Lived Experiences of Teachers on the Implementation of Outcomes-Based Education: A Phenomenological Study

Alemar C. Mayordo[1] and Geraldine D. Durias[2]

[1]Faculty, Governor Alfonso D. Tan College, Tangub City

[2]Faculty, Misamis University, Ozamiz City

Abstract — Designing lessons that will allow learning outcomes to be addressed consistent with the amount of time the students need, identifying all teaching and learning activities, and assessing the students' learning is the highest consideration in planning classroom instruction. This study explored teachers' lived experiences in the implementation of outcomes-based education in Gov. Alfonso D. Tan College and Northwestern Mindanao State College of Science and Technology. This qualitative study used Moustakas phenomenological research design. The participants were twenty (20) teachers selected through purposive sampling. The interviews were personally conducted and were digitally recorded to capture the necessary information and provide an accurate and detailed interview. The NVivo software was used to identify the codes/themes derived from teachers' lived experiences. Findings revealed four themes: (1) Preparing instructional materials to ensure alignment of curriculum, (2) Designing appropriate learning activities to realize the learning outcomes, (3) Using assessment tools to evaluate the outcomes, and (4) Insights on the OBE implementation. Comprehensive planning of OBE instruction is challenging yet plays an important role in producing quality graduates. Middle-level managers will provide an avenue for teachers to enhance teachers' pedagogy. They will continue to conduct seminars and training pieces or even send teachers to attend seminars, pieces of training, or any academic gathering to enhance and improve OBE pedagogy.

Keywords — instructional materials, lived experiences, learning outcomes, OBE instruction, outcomes-based education.

I. INTRODUCTION

OBE's SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis shows that it is an effective tool for faculty, programs, and departments to achieve better results. It reflects a shift in language and power in higher education's social role. It has the potential to increase efficiency and quality in teaching and learning (Hejazi, 2011). Teachers play an important role in curriculum implementation. No matter how well-designed the curriculum is, the goal of delivering Outcomes-based Education will never be fulfilled and accomplished unless teachers are proficient in the implementation of OBE principles (Laguador & Dotong, 2020). According to educators from various fields, competency- or outcomes-based education can improve individual performance, communication and coordination across courses, and provide impetus for curriculum improvement (Ramsay, Sorrell, & Hartz, 2015).

The Commission on Higher Education (CHED) established a policy-standard to improve the quality assurance (QA) system in Philippine higher education by using learning competency-based standards and an outcomes-based system that is differentiated by the type of private or public higher education institution through CHED Memorandum Order (CMO) No. 46, series of 2012. (HEI). According to Section 4 of the said CMO, "the importance of quality and quality assurance is highlighted by the urgent need to move significant populations of Filipinos out of poverty and to address local, regional, and national development concerns by educating quality leaders, thinkers, planners, researchers, technological innovators, entrepreneurs, and the much needed work force to launch the nation's development efforts."

OBE is a curriculum design that deviates from standard content-driven curricula in order to produce job-ready graduates and meet the changing economic demands. As a result, Higher Education Institutions are required to comply with the OBE's requirements, which include curriculum delivery, such as teaching and learning techniques, assessment strategy, teaching staff competency, and other related issues such as resources and student support systems ((Yusof et al., 2017). The transition to OBE has been aided by the fact that it is used as a framework in school and program-level surveillance by international and local academic accreditation bodies, and many schools have invested resources in it (Macayan, 2017).

Teachers with differing perspectives on teaching effectiveness may subscribe to the philosophy of OBE or interpret it in their own way. This observation is significant because, in terms of educational reform, initiation and implementation are only part of the process; internalizing the change into institutional culture is equally important for long-term sustainability (Lee & Cheung, 2019). Educating the next generation of

leaders is a challenge for higher education, which must prepare graduates with 21st-century skills. Digital technologies, information access, globalization, equity, and accountability are five significant changing trends (Milman & Kilbani, 2014). A future-focused education is required for the development of these qualities. It all comes back to ensuring that students have the finest academic experience possible through everything a university has to offer, such as effective teaching, competitive examinations, well-developed abilities, and a strong support system, among other things. (Yusof and colleagues, 2017).

