

PEDAGOGICAL CHALLENGES FACED BY ENGLISH TEACHERS IN SLO BASED TEACHING IN DISTRICT BUNER

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ABSTRACT

Outcome-based Education is a plainly well-defined and quantifiable phenomenon that lays down what students should achieve as well as show by the completion of a particular period. It deals with the ideologies of Student Learning Outcomes-based teaching, a pedagogical style that needs to be aligned with curriculum, education approaches, and evaluation. It aims to encourage learner-oriented education, abstract comprehension, and quantifiable outcomes rather than recall. Although studies have been conducted on SLO-based teaching problems, conducting a study in a rural district like Buner remained unexplored. Objectives of the study were: i) To identify pedagogical problems encountered by English Teachers in the execution of outcome-based teaching. ii) To investigate English teachers' views on preparation, assessment, and conducting activities in outcome-based teaching. Research questions of the study were: i) What are the challenges English teachers encounter while applying SLO-based teaching? ii) What are the difficulties they face in preparation, assessment, and conducting activities while applying SLO-based teaching? The population of this research was SSTs general in district Buner, who were teaching English. A quantitative survey research design was applied. A Questionnaire was used to collect data from the sampled teachers using five points Likert Scale. Chi-square and descriptive statistics were applied for data analysis. The research concluded that English Teachers faced multiple challenges in applying SLO-based teaching, specifically in preparation, assessment, and conducting activities. It was suggested to provide regular training to English Teachers regarding SLO-based teaching and assessment.

Keywords: SLO-based Teaching, Pedagogy, Challenges, English Subject, Secondary Teachers

1. INTRODUCTION

In order to guarantee effective instruction as opposed to rote memorizing, educational innovations around globe are placing an increasing emphasis on outcome-centered education. By introducing competences, standards, benchmarks, and Student Learning Outcomes (SLOs), Pakistan's National Curriculum 2006 signaled a dramatic change from conventional content-oriented education to an outcomes-based strategy (Government of Pakistan, 2006). The goal of this reform was to raise the standard of instruction and match teaching techniques with quantifiable learning objectives. The majority of individuals believe that learning is essential to social development, national prosperity, and global competitiveness (UNESCO, 2016). Everybody agrees that education is everyone's right as it is knowledge that will help him advance in both his business and country. Education is crucial for fostering a harmonious community, becoming a responsible citizen, and ensuring the advancement of the country (Cetin et al., 2023). The fundamental elements of contemporary society include reasoning, mental growth, inventiveness, and the ability to communicate. Learners now require more education due to the world's rapidly shifting conditions and its various facets.

Nevertheless, classroom procedures frequently continue to be conventional and focused on exams regardless of all these curriculum changes. Conventional educational institutions used a set curriculum, moral standards, and an emphasis on finishing assignments and receiving grades. The circumstances in Pakistan had similarities (Warsi, 2004). However, more diverse, involved, and focused on outcomes instruction approaches are encouraged by modern theories of education. As a substitute for simply repeating instruction, the approaches place an emphasis on

formative assessment, dynamic education, and the growth of important in addition to logical skills (Sultana & Imran, 2024).

There is a disconnect between the goals of the curriculum and how they are implemented in the educational setting, especially when studying English. Such instructional shift aligns with the constructivist views of learning, that give students center position in the field of education. The primary objective has become to equip learners with tools for generating creativity, conversation, and thinking. In order to precisely define the abilities and knowledge that students should possess by the end of an academic program, curricula all around the world have been changed to include measurable educational objectives. This shift from conventional to modern teaching methods is an example of the global movement toward education that is motivated by abilities and outcomes. Globally, innovative devices have been developed to change the impact of education, and the consequences are unlimited. This phenomenon continues to be relatively fresh in Pakistan (Adams, 2015).

