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Attitudes of ESL Teachers towards Outcome-Based Education in Higher Education in Pakistan

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Abstract

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This study examines ESL teachers' attitudes towards the Outcome-Based Education approach at the university level ESL instruction in Pakistan. It also finds out how university teachers' attitude correlate with their demographics. For this purpose, the study employed a descriptive-correlational research design. A total of 70 university ESL teachers were surveyed and the resulting quantitative data were analyzed using SPSS version 22. Means and percentages were calculated to determine respondents' attitudes towards the Outcome-Based Education approach. Spearman's rho correlation coefficient was used to determine the strength and direction of the relationships between demographic variables and university ESL teachers' attitudes. The findings indicated that respondents demonstrated relatively consistent, although cautious, agreement regarding their understanding of OBE and held positive beliefs about its implementation. The findings further revealed that only two variables—gender and educational attainment—were significantly associated with university ESL teachers' attitudes towards OBE. However, these relationships were weak. Conversely, ESL teacher's age, academic rank, teaching experience, university type showed no significant correlations with their attitudes towards OBE.

Keywords: ESL teachers, English as a second language (ESL) learning, outcome-based education (OBE), teachers' attitude

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1. INTRODUCTION

In recent years, Outcome-Based Education has received considerable attention in educational institutions around the globe. As a pedagogical approach, it emphasizes the attainment and demonstration of learning outcomes by the learners. It stresses the need to empower the learners to acquire and demonstrate proficiency in selected domains of knowledge, skills, and attitude. It establishes close links between educational practices, real world expectations, and professional standards. In this regard, Rao (2020) maintains that OBE as an educational system that prioritizes outcomes, purposes, and accomplishments. Merueña (2023) states this approach emphasizes the alignment of all the components of curriculum like content, teaching of the content, and the assessment practices to attain the desired outcomes.

In this regard, Sarfraz et al., (2023) state that the Washington Accord established in 1989, encouraged participating countries to adopt OBE approaches in engineering education. Its details are given in Manual of Accreditation (Pakistan Engineering Council, 2019). Therefore, in Pakistan, it has become important for the higher educational institutions to ensure that teachers are also able to provide students relevant knowledge from engineering programs using the OBE approach. Among core courses, learners are also required to complete 2 courses of 3 credit hours each. Therefore, not only the teachers of core engineering courses but also the ESL teachers must be fully equipped with the skills and attitudes required for implementation of OBE in its full form. Zhang & Fan, (2020) maintain that Outcome-Based- Educational approaches promote the communication capabilities of undergraduate learners. It represents a fundamental shift from traditional teaching methods by prioritizing the attainment of specific learning outcomes and competencies. Employers also seek applicants with relevant knowledge and skills, prompting educational institutions and schools to align their curriculum with current industrial needs. These ground realities highlight the value of learners' ability to apply their learning in practical and real life contexts, reinforcing the learners' deeper comprehension and involvement with course content. However, the successful implementation of OBE depends heavily on teachers' attitudes and their beliefs in implementing and integrating outcome-based principles into their teaching practices. In addition, it can be safely concluded that if a teacher likes it, it may be implemented effectively which in turn will make the learners learn English better and help them prepare well for better commination practices in the practical world.

In this regard, a comprehensive understanding of the ESL teachers understanding and attitudes of about the OBE are crucial factors. Therefore, this study aims to find out what English teachers think about this changed approach or new way of teaching, particularly the English teachers who teach English as a second language at university level. It is important to know and understand what English teachers think about this new approach of teaching because their thinking, attitudes or beliefs have direct link with how teachers will implement it in their teaching practices.

1.1 Statement of the Problem

As explained above, the growing acceptance of the Outcome-Based-Educational framework has also posed many challenges besides the promises which it offers. As a practitioner of OBE approach, the researcher has observed ESL teachers resistance and reluctance in switching from familiar yet tradition methods to OBE method in English language classrooms. This phenomenon is not merely limited to researcher's own institution; it is rather reported by friends and colleagues from other institutions as well. Research has also documented systemic challenges in OBE implementation, for example, Yasmin & Yasmeen (2021) reports lack of teachers' reluctance among other challenges. Chandio and Pathan (2022) reports the ESL teachers' inadequate understanding to implement OBE. Asghar et al., (2023) reports readiness of ESL instructors to

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adequately design and deliver outcome-based curricula. In this regard , OBE is also considered as an extra workload because it brings more burden to the teachers (Tamanna & Hossain, 2026). This sort of resistance usually comes with a challenge that makes us leave our comfort zones because it challenges what one already knows and pushes to navigate or learn something new and different. Current situation poses a big challenge to the successful implementation of OBE system which indicates the need for a comprehensive analysis/study of teachers' knowledge, beliefs, feelings, readiness, and acceptance levels which may provide valuable insights about the ESL teachers' attitude towards OBE at university level.

