

AN INVESTIGATION OF THE ROLE OF ENGLISH LANGUAGE PROFICIENCY IN THE JOB SELECTION PROCESS OF EDUCATIONAL INSTITUTIONS IN KARACHI

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Abstract

The current research focused on the influence of English language proficiency in job preference in schools of Karachi, Pakistan. Acknowledging the world-wide use of English as a lingua franca and its national significance in individual employability, this research aimed at investigating how important language skills – especially in English – are with regard to recruitment decisions. The research was based on quantitative study design through a questionnaire survey completed by 100 respondents from different educational institutes in Karachi. The data were studied with SPSS statistical (Version 23) using frequency analysis. The study indicated that being proficient in English is a prerequisite to be employed in educational institution. Most agreed that tests, interviews and selection of candidates are all significantly influenced by the knowledge of English. Furthermore, job promoting, communication effectiveness and job satisfaction were improved by English proficiency. They also showed that the employers consider those who are strong at English communication as more capable and confident workers.

Keywords: *English language proficiency, employability, recruitment, educational institutions, Karachi*

1. Introduction

English language skills have become a key asset for both individuals and institutions in today's highly globalised world. English is also becoming a lingua franca, facilitating cross-border business, education and professional communication. For example, Agustina, Thamrin, and Oktoma (2024) affirm that good English proficiency improves the business performance in the global market by lowering cross-cultural communication problems. Similar conclusions as those outlined above can be drawn at more aggregate levels: correlation between English skills and economic performance is significant (Education First, 2023).

In the realm of business, English contributes to the success in international markets. Companies with staff who are proficient in English can compete better internationally. Good English skills remove cross-cultural barriers and improve business performance, so learning English is a strategic investment in the future for multinational companies (Agustina et al., 2024). In addition to this, communicatory skills which are global in nature within a business context are also cross-culture competence, English language skills as Business lingua franca and knowledge on the company's own operations- emphasizing the need for English literature competence in today's highly connected world (Louhiala-Salminen & Kankaanranta 2011).

In academic and scientific communities English is also the lingua franca, allowing authors from different language backgrounds to cooperate. Fluency in English and the employment of AI devices helps authors with an L1 other than English to meet the demands of publishing in international journals, promoting inclusivity and transparency for scientific communication (Zangana et al., 2025). Accordingly, English is not only a professional lingua franca but also serves as a means of transcultural communication to support the bridging of linguistic and cultural differences across scholars and researchers from various cultures around the world (Baker & Ishikawa, 2021).

English language instruction at all levels of the educational system (and, in non-native settings like Taiwan, particularly so) tends to take for granted native-speaker varieties of English and might cover or sideline global diversity in Englishes. Pathway 2 The Non-Native-Like Monolinguals are the linguistic de facto native speakers, but there is now widespread realization that learners need to be able to interact in English with other nonnative speakers (a majority) internationally. Such a transformation highlights the urgency of teaching English as a lingua franca for learners to communicate globally (Luo, 2016). As the global lingua franca, English has taken an ever-growing role not only as a means of communication, but also in the formation and maintenance of personal or professional identity, culture related issues, etc. Given the today's complex web of tensions, from which one cannot escape by simply closing a book or turning off the television, it is possible that more emphasis on "intercultural citizenship" and communication would move English language teaching away from commercialism and as social consciousness agent as well (Fang, 1996).

The function of English has indeed gone beyond the domain of teaching and learning, in both education and in the work environment. Among higher education students it has been shown that the way in which students perceive the English proficiency of lecturers has a strong effect on how these students regard their lecturers as competent (Jensen et al, 2024). This would indicate that the use of English is embedded within institutional-political processes and professional practices in the recruitment, and pedagogic delivery.

In the case of Pakistan, this was compounded by the fact that colonial language policies and processes of globalisation have established an image for English as a measure for social and professional progression. As Haidar and Fang (2019) have noted, in Pakistan English is directly associated with language ideology and frequently serves as a gate-keeper for job markets and education. Furthermore, Rahman (2020) discusses that one still considers English as a language of power and status which determines people's access to education and job opportunities. In such a setting as Karachi and other metropolises, educational institutions generally favour skills of English communication by way of the medium of instruction as well as indication for professionalism (Khan, 2022). As a result, employability decisions are often based on English skills, especially in private and university sectors (Shamim & Tribble, 2020).

Notwithstanding the perceived importance of English, there exists little empirical investigations into the exact role played by English language proficiency in job selection decisions inside educational institutions (and none among colleges and numerous unknown territories of Pakistan) – not to mention within Karachi alone. The necessary nature of English in hiring, and what counts as more valued-reading English writing; speaking English: listening to the language-are unaddressed issues (Mahboob, 2019; Mansoor, 2021).

Thus, this research attempts to bridge this gap by examining the influence of English language proficiency when it comes to job hiring in educational institutions of Karachi. It is an analysis of

(a) the importance placed on English literacy in recruitment, (b) which aspects of competence are highlighted or considered important in various competences, and (c) a comparative analysis of the formal English background required and performance for selection. By highlighting these dimensions, the study will help to provide us with a better understanding of English plays as a gate-keeping device in the recruitment process in the educational sector of Pakistan.

1.2 Research Objectives

1. To examine the extent to which English language proficiency is considered a key requirement in the job selection process of educational institutions in Karachi.
2. To identify the aspects of English proficiency emphasized during the hiring process.
3. To investigate the relationship between candidates' English language proficiency and their likelihood of being selected for jobs in educational institutions.

1.3 Research Questions

1. To what extent is English language proficiency considered an essential factor in the job selection process of educational institutions in Karachi?
2. Which aspects of English language proficiency are emphasized during the hiring process?
3. Is there a significant relationship between candidates' English proficiency and their chances of being selected for employment?

2. Literature Review

2.1 The Role of English in Employment and Professional Contexts

English is an essential tool in international work and professional environments, forming a key employability factor and an opportunity for career development. Its importance further increases in multilingual, multicultural setting where good communication skills are needed to have an effective professional interaction. In Malaysia, English competency has been noted to influence employability whereby lecturers and students accepted that it is crucial for jobs (Melor & Fatimah 2019). Employers frequently give preference to candidates who know rich vocabulary and good grammar but hesitate in the case of colloquial and very informal English (Zainuddin et al., 2019).

Additional studies in Malaysia find that although English language fluency is still vital, employers differentiate it from general communication skill. Ting et al. (2017) highlight the importance of communication skills—i.e., clear, confidence and interpersonal relations—and that candidates with not-so-strong English proficiency and very strong communicative competence are also preferred. Especially in the case of customer-oriented work and interaction-intensive roles, practicality trumps linguistic perfection.

English is a lingua francaglobally within business and professional work environments as well as for communication between people with different native languages. Better business For many companies, high levels of English are linked to improved effective communication – less time wasted in misunderstandings, more time for productive collaboration. However, linguistic and cultural differences may bring about some difficulties in communication which lead many multinational corporations to assign targeted English language training programs as a strategy to improve their intercultural competence and sustain global competitiveness (Agustina, Thamrin, & Oktoma, 2024).

The demand for English proficiency in Vietnam has been increasing along with globalization since employers tend to assume it as a basis for hiring. We also lose sight on the fact that language proficiency expectations differ across sectors (Doan and Hamid, 2019), which implies that job seekers also need to adapt their linguistic training to sector-specific demands. With

developed economies like the US, English proficiency has for decades become increasingly associated with economic opportunity and earning potential. For instance, Chiswick and Miller (2009) concluded that to the extent to which people are able to speak English well enough to get better jobs, they can expect greater economic returns from their level of English proficiency, especially in occupations which require conversational ability. This suggests that linguistic competence functions as a form of human capital, influencing not only employability but also socioeconomic mobility.

2.2 English in the Educational Sector of Pakistan

English in Pakistan is convoluted and bound up within the historical, sociopolitical and economic makeup of the country. The significance of English is the result of Pakistan's colonial history when the language became a status and knowledge marker. In the meanwhile, globalization has pushed its sandy beaches a few steps further in extending its roots and English has become not only a lingua franca but also a symbol of modernity and development across educational institutions, as well work places. So too, the ability to speak decent English has become a social fissure that reflects disparities in educational provision and opportunities along class lines.

Politics of ELP/LP English language assessment and policy also separate further from the demarcation, making one side of Pakistani society more socially powerful in its ownership and control over English. Gul et al. (2023) suggest that the power of an elite in choosing language decisions is still significant by guaranteeing English as a tool for political and economic advantage. Also, Zeng and Yang (2024) maintain that giving primacy to English in Pakistan could be seen as a part of the continuation of colonial linguistic ideologies governing not only educational practices but also wider power relations in society. This linguistic insult defines English as both an agent of opportunity and a tool of exclusion.

English is also commonly viewed as a language of opportunity to be successful in one's career, especially in the private sector where there are expectations for employees to use English if they want to get a job, present themselves professionally and rise up the social ladder. Yet such perception supports linguistic imperialism in which linguistic norms of world language standards suppress indigenous language and culture identity (Haidar & Fang, 2019). Kurniawan (2024) explains that, in Pakistan, English represents access to higher education and employment opportunities, and (58) perpetuates a cycle of stratification between the English- and vernacular-medium pupils. As a result, English is more than just a language of communication; it's also become an instrument for socio-economic screening linked to opportunities.