The current research looks into the instructional difficulties Pakistani English instructors encounter when applying SLO-based instruction at the secondary level. This research aims to identify obstacles to the successful use of learning based on outcomes by looking at instructors' attitudes and methods. Global systems of learning have evolved dramatically over time to adapt to the burdens of the contemporary globe. Arguably, the major changes in recent years have been the change after outdated lesson-oriented education towards learning focused on outcomes, that stresses how learners may apply what they learn. Outcome-centered learning involves the method of clearly focusing and structuring every aspect of schooling on the abilities that each student must possess at the conclusion of their studies. To promise that this knowledge eventually happens, it is crucial to obviously describe the capabilities that learners must take while developing the syllabus, training, and evaluation (Spady, 1994).

1.1 Objective of the Study

The objective of the study is follow

- i) To determine the pedagogical difficulties secondary English teachers faced while implementing SLO-based instruction.

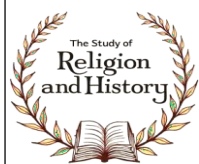
1.2 Research Question

The following are the research question of the study

- i) What pedagogical difficulties do secondary English instructors encounter when implementing SLO-based instruction?

2. Review of Literature

The learning goals for learners describe the quantifiable knowledge, expertise, and capabilities that an individual must own and be capable of achieving after the accomplishment of a knowledge growth or chain of instructional techniques. A curriculum must specify the particular skills that learners must be capable of understanding, displaying, executing, and producing at the end of a specific standard, in a quantifiable, clear, short, and well-defined manner. According to Spady, it is essential to prepare, produce, and record learning materials through established goals. Spady asserts that after an institution has established its goals for its students, its educational program has to be constructed. The outcomes of schooling have several implications. Instead of being only tools at the evaluation stage, they are incorporated into the design of course, techniques for instruction, etc. (Noushad, 2024). The primary objective of OBE (outcome-based education) is on well-defined educational goals that students should meet by the



end of the course. By directing the preparation of lessons, methods of learning, and evaluation procedures, SLOs form the cornerstone of OBE (Spady, 1994).

Through simpler abilities like recall and comprehension to advanced skills like analyzing, assessing, and creation, Bloom's hierarchy of abilities offers a well-recognized structure for comprehending the mental processes that comprise education (Bloom et al., 1956). According to research, educators must intentionally create courses and tests that take these different cognitive abilities into account for SLO-based teaching to be successful (Anderson & Krathwohl, 2001). Determining the exact reason of learners' knowledge results is challenging (Adam, S. 2006). SLOs were generally first used in the late 19th and early 20th centuries. Famous educationist Ivan Pavlov defined an unrestricted object as whatever simply and spontaneously stimulates a response despite previous knowledge (Ryan et al., 2019).

Fortunately, a number of research studies show educators frequently have difficulty putting centered around outcomes curriculum into practice. The effective execution of SLO-based instruction is hampered by examination-oriented evaluation processes, large class numbers, and inadequate preparation of educators, according to research done in developing instructional settings. There are few chances for based on expertise and interpersonal education in English proficiency courses since educators typically focus on textbook-centered teaching and conventional lecturing techniques (Rao, 2020).

The method of instruction and learning is significantly altered by the introduction of SLOs. Educators have to make certain that students get the required objectives for learning rather than trying to "covering" the course of study. In order to achieve the intended results, it is necessary to carefully arrange teaching tactics, learning experiences, and evaluations (Biggs, 1999). Biggs' "constructive alignments" concept states that in order to be efficient, teaching techniques, procedures, and evaluations should all be linked with the educational goals.

Aligning with 21st-century capabilities, authorities and learning organizations have comprised SLOs into courses and evaluations. Agreeing to studies, focused on outcomes systems enhance the uniformity, responsibility, and openness of learning, education, and assessment. For instance, educators in the Republic of the Philippines reported favorable opinions of OBE, but they also mentioned that a lack of resources and training made it difficult for them to produce projects that matched the goals. Parallel to it, in African and European situations, SLOs were utilized to supplement rote-based curriculum and promote creative thinking; nevertheless, issues with government backing and preparation for teachers continued (Moges, 2018; Adam, 2006).

