

# Challenges Faced By English Language Teachers In Teaching English With Regard To Certain Variables

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**Citation:** Mrs. C. Uma rani (2024). Challenges Faced By English Language Teachers In Teaching English With Regard To Certain Variables *Educational Administration: Theory and Practice*, 30(1) 8493 - 8497  
Doi: 10.53555/kuey.v30i1.11562

## ARTICLE INFO

## ABSTRACT

The present study investigates the challenges faced by English language teachers (ELTs) in Teaching English with regard to certain variables. The study adopts a descriptive survey method and includes a sample of 456 English language teachers selected through simple random sampling. A structured questionnaire consisting of 30 items on a five-point Likert scale was used to collect data.

The study examined differences in challenges based on gender, medium of instruction, the relationship between school environment and challenges faced by English language teachers. Statistical techniques such as t-test and Pearson's correlation were employed for analysis. The findings revealed no significant difference in the level of challenges faced by teachers with respect to gender and medium of instruction. However, a significant positive relationship was found between school environment and challenges faced by English language teachers. The results highlight that environmental factor within schools significantly influence the professional functioning of English language teachers. The study emphasizes the need for improving school infrastructure, administrative support, and institutional conditions to enhance the effectiveness of English language teaching.

**Keywords:** English Language Teaching, School Environment, Teacher Challenges, Gender, Medium of Instruction, Descriptive Survey

## INTRODUCTION

English language teaching (ELT) is a vital component of school education worldwide due to English's role in academic, professional, and digital communication. While English language teachers are central to developing learners' linguistic and communicative competence, the effectiveness of ELT depends not only on pedagogical expertise but also on the school environment in which teaching occurs.

The school environment—including infrastructure, instructional resources, and technology access, and leadership, workload, and assessment practices—significantly shapes teachers' instructional decisions and professional agency. In many contexts, teachers face challenges such as overcrowded classrooms, inadequate materials, limited technological support, administrative burdens, and examination-oriented policies, which hinder the implementation of learner-centered approaches. Although research has widely examined teaching methods and teacher cognition, less attention has been given to environmental factors within schools. Therefore, examining these school-based challenges is essential to enhance ELT effectiveness and improve student learning outcomes

## NEED FOR THE STUDY

The present study is necessitated by both theoretical and practical considerations. First, there exists a need to bridge the gap between policy-level aspirations for communicative and competency-based language teaching and the actual conditions prevailing in schools. Without examining environmental constraints, reforms in curriculum and pedagogy may remain ineffective at the classroom level. Second, investigating school-environment-related challenges contributes to the broader discourse on teacher agency by highlighting how institutional contexts shape instructional autonomy and innovation. Such insights can enrich ELT scholarship by integrating contextual and systemic perspectives into language education research. Third, empirical evidence on environmental barriers can inform policymakers, school administrators, and educational planners

in designing targeted interventions, including improved infrastructure, resource allocation, workload management, and supportive leadership practices. Addressing these issues is essential for enhancing teacher motivation, professional satisfaction, and retention. Finally, understanding these challenges is crucial for promoting equitable and quality language education, particularly in under-resourced schools where environmental limitations disproportionately affect both teachers and learners. By systematically examining the challenges faced by English language teachers in relation to the school environment, this study aims to contribute meaningful evidence that can guide institutional reform and strengthen ELT effectiveness.

### METHODOLOGY OF THE STUDY

The study adopts a **descriptive survey method** to collect quantitative data from English language teachers.

#### RESEARCH DESIGN

The study is descriptive and analytical in nature, focusing specifically on identifying and analyzing the challenges faced by English language teachers in teaching English with regards to certain variables.

#### SAMPLE AND TOOL USED FOR THIS STUDY

- The sample consists of 456 English language teachers working in different schools.
- Sampling Technique: Simple Random Sampling was used to ensure equal representation.

#### VARIABLES OF THE STUDY

Dependent Variable

- Challenges faced by English language teachers in teaching English
- Independent Variable
- Gender (Male / Female)
  - Medium of Instruction (Tamil/English)
  - School Environment (for correlation analysis)

#### TOOL USED FOR THE STUDY

- A structured questionnaire was developed by the researcher and research supervisor to assess the various challenges faced by English language teachers in teaching English.
- 30 items selected for the study.
- A Five-point Likert Scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) was used to measure teachers' responses.