Essentially, the faculty's role in the execution of the OBE is just as vital as reaching its goal. Teachers must completely comprehend the fundamentals of OBE because they are the primary implementers at the course and program levels. As a result, teachers should review their own knowledge, abilities, and techniques to ensure that they are aligned with the requirements of outcomes-based education. Teachers' grasp of OBE, as indicated in the course curriculum and instructional materials they prepared, and in their actual practice in the classroom, is just as important as their demonstration of OBE implementation. Several research on OBE have been undertaken on a variety of topics. Cruz and Cruz (2017), for example, found that professors in a local institution in Laguna had good views and strong motivations for OBE implementation. Pattaguan (2016) concluded that the types of students and learners, instructional resources, types of teachers, and curricula are the most important elements in the successful application of OBE in the University of Saint Louis in Tuguegarao City's Accountancy department. Furthermore, Laguador and Dotong's (2020) research discovered that the College of Engineering faculty at the Lyceum of the Philippines in Batangas possessed a high level of knowledge and comprehension of OBE implementation.

An investigation into the factors that influence the incorporation of Outcomes-Based Education (OBE) into the Home Economics (HE) education curriculum of a State University in the Philippines' Technology and Livelihood Education (TLE) program revealed a lack of understanding of the new paradigm shift—OBE: there are limited instructional resources for faculty; laboratory equipment is insufficient; and physical facilities available do not maximize the competencies required by OBE (Limon & Vallente, 2016).

All students can learn and succeed; (2) success breeds success; and (3) teaching institutions have control over the conditions for success. Traditional, transitional, or transformative aims can all be written into outcomes.

Spady is a proponent of transformational aims. Transitional OBE is a middle ground between traditional subject matter curricular frameworks and planning methods and transformational OBE's future-role priorities (Hamid, Mujaini, & Mohamed, 2017).

Objectives of the Study
This study explored the different experiences of teachers in the implementation of outcomes-based education in Gov. Alfonso D. Tan College and Nortwestern Mindanao Sate College of Science and Technology

II. METHODS
Research Design
This study utilized the phenomenological design in exploring the teachers' lived experiences on the implementation of OBE. Phenomenology seeks to gain a better understanding of the significance of everyday interactions. The purpose of the qualitative research is to make sense of the data based on the meanings that the participants assign to them (Denzin & Lincoln 2005, Creswell, 2007). The phenomenological method, in particular, investigates how participants interpret the phenomenon under investigation. This qualitative method used semi-structured one-on-one interviews for data collection. This qualitative inquiry is appropriate for the study because it emphasizes investigations' interpretative nature and sensitivity to researchers, participants, and readers (Creswell, 2007).

Research Setting
This study was conducted in two higher education institutions of Tangub City, namely: Gov. Alfonso D. Tan College (GADTC) and Northwestern Mindanao State College of Science and Technology (NMSCST). Tangub City is a 4th class city in the province of Misamis Occidental, Philippines. . It is situated on the southern arc of Misamis Occidental's D-shaped province. It is bounded to the north by Mt. Malindang, to the east by Ozamiz City, to the south by Panguil Bay, and to the west by the municipality of Bonifacio.

Gov. Alfonso D. Tan College (GADTC) is one of the higher education institutions in Tangub City. It is managed by the Local Government Unit of Tangub City. The institution can be reached through riding a single motor or motor cab three to five minutes from the city proper. Most of the students are Tangubanons but there are also students coming from neighboring cities and municipalities. Geographically, the college is located at Maloro, Tangub City in front of Panguil Bay.

Northwestern Mindanao State College of Science and Technology (NMSCST) is a public college in Tangub

City. Its primary mission is to provide higher professional, technical instruction for special purposes, as well as to promote research and extension services, advanced studies, and progressive leadership in education, agriculture, fishery, engineering, arts and sciences, short-term vocational-technical, and other continuing courses as appropriate.

