



## Perceptions of Teachers and Supervisors on Barriers to Teaching English in Jordanian Public Schools

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### ABSTRACT

English instruction has developed into a crucial component of the educational system, requiring specific attention to provide a high-quality education. This significance necessitates a high level of attention from policymakers and researchers. The current study investigates the impact of the English teaching experience, the teaching-learning environment, and the availability of teachers' resources on the quality of English instruction in Jordanian public schools. Additionally, the research examines the moderating effect of institutional support on the relationships between the teaching-learning environment, the availability of teachers' resources, and the quality of English instruction in Jordanian public schools. Questionnaires collected primary data, and the data were processed using

smart-PLS. The findings indicated that English teaching experience, the teaching-learning environment, and teacher resources are all positively associated with the quality of English instruction. Additionally, the findings indicate that institutional support considerably modifies the relationship between teacher resource availability and the quality of English instruction in Jordanian public schools. This page serves as a reference for policymakers as they develop legislation to increase the quality of English instruction.

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## Introduction

The planet is undergoing profound changes. The changes affect every part of the country and society. The same is true for the country's educational systems. The world is divided into distinct regions such as Asia, Africa, and the Middle East; each region has both developed and developing countries. For example, each region has its own culture, educational system, and language. The citizens of emerging countries demonstrate a greater interest in developed countries through their diverse goals and objectives. Developing countries are also concentrating their efforts on every part of their country in to achieve development status. At the moment, English is widely accepted as a universally recognised language. Developing countries place a premium on the development of English abilities within their societies. The most effective method of acquiring English as their first language is to enrol in its elementary education system. Countries are incorporating English instruction into their basic education systems to provide their pupils with a solid foundation in the language. In this setting, experienced teachers are essential to teach pupils effectively to acquire the fundamental English abilities demanded by industrialised countries.

Educational institutions are critical in this endeavour. Educational institutions lay the groundwork for pupils to improve their English skills. Numerous studies in the literature have found a positive correlation between the educational institution atmosphere and student learning (Byers et al., 2018; Fischer et al., 2018). The more skilled teachers are, the more skilled students are produced. Students' chances of learning are increased when they have a strong teaching faculty.

Additionally, the studies suggested considerable teaching skills such as speaking, writing, comprehension, and response skills. It is necessary to concentrate on these abilities to improve teaching abilities (Ahmadi & Reza, 2018; Hassan et al.). To improve English teaching skills, educational institutions must 1) hire qualified teachers on a merit-based basis, 2) prioritise experienced professionals to maintain a high teaching standard, and 3) in addition to this, educational institutions must provide a better learning environment in terms of training to these enrolled individuals to maintain a high teaching standard (Behzadnia et al., 2018).

### *Jordanian Education Sector*

Jordan is a developing country whose primary language is Arabic. There is a critical need to place a premium on improving the quality of English instruction. Jordan has 2787 public schools, 1493 private schools, 48 community colleges, and 19 universities. Jordan's government is placing a premium on education development. Jordan's Hashemite Kingdom emphasises the critical role of educational reform in developing skilled labour, improving people's socioeconomic conditions, and ensuring long-term progress. According to studies, public school teachers who serve as leaders are vital to educational reform because they may leverage their experience and leadership talents to effect necessary changes in the learning environment (Alghwiri & Marchetti, 2018). The quality of schooling significantly impacts the country's literacy rate. The government's primary objective in enhancing the quality of education is to increase the country's literacy rate. Jordan's literacy rate is depicted in Figure 1:

