Assessing the Impact of Student's Evaluation of Teachers (SET) on English Speaking and Writing Anxiety among BS English Students in Peshawar, Pakistan

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ABSTRACT

Background: Language learning anxiety, especially in speaking and writing, significantly affects students' academic success. This study examines the correlation between student's evaluation of teachers (SET) and anxiety levels in English speaking and writing among BS (Bachelor of Science) English students in Peshawar, Pakistan. **Methods**: Utilizing a quantitative research approach, the study recruited a random sample of 154 undergraduate students enrolled in BS English language classes. Data collection involved a well-designed questionnaire incorporating validated scales: The Student's Evaluation of Teaching Scale the adapted Foreign Language Classroom Anxiety Scale (FLCAS), and the English Writing Anxiety Scale (EWAS). Descriptive and inferential statistical methods, including Pearson correlation coefficients, were employed to analyze the data. **Results**: The findings revealed a minimal negative correlation between SET and anxiety in both speaking (-0.02) and writing (-0.02). This suggests that as students' anxiety about speaking and writing increases, their evaluations of teachers tend to be slightly less favorable, although the correlation is weak. The results underscore the complexity of factors influencing student evaluations and highlight the nuanced role of anxiety in language learning contexts. While anxiety is a factor in students' perceptions of teacher effectiveness, other elements such as teaching methods, teacher-student relationships, and course content may play more significant roles. **Conclusion**: The study contributes to understanding the intricate dynamics between teacher evaluation and student anxiety, emphasizing the need for supportive teaching strategies to alleviate language learning anxiety and improve educational outcomes. Further research is warranted to explore these relationships in diverse educational and cultural contexts.

Keywords: English Language Speaking Anxiety; English Writing Anxiety; Khyber Pakhtunkhwa; Pakistan; Student's Evaluation of Teachers

Background

Anxiety in language learning, specifically English language speaking and writing anxiety, has been a significant area of concern for educators and researchers alike. Studies have shown that anxiety can negatively impact language acquisition, performance, and overall academic success (Horwitz, Horwitz & Cope, 1986). If a student feels bad when they are learning or using a language that is not their first language, this is called foreign language anxiety (Horwitz, 2010). An uneasy and worried feeling is a sign of a bad experience, and it makes the person less good at speaking, writing, reading, or listening to a foreign language. The anxiety arises from the apprehension of being assessed and the inability to articulate oneself well in a language that is not native (Howritz, 2010). English language learners, especially in non-native contexts, often experience heightened anxiety due to the pressure of mastering a foreign language (MacIntyre & Gardner, 1991).

Students' perceptions of their teachers' effectiveness in the classroom influence their level of English language anxiety. A teacher's subject matter competence, interpersonal skills, ability to manage the classroom, and propensity to adapt evaluations of students' abilities are all factors that go into student evaluation of teaching, as the name implies (Hasan, 2013). A teacher can earn his students' trust when he knows his stuff, can articulate complex ideas clearly, uses simple language, is kind and understanding, and uses assessment tools that take into account students' individual learning styles. When students trust their teacher with any issue, they are more willing to open up and ask questions. They share their thoughts and feelings with the teacher, who then provides useful criticism that they may use to improve (Platz, 2021).

This research examines the correlation between students's evaluation of teachers (SET) and anxiety levels in English language speaking and writing abilities among BS English students in Peshawar, Pakistan. The study aims to explore whether the feedback provided by students on their teachers' performance affects their own anxiety levels in language learning contexts.

Significance of the Study

Previous research has extensively documented the factors contributing to language learning anxiety, including fear of negative evaluation, communication apprehension, and test anxiety (Young, 1991). However, the specific link between SET (student's evaluation of teachers) and language anxiety remains underexplored, particularly in the context of higher education in Pakistan. This study seeks to fill this gap by providing empirical evidence on the potential correlation between these two variables.

By investigating the experiences of BS English students in Peshawar, this research will offer insights into how SET practices might be refined to support a more positive learning environment. Ultimately, the findings could inform policy decisions and teaching strategies aimed at reducing anxiety and enhancing language learning outcomes for students. Educational organizations may also put an emphasis on good teaching and student health by being aware of how student ratings may affect worry. One approach to doing this is to establish policies and regulations that provide all students with a pleasant and secure environment in which to study.

Objectives of the Study

The objectives of this study are:

a) To find out the relationship between students' evaluation of teachers and anxiety in English speaking among BS English students in Peshawar, Pakistan.
b) To investigate the correlation between students' evaluations of teachers and their levels of anxiety in writing English among BS English students in Peshawar, Pakistan.