Participants of the Study

There were twenty (20) teacher participants who served as the research particpants from Gov. Alfonso D. Tan College (GADTC) and Northwestern Mindanao State College of Science and Technology (NMSCST). Ten participants represented each institution. Participants were chosen through purposive (Burns & Grove, 2003). The following were the criteria in selecting the participants: 1) a higher education instructor in the academic year 2020-2021 with at least two years of teaching experience in OBE instruction, and 3) has given the consent to participate in the study.

Research Instruments

The interview was conducted using a semi-structured interview guide. The interviewer is also given some leeway to probe and explore additional questions in response to what were deemed significant responses (Bryman, 2004), while allowing rapport and empathy to develop between the researcher and the participant. To assist the researcher with the structure and flow of the interview, an interview schedule was created. The participants were asked a series of questions about their overall life experiences in the implementation of Outcomes- based education in the institutions.

Data Collection

After obtaining approval from the Graduate School of Misamis University to conduct the research, the researcher underwent the iterative process to research participants from Gov. Alfonso D. Tan College and Northwestern Mindanao State College of Science and Technology. The researcher then seeks an approval letter from the college president. Upon approval, the letter was presented to the VPAA, to the Deans and, to the teachers of the two institutions.

Once potential participants were identified, the researcher explained the research objective of the study, research procedures, the risks and benefits of participating in the study, participant rights, and confidentiality. The teacher signed the consent form, became a participant in the study, and was given information about the interview process as well as procedures for obtaining a copy of the Interview

Protocol. When data saturation occurred and the information received from interviewees became redundant, the recruitment and interviews of participants came to an end (Merriam, 1998). The interview process took two weeks which started in March 2020. In the pre-interview, the researcher explained the research purpose and informed with clear instructions and directions to endure the participants' understanding. The researcher gathered information during the vacant time of the participants. After gathering the necessary data, the researcher went through an iterative process of familiarization, generating initial codes, searching for the themes, reviewing the themes, defining the names of the themes, and producing the report to map the most critical themes in the data.

Ethical Considerations

Before beginning this study, the researcher ensured that all participants had given their consent. The participants were advised that they were under no obligation to answer any questions that they did not feel comfortable answering. Before the interview, participants were given advance notice, a broad outline of the subject to be discussed, an indication of the type of information required of the participant, the research being conducted, and how the information they provided would be used. The length of the interview was disclosed to the participants prior to the interview. There was enough time before and after the interview to ask any questions about the research topic.

All participants signed a consent form confirming that they were willing to participate in the interview while maintaining confidentiality and privacy throughout the process. The researcher was sensitive to the questions being asked about the research and the participants' potential vulnerability while preparing, researching, and analyzing the subject and data. It was important to note that people's employment experiences vary, so the researcher's approach to the subject was carefully considered.

To collect information from the participants, an in-depth face-to-face and semi-structured interview guide were used. Each interview lasted 30 to 45 minutes and was audiotaped and transcribed verbatim. Meetings were held in the offices of the participants, and all interviews were conducted by the researcher.

Data Analysis

In this study, Moustakas' (1994) data analysis technique of phenomenological reduction was used. The transcripts of all participants gathered from the interviews were analyzed using the methods of

Moustakas. The following are the steps in the phenomenological reduction which serves as guide in analyzing the data gathered: (1) Bracketing, (2) Horizontalization, (3) Clustering into Themes, (4) Textural Description, (5) Structural Description, and (6) Textural-Structural Synthesis.

Bracketing is an approach I used to mitigate the effects of preconceived notions and perceptions held before the study has started. It is a process of suspending judgments and biases, or 'epoche.' Consequently, I reach a deep level of inquiry from topic and population selection, interview design, collection and interpretation, and dissemination of research findings.

Horizontalization is technically referring to the listing of all the verbatim expressions that have bearing in the study. Initially, I look into each statement with equal value. Then, statements which are found irrelevant, repetitive, overlapping, and outside the scope of the study, was ignored. Horizons, which are the remaining sections after the data has been polished, are considered as the constituent and meaningful parts of the phenomenon. According to Moustakas, "horizons are unlimited, and horizontalization is a never-ending process" (Moustakas, 1994).

