

PERCEPTION OF TEACHERS ABOUT STUDENTS LEARNING OUTCOMES BASED AT SECONDARY LEVEL



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A thesis submitted in partial fulfilment of the requirement for the degree of
MS in Education

**Department of Educational Leadership and
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2024**

Dedicated

To

My Parents and my Respected Teachers

SUPERVISOR’S CERTIFICATE

The thesis titled “PERCEPTION OF TEACHERS ABOUT STUDENTS LEARNING OUTCOMES BASED AT SECONDARY LEVEL” submitted by Mr. Wasim Sadiq Reg: No: 429-FSS/MSEDU/F21 in partial fulfillment of MS degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of the student's research work and allow him to submit this for further process as per IIUI rules and regulation.

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AUTHOR’S DECLARATION

I, Wasim Sadiq Reg. No: 429-FSS/MSEDU/F21 as a student of MS in Education at International Islamic University, Islamabad do hereby declare that the thesis entitled “PERCEPTION OF TEACHERS ABOUT STUDENTS LEARNING OUTCOMES BASED AT SECONDARY LEVEL”, submitted for the partial fulfillment of MS in Education is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by researcher for obtaining any degree from this or any other university or institutions.

Wasim Sadiq

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Wasim Sadiq

ABSTRACT

Students' Learning outcomes policy has changed the prospects of viewing education in Pakistan. As the new curriculum introduced many rudimental changes in educational practices. One of them was the SLOs based examination system. SLO is defined as "being something that students can do now that they could not do previously ... a change in people as a result of a learning experience". (Watson, 2002) SLOs based examination has been initiated recently by FBISE. This change has tremendous potential to affect all stakeholders. The objectives of the study were to: recognize the challenges of SLOs based examination for students and teachers of English Language at HSSC level, and find out the perceptions of SLOs based examination at HSSC Level. The panic among teachers, students and parents is how the process of setting goals, monitoring and evaluation was observed as these are the rudiments of learning. The biggest achievement SLOs based teaching learning process makes is that students start thinking, but when they are let to move toward unseen contents that could be tested in board examination they get strayed and here lies the problem. Now, should we curtail their thinking in a boundary by delimiting the content or should we continue the experiment of SLOs based examination. Descriptive survey with questionnaires was developed through a quantitative approach to evaluate the perception of teachers about SLOs based examination. The population of the study was composed of all the HSSC level teachers and students to inquire about the phenomenon under investigation. Data was analyzed by using SPSS and the researcher analyzed the data according to the objectives of the study. The problems created by SLOs based examinations were identified. The perceptions of SLOs were apparent and were in favour of SLOs based examination. Future researches may be conducted about other subjects than English and narrowing it down to the formative testing and its impact on overall performance of all stakeholders.

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LIST OF ABBREVIATIONS

| | |
|-------|---|
| SLOs | Students Learning Outcomes |
| FBISE | Federal Board of Intermediate and Secondary Education |
| HSSC | Higher Secondary School Certificate |
| SSC | Secondary School Certificate |
| MOE | Ministry of Education |
| ESL | English as a Second Language |
| TEFL | Teaching English as a Foreign Language |
| SPSS | Statistical Package for the Social Sciences |
| VET | Vocational Education and Training |
| OBE | Outcomes Based Education |
| IQ | Intelligence Quotient |
| IT | Information Technology |
| APEL | Accreditation of Prior Experiential Learning |

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

To change the impact of education, the innovating policies have been coined around the world, and the impacts are infinite. Students Learning Outcomes based learning is comparatively a new phenomenon in Pakistan. It was there but the ratio of each Bloom's taxonomy learning outcome (Adams, 2015) was different and focus was on knowledge based questions. There were pros and cons of that system (Bashir, 2018). The major flaw of the previous system was rote learning and the cramming habit (Ahmed, 2017) that was the top most priority of all students. When the shift from knowledge based questions to application based questions in the annual system was introduced, it ultimately affected the formative testing in the internal examination system as well as the summative testing in the external examination system adopted by different boards and certificate awarding institutes (Choy, 2009).

The effects were manifold and the stakeholders have been confused whether this change has an optimistic or pessimistic effects on the overall learning of the students (Nolberto, 2021) as some of them have neglected the retention and the level of keeping information intact in their brain resultantly tilted towards downfall (Yilmaz, 2022). This phenomenon could surely have a long lasting effect on the overall learning process and the future generations of professionals could reflect it as SLOs based learning emphasises concepts and comprehension rather than knowledge retention. This study measured the challenges and predicted the perceptions of SLOs based examination in Pakistan while precisely focusing on the subject of English at secondary level.

The way students are assessed affects their preparation for certain examinations (Senyamator, 2022). The students used to spend a lot of time memorising content for the final exam as it was tested in a way that the students who had memorised more would have achieved better grades. Assessment is believed to be a touchstone in the educational management system that plays an important role in impacting various processes like lesson planning, teaching, learning, application of learning and decision-making along with curriculum development, and policy making (Coombs et al. 2018). As there was a percentage of marks allocated for content and for general comprehension, it is important for the grading of students and the teachers as well.

The new scheme of testing has affected the strategy of teachers' making syllabus breakdown (Yassi, 2018) as well as the testing types as now the focus is on comprehension and understanding of concepts. Adam said Students Learning Outcomes are well composed statements of what the graduating student who has completed successfully the course is expected to be able to obtain at the completion of the program, project, course or certification. Students Learning Outcomes (SLOs) based examination has been initiated by FBlSE in 2021. This change has affected all the stakeholders. (Alvarez, 2023). The specific purpose or objectives of the current study had been to: identify the challenges of SLOs based examination for lecturers and students of English Language at HSSC level, and find out the Perceptions of SLOs based examination of English language at HSSC Level. Student Learning Outcomes (SLOs) are commonly known as SLOs and FBlSE has introduced in November 2021 SLOs based examination for secondary level students.

The purposes that have been extracted by teachers' concentrated on learners and based on standardized goals which compute the lecturers' effect on learners' learning overall progress and development within the specified duration of pedagogy and exact learning (SCDE, 2015).

SLOs system is a complete, compact and inclusive procedure of generating, formatting and registering academic growth and targets of learners in computable terms. (Iqbal, et al. 2019) All the aligned information and data i.e. students' registrations, teachers' records, learners' specific demographics belonging, the standard set for specific learning and assessment practices. SLOs focus on the student's learning aims, targets and compulsions (Balch, et al. 2015). The student learning outcomes, performance and pay, assessment scores, and those are originated from a logical appraisal and process from the information available. It almost always elaborates and conveys the national and local specific standards which explain learning, testing and educational instruction process and routine practices. The planned growth targets, levels and the volume of students learning for a scheduled period of time are incarnated in SLOs. The SLOs also standardize the level and method of assessment criteria that would surely be used to gauge the developmental level (DOE Maine, 2015). The specific series of objectives and targets that are there for achieving the aims assess and quantify the teachers' performance in the term of specific achievement and targeted growth of students is called SLOs (LachlanHaché, 2012).

SLO assist the educators with chances to make a specific plan to the standard and clear target of growth of the learners through the assessment process aligned to meet the standards of the classroom educational instructions. By processing so, precise,

analogous and attainable growth targets are required to be fixed. (Anderson, 1988). The record keeping of performance, goals setting, and activity-contingent appraisal as used for a hockey team, the same is done for the group of learners for improvement process.

1.2 Rationale of the Study

Students Learning Outcomes (SLOs) based testing has been there to open doors of innovation and to instil the love for curiosity not only in the teachers but also in the students. In the previous strategy the teacher had a plan to execute and his point of view was what he/ she has to achieve but the new strategy is totally opposite to the existing one and now the learning outcome is how the students need to be developed. It is as in the past how I see a thing but now how it looks. Surely, this approach is more pragmatic and result oriented. What I want to see in the student is different from how the student looks. Each student is important in Students Learning Outcomes (SLOs) based testing. As it is not a single size fits all. To be more accurate, different plans should be made for each student to achieve the target. Current study was helpful for the English language teachers to identify the challenges and to set target to get effective and result oriented strategies for achieving learning outcomes.

It was easy for a teacher to tell the learner to reproduce the material. But now comprehension is important and the students should reach to the optimum level and show the skill that was taught rather than just cramming, the students have to digest the information and produce the output as per required standard.

This study could help to identify and determine whether the Boards of Intermediate and Secondary Education should continue with the Students Learning

Outcomes (SLOs) based examination system of English Language at HSSC Level or they should stay with the previous system. In addition to it, the apprehensions about Students Learning Outcomes (SLOs) based examination could be dissipated and suggest no substitute approach be adopted.

Education at all levels is important but at SSC and HSSC levels it plays a transforming role in a learners' life (Farooq et al. 2011). At this specific level, students' educational progress leading to prospective career is divided into many major groups: but following two groups: Science Group and Humanities Group. Science subjects like Maths, Physics, Chemistry, and Biology are normally judged as complex subjects. (Bransford and Sherwood 2012) described that interpersonal skills that generate social interactions can help the learning process itself, although group learning has been signalled as a more productive strategy to intensify students' learning, constant learning subject matter, logical reasoning and intrinsic motivation. As per Bloom's (1956) perception the students is not fully assessed and examined through deductive pedagogical educational plan (Grafe, S., & Breiter, A. 2014).

Vygotsky (1980) explained for a social context where the student performs, and communicate with the peer group. Kolb (1984) emphasized reflection upon hands on experience, and Fielding (2012) stressed on inquiry based learning and understanding. Inquiry-Based Teaching (IBT) method is used to state instructional strategies that are opted by scientific inquiry. The method is based on constructivist teaching practices. It is learner-centred rather than teacher-centred and provides the opportunities for students to be actively involved in experimenting, questioning and investigating. This style has been regarded as being able to add up and intensify motivation among secondary school

students as it originates interest in the process of obtaining scientific information, knowledge and skills (Gibson & Chase, 2002). Research's outcomes indicated that SLOs based examination could be very progressively productive in students' achievement, intrinsic and extrinsic motivation and critical and logical reasoning to learn science as well as enhancement and advancement of scientific process skills (Alleman, 2008).

During the exploration step of learning process, the specific role of the teacher was like a caring facilitator and an advisor (Miller, 2003). The English subject plays a vital role and becomes a bridge between learning of other subjects as well. This study analysed the challenges and perceptions of SLOs based examination in English compulsory as it is a new strategy introduced by FBISE at HSSC level

1.3 Statement of the Problem

Student Learning Outcomes based examination has been a new phenomenon in our country. One of the boards, FBISE, has introduced it in 2021 for conducting all examinations. Since the 2021 annual examination, Students Learning Outcomes based examinations have been in practice for the institutes affiliated with FBISE. This created a panic among teachers, students and parents as it is how the process of setting goals, monitoring and evaluation has been done because these are the rudiments of SLOs base learning. It is quite apparent that SLOs are measurable instructional goals for a specific group of students for a period of time. It supports instructions and lets teachers know the boundaries of each topic. The biggest achievement SLOs based teaching learning process makes is that students start thinking, but when they are let to move toward unseen contents that could be tested in board examination they get strayed and here lies

the problem. Now, should we curtail their thinking in a boundary by delimiting the content as per the previous practice of examination or should we continue the experiment of SLOs based examination. We need to see the Perceptions of Students Learning Outcomes based examination.

1.4 Objectives of the Study

The objectives of the study were:

- 1) To recognize the challenges of SLOs for teachers of English Language at HSSC level in students writing skills?
- 2) To pinpoint the challenges faced by students regarding SLOs at HSSC level in their writing skills.
- 3) To find out teachers' perceptions of SLOs at English language learning at HSSC Level.

1.5 Research Questions

The research questions were:

1. What are the challenges faced by ESL teachers about the SLOs on English language learning in students' writing skills?
2. What are the challenges of SLOs for students of English language in their writing skill at HSSC level?
3. What are the Teachers' perceptions of SLOs based examination of English language at HSSC level?

1.6Significance of the Study

All the stakeholders of education will get benefit from the current study as it is really important for them to know the impact of SLOs implementation. In different research studies recently (Baker & Robinson, 2018; Schmid & Bogner, 2015; Johnson & Cuevas, 2016) the results have shown the positive effects of applying SLOs based examination into the educational process. Research suggested with the incorporation and implementation of SLOs based examination within the classroom formative assessment, SLOs can help to increase student engagement, learner's motivation, and overall pupils' academic achievement with long-term knowledge retention.

1.7 Delimitations of the Study

The study was delimited to the;

1. Subject: English (*Compulsory*)
2. Language Skill: Writing
3. Area: Tehsil Taxila
4. Level: HSSC
5. Board: All FBISE affiliated institution

1.8 Theoretical Framework of the Study

There is a kind of confusion among students, teachers and parents about what could be the outcome of the change made by FBISE and could it make students more skilful or they could rather be in more panic and miss the standards required to reach the targets. This ambiguous situation leads to a situation that is surely not good for either of the stakeholders. In case this study could prove that the change is positive or negative and hopefully could achieve the required goals. Then all the stakeholders could be working more precisely and that could surely help stakeholders attached with

the education system of Pakistan to move toward SLOs based testing in English Language at HSSC level or reverse it to the previous system.

1.9 Operational Definitions

Students Learning outcomes are well composed pronouncements of what the graduating student/learner is expected to be able to attain at the end of the targeted learning project (Adam, 2004). Student Learning Outcomes has been elaborated as something that students can perform or execute now that they could not perform or execute previously ... a difference in people that occurred after a learning experience or going through certain educational program. (Watson, 2002)

Student Learning Outcomes are declarations that specifically narrate the activities, or the things students need to know, be able to perform or can demonstrate when they have completed or participated in a course or program. SLOs state an action by the student that must be tangible, observable, measurable, accounted for, and able to be demonstrated in routine.

Student Learning Outcomes (SLO) are the achievement targets for a subject. In addition, children should develop these competencies by the end of an academic year. Student Learning Outcomes (SLOs) are the destinations of learning. Moreover, student-learning outcomes are generally around ten to fifteen-word sentences. They also clearly tell us what children have to learn by the end of each lesson and each course in the year. Furthermore, they show us clearly what we should acquire after learning.

Student learning outcome (SLO) based assessment indicate the application of available data about student learning process to better comprehend and help to improve the overall academic performance of a learner. Especially language teaching, materials,

or curricula can be realigned and improved while targeting SLOs. Typically, the process is a compulsion for college administrations to meet legal requirements and includes:

- (a) To define and compose student learning outcomes
- (b) Gathering and arranging data of student attainments
- (c) Applying that data analysis formaking excellence a rut

1.10 Methodology of the Study

The way of exploring, explaining and analysing how a research scholar plans to carry out the research in a scientific way is called a research methodology. It's an analytical logic, systematic and pragmatic strategy to solve a research problem or a gap that needs to be filled for common benefits. The process that is selected, along with a methodology detail and the researcher's vision to the research, to ensure reliable, valid results that target the aims and objectives. It engulfs the data collected and where from, as well as how it was collected and analysed.

1.10.1 Research Design

In current study, descriptive survey type designwas used. In view of the related literature review by the researcher, questionnaires were developed through a quantitative approach to evaluate the problems and issues of SLOs based examination for HSSC students of Taxila. The survey that is used for researchcaters provision of a quantitative or numeralstatements of trends, frame of mind, or viewpoints of the selected population by studying a sample of selected population. It included different dimension of sections and studies using questionnaires for the required data collection, keeping in mind the generalization from a sample to population (Babbie, 1990).

1.10.2 Population

Population for a research project is a group of people who share similarities in characteristics and properties that make up a specific population. The population of the study comprised of all the high secondary level lecturers and students in government and private colleges of Tehsil Taxila affiliated with FBISE to inquire about the phenomenon under investigation. There are 27 HSSC awarding institutions having 5210 students and 110 ESL teachers in Tehsil Taxila that are affiliated with FBISE.

Current sample of this study consisted of 357 students with systematic random sampling where every fifth student in the list was selected and all ESL 110 teachers from the HSSC level institutes. This sample size was calculated and selected by using criteria given by Johnson & Christensen (2000), p.178). As per the given criteria, in case the size of a specific population is (N=5000) then the selected size of the recommended sample will be $n = 317$ to adequately represent the population. The population is selected as per the standards in search.

1.10.3 Sample and Sampling

Table No. 1.10.3*Table of Population*

| Number of Schools | Number of Teachers | Number of students |
|-------------------|--------------------|--------------------|
| 27 | 110 | 5210 |

Table No. 1.10.4*Table of Sample*

| Number of Schools | Number of Teachers | Number of students |
|-------------------|--------------------|--------------------|
| 27 | 110 | 357 |

1.10.4 Instruments

The Questionnaires used to gather data from teachers and students to find out the problems and issues of SLOs based examination system of English language writing skills. The researcher visited the colleges and gathered primary data from the students and the teachers.

Questionnaires used for research procedures because they deliver a fast, precisely efficient results and provide really economical means of collecting large amounts of information from selected sample population volumes. For research purposes, the tools were particularly effective for calculating and measuring subject behaviour, predispositions, intentions for likeness, attitudes, viewpoints, reflections, and opinions of the population. Questionnaires' use of open ended and close ended research questions helps researchers to get both qualitative and quantitative data for more comprehensive results. Questionnaires are known for their logical pragmatic approach, practicality, cost-efficient outputs, speedy collection of data, comparability with other data, scalability, standardization available, respondent comfort, and easy analytical analysis.

1.10.5 Procedure (Data Collection)

The validation of the instrument had been examined with the help of expert opinion for validity of the research instrument. As per the opinion of the experts, the instrument was revised and altered before data collection. Before final data collection, the instrument was tested through a reliability test. The reliability of the instrument was evaluated through Cronbach's (Cronbach, 1951) alpha. Reliability of the instrument was carried through a pilot testing from 20 students who were not included in the main

study sample. Bearing in mind the feedback of the reliability test necessary changes had been subsumed in the research instrument i.e. questionnaires. All efforts had been used to design a comprehensively compact, practicable, valid, and reliable instrument to gather relevant information from the population that are students and teachers.

1.10.6 Data Collection

The required data were gathered through questionnaires. To collect data, the researcher visited the colleges and collected data from the HSSC students and teachers. Some data were also collected by using google form. The questionnaires are attached in the appendix.

1.10.7 Data Analysis

It was a quantitative study. Data was analysed by using SPSS (Version: 20). Both inferential and statistical descriptions were used for data analysis. e.g. mean and percentage by descriptive analysis. Hence the result was gained by the research for the achievement of research objectives.

