

English Teachers' Experiences in the Integration of Language Skills in Outcome-Based Education: Case Study of Four Secondary Schools in Northern Education Division

By

**John Rogers Eliya
(MEdLM 0616)**

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At

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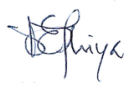
November, 2025

DECLARATION

I hereby declare that the organisation and writing of this thesis is entirely my own work and has been done at Mzuzu University. This thesis has not been, nor is it concurrently being submitted for any other degree other than the Master of Education (M.Ed.) in Leadership and Management.

All reference materials contained herein have been duly cited and acknowledged.

Candidate: John Rogers Eliya

Signature: 

Date: 11 December, 2025

Supervisor: Dr. Margaret Mdolo

Signature: 

Date: 11 December, 2025

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DEDICATION

I dedicate this thesis to my children, Mulhotiwa John and Ovilhera Chikondi Eliya.

ABSTRACT

Malawi introduced Outcome-Based Education in Secondary Schools in September 2015. Changes were noted within a short time, some of which were illustrious and some progressed too quickly. For instance, the English Syllabus, which previously promoted the integration of four language skills, namely listening, speaking, reading, and writing, now has six language skills, namely listening, speaking, reading, writing, critical thinking and reasoning, and structure and use of language. By design, the language skills inform each other and are to be integrated into lessons. As can be seen, the shift from integrating four language skills to six language skills was a significant jump and somewhat unrealistic. Suffice it to say that curriculum implementation should be done in feasible and manageable steps as we move away from current practice, also known as the Zone of Feasible Innovation. The study was qualitative and was conducted in four secondary schools in Northern Education Division. The aim of the study, was to explore the experiences English Second Language teachers have with integration of language skills in Outcome-Based Education. The sample comprised eight qualified English teachers who were sampled using purposive and convenience sampling. Data for the study were collected using lesson observations, voice-recorded interviews, and document analysis. The findings, however, indicate a serious gap, as most teachers have a limited understanding of Outcome-Based Education. This limited understanding, has made some English Second Language teachers to resort to traditional, teacher-centred methods of teaching and learning. It should be mentioned that effective English Second Language teaching requires educators to move away from teacher-centred approaches to enhance cognition. The findings also indicate that English Second Language teachers are struggling to adequately meet the demands of Outcome-Based Education in the classroom, as evidenced by their struggle to integrate six language skills in one lesson.

ABBREVIATIONS AND ACRONYMS

OBE	Outcome Based Education
OBL	Outcome Based Learning
CBL	Content Based Learning
CPD	Continuous Professional Development
CBO	Community Based Outcomes
SEMA	Senior Methods Advisor
CBE	Competence Based Education
CBC	Competence Based Curriculum
ESL	English Second Language
ZFI	Zone of Feasible Innovation
ZPD	Zone of Proximal Development
INSET	In-Service Training
EDM	Education Division Manager
PS	Principal Secretary

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

The chapter presents an overview of the study. It presents the background, the statement of the problem, aim and objectives of the study, the significance and scope of the study, and the outline of the research report. The study was conducted in four Secondary Schools in Northern Education Division to explore English Second Language teachers' experiences in the integration of language skills in Outcome-Based Education.

1.2 Background to the study

Efforts to improve education systems have been a priority for many countries, including Malawi. As noted by Priestley et al. (2015) changes in the curriculum in the Anglophone world, for example, have been necessitated by the shift from a detailed specification of knowledge to a focus on skills or competencies, with an emphasis on the centrality of the learner. In other words, the essence is to design new curricula with idiosyncratic features that mediate and enhance the level of contextualization in curriculum and policy. Parsons et al. (2020) observed that changes in contemporary curricula have been driven by the evolution of technology. That is to say, the spread of personal digital devices and pervasive communication infrastructure has led to changes in the global village. As such, the changes have highlighted the need for schools to ensure that all students are prepared for the contemporary digital world, hence the need to provide digital skills for all students. In the Malawian context, it can be argued, however, that improvements in the education sector have been a pursuit for meaningful answers to growing concerns about the inadequacies of the old system.

This is supported by Chipshiko and Shawa (2014) who argued that efforts to improve the quality of education in Malawi have presented a paradigm shift from teacher-centred to learner-centred teaching. Since then, teachers have become facilitators of the learning process rather than providers of knowledge, and learners have subsequently become active participants in their learning. As highlighted, it should be noted that the introduction of Outcome-Based Education in Malawian Secondary Schools in September 2015 was a culmination of the rebranding process, which brought a paradigm shift from traditional methods of teaching and learning (Rogan & Grayson, 2003).

1.2.1 The Outcome-Based Education Curriculum

Outcome-Based Education emerged from the restructuring movement as one of the promising yet controversial school reform attempts. Spady (1994) defined Outcome-Based Education as clearly focusing and organising everything in an education system around what is essential for all learners to be able to do after learning. This definition specifies certain markers or parameters that form the basis for actions schools should undertake to ensure the proper implementation of outcome-based education. The definition further emphasizes that outcome-based education as a process requires consistency across all outcomes of teaching and learning, which include all assessment methods and practices. Rao (2020) looked at Outcome-Based Education as a system of education that prioritises outcomes, purpose, accomplishments, and results. Suffice it to say that all decisions about the curriculum, for example, assessment, and instruction are driven by exit learning outcomes that the students should display at the end of their program or course. The most important aspect, however, is that an outcome should be measurable.

Karmakar et al. (2023) observed that Outcome-Based Education means emphasising on results by determining the knowledge and competencies learners are expected to demonstrate after they finish schooling. Thus, by design, Outcome-Based Education provides a clear shift from teacher-centred towards learner-centred learning and thus expects learners to develop skills and competencies that will help them mitigate life's challenges. Karmakar et al. (2023) however, observed that the major limitation of Outcome-Based Education is that it is selective and tends to work better with some subjects and not others. In other words, the assumption that Outcome-Based Education can be applied to all subjects is erroneous since some programs require learners to reach certain goals, while other programs or areas of study only require students to develop standards or value judgments about life in general.

1.2.2 Key changes to be followed up in Outcome-Based Education

The introduction of Outcome-Based Education in many countries, including Malawi, presents a paradigm shift from traditional teacher-centred methods to learner-centred methods, which are premised on the belief that learners can demonstrate skills and competencies (Macayan, 2022). Karmakar et al. (2023) supported this idea by saying that with Outcome-Based Education, there is a shift from teacher-centred to student-centred learning, where the focus is on the competencies or qualities that learners should demonstrate at the end of learning as they are prepared for life's challenges. In the Malawian context, illustrious and radical changes were noticed soon after Outcome-Based Education was introduced. Some of the key changes included emphasis on teaching, learning, and assessment, which presented new challenges and responsibilities to teachers.

It should be noted that terms such as success criteria, assessment standards, secondary education outcomes, and developmental outcomes were introduced to promote student performance and achievement. In addition, new designs of schemes and records of work, including lesson plans, were introduced to increase opportunities for learner participation and practice. Changes at subject level included the English syllabus, which previously promoted the teaching of four language skills: listening, speaking, reading, and writing, but now has six language skills, namely listening, speaking, reading, writing, critical thinking and reasoning, and structure and use of language. By design, the six language skills inform each other and are to be integrated into lessons.

1.3 Statement of the Problem

Malawi introduced Outcome-Based Education in Secondary Schools in September 2015. The English syllabus, which previously promoted integration of four language skills: listening, speaking, reading, and writing, now has six language skills, namely: listening, speaking, reading, writing, critical thinking and reasoning, and structure and use of language. Despite the Outcome-Based Education syllabus adding critical thinking and reasoning, and structure and use of language to the four language skills, little is known about how English teachers are operationalising integration in English lessons. As noted by Gibbons (2015) effective integration of language skills requires teachers to rethink instruction, assessment, and classroom interaction, and can be perplexing without sufficient training. Furthermore, integrating language skills can be perplexing for teachers, as it requires greater commitment, deeper pedagogical understanding, and additional adaptive skills.

It is against this background that the researcher decided to explore English Second Language teachers' experiences with integration of language skills in Outcome-Based Education, to assess how English Second Language teachers are operationalising integration in their English Second Language teaching.

1.4 Aim and Objectives of the Study

The aim of the study was to explore English Second Language teachers' experiences with integration in Outcome-Based Education. To achieve this aim, the following objectives guided the study:

1.4.1 Specific Objectives

1. To establish English Second Language teachers' understanding of Outcome-Based Education.
2. To assess how some selected English Second Language teachers were integrating language skills in their lessons.
3. To identify the opportunities English Second Language teachers may have by teaching the Outcome-Based Education Curriculum.
4. To outline the challenges English Second Language teachers, are facing in implementing Outcome-Based Education.

1.5 Delimitations of the Study

Creswell and Creswell (2022) note that delimitations of a study help define parameters of a research study.

The study was a case study of four Secondary Schools in Northern Education Division, and the population comprised English Second Language teachers who were handling both junior and senior secondary classes. The choice of these schools was guided by accessibility, and feasibility within the time and resource constraints of the researcher. As such, the findings cannot be generalised to all schools in the division or to other educational divisions in the country. In addition, the study was limited to the perspectives and experiences of teachers; thus, it does not directly include the views of learners, school administrators, or education policymakers. While these stakeholders play important roles in Outcome-Based Education, their experiences fall outside the boundaries of this research.

1.6 Significance of the Study

The study is significant for multiple stakeholders in the education sector because, by focusing on English teachers' experiences with integration of language skills in Outcome-Based Education, the study contributes to a deeper understanding of how curriculum reforms are interpreted and enacted at the classroom level. Secondly, the study provides valuable insights for teachers. Thus, by highlighting their lived experiences, challenges, and strategies, the findings serve as a platform for professional development and peer-learning. In other words, teachers will be able to refer to the findings to identify effective practices for integrating language skills, thereby enhancing their classroom methodologies. Lastly, the study is significant to school administrators, education managers, and policymakers, who, by understanding the realities faced by teachers in the classroom, will come up with necessary interventions that will inform decisions about school-level support, such as the availability of teaching and learning materials, and Continuous Professional Development.