With the National Curriculum for English Language (NCEL) 2006 along with comparable programs in other subjects, the SLO concept had been formally incorporated within Pakistani education. BISEs in Khyber Pakhtunkhwa government have started employing SLO oriented methods to evaluation in agreement to Pakistan national curriculum 2006. For both SSC and HSSC programs, especially English, they now create examples of papers, prerequisites tables, and grading schemes. For instance, SLO-centered examinations and criteria forms for the Higher Secondary School Certificate for classes 9 and 10 are obtainable from Peshawar and Abbottabad boards. Study conducted in Pakistan, however, indicates that putting this into practice is still difficult. Study conducted in Pakistan, however, indicates that putting this into practice is still difficult. When it comes to using outcome-based instruction and evaluation methodologies, teachers are frequently not ready. Certain textbooks fall short of the curriculum's objectives. Even while examinations are meant to be based on results, they frequently prioritize simple memorization over deeper thought and understanding (Chandio & Pathan, 2022)

The 2006 Pakistani curriculum employed Student Learning Outcomes (SLOs) to gradually advance students throughout different stages, with a focus on advanced skills including evaluation, examination, and innovation. However, as the actual state of educational settings shows, the bulk of instruction and assessment methods are still limited to the initial few stages of memory and comprehension, with less focus on implementation, evaluation, or innovation. The taxonomy of Bloom offers both an approach of diagnostic and a conceptual basis for identifying the flaws in Pakistan's SLO-based changes. The purpose of creating a centered around outcomes curricula is undermined by the excessive emphasis on repeated memorization because the issue emphasizes greater cognitive development, yet the educational institution primarily operates throughout certain aspects of the basic stages (Javed, Bagum, Qaswar, and Iqbal, 2024).

2.1 The SDGs, or Sustainable Development Goals

The Sustainable Development Goals (SDGs) of the United Nations and other international accords are connected to Pakistan's decision to use the SLO teaching approach. In 2015, these goals were unveiled, offering a global strategy aimed at achieving fair, just, and ecologically viable growth by 2030. SDG 4 emphasizes, amongst other objectives, the need to "provide a good chance at school that is affordable and equitable and encourage chances for ongoing learning for everyone" (UNESCO, 2016). These goals shape significant objectives, like promoting the development of each learner's abilities to write basics and read basics, promoting the progress of entrepreneurial and professional abilities, eliminating gaps in achievement, and updating schools and universities to meet contemporary global demands.

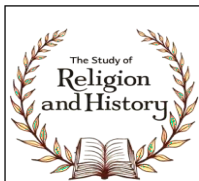
2.2 The significance of SLO-Based Teaching in Education

A strong connection among curriculum, training, and evaluation is shown by this multilevel approach, using a competency-centered approach to language learning. Researchers claim that these structures facilitate student-centered teaching by moving from memorizing to verifiable skills (Rahman, 2008). It structures the curriculum by means of competence (literature understanding in addition to ability for believed, competence in written form, relationships interaction listening and showing your thoughts, usage of grammar, pronunciation, and words) using rules, signs, and topics related to both SLOs from Levels I–XII. The curriculum states that secondary school pupils (Grades IX–X) would "know and be able to do" language-use goals, developed comprehension skills (inferencing, essential reaction to text), deliberate releasing (administrative, professional), and verbal expression abilities. It also describes evaluation techniques intended to connect the SLOs with high-risk tests and classes.

Since more than 1.5 billion people use the language as their primary, second, or foreign language, it is a fundamental tool for international publication as well as research movement, and entry to higher learning. It is also an essential component in the growth of society and serves as a guardian to higher learning and job prospects in numerous nations. English language is both a state language and an obligatory subject at all levels of education in Pakistan (Rahman, 2002).

