

IMPLEMENTATION OF OUTCOMES-BASED EDUCATION IN PANGASINAN STATE UNIVERSITY

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Abstract - *The transition of instruction to Outcomes-Based Education (OBE) in teaching and learning at the tertiary education level has become one of the most important issues in the country. The education system has struggled to achieve student learning through curriculum alignment and instruction. To address this issue, aligning with global education trends is the main thrust of the Commission on Higher Education (CHED) to move toward Outcome-Based Education (OBE). The main purpose of the study is to determine the implementation of Outcomes-Based Education in Pangasinan State University. This study made use of the descriptive method of research. To achieve the objective of the study, a survey questionnaire was utilized. Findings revealed that the obedized curriculum is implemented in Pangasinan State University in terms of practices, environment, academics, attitudes, and instruction. To improve further implementation, the administration should provide a faculty development program that involves training and workshops on Outcomes-Based education.*

Keywords – *Outcomes-Based Education, Curriculum Alignment,*

INTRODUCTION

Outcome-Based Education (OBE) is a method of teaching in which curricular decisions are influenced by the results that students should achieve at the conclusion of the course. It is a performance-based approach to curriculum building that provides a strong and compelling manner of transforming and regulating education. Little progress has been made in school reform during the previous 50 years (Cuban, 1988). Educators have experimented with productive schools and continue to try to apply innovation after innovation. There is no scarcity of new ideas. The shortfall is a lack of understanding of how to execute innovations and keep them running long enough for them to become institutionalized.

Outcome-Based Education (OBE) is likely the most intriguing and potentially effective curricular innovation for schools because it involves the development of a future-driven curriculum emphasis, and for this to progress, it requires evaluation (Spady, 1987). Outcome-Based education is a systematic reform initiative that focuses on pre-determined results or curricular goals. This outcome-oriented approach bases instructional and curricular decisions and activities on such outcomes. All choices, including those concerning curriculum, instruction delivery, evaluation, and promotions, are based on the best manner to attain the pre-determined results.

The shifting circumstances brought forth by globalization highlight the transition in modern

international education discourse from education to lifelong learning to accomplish pre-determined ends. In this regard, Outcome-Based Education (OBE) is being sought and has been pursued by schools in many states throughout the world (Varnon and King, 1993). It has the potential to restore a single purpose, a common focus for schools and increase accountability by setting pre-determined outcomes and quantifying performance based on achievement of those targets.

The Department of Education DepEd (1998) requires accrediting bodies to incorporate evaluation as a component of postsecondary accreditation criteria. As a result, practically all higher-education institutions are mandated to conduct outcomes assessments. The American Assembly of Collegiate Schools of Business (AACSB), an International Association for Management Education, approved its current mission-based criteria in 1991, including the necessity for outcomes evaluation (AACSB 1991, pp.2-3). Continuous program evaluation and accreditation are the two needed goals of standard-based assessment, and the two applications of assessment data for AACSB purposes are formative assessments of programs for improvement and summative evaluations of programs for accreditation (Shaftel, 2007)

Assessment in OBE should also be regulated by its four principles, which are clarity of focus, designing backward, high expectations, and extended opportunity, to ensure that it contributes to the advancement of

students' learning. A comprehensive outcomes evaluation program is recognized as an important tool for encouraging continual development.

Quality education is recognized as the foundation of every country's success. It may be accomplished by ensuring an effective teaching and learning process. Only when the pupils learn can it be deemed teaching. The outcome of learning can be used to gauge its effectiveness. As a result, rather than teaching, OBE focuses on learning and its outcomes. Instructors in OBE must satisfactorily plan their students by recognizing what they want the students to learn, making a positive learning environment, helping their students in understanding what, how, and why they have learned, employing a variety of instructing strategies, giving sufficient opportunities for the students to apply the knowledge and abilities that they have gained, and helping the students in bringing each learning to an individual closure.

Discussions on OBE began in the Philippines when the Basic Education Curriculum (BEC) was improved, and the K-12 Basic Education System was established. The Philippine Qualification Framework was established from the International Qualification Standards, with which the K-12 Program has conformed and to which the Department of Education is consequently committed (DepEd). Outcome-Based education is the framework and standard's higher education component.