Clustering is the third step in obtaining inferences from the study. It involves reduction of experiences to invariant horizons, creating core themes, and validation of the invariant horizons using multiple data sources. In reducing the statements into horizons, I clustered it into themes and ensure that each theme is implied with only one meaning. This is considered as placing the phenomenon into a "textural language." To validate the invariant horizons obtained from the study, I review findings of research studies using other methods other than the data-gathering methods being used in the study like observation, field note-taking, focus group interviews and related literature. This validation process is crucial to the accuracy and clarity of the representations.

Textural description, or 'what occurred,' refers to an account that describes the perception of the phenomenon. In obtaining the textural description of the experience of the participants, I used the verbatim excerpts in the interview, and provide a narration of the meaning units which were derived from the themes. Structural description, or how it occurred', is the integration of imaginative variation, which is an ingenious outlook and insights, to the textural description. An imaginative variation is considered as the mental experiment on analyzing the details and

structures of the participants' experience by being detached from natural inclination through *epoche*. It is appended in each paragraph of textural descriptions to generate a structural description.

In *textural-structural synthesis* process, I collated the meaning units of each of the participants and develops from it a composite of textural and structural descriptions that are common to them. A narrative or synthesis represents all of the participants written in a third person perspective. The primary goal of this final step of Moustakas' method is to obtain the essence of the experience of the phenomenon.

The NVivo software was used in analyzing the responses of the interview in terms of generating codes as a guide in formulating the themes. NVivo is a software program used for qualitative and mixed-methods research. Specifically, it is used for the analysis of unstructured text, audio, video, and image data, including (but not limited to) interviews, focus groups, surveys, social media, and journal articles.

III. RESULTS AND DISCUSSION

The study used Moustakas' method to explore the experiences of the phenomenon to investigate and analyze the lived experiences of teachers in the implementation of outcome-based education. The study involved twenty (20) teacher participants that teaching in a higher education institution on the academic year 2020-2021.

They have at least three-year experienced in OBE instruction and have given the consent to participate in the study. Eleven (11) males and nine (9) females constituted the participants of this study. Most of them are single, while five were married. All of them had attended seminars on OBE and were serving the school for three to twenty-nine years as instructor. The teachers plan, implement and evaluate instruction. They also reinforce learning, manage classroom and understand the learners' development.

The researcher utilized the descriptions and accounts of the twenty (20) participants and analyzed them for important meanings in search of the emergent themes in the presentation of varied experiences of the participants. Five main themes emerged in the analysis of the data revealing the participants' experiences.

These themes were: (1) preparing instructional materials to ensure alignment of curriculum, (2) designing appropriate learning activities to realize the learning outcomes, (3) using assessment tools to evaluate the outcomes, and (4) insights on the OBE implementation.

Preparing Instructional Materials to Ensure Alignment of Curriculum

Instructional Materials (IMs) refer to the materials which were prepared by teachers before they implemented their lessons. Teachers have to plan first all their instructional materials ensuring that these are aligned to the course outcomes and descriptions based on the Policies and Guidelines set by the Commission on Higher Education. These include course syllabus, course alignment matrix, course modules, video, and PowerPoint presentations. Teachers in this study, described the Outcomes-Based Educations as an approach which needs ample preparation and proper alignment of instructional materials to the course objectives and outcomes. This is supported by the statements of selected praticipants.

For me, OBE is a design where learning objectives /targets can be done in single big projects (P18).

I prepare my instructional materials, first, I should have aligned it to my lesson objectives, second, it should be relevant to my lesson and it will aid in the realization of the objectives set. I utilize various instructional materials like books, power point presentation, modules and any other materials (P5).

I based my classroom instructional materials into different resources and also I made them sure that my IMs are aligned to my lesson objectives. My lesson objectives follow SMART principle so that my students able to attain with in the allotted time. I also make sure that my lesson is easy to understand or comprehensible in order for my objectives be achieved at the end of the lesson (P6).

The way how I prepare my instructional materials is I look first into my lesson objectives and I will make sure that there is an alignment of my IM's to the realization of my lesson objectives (P7).

