Challenges in English Language Teaching in District Gilgit: A study of Elementary School-Teachers' Perceptions

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Abstract

This study undertakes a quantitative investigation into elementary school teachers' perception about the challenges in teaching English language in District Gilgit, GB, Pakistan. The population of the study consisted of elementary school English language teachers from Danyore region, District Gilgit. Out of a total of 36 elementary schools, there were, on average three teachers teaching English in each school. All the teachers were requested to give informed consent to participate in the study. Out of 108 teachers 91 teachers (46 males, 47 females) sowed willingness to voluntarily participate in the study. A self-made questionnaire, which was validated by experts, was used to collect data. Five-point Likert scale, ranging from strongly disagree to strongly agree, was used to capture teachers' opinions towards the influence of the challenges in teaching English. A conceptual framework was developed around various reported challenges in previous studies. SPSS software V-26 (trial version) facilitated a comprehensive analysis of the collected data. The findings of the study showed that teachers faced social challenges the most followed by the psychological and pedagogical challenges. School system was playing a significant role while no significant difference was found based on gender of teacher.

Key Words: English Language Teaching; Social Challenges, Psychological Challenges, Pedagogical Challenges

Introduction

The significance and role of the English language in the Pakistani education system has become inevitable (Sharif & Channa, 2019). However, learners' communication skills in English are reported to be below expectations (South Asian Forum for Educational Development & Idrar-e-Taleem o Aghi, 2023). Various issues and challenges are reported to be at play that adversely affect the quality of English language instruction. Some issues are historically at the backdrop of other challenges. One such challenge is biases towards English language in spite of its importance recognized in today's global context. Moore and Bounchan (2010) mentioned that the societal perceptions of English speakers add complexity to the teaching dynamic. A study by Khan and Khan (2016) stated that students' background was the major challenge faced by teachers: students of small settlement outside the large urban areas have lack of motivation towards learning English. Overcrowding does not allow a teacher to address individual needs, hindering personalized attention and inhibiting the development of essential language skills (Chohan & Muhammad, 2016; Khan & Khan, 2016).

Chohan and Muhammad (2016) also pointed out that teachers are under pressure to quickly complete the lengthy units and final exam curricula. Iqbal, Akbar and Ahmad (2017) argued that teachers still

have tendency to use the traditional grammar translation method which may not be conducive to effective language learning. Another important challenge from Pakistani context, as mentioned by Shah, Hussain and Rashid (2023) that English is treated as subject where strong vocabulary and coherent thinking are thought to be necessary for studying English. English is not taught as a tool for effective communication, prioritizing the elimination of spelling and pronunciation errors. Some of classroom specific challenges are as mentioned by Younas et al. (2022), that classroom assessment system does not allow teachers to use their full potential and knowledge.

According to Misbah, et al. (2017), the repeated use of mother tongue in the classroom has an adverse effect on English learning. These and many other identified challenges ranging from biases towards English (Din, 2023; Moore & Bounchan, 2010) as a foreign language to persistent tradition of using outdated teaching methods, underscore the complexities faced by educators. The above challenges mentioned lack in providing comprehensive knowledge for English language teachers from a multilingual context in which English is taught is fourth or fifth language. Such is the context of Gilgit-Baltistan. Therefore, the purpose of the current study was to understand teacher's perceived influence of these challenges in their teaching of English in the multilingual context of Gilgit-Baltistan with the following specific objectives.

Objectives of the Study
1. To examine the level of influence of prevailing challenges in English language teaching in the multilingual context of Gilgit-Baltistan.
2. To identify the most and the least influential challenges in teaching English language.
3. To assess the demographic dynamics such as gender and school system on teachers' attitudes towards challenges in English language teaching.

