

Influence of Online Teaching on Transformation of University Teaching: An analysis of undergraduate Pakistani Students

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Keywords: English, Language, Effective, Students, Pakistan

DOI No:

<https://doi.org/10.56976/jsom.v2i3.49>

Investigating strategies and strengths to change English as a second language teaching and learning practices in Pakistan is the main goal of this study. Additionally, this study examined how various students described their professional and intellectual analysis, their concentration, and how these factors indicated how well English language instruction would be delivered in bachelor's degree programs. In the Pakistani province of Sindh, 520 students from nine public and private universities completed a survey. The researchers analyze how overall satisfaction with students' learning engagement varies from culture to culture and from region to region. The results showed a positive correlation between transformative teaching behaviors and teaching effectiveness. Effective teaching is positively impacted by the professional charisma as well. Additionally, this study notes that intellectual stimulation fosters the efficient ways of learning and teaching. The general thinking pattern views English language instruction as involving many professors who are perceived as in need of support and who rely on the lecture style, which is only encouraged as a result of low student involvement and important learning objectives.

1. Introduction

In terms of motivation and learning, learning via old and modern methods differs too much (Ismail & Oubibi, 2024). The researchers analyze how overall satisfaction with students' learning engagement varies from culture to culture and from region to region (Chen & Zhou, 2023). Nearly 31% of Pakistan's youth unemployment rate is currently at 31%, and many of these individuals have professional degrees that they earned online from Deccan University (Tribune, 2022). The potential gender interaction effect was incorporated into the linear mixed model. The results showed that specific cognitive modifications in learner understanding occurred at the level of basic textual ideas, preferring paper reading (Ronconi et al., 2023). The lack of opportunities and every Punjab system that are causing various concerns and problems in emerging economies like Pakistan may be included in the online learning (Falak, 2021). Therefore, the purpose of this study was to ascertain how Pakistani ESL students at the university level performed in terms of inferential understanding when they switched from reading on paper to reading on a screen. A sample of 426 undergraduate students from a reputable university in the Pakistani city of Lahore's Bachelor of Science programme was taken. The reading comprehension exam was built around the higher order thinking skills—analyzing, evaluating, and creating—that Bloom proposed as the foundation for inferential reading. Using a sequential test administration approach, the reading test was first administered on paper, and then it was administered on a screen (Musharaf *et al.* 2024).

Parents face several issues and are increasingly worried about their children's social isolation, intolerance, and aggressive behaviour when they are not physically present at school, as they are often dependent on the internet (Imran et al., 2020, Siddiqui et al., 2021). A growing body of recent research has acknowledged that, thanks to its accessibility, flexibility in terms of learning time management and self-learning agenda regulation, online learning represents a viable alternative in today's world (Abdul, 2020). The provision of collaborative, safe, meaningful, and pertinent teaching methodologies is one of the roles that higher education plays in meeting the demands of the twenty-first century. However, in this day and age, educational structure is undergoing profound change as a result of the growth of digital education, which in turn alters attitudes and behaviours related to different livelihoods for film sites. This is because the theoretical foundation of teaching methodology is different, which has an impact on knowledge construction and investigation for arguments, communication, and problem solving skills (Engel et al., 2023).

In an effort to alter the most effective mode in the past, it assists students with current knowledge in a way that is comparable to face-to-face instruction in higher education and seems unable to access the students in learning processing that balances the development of each student's individual time-management, collaborative, and communicative skills (Muhammad & Kamran 2023). It is a comparative study analysis that advances the research development and technology in the current day. The influence of blended learning on self-efficiency, motivation, and perception of learning outcomes in higher education is different (Alsahhi et al., 2019).

Nigerian undergraduate students' performance is not comparable to that of other industrialized nations when it comes to the efficiency of online learning and its modalities of instruction (Gambari et al., 2018). The inspiration for the analysis of international students learning a second language comes from motivation satisfaction, which varies depending on the country (Gambari et al., 2023). They examine the fundamentals of educational technology for businesses; however, they make the assumption that an online learning environment is simple to use (Koh & Tan, 2024).