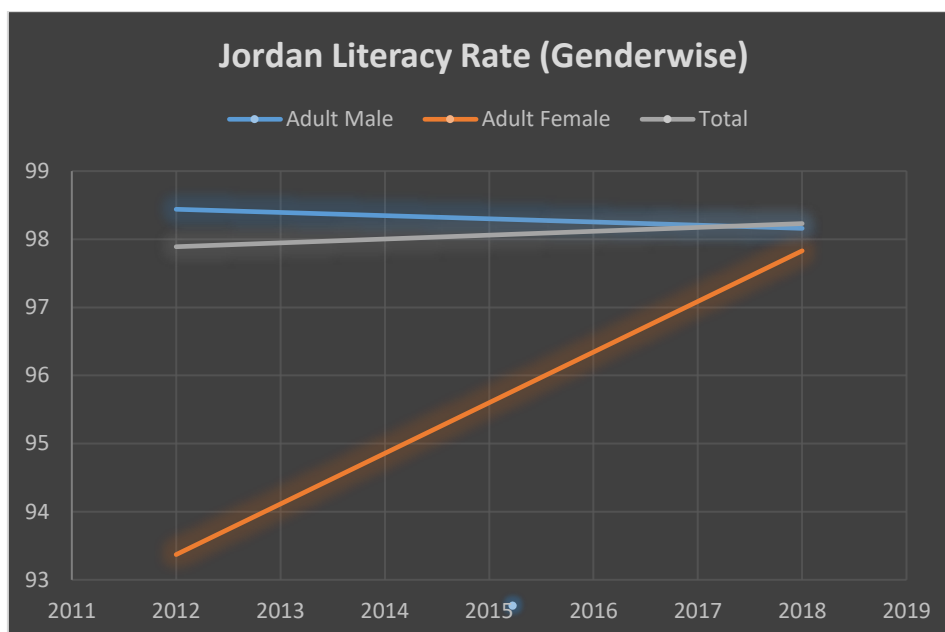


Figure 1: Gender wise literacy rate in Jordan

#### Study Gaps And Contributions

The current study will address several gaps in the literature, including the following: 1) although English teaching quality has been extensively examined, it has not yet reached its peak; and 2) although English teaching quality has been extensively explored, it has not yet reached its peak. 2) Atallah and Al Alazamat (2019) evaluated the efficacy of tenth-grade pupils in Jordan's public schools, whereas the current study will evaluate the quality of English instruction in Jordan's public schools. 3) Al-Tarawneh and Osam (2019) evaluated tourists' English training in Jordan to determine Jordan's English instruction quality. 4) Al-Tamimi et al. (2018) investigated the quality of English instruction in Jordan, whereas the current study examined the English writing skills of university students. 5) Canals and Al-Rawashdeh (2019) examined instructors' attitudes toward educational technology in online English language courses in Jordan, whereas this study examined the quality of English instruction in Jordan. 6) No previous model of English teaching experience, teaching learning environment, availability of teaching resources, and quality of English teaching in Jordan has been tested with the addition of institutional support as a moderator. Additionally, the current study will contribute to the literature in the following ways: 1) Developing countries urgently need to improve their children's English skills to fulfil the demands of industrialised countries. To accomplish this, they will need to focus on their public school teaching staff in to provide better teaching resources to their students, 2) emphasise the importance of skilled teachers to improve the quality of English instruction in Jordan's public schools, 3) emphasise the importance of skilled teachers in educational institutions, and 4) assist the country's educational policymakers in developing a more effective policy and implementing it.

The current study's structure is further subdivided into distinct phases. The study's inception was discussed in the first phase. The second phase will analyse the evidence for English teaching experience, the teaching-learning environment, the availability of teachers' resources, institutional support, and the quality of English instruction in light of previous research. The third phase will cover the methods for collecting data on English teaching experience, the teaching-learning environment, the availability of teachers' resources, institutional support, the quality of teaching English, and the validity of the data. The fourth phase will reveal the study's conclusions based on the research completed thus far and will include approval of the results. The article will conclude with the study's implications, conclusion, and final recommendations.

### Literature Review

The current study investigates the effect of the English teaching experience, the teaching-learning environment, and teacher resource availability on the quality of English instruction in Jordanian public schools. Additionally, the article examines the moderating effect of institutional support on the relationships between English teaching experience, teaching-learning environment, teacher resources availability, and the quality of English instruction in Jordanian public schools. The following is a bibliography of the literature about the understudy constructs (Abubakari, 2021):

#### *English teaching experience and quality of teaching English*

The literature revealed a positive correlation between English teaching experience and the quality of English instruction. Chan (2019) investigated the goals of English pronunciation from the perspectives of experts, teachers, and students. Not only is experienced in any field of teaching required for quality assessment, but it is also necessary for the proper upbringing of pupils. It is based on the teacher's perspectives and the associated aspects stated through theoretical methodologies. The findings reveal that experience is a significant value contributing to the majority of high-quality teaching in all domains, including English. Chen (2018) analysed university lecturers' experiences who frequently teach a variety of programmes in international and domestic classrooms. Generally, lecturers and teachers are chosen based on their experiences to project an image of high-quality education and qualified teachers. Thus, experience serves as the fundamental standard that is evaluated across several platforms and by various corresponding ways deemed appropriate among theoretical designs. According to numerous studies, competency, intercultural skills, and various other challenging qualities emerge during teaching situations, hence improving the quality of instruction. Craig (2019) evaluated the levels of stories taught by instructors in urban schools, taking into account a variety of second languages in addition to English. Teachers who provide education to urban pupils are frequently required to have English as a second language with core competence. The theoretical and numerous other approaches reveal the interpretive perspective of the instructor with extensive experience teaching English as a secondary language. The study identifies the common threads and patterns that diverse schools use to demonstrate their experience and teaching excellence (SETYOSARI & CAHYONO, 2021; Zhang et al., 2021).

Additionally, Zein and Haing (2017) explored the increased quality of English language instruction due to a range of English teaching experiences. Educators are typically fluent in English. However, many countries value diverse language experiences for developing individual skills and the quality of English teaching. Different primary and theoretical methods played critical roles in establishing the English teaching experiences. The study discovered that providing support for qualifications and teaching experiences improves the quality of English instruction. Uztosun (2018) investigated English language teachers' teaching experiences and professional competency in Turkey's primary schools. Because it is vital to expose the flaws and shortcomings of teachers who cannot teach English, the experience component is a significant one. Applying practical knowledge and theoretical perspectives prompted corporations to manage education at various levels. The study discovered that effectiveness and skills are enhanced when integrated experiences and English instruction is developed (Vildan & Kavak, 2021; Xiu & Ibrahim, 2021).

**H1:** English teaching experiences significantly influence the quality of teaching English.

#### *Teaching-learning environment and quality of teaching English*

The literature revealed a positive correlation between the teaching-learning environment and the quality of English instruction. Uiboleht et al. (2019) explored the relationship between students' perceptions and teachers' approaches to teaching and learning environments. There are numerous techniques among organisations that work to improve the learning environment for both students and teachers. This development is necessary in light of the teaching-learning environment's approach to ensuring a higher quality of English instruction, as stated by theoretical methods. The study discovered that enhancing the teaching-learning environment successfully improves the quality of instruction. Herrmann et al. (2017) investigated perceptions of the learning environment and learning methodologies that validate the quality of specific language instruction. The comprehensive validation and development of devoted attention for teachers and students also contribute to enhancing the quality of English instruction. Numerous methodologies were employed, including the questionnaire and other exploratory and confirmatory elements that indicate the version of the learning and teaching environment considered to be of high quality. The study demonstrates that establishing a teaching-learning environment is a viable technique for improving the quality of English instruction (Younis et al., 2021; Yuwono et al., 2021).