CHED Memorandum Order No. 46, titled "Policy-Standard to Enhance Quality Assurance (QA) in Higher Education via an Outcome-Based and Typology Based QA," was signed in 2012. CHED actively pushes for a paradigm change away from input-based quality assurance and toward outcome-based quality assurance.

The Commission on Higher Education (CHED) is dedicated to producing competency-based learning standards that, when relevant, meet current international standards in order to attain excellence and enable more effective intellectual discipline integration. OBE is defined by CHED as a strategy that focuses and organizes the educational system on what all learners must know, value, and be able to perform in order to attain a desirable level of competence. This entails articulating the characteristics of their ideal graduates in light of their goals.

According to the Commission on Higher Education (CHED), excellent education today is judged not only by effectiveness, efficiency, and sustainability

but also by relevance. Relevance in education entails meeting the demands of today's students and businesses while also providing future graduates with a curriculum that is globally comparable.

In the sphere of engineering education, for example, six nations signed the Washington Accord (WA) in 1989, represented by their individual engineering professional associations, which set uniform criteria for the comparability of engineering school graduates from different nations. The signatories to the Washington Accord (WAFull) agree that graduates from their accredited engineering programs should be recognized as having satisfied the academic requirements for entry into the practice of engineering across their nations, promoting the mobility of professional engineers working across national borders. Additionally, since 2000, full members of the WA have changed their accreditation standards from an input-based to an outcome-based education (OBE) system. Under the OBE system, the emphasis is on institutions with accredited programs to show that their engineering graduates have attained an acceptable level of knowledge, skills, and abilities.

Recently, OBE was introduced at the Pangasinan State University (PSU), a school with branches that cover the entirety of Pangasinan and is in compliance with the 2012 CHED Memorandum Order No. 46 series. The aforementioned institution has created eight (8) strategic goals in order for its vision, "To become an ASEAN Premier State University in 2020," to become a reality and to guarantee the development of internationally competent persons as stated in its purpose. Among these strategic objectives are excellent student learning and career development. It involves integrating the OBE Framework completely into all academic programs.

In response to the educational transformation and in support of the institution's path to be recognized as an ASEAN Premier State University, all nine Pangasinan State University campuses have been mandated to implement Outcome-Based Education. The OBE system was seen at one of PSU's branches, the PSU-San Carlos City Campus. Each course curriculum is well structured. The PSU Institutional Learning Outcomes (PSU ILO) are included in the syllabus, which might assist students to understand what is expected of them at the end of the course. Pangasinan State University, more notably the PSU San Carlos City Campus, is just one of several HEIs that use OBE. It represents a significant step forward in globalization.

However, adopting OBE within Philippine HEIs is predicted to be difficult in the early years. Adoption of OBE can become complex and difficult due to issues, notably during teaching and learning activities, in reaching the desired learning objectives, and during assessment tasks. Not only are instructors and professors unfamiliar with the OBE curriculum, but so are HEI officials, students, and other stakeholders. In educational debates among HEI administrators, instructors, and students, effectiveness in applying OBE, self-evaluation, assessment approaches, and learning standards can be buzzwords. Following OBE implementation, significant policy emphasis areas may include: how successful OBE is in higher education, how to quantify OBE effectiveness, and how to attain OBE success indicators.

As a result, stakeholders, particularly instructors and professors, must have a clear understanding of the CHED policies and standards on the OBE System in Philippine higher education, as well as at least basic knowledge and comprehension of the OBE principles, during the preparation and early stages of OBE implementation in an HEI.

Furthermore, this research is required to determine the comprehensive implementation of Outcome-Based Education (OBE) at Pangasinan State University, San Carlos City Campus.

OBJECTIVE OF THE STUDY

The study aimed to determine the Implementation of Outcome-Based Education at Pangasinan State University San Carlos City Campus. Specifically, the study aimed to:

1. Determine the demographic profile of the respondents.
2. Determine the extent of the implementation of OBE in Pangasinan State University, San Carlos, in terms of the following:
 - a. Practices;
 - b. environment;
 - c. Academics;
 - d. Attitudes; and
 - e. Instruction
3. Identify the problems encountered in the implementation of OBE in PSU Philippines in areas such as:
 - a. Information Dissemination;
 - b. Constructive Re-alignment;
 - c. Capacity Building;
 - d. Assessment and Evaluation; and
 - e. Continuous Quality Improvement?