1.7 Theoretical Framework: Rogan's & Grayson's Theory.

Kumar (2019) states that the significance of a theoretical framework is to help set parameters by reviewing literature related to themes pertinent to the research topic. Creswell and Creswell (2022) argue that a theoretical lens in qualitative research is an overall orienting lens for the study, which becomes a transformative perspective that shapes the type of questions asked. The study was guided by Rogan and Grayson's (2003) theory of curriculum implementation.

1.7.1. Rogan & Grayson's theory of Curriculum Implementation

Rogan and Grayson (2003) contended that the theory of curriculum implementation provides a framework for implementation that allows one to identify the extent to which a curriculum is practiced in the classroom. This view is supported by Ngwenya (2025) who argued that the Rogan & Grayson's Framework of Curriculum Implementation analyses how current curriculum changes are implemented, recognising current realities and building on system strengths, in line with the Zone of Feasible Innovation. Mkhize (2024) stated that the framework helps to assess classroom enactment and other related factors like teacher readiness and support. In other words, the framework is premised on the need to recognise current realities and then build on the strengths of various components of the educational system. According to Rogan and Grayson (2003) the theory of curriculum implementation has three constructs: profile of implementation, capacity to innovate, and support from outside agencies. These three constructs are measured using indicators and are broad enough to accommodate several related factors. The nature of these constructs is illustrated in Figure 1:

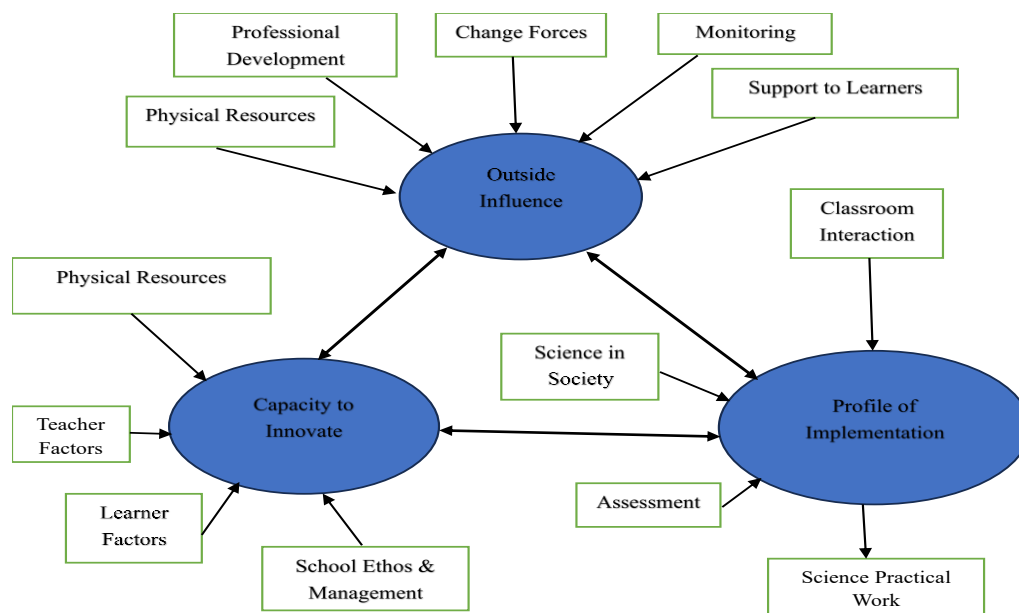


Figure 1: Rogan & Grayson's Framework for Curriculum Implementation

1.7.1.1 Profile of Implementation

Rogan and Grayson (2003) stated that the Profile of Implementation is an attempt to understand and appreciate the extent to which the ideals of a certain curriculum are put into practice. In simple terms, the profile enables curriculum planners at the school level to determine where they are and identify their current strengths and weaknesses by considering the capacity of their schools. Rogan and Grayson (2003) further stated that the profile assumes that there is a vaguely defined notion of good practice and recognises that there are many ways of putting a curriculum into action. That is to say, the profile assumes that broad commonalities of what constitutes excellence always emerge where the nature and values of a curriculum shape notions of excellence. Rogan and Grayson (2003) noted that excellence should at all times be guided by criteria that are in line with values and expected outcomes, such as what learners are able to perform at various stages of the learning process.

1.7.1.2 Capacity to support an innovation

The construct capacity to support an innovation is an attempt to understand the factors that are able to support or hinder the implementation of new ideas in a system (Rogan & Grayson, 2003). According to Rogan and Grayson (2003) the possible indicators of this construct fall into four groups: physical resources, teacher factors, learner factors, and school ethos. Physical resources are certainly the major factor that influences capacity, since poor resources can limit the performance of even the best teachers. Rogan and Grayson (2003) further asserted that the second factor pertains to teachers' background, training, and commitment to teaching. It should be emphasised that the lack of subject matter knowledge by teachers is a major problem, as it relates directly to the extent to which teachers embrace an innovation. According to Rogan and Grayson (2003) learner factors relate to the entry behaviours that learners bring to the learning environment. The fourth factor suggested by Rogan and Grayson (2003) relates to the general ecology and management of the school. Although these two factors are different, they are intertwined, especially in developing countries, where schools are dependent on the quality of leadership and general management (Rogan & Grayson, 2003). It can be argued that although teacher and learner factors have the most direct bearing in the classroom, physical resources and aspects of general ecology have a bearing on how a curriculum is to be implemented (Rogan & Grayson, 2003).

1.7.1.3 Support from outside agencies

Rogan and Grayson (2003) noted that the construct support from outside agencies refers to actions taken by organisations outside the school to influence practice. Support from outside agencies may be divided into two categories: material and non-material support.

Rogan and Grayson (2003) contended that material support is divided into two: provision of physical resources such as buildings, textbooks, or apparatus, and direct support to learners which includes lunch programs and provision of a place to study. Non-material resources, on the other hand, are often in the form of professional development, which is a more visible way in which outside agencies attempt to bring change in schools (Rogan & Grayson, 2003). Rogan and Grayson (2003) observed that professional development provides information about expected changes emanating from policy, which guide what teachers are expected to do. It should be highlighted that outside influence is largely political and starts the process by bringing meaningful change and a degree of compliance. For purposes of this research, the profile capacity to support an innovation was used. The focus was on teacher factors and the availability of physical resources, although learner factors and school ethos were considered. It should be noted that teachers are the ones who implement the curriculum, while physical resources play a crucial role in enhancing teachers' capacity to implement the curriculum.

1.8 Organization of the report

The research project has five chapters, excluding appendices, and is outlined as follows: Chapter one is an introduction to the study. It comprises the background to the study, the statement of the problem, the aim and objectives of the study, the scope and significance of the study, the theoretical framework, and organisation of the research report. Chapter two presents a review of related literature. The chapter also highlights the theoretical framework that guided this study. Chapter three discusses the methodology used in this study. It comprises the research paradigm, research approaches, research design, sample and sampling techniques, data collection instruments, data analysis techniques, trustworthiness and credibility, and finally, ethical considerations.

Chapter four discusses the findings, and Chapter five provides the summary, conclusions, limitations, recommendations, and suggested areas for further research.

1.9 Chapter Summary

The chapter has presented an overview of the study. It has presented the background to the study, the statement of the problem, the Aim and Objectives of the study, the significance of the study, the theoretical framework, and finally the outline of the research report. The next chapter presents a review of related literature on the topic.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction to the Chapter

This chapter presents a review of related literature on Outcome-Based Education. The literature was reviewed to explore English Second Language teachers' experiences with integration under Outcome-Based Education. The chapter firstly gives an overview of Outcome-Based Education, and then zeroes in on integration in Second Language teaching.

2.2 Overview of Outcome-Based Education

2.2.1 Definition of Outcome-Based Education

Several definitions have been proposed over time. However, for purposes of this research, commonly used definitions have been considered. The first definition is by Spady (1994) who states that Outcome-Based Education means focusing and organising everything in an education system around what is essential for all learners to be able to do after learning. According to Karmakar et al. (2023) such an approach to learning presupposes that someone can determine what things are “essential for all students to be able to do”, and that it is possible to achieve these things through appropriate organisation of the curriculum and appropriate classroom practices. Behind this definition, thus, is the idea that Outcome-Based Education is an approach to planning and instruction that requires administrators, teachers, and students to focus on the desired ends of the educational process. The second definition, by Guzman et al.(n.d.) states that Outcome-Based Education is not merely an educational method, but rather a significant component of the teaching and learning process, which highlights outcomes as a benchmark for measuring students' achievements.

The third definition is by Swaminathan and Sivagamasundari (2021) which states that Outcome-Based Education is a student-centred instruction model that prioritizes measuring student performance through outcomes. The focus however, remains on evaluating the outcomes of a program or course by stating the knowledge, skills, and behaviours to be displayed at the end of the year. In essence, every opportunity given to the student needs to be fully assessed while bearing in mind the specific outcomes to be achieved. However, for purposes of this research, Spady's definition, *which states that Outcome-Based Education means clearly focusing and organising everything in an education system around what is essential for all learners to be able to do after learning*, is considered the leading definition. This is because, although William Spady may not be the only one who made significant contributions towards Outcome-Based Education, but he is regarded by many as the father of Outcome-Based Education (Akir et al., 2012).

2.2.2 Outcome-Based Education's Power Principles

According to Biggs and Tang (2011), the creative application of Outcome-Based Education's power principles contributes to a system's capacity to innovate and stimulates continued refinement and evolution. This view is supported by Macayan (2022) who argued that Spady specified four operating principles, to guide educators and academic leaders in the implementation of Outcome-Based Education. It can be argued that when applied systematically, consistently, simultaneously, and creatively, these principles can guarantee a successful move towards Outcome-Based Education. The power principles are discussed as follows;

2.2.2.1 Clarity of Focus

Spady (1994) observed that having a clear picture of the desired outcome is always the starting point of all planning, instruction, and assessment activities, all of which are perfectly aligned with the outcome. This, on the other hand, enables teachers to be aware of the outcomes of education so that they can work with their students as partners towards a clear goal. Sampa (2023) observed that outcomes specify the qualities that learners must demonstrate in order for them to be considered skilled or competent. Typically, educators need to think about instructional content and activities before, during, and after learning. Macayan (2022) recommended that, at the outset, educators should be made aware of the outcomes that each student must demonstrate at the course or classroom level. That is, at the initial planning stage, educators should define and state the focus of the subject, which helps to standardise assessment practices and procedures. Biggs and Tang (2011) on the other hand, noted that clarity of focus obligates teachers to make both short-term and long-term intentions for student learning, which are made clear to the learners at every stage of the teaching process. In other words, clarity of focus constrains teachers to focus all student assessments on clearly defined outcomes that learners must be able to demonstrate. Darling-Hammond et al. (2020) however, made it clear that as teachers plan to teach, they should employ strategies that will enable learners to develop knowledge and skills that ultimately help them to achieve cognitive dispositions and significant outcomes.

