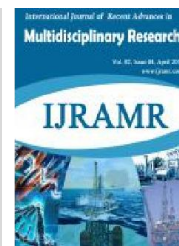


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Research Article

COMPARATIVE STUDY OF EFL TEACHERS PERFORMANCE AT HIGHER SECONDARY LEVEL IN PAKISTAN

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ABSTRACT

The current study provides the comparison of EFL teachers' performance of both Government and private institutes at Higher Secondary level in Pakistan. The sample population was from three districts Sahiwal, Okara and Khanewal (Punjab) Pakistan. Total number of six colleges was selected for the survey. Simple random sampling technique was applied in the collection of data from the population. Data was analysed on SPSS version 16. The results of English subject of all institutes for last three years were accessed to analyse. Interviews of the different teachers and students of the both domains were conducted. The study revealed that owing to socio cultural, socio economic, attitudinal differences and the differences of environments create the differences among the results of the government and Private Higher secondary Institutions.

INTRODUCTION

English language is one of the important factors for progress educationally, socially and economically in Pakistan. It serves as a gateway to success, to further education and to white collar jobs. Socially English has been adopted as a polite and prestigious means of interaction among educated Pakistanis: those who know it are considered educated (Ghani, 2003). The English language runs like blood through the veins of nations worldwide. To have good communication skills in English is a burning desire for most people. The ever growing need for good communication skills in English has created a huge demand for English teaching around the world, as millions of people today want to improve their command of English or ensure that their children achieve a good command of English. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources (Richards, 2006: 05). Education is the only vital mean for nation-building and progress, key for the solution of problems. It unlocks the doors of prosperity and development and it is the sole source of power to rule over the world. It is a process of preservation and promotion of the intellectual capital that is used to understand and conquer this world. It is imparted through formal, informal and non-formal ways. At formal level, different system of education operates in Pakistan known by the names of Government Schools and the second system of schools is Private Schools.

Both the systems have large differences, whether it is curriculum or it is administration. Resultantly there is always a big gap between their performances. ESL is integrative, in that it is designed to help individuals function in the community, EFL is a part of the school curriculum, and therefore subject to contextual factors such as support from principal and the local community, government policy etc. It is also dependent on the teacher's language proficiency, teaching resource and, the availability of suitable material (Ellis 1996: 216). Keeping the importance of English Language in mind it is the necessity of the time that English should be taught as language at all levels. The Higher Secondary level education is the most important turning point of the students' life, from here the different diversion are made and the students make a choice of their future. So at this stage English subject plays a vital role in the career of the student. Therefore, it is very much important to analyse the students and teachers achievements in English subject at Higher Secondary level in Pakistan.

Literature review

Ahmad and Rao (2012) conducted a research on Inconsistencies in English Language Teaching in Pakistan: a comparison between Public and Private Institutes. The findings of the study were, there is a big gap in what teachers claim to do in class room and what they actually materialize. Examination wash back effect was a commonly forwarded justification by the teachers of both domains. Inexperienced teachers, physical environment, strategic facilities, over-crowded class rooms and non-availability of teaching material

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were some of the other excuses. The study was guided by the theme of differentiating public institutions from private on the use of communicative approach in teaching English at Higher Secondary level in Pakistan. In the same way Behlol and Anwar (2011) conducted a comparative analysis of the Teaching Method and Evaluation Practices in English Subject at Secondary School Certificate (SSC) and General Certificate of Education (GCE O-Level) in Pakistan. They came with the findings that GCE O-Level result was better than S.S.C level. It is inferred that the better result is due to the competency of the teachers and better governance and management of the GCE O-level institutions. It is concluded that comparatively poor result is due to lack of competency on the part of teachers and language based equipments in schools. It is also revealed that the teachers at GCE O-level system get proper encouragement and certification but there is no sort of such things at SSC level in Govt Schools. The other major difference is, the lecture and grammar translation methods are frequently used at S.S.C level whereas at GCE O-level teachers also follow Activity, Audio-Lingual and Direct Method of language teaching. The differences of syllabus and examination system are some other major problems. And to evaluate the approaches in teaching EFL, Ahmad and Rao (2013) conducted a research on Applying Communicative Approach in Teaching English as a Foreign Language: a case study of Pakistan. They came with the results that, if provided with suitable conditions, a better classroom environment with audio/visual aids like computer, multimedia, OHP, etc., a well-trained and active teacher with a good command of English using communicative approach to facilitate his/her purpose of teaching can produce better results than teaching through traditional methods. It proves the fact that the CLT approach is more suitable for teaching English as a foreign language than the traditional method (GTM). The study revealed that Pakistani learners can improve their communicative ability by CLT.