4. Determine the significant difference of in the extent of implementation across the profile of the respondents

MATERIALS AND METHOD

The study used the descriptive survey method as the overall strategy in answering the problems of the study. According to Burns and Grove (1993), the purpose of a descriptive survey is to provide respondents' opinions on the phenomenon being studied. In real-life scenarios, descriptive research accurately assesses the features of a certain individual, event, or group. Polit and Hungler (1991) described the survey as "any research activity in which data is acquired from a specified population for the goal of studying that population's traits, attitudes, or intentions." Descriptive research describes the implementation of OBE to the respondents on the following dimensions and factors.

A survey questionnaire was used to gather prime data in determining the Implementation of OBE in PSU San Carlos City Campus. The questionnaire was made based on the researcher's readings, scholarly articles, published and unpublished dissertations, and other relevant research. The questionnaire was divided into three parts. Part I is allotted for the Demographic Profile of the respondents. Part II involves questions pertaining to the Status of OBE Implementation. Lastly, Part III is comprised of the Problems encountered in the Implementation of OBE. The questionnaire demands the areas related to the Implementation of OBE in PSU San Carlos City Campus following the arrangement in the problems of the study.

RESULTS AND DISCUSSION

Perception of the Respondents. In this part of the study, the data collected from the respondents were presented and discussed by the researchers using the Likert Scale. The questionnaire contained statements regarding the implementation of Outcome-Based Education at Pangasinan State University, San Carlos City Campus. The respondents' rate themselves based on the five-point Likert scale. They assessed their Level of Acquired knowledge using the descriptive rating. These would provide a better understanding of the Implementation of Outcome-Based Education in Pangasinan State University San Carlos City Campus.

Table 1: Status of Implementation of Outcome-Based Education in Terms of Practice

Practices	WM	VI	Rank
1 OBE ensures that the learners know exactly what is expected from them as unit standards make it very clear what is required from them	4.012	Very Satisfactorily Attained	4.5
2 OBE provides well-defined assessment criteria that are clear to both assessors and learners on how assessment will take place	4.173	Very Satisfactorily Attained	1
3 OBE ensures a more objective assessment and fair result of the predetermined criteria	4.012	Very Satisfactorily Attained	4.5
4 OBE provides a chance for the students to undergo remedial or other corrective actions for learning	4.074	Very Satisfactorily Attained	3
5 OBE requires the students to keep their exams and activities in a portfolio for analysis	4.123	Very Satisfactorily Attained	2
Composite Mean	4.079	Very Satisfactorily Attained	

Table 1 presents the status of implementation of OBE as to practices. Of the five statements under the practices shows a results of very satisfactorily attained. The composite mean score of 4.079 signifies that OBE Practices in Pangasinan State University, San Carlos City Campus, is very satisfactorily attained with the help of teaching staff.

Table 2: Status of Implementation of Outcome-Based Education in Terms Of Environment

Environment	WM	VI	Rank
1 There is greater support for OBE from all role players due to the extensive level of consultation and stakeholder involvement	3.852	Very Satisfactorily Attained	5
2 OBE fosters a better integration between education at school and industry	4.074	Very Satisfactorily Attained	3
3 OBE provides learning environment that caters the development of students as future professionals	4.111	Very Satisfactorily Attained	1
4 OBE promotes values formation and character traits ideal to different employment setting	4.074	Very Satisfactorily Attained	3
5 OBE ensures better way of delivering instruction through appropriate teaching methodology and classroom management	4.074	Very Satisfactorily Attained	3
Composite Mean	4.037	Very Satisfactorily Attained	

Table 2 presents the status of implantation of OBE as to the environment. All of the presented five criteria shows a very satisfactory attained The composite mean score of 4.037 signifies that OBE Environment in Pangasinan State University, San Carlos City Campus is very satisfactorily attained with the help of providing quality classroom facilities.

Table 3: Status of Implementation of Outcome-Based Education in Terms of Academics.