2.2.2.2 High Expectations

Spady (1994) stated that high expectations increase the level of challenge to which students are exposed, thereby raising the standard of acceptable performances that students must reach in order to be called successful.

Similarly, unless all learners meet the outcomes of significance at the highest level, they cannot be considered skilled or competent, and there is no way we can talk about success for all (Sampa, 2023). However, Macayan (2022) argued that, like the clarity of focus principle, learning outcomes at the course level in high expectations are connected to higher-level outcomes. This connection gives educators an opportunity to elicit high-level performance and helps students to successfully meet the desired learning outcomes set for a course or program. Furthermore, Macayan (2022) contended that, as a matter of principle, assessment in Outcome-Based Education contexts should challenge students enough to activate and enable higher-order thinking. Guskey (2010) agrees that intellectual quality is not something reserved for a few learners since the belief in Outcome-Based Education is that all learners can do difficult things. This suggests that when students experience success, it reinforces their learning, builds their confidence, and encourages them to accept further learning challenges.

2.2.2.3 Expanded Opportunity

According to Spady (1994) expanded opportunity is based on the belief that not all learners can learn the same thing in the same way and at the same time. However, at the most basic level, expanded opportunities require teachers to give students more chances to learn important things. Biggs and Tang (2011) agree with the argument and states that students achieve high standards when they are given opportunities to learn important things, as opposed to the times they learn arbitrarily. That is to say, although traditional ways of organising schools have difficulties in providing expanded opportunities to learners, it is still imperative to weigh the difficulties against the long-term benefits to enable all students to succeed.

Macayan (2022) on the other hand, observed that expanded opportunity is multidimensional; as such, it requires educators to provide more opportunities for students to demonstrate learning at the desired level. In other words, the provision of remedial classes, make-up, practice tests, and other expanded learning opportunities should be common in the classroom. Sampa (2023) believed that expanded opportunities should not be a fixed act in the teaching and learning process. However, it should be a pedagogical gesture aimed at securing learning for all students. Furthermore, it should be designed to eliminate barriers to successful learning while maximising conditions for success.

2.2.2.4 Designing Down

Spady (1994) noted that designing down means beginning curriculum and instructional planning where educators want students to end and building from there. Designing down becomes clear when we consider outcomes as falling into three broad categories: culminating, enabling, and discrete. According to Spady (1994) culminating outcomes define what the system wants all learners to be able to do when their official learning period is over. Suffice it to say that in fully developed Outcome-Based Education systems, the term "culminating" means exit outcomes, while in less developed systems, culminating might refer to program outcomes. Macayan (2022) agreed that designing down is the most crucial operating principle in Outcome-Based Education. This is because, traditionally, designing is done following a bottom-up approach where educators initially develop measures for micro learning tasks, such as quizzes, assignments, and end-of-term tests. According to Macayan (2022) the first assessment that should be developed and designed for a course is the final assessment, and from this, discrete tasks can be logically designed and implemented progressively.

Sampa (2023) on the other hand, believed that although these four principles must be allied consistently and systematically, design down has a formative and summative feel because it provides feedback on the overall classroom learning experience.

2.2.3 Philosophy of Outcome-Based Education

Outcome-Based Education significantly differs from Content-Based Learning. Li (2024) mentioned that Outcome-Based Education is a goal-oriented and student-centred design that employs reverse thinking. The curriculum is thus designed in a way that it shifts the focus from teacher-centred to student-centred learning, thereby addressing the shortcomings of traditional education methods. Swaminathan and Sivagamasundari (2021) observed that Outcome-Based Education is a student-centred instructional model that assesses student performance through outcomes. Outcomes in this case include knowledge, skills, and certain behaviours that learners should demonstrate after learning. Assessment in Outcome-Based Education can, however, be direct or indirect, where direct assessment involves quantitative measures and requires students to demonstrate their achievements, without necessarily basing on opinions. Piyasena et al. (2024) argued that Outcome-Based Education presents a paradigm shift toward measurable, student-focused outcomes and educational change driven by competencies rather than traditional content. Khan et al. (2024) on the other hand, noted that Outcome-Based Education frameworks are premised on system-level change, and measurable outcomes that support student achievement, through a clear outcome-oriented design. That is to say, as a system, Outcome-Based Education promotes accountability as learners take responsibility for their learning.

Islam and Sood (2023) maintained that Outcome-Based Education focuses on measurable outcomes that ensure that students achieve success. That is to say, that the move towards Outcome-Based Education models reflect Spady's premises or markers which state that success for all learners regardless of background; that success results in further success and that organisational commitment to learning controls the conditions which breed success. To sum up, it can be argued that Outcome-Based Learning significantly differs from Content-Based Learning because it shifts emphasis from traditional content delivery towards measurable competencies and future performance (Saha et al., 2023).

2.2.4 Assessment in Outcome-Based Education

Studies have shown that assessment in Outcome-Based Education uses criteria that are different from those used in Content-Based Learning. Ali (2024) argued that assessment in Outcome-Based Education serves various purposes and takes different forms, which include formative and summative assessments. Formative assessment occurs during the learning process and aims to provide feedback to students to improve their understanding and performance. Summative assessment on the other hand, evaluates student learning at the end of a course, typically through examinations or projects. Nguyen et al. (2024) observed that Outcome-Based Education is an effective framework for teaching, learning, and assessment, since it emphasises clearly defined learning outcomes that students must demonstrate through performance and engagement with curriculum activities. In simple terms, Outcome-Based Education systems are characterised by assessment processes that match learning outcomes and the ability of individual students to achieve those outcomes.

Othman et al. (2024) advanced a similar argument and acknowledged that Outcome-Based Education systems are designed to assess student achievement through measurable evidence at individual level, not based on the achievements of others. In other words, greater accountability is placed on learners, and self-motivated learners are allowed to expand their learning through enriching activities. Roza et al. (2025) however, observe that assessment in Outcome-Based Education follows a hierarchical weighing assessment framework that is designed to ensure that assessment accurately reflects the achievement of specified outcomes thereby enabling educators to diagnose where students meet competencies and where additional support is necessary.

2.2.5 Implementing Outcome-Based Education

OBE is a serious innovation, and once committed to Outcome-Based Education, careful planning is required before the program is initiated. This view is supported by Keo et al. (2025) who confirm that effective implementation of Outcome-Based Education requires careful planning and inclusive stakeholder participation. In essence, before committing to Outcome-Based Education, there is a need to recognise existing practices such as professional capacity and contextual realities (Priestly et al., 2015). Wiggins and McTighe (2021) on the other hand, observed that successful implementation of Outcome-Based Education starts with designing down where curriculum designing is done from clearly articulated learning outcomes. which involves defining outcomes that students should be able to demonstrate after learning. Once this is done, all instructional decisions are then traced back to the desired exit outcomes and the building blocks that will help students to achieve the outcomes are identified.

Of course, like any serious innovation, the implementation of Outcome-Based Education has its own challenges. Biggs and Tang (2011) observed that the language of innovation associated with Outcome-Based Education is too complex and often contradictory; and for teachers to make sense of outcomes it requires understanding of competences, learning programs and success criteria. Van Huizen et al. (2024) on the other hand, argued that learning outcomes are often vague, and thus lead to inequitable educational outcomes where learners with requisite cultural have advantage over those who do not. Raey (2024) suggested that structural inequalities (including cultural capital differentials) shape differential learning outcomes which are embedded in educational systems, and reinforce advantages for some learners over others. According to Frontiers in Education (2024) cultural capital positively correlates with academic performance and thus reinforces inequalities when learning outcomes are framed without attention to cultural disparities. It should be noted, that lack of knowledge among teachers relates directly to how much they embrace an innovation such as Outcome-Based Education.

Looking at the South African experience, a lot of lessons can be drawn since commentators have suggested why C2005 was a flawed innovation. Rogan and Grayson (2003) stated that it was envisaged that C2005 would be implemented in all schools in a given grade in a given year, irrespective of the different capacities of the schools involved. As such, the implementation of C2005 brought about large-scale changes without discriminatory measures which only benefited advantaged schools with better resources. Molapo (2018) looked at the historical context of C2005 and argues that inadequate teacher training, excessive paperwork, and insufficient preparation undermined curriculum implementation, and thus heightened administrative burdens for teachers.

Ngobeni (2023) supported the assertion, that C2005 was characterized by implementation problems such as administrative complexity, teacher preparedness gaps and uneven adoption, which in turn made to struggle with workloads related to the curriculum.

Commentators have equally suggested why Competence-Based Education was a failed innovation in Tanzania. Makunja (2016) noted that the first challenge with the Competency-Based Curriculum was lack of in-service teacher training. This lack of teacher training limits teachers' pedagogical knowledge of how to apply competence-based approaches during teaching and learning. This idea is supported by Komba and Mwandangi (2015) who argued that most teachers implementing Competency-Based Education did not have a proper understanding of outcomes, as evidenced by the fact that most teachers implementing the Competency-Based Curriculum could not actively involve learners during lessons. This ultimately created few opportunities for interaction and achievement because there were no collaborative tasks to help the teachers assess student progress. According to Makunja (2016) this lack of engagement could be attributed to the teacher-student ratio which in some schools ranged from 1:80 or 90 or, in some cases, 1:100 per class. This further resulted in increased workloads and made it difficult for teachers to use learner-centred interactive teaching methods. Makunja (2016) also mentioned that the unavailability of teaching and learning materials, such as textbooks, further hindered the implementation of Competency-Based Education in Tanzania. As can be observed, the number of textbooks or reference materials in some cases was unsatisfactory, with the book-student ratio ranging from 1:7 to 1:10 or even 1:12.