I designed my syllabus in a OBE form. I do curriculum mapping to ensure alignment(P20).

Participants also considered the college vision, mission, goals and objectives in planning and crafting of instructional materials aligned to the learning activities and assessment tasks, and the types of learners they have. Participants 11 and 17 mentioned these situations

I always ensure that there is an alignment of classroom activities to the realization of the outcome though reviewing and go over the OBTLP of the said course that I have been teaching. I always set that my instructional materials are closer to reality (P11).

I need to read and understand the VMGO of the college in order to align my teaching strategies and activities. I also look into the course description of the course and design course learning outcomes. Before designing specific lessons, I always consider the curriculum map of the said course and ensure the alignment of the activity and assessment. I also consider the learning capability of my students (P17).

Teachers also made sure that they do an orientation on proper alignment of the curriculum before the semester starts. This is to make sure that the intended learning outcomes are fully understood by the learners. This will also guide them in the instructional materials that they will be preparing as teachers. With this, students will be benefited since they already see the direction of the lessons that they have. This was cited by participant 18: *I will ensure that my students are well oriented with the course intended learning outcomes so that they are guided for the whole semester on what are the things that they are going to do (P18).*

Learning outcomes are thus statements of what a learner is expected to know, understand, and/or be able to demonstrate at the end of a learning process (Kagema, 2019).To support student learning, constructive alignment of teaching, learning, and assessment should all be coordinated. However, it should be noted that in order to achieve constructive alignment, a variety of assessment methods are required, as a narrow range of assessments will only assess a narrow range of skills (Biggs & Tang, 2015). Alignment of the desired outcome/s for classroom instruction, assessment and instructional materials is a need. Classroom instruction must place at the epicenter of student learning and work to ensure that the surrounding system is set up in ways that enhance that instruction (Chandra, 2015).

Teachers and middle-level managers must ensure the constructive alignment of learning outcomes from delivery of lesson, learning activities, instructional materials and assessment methods into the realization of outcomes. Middle-level manager should conduct a series of training that would hone the teachers teaching skills and motivate them to attend or enroll in any professional development program or in- service training.

Designing Appropriate Learning Activities to Realize the Learning Outcomes

In the implementation of OBE, teachers are expected to do a shift from traditional teaching to an outcomes based. Teachers described their role in carrying OBE in the classroom as facilitators of learning. They just guide and support the learners in the activities that they have prepared ahead of time. In this approach, teachers become busy during the preparation time. Howeever, during the actual teaching, they are more relaxed than the traditional one. Thse are cited by Participants 3 and 1.

> *OBE, in a classroom set up, teachers are just facilitators of learning. The classroom engagement starts from the performance of the students of the said topic. The teachers will guide and support the students to dig dipper on their understanding of the said topic (P3).*

> *First, I try to locate and trace out what is the expectation of the course towards students. I prepared some students activity and engagement to help students achieve what are expected skills and knowledge to be achieved in a certain course or program (P1).*

Teachers are tasked to do differentiated instructions as they implement OBE. Different activities like, role play, demonstration, immersion, case analysis and writing were used by the teachers to allow students to be more active and engage in the class. These strategies helped the teachers cater the student with diverse backgrounds, learning styles and multiple intelligences. These were stressed in the answers of the following participants.

> *For me, OBE is more on the output or outcome of the students that we expect of them. We should give them exercises or activities that will develop certain skills or knowledge. We are not more on theory and classroom discussion but we should be more on activity and output of the students (P1).*

> *More on students' activity, for example role playing, class demonstration, and execution of desired skills. With this, we can assure that students learned from our classroom instruction. (P – 1)*

> *First, I try to locate and trace out what is the expectation of the course towards students. I prepared some students activity and engagement to help students achieve what are*

> *expected skills and knowledge to be achieved in a certain course or program (P11).*

> *I am an arts teacher, I immerse my students to the community to observe something based from the given task and guide question that I gave to them. I required them to put their observation and analysis into writing. I also used reaction paper and, book and article review accompanied by scoring rubrics as my tool in giving points (P12).*

> *I usually used case analysis to assess the learning of my students with the aid of scoring rubrics (P10).*

Teachers vary their methods and strategies based on the number of involvements of students in the class with equivalent criteria and standards for each activity. They made sure that students do not only work by themselves, but with others as well. With this, students' intelligences were considered and used as basis in planning of the activities. Formative and summative activities were also provided by teachers. This is mentioned by participant 3.