Wang and Zhang (2019) examined the association between self-reported ability, deep learning, and student teaching and academic advancements in China's higher education system. Numerous aspects are also critical for instructors and students to consider while improving the quality of language instruction. The teaching and learning environment's associated features and the teaching quality are evaluated using reliability and confirmatory factor analysis. The findings indicate that any viable location and any feasible atmosphere for learning and teaching improves the quality of English instruction. Channa et al. (2021) discussed the relationship between local resources and global goals stressed while establishing the English teaching policy. Proper sustainable planning is always required in the learning-teaching environment that results in high-quality English instruction in many countries worldwide. Generally, English is designated as a compulsory subject worldwide,

although the primary factor requiring such instruction is the assessment of the environment via a theoretical lens. Manan (2019) examined the beliefs surrounding learning and teaching English and environmental practices in Pakistan's low-cost schools. Numerous schools in Pakistan offer low-cost education, particularly government institutions where the environment is serious. Most of the time, teaching and learning are impacted by the use of significant theoretical and practical techniques in conjunction with the setting and quality. As a result, the fundamental demand must be for a learning and teaching environment that improves the quality of English instruction (Yogo, 2021).

**H2:** The teaching-learning environment significantly influences the quality of teaching English.

#### *Availability of teachers' resources and quality of teaching English*

The research revealed a positive correlation between the availability of teachers' resources and the quality of English instruction. Pappa et al. (2019) emphasised the resources and tensions that can occur when offering high-quality English language instruction. Most courses are taught in English throughout the world, and English teachers are regarded a necessity for schools. As a result, the availability of teachers has been evaluated using a variety of theoretical and empirical methodologies. The analysis makes it abundantly evident that teacher availability is the most significant factor affecting the quality of English instruction. Goldan and Schwab (2020) analysed teacher and student views of education's inclusivity in the face of resource constraints. These materials are primarily highlighted to demonstrate the legitimacy of teachers who are accessible to conduct courses. Teachers' availability is a major necessity of the school, not only for student upbringing but also for giving high-quality English instruction. Implementing theoretical and diverse techniques significantly increased teacher availability, which affects the quality of English instruction. Han et al. (2020) explored the relationship between employment resources and the obstacles in demand for jobs due to a teacher shortage. As a result, the availability of teachers is viewed as a critical aspect in ensuring that children develop their skills and receive an adequate education. This benefits students by preparing them to fulfil the international and local job demands of resource and theoretical models. The study discovered that having teachers available increases the quality of English instruction and builds students' capacity to overcome obstacles.

Additionally, Srishti (2017) explored the difficulties and obstacles in communicative English education, particularly in professional institutions in northern India. These difficulties and troubles occur in most countries due to the scarcity of teachers capable of providing high-quality education. The availability of instructors is investigated from various perspectives and metrics through the use of theoretical and strategic techniques. The conclusion argues that real improvements to teacher availability could improve the quality of English instruction. Huong et al. (2017) placed a premium on learner satisfaction as well as ratings of service quality, loyalty, motivation, and attitude. The quality of an English academy is determined by the availability and presence of teachers. This increases student motivation, resulting in the considerable quality of English instruction following diverse structural approaches. The study reveals that having teachers available based on their experiences and extrinsic qualifications improves the quality of English instruction.

**H3:** Availability of teachers' resources significantly influences the quality of teaching English.

#### *Moderating Role of Institutional Support*

The prior literature established that institutional support has a significant moderating effect on the nexus of teaching-learning environment and teaching quality in English. Gorski and Parekh (2020) examined institutional support, social justice education, and transformative teaching that supports both learning and teaching quality and environment. Additionally, institutional support strengthens the moderating influence between English learning and teaching quality and atmosphere. The corresponding variables of learning and teaching were promoted to have a dominating effect through various theoretical and strategic techniques. The study discovered a substantial and predominating moderating effect on English learning and teaching quality and environment. Heagney and Benson (2017) found that improving the atmosphere and quality of learning and teaching English increased students' achievement in higher education, with the moderating influence of institutional support. Institutional assistance is critical for the education sector, as various gaps exist in English learning and instruction. As a result, the importance of institutional assistance has increased due to practical knowledge and strategic approaches. The study reveals that institutional support has a beneficial effect on the relationship between teaching and learning English quality and the environment.

Kember et al. (2020), and Chan (2019) examined numerous models for students and teachers to improve the learning environment and quality. This also emphasises the critical role of institutional support in developing English learning and teaching phases. The structural equation modelling technique is applied to intercept assessment, learning, and teaching. The study significantly highlighted the influenced institutional support techniques that successfully moderated the relationship between the learning teaching environment and the quality of English instruction. Schmidt-Unterberger (2018) defined the English and other mediums paradigms that impact students' and teachers' notions in higher education. The discourse of concepts and practises is equivalent to merging the techniques of many learning and teaching terminologies. This has a detrimental effect on the environment and the quality of English instruction for students and teachers, as outlined in strategic and theoretical approaches. Improved institutional support has been shown to benefit the quality of English instruction and the learning environment. Giraldo-García et al. (2019) study emphasised the importance of institutional support and the connection between culture and student performance, empowerment, and remediation. Students educated in a variety of schools suffer most due to the quality and environment. As a result, institutional support increased its dominance in conjunction with aspirations and incentives to improve the quality of English instruction, as indicated by a logistic linear regression model. The study determined that institutional support is the primary component that can sustain and maintain the English language's quality and atmosphere.

