

Unlocking the Key Attributes of an Effective English Teacher: Insights from the Perspectives of Teachers at the Higher Secondary Level

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Keywords	Abstract
English Teacher, Higher Secondary Level, Key Attributes, Personal Qualities, Professional Qualities, Pedagogical Skills.	<i>English is a global language of communication. Proficient English teachers play a significant role in the learning process. A mixed method approach was used to explore teachers' perceptions of the key attributes essential for an effective English teacher at the higher secondary level. The population consisted of 485 teachers working in 20 higher secondary schools in the district of Swabi, KP, Pakistan. Using a sampling technique, 20 teachers involved in English teaching were selected from each school, resulting in a representative sample for data collection. The data are collected using a questionnaire that included both quantitative and qualitative parts. The quantitative part was further classified into three main sections; "personal qualities", "professional qualities", and "pedagogical skills", each containing 9, 8, and 9 items, respectively, with a 5-point Likert scale. The results declared that the overall response, based on the weighted mean of the number of responses compared with the set-up scale for a 5-point Likert scale, was in agreement with the mentioned attributes of an effective English teacher. Consequently, a thematic analysis of the qualitative responses further identified some key attributes of an effective English teacher, with 6 themes, as well as features to avoid by English teachers, which were identified through 7 themes. It was concluded from the study that an effective English teacher should possess a positively strong personal qualities, professional qualities, and pedagogical skills. Furthermore, it is imperative for English teachers to refrain from engaging in practices that could have a detrimental effect on their students.</i>

INTRODUCTION

Learning the English language is particularly more significant now than ever before. As international trade and communication increase, people are realizing the importance of learning English in today's rapidly globalizing world. In addition, learning English is becoming one of the basic requirements for entrance to many jobs and higher education in numerous countries (McKay, 2018; Rao, 2019; Rose *et al.*, 2021). An effective method of teaching has been the ultimate goal of any language. For quality education, effective teaching is second to none. The factors that affect the effectiveness of the teaching process have always been the concern of every foreign language researcher (Danijela, 2018; Guspita *et al.*, 2023).

Looking at the concept of a good teacher from multiple perspectives, excellent and proficient teachers are the most important components of any educational system and ensure quality learning (Mursaleen et al., 2022). Previous studies reinforced the idea that a good teacher and the actions he or she takes in the classroom have a vital role in motivating students to learn effectively and efficiently (Gilakjani, 2017). Good teachers also have an important role in students' academic performance, and their teaching skills can greatly influence student learning outcomes (Zamani & Ahangari, 2016; Richards, 2017; Putrawadi *et al.*, 2025).

The perception of English language teachers regarding effective English teaching could influence the characteristics of an effective English teacher. A teacher's perceptions about effective teaching affect the way he/she understands and organizes his/her teaching practices (Tabassum *et al.*, 2025). Teachers' perceptions of effective teachers can highly influence their instructional techniques (Anwar *et al.*, 2021). Identification of the characteristics of an effective English teacher is currently a major area of research interest throughout the world. However, there is a need for more research in this particular field in Pakistan. Therefore, this study aimed to identify the key characteristics of an effective English teacher by examining the perceptions of English teachers.

Research Questions

1. What are the most effective personal qualities of an effective English teacher at the higher secondary level?
2. What are the most effective professional qualities of an effective English teacher at the higher secondary level?
3. Which pedagogical skills are the most critical for an effective English teacher at the higher secondary level?

Objectives of the Study

1. To identify the perception of English teachers at the higher secondary level about the personal qualities of an effective English teacher.
2. To identify the perception of English teachers at the higher secondary level about the professional qualities of an effective English teacher.
3. To identify the perception of English teachers at the higher secondary level about the pedagogical skills of an effective English teacher.

LITERATURE REVIEW

An effective English language teacher is characterized by personal qualities, professional attributes, and pedagogical skills. All these qualities of an effective English teacher significantly influence student learning and engagement (Adhikari, 2025).

Personal Qualities: Personal qualities are fundamental to creating a positive and supportive learning environment, fostering student motivation, and enhancing the overall educational experience (Heredia-Arboleda *et al.*, 2021). Teachers who are perceived as humorous and friendly often create a relaxed classroom atmosphere. This can reduce anxiety and encourage student participation. This approachable nature is critical for English language teaching (Guspita *et al.*, 2023). Enthusiastic teachers inspire students and make learning more engaging. When teachers show genuine care for their students' progress and well-being, it enhances student

motivation and builds trust (Hung, 2023). Students generally value teachers who are fair in their assessments and interactions, treating all students equally. While fairness is crucial, a degree of strictness is also seen as beneficial. This ensures classroom order and maintains academic standards (Hung, 2023). Creative teachers devise innovative activities and approaches that cater to diverse learning styles and keep students engaged. Some studies suggest that experience is valued for its associated wisdom and refined teaching techniques. However, younger teachers are also perceived as more relatable or adaptable to modern trends (Guduru *et al.*, 2024).

