistic and communicative competence of the teachers at college level in District Mardan, Pakistan. It is an analysis of the opinion of the college teachers about the linguistic and communicative competence and behaviour of the teachers. The population of the study consisted of all the teachers of the public and private colleges in District Mardan. The samples for the study were the randomly selected teachers from the given 45 colleges in District Mardan. Data were collected from the randomly selected teachers of these colleges of the district. Thus, all the sample size of teachers and teachers was 135. Out of 200 questionnaires distributed among the target respondents, only 120 responses were received. The data have statistically been tested and tabulated applying mean, mean differences, percentages and chi square. The study found that most of the teachers agreed on the psychosocial impact on their linguistic and communicative behaviour, and most of them had the syndromes of the affected behaviour in this regard. The study recommends that continuing such studies in future may earn more accurate appraisal of the problem.

Keywords

Psychosocial Impact, linguistic and communicative competence, Behaviour

Introduction

This study is an analysis of the psychosocial impact on the linguistic and communicative competence of the teachers. The psychosocial aspect of learning has a lasting impact on the ability of interacting in a particular language. This communicative competence of the learner is a responsible variable for the behavioural and attitudinal changes and is largely associated with the psychosocial aspects of personality. This study explores the problem in depth and suggests strategies how to facilitate teachers in developing better communicative behaviour and linguistic competence. It is also obvious if the teachers have a progressive and supporting environment inside the educational institutions, they can improve their linguistic competence.

Each teacher is privileged to have access to freedoms and social rights but if it is denied, it has a negative impact on personality and adversely affects communicative behaviour and linguistic competence. At all stages, the communicative ability is a

difficult skill, and to analyse it is more complex because of the complex behaviour of human beings.

The typical English language teaching-learning experience in Pakistan is almost devoid of any speaking practice at all, and indeed this is reflected in the examinations having no provision for language competence. It is good to criticize the whole education and social system for the reason.

Linguistic Competence

Linguistic competence was defined in 1965 by Noam Chomsky as the system of linguistic knowledge possessed by native speakers of a language. In linguistics, linguistic competencies the implicit and internalized knowledge of the rules of language a speaker uses. This is a system of knowledge that makes it possible to produce and understand an sentences in a language. Grammar is considered to be the basic thing in linguistic competence. With the help of *phonetics, phonology , morphology, semantics* and *syntax,* the linguistic competence can be assessed.

Communicative Behaviour

Communicative behaviour is the capacity to communicate with others. Humans use language, ideas, feelings, creativity and movement to let others know about them. Through that communication, they also develop a capacity to understand others.

Sociolinguistic and Psycholinguistic Factors

Sociolinguistics studies the *linguistic competence* and *communication skills* in social context. Communicative behaviour and linguistic competence also have a deep relation with human psychology which leads to psycholinguistics. Keeping psychosocial impact in view, there are some factors affecting communicative behaviour and linguistic competence of teachers as well as other learners, such as *stress and stressors* like:
(a) Personality stress, (b) Situation and conditions, (c) Interviews and tasks, and (d) Oversensitivity to direct intuition and responses.
Behavioral problems, such as*:* (a) Withdrawal, shyness, fear, anxiety and emotional instability; (b) Reaction and undesirable responses, and (c) Habits, attitudes, disposition and temperament.
Intelligence and oral skills, such as: (a) Normal I.Q Average and   (b)   Abnormal I.Q (Above normal / below normal.)
 Motivation, reinforcement and oral tests; Guidance and counseling as factors; and the mental health of the teacher or examiner.

Socio-cultural Dynamics

Society and language go side by side and due to their interdependence and interconnectedness, they progress. These interacting and dynamic aspects of society and language include the factors that affect the communicative behaviour, like: *Trends of the people, family background, discouraging environment, traditions, customs, rituals, social interactions* and *the awkward social division or classes.*

Educational Dynamics

No layman can deny of the important role that education plays in language learning. Education is not only language learning but it also nourishes the whole behaviour and mind of an individual. It influences in the following way:

Management as a factor like: lack of physical facilities, lack of proper planning, indiscipline and disorganization, scarcity of teaching material and aids, only certificates and degrees, attitude toward labour, exertion and hard work, no check and supervision, and discouragement and disinterestedness

Curriculum as a factor, like: rote-memorization and cramming, reading and writing skill only, lacking language books, no language teaching progarmmes, not objective oriented, traditional, faulty, and old curriculum, and theoretical and inappropriate.