2.2. 6 Integration in English Second Language teaching

Like all other subjects, Outcome-Based Education in the English Second Language classroom is supposed to create opportunities for promoting achievement and proficiency. This is in line with Babinski et al. (2024) who found that use of evidence-based instructional strategies in English Second Language teaching, ensures that learners are better supported to develop meaningful engagement. Oxford (2016) insisted that educators in English Second Language classrooms need to employ teaching and learning strategies that will help learners to demonstrate the learning they have mastered. In other words, educators in ESL classrooms should use collaborative approaches where learners are actively engaged to enhance their ESL acquisition. Quishpe-Hippo (2025) also found that an integrated skills approach linking listening, speaking, Reading and writing supports natural communicative competences. As such English Second Language teachers need to weave these skills for authentic communication. Babinski et al. (2024) supported the idea and argue that teachers should use evidence-based instructional strategies because learners are better supported when language skills are developed in a meaningful way and not in isolation.

2.3 Summary of Literature Review

In short, the literature review shows that Outcome-Based Education differs significantly from Content-Based Learning. Biggs and Tang (2011) made it clear that Outcome-Based Education focuses everything in a teaching and learning environment around what is essential for all students to be able to do after learning. In essence, Outcome-Based Education starts with having a clear picture of what students should be able to do after learning and then designing curriculum and instruction in a way that the outcomes will be achieved.

Biggs and Tang (2011) further emphasised that a system based on outcomes gives priority to ends and results and that decision-making is always consistent with the priorities that have been set.

2.4 Chapter Summary

This chapter has presented a review of the related literature on Outcome-Based Education. The literature was reviewed to explore English Second Language teachers' experiences with integration in Outcome-Based Education. The chapter has also elucidated the theoretical framework, which provided the theoretical lens that guided the researcher in exploring English Second Language teachers' experiences with integration in Outcome-Based Education. The next chapter presents the methodology that guided this study.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

Methodology is a research strategy that governs the use and choice of methods used in data collection, analysis, and interpretation (Creswell & Creswell, 2022). Given this, the chapter elucidates the methodology that informed this research. This includes the research paradigm, research approach, research design, sample and sample size, sampling techniques, data collection instruments, data analysis techniques, and ethical issues.

3.2 Research Paradigm

Khatri (2020) stated that a research paradigm refers to a theoretical or philosophical underpinning for research work, which is viewed as a research philosophy. Kivunja and Kuyini (2017) mention that paradigms are important because they provide dictates, which, for scholars, influence what should be studied, how it ought to be studied, and how the results should be interpreted. However, Creswell and Creswell (2022) observe that worldviews arise from discipline orientations, advisors, mentors, or past experiences. According to Creswell and Creswell (2022) there are four paradigms that are widely discussed in the literature: post-positivism, transformative, constructivism (which is mostly combined with interpretivism), and pragmatism. Post-positivism, also called the scientific method, is a philosophical assumption that holds more for quantitative than qualitative research, since the sole belief in this deterministic philosophy is that causes determine effects. Constructivism or Socio-constructivism, often combined with interpretivism, is a philosophy in which individuals seek to understand the world by developing subjective meanings of their experiences (Creswell & Creswell, 2022).

These meanings are varied and multiple, thus prompting the researcher to look for the complexity of the views rather than narrow meanings or ideas. Creswell and Cresswell (2022) further state that a transformative worldview proposes that research enquiry needs to be intertwined with political change since research is an action agenda that may change the lives of the participants and the institutions in which individuals work. Creswell and Creswell (2022) state that pragmatism is a worldview that is premised on the belief that to find truth, pluralistic approaches must be adopted to derive knowledge about the problem at hand. In essence, pragmatic researchers look at the what and how of the research problem, which in turn determines the methods, techniques, and procedures. Table 3.1 provides a summary of the four paradigms.

Table 3.1:

Postpositivism • Determination • Reductionism • Empirical observation and measurement • Theory verification	Constructivism • Understanding • Multiple participant meanings • Social and historical construction • Theory generation
Transformative • Political • Power and justice oriented • Collaborative • Change oriented	Pragmatism • Consequences of actions • Problem-centered • Pluralistic • Real world-practice oriented

For this research, the researcher chose to work with the interpretive paradigm because the problem being investigated required the researcher to pursue contextual depth. This agrees with Cohen et al. (2018) who argue that the interpretive paradigm is a philosophical orientation that suggests that we can understand a phenomenon better by understanding behaviour and the subjective world of human experience. This implies that the interpretive paradigm is prized for its characteristic of trying to understand the world from its subjective point of view and the participants' experiences.

3.3 Research Approaches

Kothari and Garg (2014) contend that there are two approaches to research: qualitative and quantitative. Qualitative research is concerned with the subjective assessment of attitudes, opinions, and behaviours. In this case, research is a function of the researcher's insights and impressions, and the results generated are in a form that is not subjected to rigorous quantitative analysis (Cresswell & Creswell, 2022). Quantitative research, also known as an inferential or simulation approach, is an approach to research that involves the generation of data in a quantitative form, which can be subjected to rigorous quantitative analysis in a formal and rigid fashion (Kothari & Garg, 2014). However, Creswell and Creswell (2022) argue that there are three approaches to research which are qualitative, quantitative, and mixed methods.

Mixed methods reside in the middle of the continuum because they incorporate facets of both qualitative and quantitative approaches (Creswell & Creswell, 2022). Nonetheless, the distinction between qualitative and quantitative approaches lies in the philosophical assumptions that researchers bring to a study and the methods they use to achieve their objectives. As Creswell and Creswell (2022) observe, qualitative research is useful for exploring and understanding the meaning individuals ascribe to a human problem. In this case, research involves questions and procedures, and the data collected in the participants' setting are inductively analysed by building general themes from particulars depending on the interpretations made by the researcher. Research, on the other hand, tends to be quantitative when the idea is to test objective theories by examining the relationships among variables. These variables can be measured using instruments, and numerical data can be analysed using statistical procedures (Creswell & Creswell, 2022). The three research approaches are summarized in Table 3.2:

Table 3.2: Research Approaches

Qualitative Research	Quantitative Research	Mixed Research
• Explores and understands meanings attached to social problems. • Involves questions and procedures. • Data collected in the participant's setting. • Data analyzed inductively from specific to general. • Final report flexible.	• Tests objective theories by examining variables. • Variables measured on instruments. • Data analyzed using statistical procedures. • Final report comprises of introduction, literature and theory, methods, results, and discussion.	• Involves collecting both qualitative and quantitative. • Integrates the two forms of data. • Uses distinct designs for example philosophical assumptions and theoretical frameworks.

For purposes of this research and the problem under study, the researcher decided to use a qualitative research approach because it helps one to explore the meanings people attach to social problems or phenomena. This agrees with Kothari and Garg (2014), who state that a qualitative approach to research is concerned with the subjective assessment of attitudes, opinions, and behaviour, and in such situations, research is a function of the researcher's insights and impressions. In other words, qualitative research is important when the aim is to discover underlying motives or simply to analyse factors that make people behave in certain ways (Kothari & Garg, 2014). It can be argued that, to explore English Second Language teachers' experiences with Outcome-Based Education, the researcher was required to go into participants' various settings. Therefore, a qualitative research approach was deemed appropriate.

3.4 Research Design

A research design is defined as the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research process with economy in the procedure (Kothari & Garg, 2014). However, Kumar (2019) states that a research design is a plan, structure, or strategy of investigation conceived to obtain answers to research questions. Thus, the main function of a research design is to specify the details of the enquiry that will help the researcher find answers to the research questions. Owing to the nature of the problem being investigated in this research, the researcher decided to use a case study research design.

3.4.1 Case Study Design

Kumar (2019) states that the case study, though used in quantitative research, is predominantly a qualitative study design. Thus, a case can be an individual, a group, a community, an instance, an episode, an event, or a subgroup of a population. The case study design is based on the assumption that the case being studied is atypical of certain kinds of cases. Therefore, a single case can provide insight into the events and situations prevalent in a group from which the case has been drawn (Kumar, 2019). However, Hatch (2023) observes that a case study design is known for its quality, thus investigating a contextualised contemporary phenomenon, as opposed to a historical phenomenon. Cohen et al. (2018) similarly observe that case study designs are esteemed for their inbuilt temporal characteristics, which define their nature and specificity in terms of geographical parameters. The advantage of using case study designs lies in the fact that they help a researcher explore where little is known or where the researcher wants to have a holistic understanding of the situation (Kumar, 2019). Simultaneously, case study designs are relevant when the focus of the study is to extensively explore and understand a situation rather than quantifying it.

In contrast, although case studies provide an in-depth understanding of cases, their disadvantage lies in the fact that it is difficult to generalise or apply the findings to a population beyond the case being studied (Kumar, 2019). Despite this challenge, the researcher decided to use a case study design for the following reasons: First, due to the nature of the study, the researcher could not interview all English teachers who were handling Outcome-Based Education classes. Given these circumstances, a smaller geographical location was ideal. Second, the researcher wanted to gain an in-depth understanding of English Second Language teachers' experiences with Outcome-Based Education. Therefore, a case study design was ideal. Lastly, the study was not funded, and the researcher was on full time employment; therefore, covering a wider geographical location would be laborious and costly to the researcher.

3.5 Sample

3.5.1. Sample Size

Kumar (2019) states that a sample is a group of individuals from whom the researcher intends to collect the information. However, the type of research selected and the questions the study is trying to answer determine how large the sample should be (Hatch, 2023). For qualitative studies, sample size is determined by data saturation, and for this study, data saturation was reached with a sample size of eight participants from a population of qualified English Second Language teachers handling junior and senior classes in four secondary schools in Northern Education Division. The schools were purposively selected to suit the researcher's convenience, since the research study was not funded and the researcher was on full time employment.