1.10.8 Ethical Consideration

- Provision of information and getting consent orally and written
- To reduce the risk of harm anonymity and confidentiality kept
- The involved population hasn't got conflict of interest

CHAPTER 2

LITERATURE REVIEW

Students Learning Outcomes are declaratives of the measurable knowledge, skills and abilities that an individual should achieve and who can do at the completion of a learning process or sequence of learning activities. It is essential that statements must be quantitative, specific not general, well defined, clear and concise terms that encompass the specific skills students should be able to understand, demonstrate, perform and produce at the end of a specific course in a curriculum.

Spady one of the leading propagator of SLOs, said that the design, development, and documenting of educational instructions in which targets are specifically predefined. His belief is the curriculum need to be developed after an educational institution properly defines the outcomes that they wish for learners to be attained when graduating.

Learning outcomes have multi-dimensional effects. They are not only isolated tools at the level of assessment rather it is reflected in curriculum design, methodology of pedagogy etc. SLOs also play a pivotal role in the correlation of academic and

vocational education and training, furthermore the development of constant learning activities, their qualifications frameworks and the development of credit hours transfer and calculation of grade systems. They provide the groundwork and the new ideas for the architecture of educational and learning reforms.

2.1 Students Learning Outcomes

SLO (Student Learning Outcomes) is not something new in our country. It had various names and titles. These names are transformation of education, competency enhancement in education, performance based learning, results-based curriculum and education learning outcome etc. Critics have quoted Dr. Carl Rogers criticized by saying change the name of a product at the earliest if you needed to stay ahead of the critics and rivals. (Celano, 1996).

2.1.1 Defining Students Learning Outcome

Schwarz and Cavener said that SLOs can be described as an educational method that concentrates not only on what students learn rather on what the method used for learning. It begins with the basic concept of that all learner can attain certain skills and be successful. SLO refers to a specific structural framework at a school that stresses clearly predefined learning outcomes, the ways of measurement of success, pedagogical steps planning instructions directly related to learner's abilities and needs, adjustable usage of time period and learning opportunities, approves and appreciate student success, and modify the programs on the basis of learners' results analysis (Biondin-Andrew, 1998).

2.1.2 Origin of Students Learning Outcomes

Students Learning outcomes origin cannot be traced quite accurately (Adam, S. 2006). The initiation of SLOs can be approximately traced back in history to the late 19th and early 20th centuries. The work of a famous educationist, Ivan Pavlov, who describes an unconditioned stimulus is something that naturally and automatically triggers a response without any learning. JB Watson and BF Skinner in America, famous psychologists, contributed a lot for basic learning process. Pavlov did very famous experiments that was associated with the conditioning of specific dogs and automatic learning style. Other psychologists, Watson and Skinner, pioneered the behaviourist approach that explains human behaviour regarding responses to external stimuli (Ryan, et al. 2019). This approach paved the way for SLOs method

Without considering Skinner's strange ideas on mass conditioning, programmed and planned instruction and the excesses of his intense views, his work led to productive research that developed American education process, i.e. teaching, learning and training methods in business, industry and the armed forces. (Bakia, et al. 2012) Behaviourism stressed while elaborating the clear identification and measurement of learning and the need to produce observable and measurable learning outcomes (Chaplain, R. P. 2008).

This philosophy, behaviourism, provided the basis of SLOs. As a result, the Students Learning Outcomes based approach was refined by educationist in countries i.e. Australia, (Berlach, R. G. 2004) New Zealand, South Africa and the UK. Most recently Denmark, Sweden, Ireland and other parts of Europe also opted the change. With this perilous start, the focus on learning outcomes has gradually developed to encompass all subject areas engulfing whole curricula, and has moved from school

and vocational education and training (VET) fields through to higher education. The major advantage is the clarity and precision that was brought to the curriculum development process.

2.1.3 Prevalence of Students Learning Outcome

It is a relatively new phenomenon in Pakistan as FBISE Islamabad initiated this in 2019, but it has been prevalent in many countries around the world. Currently in South Africa, and other countries of the world such as the United Kingdom, the United States, Canada, Australia and New Zealand SLOs based education has been implemented. (Mkhatshwa, 1997). Literature review elaborates a mixture of both positive and negative attitudes towards students learning outcome based education. The articles such as "Outcomes-Based Education: Miracle Cure or Plague" (Manno, 1994) and "What is OBE: A White Knight to the Rescue or a Disaster in the Making?" (Bonville, 1996) point out the conflicting nature of SLOs based education.

2.1.4 Teaching Objectives vs. Students Learning Outcomes

Teaching objectives are part of the old teacher-centred educational system (Muganga, et al. 2019). More importantly, they are what a teacher has to achieve (Biggs, J. 1999) than what students have to learn. Moreover, SLO is for modern child-centred education.

Teaching Objectives vs. Students Learning Outcomes

| | |
|---------------------|---------------------------|
| Teaching Objectives | Student Learning Outcomes |
|---------------------|---------------------------|

| | |
|---|---|
| <ul style="list-style-type: none"> ● Based on the teacher's perception of what children should know ● Secondly, help teachers plan their teaching strategies ● Teachers give their opinion of student's performance to parents ● In addition, students are compared with each other | <p>Developed by professionals, they are based on children-specific learning needs</p> <p>Guide teachers select the best learning activities for students</p> <p>Evaluate student's performance on the basis of expected outcomes</p> <p>Each student was evaluated individually</p> |
|---|---|

2.2 Indicators of Problems

The panic among teachers, students and parents is how the process of setting goals, monitoring and evaluation (*Kaufman, 2009*) was observed as these are the rudiments of SLO base learning. The biggest achievement SLOs based teaching learning process makes is that students start thinking, but when they are let to move toward unseen contents that could be tested in board examination they get strayed and here lies the problem. Now, should we curtail their thinking in a boundary by delimiting the content or should we continue the experiment of SLOs examination.

2.2.1 Change is resisted

FBISE has adopted the new examination theory and has become a pioneer of SLOs based examination. The change almost always results in loss of control, excessive uncertainty, all things seem different, loss of reputation, raising concerns about

competence, more diligent work requirement, continuous effects on performance, previous resentments with more intensity, sometimes the threat is real but most of the time it isn't (Kanter, 1994).

Although there are specific collaborative benefits but it is a situation that can be on either side, so it should be logically probe into the issue of SLOs based examination.

2.3 Educational Assessment

Testing is the systematic process of systematically documenting, conducting and using empirical data that is available about the obtained knowledge, learnt skill, developed attitudes, and beliefs to develop programs and enhance student learning as well as teaching process improvement (Lawrence, 2018). Assessment of data can be produced from directly examining student work to assess the level attained or achievement of learning outcomes or can be based on data from which one can infer about quality of learning.

Assessments are tests, but not limited to tests only as they can focus on each individual, the learning community, a course, an academic program, the school, the college, educational institute, or a system to analyse its overall performance as a whole. The word 'assessment' is coined and is used in educational context (Frey, 2007) after the Second World War.

As a continual procedure, assessment establishes quantifiable and limpid student learning outcomes for learning, providing an adequate amount of learning opportunities to attain the prescribed outcomes (Bailey, et al. 2006), applying a systematic procedure of gathering, analysing and interpreting evidence to determine how well student

learning equalizes targeted outcomes, and benefiting from the collected data to inform and devise a plan to enhance student learning (Beard, 2008).

The theoretical framework of the practitioners and researchers defines the purpose of assessment practices in education (Ghaicha, et al. 2016), the tests depict their assumptions and beliefs about the nature of human mind, the origin of knowledge along with the process of learning and pedagogy. The terminology used for assessment is generally refer to all activities teachers use to motivate students learn and to judge their students' progress (Burgess, et al. 2023). Assessment can be divided into the below mentioned categories of tests:

- a. Placement Test
- b. Formative Test
- c. Summative Test
- d. Diagnostic assessment Test
- e. Objective Test
- f. Subjective Test
- g. Referencing (criterion-referenced) Test
- h. Norm-referenced Test
- i. Ipsative (forced-choice) Test
- j. Informal Test
- k. Formal Test
- l. Internal Test
- m. External Test

All above mentioned tests are common all over the world. All assessments are applied according to the requirement of the institute when and where they are needed. They are designed as per the objectives (Allesch, 2014).

2.3.1 Placement assessment

To check the level of current skill and competency, placement evaluation is conducted (Reddy, et al. 2012) . In language testing written and oral tests are conducted according to the requirement. Placement evaluation is also referred as initial testing to assign a learner the most suitable level of learning (Cilliers, 2012) The placement test is arranged prior to instruction or intervention to establish a baseline from which individual learner's progress can be quantified. This type of assessment is very effective to know what the student's skill level is about the targeted subject and helps to determine what to explain efficiently.

2.3.2 Formative Assessment

Formative assessment is generally carried out throughout a course or project. Formative assessment, (Chanpet, et al. 2020) and referred as "The Educative Assessment". It is used to aid and measure learning. In any formal learning environment, formative assessment is conducted concurrently with instructions (Moss, et al. 2019). The results are counted and before doing a summative assessment all measures of effective teaching learning process are applied while getting results data through formative testings.

2.3.4 Summative Assessment

At the end of a course or project, summative assessment is commonly conducted for grading a student's performance, these examinations are judgemental in nature to summarize what the students have attained and learnt (Kibble, et al. 2017). To determine whether they understand they are typically graded (e.g. pass/fail, 0-100). To give a final verdict whether a student has passed or failed a class such tests are applied internally as well as externally. It is criticized that the summative assessments are reductive, and learners discover how well they have acquired knowledge but it is too late for it is of no use for students but the institutes can be judged. (Black, P. J. 1993)

2.3.5 Diagnostic Assessment

It measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning (Read, et al. 2008). Self-assessment is a fine form of diagnostic assessment where learners can assess themselves for the future courses etc.

2.3.6 Performance-based assessment

Performance-based assessment focuses on achievement while comparing them with the standards (Goertz, et al. 2007). Proficiency is shown and judged by providing an extended response (Van et al. 2011). Performances are further discriminated into different levels. The products e.g. paintings, portfolios, exhibitions, or athletic skill can be assessed.

2.3.7 Objective

Objective and subjective types questions are very common in all board examination even they are applied in internal examination of institutions (Liu, Z., &

Jansen, B. J. 2015).Key is the only correct option in objective form of questioning which is surrounded by distractors. An MCQ has a stem, key, and some distractors.(Sajjad et al. 2020).

2.3.7.1 Subjective

Subjective answers depend on the content and language usage of questions as well as of answer, the answers can be restricted responding or extended responding questions.(Criswell, J. R., & Criswell, S. J. 2004).True/false answers, MCQ, and matching questions can be used for assessments at different levels (Kasper, et al. 2007). Computerised or IBT format normally apply different types of objective-type questions.

2.3.8 Basis of comparison

One of the purpose of assessment is to compare current outputs with the previous ones. Moreover, students, teachers, management and other stakeholders can be compared by the result analysis produced by various assessments. (Archer, 2017)Criterion-referenced testing applies a specific criterion already defined for the assessment (Lok, et al. 2016). The learners are evaluated against well elaborated criteria. The evaluation can be of person's competence like driving test measuring against an explicit criterion. On the other hand, norm-referenced testing, is not measuring against defined criteria. It is relative to the student body or whole group undertaking the assessment. Comparing learners can be done more effectively in norm-referenced testing (Suskie, et al. 2018). The IQ test, entrance tests like MDCAT and ECAT are norm-referenced providing a limited number of students to enter in the specific institute for future learnings. The overall aggregate varies periodically along with the number of seats.

2.3.9 Formal

Both formal or informal assessment are in vogue (Thomson, 2018). A written document, such as a test, quiz, or paper with a numerical score or grade resulting student performance is required in formal testing whereas an informal does not require the proper documented final grades of a test taker.

2.3.9.1 Informal

A more casual manner that can be an observation, performance, portfolio, and participation in a certain activity can provide informal assessment. (Seldin, et al. 2010).

2.3.10 Internal and external

An institution has its own examination system. In internal assessment question papers are set and marked by the school. The marks and feedback regarding the assessment is normally shared with all the stakeholders (Clark, et al. 2012). All procedural activities are set by the governing body, and it is assured that marked by non-biased personnel. It can be a board e.g FBISE. Some external assessments give much more limited feedback in their marking. However, in tests such as Australia's NAPLAN, the criterion addressed by students is given detailed feedback in order for their teachers to address and compare the student's learning achievements and also to plan for the future.

2.3.11 Electronic assessment

The famous IELTS has IBT i.e. internet based test is a good example of electronic or digital assessment. It can be called e-assessment, online

assessment or computer-based testing (Doğan, et al. 2020). For assessing learning, formative testing is used quite often, and in summative assessment, which could also be described as 'assessment of learning', (Kibble, et al. 2017) delivering high-stakes exams often find the journey from paper-based exam assessment to fully digital assessment in the current era. Measures have been taken to achieve fully automated examination system. As E-assessment is becoming widely used by exam awarding bodies, particularly those with multiple or international study centres and those which offer remote study courses.

IBTs are normally designed to provide better understanding after each unit as some book series have made them a regular feature (Bender, et al. 2023). Group work when students are asked to work in groups can motivate students for better learning (Suskie, et al. 2018). Using a collaborative learning model tasks are assigned and the instructor is involved in decisions making while assessing the participants.

ICT along with different technologies are providing tools (Abdurrahman, et al. 2020) can make assessment design and implementation more efficient, timely, and sophisticated. Electronic Marking is a modern trend (Bishop, 2004), providing electronic feedback can be more time-consuming than traditional assessments (Snodgrass, et al. 2014), and therefore more expensive. In 1986, Lichtenwald searched the test validity and test reliability of either personal computer administration or a paper and pencil administration. ICT and assessment remain hand in hand in today's world.

2.3.12 Technology-based assessments

Technology has a leading role in the current era (Jordan, 2013). Whether it is language teaching or pedagogy of STEAM, the role that is played by ICT can't be

ignored. Preparing for any exam either it is MDCAT or ECAT, practising and improving comprehension can be done by Podcast and other online activities like watching Youtube channel etc. (Desdous, et al. 2018). The language learners are at more freedom and are free to talk about any topic which they have knowledge, information and cultural awareness about (Young, 2013).

English for specific purposes and project based learning go hand in hand and ICT adds up its role in all learning processes (Dörnyei, 2019). All social media platforms are under investigation and their role in education industry is being probed (O'Reilly, 2005). All language skills are being helped by technology and the effects are on both side teaching as well as learning (Hall, 2008). Brown (2008) said that services like Facebook and twitter, social media, provide opportunities and these new communicative facilities affect both aspects of lexical improvement connotatively as well as denotatively (Friesen, 2007), activities for learning are generated virtually (Mason 2008), moreover progress has been made for all aspects of learning (Siemens, 2005).

All gadgets especially mobile phones can play a vital role in language assessment and learning process (Rochelle, 2003). Though there are limitations and challenges, in such practices (Cobcroft et al. 2006). Options to choose a topic and interact other language learner had been common (Couldyarto, et al. 2018). Students' self-monitoring is very helpful in language learning.

2.4 Challenges of SLOs-Based Examination

The real challenges of SLOs-Based examination are developing SLOs, aligning instruction with the SLOs and developing effective assessments instruction. It depends

on the expertise of teachers who have been teaching the courses that how they can face these challenges the more effective they are the more it is easier for them to meet the challenges. The impact depends on setting the targets properly and leading students through those paths that acquaint them with the future challenges.

2.4.1 Developing SLOs

Developing SLOs that are Specific, measurable, and achievable, reliable and time bound can be challenging (Conzemius, et al. 2009). It is really important to involve faculty, students, staff and other stakeholders in the SLO development process to ensure that the SLOs are relevant, specific and result-oriented. While developing SLOs the stakeholders needs to have the following in their minds: clarity and precision, alignment with curriculum, measurability and assessment, numbers of objects neither too much nor too few, stakeholder's effective involvement, resistance to change, sustainability, cultural and linguistic diversity, integration of technology, and data analysis and utilization. To achieve the proper development, collaborative and proactive approach along with enriching involvement of faculty, section heads, principals, administrators and stakeholders is required, moreover students' participation cannot be ignored at any time. Their feed should be taken from time to time and especially after the completion of the course (Meng, 2020). In addition to it, alumni should also be contacted to find out the real world challenges.

2.4.2 Aligning instruction with the SLOs

The ever changing process of education along with ever changing SLOs, it is difficult to cope up with the issue of aligning instructions with the SLOs. The objectives need to be very clear while keeping such ideas in mind that the understanding of the

students' interest and style of learning is essential (Biggs, 1999). The selection of activities and implementation of certain practical work needs to be considered. Constant students' learning evaluation is also really very important.

Selecting appropriate instructional activities. There are a variety of instructional activities that can be used to help students achieve SLOs (Yelamarthi, et al. 2014). However, it can be difficult to select the activities that are most appropriate for a particular course or program. Implementing the instructional activities effectively. Once instructional activities have been selected, faculty need to implement them effectively. This includes providing students with clear instructions, providing opportunities for students to practise the skills and knowledge that they are learning, and providing feedback to students on their progress (Sadler, 2014).

Assessing student learning. Faculty need to assess student learning to determine whether or not students are achieving the SLOs. This can be done through a variety of methods, such as quizzes, exams, projects, and portfolios. Language Competencies and skills are wide, multi-dimensional, having various targets, and vital for all learners, they are also innate and basic to every scientific environment and discipline (Reyzábal, 2012).

These language skills are highly related to other individual skills such as reading, because they are inter connected and whoever does not read well could not be able to write properly, reading is input skill and writing is output skill.

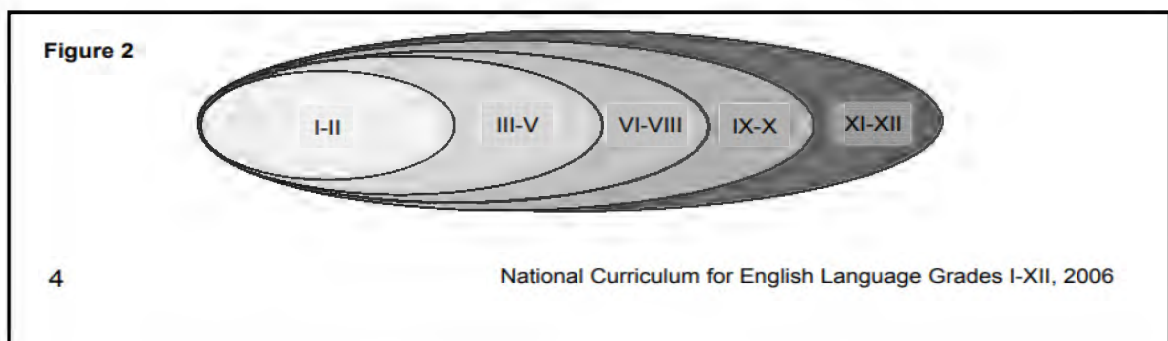
The level of knowledge about the topic that is being developed need a certain level of language skills; as all lexical resources are developed by certain practices which especially comes from the usage of scientific literature, but without discarding prior

understanding and knowledge it won't be possible attaining new levels that may have originated from scientific dissemination and proven advancements.