**H4:** Institutional support significantly and positively moderates between teaching-learning environment and quality of teaching English.

Additionally, the prior literature indicates that institutional support significantly **moderates** the relationship between the availability of teachers' resources and the quality of English instruction. For example, Nnama-Okechukwu et al. (2020) investigated the challenges among institutional support providing quality services to Nigerian undergraduate students. There is a demand for teaching resources that can be used to improve the quality of instruction provided to students with institutional support. The institutional support difficulties are viewed using a variety of theoretical perspectives. The study discovered that institutional support had a moderating effect on the quality of English instruction and teacher availability. Hora and Smolarek (2018) identified available teachers' reflective practise that might be enhanced with the important help of institutions dedicated to providing high-quality instruction. The issue arises when an organization's requirement for instructor availability is not met; hence, institutional support has a hegemonic effect. Different analyses are done on non-numeric and numeric data. The study discovered that the forms and functions of teacher availability, when combined with institutional support, improve the quality of English instruction.

Additionally, Tronsmo (2019) investigated teachers from various perspectives, demonstrating the institution's lack of teacher availability. This is due to a lack of **knowledge**, experience, multiple skills, and the need to meet the curriculum of teaching with the required institutional support. Significant support was obtained using theoretical approaches to the selected factors and accompanying elements. Institutional support has a large and moderating effect on teachers' availability to provide high-quality English instruction. Su (2019) found the constraints and characteristics of institutional support that contribute to maintaining high-quality English instruction. While teacher availability is typically the primary concern, institutional support is often important in this situation. When evaluating the constraints and qualities, several theoretical and strategic perspectives are considered. The study advised that institutional support be used to promote and improve the quality of education. Shippen (2020) analyzed the teaching agendas at several community colleges, focusing on instructor availability and teaching quality as primary factors. Among these aspects, institutional support is the most important because it moderates teacher availability and teaching quality. Using several theoretical methodologies, the study concluded that teacher availability had a considerable moderating effect on the link between teacher availability and the quality of English instruction.

**H5:** Institutional support significantly and positively moderates the availability of teachers' resources and quality of teaching English.

## Methodology

The study examines the effect of the English teaching experience, the teaching-learning environment, and the availability of teachers' resources on the quality of English instruction in Jordanian public schools. It also examines the moderating effect of institutional support on the relationships between the teaching-learning environment, the availability of teachers' resources, and the quality of English instruction. Questionnaires were used to collect the main data. The dependent variable was the quality of English instruction (QTE), with five items taken from Sobaih et al. (2021). Table 1 has these measurements.



**Table 1**

*Items Scale for Quality of Teaching English*

<b>Variables</b>	<b>Items</b>	<b>Statements</b>	<b>Sources</b>
Quality of Teaching English	QTE1	"The class interactions during lecture enhance my learning experience."	(Sobaih et al., 2021)
	QTE2	"My students feel a greater sense of community with class peers."	
	QTE3	"My students have learned a great deal from peers through the interactive activities."	
	QTE4	"My students feel encouraged to learn more about the subject through the English teaching activities."	
	QTE5	"My students enjoyed the activities because they helped to understand the subject better."	

The quality of institutional support (IS) has been used as the moderating variable with five items extracted from Almazova et al. (2020a, 2020b). These measurements are given in Table 2.

**Table 2**

*Items Scale for Institutional Support*

<b>Variables</b>	<b>Items</b>	<b>Statements</b>	<b>Sources</b>
Institutional Support	IS1	"The University provides technical support for e-learning."	(Almazova et al., 2020b)
	IS2	"The platforms chosen by the University to support e-learning are easy to use."	
	IS3	"The platforms chosen by the University include the necessary features and functions I need."	
	IS4	"There are enough and clear instructions/training about how to organise a digital educational process from the institution."	
	IS5	"I receive a satisfactory and timely response from the IT services staff."	

In addition, three predictors were used, such as English teaching experience (ETE), with fifteen items extracted from Saeed (2015). These measurements are given in Table 3.

**Table 3**

*Items Scale for English Teaching Experience*

Variables	Items	Statements	Sources
English Teaching Experience	ETE1	"I usually prepare a lesson plan."	(Saeed, 2015)
	ETE2	"I sometimes use English during my classes."	
	ETE3	"I need more training courses on teaching."	
	ETE4	"I try to motivate students."	
	ETE5	"I concentrate on English grammar."	
	ETE6	"I am aware of individual differences among students."	
	ETE7	"I care about feedback from students."	
	ETE8	"I give remedial classes for weak students."	
	ETE9	"I usually evaluate students' skills on a regular basis."	
	ETE10	"I have sufficient experience in teaching English skills."	
	ETE11	"I know the best teaching strategies."	
	ETE12	"I encourage oral communication."	
	ETE13	"I have more classes than I can handle."	
	ETE14	"My salary is convenient."	
	ETE15	"I like my job."	

Moreover, the quality of the teaching-learning environment (TLE) has been used as the second predictor with five items extracted from Saeed (2015). These measurements are given in Table 4.

**Table 4**

*Items Scale for Teaching-learning Environment*

Variables	Items	Statements	Sources
Teaching-learning Environment	TLE1	"Number of students in classes is suitable."	(Saeed, 2015)
	TLE2	"Classes are free of sound pollution."	
	TLE3	"Ventilation, lighting, and basic components are convenient in classrooms."	
	TLE4	"Schools are safe from dangers related to political issues."	
	TLE5	"Frequent curfew results in a dilemma in the teaching process."	