There is also extensive teaching and learning in English language, which corresponds to international developments in academic fields and technology, as well as access to international research, innovation and intercultural exchange. But this world-wide perspective has created its own problems about fairness of language use and identity. Opponents of monolingual dominion of English demand multilingualism (Artinian & Hanauer, 2009), and recommend balanced language policy that recognises Pakistan's multilinguistic contexts while according status to English as 'connecting language' with the native languages (Hoang et al., 2013). It is believed that reform in this regard is essential to promote inclusivity, cultural sustainability and equity of education.

2.3 Recruitment and Selection Criteria in Educational Institutions

Recruitment in educational institutions is one of the most fundamental factors that make up the quality and efficiency of academic life. These processes are inherently complex and multi-layered – they have to be, given the sometimes conflicting interests of institutions; leadership;

and evolving educational contexts. Hire of Educators The hiring and selection educators are whole other ball game especially when you look at administrators because they have to be able to throw the leadership and administrative elements into place all while maintain the flexibility that must also come with adaptation to new curriculum paradigms as well as students from diverse cultures (Pounder & Young, 1996).

There are certainly some salient components of recruitment: the fit between job prerequisite and extraction condition. Routinization of visitation patterns of this type serves to enhance the validity and legal defensibility of recruitment efforts, thereby increasing the likelihood that hiring decisions will remain transparent and credible (Pounder & Young, 1996). Academic hiring is driven by more than just administrators, it's also defined by institutional values and design. In fact, the first three features of hiring are still tied up almost entirely with meritocracy, rules and symbolic loyalty to the institution in Swedish higher education (Henningsson & Geschwind, 2021). These findings suggest that academic appointments are based not only on merit but also on organizational culture and forms of internal governance.

However, for less-resourced schools, previous leadership experience is also a significant driver of recruitment preferences. Baker & McCrary (2005) discovered that if you went to a really selective school, then principals "have an increased tendency for wanting someone who has previously attended ~there as well," which seems in line with what we encounter in the job market everyday when we find traces of academic capital and institutional status color our hiring propensities. More significantly, successful recruitment processes should also consider factors such as gender balance, ethnicity, characteristics of teachers (qualification & motivation) and the socio-economic context background of schools (Lee & Mao 20 20). Such dimensionality, I continued, is required in the creation of a diversity-inclusive identity on college campuses that mirrors institutional missions and values.

So these were a few things schools did to recruit in technology, at the end of the last couple years. Now, there's even been a foray into the use of AI technology to suggest new ideas for how best to efficiently and impersonally carry out selection. AI-based recruitment systems are adopted to increase performance expectancy, decrease bias and administrative load (Pengcheng et al., 2024), contributing to effective HRM in education.

3. Research Methodology

The present study is a quantitative research which investigates the role of English language in job selection process in educational institutes of Karachi. The aim was to explore the influence of proficiency on employability, what areas of language are the most valued and challenging, and how it affects professional skills. The study included principals, heads of departments and teachers from universities located in Karachi. The study employs convenience sampling in choosing participants as this process remained helpful for the researcher to select the specific and relevant participants impacted by the recruitment and employment system. The data of the present study was collected from 100 participants. The researcher selected this specific number of participants as to have a representative and reliable data set. The data of the present study was collected through a close ended likert scale questionnaire adapted from the study of Daqiq, Akramy, and Barati (2024).

The questionnaire sought to measure the participants' perception of the English as factor for the employment in education and career success. The instrument was reviewed in terms of clarity and content validity before data collection. Data was analyzed based on the software of SPSS (Version 23) through frequency and percentage to retrieve pattern and distribution of responses.

The results were reported in the form of tables for clear and concise demonstration of data. This methodologically helped in gathering factually proven data to measure what role and status English might essentially play in career selection for students in educational institutions of Karachi now intrigued.

4. Findings and Discussion

1. Gender

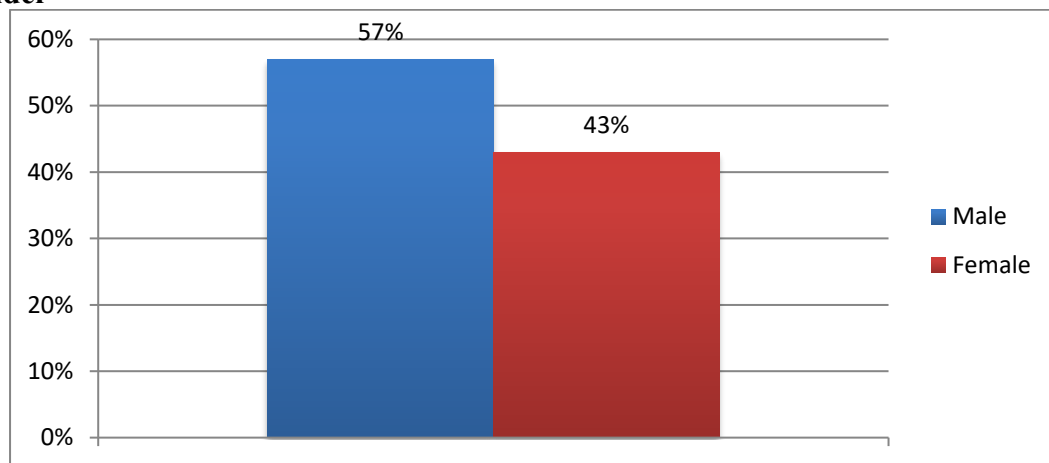


Figure 1: Gender distribution of participants

Among 100 respondents, 57% were male and 43% were female. This suggests that slightly more men than women participated in the sample. The male predominance that we found might represent the gender distribution within the educational institutions of Karachi or may indicate availability of options in education sector. However, neither sex was strongly overrepresented and so we can infer that the analyses were balanced in perspective. The heterogeneity of gender participation enhances the generalizability of insights into views on English proficiency and its employment in vocational schooling.

2. Age

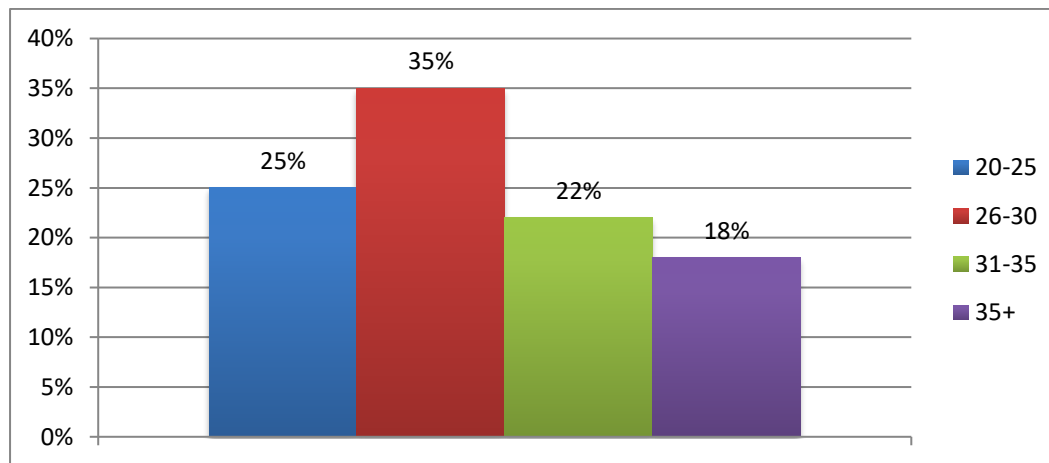


Figure 2: Age distribution of participants

Most of the participants (35%) were between 26–30 year olds, followed by 25% for those aged 20–25 and 22% aged over 31–35 years and more. This showed that majority of the participants were young adults which reflected those either on job or being applicant in educational institutions. This may be the reason why old aged population is also represented in less

proportion as it appears that study reports view points of young potential employees who are more exposed with modern educational need like English skills. In conclusion, the age distribution is representative of an active career-oriented population that may be tested with regard to the link between English proficiency and job prospects in educational institutions in Karachi.

3. Designation

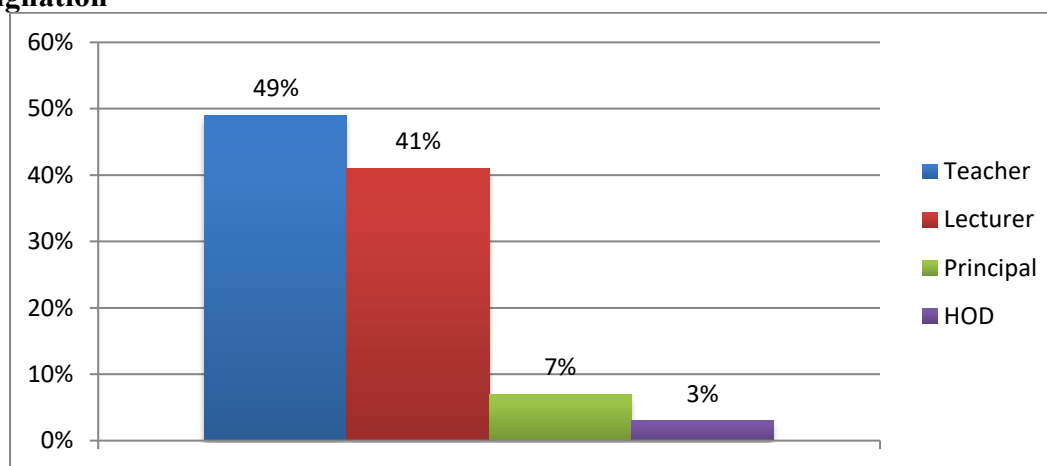


Figure 3: Designation of participants

Most respondents were teachers (49%) and lecturers (41%), with principals (7%) and heads of departments (3%) making up the remainder. This distribution suggests that the study mostly captures views of teaching faculty members who are directly involved in classroom activities and college life. The participation of lecturers, principals and HODs (though in a lesser proportion) provides administrative as well as managerial perspectives on the role of English language proficiency pertaining to recruitment and career progression. Generally, this sampling provides an overview of English language skills and employment across hierarchical ranks in Karachi's educational institutions.