According to Halpern, the adequate usage of the language goes beyond a correct writing style, it means having the competency of understanding, deciding and acting upon criticisms decoded and distinguish among received opinions, facts, hypotheses, theories, laws, and sharing of ideas verbally (Reyzábal, 2012). The below mentioned skills are important for all learning and assessments

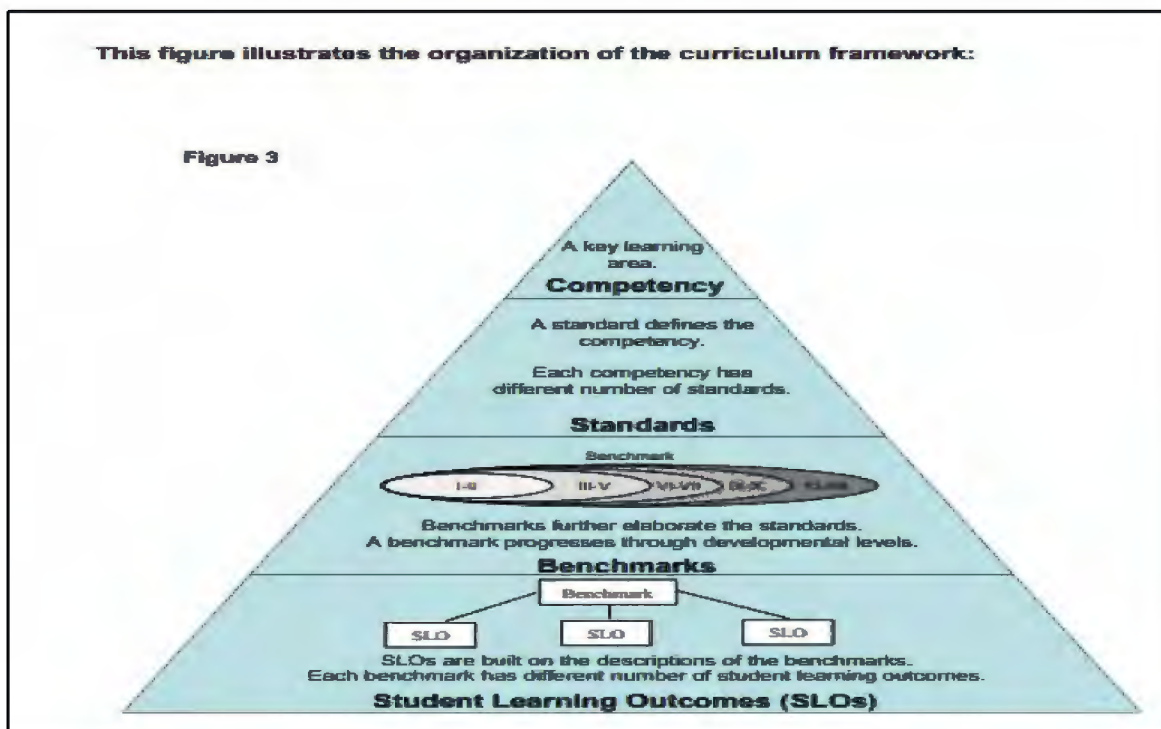
- Oral communication skills
- Written communication skills
- Understanding ethical and social issues (Harzing, 2013)

2.4.3 Five Development levels:



The newly implemented curriculum for English language for grade one to twelve was revised in 2006. It divided the levels of learning and each level has its Students Learning Outcomes. The time spent in each level leads to next level challenges and the learners need to grasp the knowledge and skills to sail smoothly in the next level.

2.4.4 Curriculum Framework



(English language Curriculum of FBISE)

The first phase is to go for a need based analysis that could review the students' profile, why we should teach this and what could be the achievements. As it is well known that the National Curriculum Framework provides broader guidelines and instructions on development of subject curriculum that could be divided in different stages according to the requirement, instructional delivery system that how each course could be taught, assessment and testing system that how formative and summative testing could be conducted and professional development of teachers so that they can achieve the optimal level of targets. It could provide guidelines to all stakeholders especially teachers, students and parents to advocate an inclusive, integrated, holistic, target oriented and comprehensive approach in development of curriculum and further on courses in Pakistan. The framework could respond effectively to local, national and international priorities (Evans, et al. 2018) for each subject to meet the individual

learning needs of all students and to provide a solid foundation for lifelong learning and becoming well skilled in a constantly changing competitive dynamic world.

2.4.5 Competencies and Standards

| 2.3: Summary of Competencies and Standards | | | |
|--|--|----|--|
| C1 | Reading and Thinking Skills | S1 | All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment. |
| | | S2 | All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature. |
| C2 | Writing Skills | S1 | All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process. |
| C3 | Oral Communication Skills | S1 | All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings. |
| C4 | Formal and Lexical Aspects of Language | S1 | Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication. |
| | | S2 | Vocabulary: All students will enhance vocabulary for effective communication. |
| | | S3 | Grammar and structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written. |
| C5 | Appropriate Ethical and Social Development | S1 | All students will develop ethical and social attributes and values relevant in a multicultural, civilized society. |

(English language Curriculum of FBISE)

In each curriculum development process there is a focus on competencies development and all stakeholders need to achieve and follow certain standards (Wiek, et al. 2011). The National Curriculum Council has to ensure that the students in all parts of the country have been provided with a curriculum that develops competencies and standards equally though they differ in their IQ and background.

2.4.6 Competency of Writing Skills

Competency 2: Writing Skills (C2)

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process (C2, S1)

Please note: Reading and writing are integrally related. Good readers are also better writers. In the light of this, identifying and analyzing elements of written texts, focused earlier in reading standards and benchmarks, are sometimes repeated in this section to show this essential relationship for teaching and testing of writing.

Benchmarks

| | Grades I - II | Grades III - V | Grades VI - VIII | Grades IX - X | Grades XI-XII |
|---------|---|--|--|---|--|
| BM 1 | Write words and sentences using writing techniques. | Identify and use techniques for writing effective and unified sentences and a paragraph. | Analyze written discourse to use in their own compositions, techniques for effective paragraph organization and development such as a clear topic sentence and supporting details . | Analyze a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader. | Analyze and evaluate a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader. |

(English language Curriculum of FBISE)

While learning a language a student needs to develop a good competency level in each skill. e.g. Listening, Speaking, Reading and Writing. But the most important one is writing skill (Hinkel, 2006). The NCC divides each level with certain benchmarks that could be achieved by the learner.

2.4.7 Educator Expertise and SLOs

SLOs can develop teachers' efficacy by emphasising their knowledge of national curriculum, testing criteria, school philosophy, and student overall data. While a teacher having satisfaction at an all-time low (MetLife, 2011), evaluation measures that promoting and developing educators' skills and expertise can be highly valued by all stake holders. The usage SLOs can be empowering, giving instructors more authorship over promotional activities while doing improvement in all aspects (Donaldson, 2012).

CHAPTER 3

RESEARCH METHODOLOGY

Research methodology is the way of exploring, explaining and analysing. A research scholar carries out the research in a scientific way and that is called a research methodology. A proper logical research formula must be logical, systematic and pragmatic plan to resolve a research problem or a gap that needs to be filled. The process a researcher chooses, along with a methodology detail and a one's vision to the research, to assure valid and reliable results that target the aims and objectives. It engulfs the collectable data they collect and its location, as well as the method for the data be collected and analysed.

3.1 Research Design

In current research descriptive survey type design was used. In view of the related literature review by the researcher, questionnaires were developed through a quantitative approach to evaluate the problems and issues of SLOs based examination for HSSC students of Taxila. The survey research provided numeral description of tendencies, trends, attitudes, and opinions of a population. By studying and investigating a sample of that population which included cross-sectional and longitudinal studies using specially designed questionnaires for data gathering, (Babbie, 1990) while generalizing the sample to the population.

3.2 Population, Sample and Sampling Technique of the Study

In research, the population is a group who has similar qualities and characteristics that coin a particular population. The selection population of this study consisted of all the HSSC level teachers and students in government and private colleges of Tehsil Taxila to inquire about the phenomenon under investigation. There were 27 higher secondary schools having 5210 students and 110 ESL teachers in Tehsil Taxila that are affiliated with FBISE.

The selected sample of this study comprised of 357 students with systematic random sampling where every fifth student in the list was selected and all ESL 110 teachers from the HSSC level institutes. The sample size of this study was determined by applying criteria given by Johnson & Christensen (2000). As per the criteria provided, if the size of population contains (N=5000) then the recommended size of sample could be $n= 317$ to adequately represent the population.

Table 3.2*Table of population*

| S. | Number of Schools | Number of Teachers | Number of students |
|----|-------------------|--------------------|--------------------|
| 1. | 27 | 110 | 5210 |

Table 3.2.1*Table of Sample*

| S. | Number of Schools | Number of Teachers | Number of students |
|----|-------------------|--------------------|--------------------|
| 1. | 27 | 110 | 357 |

3.3 Instrument of Research

The Questionnaires were used to gather data from students to find out the problems and issues of the SLOs based examination system of English language writing skills. The researcher visited the colleges and gathered primary data from the students and the teachers' data.

Questionnaires were used for research procedures as they provide a comparative quick, efficient and economical means of collecting large amounts of data from selected sample of population. This tool is particularly effective for measuring subject behaviour, trends, intentions, tendencies and opinions of the selected population. Questionnaires' usage of open and closed research questions enables researchers to get both qualitative and quantitative data, resulting in more comprehensive results. Questionnaires provide practicality, efficiency, speed, comparability, scalability, standardisation, comfort of participant, and easy analysis of the collected data.

Table 3.3.1 *Table of Five Point Likert Scale Questionnaire*

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| SA | A | N | DA | SDA |
| 1 | 2 | 3 | 4 | 5 |

3.4 Procedure, Validity, Pilot testing, Reliability

Validity of the instrument was evaluated by the expert opinion for validation of the research instrument. the instrument was modified according to the opinion of the experts before data collection. Before final data collection, the instrument was tested through a reliability test. The reliability of the instrument was checked through Cronbach's (Cronbach, 1951). Reliability of the instrument was carried through a pilot testing from 20 students who were not included in the main study sample. Feedback was used for necessary changes that were incorporated in the research instrument. To

design a comprehensive, workable, valid, and reliable instrument to collect relevant information from the respondents all efforts were made to complete the research.

3.4 Reliability of Questionnaire for Teachers

Table 3.4.1 *Reliability of Questionnaire for Teachers*

| Questionnaires | Overall Reliability | Construct Wise | Reliability |
|----------------------------|---------------------|-------------------|-------------|
| Questionnaire for Teachers | .81 | Understanding | .84 |
| No. of items | 15 | Current Situation | .79 |
| | | Challenges | .77 |
| | | Perceptions | .85 |
| | | | |

Table 3.4.2 *Reliability of Questionnaire for Students*

| Questionnaires | Overall Reliability | Construct Wise | Reliability |
|----------------------------|---------------------|-------------------|-------------|
| Questionnaire for Students | .77 | Understanding | .79 |
| No. of items | 10 | Current Situation | .77 |
| | | Challenges | .74 |
| | | Perceptions | .81 |
| | | | |

3.5 Data Collection

The researcher obtained permissions from the Principals for the purpose of data collection. The researcher personally visited all the selected institutes and collected the required data from the selected respondents of the population. The data was collected from the students through the five points Likert type scale for SLOs based examination.

The Questionnaire for collecting data from students is originally prepared in English. The instructions in the targeted schools were orally elaborated so the respondents were able to respond accurately. The data so collected is found to be more valid and authentic with regard to its purpose. Data were collected through questionnaires. The researcher personally visited the colleges and collected data from the HSSC students and teachers. Some data were gathered via google forms and the questionnaires have been attached in the appendix.

3.6 Data Analysis

It was a quantitative study. Data were analysed by using SPSS (Version: 20). Both inferential and descriptive statistics were used for data analysis. e.g. mean and percentage by descriptive analysis. Moreover, Chi-Squared Test could be used to analyze inferential data. Hence the results were gained by the research for the achievement of research objectives.

3.7 Ethical Consideration

- Informed consent
- Risk of Harm, Anonymity and Confidentiality

The above mentioned ethical considerations were taken into account:

- i. Permissions were obtained from the concerned colleges.
- ii. Participants were given an option to participate in the activity
- iii. Participants' confidentiality, identification of the researcher, and assurance that participants could withdraw at any time.

3.8 Summary

This study was quantitative in nature and it aimed to infer the obtained data which was taken to determine the challenges and Perceptions of SLOs based examination system at higher secondary level. The researcher analysed the data. Data was collected from the personal visits to colleges and permissions from the concerned people were taken. Separate questionnaires were used for teachers and students which have 25 items and it's a 5 Likert scale inventory. After the data was collected, it was organised and analysed in MS Excel and SPSS.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

The chapter elaborates the analysis, interpretation and exposition of data of the current research. Descriptive statistics was used to summarise and analyse the responses of the respondents to the statements. The main intention of study was to evaluate the challenges and Perceptions of SLOs based examination at the higher secondary level. The data were obtained through questionnaires from teachers and students to draw inferences.

Data was analysed accordingly and mean and percentage of the obtained data was gathered by descriptive analysis while using SPSS. Hence the result was gained by the research for the achievement of research objectives.

The means of both respondents, students and teachers, to different responses were measured and analysed. The students of HSSC level were approached for this study who have gone through the examinations conducted by FBISE after the implementation of SLOs based examinations.

The questionnaires had a 25 item inventory. They were used for this research which is validated by two experts Dr. Nasir who is an AP in IIUI and Dr. Fozia who is an AP in University of Wah. It is reliable as the reliability was tested by Cronbach Alpha which showed the results of sample testing were acceptable.

The reliability of the Questionnaires for students and teachers were tested and found that they were at the acceptable level.

4.1 Reliability of Questionnaire for Students

Sample testing was analysed and Cronbach's alpha score was acceptable. Cronbach's Alpha is a method of testing the reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance. The idea is that if the instrument is reliable, there should be a great deal of covariance among the items relative to the variance.

Out of 25 items. There are a total 10 items which measure the challenges and Perceptions of SLOs examination from the students' point of view. Remaining 15 items were for taking the point of view of teachers who have been teaching English language at HSSC level.

In the students' portion, 5 items were for challenges and the remaining 5 items were for the future Perceptions. On the other hand, 8 items in teachers' questionnaires were for measuring challenges and 7 items were for Perceptions of SLOs based examinations.

Table 4.1 Bifurcation of questionnaire of SLOs (Inventory)

| Details of Items | Quantity |
|--------------------------------|----------|
| Understanding (Students) | 2 |
| Current Situation (Students) | 3 |
| Challenges (Students) | 2 |
| Perceptions (Students) | 3 |
| Understanding (Teachers) | 2 |
| Current Situation (Teachers) | 6 |
| Challenges (Teachers) | 3 |

| | |
|------------------------|----|
| Perceptions (Teachers) | 3 |
| Total | 25 |

Table 4.2Bifurcation of questionnaires (inventory) Facets

| | |
|--|--|
| SLOs Understanding and Challenges (Teacher) | Answering (01) making assessment (01) communicating SLO (01) initiative (01) Results (01) Alignment (01) Continuity (01) = 07 |
| SLOs Current Situation and Perceptions (Teacher) | Understanding (01) Development , (01) involvement (01) Defined or not defined (01) Changes (01) Best practices (01) Impact (01) improvement (01) =08 |
| SLOs Understanding and Challenges (Students) | Understanding (01) Content (02) Assessment (02) = 05 |
| SLOs Current Situation and Perceptions (Student) | implementation (01) Learning (01) Acceptance (01) Perception(02) = 05 |

4.3 Perceptions of SLOs (Teachers)

Perceptions means the possibility that something good might happen in the future was measured by the participants' understanding and involvement. Moreover, the current situation, impact and improvement affected by students learning outcomes based examination was also measured.