1.2. Research Questions

The present study seeks to answer the following research questions:

- What are the attitudes of ESL Professionals towards the implementation of OBE approach in relation to their knowledge, beliefs, feelings, readiness, and level of acceptance?
- Is there any relationship between ESL professionals' personal characteristics (demographics) and their attitude towards Outcome-Based Educational approach in ESL classroom?

1.3. Significance of Research

This research contributes to the broader theoretical discourse on language educational reforms by providing empirical evidence on university teachers' attitude about Outcome-Based Educational approach, particularly about the transition from content-driven approaches to language teaching to outcomes-based educational approaches. The findings of the study may inform future researches and theoretical models related to educational change and offer a deeper and better comprehension of the variables that may not influence successful implementation of Outcome-Based Educational framework. In addition, this study highlights the significance of stronger collaboration between education sector and industry, which may result in development and implementation of more relevant and responsive curricula especially in the ESL contexts. As a result, it would advance theoretical discussions regarding the integration of educational frameworks and real-world demands.

Moreover, this research may contribute practical insights into how ESL teachers at university level perceive and implement the Outcome-Based Educational approach in second language teaching environments indicating the important areas about which the teachers feel confident and such areas where they need further support. Additionally, by the identification of practical challenges and necessary adjustments in an educational setting, this research may enhance the development of better and effective ESL teaching approaches aligning the curricula with OBE goals. The findings may serve a key resource for policymakers and educational organizations to design and offer professional development programs to equip teachers with the required attitudes and effectively incorporate Outcome-Based Educational approach in ESL settings.

1.4. Limitations of the Study

Despite offering meaningful insights; this research study has several limitations. Into ESL teachers' attitudes towards OBE. Firstly, the use of convenience sampling and the use of WhatsApp groups for this purpose may introduce selection bias. Secondly, the relatively small sample size may restrict the generalizability of the results. Lastly, the findings of the research may not be transferred to other contexts because the study focused exclusively on ESL teachers of Pakistani engineering programs based in Lahore.

2. LITERATURE REVIEW

Outcome-Based Education educational framework that emphasizes the attainment of specific outcomes by the students. It switches the focus on achieving predefined learning outcomes instead

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of emphasizing content delivery, Spady (1994) asserts that OBE is a student-centered learning approach that plans every aspect of the educational system around specific learning outputs. It ensures that each student attains the learning goals after the completion of the educational event or program.

William Spady is considered as the pioneer of OBE approach. Spady's model of OBE is built on five key principles or components known as the 5 Ps. Five P's of Spady model include paradigm, purpose, premises, principles, and practices. The paradigm component represents the basic shift in thinking towards outcome-based education. Purpose represents the clear and relevant outcomes of the educational process. Premises are the foundational beliefs about learning and success that reinforce OBE, such as successful leaning brings more successful learning. Principles direct the design and implementation components of OBE systems which include concepts like focused clarity and expanded opportunities. Finally, practices include the actual classroom strategies and methods designed to attain the desired outcomes. Together, these 5 Ps form a comprehensive framework for implementing OBE, ensuring that all aspects of the educational system are aligned towards achieving meaningful and demonstrable learning outcomes.

The inherent potential of OBE to enhance language instruction quality and learning outcomes' improvement has led the higher educational institutions to switch their focus from traditional to student-centered educational approaches. Thus, the curriculum is designed to focus on specific set of competencies and skills. In relation to ESL context, OBE aims to develop students' important language skills and competencies for effective communication in real-world contexts which also enhances their academic and employability (Rahayu et al., 2021).