4. Type of Institution

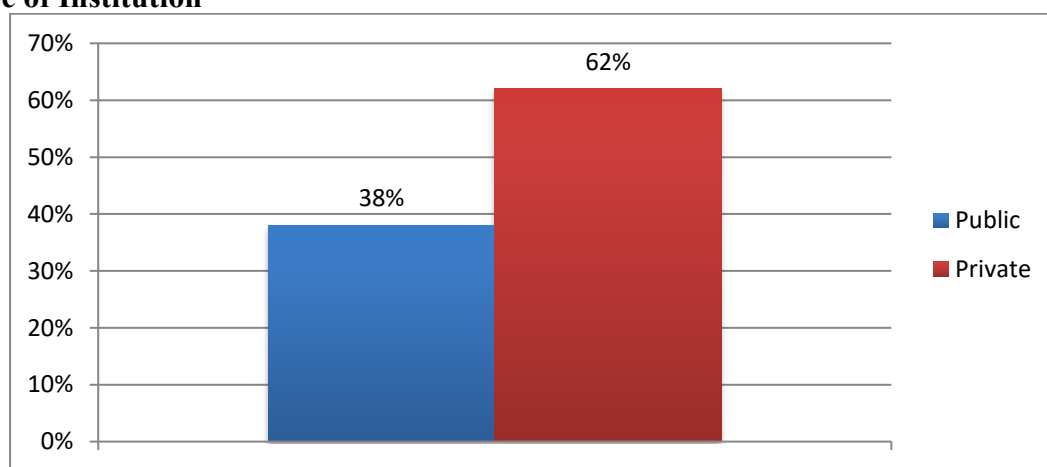


Figure 4: Type of institution

Over two-thirds (38/100) of respondents were from public institutions and the remainder from private. This shows a stronger presence from private education where English becomes more important as both technical and administrative language. The overrepresentation of private

schools is characteristic Karachi, where the demand for english medium instruction and soft skills is increasing in employers. However, the inclusion of public institution students will allow for a comparison in how proficiency in English affects employability between education sectors.

5. Years of Experience

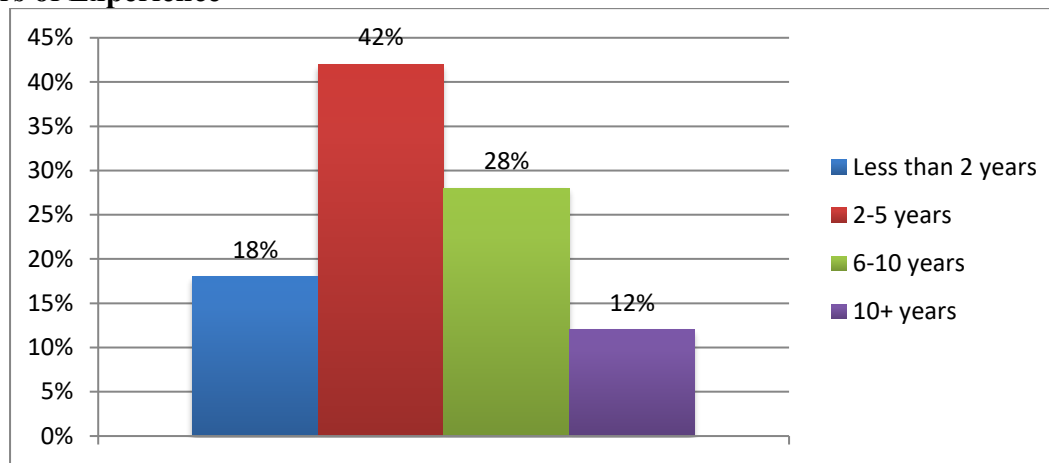


Figure 5: Participants' years of experience

The majority (42%) had 2–5 years' experience, followed by 28% with 6–10 years, 18% with ≤ 2 years and 12% >10 years' experience. This suggests that the majority of participants were early and mid career professionals working in, or taking an active interest in, the education field and aware on current recruitment issues. The lower percentage of high-experienced participants could indicate that senior administrative positions were less present. On the whole, this distribution illustrates that respondents to the survey come across educators with varying years of experience, thus providing an even-handed example of how English language proficiency affects employability and professional development in Karachi's colleges.

6. English language proficiency helps me to secure a teaching or administrative position in reputed educational institutions.

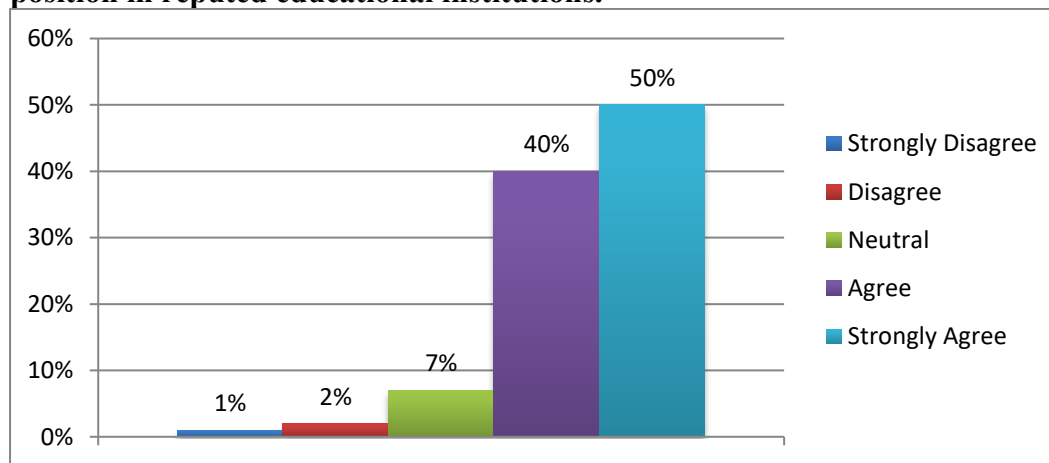


Figure 6: English language proficiency helps me to get an international job

Figure 6 represents the respondents' perception on whether English language proficiency assists them in obtaining an international job. English fluency is considered a very fundamental prerequisite for international job opportunities and professional advancement. This figure indicates that the vast majority of respondents held favorable opinions: 90 % of participants

(50% strongly agree; and throughout forties agree) think that English ability is beneficial to their international employment opportunity. It reflects the participants' perception that English is an instrument of power, enabling career prospects across national boundaries especially in a globalized education and business world.

Some respondents were somewhat neutral (7%) or disagreed (3%). The neutral responses might emanate from people who have not actively sought international employment, or believe that other aspects (field of expertise or professional networking in that country) may also matter enough to procure overseas work. The small disagreement may indicate some differences in perception (such as international mobility depending on specific institution contexts or country needs rather than language skills) also put some value on the language.

7. English language skills are mandatory for obtaining employment in educational institutions in Karachi.

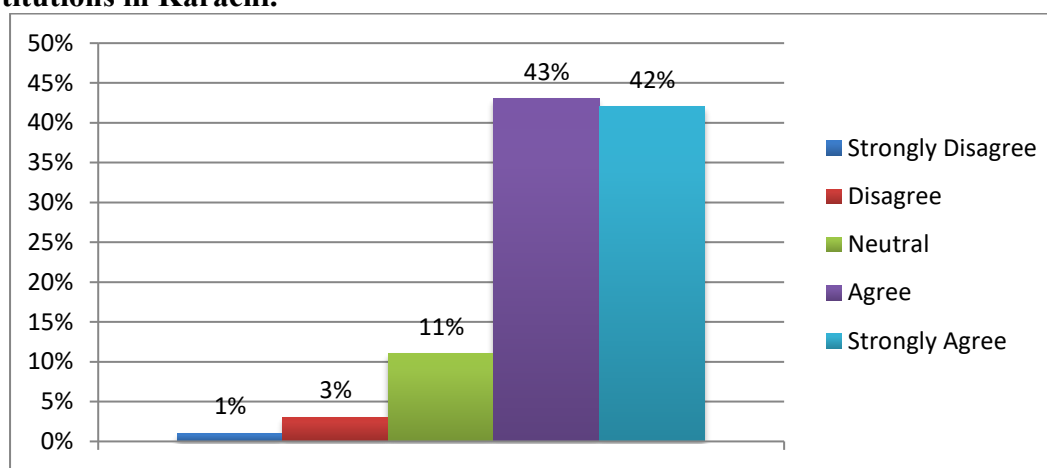


Figure 7: English language skills are mandatory for finding a suitable job

Figure 7 presents respondents answer to whether speaking English is a must in order to find an adequate job. The majority of participants (85%) either strongly agreed (42%), or agreed 43% that there is a need for being fluent in English for the purpose of employability in educational institutions located within Karachi. This is indicative of the increasing demand for English as a "lingua franca" (belonging to private and semi-private sectors in which English is used for instruction and administration) as an institutional-level requisite. About 11 percent of respondents were neutral, and only 4 percent disagreed or strongly disagreed. The findings suggest that not only valued, but in many instances it is also regarded as a precondition for the professional appropriateness of teachers entering into Pakistan's education job market.

