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The Current School's Position as an Academic Learning Institution in the Implementation of Outcome Based Education: A Literature Review

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Abstract

The latest paradigm shift sweeping the education system is outcome-based education (OBE). The growing need to produce more capable and competitive learners for a globalized world has resulted in a reform in the education system in which learning is no longer a unilateral process but has shifted its weight to the learners. For successful implementation of OBE, educators should understand the OBE system. All of sudden the traditional approaches should not be thrown away but should be used as a means towards implementing OBE. A commitment not only to provide an opportunity of education, but to require learning outcomes for advancement. A commitment that all students

of all groups will ultimately reach the same minimum standards. Schools may not "give up" on unsuccessful students. Hence, Outcome Based Education (OBE) is the new strategy to accommodate these changes. The services and results attained by the student are the most significant aspect of education. The purpose of this review aimed to discover the experiences in the implementation of outcome-based education. It methodically summarizes the implementation, issues and criticism, and recommendations. Specifically, it aimed to determine the experiences of OBE in terms of: (1) implementation; (2) issues and criticism; (3) and recommendations.

Keywords: Outcome-Based education, Implementation, Issues and Criticism, Recommendations

1. Introduction

The latest paradigm shift sweeping the education system is outcome-based education (OBE). The growing need to produce more capable and competitive learners for a globalized world has resulted in a reform in the education system in which learning is no longer a unilateral process but has shifted its weight to the learners. Ortega and Cruz (2016) define OBE as a student-centered and curriculum-oriented approach in which the processes involved include curriculum layout, teaching, and evaluation to ensure desired outcomes are achieved. OBE approach through student-centered learning, competitive assessment, and teacher as facilitators to students' knowledge formation and skills development (Guzman *et al.*, 2017). Students are actively involved and develop their knowledge and skills by constructing ideas in their way when they understand their meaningful learning experience (Midraj, 2018) ^[8].

In contrast to traditional education, OBE places a strong emphasis on students actively pursuing and managing their own learning. They and the lecturers are merely facilitators in the students' quest for knowledge. Specific and well-defined outcomes must be described to students so that they can set their own goals. Expectations and methods for achieving the desired results Although OBE methods are intended to improve student learning, there are some reservations about their implementation. The traditional learning outcomes model is concerned that assessing learning has become an end in itself, and that immediate course objectives may differ from broader program or institutional objectives.

However, the most common challenge reported by faculty was managing large (and increasing) class sizes from 60-180 students. Engaging and interacting with students and insufficient resources were the greatest concerns for large classes (Akhmadeeva, L., 2013) ^[2]. Instructor comments also disclosed a concern that there might be a discrepancy between the focus of their teaching objectives and OBE's promotional goals. Most of the instructors named the delivery of information to students as their primary teaching objective. This objective was expressed in various forms such as, "transmitting the information", "conveying knowledge", "instilling" and "giving" the understanding, "covering fundamentals and basic material. Thus, this review was conceptualized to discover the experiences encountered in the implementation of Outcome- Based Education.

1.1 Objectives of the study

The purpose of this review aimed to discover the experiences in the implementation of outcome-based education. It methodically summarizes the implementation, issues and criticism, and recommendations. Specifically, it aimed to determine the experiences of OBE in terms of: (1) implementation; (2) issues and criticism; (3) and recommendations.

2. Method

The study employed a literature review method, a literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study. According to University of Wincosin centre, a literature review is a “critical analysis of a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles. To ensure a wide range of studies, key search terms used involved those conducted one decade ago. Through electronic databases, published researches were gleaned for related articles from Google scholar, EBSCOHOST, ERIC and google search. Overall, 21 articles were identified as relevant based on the screening of full-text articles from the related studies.

3. Results and discussion

Many higher education institutions in the Philippines shifted their attention and efforts toward implementing the Outcome-Based Education (henceforth OBE) system at the school level in response to the need for standardization of education systems and processes. The implementation of OBE has resulted in a revolution in the way academia views the learning process and its associated assessment.

OBE Implementation

Jansen (1998) critically analyzed outcome-based education in the South African context. In this article, numerous negative points of OBE have been outlined in that context. For instance, the language and terms used in OBE are complex and confusing. With the complexity of terms that is problematic for teachers, these terms have turned into new meanings overtime. For example, the term ‘outcome’ needs a very in-depth understanding to be defined and determined clearly.

Moreover, according to Kaliannan & Chandran, (2012) when they conducted a study to determine the level of empowerment of students after implementation of Outcome Based Education they found out that The overall implementation of the OBE method at the faculty has achieved its desired objectives. Students are able to gauge their own understanding and ability for each of the subjects that they take.