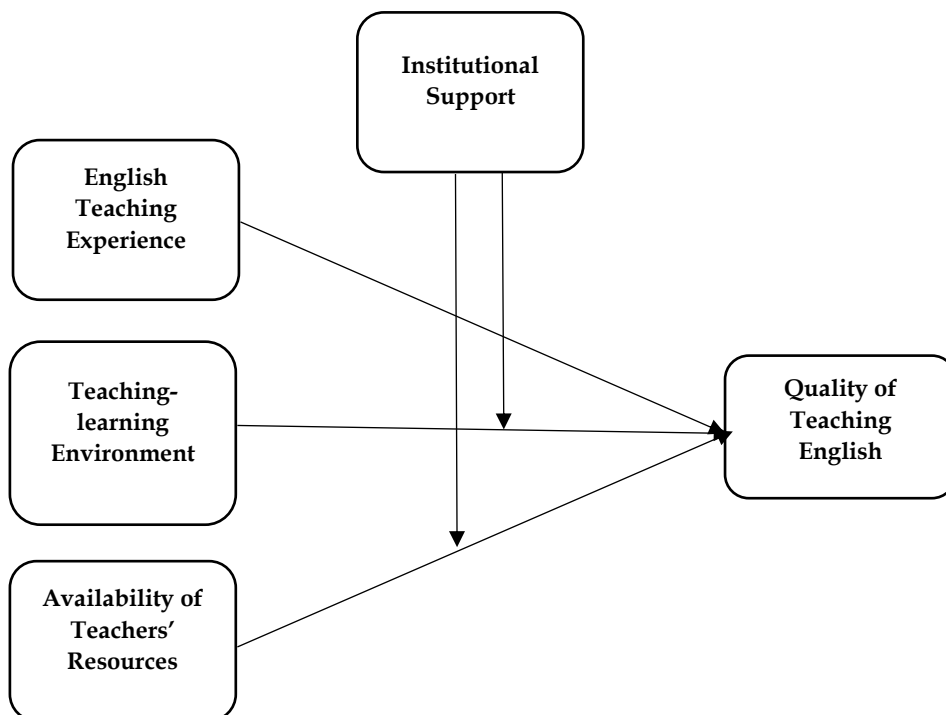
Finally, the quality of availability of teaching resources (ATR) has been used as the third predictor with five items extracted from Saeed (2015). These measurements are given in Table 5.

**Table 5**

*Items Scale for Availability of Teachers' Resources*

Variables	Items	Statements	Sources
Availability of Teachers' Resources	ATR1	"Rich libraries are available at schools for extended reading."	(Saeed, 2015)
	ATR2	"Audio-visual teaching facilities are available."	
	ATR3	"Supporting materials for teaching English are provided."	
	ATR4	"Textbooks are provided insufficient time."	
	ATR5	"Textbooks are suitable for the levels they are addressed."	

The responders are currently employed teachers in public schools. Personal visits were used to deliver the surveys, and respondents were chosen using "basic random sampling." A total of 495 surveys were issued. However, only 290 were returned after one month, representing a response rate of approximately 58.59 per cent. The current article used smart-PLS to determine the validity of items and the relationship between variables. This technique produces the best results even when researchers utilise complex models and big sample sizes (Hair Jr et al., 2021). Figure 2 illustrates the current study's framework.



**Figure 2:** Theoretical model

### Findings Of The Study

The current article has examined the convergent validity that exposes the association among items. The “Alpha and composite reliability (CR)” values are bigger than 0.70. In contrast, the “average variance extracted (AVE) and factor loadings” values are higher than 0.40. Table 6 shows the items correlations results.

**Table 6**

Convergent validity

Relationships	Items	Loadings	Alpha	CR	AVE
Availability of Teachers' Resources	ATR1	0.842	0.911	0.933	0.737
	ATR2	0.877			
	ATR3	0.871			
	ATR4	0.879			
	ATR5	0.823			
English Teaching Experience	ETE1	0.907	0.942	0.946	0.596
	ETE10	0.414			
	ETE11	0.487			
	ETE12	0.420			
	ETE13	0.484			
	ETE15	0.480			
	ETE2	0.907			
	ETE3	0.928			
	ETE4	0.921			
	ETE5	0.914			
Institutional Support	IS1	0.982	0.965	0.974	0.884
	IS2	0.752			
	IS3	0.981			
	IS4	0.982			
	IS5	0.982			
Quality of Teaching English	QTE1	0.823	0.827	0.878	0.593
	QTE2	0.820			
	QTE3	0.842			
	QTE4	0.646			
	QTE5	0.700			
Teaching-learning Environment	TLE1	0.878	0.868	0.905	0.658
	TLE2	0.772			
	TLE3	0.732			
	TLE4	0.779			
	TLE5	0.881			

In addition, the current article has examined the discriminant validity that exposes the association among variables. The “Fornell Larcker and cross-loadings” results indicated that the first value in the column is larger than other values that show a relation with itself stronger than other variables. These values exposed that low correlation among constructs and Table 7 and Table 8 show the constructs correlations results.

