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Effects Of English On Quality Education In Public And Punjab Education Foundation Funded Secondary Schools

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Abstract

This research examined English's effect on quality education and its impacts on other subjects and CGPA. For this purpose, a cross-sectional survey was conducted; it was exploratory research. Data was obtained from 180 students of the 10th class of public and Punjab Education Foundation-funded schools from three districts of South Punjab; Urdu medium and English medium students were selected randomly in equal numbers, and the marks of English and other subjects were calculated with the help of mean value. Using SPSS, one sample t-test, independent sample t-test and chi-square test were applied, and the results were extracted. It was concluded that being good in English does not affect the marks of other subjects; instead of English medium, the results of Urdu medium students were very good. In Pakistan, the concept that it is difficult to get good marks and achieve success without English was rejected by the results of this research.

Keywords: Quality education, Good marks, good CGPA, PEF schools, English

Introduction

USE Since its independence, English has been the de jure language of Pakistan. Despite proclaiming Urdu as the national language, Quaid-e-Azam Mohammad Ali Jinnah never disregarded the significance of English, as he highlighted it during the inaugural educational conference (Hussain & Hussain, 2022). The official languages of Pakistan are Urdu and English (Ashraf, 2023). English is widely used in many contexts, including street signage, store signs, business contracts, etc. English is still used in all official government and court papers, even though the Supreme Court of Pakistan ordered Urdu to replace English at the official level in 2015. Most Pakistani pupils attend private schools, where English is the language of instruction and the medium of communication (Pervez, 2024). There is a heavy focus on English as a second language, particularly in standardized testing, even though many public schools also educate in the local and national languages, such as Urdu. The language of instruction at the university level is usually English (Manan et al., 2023).

The press and, more lately, the media in Pakistan are pretty sizable and written in English. Every major daily in Pakistan either publishes in English or has an English edition (Aurangzaib et al., 2021). There used to be two additional English-language news channels nationwide; Tribune 24/7 switched to Urdu, and the other went out of business. Now, the state-run PTV World is the dominant player. Another prominent Pakistani news channel that uses English is Indus News (Mulla, 2021). Almost every speech in Pakistan includes a large amount of English, and code-switching, the simultaneous of more than one language or variety in conversation, is relatively frequent there. Pleading in all Pakistani courts is also done in English (Khosro, 2023).

There is no simple answer to the question of what function English plays in Pakistan's complex multilingual society (Ashraf et al., 2021). English is spoken all throughout the country by people with varying levels of competence, and its syntax and phraseology can sometimes reflect the speaker's native tongue. The syntax of Pakistani English is similar to Standard English with certain American traits, and native speakers seldom employ idioms specific to Pakistan (often direct translations of words and phrases from their original languages) (Satti & Ali, 2022).

The English spoken in Pakistan and other countries has significantly impacted Pakistani English (Bacha et al., 2021). Several Urdu words and phrases have made it into English, such as "cummerbund," also used in Pakistan. Furthermore, the Pakistan Military's post-partition impact and the fact that the region that is now Pakistan was once home to the British Indian Army's main garrisons (such as Rawalpindi and Peshawar) has contributed to the incorporation of numerous military phrases into the local vernacular (McMenamin, 2021).

English as it is taught and preferred in this context is British English. There have been significant impacts on American English due to the pervasiveness and impact of American culture in popular culture and the media (Moody, 2020).

While the British Empire's control over the Indian subcontinent spanned nearly two centuries, the territories that are now Pakistan were among the last to be annexed: Sindh in 1842, Punjab (which originally included the North-West Frontier Province) in 1849, and portions of Baluchistan (including Quetta and the outer regions) in 1879, with the remaining Baluchistan region forming a princely state within the British Empire (Kiernan, 2024). British English had a limited opportunity to integrate into local culture due to its usage in elite schools and universities, but it did so across the Subcontinent. Thanks to British and subsequent Pakistani policies, English became a symbol of elite status and the language of power in many influential spheres, including the civil service, the officer corps of the armed forces, universities, the higher judiciary, prominent newspapers, radio, and entertainment. Sir Syed Ahmad Khan, a Muslim leader in Pakistan in the 19th century, advocated for the Muslim population to acquire English language skills to fight against British rule. This is where the English language first appeared in Pakistan. English was declared the de jure official language of Pakistan in 1947, the year of the country's founding, and was formally established in 1973 by the Constitution of Pakistan (Rahman, 2020). Both languages are recognized as official by the government simultaneously, alongside Urdu. Of all the languages spoken in Pakistan, English has the most cultural capital and remains the language of authority. Pakistani universities continue to place a great value on it (Manan & Hajar, 2022).