Furthermore, Mahmood and Ghani (2012) carried out a research on Communicative Skills of the Student Teachers in Pakistan and their study highlighted the importance of communicative skills and the training courses in teacher training programmes. The findings of the study show that there is a dire need to train the student teachers in English language communication. It is found that no significant relationship exists between training course and achievement in English language and student teachers feel dissatisfaction that existing training course does not favour in developing proficiency and competency in English language. It is found that no significant relationship exists between evaluation system and achievement in English language. It is more achievement oriented rather than performance oriented, and gives emphasis on grades and positions rather than to assess fluency and proficiency. The study shows that teachers lack English language proficiency and feel comfortable and easy to apply classical approach in the classroom while teaching English. Teacher trainer should adopt new teaching method instead of traditional method and equip the student teachers with the latest teaching techniques and strategies. The research of Sullivan and Pratt (1996) is on Comparative Study of two ESL Writing Environments: A Computer-Assisted Classroom and a Traditional Oral Classroom. This study compared students in two ESL writing environments; a networked computer-assisted classroom and a traditional oral class-room. Students in the computer-assisted classroom demonstrated not only more interest in discussions,

and, subsequently, more practice writing English, they were also more focused on the task at hand than students in the oral class-room. The students' attitudes towards writing with computers (ATWCS) were significantly more positive in both classes.

In KSA Javid, *et al* (2012) conducted a comparative study on Saudi English Undergraduates and English Teachers' Perception regarding effective ELT in the KSA. The study investigated the factors that hinder effective ELT in Saudi universities and sought their suggestions to improve the situation. Their findings were lack of the required English proficiency among the students who apply in the English departments of Saudi Universities and for better results the ELT objectives should be clear not only to the faculty members but also to the students of English departments. A consistent policy should be followed and to achieve written and oral proficiency in the target language, it is important that the students are involved in communicative activities that generate teacher-student and student-student active interaction. The review of the related literature on EFL proves the importance of English at every level and especially at Higher Secondary level. The importance of Higher Secondary level education is widely acknowledged at world level. Keeping in view this importance here a dire need arises that at this level the results of the English subject should be accounted for and analysed at appropriate level. So finding the gap here, the researchers decided to take the topic as Comparative Study of EFL Teachers Performance at Higher Secondary Level in Pakistan.

Objectives

- a) Compare the teacher's performance in Government Colleges and Private Colleges at Higher Secondary Level.
- b) Compare the achievements of the Government Colleges and Private Colleges.
- c) To find out the students satisfaction about EFL teachers at Government Colleges and Private Colleges.

Methodology

It was survey based descriptive study in which the researchers focused on comparison of the EFL Teachers performance in Government and Private Institutes at higher secondary level in Pakistan.

Population

Target population was the Province of Punjab, Pakistan. Stratified random sampling was made by selecting three Districts of Punjab Province (Sahiwal, Okara and Khanewal) to conduct the survey. Then from these three Districts six colleges were selected for data collection, two colleges from each District (one from Government sector and the second from the private sector) to administer survey.

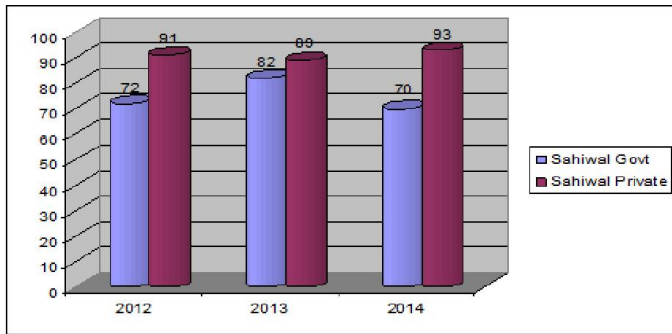
Tool

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse (Wilson and McLean 1994). It was a qualitative and quantitative study, therefore, questionnaire comprised of 15 items was administered to collect the data from the students and the result of English subject of each

college for last three years (2012, 2013 and 2014) was accessed through the Heads of the Institutions and was displayed in graphs in comparison. Furthermore during the survey researchers also conducted the semi structured interview of the population. The responses received through the questionnaire were manually coded and analyzed using SPSS version 16.