Promising is the transformation approach to teaching and learning that comes with online instruction in higher education generally and English instruction specifically (Graeff, 2022). Students' learning at all levels, which may include motivation, emotional fulfilment, and enthusiasm, has an impact on the learning based on transformation (Economos, 2013). It is mentioned that research on the cultural context of a transformation from leadership to the classroom can be done in a variety of global cultural contexts (Khandewal, 2023). It is estimated that instructors encouraged students to work both as researchers and as students in order to reach their full potential (Ronconi et al., 2023).

1.1 Research Questions

- 01) What is relationship of transformational teaching and effective teaching?
- 02) What is impact of intellectual stimulation on effective teaching?
- 03) How professional charisma is connected to effective teaching?

2. Literature Review

Numerous studies have shown that English is widely used as an official language in many different countries across the world; however, in Pakistan, English is used in a variety of fields, including civil administration, the legal system, and education, where its influence is thought to be substantial (Abbas, 1993, Khaliq, 2006, Mansoor, 2004). Several studies have demonstrated that Pakistani secondary and university students are motivated to acquire this international language in an efficient manner (Mansoor, 2005, Rahman, 1999). It is made clear that Pakistani secondary and university students are essential in advancing the use of English as a tool for acquiring new knowledge and skills necessary for opportunities in all fields and a respectable livelihood. Numerous initiatives are underway in Pakistan to enhance English education nationwide; however, despite various modifications to the language's instruction for improved learning and results, researchers have come to the conclusion that ineffective English instruction is the root cause of low learning outcomes.

Many initiatives are underway in Pakistan to enhance English education nationwide, but there are various requests for modifications to English language instruction to improve learning and teaching outcomes. These calls lead to the conclusion that there are inadequate methods of teaching English that are regarded as both effective and ineffective (Mansoor, 2004, Rahman, 2005, Siddique, 2007). Most people agree that the higher education environment needs to be rebuilt as a whole, with researchers and educationalists pointing out that the system needs to be

reorganized so that independent thought and creativity are not discouraged (Mansoor, 2003). The general thinking pattern views English language instruction as involving many professors who are perceived as in need of support and who rely on the lecture style, which is only encouraged as a result of low student involvement and ephemeral learning objectives (Hoodboy, 1998). Promising is the transformation approach to teaching and learning that comes with online instruction in higher education generally and English instruction specifically (Graeff, 2014). Various scholars proposed that teachers would become more knowledgeable leaders and that teaching effectiveness would increase (Pounder, 2004).

Many researchers have suggested that teachers should act as leaders in order to involve students in the learning process and increase the impact of their instruction on the transformation of various organizations. It has also been noted that teachers should act as leaders first, with students acting as his followers. Additionally, it is noted that the majority of research studies have to do with how teaching is changing, and that learning a language in a different cultural context is crucial for language proficiency. Some researchers have even proposed that changing the way that English is taught could enhance student outcomes, supported by various studies and efficaciousness (Pounder, 2008).

It is mentioned that research on the cultural context of a transformation from leadership to the classroom can be done in a variety of global cultural contexts (Hoodboy, 2011). By examining the possibility for changing the way English is taught to students in Pakistan who are learning it as a second language, the current study aims to close this gap. It was fortunate that yesterday's events, which included the weariness of many teachers and their actions, might contribute to changes in individual and group behavior, which have been shown to foretell successful second language instruction in classes.

It is explained that the ideal influence of leaders who displayed specific characteristics of indication for real and ability to gain the trust and earn respect and creation of optimism that inspires and excites the followers is what is meant by the transformation leadership worked by the various leaders and followers that can engage the relationship for higher levels of morality and motivation (Burns, 1978). Distracting from the inspirational motivation serves as an example for followers, showing them how a leader should convey division clearly to foster confidence and encourage followers to support the goals of the leader and the district.