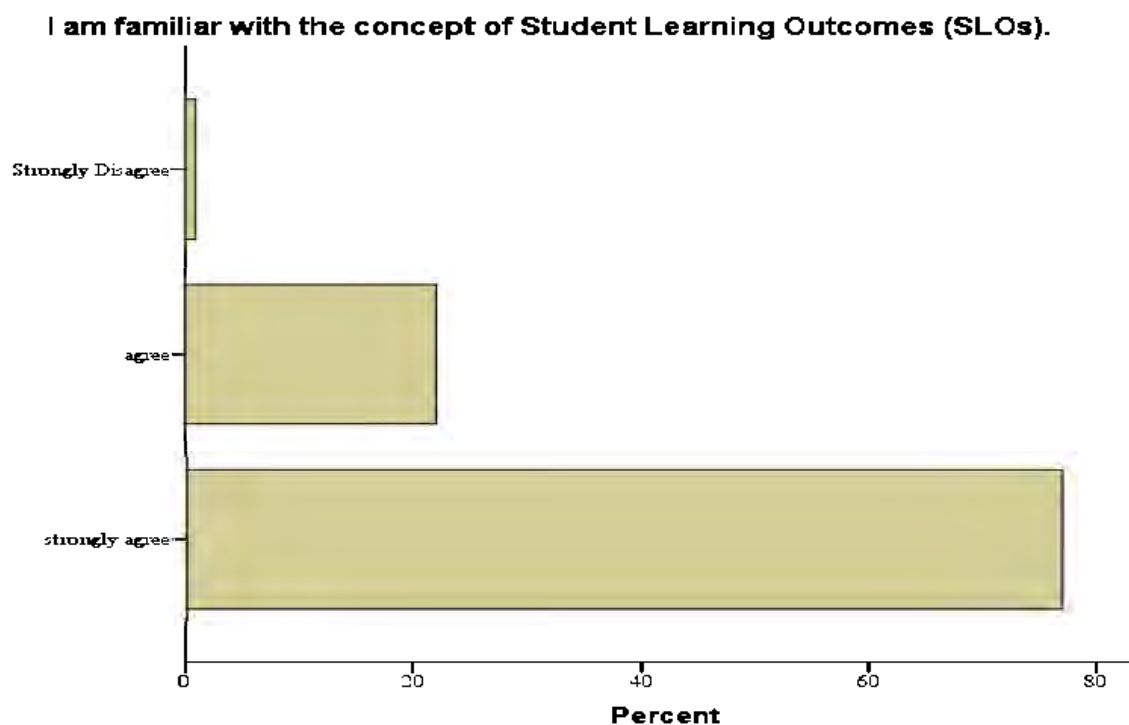
Table 4.3.1 *I am familiar with the concept of Student Learning Outcomes (SLOs)*

| N | Mean | Std. Deviation | Minimum | Maximum |
|-----|--------|----------------|---------|---------|
| 109 | 1.2569 | .55115 | 1.00 | 5.00 |

Table 4.3.1.2 *I am familiar with the concept of Student Learning Outcomes (SLOs)*

| | strongly agree | agree | Strongly Disagree | Total |
|--------------------|----------------|-------|-------------------|-------|
| Frequency | 84 | 24 | 1 | 109 |
| Percent | 23.3 | 6.7 | .3 | 30.3 |
| Valid Percent | 77.1 | 22.0 | .9 | 100.0 |
| Cumulative Percent | 77.1 | 99.1 | 100.0 | |

Graph 4.3.1.3



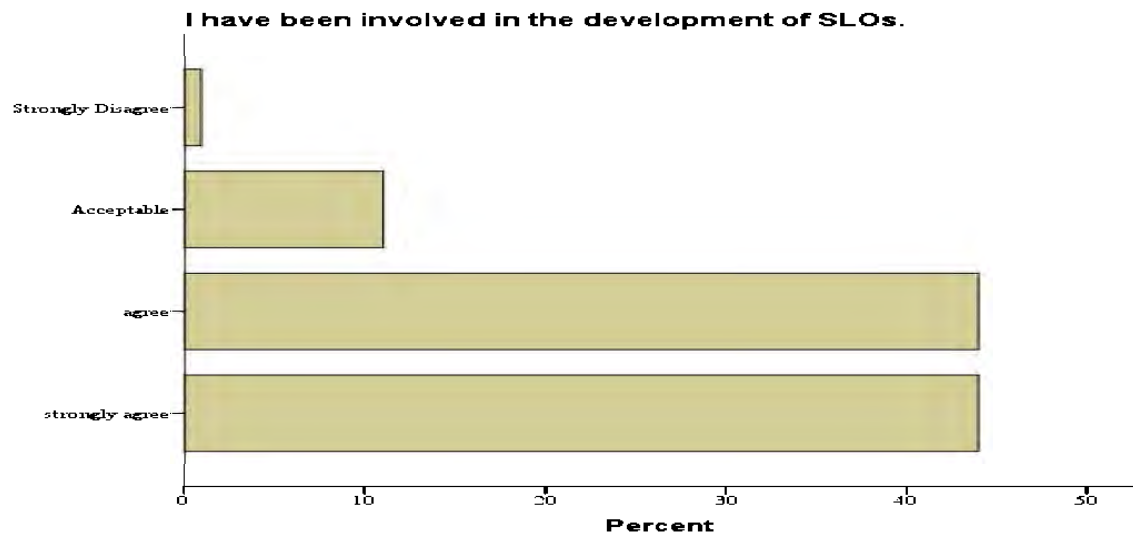
A clear majority of teachers strongly agreed (84%) and others agree (24%) which shows that they are familiar with the concept of SLOs. This indicates that the Perceptions of this new system are bright and the doubts could soon be dissipated.

4.3.2 Involvement in the Development of SLOs (Teachers)

Table 4.3.2.1 *I have been involved in the development of SLOs.*

| | strongly agree | agree | Acceptable | Strongly Disagree | Total |
|--------------------|----------------|-------|------------|-------------------|-------|
| Frequency | 48 | 48 | 12 | 1 | 109 |
| Percent | 13.3 | 13.3 | 3.3 | .3 | 30.3 |
| Valid Percent | 44.0 | 44.0 | 11.0 | .9 | 100.0 |
| Cumulative Percent | 44.0 | 88.1 | 99.1 | 100.0 | |

Graph 4.3.2.1

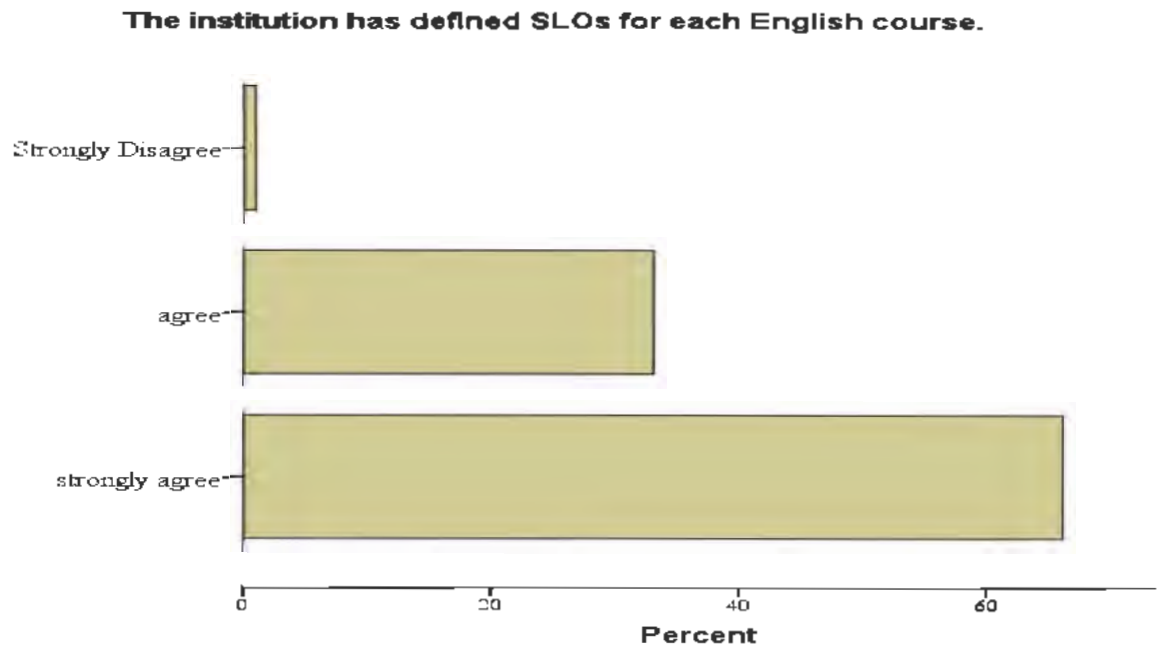


Here the majority again agree (48%) and strongly agree (48%) which shows that the teachers are involved in the development of SLOs and this indicated that the Perceptions of SLOs are really positive and in future all the doubts in the minds of teachers and students could be wiped out and the targets set for educational development could be achieved. There is a tiny minority of (1%) strongly disagree with the new system.

4.3.3 Defined SLOs (Teachers) *The institution has defined SLOs for each English course.*

| | strongly agree | agree | Strongly Disagree | Total |
|---------------------------|----------------|-------------|-------------------|-------|
| Frequency | 72 | 36 | 1 | 109 |
| Percent | 20.0 | 10.0 | .3 | 30.3 |
| Valid Percent | 66.1 | 33.0 | .9 | 100.0 |
| Cumulative Percent | 66.1 | 99.1 | 100.0 | |

Graph 4.3.3.1



The institution was also in the favour of SLOs as they had defined SLOs for each course of English language. An overwhelming majority (72%) and (36%) have shown the acceptance as the teachers have been motivated and putting their best to keep the new system really intact.

4.3.4 Changes in Teaching Process after SLOs (Teachers)

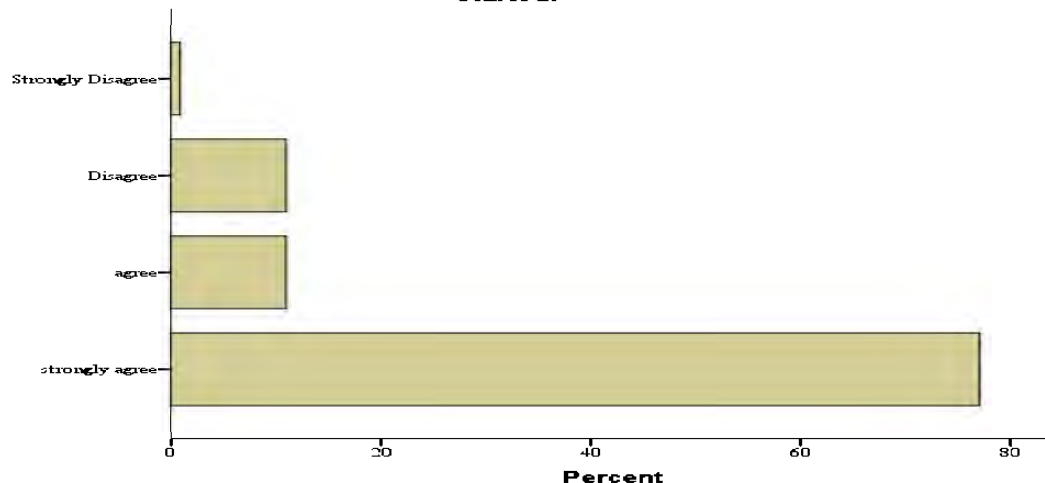
Table 4.3.4.1 *There are many changes in the teaching process after SLOs based examination started.*

| | strongly agree | agre e | Disagre e | Strongly Disagree | Total |
|---------------|-------------------|-----------|--------------|----------------------|-------|
| Frequency | 84 | 12 | 12 | 1 | 109 |
| Percent | 23.3 | 3.3 | 3.3 | .3 | 30.3 |
| Valid Percent | 77.1 | 11.0 | 11.0 | .9 | 100.0 |

| | | | | |
|---------------------------|-------------|-------------|-------------|--------------|
| Cumulative Percent | 77.1 | 88.1 | 99.1 | 100.0 |
|---------------------------|-------------|-------------|-------------|--------------|

Graph 4.3.4.2

There are many changes in the teaching process after SLOs based examinations started.



The changes that occur from time to time in the teaching process are quite apparent as 77% participants strongly agreed with it. Moreover 11% participants agreed with the changes due to the new system. Very few participants disagreed which showed that the phenomena under discussion really jolted the system and most of the stakeholders acknowledged it, though it hasn't totally submerged the entire system.

4.3.5 Positive Impact of SLOs (Teachers)

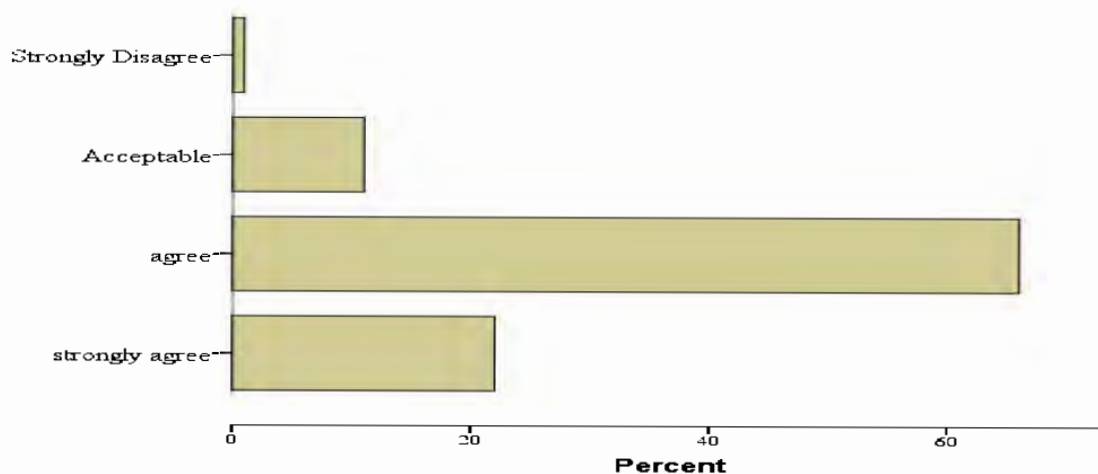
Table 4.3.5.1 *The Current SLOs based examination of English aligns with the educational goals.*

| | strongly agree | agree | Acceptable | Strongly Disagree | Total |
|-----------|-----------------------|--------------|-------------------|--------------------------|--------------|
| Frequency | 24 | 72 | 12 | 1 | 109 |
| Percent | 6.7 | 20.0 | 3.3 | .3 | 30.3 |

| | | | | | |
|---------------------------|-------------|-------------|-------------|--------------|-------|
| Valid Percent | 22.0 | 66.1 | 11.0 | .9 | 100.0 |
| Cumulative Percent | 22.0 | 88.1 | 99.1 | 100.0 | |

Graph 4.3.5.2

The current SLOs based examination of English aligns with the educational goals.



The majority of participants i.e. 66% agreed with the alignment of goals after the start of SLOs based examination. The responses show that the participants are a bit doubtful about the SLOs based system as the strongly agreed percentage decreased and agreed increased.

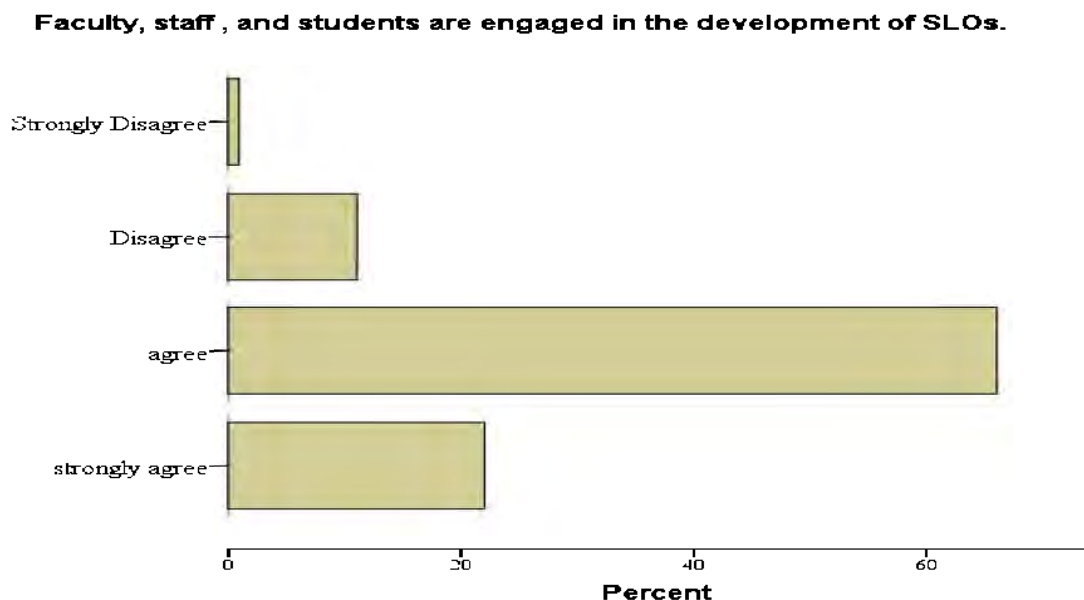
4.3.6 Improvement after SLOs (Teachers)

Table 4.3.6.1 *Faculty, staff, and students are engaged in the development of SLOs.*

| | strongly agree | agree | Disagree | Strongly Disagree | Total |
|-----------|-----------------------|--------------|-----------------|--------------------------|--------------|
| Frequency | 24 | 72 | 12 | 1 | 109 |
| Percent | 6.7 | 20.0 | 3.3 | .3 | 30.3 |

| | | | | | |
|---------------------------|-------------|-------------|-------------|--------------|-------|
| Valid Percent | 22.0 | 66.1 | 11.0 | .9 | 100.0 |
| Cumulative Percent | 22.0 | 88.1 | 99.1 | 100.0 | |

Graph 4.3.6.2



Teachers and students are engaged in the development of SLOs i.e. 66% agreed and 22% strongly agreed which shows that under investigation phenomenon has brought the change in the stakeholders and they are figuring it out. Resultantly the learning process could be intensified and targets can be achieved.

4.3.7 SLOs positively impacted teaching and learning (Teachers)

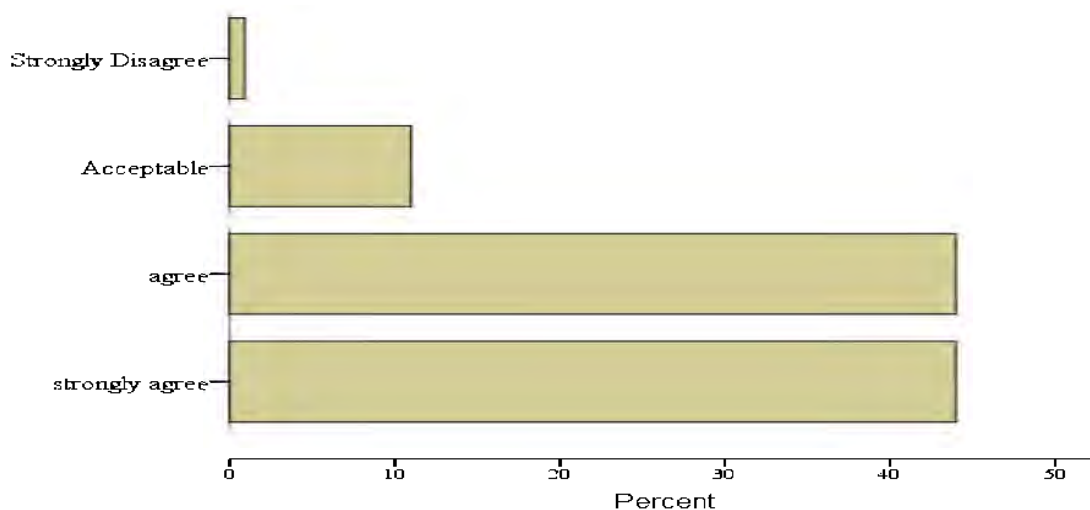
Table 4.3.7.1 *SLOs positively impacted teaching and learning of writing skill of the English language.*

| | strongly agree | agree | Acceptable | Strongly Disagree | Total |
|-----------|-----------------------|--------------|-------------------|--------------------------|--------------|
| Frequency | 48 | 48 | 12 | 1 | 109 |

| | | | | | |
|---------------------------|-------------|-------------|-------------|--------------|-------|
| Percent | 13.3 | 13.3 | 3.3 | .3 | 30.3 |
| Valid Percent | 44.0 | 44.0 | 11.0 | .9 | 100.0 |
| Cumulative Percent | 44.0 | 88.1 | 99.1 | 100.0 | |

Graph 4.3.7.2

SLOs positively impacted teaching and learning of writing skill of the English language.



The change has impacted writing skills as a vast majority vetted that SLOs based examination has impacted positively i.e. strongly agree 44% agree, 44% these statistics indicate that the phenomena has better Perceptions.