Academics	WM	VI	Rank
1 Helping the students measure their own performance	4.185	Very Satisfactorily Attained	3.5
2 Promoting the responsiveness of the school activities towards the enhancement of students' academic performance	4.185	Very Satisfactorily Attained	3.5
3 Developing the study habits of students	4.272	Very Satisfactorily Attained	2
4 Strengthening the capabilities and skills of the students	4.358	Very Satisfactorily Attained	1
Composite Mean	4.250	Very Satisfactorily Attained	

Table 3 shows the status of OBE implementation in terms of academics. It is very satisfactorily attained in strengthening the capabilities and skills of students. OBE is helpful in developing the study habits of students. OBE helps the students measure their own performance. In addition, it promotes the responsiveness of the school activities towards the enhancement of students' academic performance. The composite mean score of 4.250 signifies that OBE Academics in Pangasinan State University, San Carlos City Campus, is very satisfactorily attained with the help of providing quality education.

Table 4: Status of Implementation of Outcome-Based Education in Terms of Attitude

Attitude	WM	VI	Rank
1 Challenging the students to become more competitive	4.160	Very Satisfactorily Attained	4
2 Practicing collaboration rather than competition	4.235	Very Satisfactorily Attained	3
3 Creating a mindset towards a clear direction of learning	4.136	Very Satisfactorily Attained	5
4 Motivating the students to be independent	4.333	Very Satisfactorily Attained	1
5 Helping learners to accept responsibility for learning as they are now at the center of the learning process	4.321	Very Satisfactorily Attained	2
Composite Mean	4.237	Very Satisfactorily Attained	

Table 4 shows the status of OBE implementation in terms of attitude. It is very satisfactorily attained in motivating the students to become independent. It helps the learners to accept responsibility for their own learning, as they are now at the center of the learning process. OBE guides the students in practicing collaboration rather than competition. OBE is useful in challenging students to be more competitive. Moreover, OBE guides the students in creating a mindset towards a clear direction of learning. The composite mean scores of 4.237 signify that OBE is useful in developing the attitude of the students, with the help of the teaching staff, at Pangasinan State University, San Carlos City Campus.

Table 5: Status of Implementation of Outcome-Based Education in terms of Instruction

Instruction		WM	VI	Rank
1	Requiring faculty members to master their subjects being handled	4.284	Very Satisfactorily Attained	3
2	Simplifying the execution of the lessons	4.185	Very Satisfactorily Attained	5
3	Asking the teachers more of a facilitator than a lecturer	4.333	Very Satisfactorily Attained	2
4	Creating a conducive atmosphere for teaching and learning process	4.272	Very Satisfactorily Attained	4
5	Improvising learning skills necessary for the industry	4.420	Very Satisfactorily Attained	1
Composite Mean		4.299	Very Satisfactorily Attained	

Table 5 shows the level of usefulness of Outcome-based Education in terms of instruction. It is notable that the results are very satisfactorily attained. The composite mean score of 4.299 implies that the OBE is useful in delivering appropriate instruction. Students believe that OBE is useful in providing learning skills necessary for the industry since OBE develops the skills of every student and enhances using the new learning system. Commitment to accomplish a certain task within a specified period of time must be strongly acquired by the students in submitting their school assignments, activities, and projects (Laguador, 2013).

Table 6: Problems Met in Outcome-Based Education in Information Dissemination

Information Dissemination		WM	VI	Rank
1	Intended Learning Outcomes, are not properly explained to the students	2.716	Serious	1
2	Assessment tasks that can be used to measure whether the students have achieved the Intended Learning Outcomes are not identified	2.617	Serious	3
3	A feedback mechanism is not available to improve the course in the future	2.691	Serious	2
Composite Mean		2.675	Serious	

Table 6 presents that there is indeed a serious problem met in OBE information dissemination with the weighted mean of 2.675 in terms of information dissemination. The notable of which is that the intended learning outcomes are not properly explained to the students whereby feedback mechanism is not merely available to improve the course in the future. It is noted that assessment tasks that may be utilized to measure the students are not identified.

Table 7: Problems Met In Outcome-Based Education in Constructive Alignment

Constructive Re-alignment		WM	VI	Rank
1	Intended Learning Outcomes, in the Institutional Level, is not stated as what graduates of the institution are supported to be able to do	2.605	Serious	1
2	Intended Learning Outcomes, in the Degree Program Level, is not stated as what graduates from a particular degree program should be able to do	2.444	Moderately Serious	3
3	Intended Learning Outcomes, in the Course Level, is not stated as what students should be able to do at the completion of a given course	2.556	Moderately Serious	2
Composite Mean		2.535	Moderately Serious	

Table 7 presents the problems met in OBE in constructive alignment, the composite mean in constructive re-alignment is 2.535, which means that there is a moderately serious problem. The most notable of the three problems indicated is the intended learning outcomes at the institutional level are not stated as what graduates of the institution are not supported to be able to do.