3.5.2. Sampling Techniques.

Kumar (2019) contends that the primary reason for employing sampling techniques in research is to avoid bias and ensure that the sample is representative of the large population. Owing to the nature of the topic under study, the researcher sampled eight qualified English Second Language teachers using purposive and convenience sampling. The researcher thought it wise to use the eight English Second Language teachers because they were handling English classes at the time, and they could be easily reached to share their experiences with integration in Outcome-Based Education. This agrees with Kumar (2019) who states that the primary consideration in purposive sampling is the researcher's judgment as to who can provide the best information so that the objectives of the study are achieved. Furthermore, purposive sampling is desirable when a certain characteristic of the universe is to be intensively studied (Kothari & Garg, 2014). Convenience sampling, on the other hand, becomes expedient when the researcher intends to collect data from a population that is reachable to the researcher (Rahi, 2017). That is to say, with convenience sampling, the researcher can utilise a sample that is readily available and accessible to the researcher. According to Cohen et al. (2018) convenience or accidental sampling, as it is popularly known, is a sampling technique in which the researcher chooses the nearest individuals to serve as participants in research. Thus, with this sampling technique, the researcher chooses a sample from respondents who are available and accessible at the time. The drawback with convenience sampling, lies in the fact that the researcher may not generalise the findings as the sample does not represent a population apart from itself (Cohen et al., 2018). That being the case, the researcher used convenience sampling together with purposive so that the findings of the research can be generalised.

3.6 Data Collecting Instruments

According to Merriam and Tisdell (2016) the primary research instrument in qualitative research is the researcher. Hatch (2023) adds that primary data in qualitative research are collected or gathered by the researchers themselves. To collect qualitative data, the researcher used document analysis, lesson observation, and semi-structured, voice-recorded interviews.

3.6.1. Document Analysis

Creswell and Creswell (2022) observe that documents can be public, for example, minutes of meetings or newspapers, or private, for example, journals, diaries, or letters. However, there are advantages associated with the use of documents in research. The first advantage lies in the fact that documents are an unobtrusive source of information; as such, they can easily be accessed or retrieved by the researcher at a convenient time. Secondly, documents present data that have either been given attention or have been documented, which in turn reduces the time and cost of transcription (Creswell & Creswell, 2022). Creswell and Creswell (2022) acknowledge that the biggest challenge with documents lies in the fact that they are difficult to analyse, especially for people who are not perceptive. In addition, documents may sometimes contain sensitive information, hence being categorised as confidential and not available for public use. Creswell and Creswell (2022) further note that some documents may not be easily accessed, thereby making it costly and time-consuming. As part of the study, the researcher analysed the schemes and records of work and lesson plans. The idea was to check if the selected English Second Language teachers were familiar with new designs of Schemes and Records of Work and lesson plans.

It should be noted that Outcome-Based Education terms such as success Criteria, assessment Standards, Secondary Education Outcomes, and Developmental Outcomes were introduced, hence the new designs of Schemes and Records of Work and lesson plans. It should also be noted that the English syllabus, which promoted the integration of four language skills, now has six language skills: reading, speaking, listening, writing, critical thinking and reasoning, and structure and use of language. By design, the elements inform each other and are to be integrated into one lesson. However, being aware that document analysis has its shortcomings, the researcher also decided to use lesson observation to directly observe how the selected ESL teachers were integrating language skills in their lessons.

3.6.2. Lesson Observation

Cohen et al. (2018) contend that the distinctive feature of observation is that it accords the investigator an opportunity to directly study or monitor what is happening without necessarily having to rely on second-hand accounts. On the other hand, observation is recognised for the fact that it helps the researcher to understand the culture, setting, or social phenomenon from the perspective of the participants or through the eyes of those being observed (Hatch, 2023). The biggest advantage with observation lies in the fact that the researcher is able to monitor what is happening, such that any unusual occurrences are noticed and acknowledged (Creswell and Creswell, 2022). Creswell and Creswell (2022) further note that with observation, the researcher is able to examine sensitive and classified information that the participants may not be willing to divulge to the public. The biggest challenge with observation, lies in the fact that the researcher may be seen to be intrusive; hence, the participants may become unconcerned or indifferent.

The second challenge is that during observation, the researcher may observe exclusive or confidential information that he or she may not be authorised to publish (Creswell & Creswell, 2022). Creswell and Creswell (2022) further note that observation may limit certain researchers who may not have the necessary skills, and thus fail to detect certain things that may require a critical eye. Furthermore, observation may also make certain participants, for example, children, present their problems in ways that may evoke strong emotions, thereby compromising the role of the researcher.

For purposes of this research, the researcher used lesson observation to see how selected English Second Language teachers were integrating language skills in their lessons. It should be stated that with Outcome-Based Education, the English syllabus, which promoted the integration of four language skills, namely listening, speaking, reading, and writing, now has six language skills, namely listening, speaking, reading, writing, critical thinking and reasoning, and structure and use of language. By design, the elements inform each other and are to be integrated into one lesson. However, the researcher was fully aware of the disadvantages of using observation in research; as such, he decided to use semi-structured voice-recorded interviews to focus on issues that could not be directly observed.

3.6.3. Semi-structured Voice-Recorded Interviews

Cohen et al. (2018) contend that the use of interviews in research marks a move away from seeing human subjects as objects towards looking at them as sources of knowledge. The goal of interviews in qualitative studies, however, remains to uncover the meaning of the structures that participants use to organise their experiences and make sense of their world (Hatch, 2023). Creswell and Creswell (2022) on the other hand, argue that interviews are beneficial because they give the researcher an opportunity to unearth certain issues that may not be directly observed. In addition, interviews allow the researcher to control the line of questioning, which helps the researcher take charge of the situation, which is not the case with observation. However, Creswell and Creswell (2022) note that interviews pose a challenge in the sense that the researcher may sometimes not get what they are looking for because interviews are mostly dependent on information filtered by the interviewees. Furthermore, the researcher may not obtain firsthand information because the information is gathered in a designated place rather than in a natural setting. Creswell and Creswell (2022) further state that interviews have a limitation in that the researcher's presence may end up intimidating the participants or making them uncomfortable, which may result in biased responses.

However, despite knowing the shortfalls associated with interviews, the researcher used them because it was the researcher's view that interviews could help zero in on issues that were not directly observed. To overcome the aforementioned challenges, the researcher examined the participants' responses by asking follow-up questions. The follow-up questions were drawn from Rogan and Grayson's (2003) Framework for Curriculum Implementation, which focuses on how teacher factors, learner factors, school ethos and management, and availability of physical resources affect curriculum implementation.

3.7 Data Analysis

Kothari and Garg (2014) state that data analysis is a process that involves several closely related operations that are performed to summarise the collected data and organise it in a manner that answers the research questions. However, processing and analysing data in a qualitative study largely depends on how the researcher intends to communicate the findings (Kumar, 2019). Kumar (2019) further observes that there are three ways of reporting findings in a qualitative study: developing a narrative description of a situation, identifying main themes that emerge from field notes or transcripts, and finally quantifying the main themes to provide significance to the study. Hatch (2023) however argues, that data analysis should be viewed as a systematic search for meaning, which involves organising and interrogating data in ways that allow the researcher to see patterns, themes, and relationships.

This agrees with Cohen et al. (2018) who contend that qualitative data analysis involves making sense of data by looking at definitions, themes, patterns, and regularities. Given this, after collecting the data, the researcher spent time transcribing the data (verbatim) to develop transcripts. During transcription, the researcher checked for irregularities and inconsistencies and, where necessary, went back to the participants to affirm their responses. After affirming the responses, the researcher looked for patterns, themes, and theories which he placed into categories such as teacher factors, learner factors, school ethos and management, and physical resources drawn from Rogan and Grayson's (2003) theory of curriculum implementation, especially the construct capacity to support an innovation. Data analysis was iterative, and from time to time, the researcher referred to the raw data to take note of new definitions, patterns, and themes until saturation was reached.

3.8 Trustworthiness and Credibility

Cohen et al. (2018) argue that validity is an important aspect in both qualitative and quantitative research, and surely, if research is invalid, then it is worthless. Trustworthiness and credibility in qualitative research may be achieved through the honesty, depth, richness, and scope of the data collected. Megheirkouni and Moir (2023) argue that although many critics are reluctant to accept the trustworthiness of qualitative research, there are frameworks for ensuring trustworthiness and credibility. To enhance research rigor, the researcher piloted the data collection instruments to determine whether they would help achieve the study objectives. Once the data collection instruments were piloted, the researcher entered the field to collect data. While in the field, the researcher used triangulation to ensure the credibility of the findings.

Triangulation is a combination of different methods or multiple theoretical perspectives when studying or addressing a phenomenon (Donkoh, 2022). Cohen et al. (2018) on the other hand, define triangulation as the use of two or more methods of data collection in the study of some aspect of human behaviour. The triangular technique attempts to map the richness and complexity of human behaviour by studying it from multiple perspectives. It should be noted that the multi-method approach contrasts with the ubiquitous and more vulnerable approach that characterizes many research studies (Cohen et al., 2018). For the purposes of this research, document analysis, lesson observation, and semi-structured voice recorded interviews were used. It should also be emphasised that the researcher validated the participants' responses before analysing the data.

3.9 Ethical Considerations

Hatch (2023) maintains that ethical issues in research are inevitable because researchers are interested in exploring the world from the perspective of the participants. Ethical issues command increased attention in research; therefore, researchers need to anticipate and address them in their research plans (Creswell & Creswell, 2022). Being mindful that the sample comprised secondary school teachers, the researcher first sought permission from the Ministry of Education through the Education Division Manager (North) to visit the selected schools to collect data for the study (Appendix A). Once cleared by the Education Division Manager, the researcher visited the selected schools to meet headteachers, who by design are gatekeepers of schools. The researcher provided information about the study to the headteachers (Appendix B) and sought consent to conduct research in their schools (Appendix C). The researcher then sampled the participants and later booked appointments with them. At scheduled times, the researcher visited the selected schools to collect data. The researcher first built rapport with the participants and then explained the objective of the study. The researcher would also categorically state that participation in the study was voluntary (Appendix B).

It should be mentioned that it is considered very unethical to collect data without the knowledge of the participants and their informed consent (Kumar, 2019). After seeking consent from the participants, the researcher checked the schemes of work, observed lessons, and conducted voice-recorded interviews (Appendices D and E). The researcher also maintained respect for all participants and never undermined female participants because of their gender. After the scheduled appointments, the researcher expressed gratitude to the participants for taking part in the study. During data analysis, the researcher assigned aliases to the participants to conceal the participants' true identities, and after analysing the data, the researcher destroyed all the recordings.