Professional Qualities: Professional qualities encompass the proficiency of teachers. High proficiency in English is a paramount quality of an effective English language teacher (Nurie Bogale & Wale, 2024). Students expect teachers to demonstrate correct pronunciation, grammar, and vocabulary (Hameed, 2024). This linguistic competence fosters student's confidence in their teacher and his/her ability to guide their language development (Al-Hassan *et al.*, 2025). Effective teachers consistently assign regular homework and administer tests or quizzes. Such practices provide an opportunity for English teachers to understand and improve the student learning process (Guspita *et al.*, 2023). Utilizing a variety of teaching methods, including play way methods for younger learners, makes learning enjoyable (Tabassum, 2018). Adopting group activities is also an important professional attribute for collaborative learning among students (Tabassum *et al.*, 2025). Consequently, blending formal and informal teaching approaches allows the teachers to address both explicit linguistic rules and practical language use (Alzu'bi, 2023). Teachers with foreign experience may also bring a broader cultural perspective and a deeper understanding of the challenges faced by language learners, enriching the classroom environment (Lubis & Samsudin, 2021).

Pedagogical Skills: Pedagogical skills encompass instructional strategies and classroom management techniques employed by teacher to enable effective learning (Khamkaew *et al.*, 2025). Integrating real-life scenarios in the classroom makes language learning more practical (Putri, 2024; Khazratkulova, 2025), while a well-managed environments supports students' engagement (Joshi, 2025). Creating a comfortable classroom also encourages active participation (Hung, 2023). Furthermore, clear teacher pronunciation is essential for students understanding, and effective grammar instruction provides a structural foundation for English language learning (Nurie Bogale & Wale, 2024). Encouraging students to correct each other's work improve both critical thinking and collaborative skills (Kausar, 2025). In addition, integrating visual aids and technology has become pivotal in the 21st century classroom (Tabassum, 2018). Visual materials such as flashcards, diagrams, and videos clarify complex concepts, while effective use of educational tools requires teachers to be adaptable and innovative (Juhana, 2025).

RESEARCH METHOD

The study was conducted in the four tehsils (Swabi, Topi, Razar, and Lahor (chota)) of district Swabi, Khyber Pakhtunkhwa province of Pakistan. This study used a mixed method, having both quantitative and qualitative data collection. As per the personal data collected from the District Education Office (DEO) for females, District Swabi has 20 higher secondary schools for girls, having 485 teachers, involved in teaching different subjects. All these teachers were taken as the population of this study. A simple random sampling technique was used for data collection from the target population. The teachers involved in teaching the English subject were identified. The questionnaires were filled out by 1 teacher involved in English subject teaching in each higher secondary school, making the sample size 20. The questionnaire was adapted from

the study of Tabassum *et al.* (2025) with certain changes to measure their perceptions, having two parts. Part A was having close ended questions for quantitative data collection. Part A comprised of 3 main sections, including “personal qualities”, “professional qualities”, and “pedagogical skills”, each containing 9, 8, and 9 items, with a 5-point Likert scale. While Part B had 2 open ended items for qualitative data collection, as shown in the technical route map (Figure 1).