Teacher's personality, like teachers' attitudes of teachers towards changes, scarcity of trained and skilled teachers, reactive and non responsive teacher, worried and disturbed teachers, and poor communication skills

Methodology factor, like: traditional and typical, not leaner centred, no activity based, lecturing and reading, translation and grammar, faulty and one way of communication, and medium of instruction.

Assessment factor, like: Lacking to assess the linguistic skill, no value or marks for pronunciation, no already designed assessment programmes and activities, subject oriented no language oriented , and poor linguistic competence of the examiners

Why is this study important? Whom for is it important? And what benefits and expectations are related to this study? This study critically and explicitly investigates the communicative behaviour and linguistic competence of teachers. It examines their background of the problem. It analyses the teachers' abilities regarding language. It gives stress on the need for the awareness about teachers' interactive abilities and insists on the significance of the appropriate attitudes of all the concerned.

Objectives

This study has the following objectives:

i)   To inquire about the psychosocial impact on communicative competence;
ii)   To identify the reality behind the psychosocial effects on communicative behaviour of the learners of English in Pakistan
iii)   To investigate how happy and sound psychosocial life, an individual can lead;
iv)   To suggest how to manage the flaws in language learning.

Hypotheses

i)   Teachers' democratic rights are acknowledged and safeguarded in the policy document but not accessible to teachers in Pakistan.
ii)   The negative attitudes of the educational mangers halt the proper facilitation and practice of teachers' democratic rights in Pakistan

Method

This study on *'the psychosocial impact on the communicative behaviour and linguistic competence of teachers'* introduces the strategies for realizing the reality of the problem and its impact on college teachers in Khyber Pakhtun Khwa, Pakistan. The need was determined by asking the opinions of the selected teachers and managers of the colleges,

public and private; graduate and post graduate in the district.

Population

The population of this study represents all the colleges of Khyber Pakhtun Khwa, Pakistan. However, data for the study was collected from the randomly selected managers and teachers of the public and private colleges of District Mardan, Khyber Pakhtun Khwa, Pakistan. The time the study is being conducted, the district has 45 Public and Private Colleges i.e.12 Public and 33 Private colleges. Of 9 Public Degree Colleges , 8 colleges are for Boys and 1 for Girls, and of 3 Post Graduate Colleges 2 colleges are for boys and 1 for Girls . In the Private Sector, there are 13 Inter, 5 Degree,10 Post graduate and 5 other colleges in various disciplines i.e. 7 colleges for Girls and 26 , combined.

Sample

The sample of the study consists of the educational managers and teachers, of both public and private colleges, of the selected population of District Mardan in Khyber Pakhtun Khwa, Pakistan. The subjects for the study were 2 college teachers and one college manager from each college i.e. 90 teachers randomly selected from 45 colleges of the district. Thus, all the sample size of teachers and managers was 135.

Data Collection

Data were collected through questionnaires and survey was conducted in three dimensions as: social survey, public opinion survey, and college survey. Interviews, mail, email, personal contacts were also used .Trend studies, and document and content analysis were also manipulated. The data was analysed and assessed statistically and systematically using descriptive statistics. However, Chi-square test was applied to check the association between two criteria in contingency tables.

Results

This study is based on the opinions of teachers and educational managers and introduces the strategies for improving the communicative behaviour and linguistic competence of the teachers at college level in Khyber Pakhtun Khwa of Pakistan.

The overall results of the questionnaires (Table No.1) showed that the teachers faced the   problem at level. The percentage in the commutative table shows various dimensions of the psychosocial impact on the communicative behaviour of the teachers at postgraduate level in public and private colleges of District Mardan, Khyber Pakhtun Khwa, Pakistan.