Consequently, De Guzman (2017) found out that the faculty members reported a great extent of knowledge of the OBE mainly the use of different techniques to assess student learning, though there is a moderate extent of knowledge on curriculum alignment and mapping and construction of

Program Educational Objectives (PEOs) of the different Colleges.

Mercado (2018), when she conducted the Readiness of Implementing Outcome-Based Education Among Selected Higher Education Institutions in the Philippines, from the results of the study it was seen that the leaders and or teachers of the Higher Education Institutions (HEI’s) offering IT programs that were surveyed are moderately familiar with the concepts, process, standards, and guidelines in the implementation of the Outcomes- Based Education. She also added on respondents moderately familiar is a contributing factor in the attitude of the respondents towards the development of OBE instructional strategies.

OBE Issues and Criticism

Assessment of outcomes is done using authentic assessment tools. Battersby states: “Key to the outcomes approach [in BC] is an approach to assessment that emphasizes ‘authentic assessment’. Creating assignments that stimulate as much as possible the [real-life outside-of-class] situations in which students would make use of the knowledge, skills and values emphasized in the course”. In addition, Donnelly (2007) noted criticism of OBE in the USA included a loss of vital educational material as a result of focusing so much on the process of education and the huge amount of time required of teachers for assessments.

OBE requires a radical revision of curriculum and namely the assessment system. In other words, some global experiences indicate that within the other principles achieved for the pre-determined outcomes, the criteria of assessment were still problematic and were not fully achievable (Jansen, 1998)

However, outcome-based education offers many advantages as a way of achieving this. It emphasizes relevance in the curriculum and accountability and can provide a clear and unambiguous framework for curriculum planning which has an intuitive appeal (Harden, 2009). It encourages the teacher and the student to share responsibility for learning and it can guide student assessment and course evaluation. What sort of outcomes should be covered in a curriculum, how should they be assessed and how should outcome-based education be implemented are issues that need to be addressed.

Nevertheless, the lack of support from administrators involves monitoring implementation in institutions resulting in performing OBE in institutions is not comprehensive (Ariffin, 2013; Erdem, 2019; Mangali *et al.*, 2019). However, Iloanya (2019) ^[5] found that curriculum changes made teachers especially those who had served long and familiar with conventional methods difficult to accept the OBE system.

On the other hand, teachers' acceptance of the implementation of OBE is significant in empowering the teaching and learning process in Vocational Colleges. This is because the implementation of OBE will not be successful without having competent teachers in the system (Omar *et al.*, 2020) ^[6]. Conversely, according to Senaratne and Gunarathne (2019) ^[7], the changes taking place in the education system demand training for a teacher in developing the necessary knowledge, skills, and attitudes.

Furthermore, student absences disrupt the teaching and learning process, despite encouragement, motivation, remedial work, and a second opportunity to improve student

achievement to achieve the set learning outcomes being prescribed (Midraj, 2018) [8].

OBE Recommendations

Dragoo and Barrows (2016) suggested that the expectations of the industry should be aligned with and integrated into the education system as they are integral in producing competent (potential) graduates, as required under OBE. Expectations from the industry can serve as a guiding framework, and be embedded in modules through course content, learning methodologies and assessment.

Additionally, Hill and Wang (2018) and Reich *et al.* (2019) suggested that the implementation of OBE approaches in the higher education institution is a team effort. Collaboration among administration, faculty/school and other stakeholders are needed to ensure that transparency and the incorporation of learning outcomes syllabus, delivery methods, and assessment are in place to meet the expectations of industry experts. Hence, continuous quality improvement on the courses and programmes must be maintained to produce sustainable outcomes.

Academics should also be given opportunities to modify and standardize their syllabus, and teaching and learning methodologies to improve students' performance through constructive alignment activities (Gunarathne *et al.*, 2019) [7].

Subsequently, Villaluz, (2017) mentioned that it is important that the instructors continuously remind the students what is exactly expected of them for each enrolled course. Such standards are clarified in the assessment requirements and rubrics provided to them. It is also important for the school administrators to enhance the skills and competencies of instructors so that they will be able to implement suitable teaching strategies for students to be acquire the professional competencies needed in the world of work. This could be done through sustainable training and continuous educational program.

Studies conducted by Hadi and Zain (2016) [4] suggest that administrators need to carry out continuous monitoring of the implementation of OBE in institutions to obtain information and facilitate action to be taken if there are weaknesses in the organization.

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