8. English language proficiency removes communication barriers when applying for educational jobs.

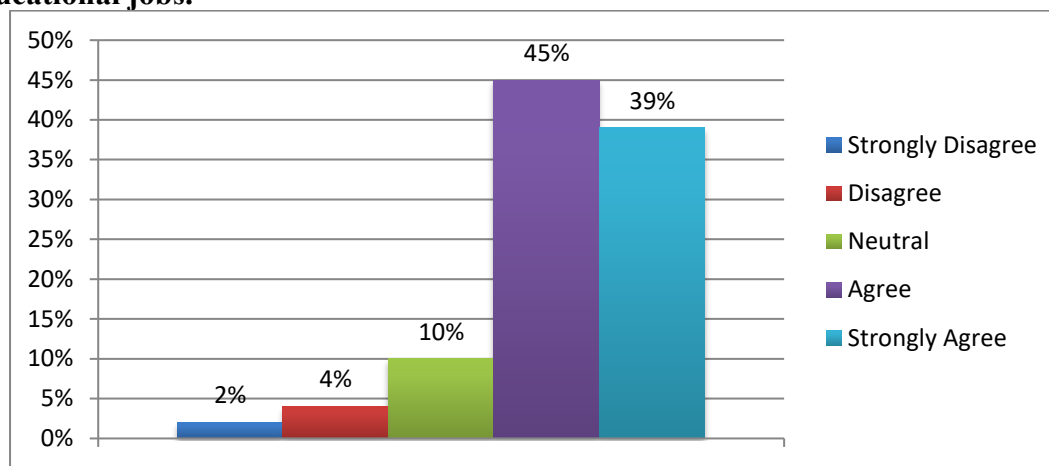


Figure 8: English language proficiency breaks barriers to finding a job

English proficiency Figure 8 highlights the perceived importance of English language fluency in easing labour market barriers. The proportion of the respondents who agreed or strongly agreed with statements on ease of recruitment in English¹² was high at 84% (39% strongly agree, 45% agree) where proxy measures for language ability are seen to be related to oral proficiency and relieve the process mainly on interviews or applications. The 10% of respondents said they didn't know, while others (6%) disagreed or strongly disagreed. These findings suggest that in a multilingual context like Karachi, English functions as a bridge language for the transaction and trust in pro forma labour markets.

9. English language proficiency is essential for achieving career success in the education sector.

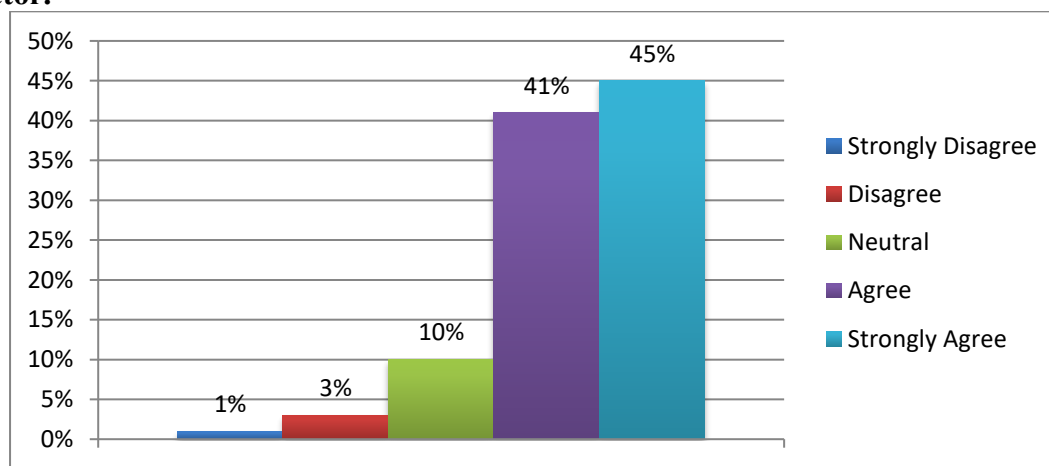


Figure 9: English language proficiency is essential for my future career

Responses regarding the importance of English proficiency for career advancement are depicted in Figure 9. The data indicates 86 percent of respondents (45% strongly agree and 41% agree) believe English is essential to long-term career opportunities. Such overwhelming agreement and common belief emphasize the view that English is a sort of ladder that leads to a higher status of promotion, recognition at work place, as well as integration into the global knowledge base in education. A few (10%) neither agreed nor disagreed, and only a couple of them were disagreed

upon. This has shown an almost universal recognition of the importance of English for career purposes by the education sector of Karachi.

10. English language skills enhance an individual's merit during job screening or written tests in educational institutions.

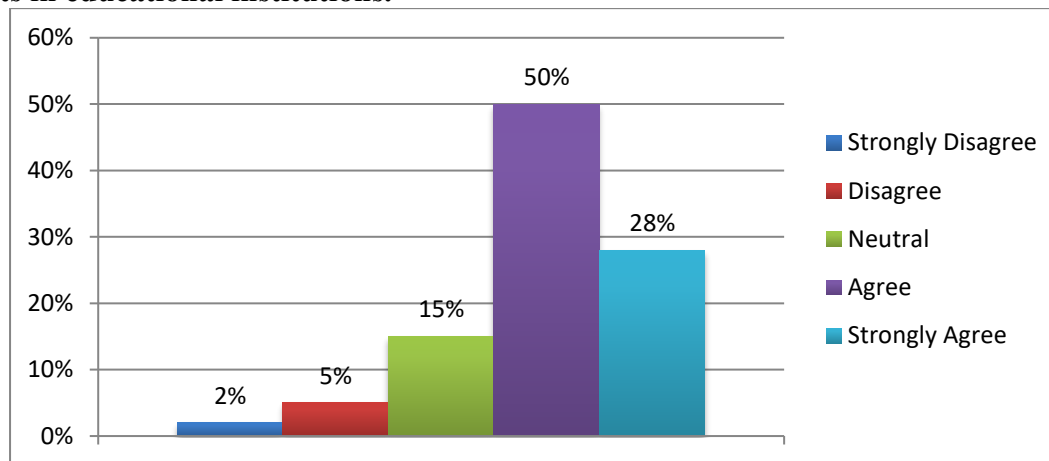


Figure 10: English language skills help determine merit during job written or screening tests

Figure 10 depicts how participants feel that English language ability affects the test scores of job tests. The majority (78%; including 28% strongly agree and 50% agree) of the respondents believed that English proficiency leads to higher merit scores and better performance for written or screening test in English. On the other hand, 15% of respondents said they were neutral while another 7% disagreed or strongly disagreed. It is clear from these answers that many teachers see English as there more than just a skill, but as an aesthetic criteria present in the hiring process of educational establishments.

11. Proficiency in English enables candidates to obtain better-paying positions in educational settings.

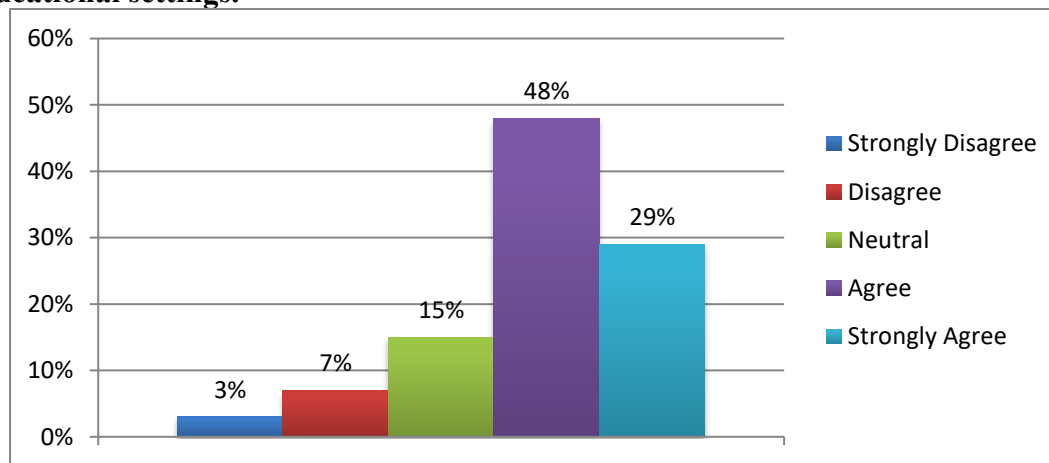
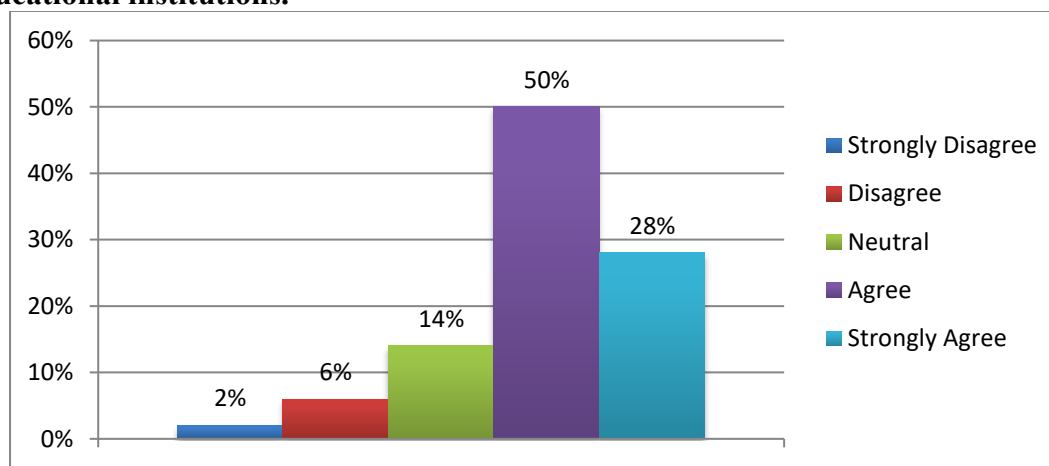


Figure 11: English language proficiency helps in securing a well-paying job

Figure 11 shows the views of respondents on whether proficiency in English is connected with getting a good-paying job. The majority of the respondents (77%; 29% strongly agree and 48% agree) believed that having a good ability to speak English was associated with better opportunities in their future career and financial prospects. 15% were neutral and only 8%

disagreed or strongly disagreed. These results underscore that in Karachi's education sector, English use is not only linked to employability but also associated with the level of salary one commands and the prestige of professional standing.