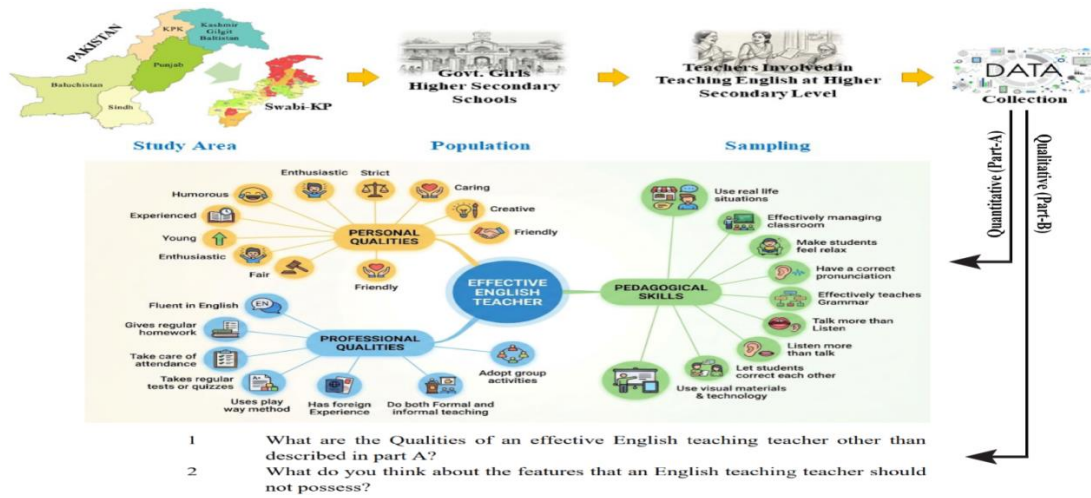


Figure 1: Technical Rout Map of the Study.

Data Analysis and Coding

The quantitative data collected on 5-point Likert scale were analyzed in MS Excel 2013. For data analysis, the 5-point Likert scale was coded as 1, 2, 3, 4, and 5 for “Strongly Disagree”, “Disagree”, “Neutral”, “Agree”, and “Strongly Agree”, respectively. To obtain an overall response of each item to be either “Strongly Disagree” or “Disagree” or “Neutral” or “Agree” or “Strongly Agree”, a scale was set up using range $(5-1=4)$ and interval $(4/5=0.80)$. Consequently, the weighted mean for each item was calculated by dividing the sum of all responses on the Likert scale (multiplied by its respective coding) by the total number of responses for each item. The weighted mean was utilized instead of a simple mean to account for the skewness in the response distribution. To analyze the results in a better way, the items were also coded (Table 1). Subsequently, the qualitative data were analyzed using thematic analysis. The main themes from the responses of the respondents were extracted, and the relevant responses were grouped together under specific themes, to draw a framework of different perceptions of teachers.

Ethical Considerations

Ethical considerations were carefully observed throughout the study involving English teachers. Prior to data collection, participants were fully informed about the purpose and procedures of the research, and their informed consent was obtained. Participation was entirely voluntary, with the right to withdraw at any stage without any consequences. Confidentiality and anonymity were strictly maintained by using codes instead of names, and all information was used solely for academic purposes. The study ensured that no physical, psychological, or professional harm was caused to participants, and questions were designed to avoid discomfort or bias. Additionally, permission was obtained from relevant school authorities, and all collected data were securely stored and handled with honesty and integrity.

Table 1: Codes Used for the Items in the Questionnaire for Quantitative Data Collection

Quality	Items	Code
Personal Qualities	Experienced	PQ1
	Young	PQ2
	Enthusiastic	PQ3
	Fair	PQ4
	Strict	PQ5
	Humorous	PQ6
	Caring	PQ7
	Creative	PQ8
	Friendly	PQ9
Professional Qualities	Fluent in English	PfQ1
	Gives regular homework	PfQ2
	Takes regular tests or quizzes	PfQ3
	Take care of attendance	PfQ4
	Uses play way method of teaching	PfQ5
	Has foreign Experience	PfQ6
	Do both Formal and informal teaching of English	PfQ7
	Adopt group activities	PfQ8
Pedagogical Skills	Use real life situations for explaining Language	PSQ1
	Effectively managing classroom	PSQ2
	Make the students feel relax in the classroom	PSQ3
	Have a correct pronunciation	PSQ4
	Effectively teaches Grammar	PSQ5
	Talk more than Listen	PSQ6
	Listen more than talk	PSQ7
	Let students to correct the work of each other	PSQ8
Use visual materials and technology in the classroom	PSQ9	

RESULTS

Quantitative Data Findings

Table 2: Perception of Teachers about Personal Qualities of an Effective English Teacher

Code	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Mean	Overall Response
PQ1	14	6	0	0	0	20	4.70	Strongly Agree
PQ2	4	8	6	2	0	20	3.70	Agree
PQ3	12	7	0	1	0	20	4.50	Strongly Agree
PQ4	6	5	4	5	0	20	3.60	Agree
PQ5	4	9	2	5	0	20	3.60	Agree
PQ6	2	5	4	9	3	20	3.15	Neutral
PQ7	7	8	3	2	0	20	4.00	Agree
PQ8	4	7	6	3	0	20	3.60	Agree
PQ9	6	6	3	5	0	20	3.65	Agree

Notes: Scale used for the comparison of weighted mean of each item to obtain the overall response: Strongly Disagree (1.00 to 1.79), Disagree (1.80 to 2.53), Neutral (2.60 to 3.39), Agree (3.4 to 4.19), and Strongly Agree (4.2 to 5).