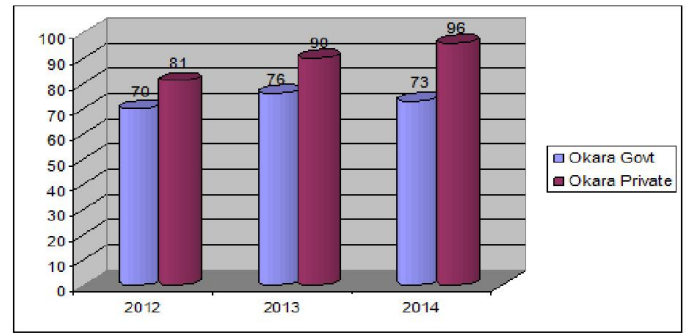
RESULTS

The data obtained regarding the results of the institutes selected for population of the study, appended below in the form of graphical representation shows the comparison of the results of the both Govt and private colleges for last three years (2012, 2013 and 2014).



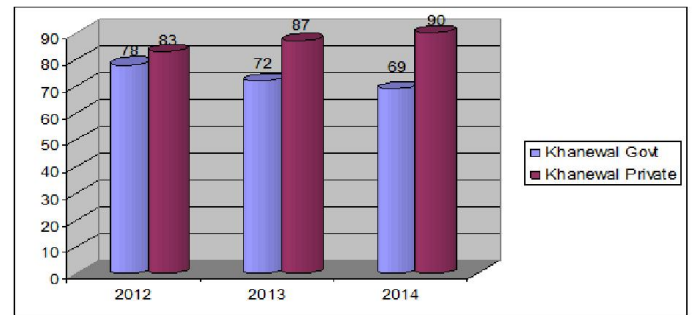
Graph 1

Graph-1 clearly depicts the difference of the results of both Govt and private institutes. It is evident from the graph that almost each year the percentage results of the private colleges of Sahiwal Distt are very much better as compare to the Govt colleges.



Graph 2

This graph clearly shows the difference of the both domains. It is evident from the graph that almost each year the percentage results of the private colleges of Okara Distt are very much better as compare to the Govt colleges.



Graph 3

Graph-3 is also evidence of the difference of the results of each year. In the Distt Khanewal the results are same as the other two districts. In this zone private colleges are at prominent position.

Table. 1 Showing comparison between Government and Private higher secondary Institutions District Sahiwal Punjab

Ser	Questionnaire Items	Group	N	Mean	S.D	t	S.E(D)	Sig.	95% Confidence Interval of the Difference	
									Lower	Upper
1	Students study English only to pass the examination.	Govt	50	2.64	1.522	-2.977	.302	.839	-1.500	-.300
		Private	50	3.54	1.501	-2.977	.302		-1.500	-.300
2	Students study English to improve their English language.	Govt	50	3.20	1.443	3.032	.257	.014	.269	1.291
		Private	50	2.42	1.108	3.032	.257		.269	1.291
3	Students study English without clear aim.	Govt	50	3.08	1.226	-.311	.257	.211	-.591	.431
		Private	50	3.16	1.346	-.311	.257		-.591	.431
4	Students speak English with one another in the classroom.	Govt	50	3.60	1.229	.293	.273	.036	-.462	.622
		Private	50	3.52	1.488	.293	.273		-.462	.622
5	Teachers are not well-qualified.	Govt	50	3.86	1.161	-1.426	.224	.838	-.765	.125
		Private	50	4.18	1.082	-1.426	.224		-.765	.125
6	Teachers are not trained for English Language Teaching.	Govt	50	3.94	1.058	.753	.239	.025	-.294	.654
		Private	50	3.76	1.318	.753	.239		-.294	.654
7	Teachers are very helpful in teaching English.	Govt	50	1.74	.664	-.946	.169	.003	-.496	.176
		Private	50	1.90	.995	-.946	.169		-.496	.176
8	Teachers regularly check home work.	Govt	50	2.35	1.128	-1.528	.244	.109	-.858	.112
		Private	50	2.72	1.294	-1.530	.244		-.857	.111
9	Teachers always use English in the classroom.	Govt	50	3.70	.931	2.897	.214	.090	.195	1.045
		Private	50	3.08	1.192	2.897	.214		.195	1.045
10	Teachers involve the students in language based activities.	Govt	50	3.40	1.125	2.088	.239	.346	.025	.975
		Private	50	2.90	1.266	2.088	.239		.025	.975
11	Teacher always provide the helping material to the students.	Govt	50	1.84	.650	-1.633	.171	.014	-.620	.060
		Private	50	2.12	1.023	-1.633	.171		-.621	.061
12	Teachers always encourage students to learn English.	Govt	50	2.10	.974	.838	.191	.786	-.219	.539
		Private	50	1.94	.935	.838	.191		-.219	.539
13	You are satisfied with behavior of your teacher.	Govt	50	2.10	.789	2.042	.176	.043	.010	.710
		Private	50	1.74	.965	2.042	.176		.010	.710
14	English text books are very helpful to learn English Language.	Govt	50	2.94	1.463	.480	.292	.638	-.439	.719
		Private	50	2.80	1.457	.480	.292		-.439	.719
15	Classrooms are decorated with latest IT instruments.	Govt	50	3.74	1.192	1.050	.286	.001	-.267	.867
		Private	50	3.44	1.631	1.050	.286		-.267	.867