Literature Review

SET Induces English-Speaking Anxiety Among Students

In Peshawar, Pakistan, among the BS English majors, students voice worries about public speaking, which is greatly influenced by the personalities of their teachers. Several factors may contribute to the dread of public speaking, the most important of which is the teacher's style. According to the study, the educational strategies, interpersonal skills, and character traits of those teachers may affect the anxiety levels of their pupils during public speaking (Bukhari *et al.*, 2022).

Students' anxiety levels may increase if their professors adopt an authoritarian instructional approach characterized by inflexible regulations and strict discipline. Nevertheless, the anxiety levels of students may be reduced in a classroom where teachers actively strive to cultivate an atmosphere of security and ease (Inada, 2021).

Various variables may influence speaking anxiety, such as an individual's communication proficiency (Lakhan *et al.*, 2020). Teachers who possess exceptional linguistic and interpersonal abilities have the potential to build a stimulating classroom atmosphere that encourages and acknowledges student involvement in both group discussions and individual presentations. Still, if teachers find it difficult to connect with their students, their anxiety levels might rise. Teachers' personalities may also have an impact on the fear one feels while speaking in front of an audience (Khan *et al.*, 2022). Teachers that exhibit kindness, approachability, and empathy have the potential to enhance students' sense of ease and comfort in the classroom (Zhang, 2022). Conversely, classes led by indifferent, unresponsive, or excessively judgmental teachers might exacerbate students' heightened levels of anxiety (Young, 2016).

The English proficiency of the instructor may also impact the concerns of the students (Lakhan *et al.*, 2020). Proficient English teachers have an advantage in showcasing and clarifying the subtleties of the language, alleviating their students' unease when it comes to public speaking. Conversely, students may experience increased levels of anxiety if their teachers are unable to properly communicate with them due to their inadequate proficiency in the English language. The teacher's proficiency in aiding students' development of English language skills may also impact the students' feelings of anxiety. Teachers who possess specialized knowledge in teaching English as a second language are more likely to provide a secure and supportive classroom environment and develop activities that gradually introduce students to increasingly challenging speaking tasks. (Afzal *et al.*, 2022).

SET Induces English-Writing Anxiety Among Students

Writing anxiety is not limited to pupils studying English at the BS level in Peshawar, Pakistan. The broader population also tends to feel it. Teachers have a substantial impact on anxiety levels (Afzal *et al.*, 2022). Students' degree of writing anxiety may be influenced by a number of factors, including the teaching style of the instructor, the feedback and assessment techniques used, and personal characteristics. The ways in which a teacher teaches may have a big influence on how anxious pupils are about their writing skills. Children may feel comfortable expressing themselves without fear of punishment in a safe learning environment created by friendly and encouraging teachers (Ullah *et al.*, 2021).

The way comments and grades are given may also affect the feeling of nervousness while writing. Teachers who set clear objectives and grade assignments in a way that students believe to be fair and open may help to lower anxiety levels in the classroom (Samad, Qasim & Begum, 2022). Teachers who employ grading systems that are seen as arbitrary or inconsistent or who provide little or no feedback may increase students' anxiety by creating uncertainty and eroding their self-esteem. The personalities of the teachers might also affect the anxiety associated with writing. Kind, patient, and open teachers may help to establish a safe and comforting atmosphere in the classroom, which allays students' worries (Ullah *et al.*, 2021).

The students' degrees of anxiety are also influenced by the teacher's English language skills. Because they can model proper grammar, sentence structure, and academic writing traditions, skilled English teachers have a big advantage in helping students get past their fears about writing (Ghalia & Karra., 2023). On the other hand, anxiety levels among students may rise if teachers are unable to effectively help them comprehend new content because of linguistic problems. Good educational environments that reduce student stress may be created by teachers who are friendly and accessible, provide constructive criticism, offer practical recommendations for development, employ objective and open grading procedures, and exhibit empathy (Aziz, Niazi, & Ghani., 2022).

Hypothesis of the Study
1. There is a statistically significant relationship between student's evaluation of teacher and anxiety in English speaking among BS English students in Peshawar, Pakistan.
2. There is a statistically significant relationship between student's evaluation of teacher and anxiety in English writing among BS English students in Peshawar, Pakistan.

Methods

This study utilized a quantitative research approach to systematically examine the correlations between students' evaluation of teachers (SET) and levels of anxiety in English speaking and writing skills among language learners. The approach was chosen to allow for the objective measurement and analysis of data collected from a large sample of participants. A random sampling technique was employed to select participants from the target population. For the present study, the size of the target population was determined using the official website of the Peshawar district. The study recruited a sample of 154 undergraduate students enrolled in BS English language classes at a university or educational institution in Peshawar, Pakistan. This method ensured that each participant had an equal chance of being included in the study, thereby enhancing the generalizability of the findings.