Table 2 and Figure 2 revealed that all the teachers agreed that an effective English teacher should possess all the mentioned personal qualities. The overall response, based on the weighted mean of the number of responses compared with the setup scale for a five-point Likert scale, from teachers for PQ1 and PQ3 was “Strongly Agree”, while the responses were “Agree” for PQ2,

PQ4, PQ5, PQ7, PQ8, and PQ9. However, the teachers appeared neutral in response to PQ6 (Table 2). The percent responses of teachers to personal qualities of an effective English teacher further revealed the percentages of teachers' responses to each item on a 5-point Likert scale. In response to the quality of the teacher being "Experienced" (PQ1), 70% of teachers strongly agree, while 30% agree. In response to the quality of the teacher being "Young" (PQ2), 20% of teachers strongly agree, 40% agree, 30% are neutral, and 10% disagree. In response to the quality of the teacher being "Enthusiastic" (PQ3), 60% of teachers strongly agree, 35% agree, and only 5% disagree. In response to the quality of the teacher being "Fair" with students (PQ4), 30% of teachers strongly agree, 25% agree, 20% are neutral, and 25% disagree. In response to the quality of the teacher being "Strict" with students (PQ5), 20% of teachers strongly agree, 45% agree, 10% are neutral, and 25% disagree. In response to the quality of the teacher being "Humorous" (PQ6), 10% of teachers strongly agree, 25% agree, 20% are neutral, 45% disagree, and 15% strongly disagree. In response to the quality of the teacher being "Caring" (PQ7), 35% of teachers strongly agree, 40% agree, 15% are neutral, and 10% disagree. In response to the quality of the teacher being "Creative" (PQ8), 20% of teachers strongly agree, 35% agree, 30% are neutral, and 15% disagree. In response to the quality of the teacher being "Friendly" with students (PQ9), 30% of teachers strongly agree, 30% agree, 15% are neutral, and 25% disagree (Figure 2).

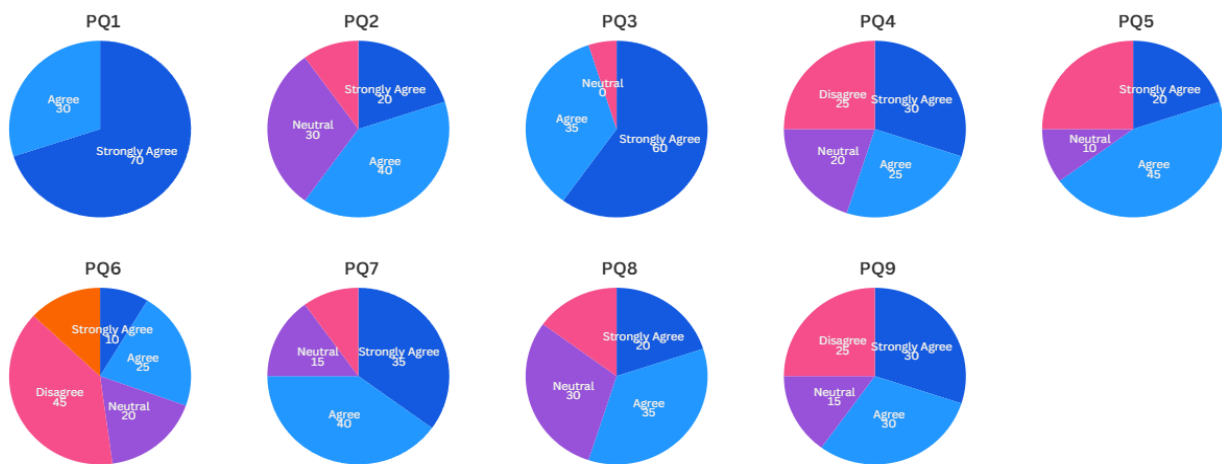


Figure 2: Pie Charts Showing the Percentages (%) of the Responses of English Teachers of Higher Secondary Schools about the Personal Qualities of an Effective English Teacher on Five Point Likert Scale.

Table 3: Perception of Teachers about Professional Qualities of Effective English Teacher

Code	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Mean	Overall Response
PfQ1	18	1	0	1	0	20	4.80	Strongly Agree
PfQ2	11	6	3	0	0	20	4.40	Strongly Agree
PfQ3	9	8	2	1	0	20	4.25	Strongly Agree
PfQ4	12	8	0	0	0	20	4.60	Strongly Agree
PfQ5	2	5	4	9	0	20	3.00	Neutral
PfQ6	1	3	9	5	2	20	2.80	Neutral
PfQ7	3	12	5	0	0	20	3.90	Agree
PfQ8	4	4	8	4	0	20	3.40	Agree

Notes: Scale Used for the Comparison of Weighted Mean of each Item to Obtain the Overall Response: Strongly Disagree (1.00 to 1.79), Disagree (1.80 to 2.53), Neutral (2.60 to 3.39), Agree (3.4 to 4.19), Strongly Agree (4.2 to 5).