4.3.8 Improvement in Overall Writing(Teachers)

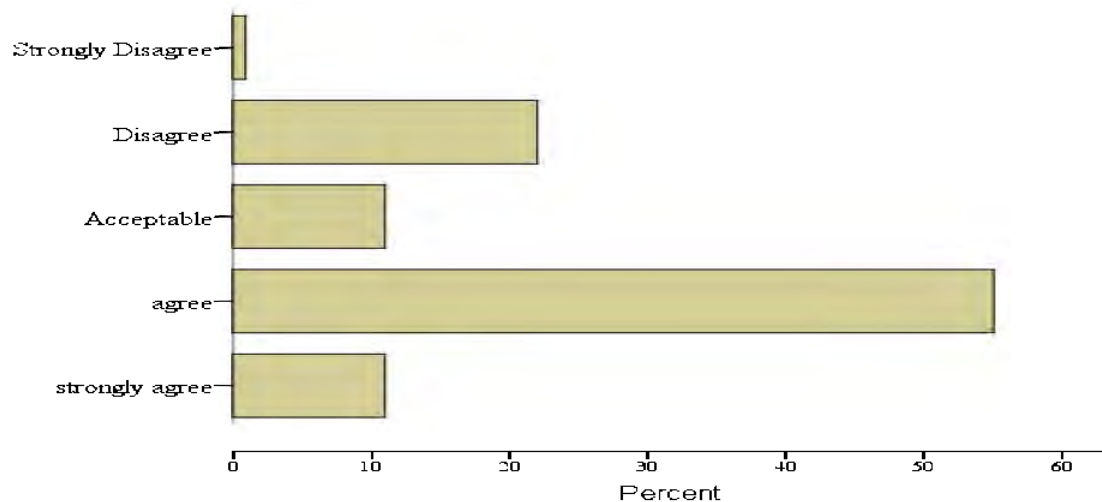
Table 4.3.8.1 *The Students have continuously improved their overall writing skill after the SLOs based Examination.*

| | strongly agree | Agree | Acceptable | Disagree | Strongly Disagree | Total |
|-----------|----------------|-------|------------|----------|-------------------|-------|
| Frequency | 12 | 60 | 12 | 24 | 1 | 109 |

| | | | | | | |
|---------------------------|-------------|-------------|-------------|-------------|--------------|-------|
| Percent | 3.3 | 16.7 | 3.3 | 6.7 | .3 | 30.3 |
| Valid Percent | 11.0 | 55.0 | 11.0 | 22.0 | .9 | 100.0 |
| Cumulative Percent | 11.0 | 66.1 | 77.1 | 99.1 | 100.0 | |

Graph 4.3.8.2

The students have continuously improved their overall writing skill after the SLOs base exam started.



The performance of students has been improved after the launch of SLOs based examinations started as 55% participants agree with the statement, moreover 11% strongly agree with the same whereas only 22% participants disagree with it. Overall a clear majority vetted the positive impact of SLOs based examination system.

4.3.9 Challenges of SLOs Based Questions (Teachers)

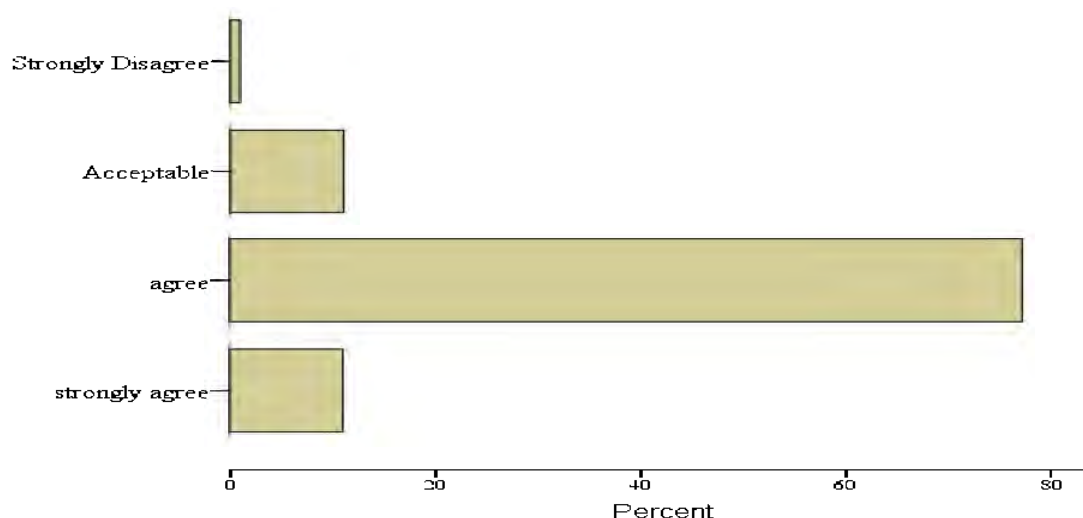
Table 4.3.9.1 *Students encountered challenges while answering SLOs based questions.*

| | strongly agree | agree | Acceptable | Strongly Disagree | Total |
|-----------|-----------------------|--------------|-------------------|--------------------------|--------------|
| Frequency | 12 | 84 | 12 | 1 | 109 |

| | | | | | |
|---------------------------|-------------|-------------|-------------|--------------|-------|
| Percent | 3.3 | 23.3 | 3.3 | .3 | 30.3 |
| Valid Percent | 11.0 | 77.1 | 11.0 | .9 | 100.0 |
| Cumulative Percent | 11.0 | 88.1 | 99.1 | 100.0 | |

Graph 4.3.9.2

Students encountered challenges while answering SLOs based questions.



Participants nodded in the favour of challenges faced by the students in the new system as 77% of them agreed with the statement that the students have been suffering from the SLOs based examination. It is proven that challenges are there as only .9% disagree with the statement.

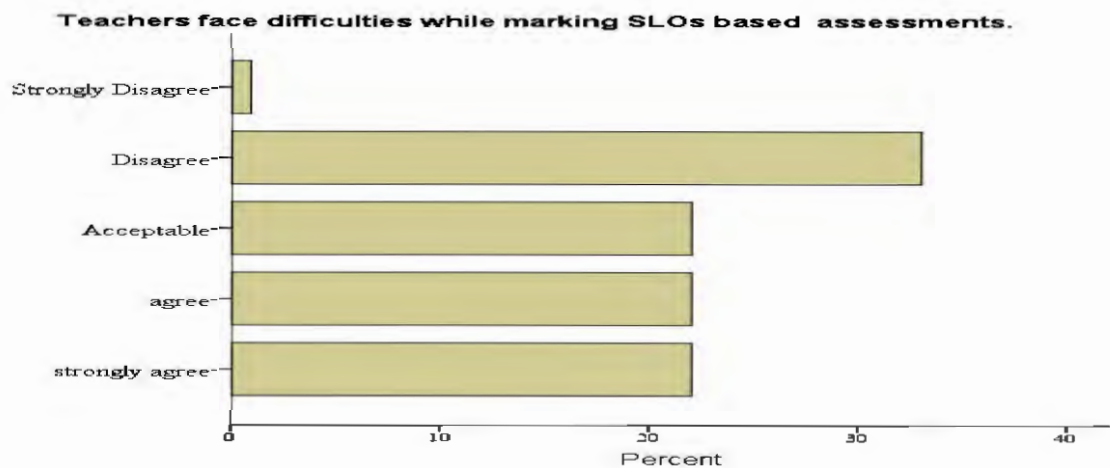
4.3.10 Difficulties in Marking (Teachers)

Table 4.3.10.1 *Teachers face difficulties while marking SLOs based assessments.*

| | strongly agree | agree | Acceptable | Disagree | Strongly Disagree | Total |
|--|-----------------------|--------------|-------------------|-----------------|--------------------------|--------------|
| | | | | | | |

| | | | | | | |
|---------------------------|-------------|-------------|-------------|-------------|--------------|-------|
| Frequency | 24 | 24 | 24 | 36 | 1 | 109 |
| Percent | 6.7 | 6.7 | 6.7 | 10.0 | .3 | 30.3 |
| Valid Percent | 22.0 | 22.0 | 22.0 | 33.0 | .9 | 100.0 |
| Cumulative Percent | 22.0 | 44.0 | 66.1 | 99.1 | 100.0 | |

Graph 4.3.10.2



This statement really shows the confusion among the teachers as the responses showed the real confusion though 33% disagreed and denied the difficulties of marking SLOs based assessment, but 66% refuted that the marking is easy. The majority agreed that it is a different system that needs to be more familiar and adaptability is required.

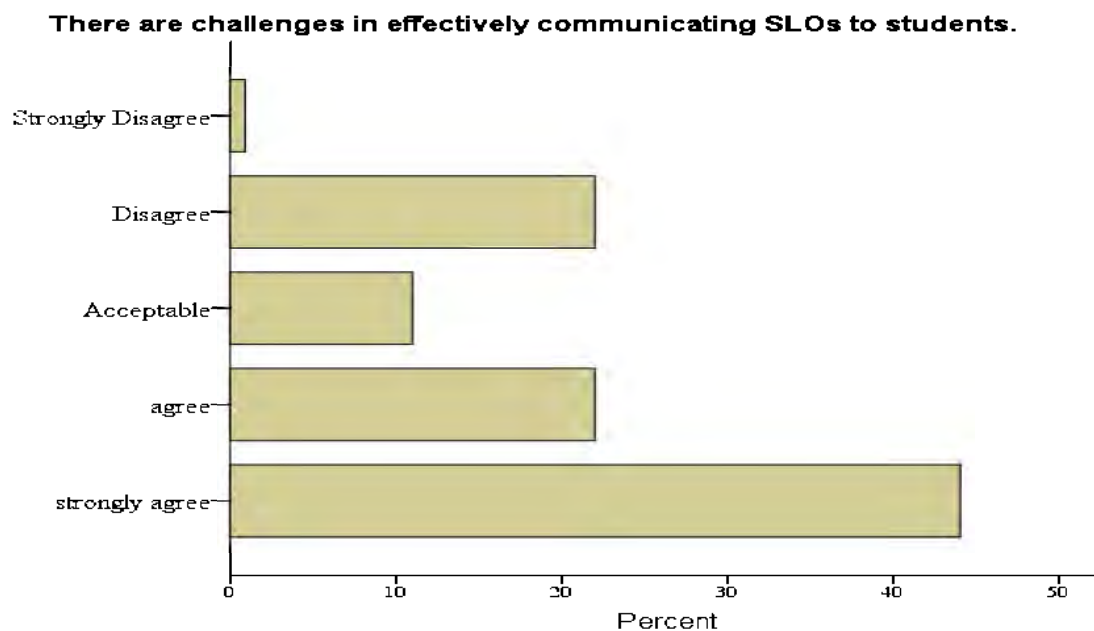
4.3.11 Challenges in Communicating SLOs (Teachers)

Table 4.3.11.1 *There are challenges in effectively communicating SLOs to students.*

| strongly agree | agree | Acceptable | Disagree | Strongly Disagree | Total |
|----------------|-------|------------|----------|-------------------|-------|
|----------------|-------|------------|----------|-------------------|-------|

| | | | | | | |
|---------------------------|-------------|-------------|-------------|-------------|--------------|-------|
| Frequency | 48 | 24 | 12 | 24 | 1 | 109 |
| Percent | 13.3 | 6.7 | 3.3 | 6.7 | .3 | 30.3 |
| Valid Percent | 44.0 | 22.0 | 11.0 | 22.0 | .9 | 100.0 |
| Cumulative Percent | 44.0 | 66.1 | 77.1 | 99.1 | 100.0 | |

Graph 4.3.11.2



The change from content based teaching to SLOs has certain challenges and 44% participants strongly agreed with it. In addition to it 22% agreed and 11 % accepted it whereas only 22% disagreed with the statement. It proves that teachers have been facing the challenges of effectively communicating SLOs to students.

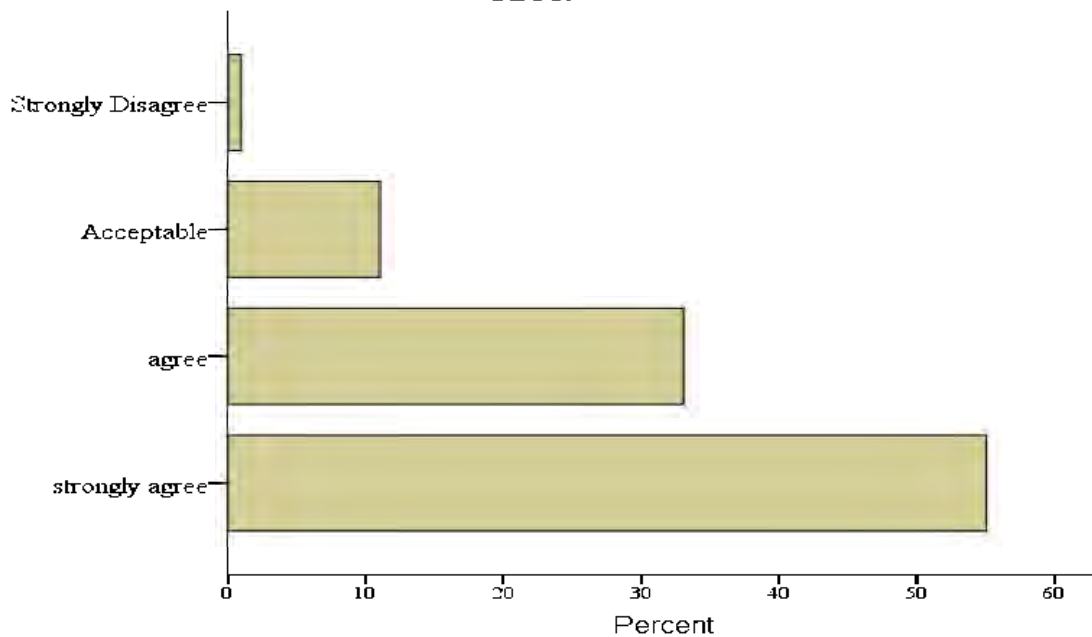
4.3.12 Best Practises Can Address Challenges (Teachers)

Table 4.3.12.1 *Best Practice of teaching can address the challenges in implementation of SLOs.*

| | strongly agree | agree | Acceptable | Strongly Disagree | Total |
|---------------------------|----------------|-------------|-------------|-------------------|-------|
| Frequency | 60 | 36 | 12 | 1 | 109 |
| Percent | 16.7 | 10.0 | 3.3 | .3 | 30.3 |
| Valid Percent | 55.0 | 33.0 | 11.0 | .9 | 100.0 |
| Cumulative Percent | 55.0 | 88.1 | 99.1 | 100.0 | |

Table 4.3.12.2

Best practices of teaching can address the challenges in implementation of SLOs.



The Perceptions of SLOs are bright as the majority of participants strongly agreed that best practices of teaching can address the challenges, adding it by 33% agreed and 11% responded with acceptable whereas only .9% disagreed with the statement.

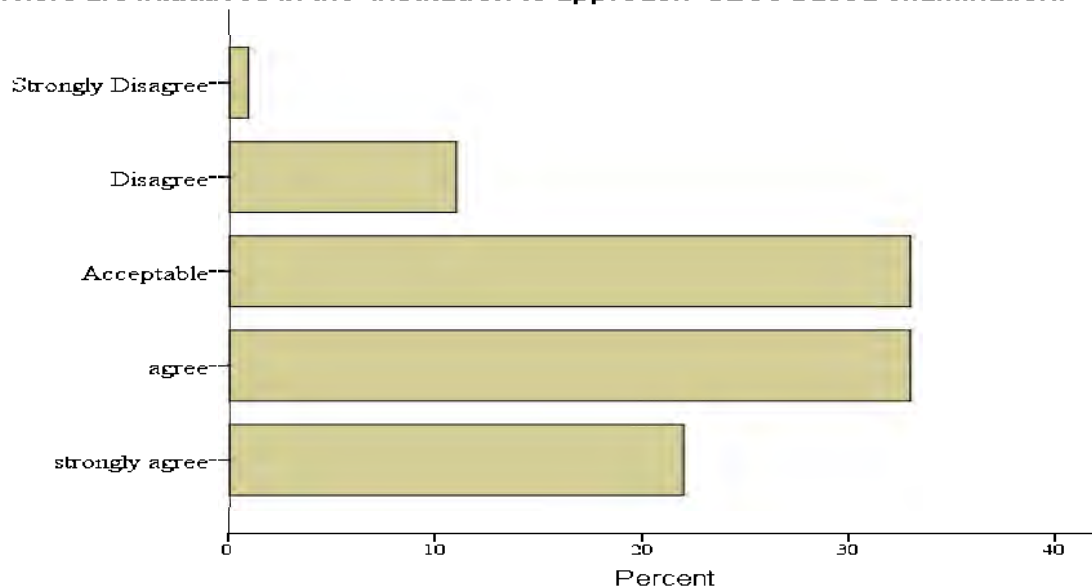
4.3.13 Initiatives in the Institutions (Teachers)

Table 4.3.13.1 *There are initiatives in the institution to approach SLOs based examination.*

| | strongly agree | agree | Acceptable | Disagree | Strongly Disagree | Total |
|---------------------------|----------------|-------------|-------------|-------------|-------------------|-------|
| Frequency | 24 | 36 | 36 | 12 | 1 | 109 |
| Percent | 6.7 | 10.0 | 10.0 | 3.3 | .3 | 30.3 |
| Valid Percent | 22.0 | 33.0 | 33.0 | 11.0 | .9 | 100.0 |
| Cumulative Percent | 22.0 | 55.0 | 88.1 | 99.1 | 100.0 | |

Graph 4.3.13.2

There are initiatives in the institution to approach SLOs based examination.