Table 8: Problems Met In Outcome-Based Education in Capacity Building

Capacity Building		WM	VI	Rank
1	Orientation and Re-orientation of all faculty members and officers aren't done consistently	2.407	Moderately Serious	2
2	Faculty members seldom undergo Seminars and Trainings about Outcomes-Based Education	2.593	Moderately Serious	1
Composite Mean		2.500	Moderately Serious	

Table 8 presents the problems met in OBE in capacity building results show that there is a moderately serious problem since the composite mean is 2.500 in the two indicators.

Table 9: Problems Met In Outcome-Based Education in Assessment and Evaluation

Assessment & Evaluation		WM	VI	Rank
1	Faculty members don't use Indirect and Direct Assessments properly	2.568	Moderately Serious	1.5
2	Faculty Members don't prepare rubrics that are suitable in assessing and evaluating students' performance	2.543	Moderately Serious	1.5
Composite Mean		2.556	Moderately Serious	

In terms of assessment and evaluation, indirect and direct assessments among faculty members are properly used since faculty members usually prepare rubrics that are suitable for assessing and evaluating

students' performance. In total, there is a moderately serious problem in assessment and evaluation.

Table 10: Problems Met in Outcome-Based Education in Continuous Quality Improvement

Continuous Quality Improvement	WM	VI	Rank
1 A detailed plan is not carefully prepared for Outcomes-Based Education	2.519	Moderately Serious	1
2 Top management doesn't show commitment and full support towards the Implementation of Outcomes-Based Education	2.395	Moderately Serious	2
Composite Mean	2.457	Moderately Serious	

Table 10 presents the problems met in OBE as to continuous quality improvement. Results showed that a composite mean of 2.457 which is moderately serious.

Table 11: Difference between the Extent of Implementation Across their Demographic Profile

Variable	t-value	Significance Value
1. Sex	-1.089	0.280

**significant at 0.05 level*

Table 11 shows the extent of OBE implementation across their Demographic profile. The significant value is 0.280, and t-value/computed is -1.089, which means that there is no significant difference across their profile in terms of sex. This implies that after testing the hypothesis at a 0.05 level of significance, it failed to be rejected.

Table 12: Difference between the Extent of Implementation Across Their Demographic Profile

Variable	f-value	Significance Value
1. Age	0.903	0.467
2. Highest Educational Attainment	.325	.861
3. Teaching Experience	.874	.484

**significant at 0.05 level*

Table 12 presents the difference between the Extend of Implementation across their Demographic Profile. There is a significant value of 0.467 and an f-value Of 0.903 in terms of age. The significant value for

the Highest Educational Attainment is .861, and its f-value is .325. In addition, there is a significant value of .484 and .874 f-value for the teaching experience. We can conclude, therefore, that there is no significant difference in the variables: age, highest educational attainment, and teaching experience across their demographic profile. This implies that after testing the hypothesis at a 0.05 level of significance, it is failed to be rejected.

CONCLUSIONS AND RECOMMENDATIONS

Based on the data, it was concluded that the extend of the implementation of OBE in PSU, San Carlos City Campus in terms of Practices, Environment, Academics, Attitudes and Instruction were Very Satisfactorily Attained. Therefore, the respondents are competent enough to implement OBE, and in addition, the respondents are work ready and can keep pace with the rapidly changing and highly competitive environment. But since limited factors were used, respondents must also develop other areas that might be of great importance. Further, based on the data, it was concluded that the problems met in the implementation of OBE in terms of information dissemination is serious while in the constructive alignment, capacity building, assessment, and evaluation, and continuous quality improvement are moderately serious. This means that behind the very satisfactory rating of its implementation, there are some cases that affect its implementation. With this it is recommended the college should have continuous and sustainable monitoring of the OBE. The monitoring system can be improved through seminars and additional assessment examinations. The curriculum must always be updated with the current trends and needs of the industry. The faculty should attend workshops that will enhance the capability to easily expose and take action for its effective implementation. Conduct relevant research as part of the culminating activity for each course to provide strong evidence of OBE. The action plan should be implemented and evaluated to ensure its utilization and its effectiveness. Provide follow-up studies regarding the problems encountered by the respondents.

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