Table No. 1   *Summary of the responses of teachers and managers regarding the psych-social impact on teachers' behavioural and linguistic competence*

Table No.	Opinion	Yes	No	Yes %	No %
01	Teachers' awareness and psychosocial impact	30	90	25%	75%
02	Social environment for communicative behaviour	20	100	16.66%	83.33%
03	Teachers' attitudes in the postgraduate	50	70	41.66%	48.33%
04	The college managers and socio-cultural activities	30	90	25%	75%
05	Pakistani society and its significant role	10	110	8.33%	91.66%
06	The college teachers and successful roles	40	80	33.33%	66.66%
07	Literary and English Speaking Societies	24	96	20%	80%
08	Pakistani culture and communicative competence	36	84	30%	70%
09	A low social interaction as a psychological factor	110	10	91%	09%
10	Schooling and poor communicative competence	92	28	76.66%	23.33%
11	Family impact and communicative competence	86	34	71.66%	28.33%
12	Attitudes of the religious people	74	46	61.66%	38.33%
13	Socio-cultural problems and behaviour	64	56	53.33%	46.66%
14	Prejudices inside the educational institutions	70	50	58.33%	41.66%
15	Traditional education and methodologies	100	20	83.33%	16.66%
16	Teachers' access to social projects	52	68	43.33%	56.66%

Most of the psychosocial factors as were observed, and disturbed the attitudes of the teachers in our society regarding communicative and verbal behaviour of the teachers at college level. were: *negative criticism (56.66%), social discrimination (80%), drug abuses (25%),* bullying *(58.33%), extremism (63.33%), migration (53.33%), crowded families (75%), poverty (81.66%), sexism (68.33%)* and *politicization (75%).*

The responses of the participants (Table No. 2 below) showed that teachers had the syndromes of the affected behaviour regarding communicative behaviour and linguistic competence at college level.

Table No.2   *Perceptions of teachers and heads regarding psychosocial impact on Teachers' communicative and linguistic competence*

Ho: Opinions of teachers and managers are uniform
HI   Opinions of teachers and managers are different

Capacity	SA-5	A-4	U-3	DA-2	S D -1	Total
Observed	10	50	40	15	05	120
Expected	24	24	24	24	24	120
O-E	-14	26	16	-09	-19	----
(O-E)^2	196	676	256	81	361	-----
(O-E)^2/E (fo- fe)^2/ fe	8.16	28.16	10.66	3.37	15.04	χ^2 =65.39

The critical region is $\chi^2 > \chi^2_{0.05(4)} = 65.39$

The calculated value of $\chi 2 = 65.39$ does not fall in the critical region of rejecting the hypothesis Ho. According to the data, majority of the respondents agreed that most of the college teachers were psychosocially affected and its impact was obvious regarding their communicative and linguistic competence.

Discussion

The study shows the psychosocial impact on the communicative competence of the teachers in various educational institutions in Pakistan. The study was conducted on the representative sample population of various teachers and teachers randomly selected from 45 public and private colleges of District Mardan, Pakistan.

This study entails the idea to analyse the opinion of the target subjects in their own view point commenting critically on the current situation about the communicative behaviour and linguistic competence of teachers across the country. It was intended to interpret the reasons behind the behaviour of communication and to suggest strategies for attitudinal change; sense of responsibility and psychosocial competence at large. This research appraisal gives the following considerations on the problem:

The Awareness level about the psychosocial impact was low;

Teachers were found victims of the psychosocial problem;

The crisis in education caused teachers' attitudes in Pakistan;

The efforts and struggles for teachers ' effective roles were unsatisfactory;

No facilitation for teachers' communicative behaviour and linguistic competence

Existence of multidimensional psychosocial factors regarding the communicative competence and linguistic competence

Conclusion and Recommendations

Strategies for the awareness of teachers like seminars, symposiums, open discussions and debates may be launched inside and outside the institutes.

Orientation programmes to persuade teachers toward active participation in the competence building activities may be launched at all levels.

Guidance and Counseling cells may be established in all educational institutes for resolving the problem of psychological disorders.

To enhance the leadership qualities in teachers, special courses and training may be arranged for overcoming the problem.

Educators and experts may extend their helping hand to the teachers for strengthening their competence.

Courses on interactive English at postgraduate level should be taken as a means for promoting verbal and communicative competence in English.

The community, educational managers and teachers may work in harmony and coordination to control and resolve the problem.

The teachers may be good listeners and provided with books, music, and even videos in the target language.

We may make bilingualism like a natural and unremarkable part of family life.

We may not mix the languages because, if we mix languages in the same conversation.

Courses on sociolinguistics and psycholinguistics may compulsorily be the part of teachers training programmes.

College teachers may also be given training like school teachers.

The teachers may be aware of individual differences and their role in language learning.

About the Author

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