The table-1 shows that an independent-samples t-test was conducted for comparison of the EFL Teachers performance in Government institution and Private institution in Distt Sahiwal. The mean score of Govt = 2.64, SD = 1.522 and the mean score of Private = 3.54, SD = 1.501 but the t value is -2.977 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Students study English only to pass the examination” and the difference of both means reveals that most of the students of Private sector are very much clear about the idea of statement. The mean score of Govt = 3.20, SD = 1.443 and the mean score of Private = 2.42, SD = 1.108 but the t value is 3.032 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Students study English to improve their English language English” and the difference of the both means depicts that mostly the students learn English only to pass the exam. The mean score of Govt = 3.08, SD = 1.226 and the mean score of Private = 3.16, SD = 1.346 but the t value is -0.311 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Students study English without clear aim”, this difference of means gives the idea that mostly students study English without any clear aim. The mean score of Govt = 3.60, SD = 1.229 and the mean score of Private = 3.52, SD = 1.488 but the t value is 0.293 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Students speak English with one another in the classroom”. The mean score of Govt = 3.86, SD = 1.161 and the mean score of Private = 4.18, SD = 1.082 but the t value is -1.426 which does not fall between the 95% confidence interval of the difference.

So no significance value was found regarding “Teachers are not well-qualified” and the difference of the both means reveals that the teachers are qualified and the ratio of the qualified teachers in the private sector is much better than Govt sector. The mean score of Govt = 3.94, SD = 1.058 and the mean score of Private = 3.76, SD = 1.318 but the t value is 0.753 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Teachers are not trained for English Language Teaching” and the difference of means reveals that the English teachers are not trained for English language teaching. The mean score of Govt = 1.74, SD = 0.664 and the mean score of Private = 1.90, SD = 0.995 but the t value is -0.946 which does not fall between the 95% confidence interval of the difference. So no significance value was found “Teachers are very helpful in teaching English” and the comparison of both means reveals that the Teachers of the Private institutions are helpful to the students. The mean score of Govt = 2.35, SD = 1.128 and the mean score of Private = 2.72, SD = 1.294 but the t value is -1.530 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Teachers regularly check home work” and the comparison of both means reveals that to some extent the Teachers of the Private institutions check the home work daily. The mean score of Govt = 3.70, SD = 0.931 and the mean score of Private = 3.08, SD = 1.192 but the t value is 2.897 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Teachers always use English in the classroom”. The mean score of Govt = 3.40, SD = 1.125 and the mean score of Private = 2.90, SD = 1.266 but

Table. 2 Showing comparison between Government and Private higher secondary Institutions District Okara.