Table 3 and Figure 3 revealed that all the teachers were in agreement and/or neutral that an effective English teacher should have all the mentioned professional qualities. The overall response, based on the weighted mean of the number of responses compared with the setup scale for five-point Likert scale, of teachers for PfQ1, PfQ2, PfQ3, and PfQ4 was “Strongly Agree”, while the response was “Agreed” for PfQ7 and PfQ8. However, the teachers appeared to be neutral in response to PfQ5 and PfQ6 (Table 3). The percent responses of teachers to professional qualities of an effective English teacher further revealed the percentages of teachers’ responses to each item on 5-point Likert scale. In response to the quality of the teacher to be “Fluent in English” (PfQ1), 90% of teachers Strongly Agree, 5% Agree, and 5% Disagree. In response to the quality of the teacher to “Give regular homework” to students (PfQ2), 55% of teachers Strongly Agree, 30% Agree, and 15% Neutral. In response to the quality of the teacher to “Takes regular tests or quizzes” from students in class (PfQ3), 45% of teachers strongly agree, 40% agree, 10% neutral, and 5% disagree. In response to the quality of the teacher to “Take care of attendance” of students in class (PfQ4), 60% of teachers strongly agree, and 40% agree. In response to the quality of the teacher to “Use the play way method of teaching” in the class (PfQ5), 10% of teachers strongly agree, 25% agree, 20% neutral, and 45% disagree. In response to the quality of the teacher to “Have foreign Experience” (PfQ6), 5% of teachers strongly agree, 15% agree, 45% neutral, 25% disagree, and 10% strongly disagree. In response to the quality of the teacher to “do both formal and informal teaching of English” (PfQ7), 15% of teachers strongly agree, 60% agree, and 25% neutral. In response to the quality of the teacher to “Adopt group activities” in the class (PfQ8), 20% of teachers strongly agree, 20% agree, 40% neutral, and 20% disagree (Figure 3).

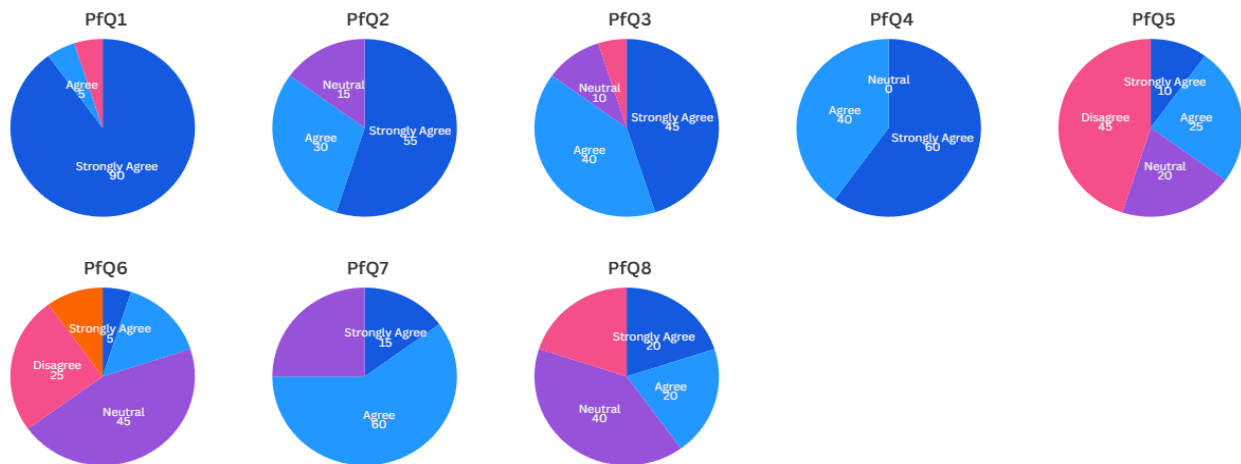


Figure 3: Pie Charts Showing the Percentages (%) of the Responses of English Teachers of Higher Secondary Schools about the Professional Qualities of an Effective English Teacher on Five Point Likert Scale.