The implementation of OBE in higher education has been influenced by many factors such as the need for alignment with international standards and educational reforms. It makes the transition to OBE in Pakistani ESL classrooms challenging. One significant challenge is the resistance. Many stakeholders such as faculty and administration may be reluctant to adopt OBE due to a lack of clear understanding of OBE's principles and benefits. In addition, the traditional examination system may not have aligned with the principles of OBE which often encourages rote learning and standardized testing. Macayan (2017) maintains that learning outcomes can be attained only when all the relevant sections of a learning systems like course content, teaching and assessment techniques used are redesigned and aligned with OBE system. (Soh et al. 2010) maintained that alignment of the assessment is necessary for the program success.

For teachers, extra workload is another serious issue because OBE brings more burden to the teachers (Tamanna & Hossain, 2026). Further challenges include lack of teacher training and professional development, readiness of ESL instructors to adequately design and deliver outcome-based curricula (Asghar et al., 2023). Chandio and Pathan (2022) examined ESL teachers' understanding of Outcome-Based Education and it showed the ESL teachers' inadequate understanding to implement OBE. This may lead to various inconsistencies in teaching and assessment practices. Teachers usually depend upon traditional, lecture-based approaches and show reluctance in adopting the more interactive and student-centered approaches that OBE promotes. Such gaps in teacher preparedness does negatively impact the implementation of OBE thus limiting its potentials benefits for the learners.

Nakkeeran et al (cited in Mufanti et al., 2024) points out that educators and teachers play important role in the development of OBE-based courses and curricula at the course level. However, Sun & Lee (2020) states that a vast majority of the teachers lacks sufficient knowledge and skills required for the development of Outcome-Based Education courses and many others hold negative attitude towards implementation of OBE approach. According to (Yasmin &

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Yasmeen, 2021) some studies highlight the difficulties in the implementation of OBE such as large classrooms, learners' lack of motivation, inadequate teachers' training, insufficient teaching learning resources and prevalent assessment and evaluation issues. In Pakistan, research on Outcome-Based Education is notably scarce. In addition, most of the existing researches focus engineering fields. This scarcity of research on the topic under discussion, especially in the context of ESL instruction at university level, prompted the researcher to recognize and fill the existing literature by undertaking this research study. In doing so, the researcher aimed to address the implementation of OBE in Pakistani English language classrooms at university level and contribute valuable insights through this research.

2.1.Theoretical Framework

The theoretical framework of the study is based on the theories which explain teacher's attitude, educational change, and the principles of Outcome-Based Education. In the first place, it includes Theory of Planned Behaviors (TPB). In context of this study, it helps to explain how English language teachers' attitudes towards OBE might predict their willingness to implement it . According to the Theory of Planned behaviors (TPB) by (Ajzen & Schmidt, 2020), human behavior follows three kinds of consideration, firstly, they consider their beliefs about the expected consequences of the behaviors or actions. Secondly, they consider their beliefs about the important things others think they should do, and thirdly, they consider their beliefs about one's ability to perform a behavior.

The second theory on which this study is based is Spady's OBE Model. William Spady in his model emphasizes clarity of learning outcomes, provision of opportunities for learners to attain the desired outcomes, and alignment of content curriculum and assessment with the desired outcomes. Understanding these principles is crucial for exploring teachers' attitudes towards. Outcome-Based approach. It indicates starting an educational program with a clear picture of important skills and content that all learners must have acquired, organizing curriculum content, classroom instructions, and assessment to ensure that desired learning outcome have been attained by the learners

In short, Spady's OBE principles suggest that what the teachers are supposed to do, for example , it gives a plan of set clear goals , designing the courses from the goals , how ESL students should be taught and assessed. And the Theory of Planned Behavior may help us in linking why the teachers may or may not follow OBE plan. It would tell us about their personal feelings about OBE such as peer pressure, their capability to do it or not, etc.

3. METHODOLOGY

The detail of the research methodology given below includes a comprehensive description of the design, sampling technique, research instruments, procedural steps in data collection and methods of statistical analysis applied to analyze the data collected for the study.

3.1. Research Design

The study adopted a descriptive-correlational research design to study the attitudes of ESL teachers towards the Outcome-Based Education (OBE) approach in Second Language (ESL) setting. This research design was selected to conduct a detailed analysis of the respondents' (university ESL teachers) background characteristics. It also allowed to assess their knowledge, beliefs, feelings, levels of acceptance and readiness to implement the OBE approach in their classrooms. This research design further allowed the researcher to provide a thorough explanation of the relationship between ESL professionals' personal characteristics (demographics) and their attitude towards Outcome-Based Educational approach in ESL classroom.