**Table 7**

*Fornell Larcker*

	<b>ATR</b>	<b>ETE</b>	<b>IS</b>	<b>QTE</b>	<b>TLE</b>
ATR	0.859				
ETE	0.521	0.772			
IS	0.367	0.489	0.940		
QTE	0.377	0.494	0.482	0.770	
TLE	0.432	0.494	0.793	0.506	0.811

**Table 8**

*Cross-loadings*

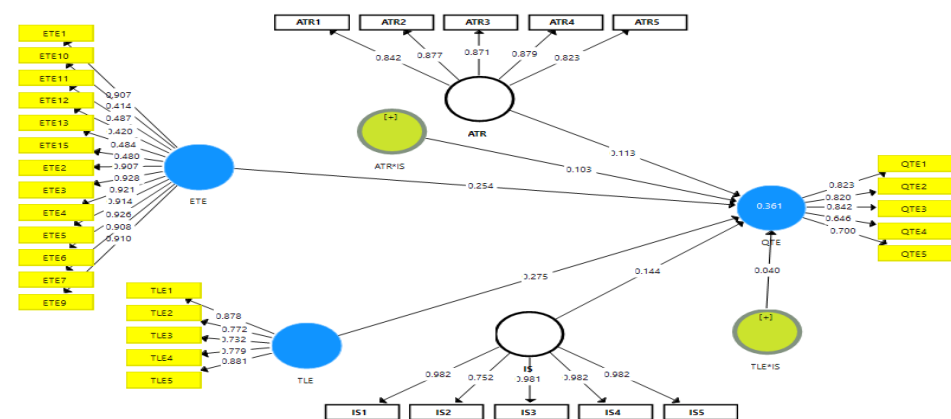
	<b>ATR</b>	<b>ETE</b>	<b>IS</b>	<b>QTE</b>	<b>TLE</b>
ATR1	<b>0.842</b>	0.437	0.275	0.323	0.300
ATR2	<b>0.877</b>	0.450	0.326	0.329	0.391
ATR3	<b>0.871</b>	0.430	0.290	0.309	0.373
ATR4	<b>0.879</b>	0.457	0.347	0.369	0.397
ATR5	<b>0.823</b>	0.468	0.335	0.277	0.395
ETE1	0.391	<b>0.907</b>	0.455	0.446	0.441
ETE10	0.639	<b>0.414</b>	0.209	0.134	0.252
ETE11	0.674	<b>0.487</b>	0.187	0.177	0.271
ETE12	0.636	<b>0.420</b>	0.213	0.136	0.259
ETE13	0.666	<b>0.484</b>	0.168	0.158	0.252
ETE15	0.676	<b>0.480</b>	0.174	0.164	0.250
ETE2	0.365	<b>0.907</b>	0.460	0.492	0.428
ETE3	0.410	<b>0.928</b>	0.445	0.467	0.459
ETE4	0.419	<b>0.921</b>	0.438	0.448	0.466
ETE5	0.385	<b>0.914</b>	0.464	0.459	0.448
ETE6	0.408	<b>0.926</b>	0.450	0.468	0.454
ETE7	0.366	<b>0.908</b>	0.464	0.495	0.429
ETE9	0.384	<b>0.910</b>	0.459	0.458	0.442
IS1	0.332	0.458	<b>0.982</b>	0.456	0.752
IS2	0.386	0.452	<b>0.752</b>	0.451	0.706
IS3	0.333	0.459	<b>0.981</b>	0.457	0.744
IS4	0.334	0.462	<b>0.982</b>	0.444	0.760
IS5	0.331	0.455	<b>0.982</b>	0.445	0.750
QTE1	0.328	0.394	0.489	<b>0.823</b>	0.442
QTE2	0.356	0.428	0.437	<b>0.820</b>	0.463
QTE3	0.318	0.406	0.366	<b>0.842</b>	0.441
QTE4	0.178	0.334	0.264	<b>0.646</b>	0.293
QTE5	0.232	0.329	0.240	<b>0.700</b>	0.253
TLE1	0.344	0.398	0.657	0.409	<b>0.878</b>
TLE2	0.355	0.458	0.720	0.449	<b>0.772</b>
TLE3	0.336	0.326	0.520	0.392	<b>0.732</b>
TLE4	0.367	0.413	0.642	0.381	<b>0.779</b>
TLE5	0.345	0.393	0.657	0.407	<b>0.881</b>

Moreover, the “Heterotrait Monotrait (HTMT) ratio” results indicated that values are lower than 0.90. These value exposed that low correlation among constructs, and Table 9 show the constructs correlations results.

**Table 9**

*Heterotrait Monotrait ratio*

	ATR	ETE	IS	QTE	TLE
ATR					
ETE	0.695				
IS	0.391	0.482			
QTE	0.420	0.506	0.522		
TLE	0.486	0.536	0.864	0.579	



**Figure 3:** Measurement model assessment

The results in Table 10 revealed that English teaching experience, teaching-learning environment and availability of teachers’ resources have positive nexus with the quality of teaching English and accept H1, H2 and H3. The results also exposed that institutional support significantly moderates the nexus among availability of teachers’ resources and quality of teaching English in Jordanian public schools and accept H5.