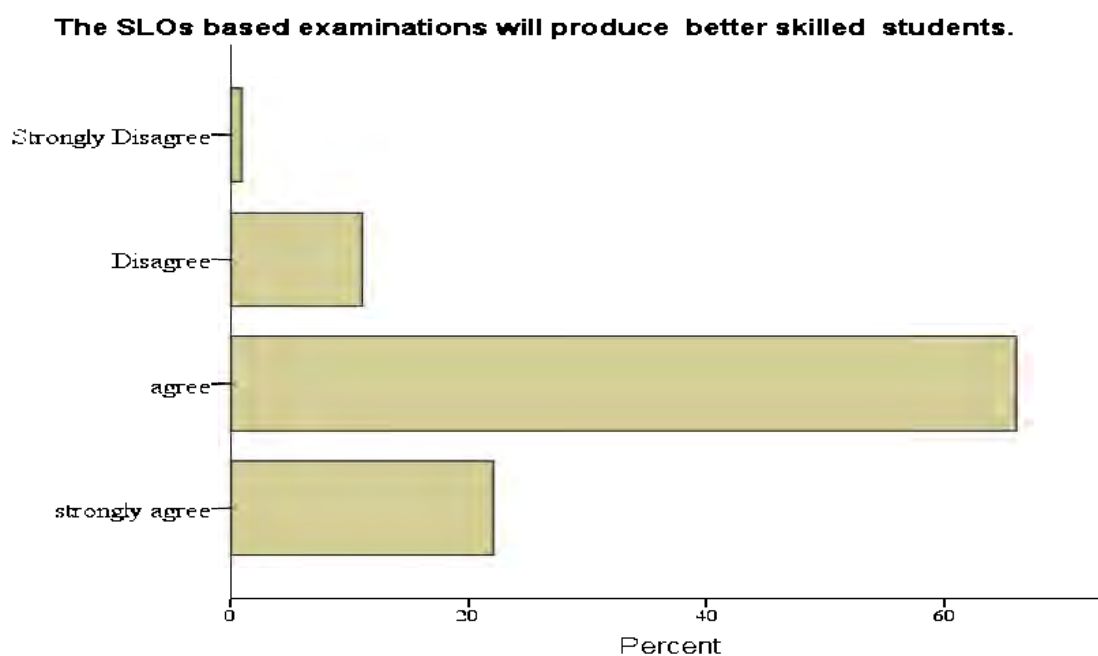
The positive notion is quite apparent as it can be observed that a clear majority declared that all institutions have initiated the process. The responses like 22 % strongly agreed, 33 % agreed, 33% acceptable and only 11 % disagreed proves that the Perceptions are positive and the change could be accepted with certain conditions.

4.3.14 Better Skilled Students by SLOs (Teachers)

Table 4.3.14.1*The SLOs based examinations could produce better skilled students.*

| | strongly agree | agree | Disagree | Strongly Disagree | Total |
|---------------------------|----------------|-------------|-------------|-------------------|-------|
| Frequency | 24 | 72 | 12 | 1 | 109 |
| Percent | 6.7 | 20.0 | 3.3 | .3 | 30.3 |
| Valid Percent | 22.0 | 66.1 | 11.0 | .9 | 100.0 |
| Cumulative Percent | 22.0 | 88.1 | 99.1 | 100.0 | |

Graph 4.3.14.2



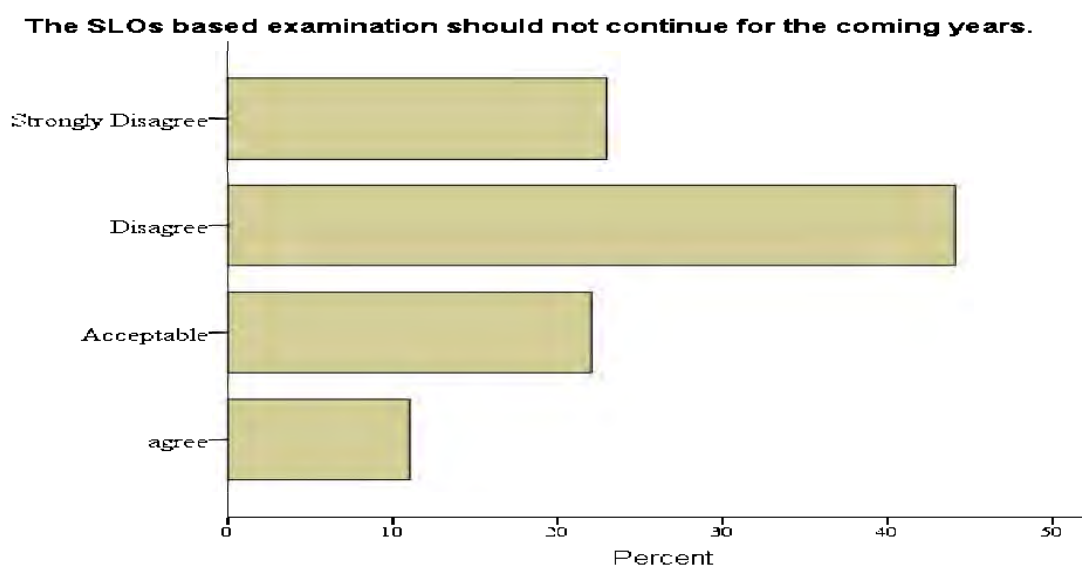
The most important response of participants with 66 % agreed and 22 % strongly agreed show that the Perceptions of SLOs based examination could be quite optimistic as the ultimate target of education is to develop skills in students.

4.3.15 Future of SLOs (Teachers)

Table 4.3.15.1 *The SLOs based examinations should not be continued for the coming years.*

| | agree | Acceptable | Disagree | Strongly Disagree | Total |
|---------------------------|-------------|-------------|-------------|-------------------|-------|
| Frequency | 12 | 24 | 48 | 25 | 109 |
| Percent | 3.3 | 6.7 | 13.3 | 6.9 | 30.3 |
| Valid Percent | 11.0 | 22.0 | 44.0 | 22.9 | 100.0 |
| Cumulative Percent | 11.0 | 33.0 | 77.1 | 100.0 | |

Graph 4.3.15.2



The Perceptions of SLOs can be determined by the huge disagreement of participants who denied the discontinuity of SLOs by 44 % disagreed, 22 strongly disagreed which shows that one of the main stakeholders of education i.e. teachers are in favour of SLOs continuity.

4.3.15. Summary of Perceptions

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|--------|----------------|
| I am familiar with the concept of Student Learning Outcomes (SLOs) | 109 | 1.00 | 5.00 | 1.2569 | .55115 |
| I have been involved in the development of SLOs. | 109 | 1.00 | 5.00 | 1.6972 | .73918 |
| The institution has defined SLOs for each English course. | 109 | 1.00 | 5.00 | 1.3670 | .58785 |
| There are many changes in the teaching process after SLOs based examinations started. | 109 | 1.00 | 5.00 | 1.4771 | 1.01467 |
| Faculty, staff, and students are engaged in the development of SLOs. | 109 | 1.00 | 5.00 | 2.0275 | .86558 |
| SLOs positively impacted teaching and learning of writing skill of the English language. | 109 | 1.00 | 5.00 | 1.6972 | .73918 |
| The students have continuously improved their overall writing skill after the SLOs base exam started. | 109 | 1.00 | 5.00 | 2.4679 | .98666 |
| Valid N (listwise) | 109 | | | | |

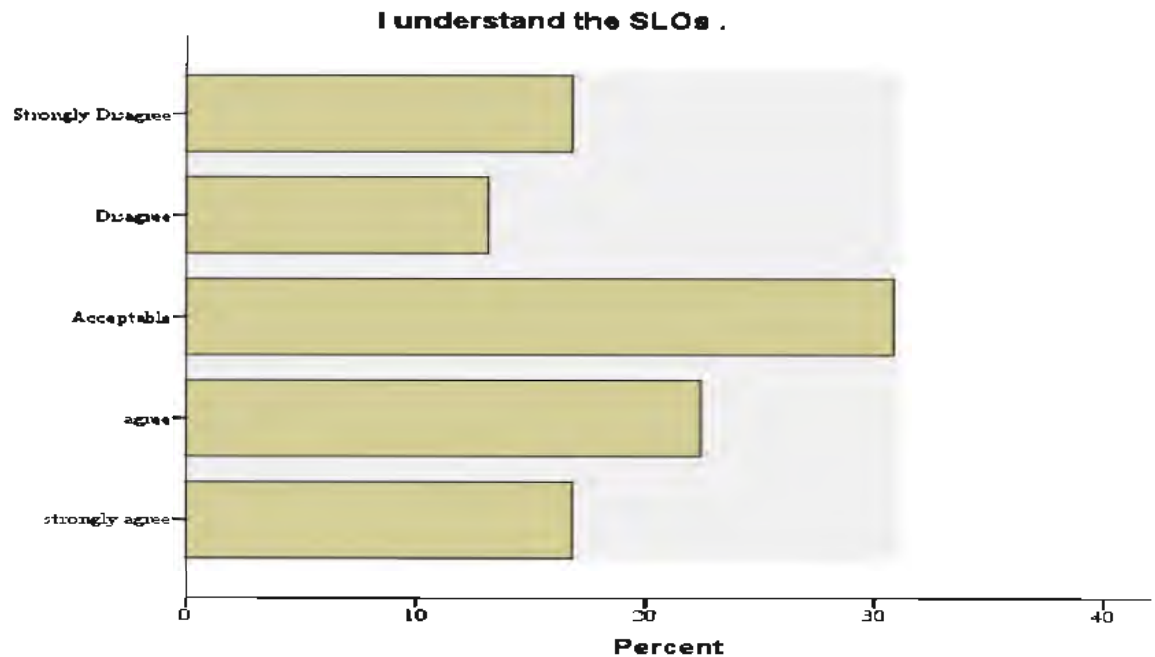
The mean of overall Perceptions showed that the change brought by FBISE could have a positive effect on the overall system. As the responses of English teachers are in favour of the change. The standard deviation and mean showed that most participants agreed with the change.

4.4.1 Perceptions of SLOs (Student)

Table 4.4.1.1 *I understand the SLOs*

| | SA | A | Ac | DA | S D | Total |
|---------------|------|------|------|------|------|-------|
| Frequency | 60 | 80 | 110 | 47 | 60 | 357 |
| Percent | 16.7 | 22.2 | 30.6 | 13.1 | 16.7 | 99.2 |
| Valid Percent | 16.8 | 22.4 | 30.8 | 13.2 | 16.8 | 100.0 |

Graph 4.4.1.2



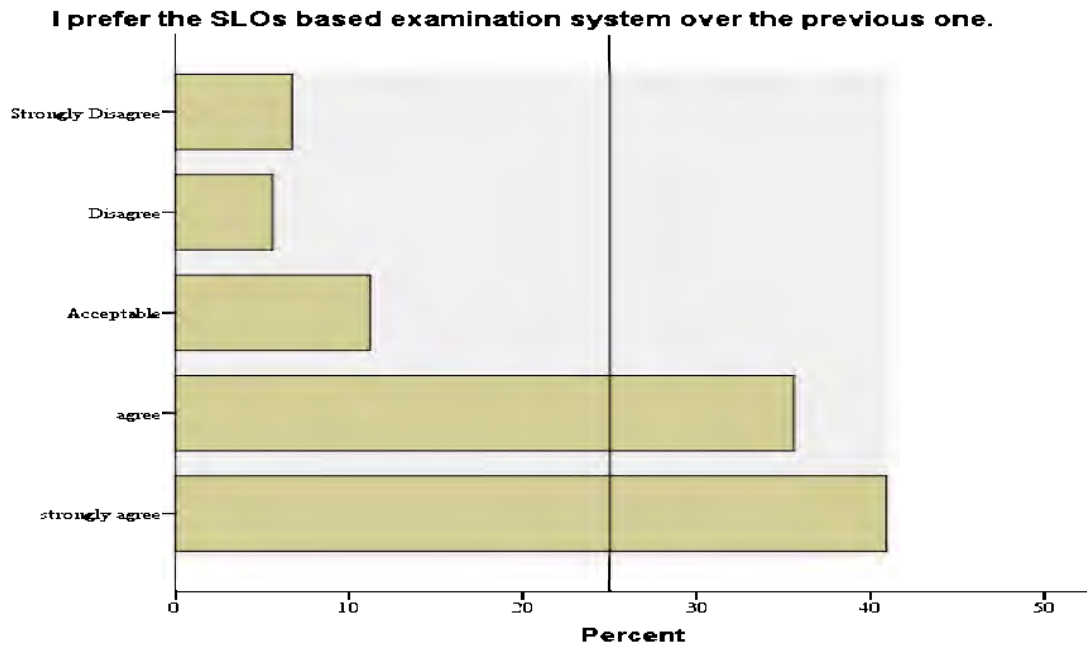
Students' responses show that there is a confusion among them as their understanding of the SLOs is comprised of 16% strongly agree, 22 % agree, 30 % acceptable, 13 % disagree, 16 % strongly disagree. These responses show that there is a confusion among them about SLOs.

4.4.2 Comparison between two systems (Student)

Table 4.4.2.1 *I prefer The SLOs.*

| | SA | A | Ac | DA | S D | Total |
|--------------------|------|------|------|------|-------|-------|
| Frequency | 146 | 127 | 40 | 20 | 24 | 357 |
| Percent | 40.6 | 35.3 | 11.1 | 5.6 | 6.7 | 99.2 |
| Cumulative Percent | 40.9 | 76.5 | 87.7 | 93.3 | 100.0 | 100.0 |

Table 4.4.2.1



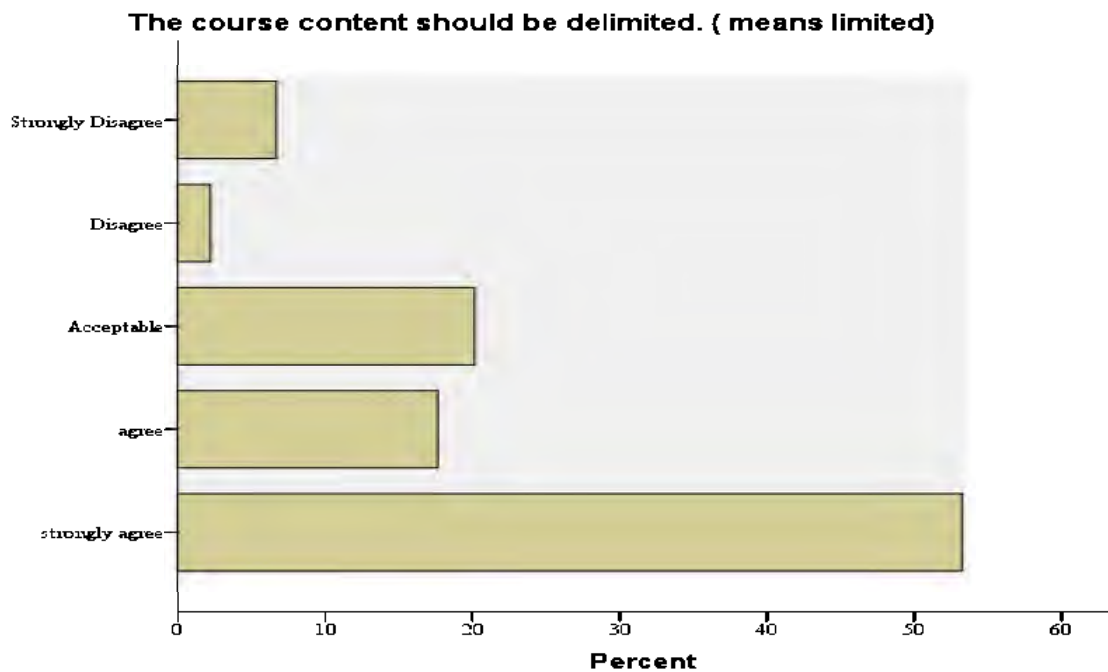
The responses show that the Perceptions of SLOs are positive and the new system could surely help the students and stakeholders to achieve the targets. AS students preferred SLOs based examination. The responses are 40% strongly agree, 35% agree, 11 % acceptable, 5% disagree and 6% strongly disagree. The majority is in favour of SLOs based exams.

4.4.3 Delimitation of Course (Student)

Table 4.4.3.1 *The Course Content Should be delimited.*

| | SA | A | Ac | DA | S D | Total |
|--------------------|------|------|------|------|-------|-------|
| Frequency | 190 | 63 | 72 | 8 | 24 | 357 |
| Percent | 52.8 | 17.5 | 20.0 | 2.2 | 6.7 | 99.2 |
| Valid Percent | 53.2 | 17.6 | 20.2 | 2.2 | 6.7 | 100.0 |
| Cumulative Percent | 53.2 | 70.9 | 91.0 | 93.3 | 100.0 | 100.0 |

Graph 4.4.3.2



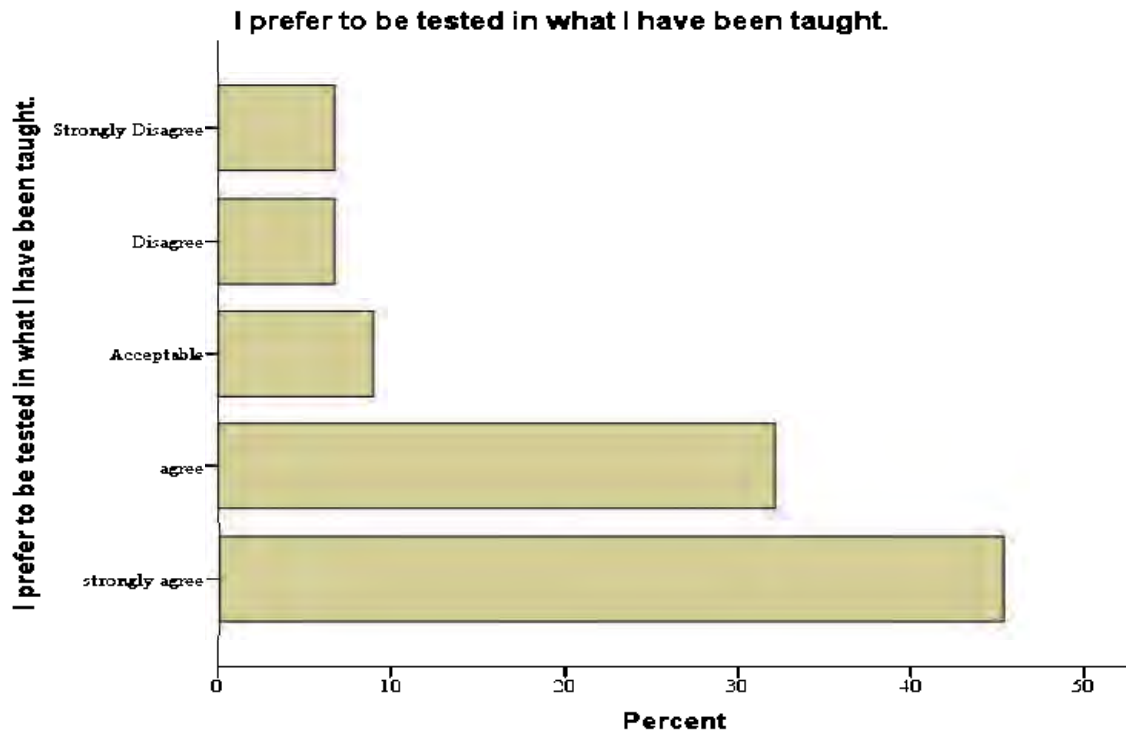
The biggest concern of students is to delimit the content. They responded in the same way 53% strongly agree with 17 % agree and 20% acceptable. If we calculate 90% students are in favour of delimitation. Whereas only 10% disagreed with the statement.