3.2. Sampling Technique

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The population of the study consisted of ESL instructors from various faculties, including literature, linguistics, and other academic fields, at universities across Lahore. Purposive and convenient sampling techniques were used to collect data from the English teachers who have experienced teaching functional English courses using Outcome-Based Educational approach. For this purpose, link of survey was shared to potential teachers, through WhatsApp groups and personally. In this activity, 70 respondents filled the survey form and participated in the research process.

3.3. Research Instrument

Research instrument for this research was adopted from (Ortega & Cruz, 2016) which was developed for earlier research of the similar type. The research instrument (questionnaire) consisted of two parts.

- The first part included the demographic variables of the respondents in terms of their ages, genders, educational levels, and academic ranks, teaching experiences in years and category of their university.
- The second part comprised of 25 attitudinal statements and was further divided into 5 sub-sections. The first sub-section was designed to assess the knowledge of the respondents' about OBE and second, third, fourth and fifth sections were based on respondents' beliefs, their feelings, readiness, and their acceptance levels towards the OBE respectively. In addition, responses were recorded using four-point Likert scale with options ranging from strongly disagree to strongly agree,

3.4. Data Analysis

The numerical or quantitative data was analyzed using the 22nd version of SPSS. To answer the first research question, descriptive statistics, such as the mean values and percentage scores of responses to attitudinal statements were calculated. Additionally, correlation coefficient values were calculated to determine the relationship between demographic variables and ESL teachers' attitude toward the OBE.

4. RESULTS AND INTERPRETATIONS

In this section, a thorough and in-depth analysis and discussion of the collected data is provided, in accordance with research objectives. In addition, the quantified data are systematically tabulated, analyzed, and interpreted.

4.1. Demographic Profile of ESL Teachers

Table 1
Demographic Profile of Respondents

Age Range	Frequency	Percentage
21-30	15	21.4
31-40	32	45.7
41-50	21	30
51-60	2	2.9
61-70	0	0
Total	70	100
Gender		
Male	38	54.3
Female	32	45.7
Total	70	100
Highest Educational Achievement		
Under graduate (MA , BS)	0	0

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MS/Mphil	59	84.3
PhD	11	15.7
Total	70	100
Academic Rank of the Respondents		
Lecturer	43	61.4
Senior Lecturer	14	20
Assistant Professor	4	5.7
Associate Professor	9	12.9
Professor	0	0
Total	70	100
Experience		
1-5	18	25.7
6-10	25	35.7
11-15	14	20
16-20	7	10
20+yrs	6	8.6
Total	70	100
Current University		
Public	30	42.9
Private	40	57.1
Total	70	100

Table 1 provides a detailed breakdown of respondents' demographic distribution, focusing on various aspects such as age, gender, educational attainment, academic rank, years of teaching experience, and the type of the university they represent. The data shows that most common age group of the respondents is 31-40 years, which comprises 45.7% of the total sample, highlighting a relatively young and potentially mid-career demographic. Secondly, the gender distribution suggests that males make up 54.3% of the respondents, indicating slightly male dominant demographics. Thirdly, in relation to educational achievements, the data reveals that the respondents with MPhil degree have the majority of 84.3 %. This highlights that most of the respondents are well qualified and have the advanced educational background which is likely to influence their perspectives and attitudes towards educational practices in a positive manner. Fourthly, the data about the academic rank indicates that 61.4% of the respondents are lecturers, indicating that the majority of the participants are at the earlier stages of their academic careers.

Fifthly, data shows related to teaching experience suggests that the majority, 35.7%, have been in the profession for 6-10 years which suggests that a significant portion of the participants are at a stage in their careers where they have some experience but are still at a relatively early stage of their professional development. Lastly, a significant majority of 57.1% of the respondents reveals that they belonged to private universities across the city of Lahore. Overall, the demographic profile of the respondents presents a detailed picture of the sample's personal and professional characteristics.

4.2. ESL Teachers' Attitude towards OBE

A survey based on 25 attitudinal statements about Outcome-Based Education framework was conducted to measure the attitudes of ESL teachers towards the implementation of Outcome-Based Education framework. This survey instrument consisted of 5 attitudinal statements about learners' knowledge, 5 about their beliefs, again 5 about their feelings, and 5 for their level of acceptance

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and readiness towards the implementation of Outcome-Based Education approach at their universities.