Review of Related Literature
The literature review has been organized to provide a comprehensive overview of the challenges in teaching and learning the English language in the Pakistani context. The organization follows a thematic approach, categorizing the literature into key themes that encapsulate various dimensions of the challenges faced by educators and learners. The primary sources consulted for this review include scholarly articles, research papers, and studies conducted by experts in the field of English language teaching and learning in Pakistan. The categorization of challenges around three major themes (Social, Psychological and Pedagogical) also provided a general and broader framework for conceptualizing various challenges faced by teaching with regard to teaching of English in the multilingual context of Gilgit-Baltistan, Pakistan. framework for the current study.

Challenges in the English Language Teaching in Pakistan
Numerous challenges have been discussed by previous researchers. To understand those challenges better, researcher categorized all them into three main types. They came from various complex sources. The sociocultural theory by Vygotsky (1978, cited in Topico, 2015), provides a theoretical background to conceptualize the challenges to this end, therefore the challenges can be categorized into three boarder aspects: social, psychological, pedagogical challenges

Social challenges
Language learners have a wide range of cultural and linguistic backgrounds, making it difficult for teachers to teach English effectively (Khong, 2014). Akram and Ghani (2013) and Rahmayani et al. (2022) conducted a research on students' socio-economic status and second language learning. The study's findings demonstrated that in comparison to higher income groups, lower income groups such as laborers and farmers exhibited more negative attitudes towards the target language culture.

Furthermore, the study revealed that the attitude of student lived in urban areas with parents exhibited more positive attitude towards target language than those who lived in towns with their fellows. This student background also relates to student's motivation level (Purnama, 2019). Purnama (2019) emphasized the crucial role of motivation in the learning process, as students' readiness and effort significantly impact their ability to achieve objectives. Students who are motivated show enthusiasm in their studies and are more likely to comprehend materials, especially in subjects like English. On students' background, Shah et al. (2023) explained that the teacher's job is made considerably more difficult by the students' insufficient English language foundation. Humaeroah et al. (2023) stated that the accomplishment of learning objectives depends heavily on teachers' capacity to arrange and control their students' disruptive behavior. Thus, the teacher-student relationship needs to be established and maintained. They also investigated that teachers accomplish all of this in the classroom by creating an environment that is polite, orderly, and, most importantly, one in which students and teachers value one another's dignity and respect. Yough et al. (2023) showed that misconceptions about language learning and negative attitude towards minority language learners are problems that impact the relationships between teachers and students. Some teachers hold these maladaptive attitudes and beliefs, which include the following: (a) that it is unreasonable to expect a regular classroom teacher to teach a child who does not speak English, and (b) that learning subject matter should come second to learning the English language.

Psychological challenges
William and Mercer (2016) emphasize that a teacher everyday classroom activity from organizing content, their interaction with learners and how learners are getting the lesson are informed by their understanding of psychological issues e.g. learners' motivation, group dynamics and their emotions. Phithakmethakun and Chinokul (2020) stated that psychological aspects among students is correlated with significant life outcomes, such as success. Furthermore, it is considered to play a significant role in whether language learning is successful or unsuccessful. With regard to challenges that come from lack of intrinsic motivation are discussed in previous studies, for example, Lai (2011) indicated that people who have higher levels of self-efficacy are typically more motivated and successful in their tasks than that of low motivated. Low self-efficacy among students hinders their involvement in learning. Lai (2011) stated that the main factor influencing dedication, drive, and goal-setting among students is self-efficacy. He mentioned that by using various self-regulation techniques, including goal-setting techniques, learning strategies, and tracking.
Saeed et al. (2021) indicated another challenge of speaking anxiety among students while communicating in English in classrooms. This generally means that students may find it difficult to learn and speak English, whether it is their first language or a second language (ESL or FLL), and that this may affect their willingness to communicate in second language in classroom. Furthermore, they found that students struggled to use English in casual conversation because they were reluctant to express themselves. As a result, the learning environment was negatively impacted.
According to Belouahem (2020) the students' act of using their memory for external rewards without understanding the memorized material is a process of learning something to commit to memory as opposed to comprehension. Another researcher (Phithakmethakun & Chinokul, 2020) suggested some strategies to motivate students internally that are given by self- determination theory which focuses on internal sources of motivation such as human needs of competence, relatedness, and autonomy to foster student's intrinsic motivation. Bakalaki (2021) mentioned that due to the exam system's preference for rote memorization, through it students get rewards so teachers fail to motivate students by incorporating creative learning methods into their teaching According to a study by Phithakmethakun and Chinokul (2020), a learner-centered approach can greatly increase learners' language proficiency.