The main tool used for gathering data was a well-designed questionnaire comprising validated scales and items pertaining to emotional intelligence, socioeconomic status, and anxiety when speaking and writing in English. The SET Scale developed by Dodeen (2013) was used to measure how students perceive the competence and conduct of their teachers. This scale consists of 29 items rated on a 5-point Likert scale, divided into four categories: knowledge and organization, grading and evaluation, teaching methods, and interaction with students. The total score is computed by summing the values selected for each item, reflecting the overall perception of the teacher's performance, including their knowledge and organization, teaching methods, grading and evaluation, and interaction with students.

To identify anxiety in English speaking, the study used an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS), developed by (Horwitz, Horwitz & Cope, 1986) and adapted by Saltan (2003). This version consists of 14 items rated on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree." For this study, the term 'English Language' replaced 'Foreign Language' to better fit the context of English as a foreign language.

The EWAS developed by Choi (2013) was employed to measure anxiety in English writing. This scale includes 15 items rated on a 5-point Likert scale, with 1 indicating "strongly disagree" and 5 indicating "strongly agree." The scale evaluates four dimensions of writing:
1. Fear of writing
2. Avoidance of writing
3. Confidence in writing
4. Enjoyment of writing

Participants were informed about the purpose of the study and provided their consent to participate. The questionnaires were distributed and collected during regular class sessions. Participants were assured of the confidentiality and anonymity of their responses. The collected data were analyzed using SPSS to determine the correlations between SET and levels of anxiety in English speaking and writing. Descriptive statistics were used to summarize the data, and inferential statistics, such as Pearson correlation coefficients, were employed to examine the relationships between the variables. The study adhered to ethical guidelines, ensuring that participants' rights and well-being were protected. Informed consent was obtained from all participants, and they were assured that their participation was voluntary and that they could withdraw at any time without any consequences.

Results

Table 1 presents the demographic attributes of the study participants. Out of the participants, 52.6% were male and 47.4% were female. The age distribution of the participants was predominantly concentrated in the 18–21 age range, accounting for 74.7% of the total. A smaller proportion, 25.3%, belonged to the 22–24 age groups. The study included a total of 154 individuals.

Table 1: Demographic Characteristics of the Participants

Demographic Characteristics of the Participants		
Category	**Demographic characteristic**	**Percentage**
Gender		
	Male	52.6
	Female	47.4
Age		
	18-21	74.7
	22-24	25.3
Note. N=154		

H_1: There is a statistically significant relationship between students's evaluation of teachers and anxiety in English speaking among BS English students in Peshawar, Pakistan.

Table 2: Student's Evaluation of Teacher and Anxiety in Speaking English in The Language Class

Correlation between Student's Evaluation of Teacher and Anxiety in Speaking English in The Language Class	
Variables	[b] SET
[a] ELCAS	-.02
Note. [a] English Language Classroom Anxiety Scale, [b] Student's Evaluation of Teachers, **p<0.01.	

Table 2 displays the link between student assessment of instructors (SET) and anxiety levels while speaking English in the language class (ELCAS). The correlation value of -0.02 indicates a little negative link between student opinion of instructors and nervousness in speaking English in the language class. When students feel more anxious about speaking English in their language class, there is a little inclination for their assessments of instructors to be worse. However, it is important to note that this connection is rather weak.

H_2: There is a statistically significant relationship between student's evaluation of teacher and anxiety in English writing among BS English students in Peshawar, Pakistan.

Table 3: Student Evaluation of Teacher and Anxiety in Writing English in the Language Class

Correlation between Student Evaluation of Teacher and Anxiety in Writing English in the Language Class	
Variables	[b] SET
[a] EWAS	-.02
Note. [a] English Writing Anxiety Scale, [b] Student's Evaluation of Teachers, **p<0.01.	

The coefficient of -0.02 indicates a minimal negative association between student assessment of instructors and anxiety about writing English in the language class, similar to the prior correlation. This suggests that there is a little inclination for students to rate their professors lower when they feel more anxious about writing in English during language class, but this correlation is quite weak (see Table 3).

Discussion

The main aim of this research was to examine the correlation between students's evaluation of teachers (SET) and anxiety levels experienced by students while speaking and writing in English during language lessons. The research included a cohort of 154 undergraduate students who were currently enrolled in English language courses at a university or educational institution in Peshawar, Pakistan. The gathered data were subjected to statistical analysis to investigate the relationship between student assessments of teachers and anxiety levels in English writing.

Understanding Relationship between SET and ELCAS
The data reported in Table 2 elucidate the correlation between students' evaluation of instructors (SET) and their degrees of anxiety while speaking English in the language class (ELCAS). The correlation value between these two variables is -0.02, which indicates that they have a weakly negative relationship. As a result of this, it can be deduced that there is a little tendency for students to offer less favorable assessments of their instructors as their nervousness around speaking English in their language class grows. Nevertheless, it is essential to acknowledge that this association is modest, which highlights the complexity of the elements that influence student assessments as well as the nuances of anxiety in situations that include language learning.