#### OBJECTIVES OF THE STUDY

- ❖ To find out the significant difference in challenges faced by English language teachers in English language teaching in terms of gender.
- ❖ To find out the significant difference in the level of challenges faced by English language teachers in terms of Medium.
- ❖ To find out the significant relationship between challenges faced by English language teachers and school environment in English language teaching.

#### HYPOTHESIS OF THE STUDY

- ❖ There is no significant difference in the level of English language teachers' involvement in English language teaching in terms of Gender
- ❖ There is no significant difference in the level of challenges faced by English language teachers in terms of Medium
- ❖ There is no significant relationship between challenges faced by English language teachers and school environment in English language teaching.

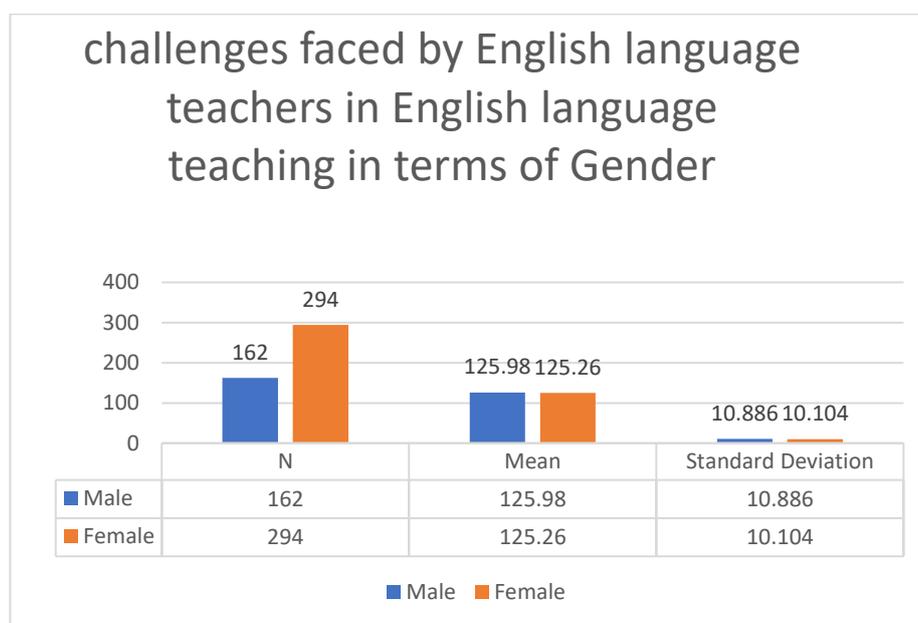
#### HYPOTHESIS 1

There is no significant difference in challenges faced by English language teachers in English language teaching in terms of Gender

Gender	N	Mean	Standard deviation	Calculated 't' value	Table 't' value at 5% level	Remarks
Male	162	125.98	10.886			Not Significant

Female	294	125.26	10.104	0.711	1.960	
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It is observed that the calculated t-value 0.711 is less than the table value (1.960) at the 0.05 level of significance. Hence, the difference is not significant. Hence the hypotheses stated as “There is no significant difference in challenges faced by English language teachers in English language teaching in terms of gender” is accepted. It may be concluded from the above table that gender does not significantly influence the challenges faced by English language teachers, and both male and female teachers experience nearly the same level of challenges in English language teaching.