Ser	Questionnaire Items	Group	N	Mean	S.D	t	S.E(D)	Sig.	95% Confidence Interval of the Difference	
									Lower	Upper
1	Students study English only to pass the examination.	Govt	50	2.45	.959	-.056	.196	.739	-.401	.379
		Private	50	2.46	.994	-.056	.196		-.401	.379
2	Students study English to improve their English language.	Govt	50	2.34	1.022	-.193	.207	.745	-.451	.371
		Private	50	2.38	1.048	-.193	.207		-.451	.371
3	Students study English without clear aim.	Govt	50	3.10	1.266	.239	.251	.815	-.438	.558
		Private	50	3.04	1.245	.239	.251		-.438	.558
4	Students speak English with one another in the classroom.	Govt	50	3.54	.994	.101	.199	.988	-.375	.415
		Private	50	3.52	.995	.101	.199		-.375	.415
5	Teachers are not well-qualified.	Govt	50	4.16	1.201	.000	.240	1.000	-.477	.477
		Private	50	4.16	1.201	.000	.240		-.477	.477
6	Teachers are not trained for English Language Teaching.	Govt	50	3.76	1.238	-.081	.247	.896	-.511	.471
		Private	50	3.78	1.234	-.081	.247		-.511	.471
7	Teachers are very helpful in teaching English.	Govt	50	2.08	1.007	.000	.201	1.000	-.400	.400
		Private	50	2.08	1.007	.000	.201		-.400	.400
8	Teachers regularly check home work.	Govt	50	2.28	.991	.000	.198	1.000	-.393	.393
		Private	50	2.28	.991	.000	.198		-.393	.393
9	Teachers always use English in the classroom.	Govt	50	2.68	1.115	.000	.223	1.000	-.442	.442
		Private	50	2.68	1.115	.000	.223		-.442	.442
10	Teachers involve the students in language based activities.	Govt	50	2.66	1.272	-.079	.254	.946	-.524	.484
		Private	50	2.68	1.269	-.079	.254		-.524	.484
11	Teacher always provide the helping material to the students.	Govt	50	2.78	1.217	.165	.243	.973	-.441	.521
		Private	50	2.74	1.209	.165	.243		-.441	.521
12	Teachers always encourage students to learn English.	Govt	50	2.32	1.151	.087	.230	.912	-.436	.476
		Private	50	2.30	1.147	.087	.230		-.436	.476
13	You are satisfied with behavior of your teacher.	Govt	50	1.96	1.009	.198	.202	.963	-.360	.440
		Private	50	1.92	1.007	.198	.202		-.360	.440
14	English text books are very helpful to learn English Language.	Govt	50	2.30	1.055	.189	.212	.995	-.381	.461
		Private	50	2.26	1.065	.189	.212		-.381	.461
15	Classrooms are decorated with latest IT instruments.	Govt	50	3.78	1.502	.000	.300	1.000	-.596	.596
		Private	50	3.78	1.502	.000	.300		-.596	.596

the t value is 2.088 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Teachers involve the students in language based activities” and the comparison of both means reveals that to some extent the Teachers of the Govt institutions involve the students in language base activities. The mean score of Govt = 1.84, SD = 0.650 and the mean score of Private = 2.12, SD = 1.023 but the t value is -1.633 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Teacher always provide the helping material to the students” and the comparison of both means reveals that to some extent the Teachers of the Private institutions provide the helping material to the students. The mean score of Govt = 2.10, SD = 0.974 and the mean score of Private = 1.94, SD = 0.935 but the t value is 0.838 which does not fall between the 95% confidence interval of the difference.

So no significance value was found regarding “Teachers always encourage students to learn English” and the difference of the both means reveal that normally the teachers do not encourage the students to learn the English language. The mean score of Govt = 2.10, SD = 0.789 and the mean score of Private = 1.74, SD = 0.965 but the t value is 2.042 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “You are satisfied with behavior of your teacher”. The mean score of Govt = 2.94, SD = 1.463 and the mean score of Private = 2.80, SD = 1.457 but the t value is 0.480 which falls between the 95% confidence interval of the difference. So significance value was found regarding “English text books are very helpful to learn English Language”. The mean score of Govt = 3.74, SD = 1.192 and the mean score of Private = 3.44, SD = 1.631 but the t value is 1.050 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Classrooms are decorated with latest IT instruments” and the difference of the both means reveals that mostly the class rooms are not decorated with IT instruments.

The table-2 shows that an independent-samples t-test was conducted for comparison of the EFL Teachers performance in Government institution and Private institution in Distt Okara. The mean score of Govt = 2.45, SD = 0.959 and the mean score of Private = 2.46, SD = 0.994 but the t value is -0.056 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Students study English only to pass the examination” and the difference of both means reveals that most of the students of Private sector are much clear about the idea of statement. The mean score of Govt = 2.34, SD = 1.022 and the mean score of Private = 2.38, SD = 1.048 but the t value is -0.193 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Students study English to improve their English language English” and the difference of the both means depicts that mostly the students learn English only to pass the exam. The mean score of Govt = 3.10, SD = 1.266 and the mean score of Private = 3.04, SD = 1.245 but the t value is 0.239 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Students study English without clear aim”, this difference of means gives the idea that mostly students study English without any clear aim. The mean score of Govt = 3.54, SD = 0.994 and the mean score of Private = 3.52, SD = 0.995 but the t value is

0.101 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Students speak English with one another in the classroom”. The mean score of Govt = 4.16, SD = 1.201 and the mean score of Private = 4.16, SD = 1.201 but the t value is 0.000 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Teachers are not well-qualified” and the difference of the both means reveals that the teachers are not qualified. The mean score of Govt = 3.76, SD = 1.238 and the mean score of Private = 3.78, SD = 1.238 but the t value is -0.081 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Teachers are not trained for English Language Teaching” and the difference of means reveals that the English teachers are not trained for English language teaching. The mean score of Govt = 2.08, SD = 1.007 and the mean score of Private = 2.08, SD = 1.007 but the t value is 0.000 which falls between the 95% confidence interval of the difference.