2.3 Research Gap

Although an abundance of material on OBE and SLO-based education, there remain obvious weaknesses in secondary-level English instruction in Pakistan, particularly in remote places like Buner (KPK). In favor of general preparation for educators or administrative viewpoints, the majority of the present study ignores the wider context of secondary English classes. There is a lack of tangible proof supporting teachers' worries regarding teaching in that particular setting. Additionally, a significant amount of the study that is currently accessible is conceptual or qualitative in nature, offering intriguing conclusions but missing statistical information to



evaluate the problem's scale. This gap prevents policymakers from comprehending the clinical aspects of educator challenges in putting SLO frameworks into practice. Additionally, a few research studies examine KPK's remote learning settings, where situational variation, an absence of materials, and inadequate instructional growth all have an effect on application. As a result, there remains a dearth of information regarding the challenges faced by English teachers in these locations.

3. Methodology

The research design used in this study was quantitative. Creswell (2013) defines a quantitative study as one in which the researcher examines the variables using statistical techniques for data collection and analysis and observes the relationship between the various variables.

3.1 Research Design

In order to gather quantitative data on what challenges secondary English teachers have while using SLO-based teaching methods, this study used a quantitative survey research approach.

3.2 Sample

The participant group for the research consists of 102 SST general English teachers selected from a range of secondary schools in district Buner, which are divided into six tehsils (Gagra, Daggar, Chagharzi, Salarzi, Gadezi, Mandanr, and Khudukhail). 17 educators chosen from all tehsil using a cluster method of random sampling to guarantee representation out of every tehsil.

3.3 Data Collection Tool

A systematic questionnaire was used to gather data for this study from English teachers employed in district Buner's secondary schools. Questionnaires were given to respondents by the researcher himself.

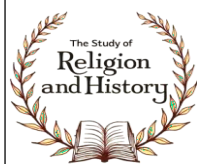
4. Data Analysis

The collected data was analyzed through descriptive statistics and Chi-Square.

The Chi-Square test was performed to analyze and interpret the quantitative data that was collected.

Table 4.1 Pedagogical Challenges Faced by English Teachers in SLO Based Teaching

No	Statement	SA	A	N	DA	SDA	χ^2
1	It is difficult to integrate SLO base teaching in my daily class.	10	15..	20	31	26	4.12
		9.8%	14.7%	19.6%	30.4%	25.5%	
2	SLO based teaching is time consuming.	42	32	16	07	05	46.21
		41.2%	31.4%	15.7%	6.9%	4.9%	
3	Planning and implementation of classroom activities to achieve specific outcomes are challenging.	36	29	21	10	6	24.87
		35.3%	28.4%	20.6%	9.8%	5.9%	



4	Student learning outcomes based teaching affect lesson flow and flexibility of teachers.	39	31	18	08	06	31.45
		38.2%	30.4%	17.6%	7.8%	5.9%	
5	Students diversity makes Student Learning outcomes based teaching difficult.	43	34	14	06	05	52.18
		42.1%	33.3%	13.7%	5.9%	4.9%	
6	It is hard to balance curriculum and student learning outcomes.	41	30	19	08	04	36.02
		40.2%	29.4%	18.6%	7.8%	3.9%	
7	The pressure of course completion is a hurdle in the achievement of SLO based teaching.	35	32	22	9	4	22.64
		34.3%	31.4%	21.6%	8.8%	3.9%	
8	My ability to modify lesson for classroom evaluation is restricted by SLO-based teaching.	42	33	15	8	4	41.56
		41.2%	32.4%	14.7%	7.8%	3.9%	
9	Crowded classrooms hamper Student Learning Outcomes based teaching	40	32	16	9	5	34.86
		39.2%	31.4%	15.7	8.8%	4.9%	
10	I have got pedagogical training to achieve SLOs effectively.	14	15	18	26	29	8.89
		13.73	14.71	17.65	25.49	28.43	