Table 4: Perception of teachers about Pedagogical Skills of Effective English teacher

Code	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Mean	Overall Response
PSQ1	6	6	3	5	0	20	3.65	Agree
PSQ2	9	10	1	0	0	20	4.40	Strongly Agree
PSQ3	5	14	1	0	0	20	4.20	Strongly Agree
PSQ4	13	6	1	0	0	20	4.60	Strongly Agree
PSQ5	15	4	1	0	0	20	4.70	Strongly Agree
PSQ6	2	4	3	1	10	20	2.35	Disagree

PSQ7	6	7	4	2	1	20	3.75	Agree
PSQ8	9	9	2	0	0	20	4.35	Strongly Agree
PSQ9	1	4	7	7	1	20	2.85	Neutral

Notes: Scale Used for the Comparison of Weighted Mean of Each Item to Obtain the Overall Response: Strongly Disagree (1.00 to 1.79), Disagree (1.80 to 2.53), Neutral (2.60 to 3.39), Agree (3.4 to 4.19), and Strongly Agree (4.2 to 5).

Table 4 and Figure 4 revealed that all the teachers were in agreement that an effective English teacher should have all the mentioned pedagogical skills except the one to talk more than listen. The overall response, based on the weighted mean of the number of responses compared with the setup scale for five-point Likert scale, of teachers for PSQ2, PSQ3, PSQ4, PSQ5 and PSQ8 was “Strongly Agree”, while the response was “Agree” for PSQ1 and PSQ7. However, the teachers appeared to be “Neutral” in response to PSQ9, while the response was “Disagree” for PSQ6 (Table 3). The percent responses of teachers to pedagogical skills of an effective English teacher further revealed the percentages of teachers’ responses to each item on 5-point Likert scale. In response to the pedagogical skills of the teacher to “Use real life situations for explaining Language” (PSQ1), 30% of teachers strongly agree, 30% agree, 15% neutral, and 25% disagree. In response to the pedagogical skill of the teacher to “Effectively managing classroom” (PSQ2), 45% of teachers strongly agree, 50% agree, and 5% neutral. In response to the pedagogical skill of the teacher to “Make the students feel relaxed in the classroom” (PSQ3), 25% of teachers strongly agree, 70% agree, and 5% neutral. In response to the pedagogical skill of the teacher to “Have a correct pronunciation” (PSQ4), 65% of teachers strongly agree, 30% agree, and 5% neutral. In response to the pedagogical skill of the teacher to “Effectively teaches Grammar” (PSQ5), 75% of teachers strongly agree, 20% agree, and 5% neutral. In response to the pedagogical skill of the teacher to “Talk more than Listen” (PSQ6), 10% of teachers strongly agree, 20% agree, 15% neutral, 5% disagree, and 50% strongly disagree. In response to the pedagogical skill of the teacher to “Listen more than talk” (PSQ7), 30% of teachers responded “strongly agree”, 35% agree, 20% neutral, 10% disagree, and 5% strongly disagree. In response to the pedagogical skill of the teacher to “Let students correct the work of each other” in the class (PSQ8), 45% of teachers strongly agree, 45% agree, and 10% neutral. In response to the pedagogical skill of the teacher to “Use visual materials and technology in the classroom” (PSQ9), 5% of teachers strongly agree, 20% agree, 35% neutral, 35% disagree, and 5% strongly disagree (Figure 4).