12. English language proficiency is a fundamental requirement for employment in most educational institutions.



English language proficiency pre-requisite for the jobs in educational institutions

Figure 12 shows the opinions of participants regarding whether English is fundamental for working in schools. The findings also reveal 78% (50% of agree, 28% strongly agree) believe English is a prerequisite for staging employment in academic contexts. That is to say English is a massive factor for employment in the education scene of Karachi. On the other hand, 14% were neutral or uncertain about institutional expectations and only 8% (6% disagree and 2% strongly disagree) disagreed with the statement. In general, these results highlight the commonly held assumption that English as a subject is a significant determining factor in recruitment and career progression tendencies for Pakistan's educational system.

13. English language proficiency positively influences performance in written tests for teaching or administrative jobs.

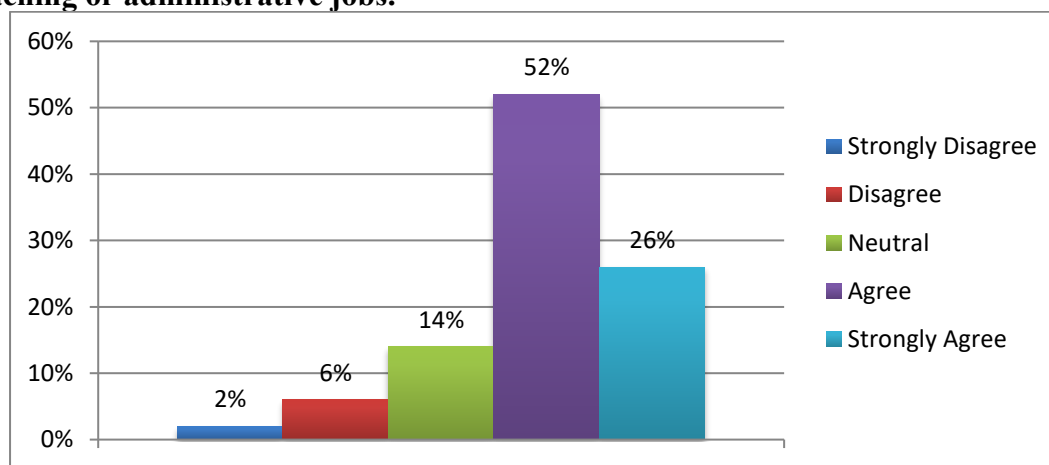


Figure 13: English language proficiency is the basic prerequisite for employment

Diagram 13 shows the participants' perception as to whether English proficiency was a minimum requirement for job status. The responses show that there is a high level of agreement among the participants (78% strongly agree/agree) but also that quite a few panel members

accepted English as an assumption necessary for employment in academic institutions. It proves that English is not just a school subject; it's a test of professionalism! Perhaps unsurprisingly, only 14% of respondents were neutral and 8% disagreed. These findings also lend support to the idea of English competence as an unstated employment gatekeeper in Karachi's education sector.

14. English proficiency impacts interviewers' perceptions during selection interviews.

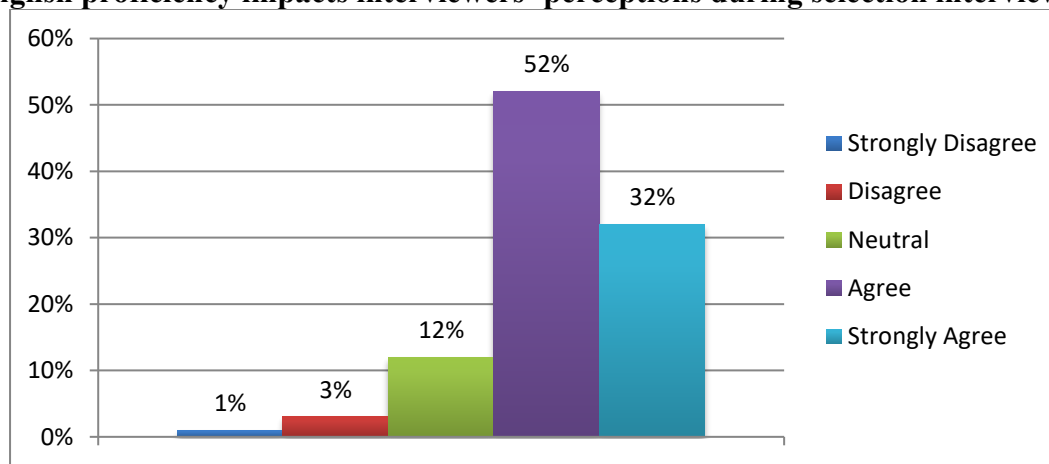


Figure 14: Proficiency in English language makes an impact during job written tests

Opinions of the participants on whether proficiency in English and not understanding local language hindered in job-related written tests have been depicted in Figure 14. Most (84%, 32% strongly agree, 52% agree) felt that English proficiency has a profound influence on test performance and results. 12% were neutral, while 4% disagreed. This trend reveals that characteristically, written tests require an orientation for a high level of command over the English language in terms of grammar, vocabulary and understanding thereby indicating that the institution favours proficiency in English-medium even in general aptitude or subject based test.

15. Candidates with strong English proficiency are more likely to be shortlisted for interviews.

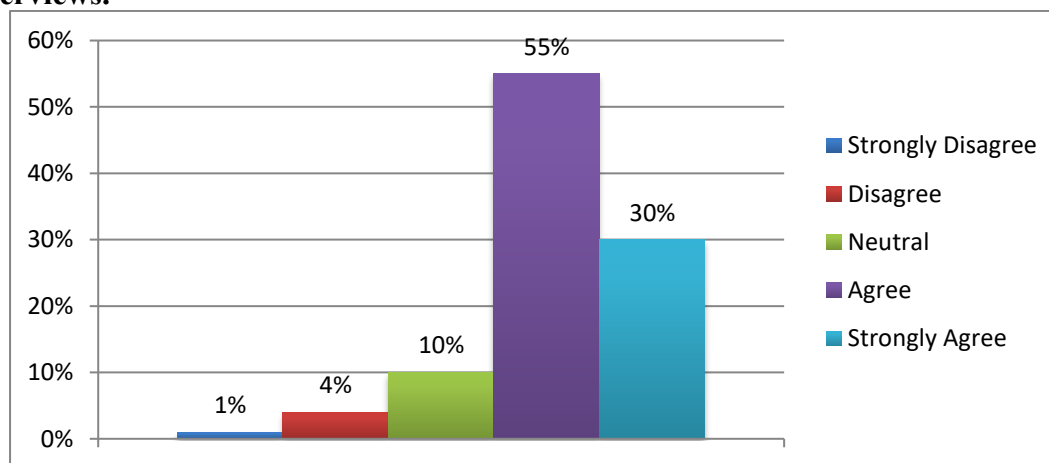


Figure 15: English language proficiency makes an impact on the interviewers' committee

Figure 15: Participant Comments on the Effect of English Proficiency on Product Interviewers' Perceptions. A significant majority (85%)(30% strongly agree, 55% agree) believed that there was a major impact of English language skills on panels. 10% had no opinion, and 5% disagreed. The result also shows how English becomes a visible sign of professional appearance and

competence when operating in oral examination. At numerous schools and colleges in Karachi, proficiency in spoken English during interviews bolsters an applicant's standing/appropriateness for academic and managerial occupations.

16. Interviewers often assess candidates' English communication skills when making hiring decisions.

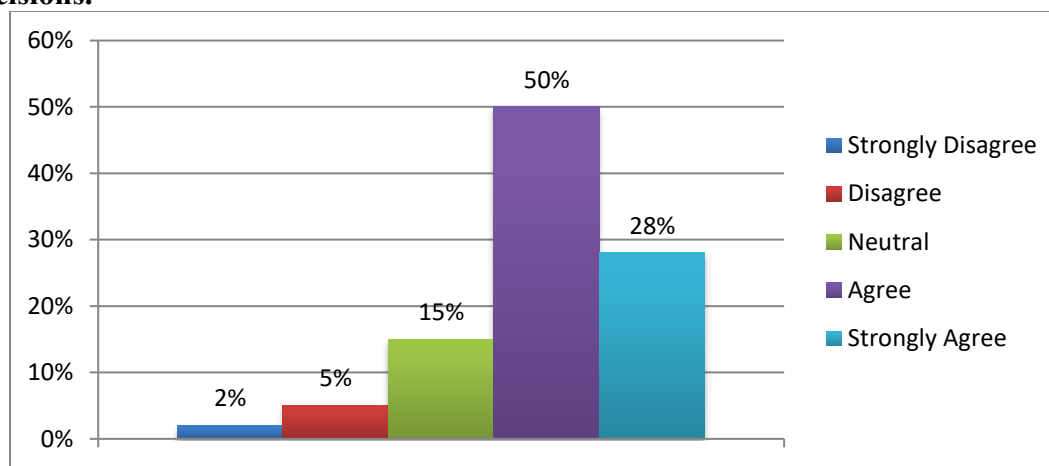


Figure 16: English proficiency makes me top the list among other candidates

Figure 16 shows the participants' estimation whether knowledge of English is an advantage as compared to other candidates. Most (78%, 28% strongly agreed and 50% agreed) felt that English proficiency was an acquisition that sets them apart as a candidate. 15% neither agreed nor disagreed, and 7% disagreed. Implications of the study suggest that prospective employees relate English proficiency with efficiency, confidence and educational superiority. This view is echoed by one respondent from Karachi where bilinguals are highly sought after for positions with classroom communication and academic collaboration.