Additionally, it is determined that the mentor must focus on each individual in order to change them into a leader. Additionally, the mentor must take into account each person's demand for followers and provide feedback for personal development. It is also noted that leaders are changing and reconsidering the existence of values and beliefs that could pique followers' attention and present a challenge for them to complete various duties and be motivated by (Bass, 1985). With the exception of the classroom, which can be seen as a similar social organization with the teacher acting as a leader in the student body, the transformation of teaching methodology can be dried for the transformation of leadership in the theory and practice for the use of transformation in the classroom context (Cheng, 1994).

Although my work focuses on the change of students, teachers nevertheless play a crucial and beneficial role (Pounder, 2004). Teachers who work on the basis of respect and objectives may exhibit individual concern and intellectual work as part of the reform of teaching methods (Banjeri & Krishnan, 2000). C. Based on presumptions and reasoning, it is estimated that classroom work and management skills may benefit the pupils (Boyd, 2009). According to Slavich and Zimbardo (2012), the transfer national work may culminate in a high degree of motivation that can function on the basis of student transformation and encouragement.

It has been determined that student behavior has a significant impact on both teacher and student performance in the classroom as well as management (Royal & Stout, 2003). According to the transfer national classroom climate, there has been an improvement in communication and conceptual comprehension (Ahmed & Qazi, 2011). Benefits of transformational teaching are linked to student outcomes because it has a positive correlation with higher levels of job satisfaction, lower rates of faculty turnover, and higher levels of faculty commitment to reforming universities and colleges (Harrison, 2011).

Effective teaching is a multifaceted construct that encompasses many aspects of second language learning, but it also includes teachers who teach English as a second language based on their content understanding of teaching approach (Gatbontan, 1999). Creating a supportive learning environment in the classroom is essential to effective teaching (Fallout, 2004). Students' learning at all levels, which may include motivation, emotional fulfilment, and enthusiasm, has an impact on the learning based on transformation (Economos, 2013).

3. Data Sources and Methodology

The methods and instruments utilized to address the research issues will be covered in this section. The information was gathered from 520 students enrolled in nine public and private universities in Pakistan's Sindh Province. There were 366 women and 154 males among the participants, ages ranging from 17 to 30. Students were registered in English bachelor's degree programs.

3.2 Survey Instruments

The survey tool was created and employed based on research literature. The survey instruments make use of survey items. As a consequence of sector and likes using principal component analysis and a logical approach of study that takes a rotating method varimax with Kaiser Nominalization, considerate intellectual stimulation was found as a new variable. Variables such as individual consideration and intellectual estimation are employed to modify education, as shown in Table 01. This study makes use of the Cronchbach's Alpha reliabilities for thoughtful intellectual stimulation, professional charisma, and successful instruction using a number of objects.

4. Data Analysis

The answer was obtained from the student's work order, which was entered into the Social Sciences statistical package (SPSS). The confidentiality of each respondent's identity was maintained. To assess the degree of support for each variable, inferential statistics—more particularly, multiple linear regression analysis—were employed. In English language classrooms, factors such as professional charisma and intellectual stimulation were taken into account when predicting the effectiveness of instruction.

Table No 01: Factor Loading for Intellectual Stimulation

Factor Loading	Item	Item number	H2
.646	Students help	43	.488
.645	Strength & .comWeakness		.501
.533	Support in critical thinking	50	.399
.528	Extra time than office	39	.413
.490	Beyond office hours	45	.409
.489	Sources of assignment	44	.308
.480	Course topics and ideas	42	.491
.460	Questions in class	45	.384
.450	Assessment	40	.443
.458	Encouragement	42	.448

Eigen value: 1.78
Variance = 3.94

Since it has been noted in language and education research that student perceptions and instructions might impact course material, the results of the preceding analysis remain unaffected by variations in course content. Nearly 492 students finished their responses, which had an impact on the 97% outcome. Among the students enrolled for the session, 78 finished it nearly in a year, 109 for one year, 103 for two years, 57 for three years, and 59 for more than three years. Participation in this study was expected to conclude on the date of the promised lectures, with information obtained from nine universities in the Pakistani province of Sindh.