3.10 Chapter Summary

In summary, the chapter has presented an in-depth discussion of the methodological aspects that informed the research process. These aspects include the research paradigm, research approach, research design, sample and sample size, sampling techniques, data collecting instruments, data analysis techniques, and ethical issues. The next chapter presents findings and discussion.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 Introduction to the Chapter

The chapter presents the findings and discussion. The study explored English Second Language teachers' experiences in the integration of language skills in Outcome-Based Education. The study was conducted in four Secondary Schools in the Northern Education Division. To achieve this aim, the following objectives guided the study:

Specific Objectives

1. To establish English Second Language teachers' understanding of Outcome-Based Education.
2. To assess how some selected English Second Language teachers were integrating language skills in their lessons.
3. To identify the opportunities English Second Language teachers may have by teaching the Outcome-Based Education Curriculum.
4. To outline the challenges English Second Language teachers are facing in implementing Outcome-Based Education.

The findings are presented based on the following predetermined and emerging themes: teacher factors, learner factors, physical resources, school ethos, and management. These themes were drawn from Rogan and Grayson's (2003) theory of curriculum implementation, particularly the capacity to support an innovation. The construct capacity to support an innovation attempts to understand the factors that support or hinder the implementation of new ideas in an education system (Rogan & Grayson, 2003).

4.2 Findings and discussion

4.2.1 Teachers' understanding of Outcome-Based Education

This research question required the participants to state what they knew about Outcome-Based Education. It should be noted according to Frontiers in Education (2024) that Outcome-Based Education means clearly defining learning outcomes that specify what students should be able to do upon completing a program or course. The participants' descriptions indicate that they do not fully understand what Outcome-Based Education is. For example, one participant said:

“My understanding is that this syllabus is putting emphasis on the outcome or what the learners grasp at the end of the lesson,” Participant C

“Outcome-Based Education is a type of education where the focus now is on the student; that is what the student is able to get from what you are teaching. It is a little bit different from lecture method whereby the focus is on the teacher and what activities he or she has. Participant D

“I think in my opinion I would say we are looking at what are the results; say if we have taught in class what do we expect from the students in terms of feedback. Thus, are we getting the right feedback from students in terms of what we are giving them? So, the outcome are the results that are coming out of the interaction between the teachers and the students...” Participant F

“Outcome Based Education is whereby u have goals or objectives which u want students to be able to know or to be able to be familiar with or attain at the end of for example a lesson. In the lesson u have success criteria that helps you know that the lesson has been successfully delivered.” Participant H

The responses affirm that the selected English Second Language teachers do not know what Outcome-Based Education is. The findings agree with Rogan and Grayson (2003), who argue that teachers' background, knowledge, and commitment determine the extent to which teachers embrace an innovation. Rogan and Grayson (2003) however observe that a lack of knowledge among teachers is a serious problem, as it relates more directly to how much teachers embrace innovation.

4.2.2 How ESL teachers are integrating language skills in English Second Language teaching

Here, the researcher wanted to assess how English Second Language teachers were integrating language skills in English Second Language teaching. Data for this question were collected using lesson observations and voice-recorded interviews. It should be underscored that while the previous curriculum emphasised the integration of four language skills, namely listening, speaking, reading, and writing, the new curriculum has six language skills, namely listening, speaking, reading, writing, critical thinking and reasoning, and structure and use of language. By design, the elements inform each other and are to be integrated into one lesson. Table 4.1 summarises the findings.

Table 4.1: Integration of skills by the participants

Participant	Language Skills Integrated
A	Listening, Speaking, Reading, Structure and Use of Language
B	Listening, Speaking, Critical Thinking and Reasoning
C	Listening, Reading
D	Listening, Speaking, Critical Thinking and Reasoning
E	Speaking, Critical Thinking and Reasoning, Structure and Use of Language
F	Speaking and Listening
G	Listening, Reading and Speaking
H	Listening and Speaking

The findings in Table 4.1 show that none of the participants managed to integrate all language skills in one lesson. For example, Participant A was able to integrate listening, speaking, reading, and structure and use of grammar. Participant B, on the other hand, managed to integrate listening, speaking, reading, and critical thinking, reasoning. Participant C was able to integrate reading and speaking, while Participant D managed to integrate speaking, reading, critical thinking and reasoning. Participant E equally managed to integrate speaking, critical thinking, reasoning, and structure and use of language (grammar). The worst scenario involved participants F, G, and H respectively. This is because Participant F only managed to integrate speaking and listening, while Participant G focused on listening and speaking. Participant H managed to integrate reading and writing. It is clear from the above analysis that none of the selected ESL teachers were able to adequately integrate all language skills in one lesson. This indicates that most ESL teachers are comfortable teaching the old curriculum and are basically integrating the four basic skills, namely, listening, speaking, reading, and writing.

Shaniga and Ilankumaran (2024) observe that effective English Second Language teaching is that which helps educators to move away from a teacher-centred to a student-centred model in which the student is the leading actor. The findings agree with Rogan and Grayson (2003), who contend that teachers' backgrounds, knowledge, and commitment determine the extent to which they embrace innovation. Furthermore, as Rogan and Grayson (2003) note, lack of knowledge among teachers is a problem in Outcome-Based Education, as it relates directly to the extent to which teachers are willing to embrace an innovation.

4.2.3 Opportunities English Second Language teachers have with Outcome-Based Education

The researcher was interested in finding out what English Second Language teachers thought were the opportunities created by Outcome-Based English in English Second Language teaching. The findings indicate that the selected English Second Language teachers thought that Outcome-Based Education was a better curriculum compared to the old one, because it provides more opportunities to the learner and enhances cognition. Some of the participants had this to say:

“I think this curriculum will encourage learners to know English better than in the previous curriculum.” Participant E

“I think this curriculum will encourage learners to know English better than in the previous curriculum. In the previous curriculum we were telling them a verb is such a thing, a noun is such a thing but these days what we do we is just write words on the chalkboard and then ask them to read the words and then ask them to define the parts of speech.” Participant A

“It has its own advantages because you focus on the student and you appreciate what the student knows when you are teaching. From that you are able to assist them accordingly rather than focusing on the activities which you as a teacher want to teach them. You may focus on something yet they do not have a proper background, but with this one you start by brainstorming and from there you think of how to help them.” Participant D

“In terms of the students it has brought out things we did not know existed in the students since most of the work is done by the students. Participant A

This gave the researcher the impression that English Second Language teachers think that Outcome-Based Education is a good curriculum because it prioritises the learner and enhances cognition. This view is supported by Ali and Jamin (2025) who argue that Outcome-Based Education emphasises measurable training outcomes and the kind of support learners should receive to meet those outcomes. Hakim et al. (2025) agree and maintain that Outcome-Based Education presents a global shift, where the curriculum is aligned with assessment and student opportunities are increased to achieve learning outcomes. In other words, it is a learning strategy that provides opportunities to learners to become skilled professionals.

Some participants also felt that Outcome-Based Education has given English Second Language teachers a chance to master new pedagogies that promote student involvement. For example, one participant stated:

“This curriculum encourages students to do a lot of work; they have to discuss; they have to do individual work so we involve students quite a lot and in this case the students are learning a lot and discovering things on their own.” Participant F

This corroborates the fact that Outcome-Based Education is a curriculum that moves instruction away from the teacher and toward the student. The findings align with Yagong's (2025) argument that Outcome-Based Education is an educational framework that focuses on achieving specific learning outcomes as the core principle. According to Yagong (2025) Outcome-Based Education highlights its student-centred nature by specifying what students should demonstrate after learning. Shaniga and Ilankumaran (2024) mentioned that Outcome-Based Education can be described as a complete teaching and learning method, because it highlights students' performance and productivity at the end of learning.

Some participants thought that Outcome-Based Education had reduced the administrative burden placed on teachers. For example, one participant said:

“I guess ideally because it is placing the learner at the centre and we should be facilitating, it means less work for the teacher and more work concentrated on the on the learner.”

Participant C

However, this is a wrong assertion because Outcome-Based Education has multiplied administrative burdens in the English Second Language classroom. The findings at this stage contradict Sun and Lee (2020) who stated that over-emphasis on standards and approaches, not only restricts creativity in teaching and learning but also increases the burden on academics, especially where there are limited support systems.

4.2.4 Challenges faced in integrating language skills in Outcome-Based Education

This research question was used to explore the challenges English Second Language teachers faced with integration in language teaching. Data for this research question were collected using voice-recorded interviews.

4.2.4.1. Delayed distribution of starter pack materials.

The distribution of starter pack materials, especially textbooks, was also a major challenge. This is evidenced by one participant who lamented as follows:

“The Outcome-Based Education curriculum was introduced but the books did not arrive on time to the extent that we decided to use other related activities in the books that we already had.” Participant F

The dispatch of starter pack materials was done when the new curriculum had already been rolled out. In essence, English Second Language teachers did not know which books were part of the Outcome-Based Education curriculum. Furthermore, English Second Language teachers were in a dilemma because they were not sure which books they would start with. This affected the quality of English Second Language teaching because English Second Language teachers could not adequately integrate six language skills in one lesson without books. The findings agree with Makunja (2016) who argued that successful Outcome-Based Education implementation requires the orientation of teachers and the availability of teaching and learning resources. Rogan and Grayson (2003) make it clear that physical resources are certainly the major factor that influences a school's capacity to innovate, since poor resources and conditions can limit the performance of even the best teachers, which can undermine learners' efforts to learn.

4.2.4.2 Shortage of textbooks.

The shortage of teaching and learning materials, especially textbooks, cannot be overemphasised.

For example, one participant stated:

“...At this school, there are only four text books and they gave me one. The other one is with the teacher who is teaching in the open school, the other two are kept afraid that they might get lost.” Participant B

This however, is a clear testimony that schools are experiencing acute shortages of textbooks, which has, in turn, compromised the quality of English Second Language teaching and has affected the integration of language skills in English Second Language lessons. It is important to note that effective English Second Language teaching is that which places learners at the centre of learning activities, and gives them active roles in knowledge construction (Hadiyanto, 2024). Markina and Garcia (2022) also observed that learner-centred instruction in English classrooms increases student participation and engagement as opposed to traditional teacher-centred instruction. Makunja (2016) on the other hand, argued that successful Outcome-Based Education implementation requires the orientation of teachers and the availability of teaching and learning resources. This is supported by Rogan and Grayson (2003) who mention that physical resources are the major factor that influences a school's capacity to innovate. Suffice it to say that, a few or limited physical resources have the potential of limiting the performance of even the best teachers and can undermine learners' efforts during lessons (Rogan & Grayson, 2003).