Pedagogical challenges

Many of inexperienced teachers face challenges related to pedagogical choices and instructional procedures; they are worried about the flow of lessons, teaching procedures and the negative responses from students (Karaman, 2013). Another pedagogical challenge is teachers' unawareness about modern English teaching methodologies as (Shah et al., 2023; Irkinovich 2022; and Purnama 2019) contributed to the understanding of challenges and potential solutions, emphasizing the need for educators to adapt to contemporary pedagogical approaches. Em (2022) reported that the effective way of teaching languages was hindered by a lack of teaching and learning resources, lack of teacher's efforts, students' limited English proficiency, and instructors' lack of proper English for Specific Purpose (ESP) training. These are the challenges teachers experience inside classroom while teaching different concepts.

Zhang (2022) emphasizes on the role of technology-based education and teachers' professional development in one of University of China. This study concluded that the teachers were reluctant to use technology in the classroom because of its technical challenges as well as their own lack of advanced technical skills and confidence. Another study in context of Pakistan was conducted by Abbasi et al. (2022) reported a limited use of technology, which is caused by a lack of tools, resources, and training. Shah et al. (2023) stated that the majority of Pakistani students are multilingual. While at home, they speak their native tongues, they attend school in Urdu, the nation's official language. In schools, they are taught English as their third language. So that the students' ability to speak their first two languages fluently affects how well they learn English. According to Hyland (2019) disparities between L1 and L2 also have an impact on learners' ability to think and act. Students often begin their written tasks by thinking in their native tongue before translating their ideas into English. They continue to be influenced by their L1, which prevents them from learning how to write in English. This is classroom level challenge face by teacher.

Dincer (2019) highlighted the crucial role of teacher autonomy in improving teaching effectiveness. He defined the language teacher autonomy is a broad perspective, it encompasses teachers' roles in curriculum design, evaluation, managing student behavior, and professional development. Furthermore, he stated that the autonomy is seen as a fundamental human need for intrinsic motivation, fostering improved performance and adaptability in the work environment but teachers are not allowed to do their work according to their interest. Kong (2022) emphasized that a teacher's willingness to manage systemic constraints, set personal goals, and actively participate in ongoing professional development activities all significantly impact on quality teaching. This study is in line with the study conducted in Pakistani context by Younas et al. (2022) which highlighted teachers' autonomy as a major challenge. The study also pointed out lack of job satisfaction, lack of job security, lack of workplace flexibility, lack of a handsome salary and a conducive leadership style, difficulties realizing full potential, and lack of a knowledge-sharing and knowledge-receiving environment.

Fareed et al. (2016) stated that large and overcrowded classrooms are common in South Asian countries like Pakistan, which hinder effective teaching. With 70 to 120 students per class, teachers face challenges in instruction, discipline, and evaluation. This issue is particularly problematic for teaching language writing skills, impacting the ability to provide timely feedback. Fareed et al. (2016) highlighted the negative impact of large classrooms that it makes difficult to focus on individual students. Shoaib and Ayaz (2021), a Pakistani context study, mentioned that there are far too many obstacles that prevent students from learning and teaching English, such as crammed classrooms, the employment of antiquated techniques, flawed assessment systems, and a lack of necessary infrastructure etc.

Bhandari (2015) mentioned that an overcrowded classroom also decreases teacher's motivation of effective teaching, teachers face difficulties of teaching language in large classes. They have

difficulties in keeping the classroom disciplined, assigning and checking homework, and other related tasks. By developing good report with students' teacher can cope with these challenges. Oli (2019) explained the challenge of multilingualism. He stated that the multilingualism as a state in which more than two languages are utilized for similar purposes in the same context. Shoaib and Ayaz (2021) stated that multilingual lecture rooms are regarded as the best option for second language teachers and university students. They also mentioned that various community languages that students speak inside the classroom present the teachers and the scholars with a variety of challenges. According to Bhandari (2015), teaching English in a classroom with a variety of linguistic backgrounds is extremely difficult for both the teacher and the students.