17. Understanding job advertisements in the education sector requires good command of English.

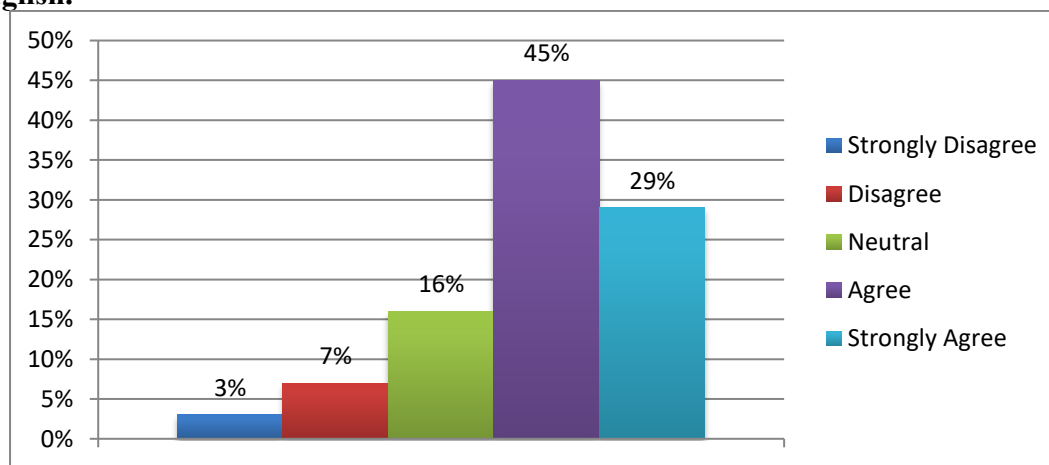


Figure 17: Interviewers can shortlist candidates based on English communication skills

In Figure 17, the data reveals that 74% of the respondents agreed (29% strongly agree and 45% agree) that English proficiency plays a major role in short listing candidates. 16 percent were neutral, and 10 percent disagreed. These responses illustrate a prevailing attitude that English, rather than simply being necessary linguistic expertise, has become something you actually get

hired (or not) for. In the education based market sector of Karachi, where English commonly serves as medium of instruction, this is a horrifying trend that results from institutional convergence with global standards of professionalism.

18. Employers in educational institutions prefer candidates with better English proficiency compared to others.

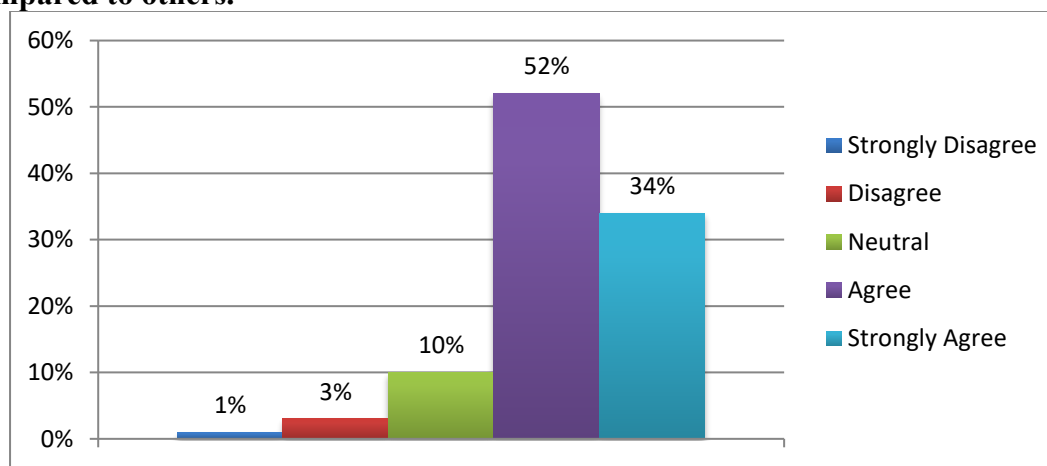


Figure 18: Mastery of English language skills is necessary to understand job-related advertisements

Figure 18 represents the answer of them on whether English is necessary for perceiving job advertisements. The percentage is 86% (34% strongly agree, and 52% agree) that English proficiency is important to understand job postings which are usually written in English. Only 10 percent said they were not sure and 4 percent disagreed. This is found to be indicative of the hegemony of English in job communication also at the first stage of selecting employees. Most importantly, for many aspiring professionals in Karachi, there are no private and high education related jobs that can be achieved without a requisite level of English literacy, further cementing its status as a gatekeeper to employability.

19. English language proficiency helps me gain promotions in my educational career.

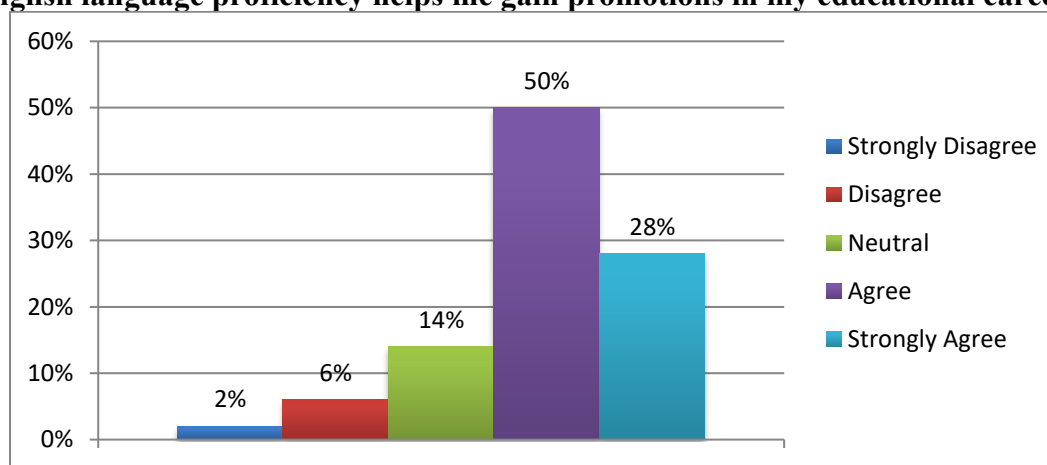


Figure 19: Employers prefer candidates who possess stronger English language skills

Figure 19 shows the participants' opinions of what employers prefer in terms of English ability. Indeed, the vast majority (78%, or 28% who strongly agree and 50% agreeing) believed that employers prefer candidates with better English proficiency. 14 percent were neutral, and 8

percent disagreed. These results confirm the importance of English proficiency in relation to a candidate's professionalism and competency perceptions. In schools and universities in Karachi (particularly English-medium ones), the ability to teach well, or manage effectively or communicate properly are often conflated with fluency in English; this is what seems to be what is preferred at play here.

20. Proficiency in English enables me to express my ideas clearly in academic or professional discussions.

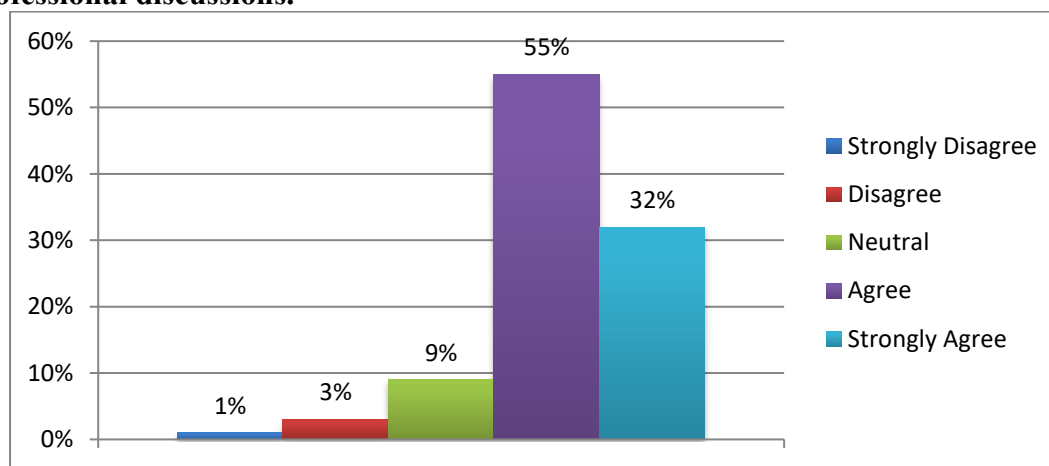


Figure 20: English language proficiency helps me in getting promoted at my job

In Figure 20, we illustrate participants' perceptions on the role of English proficiency from career advancement and promotions. The statistics show 87% (32% strongly agree and 55% agree) with career advancement in one way or another due to linguistic competence while surprisingly only 9%, neutral, 4% disagree. This trend seems to indicate that opportunities for professional advancement in Karachi's education sector are in many cases tilted toward those able to manage English-language communication, documentation and international collaborations and hence that the language becomes a tool of upward mobility within institutional hierarchies.