So significance value was found “Teachers are very helpful in teaching English”. The mean score of Govt = 2.28, SD = 0.991 and the mean score of Private = 2.28, SD = 0.991 but the t value is 0.000 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Teachers regularly check home work” and the comparison of both means reveals that to some extent the Teachers check the home work daily. The mean score of Govt = 2.68, SD = 1.115 and the mean score of Private = 2.68, SD = 1.115 but the t value is 0.000 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Teachers always use English in the classroom”. The mean score of Govt = 2.66, SD = 1.272 and the mean score of Private = 2.68, SD = 1.269 but the t value is -0.079 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Teachers involve the students in language based activities” and the comparison of both means reveals that to some extent the Teachers of the Private institutions involve the students in language base activities. The mean score of Govt = 2.78, SD = 1.217 and the mean score of Private = 2.74, SD = 1.209 but the t value is 0.165 which does not fall between the 95% confidence interval of the difference. So significance value was found regarding “Teacher always provide the helping material to the students”. The mean score of Govt = 1.96, SD = 1.009 and the mean score of Private = 1.92, SD = 1.007 but the t value is 0.198 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Teachers always encourage students to learn English”. The mean score of Govt = 1.96, SD = 1.009 and the mean score of Private = 1.92, SD = 1.007 but the t value is 0.198 which falls between the 95% confidence interval of the difference. So significance value was found regarding “You are satisfied with behavior of your teacher”. The mean score of Govt = 2.30, SD = 1.055 and the mean score of Private = 2.26, SD = 1.065 but the t value is 0.189 which falls between the 95% confidence interval of the difference. So significance value was found regarding “English text books are very helpful to learn English Language”.

The mean score of Govt = 3.78, SD = 1.502 and the mean score of Private = 3.78, SD = 1.502 but the t value is 0.000 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Classrooms are decorated with latest IT instruments” and the difference of the

both means reveals that mostly the class rooms are decorated with IT instruments.

of Private = 3.68, SD = 0.935 but the t value is -1.589 which does not fall between the 95% confidence interval of the

Table. 3 Showing comparison between Government and Private higher secondary Institutions District Khanewal

Ser	Questionnaire Items	Group	N	Mean	S.D	t	S.E(D)	Sig.	95% Confidence Interval of the Difference	
									Lower	Upper
1	Students study English only to pass the examination.	Govt	50	2.42	1.326	.083	.241	.056	-.458	.498
		Private	50	2.40	1.069	.083	.241		-.458	.498
2	Students study English to improve their English language.	Govt	50	3.36	1.522	1.309	.290	.061	-.196	.956
		Private	50	2.98	1.378	1.309	.290		-.196	.956
3	Students study English without clear aim.	Govt	50	3.54	1.147	.869	.230	.892	-.256	.656
		Private	50	3.34	1.154	.869	.230		-.256	.656
4	Students speak English with one another in the classroom.	Govt	50	4.10	1.344	1.286	.280	.035	-.196	.916
		Private	50	3.74	1.454	1.286	.280		-.196	.916
5	Teachers are not well-qualified.	Govt	50	3.32	1.301	-1.589	.227	.006	-.810	.090
		Private	50	3.68	.935	-1.589	.227		-.810	.090
6	Teachers are not trained for English Language Teaching.	Govt	50	3.70	1.147	3.807	.242	.446	.440	1.400
		Private	50	2.78	1.266	3.807	.242		.440	1.400
7	Teachers are very helpful in teaching English.	Govt	50	1.76	.870	-4.158	.197	.018	-1.211	-.429
		Private	50	2.58	1.090	-4.158	.197		-1.212	-.428
8	Teachers regularly check home work.	Govt	50	2.92	1.259	-1.364	.235	.105	-.785	.145
		Private	50	3.24	1.080	-1.364	.235		-.786	.146
9	Teachers always use English in the classroom.	Govt	50	3.60	.904	-2.160	.185	.439	-.767	-.033
		Private	50	4.00	.948	-2.160	.185		-.767	-.033
10	Teachers involve the students in language based activities.	Govt	50	3.86	.700	.642	.187	.000	-.251	.491
		Private	50	3.74	1.121	.642	.187		-.252	.492
11	Teacher always provide the helping material to the students.	Govt	50	1.88	.435	-4.090	.205	.000	-1.248	-.432
		Private	50	2.72	1.386	-4.090	.205		-1.251	-.429
12	Teachers always encourage students to learn English.	Govt	50	2.00	.904	-2.445	.205	.018	-.906	-.094
		Private	50	2.50	1.129	-2.445	.205		-.906	-.094
13	You are satisfied with behavior of your teacher.	Govt	50	2.18	.774	-1.004	.199	.001	-.595	.195
		Private	50	2.38	1.176	-1.004	.199		-.596	.196
14	English text books are very helpful to learn English Language.	Govt	50	2.52	1.488	-1.354	.281	.348	-.937	.177
		Private	50	2.90	1.313	-1.354	.281		-.937	.177
15	Classrooms are decorated with latest IT instruments.	Govt	50	3.86	1.088	-.595	.269	.008	-.693	.373
		Private	50	4.02	1.558	-.595	.269		-.694	.374