Akram (2017) stated that the most crucial area in need of assistance is pre-service teacher education, accessing the teacher education/training institutions that offer pre-service teacher education. He further mentioned that working through teachers' professional associations can have a significant impact on the in-service development of the English language teaching profession in Pakistan. Another researcher Khan and Khan (2016) highlighted that in Pakistan's public high schools, a large number of undergraduates are employed as English teachers, although they lack any official or in-service training in language instruction. As a result, teachers struggle in the classroom and their students struggle to master writing abilities. Jadoon (2020) stated that the secondary and high school textbooks lack consistent professional development for English teachers and they focus on language structure rather than practical language knowledge. The study's findings revealed that 78% of instructors faced difficulties implementing the new English curriculum due to the unavailability of teacher manuals and textbooks for each class. Furthermore, he draws teacher's attention towards the need of training to effectively execute the updated curriculum. Another study of Syairofi et al. (2022) stated that the national textbooks rarely function well in every educational environment, especially when it comes to English-language courses. To assist students in acquiring the target language, the textbook's design should draw from the experiences of effective teachers in the classroom.

The Conceptual framework
As theorized by Vygotsky (1978, cited in Topico, 2015) where he places the child in the centered of the socio-cultural environment where in language also develops. Hence, an environment with full of English teaching challenges make language learning more difficult, which can only be overcome by highly effective and relevant teaching strategies.

According to Vygotsky's (1978) socio-cultural theory of language and thought development, social interaction with others is a necessary component of intellectual development. People participate in external speech during this interaction, which helps them to control their behavior and organize their thoughts. Vygotsky's theory states that social interaction with other people is an essential part of intellectual growth. During this interaction, people engage in external speech, which aids in behavior control and mental organization.

Analysis of various issues and challenges as reported in various studies indicated that Vygotsky's elements of 'Social Environment' proved a representative model to encompass the various challenges faced in the way of developing the 'child's language learning skills. Taking help with his theory of learning socio-cultural context, we can group the challenges faced by teachers with in the classroom context where teaching strategies are to be applied and used for effective teaching. The challenges can be grouped into social, psychological and pedagogical. Social and pedagogical challenges can include school environment, (school curricula, teaching strategies, assessment practices, teacher-student relationship, classroom discipline, crowded classrooms, and teacher quality, Influence of L1 on L2, and issues related to teacher autonomy, parents' education level, and home environment.

Figure 1 Conceptual Framework of the Study
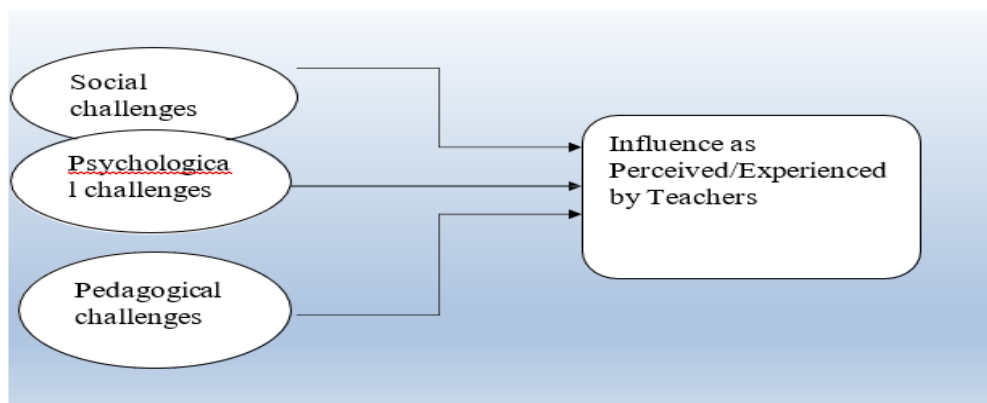
Methods