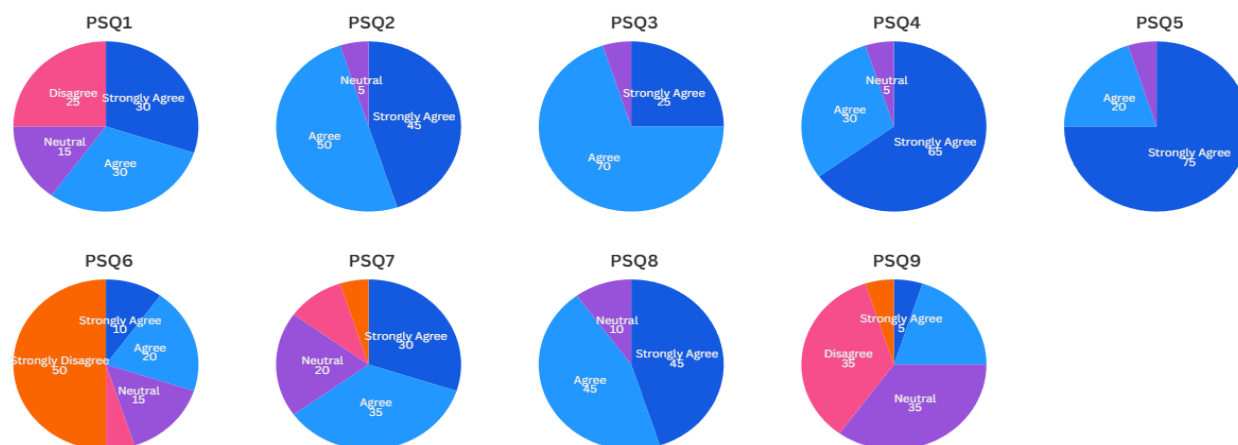


Figure 4: Pie Charts Showing the Percentages (%) of the Responses of English Teachers of Higher Secondary Schools about the Pedagogical Skills of Effective English Teacher on Five Point Likert Scale.

Qualitative Data Findings

The qualitative data was collected based on two open ended items in Part-B of the questionnaire, from teachers involved in English teaching in schools. The items were “What are the qualities of an effective English teacher other than those described in part A (the quantitative portion of the questionnaire)?” and “What do you think about the features that an English teaching teacher should not possess? And why?” The responses regarding these items were analyzed via thematic analysis, and main themes were extracted.

Qualities of an Effective English Teacher other than those Described in Part A: Thematic analysis of the data collected on open ended items revealed the six main themes. These themes included “open to innovation to use modern technology”, “Motivating”, “Aware of the needs of the students”, “Good at managing the classroom”, “Finding fun ways to teach topics”, and “Restricts using mother tongue” (Figure 5A).

Features that an English Teaching Teacher should not possess: Thematic analysis of the data collected on open ended questions revealed the seven main themes. These themes included “Angry or Strict”, “Discriminates between students”, “Insufficient knowledge of English”, “A complete dependency on lesson plan”, “Strict to only one teaching method”, “Avoiding nature”, and “Bad at classroom management” (Figure 5B).

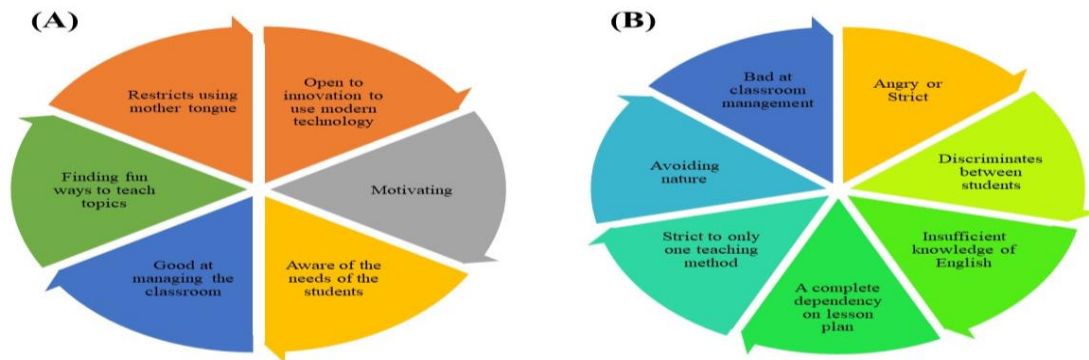


Figure 5: Illustration of the Thematic Analysis of Qualitative Data as Perceived by Teachers Involved in English Teaching. Qualities of an Effective English Teacher other than Described in Quantitative Data (A). Features that an Effective English Teaching Teacher should not Possess (B)

DISCUSSION

Effective English teacher concept encompasses a range of personal qualities, professional attributes, and pedagogical skills (Lubis & Samsudin, 2021; Nurie Bogale & Wale, 2024; Joshi, 2025; Juhana, 2025). In the present study, quantitative data via five-point Likert scale revealed that teachers prioritize certain characteristics, while qualitative data via thematic analyses provide deeper insights into desired and undesired traits of English teachers.

The response of teachers was “strongly agree” on the significance of personal qualities of an effective English teacher, such as being experienced (PQ1) and enthusiastic (PQ3). Other personal attributes like fairness (PQ4), creativity (PQ8), caring (PQ7), and friendliness (PQ9) were also measured as important, receiving “Agree” response. Similarly, the strictness of the English teacher (PQ5) is also perceived as “Agree”. However, humor (PQ6) is often viewed neutrally. The neutral response appeared because the teachers were not sure about this quality of an effective English teacher, as this is not common among them. This suggested that humor is

not universally considered a critical trait for an effective English teacher. The perception that the English teacher is young (PQ2) also received the “Agree” response. This indicated the appreciation for modern teaching methods and/or energy (Table 2, Figure 2). Such results of the present study about the personal qualities of an effective English teacher were also supported by previous studies (Baytur & Razi, 2015; Mohammaditabar *et al.*, 2019; Guduru *et al.*, 2024).