Statement of Problem

English is included in the curriculum of Pakistan and is taught as a compulsory subject; English is also used as an official language in Pakistan, and court decisions, some signs, marks, and Public Service Commission examinations are also conducted in English. Most of the interviews in the offices are also conducted in English, and the teachers who teach English to the children have different mother tongues. Due to this, the students cannot learn the language properly, and their academic performance is affected. English is critical to the quality of education, but English is rarely spoken in some school systems in Pakistan. Teachers try to teach English in Urdu, and in rural areas, English is also taught in the local language, greatly affecting students' performance. This study aimed to examine English proficiency in two educational institutions and to see its impact on the quality of education. It has been observed that private educational institutions in Pakistan pay a lot of attention to English, and most schools are taught in English medium. Most government schools are Urdu medium schools, but English is being taught as a compulsory subject.

Objectives of the Study

The objectives of this research were as follows;

To evaluate the effects of English on quality education.

To evaluate the effects of English on other subjects and CGPA.

Making better recommendations in light of the results.

Research Questions

The purpose of this research was to find answers to these questions;

Does English play a role in quality education?

Are weak students in English also weak in other subjects?

Significance of the Study

The results of this research will be useful for curriculum developers, policymakers, students and teachers alike in Pakistan. The results of this research will open a new avenue for new researchers to conduct further research in this area. The results of this research will also be very useful for linguists. The results of this research will be useful for the stakeholders.

Methodology

This was a cross-sectional survey research with an exploratory approach. Public and Punjab Education Foundation 10th class students were asked for their 9th class result card, and the marks of English subjects and other subjects were checked. Then, the relationship between success in English and other subjects was checked. For this purpose, a simple random sampling method was adopted, and this survey was conducted on 200 students; the students of both school systems were selected in equal numbers; among them, the number of English and Urdu medium students was also selected equally. After getting the data, the student's performance was checked by calculating the mean, standard deviation, one-sample t-test, independent sample t-test and chi-square.

Sample of the Study

According to discussions by Kotrlik and Higgins (2001), the minimum sample was selected randomly from public and Punjab education foundation-funded schools of both Urdu and English medium secondary schools. Fifteen students were selected randomly from each school, and 60 were chosen from each district. In this way, a total of 180 students were selected as a sample of the study.

Table 1 Sample of the Study

Districts	Public Schools		PEF Schools		Total
	Urdu Medium	English Medium	Urdu Medium	English Medium	
D.G. Khan	15	15	15	15	60
Multan	15	15	15	15	60
Bahawalpur	15	15	15	15	60
Subtotal	45	45	45	45	180

Data Collection

For data collection, the ninth-class result cards of these students were checked, and their total marks in English subject and marks in all other subjects were evaluated.

Results**Table 2** Independent Sample t-test

Subjects	School Type	<i>f</i>	\bar{x}	σ	<i>t</i>	Sig. (2-tailed)
English	Public	90	72.64	7.508	2.981	.003
	PEF	90	68.70	10.061		
Other Subjects	Public	90	75.31	11.240	-3.043	.003
	PEF	90	80.10	9.825		

Table 2 shows the results of Public and Punjab Education Foundation-funded schools of English subjects. It was found that the mean value (72.64) of public schools was higher than Punjab Education Foundation-funded schools (68.70) $P < 0.05$. In other subjects, the mean value (75.31) was lower than Punjab Education Foundation Schools (80.10) $P < 0.05$.

Table 3 Independent Sample t-test

Subjects	Medium	<i>f</i>	\bar{x}	σ	<i>t</i>	Sig. (2-tailed)
English	English	90	66.00	7.786	-8.049	.000
	Urdu	90	75.34	7.790		
Other Subjects	English	90	74.04	9.937	-4.824	.000
	Urdu	90	81.37	10.422		

Table 3 describes the results of English and Urdu medium schools. In English subjects, the mean of English medium schools was (66.00) which was lower than Urdu medium schools (75.34) $p < .005$. In other subjects, Urdu medium schools' mean (81.37) was higher than English medium schools' (74.04) $p < .005$.

Table 4 One Sample T-test

	<i>f</i>	\bar{x}	σ	Chi-Square	Asymptotic Significance (2-sided)
English	180	70.67	9.070	1464.222	.000
Other Subjects	180	77.71	10.797		

Table 4 shows students' overall results in English and other subjects. The mean value of the English subject was (70.67) lower than other subjects (77.71), and the value of the chi-square was (1464.222) $p < .005$. There was a significant difference.

Findings

It was found that in English subjects, public school students had higher scores than Punjab Education Foundation-funded schools, but in other subjects, public school students performed poorly; the same results were found in PEF schools, PEF schools students were poor in English subjects, but their scores in other subjects found better. There found no significant relationship between English subject competency with other subjects scores.