> *Individual and group oral presentation/ recitation of their works with scoring rubric. Rubric is given prior to the activity. I also employ summative assessment (P3).*

However, there teachers who claimed that they still need training and assistance when it comes to pedagogical content knowledge as they implement OBE in the classroom. They still wanted to deepen their knowledge and skills to carry out OBE in the classroom fully. Participant 14 supported the claim.

> *I need more strategies, techniques, activities, methodologies and content knowledge of OBE to deepen my understanding in order to facilitate 100% effectively the OBE class(P14).*

Alignment of the desired outcome/s for classroom instruction, assessment and instructional materials is a need. Classroom instruction must place at the epicenter of student learning and work to ensure that the surrounding system is set up in ways that enhance that instruction (Chandra, 2015). However, there are pitfalls in OBE implementation, such as the ambiguous setting of certain outcomes, which hinders student achievement and teacher contribution in the curriculum; teachers' unawareness of the curriculum outcome, which limits collaboration to achieve a common goal; and an inadequate assessment tool that does not account for

variability in student achievement (Eldeeb & Shatakumari, 2013).

A major requirement in lesson planning is to design and ensure appropriate learning activities and assessment procedures that are aligned with learning outcomes. Teachers must be knowledgeable and skillful in planning a lesson. Middle-level managers must conduct different seminars and trainings on how to design a OBE lesson appropriate in realizing a learning outcomes.

Using Assessment Tools to Evaluate the Outcomes

Teachers used assessment tools in rating the students' performance as they implement OBE. Assessment tools are important criteria in measuring the students' performances based on the outcomes of the lesson. They made sure that authentic tasks were properly measured through the assessment rubric. These are cited by Participants 4 and 13.

> *For me, OBE is a curriculum that focuses on the outcomes of the students. This curriculum focuses on the implementation on authentic tasks that are related to real life situations of the students. This curriculum is very helpful for the students' total development (P4).*

> *Scoring rubric is my tool in giving grades and feedback to my students (P3).*

Teachers experienced assessing their students in varied forms. Some used paper and pencil tests, while others used performance test. Their practice describes the adaption of valid assessment tasks. They gave assessment that really matched with the outcomes since they used the outcomes as basis in assessing students' performance. Moreover, the assessment rubrics were attached in the module or course packet to make sure that learners have read and understood as to how their performance will be assessed and rated. These are supported by the answers of the following participants:

> *Usually I assess my students through paper and pencil test. I also employ performance-based assessment with the aid of scoring rubrics(P8).*

> *I used performance-based assessment. I am more concerned with the performance of my students. As I observed in our grading system, there is more percentage allocation for performance-based assessment. Scoring rubric is my tool on how to rate/ grade my students. And this scoring rubrics are now embedded in our course packet(P1).*

> *In assessment, I employ quizzes with emphasis on case analysis and performance task through group activity or role playing following the given rubric(P9).*

> *My assessment procedure varies according to its purpose and attainment of the objectives. Some of my assessment are formative, summative and performance based assessment depending on what is the purpose of assessment (P6).*

There is no single prescribed style of teaching or assessment methods to be used in the OBE system in order to reap the benefits of the OBE. It is done by delivering the content using traditional and/or active learning methodologies, depending on the needsSome traditional methodologies are power point presentation, assignment, seminar, case study, guest lecture, workshop, and so on, while some active methodologies are role play, quiz, brain storming, group discussion, implementing mini projects, industrial visit, in plant training, value added course(s), and so on. An OBE system addresses students' competency requirements and organizes the curriculum and assessment methods to ensure that OBE learning occurs in the young generation (Kavitha et al., 2018).