4.4.4 Testing from Learnt Material (Student)

Table 4.4.4.1 *I prefer to be tested in what I have been taught.*

| | SA | A | Ac | DA | S D | Total |
|--------------------|------|------|------|------|-------|-------|
| Frequency | 162 | 115 | 32 | 24 | 24 | 357 |
| Percent | 45.0 | 31.9 | 8.9 | 6.7 | 6.7 | 99.2 |
| Valid Percent | 45.4 | 32.2 | 9.0 | 6.7 | 6.7 | 100.0 |
| Cumulative Percent | 45.4 | 77.6 | 86.6 | 93.3 | 100.0 | |

Graph 4.4.4.2



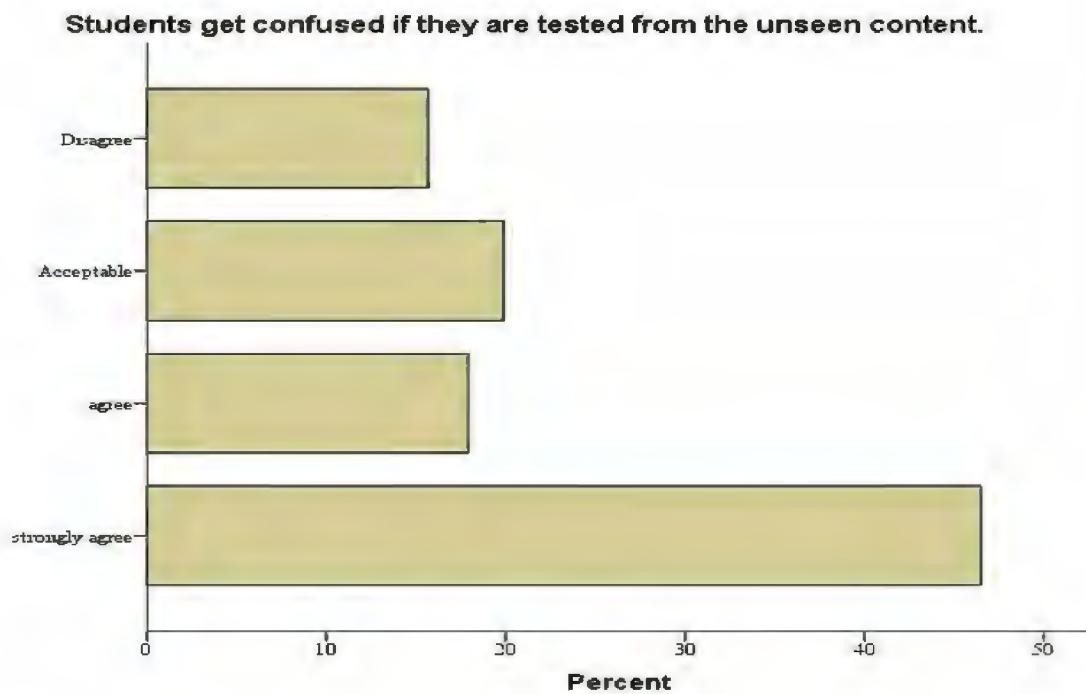
The fear of being tested from unseen material is really big as 45 % participants preferred to be tested from seen material along with 32 % agreed and 9 % acceptable. Overall 86% participants prefer to be tested from seen content where only 14% prefer to be tested from unseen.

4.4.5 Testing from Unseen Material (Student)

Table 4.4.5.1 *Students get confused if they are tested from the unseen content.*

| | SA | A | Ac | DA | S D |
|--------------------|------|------|------|-------|-------|
| Frequency | 166 | 64 | 71 | 56 | 357 |
| Percent | 46.1 | 17.8 | 19.7 | 15.6 | 99.2 |
| Valid Percent | 46.5 | 17.9 | 19.9 | 15.7 | 100.0 |
| Cumulative Percent | 46.5 | 64.4 | 84.3 | 100.0 | |

Figure 4.4.5.2



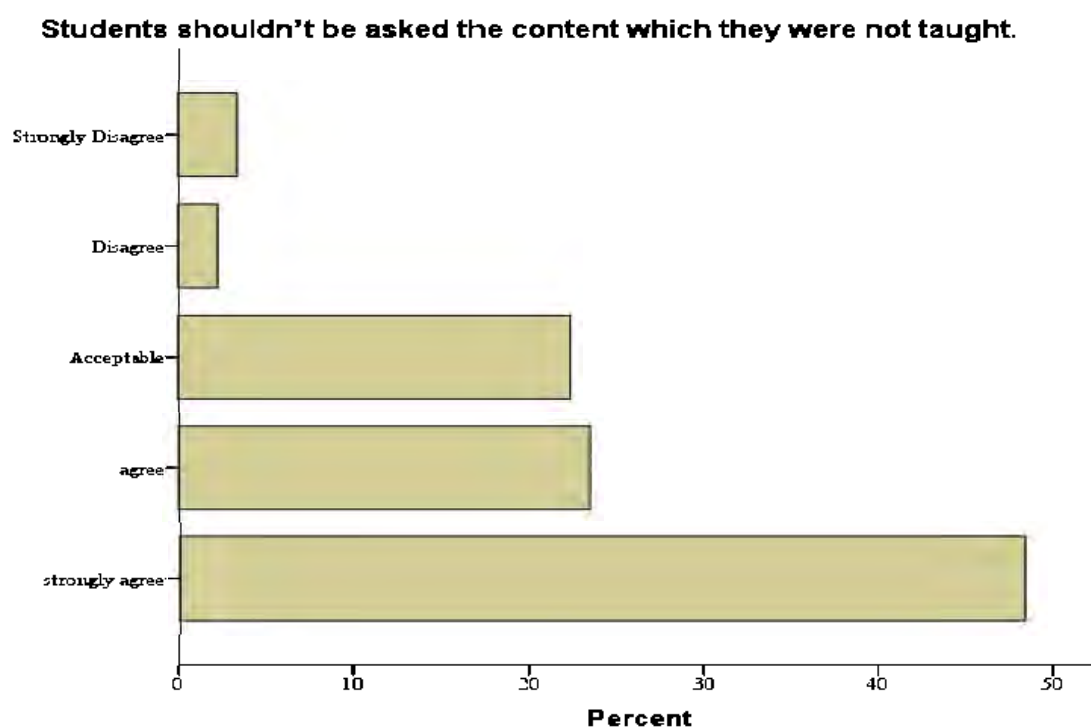
The participating students' majority strongly agreed with 46% that they get confused if they are tested from the unseen content, moreover 17% agreed and 19 % accepted the same stance and 15% disagree with the stance. It shows that they should be trained properly for the SLOs examination system.

4.4.6 Contents of Testing (Student)

Table 4.4.6.1 *Students shouldn't be asked the content which they were not taught.*

| | SA | A | Ac | DA | S D | Total |
|--------------------|------|------|------|------|-------|-------|
| Frequency | 173 | 84 | 80 | 8 | 12 | 357 |
| Percent | 48.1 | 23.3 | 22.2 | 2.2 | 3.3 | 99.2 |
| Valid Percent | 48.5 | 23.5 | 22.4 | 2.2 | 3.4 | 100.0 |
| Cumulative Percent | 48.5 | 72.0 | 94.4 | 96.6 | 100.0 | |

Figure 4.4.6.2



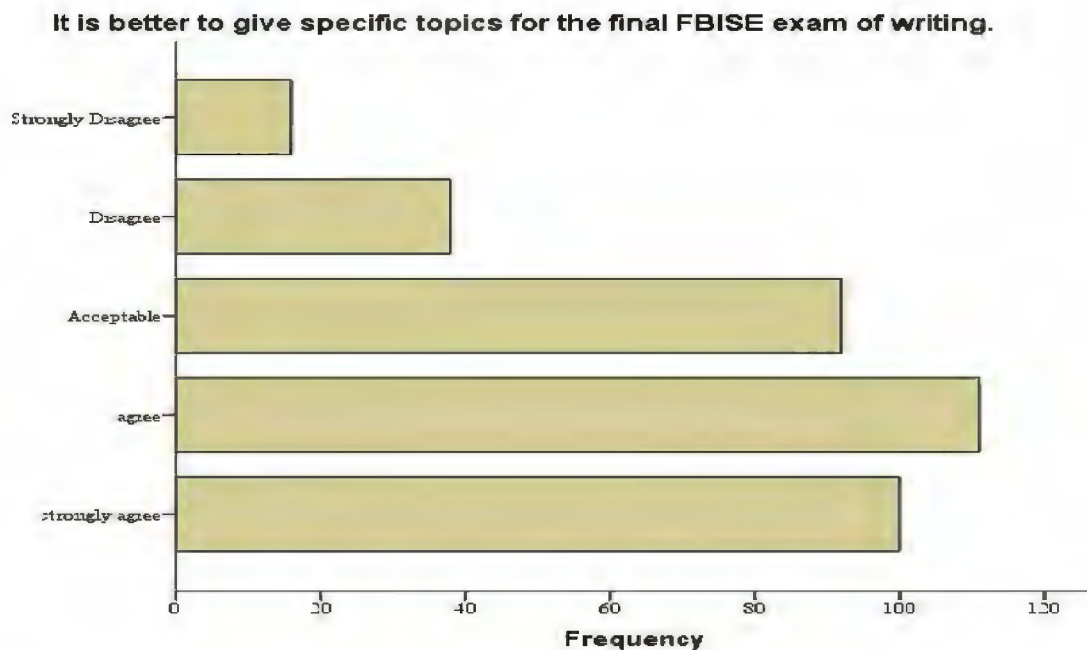
The panic is quite apparent with 48% strongly agreeing with the material of content that should have been taught with 23% agreeing and 22 % making it acceptable only 5% students disagreed with the concept. It clearly states that the students' needs real good training to understand the change and its benefits.

4.4.7 Testing from Specific Material (Student)

Table 4.4.7.1 *It is better to give specific topics for the final FBISE exam of writing.*

| | SA | A | Ac | DA | S D | Total |
|---------------------------|-------------|-------------|-------------|-------------|--------------|-------|
| Frequency | 100 | 111 | 92 | 38 | 16 | 357 |
| Percent | 27.8 | 30.8 | 25.6 | 10.6 | 4.4 | 99.2 |
| Valid Percent | 28.0 | 31.1 | 25.8 | 10.6 | 4.5 | 100.0 |
| Cumulative Percent | 28.0 | 59.1 | 84.9 | 95.5 | 100.0 | |

Graph 4.4.7.2



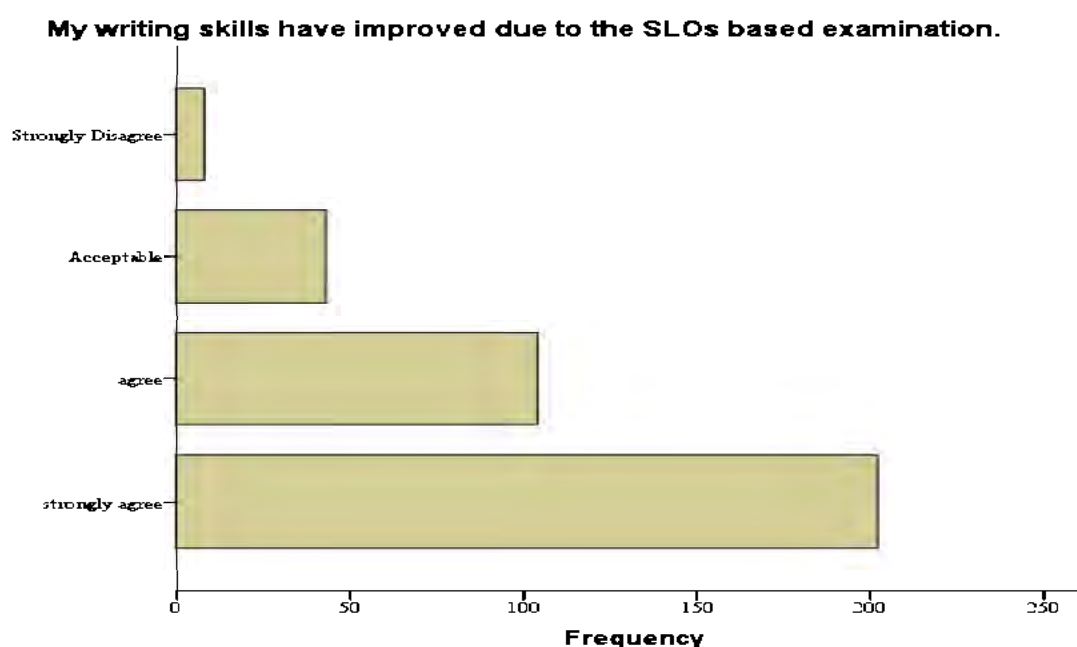
Though FBISE exam tests chooses creative writing topic unseen and this practice is years' old but still the students though scattered in their thoughts strongly agree with 28% and agree with 31% and considering it acceptable with 25% that the topics should be specific and only 15% dared to go for unseen and open choice. It shows the students need to know the end result of education to be skilled rather than knowing the content.

4.4.8 Improvement of Writing (Student)

Table 4.4.8.1 *My Writing skills have improved due to the SLOs based examination.*

| | SA | A | Ac | DA | S D |
|---------------------------|-------------|-------------|-------------|--------------|------------|
| Frequency | 202 | 104 | 43 | 8 | 357 |
| Percent | 56.1 | 28.9 | 11.9 | 2.2 | 99.2 |
| Valid Percent | 56.6 | 29.1 | 12.0 | 2.2 | 100.0 |
| Cumulative Percent | 56.6 | 85.7 | 97.8 | 100.0 | |

Graph 4.4.8.2



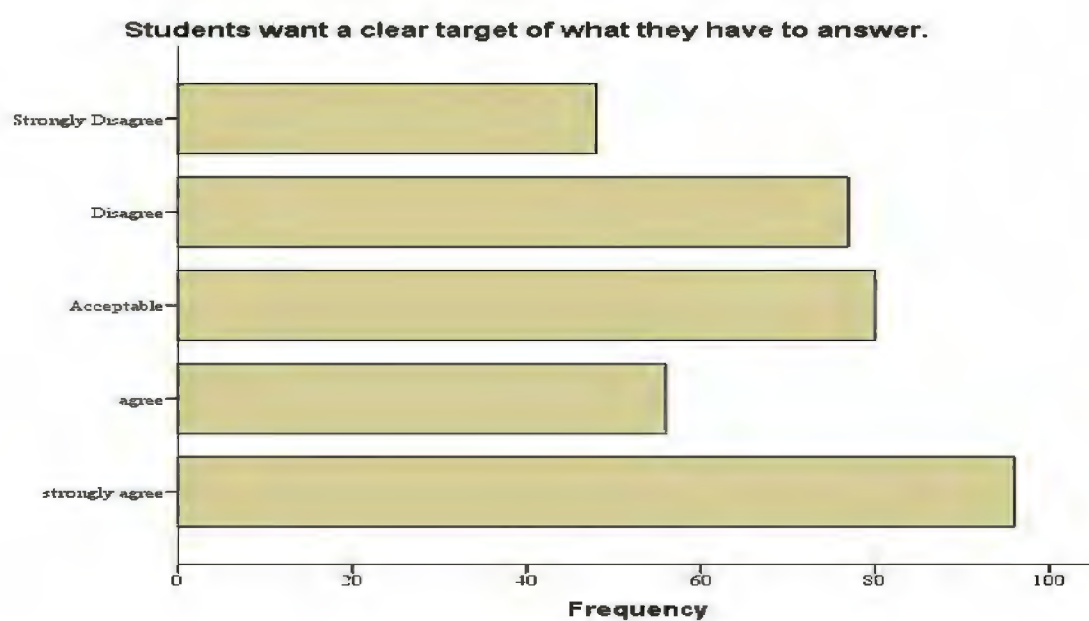
The positive impact of SLOs can be judged from this item of questionnaire where the students accepted that due to a change their writing skill improved where 56% strongly agree, 29% agree, 12% acceptable, 2% strongly disagree are the responses of the participants. This makes the Perceptions of SLOs brighter and it is expected that the gradual change could be there in favour of SLOs based examination.

4.4.9 Testing from Specific Material (Student)

Table 4.4.9.1 *Students want a clear target of what they have to answer.*

| | SA | A | Ac | DA | S D | SA |
|--------------------|------|------|------|------|-------|-------|
| Frequency | 96 | 56 | 80 | 77 | 48 | 357 |
| Percent | 26.7 | 15.6 | 22.2 | 21.4 | 13.3 | 99.2 |
| Valid Percent | 26.9 | 15.7 | 22.4 | 21.6 | 13.4 | 100.0 |
| Cumulative Percent | 26.9 | 42.6 | 65.0 | 86.6 | 100.0 | |

Graph 4.4.9.2



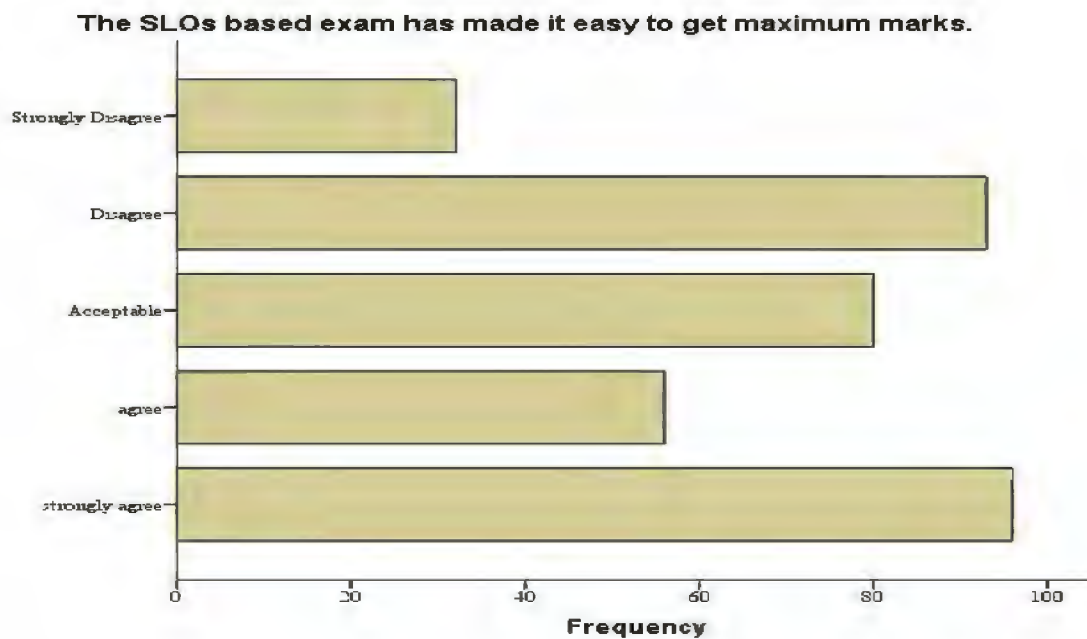
Clarity is required about what is the target and to avoid panic and make students focused the newly adopted system should be introduced properly and more orientation sessions should be done for all the stakeholders. As 26% strongly agree and 15% agree and 22 % chose acceptable for getting the clear target whereas 21% disagree and 13% strongly disagree with the stance. Students need more awareness to achieve better outputs.