According to (Horwitz, Horwitz & Cope, 1986), anxiety is a well-known factor that has been shown to be a barrier to efficient language acquisition and communication. Introducing a conceptual framework for foreign language anxiety, they highlighted its cognitive, affective, and behavioral components. More research has gone into the impact of anxiety on the dynamics in the classroom and the outcomes of language acquisition. These studies have brought attention to the importance of supporting anxious students with therapies and instructional strategies (MacIntyre & Gardner, 1991). The discovered inverse relationship between student assessments of teachers and fear of speaking English is consistent with the existing body of research on the emotional aspects that impact language acquisition. Research has shown that the relationship between teachers and students, the techniques used for teaching, and the overall environment in the classroom might impact students' emotional experiences and how they perceive the process of learning a language (Dörnyei & Ushioda, 2021). In the context of language anxiety, teachers have a vital role in establishing a friendly and encouraging atmosphere that assists in reducing students' concerns about using language.

Understanding Relationship between SET and EWAS
The presence of a negative coefficient of -0.02 (Table 3) suggests a little negative correlation between how students rate their instructors and their anxiety levels while writing in English during language class. This finding stimulates a detailed debate on the complex relationship between teacher evaluation and student anxiety. Although the link is statistically significant, it is important to note that the strength of this association is quite moderate. This implies that elements other than nervousness in writing English have a greater impact on students' evaluations of their teachers.

A possible explanation is that students may evaluate teachers more harshly when they feel more anxious about their language abilities. This perspective is in line with studies that stress how emotional states affect evaluations and judgments of cognitive processes. According to a study by Petty, Fabrigar & Wegener, (2003), people who are in bad emotional states are more likely to absorb information methodically, which leads to more discriminating decisions. Students who are nervous when writing in English may thus carefully watch how their instructors educate, which might result in worse grades. Still, it is important to consider competing theories regarding the relationship that has been noted. The way teachers communicate, the relevancy of the course material, or the caliber of instruction—qualities unrelated to anxiety—may have a bigger influence on student evaluations. For example, a study by Centra (2003) revealed that, independent of the emotional state of the students, teacher organization and clarity had a significant impact on student assessments. Thus, even if anxiety when writing in English could slightly affect teacher evaluations, other pertinent factors might outweigh it.

Moreover, one has to consider the directionality of the association that was seen. The coefficient shows a little decline in teacher ratings is linked to higher anxiety levels while writing in English. It is feasible, nonetheless, that the connection works both ways. Simply put, a bad performance by an instructor might make students more anxious, which could start a vicious cycle where low ratings and more fear feed into one another. The way that this process recurs emphasizes how complex the relationship is between teacher evaluations and emotional states.

Moreover, before drawing any wide conclusions, the particular setting in which the data were collected must be carefully taken into account. The relationship discovered might not hold true in all cultural contexts, student groupings, or educational settings. In their study from 2002, Marsh and Hattie highlight the influence of cultural differences on student assessments of education. The research implies that the factors that influence the evaluation of teachers might differ based on the cultural origins of the pupils. As such, the current study may not be broadly applicable, even if it provides insightful information on the relationship between teacher ratings and student anxiety in the particular context of English language classes.

Conclusion

This study looked at the intricate relationship between anxiety levels and students's evaluation of teachers (SET) in English language courses, most especially during oral communication (ELCAS) and writing expression (EWAS) of the language. A slight negative association was found between SET and both ELCAS and EWAS, suggesting that higher levels of anxiety are partially linked to worse teacher evaluations. Still, the little correlations between these relationships show how intricate the factors influencing student assessments are,dequate education can heighten students' concerns, potentially triggering a recurring cycle. as well as how subtle language anxiety may be. Though it is just one part of the story, anxiety does affect how pupils view the caliber of teaching. There is a possibility that teaching tactics, teacher relationships, and course content have a greater influence on student assessments than other elements do. In addition to this, it is essential to investigate the causal link that exists between anxiety and evaluations given by teachers. The fact that students' concerns are heightened as a consequence of inadequate education may result in a cycle that occurs again.

The findings of the research illustrate the relevance of taking into account cultural and educational variations when interpreting the findings. This is due to the fact that the findings are specific to the area. Even though the research provides important insights into the link between student anxiety and teacher ratings in English language programs, it is important to use caution when applying the results to other circumstances. In the end, this study improves our understanding of the complex relationships between

anxiety and student evaluations in contexts of language acquisition. The basic mechanisms of this link and its implications for teaching strategies and student performance need further research.

Declarations

Ethics Approval & Consent to Participate: Not applicable.

Conflict of Interests: Not applicable.

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