21. Lack of English proficiency negatively affects career growth opportunities in Pakistan's education sector.

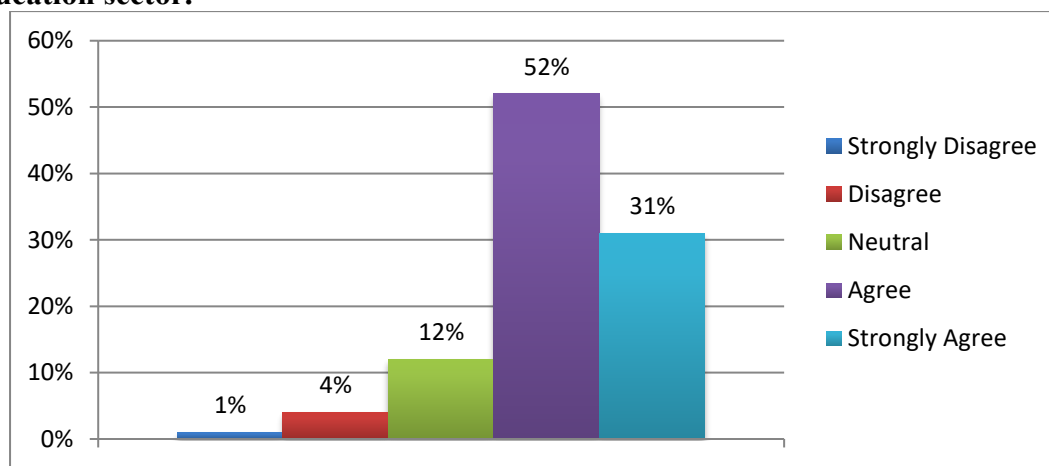


Figure 21: English language proficiency helps me present my ideas effectively

Figure 21 shows the attitude of participants toward English level in order to make easier and more effective presentation about idea. Most (83%, with 31% strongly and 52% agreeing) report that fluency in English allows them to express themselves clearly and persuasively in meetings, interviews, and professional exchanges. 12 percent were neutral, while 5 percent disagreed. These results have underscored English as a communicative capital which elevates confidence and articulation of workplace talk in accordance with the institutional validity claims of the EMIs in Karachi.

22. Employees with weak English communication skills face difficulties performing administrative and instructional duties.

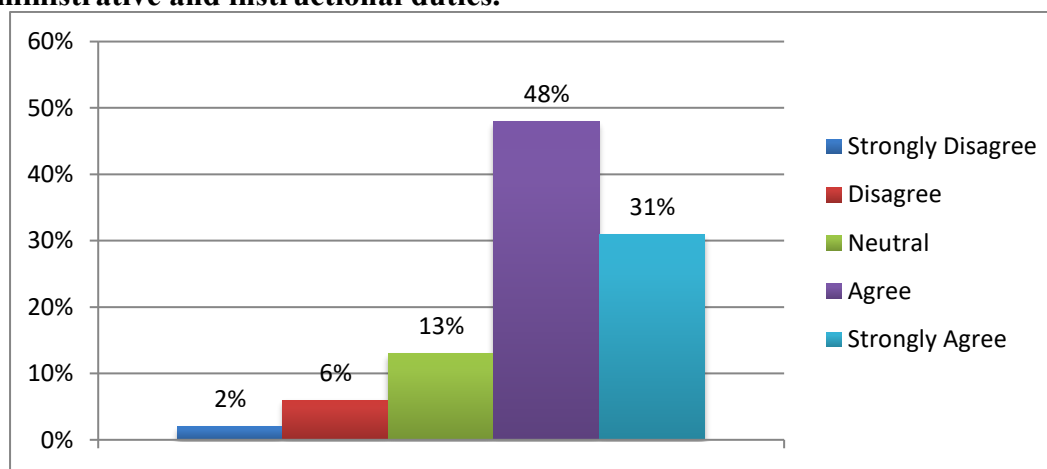


Figure 22: Lack of English language proficiency negatively affects career success

Figure 22 presents the participants' perceptions of whether limited English proficiency interferes with career advancement. An overwhelming 79% (31% strongly agree and 48% agree) believe that bad English holds back a professional career, particularly at fiercely competitive academic institutions. 13% were neutral, and 8% disagreed. This agreement implies that: (i) communication within promotion, performance and recognition spaces is not possible due to inadequate English proficiency; in other words, there is a linguistic division between fluent and non-fluent staff members across the educational system of Karachi.

23. Strong English language skills increase my chances of long-term career success in education.

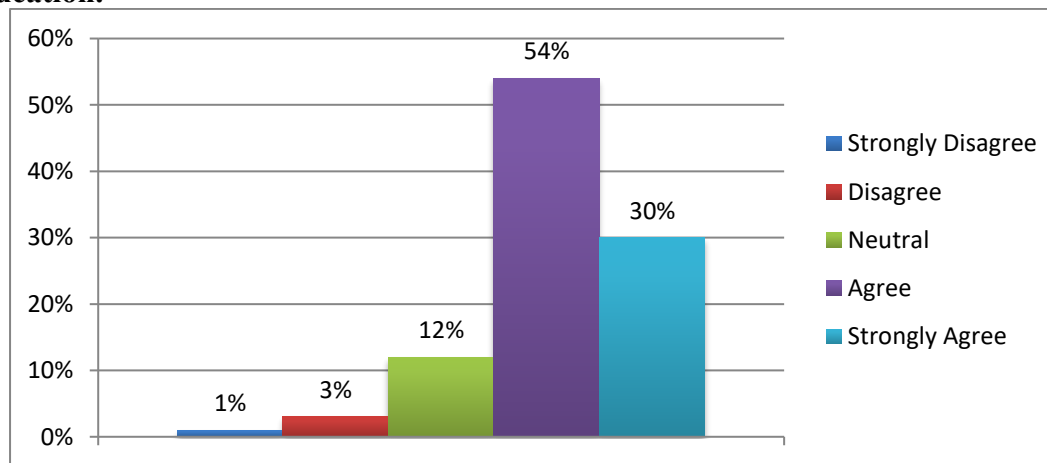


Figure 23: English language proficiency enables me to communicate effectively at my workplace

Figure 23 presents a summary of the answers to the participants when asked if English being competent helps make good communication in their workplace. Fully 94 per cent (30% strongly agree and 54% agree) of workers said that understanding English better enables them to communicate with colleagues, supervisors, and management in the workplace. 12 percent were neutral, and 4 percent disagreed. The results reveal that English is a technology language in Karachi as it is not only used for technical work but also as a medium of communication, specifically in the key sections of educational and professional organizations such as administration, reports and interdepartmental correspondence.

24. A good command of English contributes to receiving higher salaries and recognition in educational institutions.

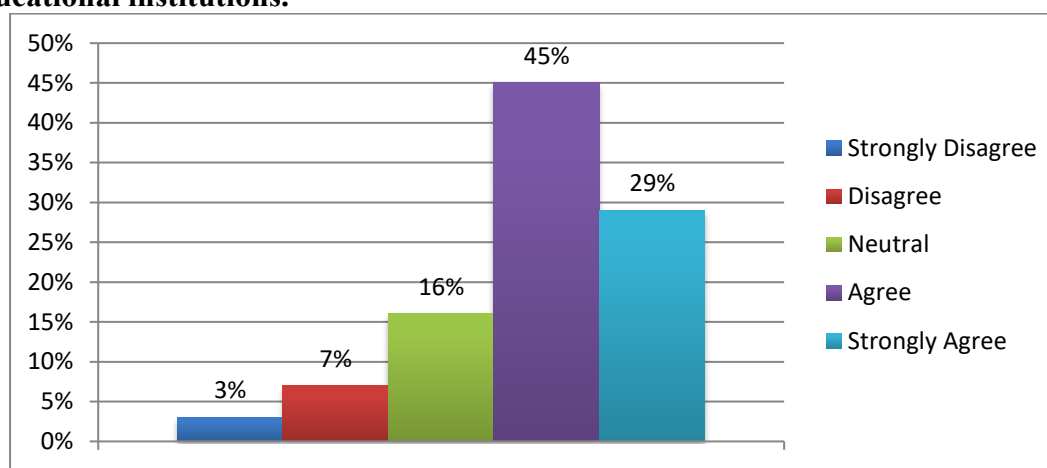


Figure 24: English language proficiency enhances my confidence in professional interactions

Figure 24 shows answers on item to the extent that English proficiency affects confidence during professionals interactions. Most 74% (29% strong agree, and 45% agree) indicated that being proficient in English increases their confidence to discuss at meeting, interview or presentation. 16% didn't know and 10% disagreed. This mirrors the sociolinguistic fact that in Karachi business- and urban-professional circles, English speaking is as much a metonym for intelligence, authority and competence - all those things that do make us feel good about ourselves out there at high table.