This section presents the detailed analysis of ESL teacher's attitude as measured according to their perceived level of 5 important dimensions of their attitude towards Outcome-Based Education approach. In order to interpret the participants' responses, the Likert scale was divided into four distinct ranges showing various levels of agreement. Mean score values from 3.45 to 4.00 were interpreted as Strongly Agree (SA) suggesting a high level agreement with the statement. In the same way, the mean values between 2.45 and 3.44 were categorized as Agree (A). On the other hand, mean values between1.45 to 2.44 were interpreted as Disagree (D) range and the mean values between1.00 to 1.44 were classified as Strongly Disagree (SD) showing strong disagreement with the statement.

Table 2
Participants' Knowledge of OBE

Attitudinal Statements: Knowledge	Mean	Descriptive Equivalence
I know where to start … OBE approach ..	2.93	A
I …. align the world of learning & work	2.98	A
I know how to facilitate …class.	3.23	A
I ….establish a satisfactory OBE classroom climate ..purposeful activities	3.00	A
My knowledge of the assessment…….	2.94	A
Overall Mean	3.01	

The overall mean of knowledge dimension is 3.01, suggesting that educators feel well informed to implement OBE approach. Particularly, they agree and show that they know where to start with an OBE approach (mean = 2.93) and can adjust the context of learning with the practical world of work in the real life (mean = 2.98). In addition, they also feel comfortable in facilitating an outcome-based ESL classes (mean = 3.23) and they can establish a satisfactory Outcome-Based Education in English language classroom environment (mean = 3.00). Their knowledge of assessment techniques also appears adequate and reasonable (mean = 2.94).

Table 3
Participants' Beliefs about OBE

Attitudinal Statements: Beliefs	Mean	Descriptive Equivalence
I believe OBE … prepare the student ... for the workplace.	3.39	A
I …will raise the standards of students' .. English.	3.37	A
I … require more liaison with industry.	3.09	A
I ... allow more flexibility in e… variety of teaching methods.	3.17	A
I … provide … students with equal educational opportunities.	3.09	A
Overall Mean	3.22	

The overall mean of belief dimension is 3.22 indicating that ESL teachers believe in potential benefits of implementing OBE approach and teaching flexibility available in choice of language teaching methods. They agree that OBE prepares students in a better way for the future workplace (mean = 3.39) and they also believe that OBE based instruction will raise academic standards (mean = 3.37). Moreover, they believe that OBE is linked with more industrial liaison

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(mean = 3.09) and has flexibility in teaching styles and methods (mean = 3.17). Finally, they also agree that OBE classes provide equal educational opportunities for all the learners (mean = 3.09).

Table 4

Participants' Feelings about OBE

Attitudinal Statements: Feelings	Mean	Descriptive Equivalence
I feel that OBE approach demands more responsibility from Academicians as compared to.	3.26	A
I … would not be a waste of time.	3.29	A
I … traditional ..tests … do not always benefit the students.	2.93	A
I … OBE approach is the best	2.94	A
I … OBE ensures that all learners achieve success.	3.00	A
Overall Mean	3.08	

The overall mean of feelings dimension is 3.08 which indicates that educators' responsible and positive feelings about the effectiveness of OBE. The statistics reveal that they agree with the idea that OBE approach demands more responsibility from educators (mean = 3.26) and it is not a time waster (mean = 3.29). Again they consider that traditional assessment tools do not often help in assessing the learners' competencies (mean = 2.93) and they feel that OBE is the best educational approach (mean = 2.94). Finally, they also have a belief that OBE makes sure that all learners achieve success (mean = 3.00).

Table 5

Participants' Readiness for OBE Implementation

Attitudinal Statements: Readiness	Mean	Descriptive Equivalence
I have conflict of interest between OBE approach and the content driven approach of learning.	2.89	A
More interested in presenting OBE than content driven approach	2.83	A
Knowledge of OBE as Mandatory motivates me for more preparation.	3.10	A
My interest in OBE for ESL learning enhances my ability	3.20	A
Large classes will not hinder the successful implementation of OBE.	2.54	A
Overall Mean	2.79	

The overall mean of readiness dimension is 2.79 which also indicates educators' preparedness, however, it acknowledges some challenges like class size. The results indicates that the participants have a conflict of interest between content-driven and OBE approaches (mean = 2.89) and reflects their interest in presenting OBE (mean = 2.83). Moreover, knowing that OBE is mandatory motivates them for preparedness (mean = 3.10), and the results show that participants interest in OBE improves their facilitation capacity (mean = 3.20). However, the results also highlights the participants 'concerns regarding large classes and they consider that large classes may hinder successful implementation of OBE curriculum (mean = 2.54).