The participants also lamented that some administrators were not doing enough to ensure that textbooks were available. For example, one participant stated that:

“...the other problem is institution based, because since I got here, I have not seen much support from the administration towards teaching and learning apart from buying perhaps chalk.” Participant C

However, this is a worrisome development because administrators are there to ensure that teaching and learning take place. In addition, administrators are there to ease the pressure on teachers by providing teaching and learning materials. Furthermore, the findings indicate that teachers are compelled to use their personal resources to procure or photocopy teaching materials. It can be argued that this has affected the quality of English Second Language teaching, particularly the integration of language skills in lessons. Samarajewa and Mohammed (2025) identify key linguistic and social factors that hinder English Second Language learning, such as limited proficiency, psychological anxiety, and social and cultural challenges. Commenting on school ethos and management, Rogan and Grayson (2003) postulate that one factor that influences a school's capacity to innovate is its general ecology or management. That is to say, the extent to which a curriculum is implemented largely depends on the quality of leadership and the general management of the school.

4.2.4.4 Orientation in Outcome-Based Education

Lack of orientation in the Outcome-Based Education curriculum appears to be another challenge that has affected the quality of English Second Language teaching.

From the findings, it is clear that the Malawi Institute of Education (MIE) did not orient all English Second Language teachers, and the training was only for a few days. One participant had this to say:

“We can also say that the orientation was done haphazardly and only a few teachers were oriented. Only seven if not eight went for orientation from a group of about fifty-seven, and there was no time to orient fellow teachers.” Participant F

It is obvious that the orientation and training that people received in Outcome-Based Education were not effective because many English Second Language teachers were not oriented. Furthermore, the training was conducted using a cascade model, which made it difficult for English Second Language teachers to understand the curriculum’s demands. This is in line with research by Nottingham ePrints (2024) which found that the cascade model used during the implementation of C2005 in South Africa, led to inadequate training and distorted understanding, as trainers often lacked curriculum knowledge; as such, teachers were left unprepared for implementation. According to Makunja (2016) lack of teacher training can limit teachers’ pedagogical knowledge on how to apply competence-based approaches during teaching and learning. Rogan and Grayson (2003) while looking at teacher factors, comment that teacher factors such as commitment and background are an issue in Outcome-Based Education because they relate to the extent to which teachers support innovation.

4.2.4.5 Lack of Clarity

It is clear that English Second Language teachers did not know what to do when Outcome-Based Education was introduced. This is what one participant said:

“I will give an example whereby there was a time we did not actually know the line of the books in literature. We knew we were supposed to start with oral literature but then we did not know what had to come next.” Participant G

It can be concluded that there was lack of clarity among English Second Language teachers when Outcome-Based Education was introduced because English Second Language teachers did not know which books to start with. Furthermore, some ESL teachers did not know the number of language skills to be integrated in an Outcome-Based Education English lesson. One participant had this to say:

“...currently at least we are managing we are able to integrate, as u may know this time, we have got six skills that we are now targeting previously we had only four.” Participant E

The findings agree with Piyasenga and Nasri (2024) who argued that defining intended learning outcomes, aligning instructional activities and developing a valid success and assessment criteria remain significant challenges in Outcome-Based Education because the language associated with the innovation is abstract, unfamiliar and difficult for teachers to operationalise. Komba and Mwandangi (2015) found out that most teachers implementing Competency-Based Education in Tanzania did not have a proper understanding of outcomes. This was a problem because teachers could not create more opportunities for interaction and achievement, as many of them had problems with collaborative tasks in the classroom. Rogan and Grayson (2003) commenting on teacher factors, maintain that lack of knowledge among teachers is a major problem as it relates directly to how teachers embrace an innovation.

4.2.5 Heavy emphasis on assessment

Some participants argued that Outcome-Based Education has multiplied teachers' administrative burdens, both in and outside the classroom. One participant stated:

“I can talk about assessment which they say should be at least twice. So, with many students and giving them an assessment, which should be recorded, it is quite a challenge because there is a lot of work to mark.” Participant D

It is clear, that some English Second Language teachers feel that Outcome-Based Education has multiplied administrative burdens because they have to assess learners and record their grades all the time, and they must perform many activities in the classroom to engage learners. The findings agree with Othman et al. (2024) who argued that Outcome-Based Education systems are designed to assess student achievement through measurable evidence at individual level, without looking at the achievements of others. Roza et al. (2025) contend that assessment in Outcome-Based Education follows a hierarchical weighing assessment framework that is designed to ensure that assessment accurately reflects the achievement of specified outcomes thereby enabling educators to diagnose where students meet competencies and where additional support is necessary. Sun and Lee (2020) however observe that heavy emphasis on standards and approaches not only restricts creativity in teaching but also increases administrative burdens on academics, especially where there are limited support systems, mechanisms, and resources.

4.2.6 Resistance by some English Second Language teachers

Another challenge with Outcome-Based Education is the resistance by some English Second Language teachers who seem to be comfortable handling classes that are still following the old curriculum. For example, one participant said:

“Some teachers adapt to change quickly, while others find it burdensome. They were comfortable the way they were handling their classes in the previous curriculum now there is some kind of resistance.” Participant H

It is clear from the above excerpt that some English Second Language teachers are not comfortable to handle Outcome-Based Education. This is sad, because such teachers cannot adequately meet the demands of the new curriculum. The findings are in line with Buchanan (2015) who argued that teachers’ professional identities shape how they interpret and respond to curriculum reforms, including the degree to which they embrace change. This suggests, that teachers whose identities align with reform expectations are more likely to implement innovation effectively, while those whose identities conflict with the reform either struggle or resist. Hafeez (2023) mentioned that that professional identity tensions arise when teachers feel unable to meet externally set curriculum expectations. Research by Frontiers in Education (2024) also revealed that teacher identities can lower teachers’ self-esteem, leading to emotional tensions and resistance when implementing reforms. Regarding teacher factors, Rogan and Grayson (2003) argue that teachers’ background, training, and commitment to teaching affect the way teachers embrace innovation and how far they go with curriculum change.

4.3. Chapter Summary

The chapter has presented the findings and discussion. The findings indicate that English Second Language teachers feel that Outcome-Based Education is a good curriculum that benefits both the learner and the teacher. However, it is also evident from the findings that many English Second Language teachers, who are some of the key stakeholders in the implementation process, have very little knowledge of Outcome-Based Education, which affects the way they implement the curriculum. It is also evident that the implementation of Outcome-Based Education is marred by a number of challenges that affect the quality of English Second Language teaching in secondary schools. The next chapter will present the conclusion and recommendations, but also suggestions for further research.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction to the Chapter

This chapter presents the implications of the results of the study, as well as the conclusions drawn and recommendations made. This chapter also presents the limitations of the study and suggestions for further research.

5.2 Conclusions and Implications

The study was conducted in four secondary schools in Northern Education Division. The purpose of this study was to explore English Second Language teachers' experiences with integration in Outcome-Based Education. The research was qualitative and guided by Rogan's and Grayson's theory of curriculum implementation, the third construct, which discusses the factors that determine a school's capacity to support an innovation. Rogan and Grayson's theory of curriculum implementation was among other reasons, chosen because of its relevance to issues of curriculum change and implementation. The major objective of this study was to explore English Second Language teachers' experiences with the integration of language skills in Outcome-Based Education. The study also sought to achieve the following minor objectives:

1. To establish English Second Language teachers' understanding of Outcome-Based Education.
2. To assess how some selected English Second Language teachers were integrating all language skills in one lesson.
3. To identify the opportunities English Second Language teachers may have by teaching the Outcome-Based Education Curriculum.

- 4, To outline the challenges English Second Language teachers are facing in implementing Outcome-Based Education.

Data for the study were collected through lesson observations, voice-recorded interviews, and document analysis.

Lesson observations were conducted to see how English Second Language teachers integrated the ten language skills in one lesson. The previous curriculum emphasised the integration of four language skills namely listening, speaking, reading and writing, while the new curriculum has six language skills, namely listening, speaking, reading, writing, critical thinking and reasoning, literary genres, literary terms, literary devices, critical analysis, and literary appreciation, which inform each other and are to be integrated into one lesson. Voice-recorded interviews were conducted to seek clarification on issues that were noted during lesson observations, while document analysis was done to check if English Second Language teachers were familiar with new designs of schemes and records of work, and lesson plans. Based on the findings of this study, the following conclusions were drawn:

5.2.1 English Second Language teachers' understanding of Outcome-Based Education

Based on the findings, it is obvious that most English Second Language teachers only have a basic understanding of Outcome-Based Education. As seen from the study, such a narrow view has created a problem since most English Second Language teachers are failing to meet the demands of the Outcome-Based curriculum.

This limited understanding has made some English Second Language teachers resort to traditional teaching and learning methods, which are mostly educator-centred. It should be noted that effective English Second Language teaching requires educators to move away from educator-centred to learner-centred approaches so that cognition can be enhanced.

5.2.2 How English Second Language teachers are integrating language skills in language teaching

The study established that English Second Language teachers struggle to meet the demands of the present curriculum in the classroom. This is evidenced by the selected English Second Language teachers' inability to adequately integrate language skills in their lessons. It is important to note that the new curriculum is promoting integration of six language skills, namely listening, speaking, reading, writing, critical thinking and reasoning, and structure and use of language. The elements inform each other, and they are meant to be integrated into one lesson. From the findings, it is clear that no English Second Language teacher was able to integrate all six skills in one lesson, as evidenced by Table 4.1. In most cases, the participants only managed to integrate four language skills in one lesson. There was, however, a case involving two teachers who only promoted two language skills in their lessons, as evidenced in Table 4.1. This to the researcher meant that the teachers in question were segregating the language skills and teaching them in isolation.