English medium school students' scores in English and other subjects were found to be lower than Urdu medium school students. The same was found in different subjects; the English medium school students' scores were lower than Urdu medium school students. There found no relationship in English competency with other subjects scores.

Overall results found that English subjects high scores did not affect other subjects. Students who were poor in English subjects had high scores in different subjects. The concept that English proficiency has a high impact on other subjects' scores was rejected in this research.

Discussion

Findings indicated no correlation between English ability and performance in other curriculum areas. With a sample size of 17,470 NES students, 558 existing ELLs, and 500 predesignated fluent English competent students, Ardasheva et al. (2012) conducted a nonexperimental study to determine the predictive strength of English proficiency levels on academic achievement of middle school children (former ELLs). In reading, (impact sizes: 1.07 and 0.52) and mathematics, prior ELLs fared better than present ELLs and NES children, even after accounting for pertinent student- and school-level variables,

according to multilevel analyses (effect sizes: 0.86 and 0.42). Findings corroborate the lower-level threshold hypothesis proposed by Cummins (1979, 2000) that ELLs would no longer face academic disadvantages if they achieved sufficient competency in the language of instruction and assessment. This contradicts the findings of a recent study that focused on Pakistan.

The study by Waluyo and Panmei (2021) broadens the scope to include EFL learners in a non-English-speaking country, specifically Thailand. It takes a micro-level approach by examining variables such as course grade and academic achievement (GPA) across general English courses. The data used in the analysis came from 2,150 students across various majors who were enrolled in six separate English courses. The findings showed that students' English class grades had a substantial impact on their cumulative GPA and competence levels over the course of a year of school. The results provide credence to the claim that, although many factors influence pupils' academic performance, competency in English appears to be a predictive factor. Nowadays, many colleges in countries where English is not the native language are interested in English-medium instruction (EMI). Consequently, this study's results imply that raising students' English proficiency would improve academic performance. The results of the recent study are at odds with these findings.

Few studies have examined the correlation between students' level of language proficiency and their academic performance; this is particularly true in multilingual countries like Singapore, where Bo et al. (2023) found very little evidence. With a sample size of 514 students from Singaporean universities, this research examined how students' present academic performance correlated with their prior academic experience and English language proficiency. After controlling for students' past academic achievement, the results demonstrated that students' proficiency scores considerably predicted their present GPA. Additionally, proficiency scores substantially enhanced the correlation between students' past academic achievement and their present grade point average. Finally, academic discipline was moderately significant as a moderator of the association between proficiency scores and present GPA. We talk about the study's limitations and implications. The results of the recent study are at odds with these findings.

Based on a sample population of 2,026 students from a private institution in the Bangkok area, Rudd and Honkiss (2020) set out to determine whether there was a correlation between students' English language competency and their success in various unrelated courses. First-, second-, and third-year students from the engineering, business administration, information technology, and veterinary science schools participated in this research study. To examine the relationship between the two performance-related variables—grade point average and outcomes from an English language assessment—this study used t-test significance testing (0.05) and Pearson's correlation coefficient analysis. This paper tested the hypothesis that, according to Spearman's "g" factor theory of intelligence, better results in English would inevitably lead to better grade point averages. The means of the two sets of performance-related variables were substantially different ($p < 0.05$) according to the t-test results obtained from quantitative data. High levels of English proficiency were clearly associated with higher standards of GPA across all measures: (1) year group, (2) gender, (3) faculty, and (4) the entire sample population. This was demonstrated by the highly positive relationship between English language proficiency and GPA attainments ($r = 0.653$). The results of the most recent study are at odds with these findings.

Izatullah et al. (2022) report that their study aimed to determine whether and how college students' English competence correlated with their academic achievement. One hundred undergraduates from two different universities participated in the survey. An English proficiency test created by the British Council was used to gather the data. After applying descriptive statistics and correlation analysis to the collected data, researchers find that student's academic achievement is significantly and positively correlated with their language skills.

Conclusions

This research was conducted in three Punjab districts and concluded that being more proficient in English does not contribute much to increasing the marks of other subjects. Students who are weak in English subject appear competent in different subjects. However, in the discussion, when other studies are reviewed, it is found that English must have some effect on students' performance. It is concluded that there will be an effect of strength in the English subject in different countries, but in Pakistan, it is equal to no effect. In Pakistan, the performance of children studying in the national language has improved.

Limitations and Research Gap for Future

The following are the limitations of this research.

This was a survey study, and it should have been done on an empirical basis.

This study was done only in three districts of South Punjab; it should have been done in more districts and provinces.

This study only looked at the results of class 9 and was cross-sectional. It can also be done as a longitudinal survey, expected to yield good results, collecting data for at least 5 years.

This study was limited to class IX results only; it can be done at the graduate level.

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