The table-3 shows that an independent-samples t-test was conducted for comparison of the EFL Teachers performance in Government institution and Private institution in Distt Khanewal. The mean score of Govt = 2.42, SD = 1.326 and the mean score of Private = 2.40, SD = 1.069 but the t value is 0.083 which falls between the 95% confidence interval of the difference. So significance value was found regarding “Students study English only to pass the examination” and the difference of both means reveals that most of the students are very much clear about the idea of statement. The mean score of Govt = 3.36, SD = 1.522 and the mean score of Private = 2.98, SD = 1.378 but the t value is 1.309 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Students study English to improve their English language English” and the difference of the both means depicts that mostly the students of Govt sector learn English only to pass the exam. The mean score of Govt = 3.54, SD = 1.147 and the mean score of Private = 3.34, SD = 1.154 but the t value is 0.869 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Students study English without clear aim”, this difference of means gives the idea that mostly students study English without any clear aim.

The mean score of Govt = 4.10, SD = 1.344 and the mean score of Private = 3.74, SD = 1.454 but the t value is 1.286 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Students speak English with one another in the classroom”. The mean score of Govt = 3.32, SD = 1.301 and the mean score

of Private = 3.68, SD = 0.935 but the t value is -1.589 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Teachers are not well-qualified” and the difference of the both means reveals that the teachers are qualified and the ratio of the qualified teachers in the private sector is much better than Govt sector. The mean score of Govt = 3.70, SD = 1.147 and the mean score of Private = 2.78, SD = 1.266 but the t value is 3.807 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Teachers are not trained for English Language Teaching” and the difference of means reveals that the English teachers are not trained for English language teaching. The mean score of Govt = 1.76, SD = 0.870 and the mean score of Private = 2.58, SD = 1.090 but the t value is -4.158 which does not fall between the 95% confidence interval of the difference. So no significance value was found “Teachers are very helpful in teaching English” and the comparison of both means reveals that the Teachers of the Private institutions are helpful to the students. The mean score of Govt = 2.92, SD = 1.259 and the mean score of Private = 3.24, SD = 1.080 but the t value is -1.364 which does not fall between the 95% confidence interval of the difference.

So no significance value was found regarding “Teachers regularly check home work” and the comparison of both means reveals that to some extent the Teachers of the Private institutions check the home work daily. The mean score of Govt = 3.60, SD = 0.904 and the mean score of Private = 4.00, SD = 0.948 but the t value is -2.160 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding “Teachers always use English in the classroom”. The mean score of Govt = 3.86, SD

= 0.700 and the mean score of Private = 3.74, SD = 1.121 but the t value is 0.642 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding "Teachers involve the students in language based activities" and the comparison of both means reveals that to some extent the Teachers of the Govt institutions involve the students in language base activities. The mean score of Govt = 1.88, SD = 0.435 and the mean score of Private = 2.72, SD = 1.386 but the t value is -4.090 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding "Teacher always provide the helping material to the students" and the comparison of both means reveals that to some extent the Teachers of the Private institutions provide the helping material to the students. The mean score of Govt = 2.00, SD = 0.904 and the mean score of Private = 2.50, SD = 1.129 but the t value is -2.445 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding "Teachers always encourage students to learn English" and the difference of the both means reveal that normally the teachers do not encourage the students to learn the English language. The mean score of Govt = 2.18, SD = 0.774 and the mean score of Private = 2.38, SD = 1.176 but the t value is -1.004 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding "You are satisfied with behavior of your teacher". The mean score of Govt = 2.52, SD = 1.488 and the mean score of Private = 2.90, SD = 1.313 but the t value is -1.354 which does not fall between the 95% confidence interval of the difference. So no significance value was found regarding "English text books are very helpful to learn English Language". The mean score of Govt = 3.86, SD = 1.088 and the mean score of Private = 4.02, SD = 1.558 but the t value is -0.595 which falls between the 95% confidence interval of the difference. So significance value was found regarding "Classrooms are decorated with latest IT instruments" and the difference of the both means reveals that mostly the class rooms are decorated with IT instruments.