5.2.3 Opportunities English Second Language teachers have with Outcome-Based Education

The study established that English Second Language teachers feel that Outcome-Based Education is a good curriculum because it promotes teaching for understanding and student involvement during lessons. Thus, apart from enhancing cognition, Outcome-Based Education gives learners multiple opportunities to acquire knowledge independently. At the same time, learners are given multiple opportunities to demonstrate whether an outcome can be reached.

5.2.4 Challenges English Second Language teachers are facing with integration in Outcome-Based Education

The results show that English Second Language teachers have had negative experiences with Outcome-Based Education. It can be argued that some of the negative experiences were a result of the delayed dispatch of starter pack materials, which forced English Second Language teachers to guess the books that were part of the new curriculum. At the same time, it is evident that English Second Language teachers are having negative experiences with Outcome-Based Education because most schools have acute shortages of books and other teaching materials. However, this makes it difficult for English Second Language teachers to meet the demands of the curriculum, especially integrating six language skills in one lesson. The results also indicate that only a few English Second Language teachers were oriented in Outcome-Based Education. This has created problems because many English Second Language teachers do not fully understand the demands of the Outcome-Based curriculum.

Again, the results indicate that there is a great emphasis on continuous assessment, where teachers have to assess learners and keep comprehensive records of grades from assignments and tests. This has, in a way, multiplied the administrative burdens that English Second Language teachers are supposed to have.

5.3 Recommendations

Based on the findings of this study, the following recommendations are made. The researcher believes that if these recommendations are implemented, the negative experiences English Second Language teachers have with integration in Outcome-Based Education will be controlled.

- First, the Education Division Manager (North) should ensure that INSETS are conducted both at the district and cluster level, to orient English Second Language teachers on practical lesson designs and integration of language skills so that English teachers are equipped with pedagogical strategies that will enhance English Second Language learning.
- Second, it is recommended that the Ministry of Education, Science and Technology should introduce teachers' guides that have model lessons on integration of the six language skills so that English Second Language teachers can easily refer to be updated.
- Lastly, Ministry of Education Science and Technology, the Education Division Manager (North) and School heads should ensure that Teaching and Learning Materials are made available and in sufficient supply. It is worrisome that the Ministry of Education, Science, and Technology introduced Outcome-Based Education, but schools opened before materials had been dispatched. Worse still, teaching and learning materials, for example, books, were not found in the bookshops, which of course made English Second Language teachers continue teaching the old curriculum until the materials finally arrived in the schools.

5.4 Limitations of the Study

The results show that although Outcome-Based Education is a good curriculum because it promotes learning for understanding, and makes to be involved in their own learning, it is a fact that there are problems as far as teaching Outcome-Based Education lessons is concerned. The results further indicate that English Second Language teachers have difficulties integrating six language skills into one lesson. However, although the results show these gaps, it is difficult to generalise since this was a case study of four Secondary Schools in Northern Education Division. Therefore, the results can only reflect the situation in a particular geographical location. Therefore, a more robust study involving a larger population and more schools should be conducted across Malawi to determine whether the results of this study can be replicated and generalised.

5.5 Suggestions for further research

The researcher believes that research is needed in other areas using a different approach in order to have a more comprehensive understanding of Teachers' experiences in the classroom. The following are the suggested areas of research.

- An assessment of teachers' experiences with Outcome-Based Education in other subject areas apart from English.
- An examination of the effectiveness of curriculum orientation and in-service teacher training on teacher performance.
- An appraisal of the efforts the government has put in place to ensure that the Outcome-Based Education is a success.

5.6 Chapter Summary

The chapter has presented the summary of the findings and the implications of the results. The chapter has also presented recommendations, limitations of the study and suggestions for further research.

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APPENDICES

APPENDIX A REQUEST FOR PERMISSION

From: John Rogers Eliya
Moyale Community Day Secondary School
Post Office Box 23
Mzuzu

18 April 2021

Thr: The Education Division Manager
Northern Education Division
P.O. Box 133
Mzuzu

To: The Director for Secondary Education
Ministry of Education Science and Technology
P/Bag 328
Capital City
Lilongwe 3

cc: The Secretary for Education

Dear Madam

**RE: ASKING FOR PERMISSION TO CONDUCT RESEARCH IN FOUR
SECONDARY SCHOOLS IN NORTHERN EDUCATION DIVISION**

I John Rogers Eliya employment number 194050 am a Secondary School teacher under Northern Education Division and I am doing a Master of Education (M. Ed.) in Leadership and Management at Mzuzu University.

As partial fulfilment of the requirements for the award of the degree, I am supposed to carry out research and the research topic is; Exploring Teachers' Experiences with Outcome Based Education: Case Study of four Secondary Schools in Northern Education Division.

As such, I am writing to ask for permission to conduct research in four Secondary Schools in Northern Education Division based on my choice and convenience.
Your consideration will be highly appreciated.

Yours faithfully



John Rogers Eliya

APPENDIX B INFORMATION SHEET

I **John Rogers Eliya** am conducting research as partial fulfilment of the requirements for the award of a Master of Education (M. Ed.) in Leadership and Management which I am studying at Mzuzu University. The research topic is Exploring English Teachers' Experiences with Outcome Based Education: Case Study of four Secondary Schools in Northern Education Division.

The study is looking at the following areas;

1. The general understanding of the concept of OBE among secondary school English teachers.
2. The extent to which English teachers are implementing aspects of OBE in their teaching.
3. The opportunities English teachers have in the implementation of OBE.
4. The challenges English teachers are facing in the implementation of OBE.

Note: The data gathered through this study will only be used for academic purposes and not otherwise. It should also be noted that participation in this study is voluntary and you can pull out anytime you feel uncomfortable.

APPENDIX C CONSENT FORM FOR HEADTEACHERS

DOCUMENT ANALYSIS

I _____ give consent to Mr. John Rogers Eliya to analyze Schemes and Records of Work and Lesson Plans as part of his research on Exploring English Teachers' Experiences with OBE. I am sure that no negative consequences will follow me neither any of my teachers whose Schemes and Records of Work and Lesson Plans will be analyzed. I am also aware of the fact that the researcher will use aliases or pseudonyms when reporting his findings.

Name: _____

Signature: _____

Date; _____

LESSON OBSERVATION

I _____ give consent to Mr. John Rogers Eliya to observe classes at my school as part of his research on Exploring English Teachers' Experiences with OBE. I am assured that no negative consequences will follow me neither will any of my teachers subjected to this research be implicated. I am aware that participation is voluntary and that the participants can pull out anytime they feel like doing so. Finally, I am aware that the participants have the right to review the notes before analysis and the fact that the researcher will use aliases or pseudonyms as a way of protecting the participants in the research.

Name: _____

Signature: _____

Date; _____

VOICE RECORDING INTERVIEW

I _____ give consent to Mr. John Rogers Eliya to conduct interviews at my school where he will do audio recording as part of his research on Exploring English Teachers' Experiences with OBE. I am sure that no negative consequences will follow me neither any of my teachers taking part in this research. I am also aware that the participants have the right to review the notes before analysis but also retract certain statements they might not be comfortable with. I am also aware that participation is voluntary and the participants can pull out anytime they feel like doing so. Finally, I acknowledge the fact that the researcher will use aliases or pseudonyms as a way of protecting the participants in the research.

Name: _____

Signature: _____

Date; _____

APPENDIX D CONSENT FORM FOR TEACHERS

LESSON OBSERVATION

I _____ give consent to Mr. John Rogers Eliya to observe me while in class as part of his research on Exploring English Teachers' Experiences with OBE. I am assured that no negative consequences will follow me and neither will I be implicated for taking part in this research. I am also aware that participation is voluntary and I can pull out anytime I feel like doing so. Finally, I am aware that I have the right to review the notes before analysis but also the fact that the researcher will use aliases or pseudonyms as a way of protecting me.

Name: _____

Signature: _____

Date; _____

VOICE RECORDING INTERVIEW

I _____ give consent to Mr. John Rogers Eliya to interview me using an audio recorder as part of his research on Exploring English Teachers' Experiences with OBE. I am sure that no negative consequences will follow and neither will I be implicated for participating in this research. I am aware that I have the right to retract or withdraw certain statements that I might not be comfortable with. I am also aware that participation is voluntary and I can pull out anytime I feel like doing so. Finally, I also acknowledge the fact that the researcher will use aliases or pseudonyms as a way of protecting the participants in the research.

Name: _____

Signature: _____

Date; _____

APPENDIX E OBSERVATION GUIDE

The extent to which core language skills are integrated in the lesson.

a. Listening

Helping students to listen attentively in order to understand.

- Identifying the central idea from the beginning, middle or end of a written narrative.
- Identifying major and minor points of oral descriptions and narratives.
- Demonstrating comprehension of oral descriptions and narratives.

b. Speaking

Helping students to express ideas confidently and fluently.

- Stating the central idea from the title, beginning, middle, or end of a written narrative.
- Presenting major and minor points of oral descriptions and narratives.
- Presenting oral descriptions.

c. Reading

Helping students to read fluently and efficiently.

- Identifying the central idea from the title, beginning, middle or end of a written narrative.
- Identifying the major and minor supporting details of narratives.
- Demonstrating comprehension of written narratives.

d. Writing

Helping students to write personal, factual, imaginative or creative texts.

- Noting in writing the central idea from the title, beginning, middle or end of a written narrative.
- Noting major and minor details of written descriptions and narratives.
- Writing descriptions of people, places, objects, incidents etc.

e. Critical thinking and reasoning

Helping students to use language to process information to reason critically.

- Demonstrating an understanding of concepts and vocabulary.
- Using language for critical thinking.
- Using language to process information.

f. Structure and use of language (Grammar)

Helping students to understand how words and rules of language are used.

- Demonstrating an understanding of language forms and structure.
- Showing awareness of correct use of language.
- Developing and using own vocabulary.

APPENDIX F INTERVIEW SCHEDULE

1. What is your general understanding of Outcome-Based Education?
2. As an English teacher, what opportunities do you have with the Outcome-Based Curriculum?
3. What challenges are you facing as an English teacher in the implementation of Outcome-Based Education?
4. Which areas do you think need strengthening, considering that the Outcome-Based curriculum has now been rolled out in all the classes?