25. Fluent English speakers advance more easily within the management hierarchy of educational organizations.

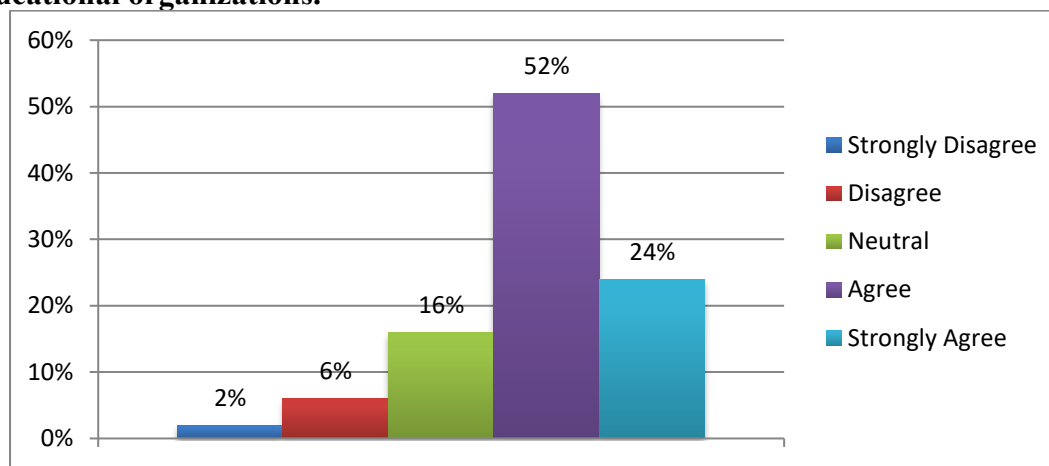


Figure 25: English language proficiency helps in building a professional network

Participants' opinions regarding the relationship between English proficiency and work-based motivation such as bonuses or recognition are illustrated in Figure 25. the largest share -76 percent (24% strongly and 52% agree) felt that English language skills were important when it came to receiving workplace incentives. 16 percent indicated they were neutral, while 8 percent disagreed. This indicates that institutions [including private schools and international schools in Karachi] tend to celebrate English using teachers who either have good oral proficiency, contribute to English based documentation or are able to communicate with the stakeholders effectively in English.

26. Proficiency in English helps me stand out among other employees in my institution.

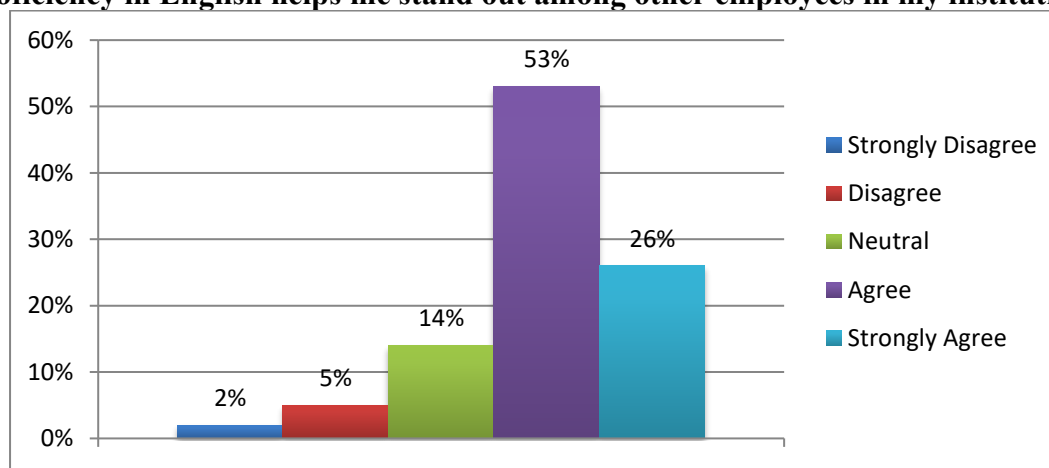


Figure 26: English language proficiency helps in gaining recognition from supervisors and colleagues

Figure 26 illustrates participants' views of the importance of English language ability for professional acceptance. (Strongly agree: 26%, Agree :53%) said their knowledge of English helps them in getting respect and recognition from colleagues and superiors. 14% were neutral and 7% disagreed. This serves to underline the fact that in many organizations in Karachi being fluent in English and frame-shifted into it implies professionalism, possibilities for promotions or

leadership, and credibility – affecting both inter-personal judgments as well as work-place reputation.

27. English language proficiency contributes to my overall job satisfaction in the educational workplace.

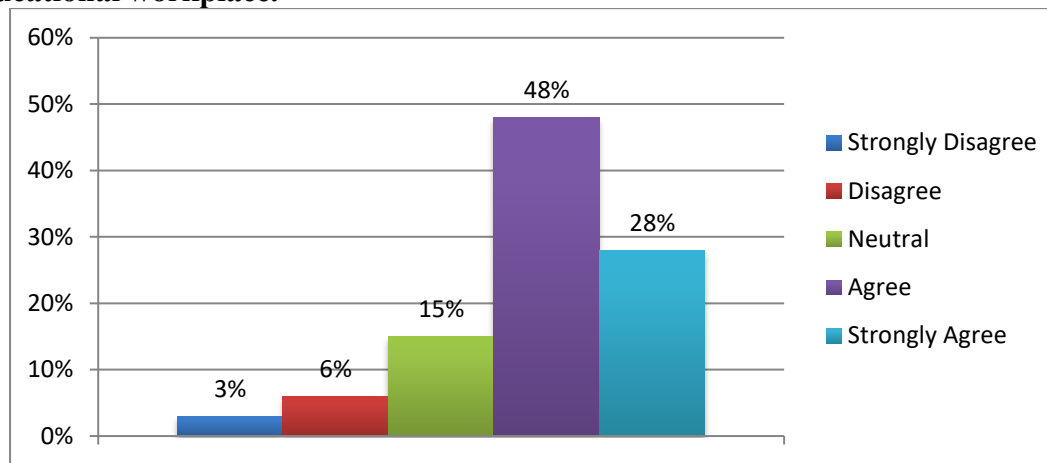


Figure 27: English language proficiency increases job satisfaction

Figure 27 illustrates attitudes toward the relationship between English proficiency and job satisfaction. A significant 76% (28% strongly agree and 48% agree) stated that good English enhances their sense of professional satisfaction. 15% said neither, and 9% disagreed. It appears that competence in English has both a practical and empowering role as well as one associated with a new sense of enhanced belonging – predominantly in English-privileged domains such as Karachi's education and service/ business culture.

Discussion

Findings of the present study highlight that expertise in English is imperative for job and admission into colleges of Karachi. English language skills In relation to the degree to which it is seen as a basic requirement for work, 55% of respondents consider English fluency as such revealing its relevance as an indication not only of status within one's profession but also within education. These findings are consistent with the results obtained by Zainuddin et al. (2019), who argue that knowing English makes people more marketable and effective communicators in their multilingual societies. Similarly, Ting et al. (2017) notes that employers typically favor candidates who retain a good command of the English language, seeing these candidates more capable of fulfilling the wide ranges of job roles.

Results Our results are similar to Gul and Memon. (2023) who declared that speaking and writing in English often signify a gateway to better jobs and higher social status. Preferential treatment for English candidates during recruitment is one way linguistic competence serves as a gatekeeper in educational careers. This pattern directly reflects the colonial legacy and status-sociology of the situation described by Haidar and Fang (2019): English is symbolically associated with power, prestige, modernity in institutional spaces.

The results also emphasize that better English not only increases employability, it is also conducive to career development and communication at the workplace. This is consistent with Chiswick and Miller (2009) who observed that language proficiency directly affects earnings and occupation. Replies from Karachi's teaching faculty indicate knowledge of English helps in

being short listed for the job, success at interviews and promotion – as it does internationally because English is vital to conduct professional business proficiently (Agustina et al., 2024).

A minority of respondents were neutral or disagreed suggesting that, whilst the hiring and attraction of teachers may have significant symbolic and utilitarian value outwith English, other factors such as teaching competence, qualification attainment issues (teaching is still without its barriers to entry), inter-personal skills and trust in colleagues are also part of who gets hired. This result supports Doan and Hamid (2019) who see employers demand for English ability, which is inconsistent across industries, as another form of linguistic capital that does not completely determine job opportunities. The study upholds that English language command is institutionally entrenched in educational Mobilization mechanism of Karachi. It still acts as a signifier of professional ability and upward social mobility.

5. Conclusion

The results of the current study indicated that your proficiency in English can make all of the difference while getting hired and recruited at schools located in Karachi. The study has shown that the English language proficiency is viewed as a fundamental requirement for being employed, at all stages of job selection: written test performance, interview outcome and overall candidate assessment. Participants strongly agreed that being fluent in English plays a role in shortlisting and facilitates effective communication during interviews, career progression and job satisfaction. Furthermore, the research revealed that English language proficiency is crucial in comprehension of job ads and doing workplace tasks effectively as well as communicating through institutional documentation. Recruiters in educational institutions also considered an applicant speaking good English as having higher professional competence than their fellow. It further found that proficiency in English is a language skill and it serves as an individual's merit: There is a correlational relationship between higher proficiency in English, higher probability to access job opportunities, get promoted or recognized at the workplace.

Moreover, the study also indicated that practicing English would increase a person's self-confidence and professional self-image in order that they can perform well academically and administratively. But the study suggested that English excellence might also exacerbate class-shuntness among would-be job seekers from diverse academic affiliations.

Summing up, the findings of the current study concluded that there is an impact of English proficiency on employability in Karachi's educational institutions because: (1) It leads to career investment and professional development, (2) There is a positive effect of English competence on work related communication and job performance, (3) English proficiency also causes job satisfaction and self-esteem. We believe, therefore, that English language proficiency is still determining whether someone gets a teaching job and earns decent salary in Pakistan's educational sector.

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