Table 6

Participants' Acceptance for OBE Implementation

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Attitudinal Statements : Acceptance Level	Mean	Descriptive Equivalence
Schedule allows for…. preparation time for OBE lessons.	2.54	A
I have … resources to present ESL lessons ...	2.71	A
I … my experience of teaching will help me to adapt OBE approach.	3.11	A
I .. lot of subject-related reading… understanding of OBE approaches.	3.00	A
I … received … training …	2.39	A
Overall Mean	2.75	

The overall mean score of acceptance level of Outcome-Based Educational approach is 2.75 which suggests that participants generally perceive that they have the necessary resources and support system to equip them for better implementation of OBE curriculum in their classes, however, they highlight the need for further professional training. They are convinced that their daily schedule allows time for preparation of OBE lessons (mean = 2.54).In addition, they agree about the availability of resources (mean = 2.71). Moreover, they are of the view that their teaching experience will support them to adapt and implement OBE curriculum (mean = 3.11). However, response to the fourth statement of table 6 suggests that implementation of OBE demands upgradation of subject knowledge and related skills because the participants also do a lot of subject-related reading to update and improve their knowledge and pedagogical skills (mean = 3.00). This idea is further supported by the low mean value (mean = 2.39). of the fifth statement of table 6, which indicates that they have not received adequate training in OBE for implementation of OBE curriculum.

4.3. Relationship of the ESL educator's demographic variables and attitudes towards OBE

Table 7 shows the values of correlation coefficients (Spearman's Rho) between educators' demographic variables and ESL teachers' attitude towards Outcome-Based Educational approach at university level.

Table 7

Correlation Coefficients of University ESL Teachers Demographics and Attitudes towards OBE

Variable	R	p-value	Interpretation
Age	-0.107	p=.380 > .05	Non-significant negative correlation
Gender	0.273*	p=.022 < .05	Weak but significantly positive correlation
Educational Attainment	0.242*	p=.044 < .05	Weak but significantly positive correlation
Academic Rank	-0.143	p=.236 > .05	Non-significant negative correlation
Teaching Experience	-0.134	p=.270 > .05	Non-significant negative correlation
University Category	-0.029	p=.813 > .05	Non-significant negative correlation

r value : 1.0- Perfect; .70 to .99- Very High; .50 to .69- Substantial; .30 to .49- Moderate;.10 to .29 Low; .01 to .09- Negligible
*N=70 r= correlation coefficient-reported * $p < 0.05$* indicates statistical

The table 7 shows that the first category the table is respondents' age. The results of the data analysis indicate that there is no statistically significant relationship between the ESL teachers' age and their attitudes toward OBE. The value of correlation coefficient r = -.107 which indicates a negligible negative tendency, suggesting that older teachers may have slightly less positive attitudes, but as mentioned above this trend is not statistically meaningful as p=0.380 > 0.05.The second category in the table 7 is gender. In relation to gender, the results of data analysis indicate

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that there is weak positive correlation between gender and OBE attitudes as the correlation coefficient r = 0.273. This indicates that attitudes toward OBE vary by gender, with one group holding more positive attitudes than the other. This correlation is significant at the 0.05 level as p=.022 < .05. In relation to the third category, education attainment, the correlation coefficient r = 0.242 which reveals a weak positive correlation between the ESL teachers level of education and their attitudes toward OBE. It shows that the teachers with higher educational qualifications such as PhD or M.Phil are likely to have a more positive attitudes as compared to the ones with lower qualifications like Master's or Bachelor's degree holders. This correlation is significant at the 0.05 level like gender because the p=.044 < .05. The fourth category in the table is ESL teachers' academic ranks for which the value of r = -.143 which indicates a negligible negative tendency, suggesting that higher-ranked faculty may have slightly less positive attitudes towards OBE as compared to the lower rank faculty but this trend is not statistically meaningful as p=.236 > .05.