**Table 10**

*A path analysis*

Relationships	Beta	S.D.	T Statistics	P Values	L.L.	U.L.
ATR -> QTE	0.113	0.075	1.505	0.068	0.021	0.230
ATR*IS -> QTE	0.103	0.064	1.614	0.055	0.029	0.190
ETE -> QTE	0.254	0.083	3.050	0.001	0.097	0.382
IS -> QTE	0.144	0.083	1.725	0.044	0.003	0.274
TLE -> QTE	0.275	0.087	3.163	0.001	0.126	0.421
TLE*IS -> QTE	0.040	0.072	0.556	0.290	-0.081	0.147

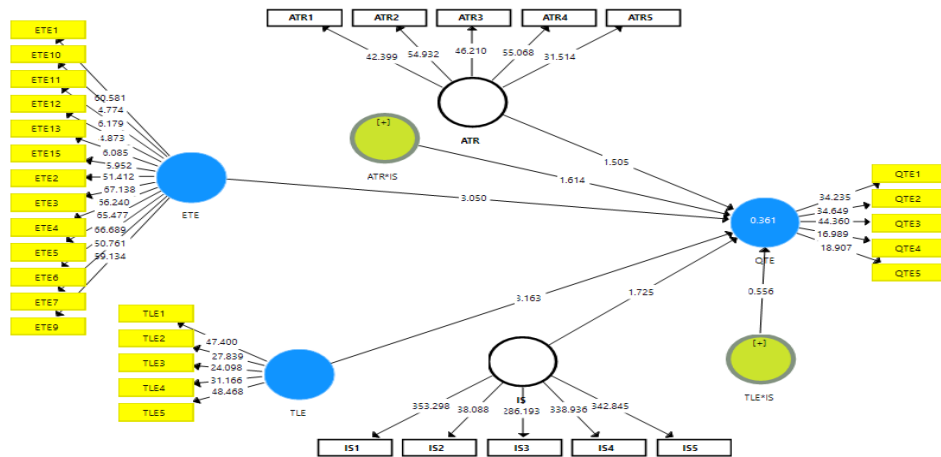


Figure 4: Structural model assessment

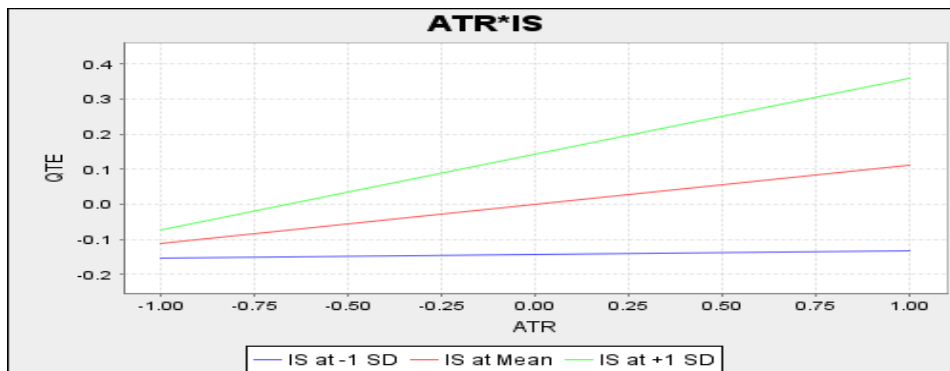


Figure 5: ATR\*IS

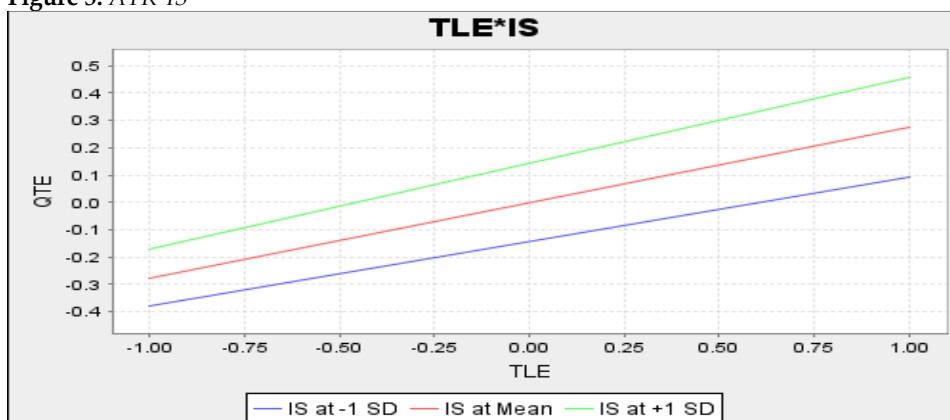


Figure 6: TLE\*IS

## **Discussions And Implications**

The findings indicated that tutors' English teaching expertise had a favourable correlation with the quality of their English instruction. These findings corroborate Pigden and Jegede (2020) prior work, which examined instructors' experience in the field of English teaching and the quality of English instruction. According to the study, when teachers teach English rapidly, they gain an increasing understanding of English teaching challenges and their resolutions, effective and simple English teaching methods. They can better focus on student attendance and involvement in class. Increased expertise of the English tutor enhances the effectiveness of the teaching, thereby improving the quality of English education. These findings corroborate those of Soleimani and Lovat (2019). They assert that English is a critical universal language with a lengthy grammar, sound system, semantics, and syntax system, subdivided into numerous subparts. Each component of an English language learning course involves unique expertise and efficiency on the side of teachers and students. Increased teaching experience increases English tutors' expertise and awareness of the English teaching course and approaches. Thus, the quality of English instruction improves as experience accumulates.

The findings indicate that the teaching and learning environment has a beneficial effect on the quality of English instruction. These findings corroborate Barrot (2018) previous research, which established that the teaching environment plays a critical role in the effectiveness of English instruction and the achievement of intended outcomes. When the teaching environment is quiet, helpful, and conducive to focus, teachers feel fulfilled and can more effectively communicate their knowledge of the English language and associated subjects. These findings corroborate a previous study by Sooncharoen et al. (2020), which emphasised the importance of the learning environment and the teaching environment for the success of English instruction. Students can concentrate and learn more effectively when the learning environment is characterised by innovation, creativity, collaboration, and institutional support. It becomes more convenient for the teacher to teach the English language, which demands increased concentration, clarity, and practise with English words and sentences. As a result, a better learning environment benefits students academically and in terms of the quality of English instruction.