Assessment is an essential component of teaching. Hence, teachers need to be knowledgeable and skillful in assessing students' learning. They have to make sure that the assessment that they will utilize is valid. The assessment should measure the outcomes identified at the planning stage. Proper criteria or standards should be used to measure the outcomes set to ensure variation of assessment tasks.

Insights on the OBE Implementation

From the experiences of teachers in the OBE implementation, they were able to make different reflections. They found OBE as a better approach to teaching compared to traditional approach where teacher is the source of information to students.

> *I found that OBE is more productive compared to the traditional teaching. Students are motivated, more engaged and get involved in knowledge production(P11).*

The teachers found OBE as a better avenue of allowing students to learn in expanded opportunities and that not all students learn in the same way about the same thing at the same time. They realized that if students are given appropriate activities, they can achieve high standards. The participants cited the following:

I am positive with the implementation of OBE, it helps me a lot and change my teaching perspective. We need to always give a chance to our students and look other avenues or means just to help them. We should not just be after of their grades, but what we should also be after on how we can help them develop and be productive in the future (P13).

I like OBE, because students are now engaged and can work collaboratively. In my class, I used differentiated instruction (P19).

For me, OBE relates to the changing world in which emerging skills are needed in order to survive. We need to consider the IQ and EQ in dealing with the diverse characteristics and attitudes of our students to become successful in OBE instruction (P17).

OBE develops students to become more matured and responsible enough in accomplishing a certain task(P18).

The teachers realized from their experience in OBE implementations that they still need in-service training in terms of OBE implementation, they want to upgrade their knowledge and skills in the use of use of strategies, activities and methodologies related to OBE. They still need deeper understanding on the implementation of OBE.

For me, OBE has a good intention. And also. as a teacher we need to limit student's activity(P20).

If ever I will rate my OBE experience, my rating is 8, why? Because I need more strategies, techniques, activities, methodologies and content knowledge of OBE to deepen my understanding in order to facilitate 100% effectively the OBE class(P14).

My overall experience is 7, I need to go deeper in order to understand fully what OBE is(P15).

I need to go deeper on understanding the OBE to implement it well in my class(P16).

As a process, OBE emphasized the restructuring of curriculum, assessment, and reporting practices in education. The changes brought about by OBE place a greater emphasis on students demonstrating learning outcomes rather than accumulating course credits. Hence, faculty members are interested to use the OBE

as an approach in teaching tertiary education (Malekzadeh, Emami, & Behrozi, 2016).

Training the next generation of leaders with the skills of the 21st century is a must for an institution to implement the OBE (Milman & Kilbani, 2014). For OBE to succeed, it must penetrate to the whole system. Thus, the outcomes of the different levels should be carried out properly by all concerned members in the institutions. All leaders and teachers have to make sure that proper planning, implementation, and monitoring contribute to the success of the curriculum. They must ensure that students have the best experience possible during their academic years by providing them with the best that a university has to offer, such as good teaching, competitive assessments, well-developed skills, a good support system, and so on (Yusof, 2017).

Teachers are enthusiastic about the implementation of OBE. However, they need assistance from their middle managers as they carry out their role in implementing the OBE. Hence, school administrators need to plan teaching enhancement program for the teachers to be equipped with the strategies they need in teaching OBE.

CONCLUSION AND RECOMMENDATIONS

Teachers have varied experiences in the implementation of the Outcomes-Based Education (OBE). They have to make sure that the preparation of instructional materials was geared towards OBE which means that there is alignment from course outcomes, to the teaching - learning activities, as well as learning assessment. Teachers design appropriate learning activities that would realize the learning outcomes. Different teaching strategies and methods were also incorporated in the delivery of the lessons. Moreover, they have to select available learning resources for better articulation of the learning outcomes. Besides, they need to use assessment tools to evaluate the outcomes to measure the performance of the students. From these experiences, the teachers learned that implementing OBE in instruction allows students to learn in expanded opportunity because not all students learn in the same pace and ways.