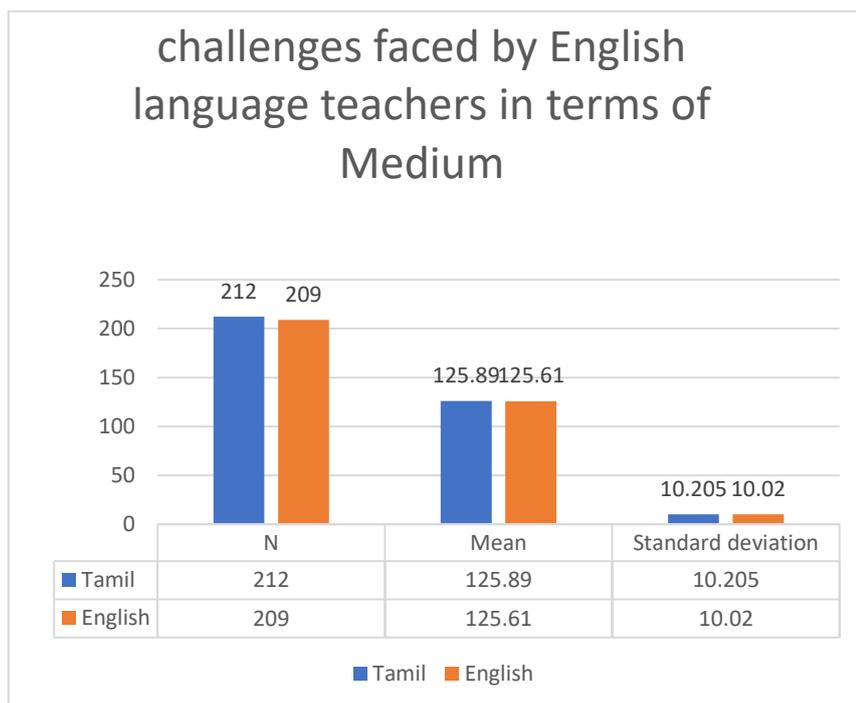
## HYPOTHESIS 2

There is no significant difference in challenges faced by English language teachers in terms of Medium

Medium	N	Mean	Standard deviation	Calculated 't' value	Table value 't' at 5% level	Remarks
Tamil	212	125.89	10.205	0.087	1.960	Not Significant
English	209	125.61	10.020			

It is observed that the calculated t-value 0.087 is less than the table value (1.960) at the 0.05 level of significance. Hence, the difference is not significant. Hence the hypotheses stated as “There is no significant difference in challenges faced by English language teachers in terms of Medium” is Accepted.

It may be concluded from the above table that the medium of instruction does not have a significant influence on the challenges faced by English language teachers in English language teaching. Tamil medium and English medium teachers face similar challenges in English language teaching.



### HYPOTHESIS 3

There is no significant relationship between challenges faced by English language teachers and school environment in English language teaching

Variables	N	r- value	Critical Value	Level of Significance
Challenges	456	0.252	0.0196 for df 454 at 0.05	S
School Environment				

It is evident from table that 4.25 that the obtained 'r' value is 0.252 It is higher than the critical value of 0.0196 for df 454 at 0.05 level. It is statistically significant. Hence there exists significant relationship between the English language teachers' involvement and school environment in English language teaching.

### EDUCATIONAL IMPLICATIONS

The findings of the study carry significant educational implications. Since the school environment plays a crucial role in shaping the challenges faced by teachers, authorities must prioritize improving infrastructure, ensuring adequate teaching-learning materials, and providing necessary technological facilities. Strong administrative support is equally essential; school leaders should foster a positive institutional climate, minimize unnecessary workload, and encourage innovation in English Language Teaching (ELT). At the policy level, educational planners need to consider ground realities before introducing communicative or competency-based curriculum reforms, as environmental barriers may hinder effective implementation. Furthermore, equitable resource allocation is vital, particularly for under-resourced schools, to guarantee equal opportunities for both teachers and learners. Since no significant gender differences were identified, support systems and institutional interventions can be designed and implemented uniformly without gender bias.

### CONCLUSION

The study concludes that gender and medium of instruction do not significantly influence the challenges faced by English language teachers in English language teaching. Both male and female teachers, as well as Tamil and English medium teachers, experience similar levels of challenges. However, a significant positive relationship exists between school environment and the challenges encountered by teachers. This indicates that environmental factors such as infrastructure, administrative practices, availability of resources, and institutional climate play a crucial role in shaping teachers' professional experiences. Therefore, improving the school environment is essential for strengthening English language teaching effectiveness. The study contributes to the growing body of research emphasizing the importance of contextual and institutional factors in language education.

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