Using quantitative paradigm, the method used to study challenges was to capture teachers' perceived influence of various challenges in teaching English in their current teaching practices. A five-point Likert scale was used to measure teachers' behavior. A number of challenges frequently highlighted by previous researchers provided a framework for the current study. The population of the study consisted of all public and private elementary school English teachers of Danyore region, District Gilgit. There were total 36 schools in out of which 11 were public schools and 25 were private schools as registered in education department in Danyore Region. Three teachers were randomly selected from all the available teachers with in each school. From a total of 108 teachers, 93 teachers teaching at elementary level in Danyore Region district Gilgit Baltistan gave informed consent to voluntarily participate in the study. A survey questionnaire was used which consisted of a consent letter, a Five-Point Likert scale, which contained responses from Strongly Agree to Strongly Disagree, capturing teachers' attitudes towards how various challenges have influenced their teaching of English in their current practices. Hence, it was a cross-sectional survey design. To ensure the validity of instrument, the questionnaire was distributed among 3 experts for review. One of the expert reviewed the statements under Social dimension of challenges "Parents of my students' willing to know about the timely progress of their child" and suggested to rephrase it as "Parents of my school students are willing to know about the timely progress of their child". Expert 2 reviewed typo errors in the questionnaire. Expert 3 commented as "I think it's comprehensible". The instrument was finalized after the above changes recommended by experts. After addition and exclusions of different questions and incorporation of feedback the research tool was finalized. Then the researcher distributed the questionnaires randomly among (n= 20) English teachers for pilot testing. The sample for pilot testing was not included in the full study sample. The data was analyzed using reliability tool Cronbach Alpha on 34 items. The reliability values are presented in Table 1. A review of inter-item correlation indicated the r value above .3, suggesting the construct validity of the instrument.

Table 1: Reliability Analysis of the Scale

Dimensions	Alpha	N of items
Social challenges	0.706	6
Psychological challenges	0.744	6
Pedagogical challenges	0.721	6

After gathering complete study data from participants, the researcher used the statistical programme SPSS to analyzed it. Descriptive statistical tools (Mean, Percentage and Frequency) were used to identify the nature of distribution of score. The mean values facilitated to determine the most and least influential challenges in teaching English. Differences between private and public schools were made through the Independent sample t-test. The researcher ensured ethical considerations by securing permission from the school and teachers before collecting data. After receiving information regarding the study's title, purpose, research methods, potential risks and benefits, etc., all participants were asked to give informed consent. The research participants were given complete assurances on the confidentiality of the data. Additionally, the research data's confidentiality and anonymity was mutually guaranteed, and the participants were voluntarily agreed to take part in the study.

Analysis and Findings

An initial analysis was performed on demographic information of the research participants using the frequencies from the *Descriptive analysis* on the SPSS interface. The output information is in Table 2.

Table 2: Summary of Participants' Information

Category	Type	Frequency	Percentage
Gender	Male	46	49.5%
	Female	47	50.5%
	Total	93	100.0%
School type	Private	60	64.5%
	Public	33	35.5%
	Total	93	100.0%

For assessing suitability of data for further analysis, its normality was assessed using Kolmogoro-Smirnov, Shapiro-Wilk test of normality. The results of these normality test showed a clear violation of the assumption ($p<.05$). Therefore, to determine an approximate normality, which is considered in social science researches as common practice, therefore, the normality of data was examined through descriptive statistics and the histograms. The skewness and kurtosis of each data set of different dimensions of challenges and strategies used in teaching English are shown in Table 3.