Table No 02: Scale Reliability of the items

Dimensions	Number of items	Alpha Co-efficient
Effective Teaching	7	.851
Charisma	8	.709
Considerate intellectual stimulation	9	.910

For checking off reliability of items, the effect of thinking, charisma of students and consideration about intellectual thinking were taken and number of items were taken as 7, 8 and 9 respectively. The value of alpha co-coefficient is shown as .852, .709 and .910 respectively that concluded that all the items are internally consistent with each other. The highest or lowest value of alpha co-coefficient may change the result accordingly.

Table No 03: Model Summary

Model	R	R-Square	Adjusted R-Square	S.E of Estimates
1	.695	.447	.467	4.605
2	.782	.689	.656	3.783

Multiple linear regression analysis was used in the analysis above to address the research issues. Research indicates that among all undergraduate English language students, thoughtful intellectual stimulation was the best indicator of successful instruction. One model Van D professor used professional charisma and thoughtful intellectual stimulation to teach languages well. Standardized beta weight was the best predictor of English language instruction.

Table No 04: Coefficients

Model	Unstandardized Coefficients Beta	Unstandardized Coefficients S.E	Standardized Coefficients Beta	Standardized Coefficients t	Standardized Coefficients sig
01.Constant	7.912	1.345		7.401	.000
Considerate Intellectual	.631	.048	.761	19.321	.000
02.Constant	-.518	1.231		-.431	.231
Considerate Intellectual	.617	.304	.061	18.341	.000
Charisma	.773	.028	.345	16.313	.000

In the above table by comparing two models the values are significant and desirable by considering the beta values, the standard errors and the level of confidence.

5. Discussion and Conclusion

In summary, the research findings demonstrated a positive correlation between transformational teaching and successful instruction in second language learning environments. It is also determined from the literature review that transformational teaching is a successful teaching approach for students' learning. Three elements—individual focus, intellectual establishment, and professional charisma—are used in this study. These elements are linked to transformative teaching and are predictive of teaching efficacy. Additionally, the study's findings suggested that instructional efficacy may not always outweigh intellectual stimulation in second language classrooms.

According to this study, the second is enjoyable language instruction based on students' responses in a factor analysis linked to variables of intellectual estimation and individual concern, which are referred to as considerate intellectual stimulation. The study's findings recommended that, in order to improve student learning and teaching outcomes, Sandeep, the professor of second languages, integrate the elements of intellectual stimulation with individual concentration. According to the results of the current study, undergraduate students expressed reluctance when their teachers engaged them in debate and critical thinking in a foreign language.

Research has some consequences for English education in Pakistan, where numerous initiatives aim to enhance English language instructors' abilities and explore the possibility of changing the way that English is taught in order to increase the quality of English education, which appears promising. The study's conclusions, which are transferable to the classroom, show that superior teaching and learning environments are produced by transformative teaching behaviours. The findings of this study will support educators in providing more engaging instruction to students. Some solutions to problems with learning a second or foreign language that feel comfortable when learning English have been mentioned in this research.

The study's findings validated the notion that instructors and lecturers should use individual attention and intellectual stimulation to foster a helpful learning environment in the classroom. The findings of this study also encouraged scholars to focus their attention on the topic of how to employ thoughtful intellectual stimulation in classes teaching second or foreign languages. In the current study, the professional charisma of teachers was found to predict both the effectiveness of their instruction and the students' thoughtful intellectual appraisal in English language classes. Teachers exhibited this charisma by their energetic, motivating, trustworthy, and compassionate demeanor.

Overall, the study's findings were in favor of using the behaviors of transformational leaders to increase the efficacy of second language instruction. It's also critical to remember that in second language classrooms, the use of professional charisma and thoughtful intellectual stimulation gave students the emotional support they needed to work through their learning challenges. This can result in equitable learning outcomes and effective teaching.

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