It further suggests that the observed variation is likely due to chance rather than a systematic relationship. The fifth category is teaching experience in number of years for which the correlation coefficient r = -.134. The negative sign indicates a slightly negative tendency suggesting that more experienced teachers faculty may have slightly less positive attitudes towards OBE as compared to the less experienced faculty but this trend is also not statistically meaningful as p=.270 > .05. It further suggests that the observed variation is likely due to chance rather than a systematic relationship. Finally, the sixth and last category is the ESL teachers' university type. For this category, the value of r = -.029 which shows a very weak negative correlation between university type and teachers' attitudes toward OBE. However, institutional affiliation does not influence attitudes in any meaningful way as the p=.813 > .05. It further suggests that the observed variation is likely due to chance rather than a systematic relationship.

5. DISCUSSION

For teachers, extra workload is another serious issue because OBE brings more burden to the teachers (Tamanna & Hossain, 2026). Further challenges include lack of teacher training and professional development, readiness of ESL instructors to adequately design and deliver outcome-based curricula (Asghar et al., 2023). Chandio and Pathan (2022) examined ESL teachers' understanding of Outcome-Based Education and it showed the ESL teachers' inadequate understanding to implement OBE. This may lead to various inconsistencies in teaching and assessment practices. Teachers usually depend upon traditional, lecture-based approaches and show reluctance in adopting the more interactive and student-centered

This study focused on investigating the attitudes of English teachers in Pakistani universities toward the implementation of Outcome-Based Education (OBE) in English language classroom settings. The results indicate that English teachers generally favor the adoption of OBE. This trend aligns with the findings of (Baguio, 2019), (Pepito, 2019) and (Al-Saqqaf, 2023).In addition to positive adoption of OBE, English teachers perceive themselves as lacking sufficient preparation time suggesting they are over-burdened which aligns with the findings of (Tamanna & Hossain, 2026). The lack of teaching learning resources and training in the assessment process, suggesting a need for further professional development and support. This trend aligns with the finding of (Akhmadeeva, Hindy, & Sparrey, 2013), (Ortega & Cruz, 2016 , (Katawazai, 2021) and (Mufanti et al., 2024).

6. CONCLUSION

In essence, ESL teachers reflect positive but somewhat cautious attitude towards the OBE approach across various dimensions such as knowledge, beliefs, feelings, readiness, and acceptance level. The overall mean values ranging from 2.75 to 3.22 given in each table indicate

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that teachers are generally in agreement about the potential benefits of the Outcome-Based Education. However, the mean values reflects that there are some areas that need improvement, specifically, adequate training and addressing the conflict of interest between traditional and OBE approaches. There is a fairly consistent though cautious agreement across different dimensions of attitudes underscores ESL teachers' readiness to embrace the OBE approach, however, it reflects a need for comprehensive training and support to fully realize its benefits of OBE approach.

The data analysis also reveals that only two variables, gender and educational levels, are associated significantly with the attitudes of ESL university-teachers towards OBE. However, results indicate a weak relationship between the variables. It further suggests that the ESL teachers' attitudes toward OBE vary by gender, with one group holding more positive attitudes than the other and those ESL teachers with higher educational qualifications tend to have more positive attitudes towards implementation of OBE. Conversely, ESL teacher's age, their academic rank, their teaching experience, and university type show no significant correlation with OBE attitudes as the calculated p values are greater the 0.05. The notable finding is that variables traditionally linked with academic seniority like teachers' age, their academic rank, and teaching experience do not determine correlation or receptiveness to OBE. Similarly, institutional context, in this context, the public vs. private universalities, also does not shape attitudes. In short, these findings challenge assumptions commonly held about the senior faculty that they are usually resistant to change or that the type of an institutional influences OBE readiness or facilitation. The results also reveal that individual characteristics or variables such as gender and education level play a modest but significant role.

7. IMPLICATIONS OF THE RESEARCH

The findings reveal that teachers with lower educational qualifications tend to hold less positive attitudes toward OBE, therefore, they should prioritized for professional development programs. Secondly, instead of targeting training workshops on OBE training based on ESL teachers' age, rank, or experience all faculty should be engaged inclusively because these factors or variables do not predict ESL teachers attitudes towards OBE at university level. Lastly, for future research initiatives, qualitative research is recommended to explore the deeper reasons behind gender and education-based differences in attitudes. In addition, future researches may utilize a larger sample size to provide more robust and generalizable findings.

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