Table 3: Skewness and Kurtosis of Each Dimension

	Skewness		Kurtosis	
	Statistics	**Std-Error**	**Statistics**	**Std-Error**
Social Challenges	.001	.250	-.468	.495
Psycho Challenges	2.611	.250	15.365	.495
Peda. Challenges	-.915	.250	3.906	.495

As shown in Table 3, the values of skewness for all the variables, that are Social, Psychological, Pedagogical challenges were within the range to be considered as approximately normal. According to Hair et al., when the skewness is between -2 to +2 and the kurtosis is -7 to +7 then such a data distribution can be considered approximately normally distributed. The visual representation of histogram showed a bell-shaped curve with a few extreme scores on the left. Similar shapes were found for the other two categories. The histogram for the Psychological Challenges is presented in Figure. 2
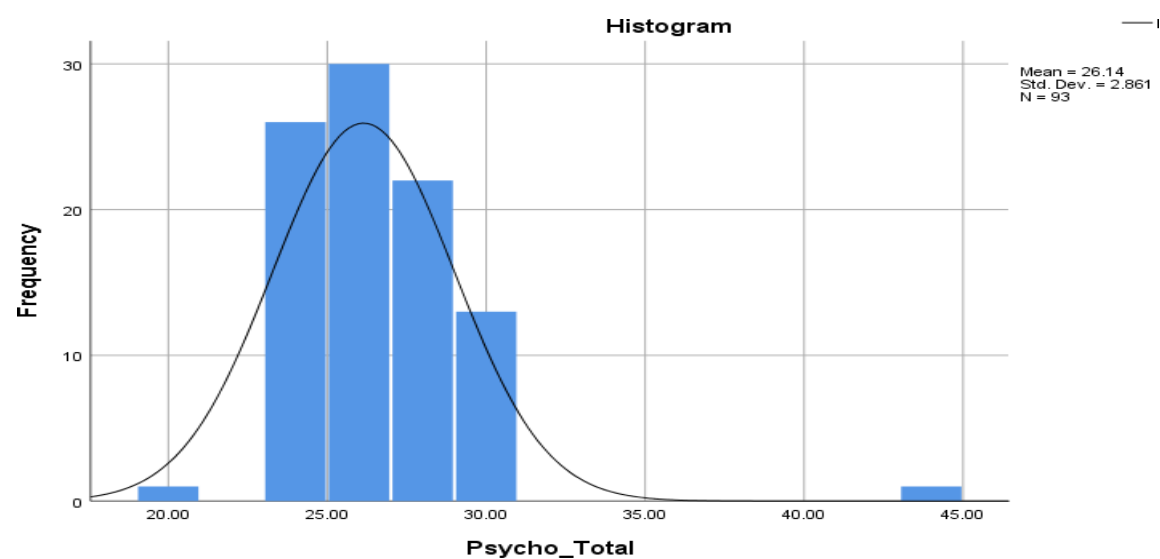

Figure 2 shows extreme values of 45, which was too far away from the mean of 26. Such extreme values were removed in order to obtain valid results in cases where parametric tests were applied (as mention in the sections to come).

Descriptive Analysis of Levels of Challenges
The mean and standard deviation for each dimension were explored to find the differences among different dimensions. It facilitated to determine the most and least influential challenges. The comparison of the mean and SD values between different challenges and strategies can be viewed in Table 4.

Table 4: Mean and SD of Different Dimensions

Variables	Mean	SD	Maximum	Minimum
Social challenges	26.16	2.1	30	18
Psychological challenges	26.14	2.8	45	20
Pedagogical challenges	24.61	2.3	30	14

Table 4 shows that the *Social* in teaching English have the highest mean value 26.16. The mean value for the second type of challenges, that is, the Psychological Challenges is nearly the same, however the standard deviation for the Psychological Challenges is greater, showing more variation, with maximum value of 45. The Pedagogical challenges were the third most influencing challenge. For a better picture of individual items measuring each challenge captures the nuances of variations, as can be seen in Table 5.