4.4.10 Gradings (Student)

Table 4.4.10.1 The SLOs based exam has made it easy to get maximum marks.

| | SA | A | Ac | DA | S D | SA |
|---------------------------|-------------|-------------|-------------|-------------|--------------|-------|
| Frequency | 96 | 56 | 80 | 93 | 32 | 357 |
| Percent | 26.7 | 15.6 | 22.2 | 25.8 | 8.9 | 99.2 |
| Valid Percent | 26.9 | 15.7 | 22.4 | 26.1 | 9.0 | 100.0 |
| Cumulative Percent | 26.9 | 42.6 | 65.0 | 91.0 | 100.0 | |

Graph 4.4.10.2



The Perceptions of positive impact of SLOs are bright. As students understand they can get maximum grades via taking SLOs based exams. The responses are 26% strongly agree, 15% agree, 22% acceptable, 26% disagree, 9% strongly agree. Though it is a scattered response still the majority agreed with getting maximum marks which again showed the bright Perceptions of SLOs based examination system.

4.4.11 Overall Students Responses

Overall Students' Response to Questionnaire

| Description | Median | Minimum | Maximum |
|---|--------|---------|---------|
| I understand the SLOs based examination system. | 3.0000 | 1.00 | 5.00 |
| I prefer the SLOs based examination system over the previous one. | 2.0000 | 1.00 | 5.00 |
| The course content should be delimited. (means limited) | 1.0000 | 1.00 | 5.00 |
| I prefer to be tested in what I have been taught. | 2.0000 | 1.00 | 5.00 |
| Students get confused if they are tested from the unseen content. | 2.0000 | 1.00 | 4.00 |
| Students shouldn't be asked the content which they were not taught. | 2.0000 | 1.00 | 5.00 |
| It is better to give specific topics for the final FBISE exam of writing. | 2.0000 | 1.00 | 5.00 |
| My writing skills have improved due to the SLOs based examination. | 1.0000 | 1.00 | 5.00 |
| Students want a clear target of what they have to answer. | 3.0000 | 1.00 | 5.00 |
| The SLOs based exam has made it easy to get maximum marks. | 3.0000 | 1.00 | 5.00 |

Overall, the responses showed that the students are confused with the implementation of the new system of examination. They need to be better oriented with the concept of SLOs. All the stakeholders should be aware of the pros and cons, positive and negative Perceptions of the new system and the confusion should be dissipated. So that the

required results could be attained and real benefits of education could be seen in the society.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS

AND RECOMMENDATIONS

5.1 Summary

Students Learning Outcomes (SLOs) based examination has a strategic effect on the overall education system and its outcomes. All stakeholders want to get the maximum output from the educational activities. Students Learning Outcomes are the statements that describe what a learner could be able to know, understand, apply and create at the end of a certain learning process. These statements are often exhibited in terms of an amalgamation of knowledge, skills, abilities, attitudes, and comprehension.

From the current investigation it could be extracted that generally all the teachers and the students are concerned about the education and with the outcomes of the process. Teachers are especially worried about the overall standards of education as there is a perception that the education standards are rapidly deteriorating in Pakistan compared to the past standards. To dissipate this concept FBISE Islamabad launched a new system of examination that is commonly known as SLOs based examination system.

The launch of SLOs under the prevailing circumstances is both optimistic as well as sceptic. Therefore, the expressed feelings were of confusion, apprehension, uncertainty,

along with hopefulness and optimism. A majority of respondents indicated full confidence in favour of the change brought by FBISE.

The majority opinionated agreeing with the change and this optimism can lead to affect the policies of other board working in the country. Although, teachers were divided whether to support the change or not, but majority nodded in favour of the change. They surely need proper orientation sessions which are rarely provided. Teachers didn't dismiss the change rather they showed interest in the process of change and SLOs. This can partly be calculated that some of the teachers might not be happy with the objective based learning as it is precisely targeted and challenging. There could be another assumption that they don't want to stick with certain parameters and say that they just want to teach the content and get it reproduce, easy and very clear, rather than to improve the skills and ultimately if the concept taught isn't understood they can say that they are not responsible for any failure of students in future as the exam content is different than what has been taught.

The gap between the teachers and the examiner is also a real challenge. When we talk about SLOs there should be a good integration between the pedagogy and assessment board.

As SLOs based examination system approach is to prepare students for real life the content of assessment should be made more innovative and based on real life situations, so that the effect expected from change could be seen quite clearly and the perception that now the students won't retain any data can be dissipated.

The management of educational institutes needs to understand the change and more exposure to the change should be provided to the teachers.

The integration of the whole system is very important. Information technology can play a vital role as benchmarks can be settled precisely.

This research was quantitative, questionnaires for students and teachers were used. The data was compiled and SPSS was used to analyse the obtained data.

5.2 Findings

Students Learning Outcomes based examination system has been accepted by teachers as the results shows that overall rate is 1.2 / 5 with the standard deviation of .55 which clearly shows that acceptance level is extremely high as one of the objective was to find out teachers' perceptions of SLOs at English language learning at HSSC Level.

1. The teachers are involved in the process of getting familiar with the change as it is 1.6/5 which is better than overall perception. It can be calculated logically that gradually the acceptance level could be higher. The response showed involvement level was really high and the future Perceptions of SLOs based examination are good and bright as per the data depiction.

2. The students have been improving their writing skills as per the results which shows that respondents agree with the statement that overall writing skills are improved. (2.66 / 5). This shows that the overall impact of SLOs is positive and can be seen in the students' performance.

3. Majority of students understand the system as (2.0 / 5) the mean shows. Though there is a perception that students are still confused with the SLOs based examination system, the data shows students are familiar with the system and gradually it will become a well-known reality.

4. The students are in favour of delimited content and very clear course content rather than without any delimitation. “The Course Content Should be delimited.” The want clarity but when the SLOs based education system will be fully rooted in the education system from alpha to omega the course content issue will be sorted out automatically.

5. Students want a clear target to achieve rather than an obscure one. As the result shows (2.72 / 5) that the majority wants to be tested in the clear targeted content. As per normal routine in the school system the content on notebooks is tested for assessment, but when it will become a practice to test learning outcome this issue of content bases testing will be resolved.

6. The improvement in writing skills and getting better score results show that the change can positively affect the performance of the students and teachers.

5.3 Discussion

One of the objectives of the current study wanted “To identify the challenges of SLOs based examination for teachers of English Language at HSSC level in students' writing skills?” The investigation showed that the teachers had following challenges:

- Familiarity with the SLOS, though the majority of respondents said that they were familiar

- Their expertise needs to be improved in development of SLOs
- Marking SLOs based examination was difficult
- To have opportunities for involvement in the process of development

The second objective was “To pinpoint the challenges faced by students regarding SLOs based examination at HSSC level in their writing skills” The challenges for students were:

- The students are not fully familiar with the SLOs
- The rote learning concept and SLOs based testing kept them confused
- Delimited content that is taught versus the unseen content kept them baffled.

The third objective was “To find out the Perceptions of SLOs based examination of English language at HSSC Level.” The Perceptions of SLOs based examination are:

- Bright not grim
- Better grades possible
- Better comprehension of concept
- Improved the writing skills of the English language
- More acceptability

This study clearly shows the Perceptions are positive and as the change gradually settles down and the result could become more attractive and effective to achieve the targets of education

The panic among all stakeholders is a real phenomenon and the results of this study show that all concerned are a little confused about the changes made in the testing

system by the FBlSE but on the other hand the results also show that the writing skills have improved and the marks obtained by students have also increased which indicate that the Perceptions of SLOs based examination are good.

The literature review shows that in other countries like South Africa and Australia the situation was almost similar to this. In South Africa when “Outcome based Education” was launched there was a negative attitude of teachers as it was found out *“The investigation revealed that more than half of South African teachers hold negative perceptions and attitudes towards OBE.”* Giessen-Hood, C. (1999). Whereas here the situation is good and the acceptance level is higher.

The challenges identified by researchers about SLOs based examination are lack of training and time management (Channa, et al. 2023) and the current study also identified that the orientation sessions need to be arranged to train the teachers as well as students to achieve the optimal level of effectiveness.

“They found that using SLO-based grading changed the way instructors look at their student's work” (Bengiamin, et al. 2012). The population of teachers participating in the current study also had the same opinion as the majority of respondents agreed with the statement that teachers face difficulties while marking SLOs based assessments.

The change should be brought gradually and the content which is used for testing should be from the seen content. As the majority of students refuse to accept totally unseen content.

The teachers also need to be well aware of the need and they must be trained by workshops and orientation sessions. The perception is very important for the prospect

of acceptability of a change. As there is a trend among students to compare different boards for their results.

The major difference can be found between the “Mean of students’ responses, their understanding and Teachers’ understanding”. The learners’ understanding is far lower than the teachers’. All stakeholders must understand the SLOs based examination system and they should accept its utility for better outputs.

5.4 Conclusions

In conclusions, analysis and findings brought in light the followings aspects:

- i. The SLOs based examination system should be gradually implemented. The change that is expected to bring a positive change which is implemented to reduce cramming and making the whole system outcomes bases can be more effective if the ratio of knowledge and understanding based questions could be kept and gradually reduced to minimum level. The change that is abrupt could not produce the result unless proper planning and implementation is not used. The damage can be reduced and the stakeholders can be satisfied and can be a part of change to make it effective.
- ii. There should be more orientation sessions for teachers, students and parents to achieve better results. The awareness campaigns should be increased and to achieve the desired results educating the stakeholder could play a vital role. Though the majority of respondents said that they know SLOs but the doubtfulness was quite clear when they replied about their satisfaction level. .
- iii. Majority of teachers and students are in favour of the SLOs based examination system. As it is very difficult to leave the comfort zone, so some of the

stakeholders participating in the current research also expressed clearly that they are not in favour of the SLOs based examination system. The authorities need to arrange sessions with the stakeholders and the step by step process needs to be shown to the stakeholders to get the results.

- iv. Majority of teachers and students believe that SLOs based systems could have a negative impact on overall performance. As the system is implemented for the high stake examination which resultantly affects all the stakeholder. The system needs to be made applicable from grass root level to the highest level.
- v. More than half of the teachers say that SLOs based examination system has impacted positively on the creative writing of their students. The educationists who responded in the current studies surely agreed that the creative writing skills are improved after the implementation of the SLOs based examination system which is a ray of hope that gradually the system could affect all positively. Deep learning and critical thinking could be widespread among the learners.
- vi. The Students say that it is easier to get better grades in SLOs based examinations. One more positive aspect is that the participants expressed that the new system isn't a threat and can help the learners to achieve their desired results and grading shows that the Perceptions of SLOs based examination are bright and it is going to be the talk of the town soon.

5.5 Recommendations

- i. The students and teachers may be provided with more orientation sessions about SLOs.
- ii. The students understand the comparison between two systems and majority of them recognized the change, though they may be provided with more orientation sessions precisely explaining SLOs.
- iii. The gap between teachers and the assessment board may be minimal and the integration should be enhanced to achieve the real purpose of education that is to enable students with certain skills.
- iv. The change may be brought gradually so the negative perception could be dissipated.
- v. More teachers training sessions should be held and they may be prepared to make their formative tests as per the pattern of SLOs.
- vi. Parents may also be involved in the orientation sessions about SLOs.
- vii. The teachers at junior level may also be trained to design their lessons and tests according to the SLOs based system.
- viii. The educational institutes holistically may be involved in the process of change and educational management may know about the change i.e SLOs based examination.
- ix. IT may be used to set the content for assessment to avoid any biases.
- x. The quality of the end product produced by SLOs based system may be compared with the previous system at macro level so that the positive or negative impact can be seen clearly.

5.6 Future Researches

- i. To investigate whether SLOs based examination systems play a purposeful role in the quality of education further researches can open new avenues.
- ii. This study was conducted at HSSC level with English language teachers in Pakistan. Furthermore, conducting similar study in different other subjects would be worth presenting.
- iii. This research was conducted in Punjab; further research can be conducted in a different demographic area.
- iv. This research was based on quantitative research, it could be conducted while taking interviews from the experts of education with decades of experience and hands on knowledge of assessment.
- v. A comparative study can also be done with two groups of learners, one in Objective based learning process and other in outcome based learning process and their outputs can be compared.
- vi. SLOs based formative testing can also be analysed for making micro level changes in the testing process.
- vii. Pre-school testing can also be conducted based on SLOs and certain instruments can be made for checking the skills of learners.
- viii. Students academic performance and course content relation can also be analysed while keeping SLOs record.
- ix. Changing contents and raising bench marks can also be analysed for determining the most suitable content for better SLOs.

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Annexures

PERCEPTION OF TEACHERS ABOUT STUDENTS LEARNING OUTCOMES BASED EXAMINATION AT SECONDARY LEVEL (Questionnaire Teachers)

Respected ESL Teachers at secondary level,

I, **Wasim Sadiq**, am a student of MS Education at IIUI and my study is about Student Learning Outcomes based examination. Please fill in the following questionnaire about Students Learning Outcomes based examination of English language at secondary level. *Please rest assured that this data is for research purposes and could not be used for any other motives. Your personal information could not be shared with any person or organization. Your cooperation could be highly appreciated in this regard.*

| | | | |
|--------------------|--|-------------------------------|--|
| Name: | | Institution: | |
| Gender : Male | | Female | |
| Education: | | | |
| BS English | | MS English | |
| Phd English | | Diploma TEFL | |
| MA TEFL | | M.Ed | |
| Experience: | | Institute information: | |
| No Experience | | SSC and HSSC level | |
| 1 to 5 years | | Only HSSC level | |
| 6 to 10 years | | Tertiary Level | |
| 10 to 20 years | | Bs level | |
| 21 to 30 years | | Ms Level | |

Opinion about Learning Outcomes (SLOs) based Examination

Please rate your answer on a scale between 1 to 5.

1 = strongly agree, **2** = agree, **3** = neutral, **4** = disagree, **5** = strongly disagree

| | | Understanding | | | | | |
|----|---|-------------------|---|---|---|---|--|
| 1. | I am familiar with the concept of Student Learning Outcomes (SLOs). | 1 | 2 | 3 | 4 | 5 | |
| 2. | I have been involved in the development of SLOs. | 1 | 2 | 3 | 4 | 5 | |
| | | Current Situation | | | | | |
| 3. | The institution has defined SLOs for each English course. | 1 | 2 | 3 | 4 | 5 | |

| | | | | | | |
|-----|---|---|---|---|---|---|
| 4. | There are many changes in the teaching process after SLOs based examinations started. | 1 | 2 | 3 | 4 | 5 |
| 5. | The current SLOs based examination of English aligns with the educational goals. | 1 | 2 | 3 | 4 | 5 |
| 6. | Faculty, staff , and students are engaged in the development of SLOs. | 1 | 2 | 3 | 4 | 5 |
| 7. | SLOs positively impacted teaching and learning of writing skill of the English language. | 1 | 2 | 3 | 4 | 5 |
| 8. | The students have continuously improved their overall writing skill after the SLOs base exam started. | 1 | 2 | 3 | 4 | 5 |
| | Challenges | | | | | |
| 9. | Students encountered challenges while answering SLOs based questions. | 1 | 2 | 3 | 4 | 5 |
| 10. | Teachers face difficulties while marking SLOs based assessments. | 1 | 2 | 3 | 4 | 5 |
| 11. | There are challenges in effectively communicating SLOs to students. | 1 | 2 | 3 | 4 | 5 |
| | Perceptions | | | | | |
| 12 | Best practices of teaching can address the challenges in implementation of SLOs. | 1 | 2 | 3 | 4 | 5 |
| 13 | There are initiatives in the institution to approach SLOs based examination. | 1 | 2 | 3 | 4 | 5 |
| 14 | The SLOs based examinations could produce better skilled students. | 1 | 2 | 3 | 4 | 5 |
| 15 | The SLOs based examination should not continue for the coming years. | 1 | 2 | 3 | 4 | 5 |

**PERCEPTION OF TEACHERS ABOUT STUDENTS LEARNING OUTCOMES
BASED EXAMINATION AT SECONDARY LEVEL(Questionnaire Teachers)**

Questionnaire for Students : Opinion about SLOs,

Dear ESL Students at HSSC level:

I, Wasim Sadiq, am a student of MS Education at IIUI and my study is about Student Learning Outcomes based examination. Please fill in the following questionnaire about Students Learning Outcomes based examination of English language at secondary level. *Please rest assured that this data is for research purposes and could not be used for any other motives. Your personal information could not be shared with any person or organization. Your cooperation could be highly appreciated in this regard.*

| | | | |
|---------------------------|--|---------------|--|
| Name: | | Institution: | |
| Educational level: | | Gender | |
| SSC I /SSC II | | Male | |
| HSSC I / HSSC II | | Female | |

Please rate your answer on a scale between 1 to 5.

Circle your choice. **1** = strongly agree, **2** = agree, **3** = neutral, **4** = disagree, **5** = strongly disagree

| | | | | | | |
|----------------------------|---|---|---|---|---|---|
| Understanding SLOs | | | | | | |
| 1. | I understand the SLOs based examination system. | 1 | 2 | 3 | 4 | 5 |
| 2. | I prefer the SLOs based examination system over the previous one. | 1 | 2 | 3 | 4 | 5 |
| Challenges of SLOS | | | | | | |
| 3. | The course content should be delimited. (means limited) | 1 | 2 | 3 | 4 | 5 |
| 4. | I prefer to be tested in what I have been taught. | 1 | 2 | 3 | 4 | 5 |
| Current Situation | | | | | | |
| 5. | Students get confused if they are tested from the unseen content. | 1 | 2 | 3 | 4 | 5 |
| 6. | Students shouldn't be asked the content which they were not taught. | 1 | 2 | 3 | 4 | 5 |
| 7. | It is better to give specific topics for the final FBISE exam of writing. | 1 | 2 | 3 | 4 | 5 |
| Perceptions of SLOs | | | | | | |
| 8. | My writing skills have improved due to the SLOs based examination. | 1 | 2 | 3 | 4 | 5 |
| 9. | Students want a clear target of what they have to answer. | 1 | 2 | 3 | 4 | 5 |
| 10. | The SLOs based exam has made it easy to get maximum marks. | 1 | 2 | 3 | 4 | 5 |