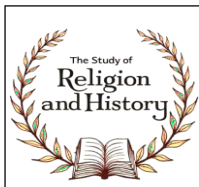
Degree of Freedom=4, Significance level =0.05, Table Value = 9.488

4.1 Findings

Statement one indicates that most of the teachers disagree that SLO based instruction is hard to implement, as is obvious from 55.9% with disagree or strongly disagree. The low Chi square value shows that the statement is rejected. Statement two most educators (SA+A = 74, 72.6%) agreed that SLO-based instruction takes a lot of time. Educators' significant agreement regarding the time requirements of executing SLOs is indicated by a significant χ^2 . In 3rd statement the majority of educators (SA+A = 65, 63.7%) concur that creating and carrying out SLOs is difficult. Strong agreement on the challenges encountered while organizing SLOs is indicated by the substantial chi-square. In statement four, the outcome-based teaching affect instructional adaptability and flow, according to a large number of educators (SA+A = 70, 68.6%). The broad agreement that SLO-based instruction can affect lesson design is demonstrated by the substantial chi-square. In the fifth statement a large portion of educators (SA+A = 77, 75.4%) concur that adopting SLO-based instruction is difficult due to pupils' variety. Wide agreement on this obstacle is indicated by a significant chi-square. In statement sixth achieving a harmonious relationship among SLOs and the educational program is challenging, according to a sizable proportion of educators (SA+A = 71, 69.6%). The noteworthy chi-square score shows that participants were in agreement with this difficulty. Statement seventh shows the majority of educators (SA+A = 67, 65.7%) concur that lesson finishing stress impedes the successful application of SLO-based instruction. A common understanding of this limitation is shown in the substantial chi-square score. In statement eight a great deal of educators (SA+A = 75, 73.6%) believe that using a SLO-based strategy to adjust SLO based assessment throughout classes is difficult. Substantial agreement is shown by an elevated and substantial chi-square value, which confirms that educators encounter this problem frequently. The statement ninth shows the largest number of educators (SA+A = 72, 70.6%) concur that using SLO-based instruction effectively is hampered by packed classes. Strong agreement among participants about this fundamental difficulty is indicated by the extremely significant chi-square score. In statement tenth a large number of educators (SA+A = 29, 28%) stated that they had taken part in SLO-based teaching-related instructional training. Although a 72 % of the participants continued to be impartial or unsatisfied, the low chi-square number shows a disagreement among participants that SLO-based training has been given.

5. Discussion

In line with other research demonstrating that outcome-based education increased educator workload and preparation requirements, the results suggest that educators view SLO-based education as laborious, hard to prepare for, and hard to coordinate with the syllabus (Jumani, 2024). In line with studies showing that institutional and classroom limitations hamper diversified and student-focused teaching, educators also noted that SLO implementation is hampered by pupil variety and packed classes (Channa et al., 2023). Course alterations, curricular adaptability, and teaching flow problems were also emphasized, which is in line with studies showing that time demands and restrictive courses have an impact on the actual implementation of SLO designs. The continuance of execution difficulties indicates a desire for additional, context-aware assistance, even while there is broad consensus that educators were given SLO-related instructional assistance. Overall, instructors acknowledge the value of SLO-



based instruction, but time, organizational limitations, and curriculum demand continue to be major obstacles, supporting patterns found in global studies.

6. Conclusion

The following conclusions were drawn

1. The research found that teachers encounter significant pedagogical challenges when introducing SLO-based English instruction at the secondary level.
2. Managing time issues, insufficient syllabus adaptability, and issues arising from students' diversity are examples of teaching challenges that demonstrate how teaching strategies are not fully aligned with the requirements of outcome-based education.
3. When these factors are taken into account, the findings show a clear discrepancy between the objectives of the SLO-based curriculum and its actual implementation in classes.
4. In order SLO-based English instruction to be successful, it is essential to establish educators' resource strategies and training to support a range of student needs.

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