The findings indicate that the resources available to English teachers have a favourable correlation with the quality of their instruction. These findings corroborate a previous study by Namaziandost et al. (2019), which found that teachers may have access to a variety of resources for enhancing their scope of knowledge, the quality of their knowledge, their teaching methods, and the evaluation of student's performance throughout the study. Effective English teaching tools help teachers build and improve their ability to teach English effectively. These findings are consistent with Li (2021), which examined the availability of innovative teaching resources such as digital gadgets, various apps, social media platforms, projectors, observation sheets, and action plans for English instructors. This broadens their understanding of English requirements, diverse English theories, stories, and grammar enables them to solve challenges in how they teach English, successfully transfer a portion of their knowledge to students, and accelerates students' pace of learning. Thus, English teachers' access to instructional resources enhances the quality of their instruction.



The findings indicated that institutional support is not a significant modulator of the relationship between the teaching and learning environment and the quality of English instruction. These findings corroborate Min et al. (2019) study, which found that providing institutional support to teachers while developing and implementing educational policies increases both the quantity and quality of English teachers' resources but does not improve the quality of English teaching. As a result, the association of teachers' English teaching and learning resources is harmed. These findings corroborate a previous study by Manabe et al. (2021), which found that when educational institutions demonstrate supportive behaviour toward administration and teaching staff by attending to their needs and emotions, they perform their duties efficiently and with a strong sense of responsibility and devotion. They accomplish this by collaboratively establishing a supportive teaching and learning environment, ultimately improving teaching quality.

The findings indicated that institutional support acts as a mediator between the resources available to English teachers and the quality of their instruction. These findings corroborate Alobaid (2020) literary piece, which claims that in leading organisations, teachers are provided with effective teaching materials, learning and teaching tools, and training processes throughout their careers. This all helps maintain English teachers' knowledge current and, through practice, helps them improve their English teaching competence. Institutional assistance increased the tutors' ability to teach English effectively. As a result, institutional support strengthens the link between English instructors' resources and the quality of their instruction. These findings also corroborate a recent study by Yeh and Lan (2018) on the quality of English instruction. The study discovered that providing institutional support to teachers when developing and implementing educational policies increases both the amount and quality of English teachers' resources and improves English instruction quality. As a result, the association of teachers' English teaching and learning resources is enhanced.

The current investigation has consequences for both theory and practice. It possesses enormous theoretical value due to its substantial addition to the literature. The study examines three educational elements, including the English teaching experience, the teaching and learning environment, the resources available to English teachers, and their effects on the quality of English instruction. The effects of the English teaching experience, the teaching and learning environment, and the resources available to English teachers on the quality of English instruction have been disputed for years, but in different articles. This study examines all aspects of the English teaching experience, the teaching and learning environment, and the resources available to English teachers for reaching a high standard of English instruction. Previously conducted research examined the direct effects of institutional support on English teaching experience, teaching & learning environment, English instructors' resources, and English teaching quality. This page serves as a reference for policymakers as they develop legislation to increase the quality of English instruction. The current study examines the moderating effects of institutional support on the relationship between English teaching experience, teaching and learning environment, and English instructors' resources and teaching quality. This study is significant for nearly all countries since it tackles a universal issue concerning the teaching and learning of English. Economists, language instructors, educational administrators, and the government can all draw insight from this article when developing policies to improve the quality of English

instruction. According to the study, with improved English teaching experience, a better teaching and learning environment, English teachers' resources, and increased institutional support, the quality of English instruction is expected to improve.

#### *Final Remarks*

The authors sought to ascertain the effects of English teaching experience, teaching and learning environment, and English teachers' resources on the quality of English instruction, as well as to ascertain the effect of institutional support as a moderator between teaching and learning environment and English teachers' resources on the quality of English instruction. The authors examined the authors' experience teaching English, the teaching and learning environment, the resources available to English teachers, institutional support, and the quality of English instruction and their association in Jordan's public schools. The findings of this analysis indicate a positive relationship between English teaching experience, teaching and learning environment, English teachers' resources, and the quality of English instruction. When tutors gain significant English teaching experience throughout their professional careers, their knowledge and teaching approaches expand significantly. As they gain experience, they improve their ability to solve difficulties and teach effectively; as a result, English teaching improves. When the teaching and learning atmosphere is quiet, comfortable, helpful, and knowledge-based, it efficiently matches students' learning needs, improving English instruction quality. The study concluded that when educational institutions demonstrate supportive behaviour, the English teaching experience, the teaching and learning environment, the resources available to English teachers, and the quality of teaching English all increase. Thus, the connection between the English teaching experience, the teaching and learning environment, the resources available to English teachers, and the quality of English instruction is strengthened.

#### *Contractual Restrictions And Future Directions*

Despite its theoretical and empirical implications, this study has numerous drawbacks. Future writers are encouraged to consider these limitations and submit a complete study. Only three elements affecting the quality of English teaching have been analysed: English teaching experience, teaching and learning environment, and English teachers' resources. The investigation considers only three significant predictors of the quality of English learning. To produce a comprehensive study, the authors must concentrate on the most pertinent variables. This study examines the impact of the English teaching experience, the teaching & learning environment, and the English teachers' resources on the quality of English instruction in the Jordanian education sector. Jordan is a developing state defined by its unique economic circumstances, government policies, and educational programmes implemented by the educational ministry. As a result, the study undertaken in Jordan cannot be considered comprehensive, and a comprehensive study would require examination in different nations.

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