Table 5. Descriptive Statistics of Individual Items Measuring Influence of Challenges

	Min	Max	Mean	SD
Lack of interest by parents in their children's education	3.00	5.00	4.26	.65
I believe that low level of parents' education is a challenge	4.00	5.00	4.56	.50
The parents' of the students of my school are willing to know about the timely progress of their Child's	2.00	5.00	4.32	.61
My school environment is favorable for students to learn English	3.00	5.00	4.29	.56
Teaching English to students of backward areas is challengeable	3.00	5.00	4.44	.56
I am facing issues due to lack of target language environment in my classroom	2.00	5.00	4.40	.66
lack of motivation among students' causes hurdles in learning English	3.00	5.00	4.54	.56
No external rewards to students to motivate them to learn English language	4.00	5.00	4.34	.48
My students believe that learning English is easy	3.00	5.00	4.23	.58
I believe that it is challengeable to teach students with low confidence	3.00	5.00	4.29	.64
Speaking uneasiness among students hinder in learning English	2.00	23.00	4.45	2.08
I think overcrowded classroom causes serious classroom management problems	3.00	5.00	4.36	.55
I think different levels of students in classroom is challengeable for English teacher	1.00	5.00	3.97	.67
I believe that text books of English fulfill the purpose and need of teaching English	2.00	5.00	3.89	.78
The current methods of teaching used in schools are appropriate for teaching English to young learners'	2.00	5.00	4.18	.68
I think teaching hours per week are not adequate for teaching English at elementary level	2.00	5.00	4.12	.59
Valid N (listwise)	91			

Table 5 shows that teachers' are more in agreement with the statement, **"Lack of interest by parents in their children's education"**, and "I believe that low level of parents' education is a challenge", as the mean values of these items are 4.26 and 4.56 respectively, suggesting a stronger agreement (in a scale of 1 to 5, where 1 = Strongly disagree and 5 = Strongly agree) to suggest that these indicators under the *Social* dimension of the challenges are more prevalent. Under the Psychological dimension, *lack of motivation* was reported as the most influencing challenge. Under the *Pedagogical* challenges, the current text books, and inadequacy of teaching hours were reported to be relatively highly impacting contributors to the challenges teachers faced. The mean and SDs for other items can be viewed in Table 5. Next, in order to examine, teachers' perceived challenges in relation to each dimension of challenges, and in relation to the demographic variables, the researcher developed the following hypotheses.

 H₁: "There is significant difference between males and females on perceived challenges.
 H₂ "There is significant difference between private and public schools on perceived challenges.

In order to test the first hypothesis, the independent sample t-test was run. It helped in answering the question whether private school teachers had different opinions of the influence of the challenges from the public school teachers. Since private schools have a competitive advantage over public sector schools, therefore, it was useful to compare these both sectors school-teachers. The results the Independent-sample t-test can be seen in Table 6.

Table 6. Comparison between School Systems for each Variable

Variables	Leven's Tests	F	Sig.	t	df	Sig. (2- tailed)
Social	Equal variances assumed	2.266	.136	5.896	89	.000
	Equal variances not assumed			6.301	72.765	.000
Psychological	Equal variances assumed	3.074	.083	2.738	89	.007
	Equal variances not assumed			2.210	36.636	.033
Pedagogical	Equal variances assumed	.278	.599	5.021	89	.000
	Equal variances not assumed			4.782	53.262	.000

*Significant at .05, .01

The results produced in Table 6 shows the private sector schools had significantly different perceptions of the influence of the challenges as compared to the public school teachers. Based on the p-value of the t-statistics, the hypothesis *there is no significant difference between public and private schools on perceived Challenges* was not supported. The schools' system showed to have an impact on the way teachers perceive of challenges in English language teaching. It should be noted that the mean differences were although not so large, however significant statistically as can be seen in Table 6. The descriptive analysis previously conducted showed the private schools had higher mean values, which means the private school teachers have higher degree of influence of the challenges as compared to the public sector school teachers.

The second hypothesis was also tested using the Independent sample t-test. It helped in answering the question whether male teachers had different perceptions of the influence of challenges as compared to the female teachers. The results of which are presented in Table 7.