DISCUSSION

During the data collection semi structured interviews were also conducted to know the ground realities as well. Some students and teachers were interviewed and the results of these interviews show the causes and effects regarding scored results. The data collected through interviews was analyzed thematically. Ezzy (2002: 93, 94) said "*(In) disassembling and reassembling the data... codes do not emerge uninfluenced from the pre-existing theory*". Hence the data were separated according to themes related to the research objectives. As for as the socio cultural and socio economic factors are concerned, when we compare the students' background we find that most of the students of Govt sector come from the lower class or lower middle class. Hence they are not interested in language learning and they only follow the exam cram strategy. On the other hand the students of private domain come from upper middle class or elite class have good language background, so they are enthusiastic about the language learning. Whenever we compare the teachers of both domains, there is big gulf between them. Firstly the teachers of the Govt sector have overcrowded class rooms and the population having less interest in language learning. Even these people take the English subject as burden

over their shoulders. Whereas, the private institutes have limited number of students and a good proportionate number of teachers. And furthermore to some extent these colleges have students in search of language learning. In this way a difference is at the part of teacher, one has barren land and the other has fertile one. Secondly, among the teachers of Govt sector a phenomenon exists that all responsibilities go to the part of Govt side to build the friendly language learning environment. They were of the view that they are bound to curriculum designed by the authorities. They can not move ahead with out the prior permission of the seniors. All teachers think that their education system is %age result oriented and this system lacks the language proficiency test. Similarly the Heads of Govt institutes also have solid comment about the annual results. They think that Govt requires %age results from our side and that they do not need the language proficiency. So they have to work for the sake of results and they have no concerns about the language. On the other hand Principals of the private sector are determined to achieve the language proficiency as well. Moreover, to all these facts, another important feature was noted that the teachers of Govt sector are in secure service and due to this reason they are, to some extent, casual towards their teaching. But on the other hand in private sector the situation is different. The teachers of this domain are security less as they have no job security. In this way they are under the strict administration and this administration or the masters of these institutes are concerned with their business only, which is their result. In addition to this, the teachers of private sector have a long chain behind them seeking for job. Resultantly, they have no job security and the only way of their existence is result and satisfaction of the student and administration as well.

On students' part, an interesting situation was found during the interview in a Govt college when the student argued that there should be no English subject at all and all other subjects should be taught in Urdu. On the other hand one of the interviewee of the private sector was of the view that in our institutes English is taught as a subject and same should be taught as a language as well. Another thing highlighted by teachers and students of the Govt sector was that there is lack of facilities in Govt institutes as compare to private institutes, there is no suitable language learning environment and they have to work in a limited range. One other important thing which was observed during the survey is the difference of testing and evaluation system of the both domains. Govt sector lacks proper testing and evaluation system during the academic year but on the other hand private sector has a proper testing and evaluation system. Almost all private institutes have their own test schedule round the academic year. In this way they secure better results as compare to the Govt institutes. They also cover the syllabus in time but in Govt sector coverage of syllabus is very poor. The teachers and the students of Govt sector were of the view that there is no existence of proper appreciation system on acquiring distinction in the examination. Whereas in private sector, they properly encourage both the students and teachers on acquiring the distinction in examination. This encouragement causes a prominent difference in the results of the both domains. Furthermore the length of academic year of the both domains differ in a way that in private sector academic year starts right after the Secondary School Certificate examinations. But in Govt sector the year starts after the summer vacations when the admissions of the intermediate

classes are done. In this way Govt sector students waste their time in wait of result and admissions, resultantly the results vary in both domains.

Conclusion

The study concluded with the summary in the light of results revealed with mean, standard deviation and t-value that the results of the private sector are much better than the Govt sector. And this difference is due to socio cultural, socio economic factors and the attitudes of the both population are different in nature. Moreover the facilities, testing and evaluation system, encouragement of the population and length of academic year are also root causes for the results of both domains.

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