Consequently, the perception of teachers on essential professional qualities of an effective English teacher, such as fluency in English (PfQ1), along with regular assessments such as giving homework (PfQ2) and conducting tests/quizzes (PfQ3), was “Strongly Agree”. Subsequently, taking care of student attendance (PfQ4) was also valued highly. Methods like adopting group activities (PfQ8) and employing both formal and informal teaching (PfQ7) received “Agree” responses. Conversely, less negotiation was revealed regarding the use of “play-way” teaching methods (PfQ5) and having foreign experience (PfQ6) of an English teacher receiving a “neutral” response (Table 3, Figure 3). The neutral responses of the teachers were received because the teachers were not sure of using these professional qualities as effective English teachers, and they were not common among them. These results suggested that the core professional abilities of an effective English teacher are dominant. However, specific methodological approaches as well as international exposure are not uniformly seen as defining professional attributes (Baytur & Razi, 2015; Gao *et al.*, 2022).

Correspondingly, regarding pedagogical skills, there is strong agreement (“Strongly Agree” response) that an effective English teacher should excel in classroom management (PSQ2), make students feel relaxed (PSQ3), have correct pronunciation (PSQ4), and effectively teach grammar (PSQ5). Besides, allowing students to correct each other’s work (PSQ8) is also perceived as a “Strongly Agree” response, nurturing an interactive learning environment in class. Utilizing real-life situations for language explanation (PSQ1), and listening more than talking (PSQ7) is considered an important skill, receiving a response of “Agree”. However, incorporating visual materials and technology in the classroom (PSQ9) is perceived as “neutral” because this method is not common among the respondents of this study. Whereas, the practice of talking more than listening (PSQ6) explicitly received a response of “Disagree” (Table 4, Figure 4). These results indicated that pedagogical skills are crucially important for an effective English teacher (Guo *et al.*, 2020; Guduru *et al.*, 2024).

Beyond quantitative data, thematic analysis of qualitative data revealed additional dimensions of an effective English teacher (Figure 5). Respondents of this study emphasized that an effective English teacher should be open to innovation to use modern technology. This indicated advanced awareness of modern educational digital tools for enhanced learning (Wirantaka & Wahyudianawati, 2021). Besides, motivation, awareness of student needs, and strong classroom management skills of an English teacher are also significantly effective (Kraft & Blazar, 2017). Along the ways, the ability of an English teacher to be effective is to find fun ways to teach in class underlined the importance of more enjoyable and dynamic instruction. While the restriction to use the mother tongue in class maximizes the exposure of students to English 35. This preference for minimizing mother tongue use is noteworthy, especially given ongoing debates about its role in multilingual educational contexts (Opore-Kumi, 2024).

Conversely, thematic analysis of qualitative data also identified some undesirable attributes of an effective English teacher (Figure 5B). Undesirable attributes include an angry or strict nature of the teacher, discrimination among students, insufficient knowledge of English, a complete

dependency on lesson plans, adherence to only one teaching method, an avoidant nature, and poor classroom management (Moradi & Sabeti, 2014; Khaerati, 2016; Tavakoli & Baniasad-Azad, 2017; Arnas & Assiddiq, 2021).

CONCLUSION

In conclusion, this study indicated that an effective English teacher should be experienced, young, enthusiastic, fair, caring, creative, and friendly, as specified by the results of personal qualities. Moreover, they are also expected to be fluent in English, give regular homework, take regular tests or quizzes, take care of attendance, do both formal and informal teaching of English, and adopt group activities, as indicated by the results of professional qualities. Furthermore, an effective English teacher uses real life situations for explaining Language, effectively manages the classroom, makes the students feel relaxed in the classroom, has correct pronunciation, effectively teaches grammar, and listens to students, as shown by the results of pedagogical skills. In addition, the results from the qualitative study further explored that an effective English teacher should have sufficient knowledge of English, and avoid an angry/strict nature in the classroom, discrimination among students, a complete dependency on lesson plans, adherence to only one teaching method, avoiding nature, and poor classroom management.

Delimitation of the Study

This study was limited to the female higher schools in District Swabi, KP, Pakistan. Due to a lack of resources and other financial constraints, it was difficult to move around the province of KP, getting the data from each city of all provinces of Pakistan. However, this study provides a baseline for researchers to further promote studies on the same topics in Pakistan.

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