Table 7: Comparison between Genders for each Variable

	Gender	N	Mean	SD	T	df	P
Social challenges	Male	46	26.41	2.29	1.104	91	.273
	Female	47	25.91	2.06			
Psyc-challenges	Male	46	26.52	1.98	1.278	91	.205
	Female	47	25.76	3.50			
Pedagogical challenges	Male	46	24.78	2.63	.691	91	.491
	Female	47	24.44	2.02			

The results given in Table 7 show that the hypothesis *There is no significant difference between males and females on Challenges* was supported. It was concluded that there is no significant difference between male and female teachers in perceiving the challenges while teaching English in their classrooms in the selected participants.,

Discussion

The study has examined teachers' attitude towards challenges in English language teaching in Danyore region, Gilgit, GB, Pakistan. The study revealed that the Social and Psychosocial issues are more prominently influencing English language teaching practices. However, it is also apparent that the Pedagogical challenges as reported by teachers may be effective, and less challenging, however, there is a possibility of response biasness as Pedagogical challenges may be under reported by teachers. In congruence with the present study, Rasheed, Zeeshan and Zaidi (2017) reported that most influential challenges in English language teaching were Social challenges. The Social Challenges have their roots in the culture in which students live. This includes their background like cultural barriers and other speaking habits of society are considered to be the most influential challenges in teaching English. Another study from context of China (e.g., Orosz, Monzón & Velasco, 2021) reported that Pedagogical Challenges were on the top.

Another finding of study revealed that there was significant difference between private and public schools on perceived Challenges. Private schools usually faced more challenges than that of public schools. Ahmed and Rao (2012) found that private school teachers are young and conscious to use new strategies of teaching, therefore, the private school teacher's pedagogy is much better. However, Ahmed and Rao (2012), did not specifically tell the challenges private schools teachers face. Their pedagogy may be better, which does not indicate that they face lesser challenges with regard to the Social and the Psychological Challenges. The private school teachers have more workload but receive less reward due to increasing unemployment in the region.

The last key finding of the current study is about gender-based differences in perceiving challenges. The finding of the present study with regard to gender difference also appears to be in variance with the previous studies. There are numerous studies indicating female teachers used more effective strategies and willing to use new strategies to motivate students learning (Monsefi & Hadidi, 2015). With the regard to the other challenges, females are also reported to have more social and psychological challenges according to some of the studies (Dincer, 2019; Sharif & Channa, 2019; Em, 2022).

Conclusions and Recommendations

This study was conducted to investigate the teachers' perceived influence of various challenges in English language teaching in the context of Gilgit-Baltistan, which has its own peculiar environment of Multi-languages in use, various cultural patterns and religious differences. Keeping this peculiar environment in mind, researcher attempted to assess teachers' perceived influence of various challenges that they face during their teaching in English. The results of the study showed the social challenges, such as the role of parents, was the most influencing factors in English language teaching, which was followed by psychological and pedagogical challenges. Private school teachers had significantly higher challenges than those of public sectors schools. The difference in the perceived influence of challenges between gender was not evident in the fining of the study. Some of the limitations should also be kept in mind while interpreting the conclusion of the study. The present study relied upon the self-reported data by English language teacher. The pedagogical dimension which they reported may have contained more response biases because teachers may not have wanted to show that there is anything lacking in their pedagogical skills. Another limitation comes from the very sample of the study--which comes from one particular location of Gilgit; and which may not represent the whole population of Gilgit, therefore, results should be interpreted cautiously. In spite of these limitation, the study would be significant contributor to the understanding of various

challenges still at work in improving the quality of teaching and learning in English in the context of Gilgit-Baltistan. Hence some recommendations will be useful: in order to improve the quality of learning environment the school management both in public and private sectors may think of focusing on the social and psychological factors of both teachers and students and devise ways to minimize such challenges. Teacher may need to receive more trainings on how to encourage student autonomy and promote problem solving skills and develop strategies to boost students' confidence in English language learning skills. The study may be a potential impetus for future researchers, as the challenges teachers face can be better captured by observations, which in the current study was not used as data collection tool: rather it relied on self-reported data.

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