From the findings and conclusion, it is recommended that school heads continue to ensure the alignment of the curriculum from the learning outcomes, strategies, activities, as well as the assessment activity. They may also provide the teachers with all the learning resources needed for the implementation of OBE and design appropriate learning activities to realize the learning outcomes. In designing learning activities, teachers may

also consider the available learning resource for the lesson. To assess the implementation of OBE, it is just right to use flexible forms of assessment and evaluation tools in teaching. Future researchers may also include other factors that may contribute to students' wellbeing.

REFERENCES

[1] Borsoto, L. D., Lescano, J. D., Maquimot, N. I., Santorce, M. J. N., Simbulan, A. F., & Pagcaliwagan, A. M. (2014). Status of implementation and usefulness of outcomes-based education in the engineering department of an Asian university. *International Journal of Multidisciplinary Academic Research*, *2*(4), 14-25. Retrieved May 29, 2021 from https://tinyurl.com/am4hasha

[2] Brandon, J., Hollweck, T., Donlevy, J. K., & Whalen, C. (2018). Teacher supervision and evaluation challenges: Canadian perspectives on overall instructional leadership. *Teachers and teaching*, *24*(3), 263-280.

[3] CHED CMO 46 Series 2012 "Policy-Standard to Enhance Quality Assurance (QA) in the Philippine Higher Education Through An Outcomes-Based and Typology-Based QA."

[4] Clarin, A. R., & Reston, E. D. (2020). DEVELOPMENT OF AN INSTRUMENT FOR EVALUATING FACULTY TEACHING PERFORMANCE USING OUTCOMES-BASED TEACHING AND LEARNING (OBTL) FRAMEWORK.

[5] Comighud, S. M. T., Futalan, M. C. Z., & Cordevilla, R. P. (2020). Instructional Supervision and Performance Evaluation: A Correlation of Factors. *International Journal for Research in Social Science and Humanities ISSN*, 2208-2697.

[6] Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications. Retrieved May 30, 2021 from https://tinyurl.com/jd2ycyw9

[7] Cruz, R. Z. D., & Cruz, R. A. O. D. (2017). Educators' Attitude towards Outcome-Based Information Technology Education in the Philippines. *i-Manager's Journal of Educational Technology*, *13*(4), 14.

[8] Darling-Hammond, L., & Richardson, N. (2009). Research review/teacher learning: What matters. *Educational leadership*, *66*(5), 46-53. Retrieved July 23, 2021 from https://tinyurl.com/3r5f22pt

[9] Ding, A. C. E., Ottenbreit-Leftwich, A., Lu, Y. H., & Glazewski, K. (2019). EFL teachers' pedagogical beliefs and practices with regard to using technology. *Journal of Digital Learning in Teacher Education*, *35*(1), 20-39.

[10] DiPaola, M., & Wagner, C. A. (2018). Improving instruction through supervision, evaluation, and professional development. IAP.

[11] Eldeeb, R. (2013). Outcome based education (OBE)-Trend review. *IOSR Journal of Research & Method in Education*, *1*, 9. Retrieved May 30, 2021 from https://tinyurl.com/3zy7mb47

[12] Fitria, H., Kristiawan, M., & Rasyid, A. (2019). The educational character on instruction. *Opción*, *35*, 964-979.

[13] Hamid, N. A., Mujaini, M., & Mohamed, A. A. (2017, January). Development of undergraduate nuclear security curriculum at College of Engineering, Universiti Tenaga Nasional. In *AIP Conference Proceedings* (Vol. 1799, No. 1, p. 020005). AIP Publishing LLC.

[14] Harris, A., Jones, M., Cheah, K. S. L., Devadason, E., & Adams, D. (2017). Exploring principals' instructional leadership practices in Malaysia: insights and implications. *Journal of Educational Administration*.

[15] Kagema, J. (2019). Evaluating Principals' Role in Curriculum Supervision through Effective Transformative Leadership.

[16] Kavitha, A., James, K. I. A., Harish, K. A., & Rajamani, V. (2018). A empirical study on CO-PO assessment & attainment for NBA TIER-II engineering accreditation towards empowering the students through outcome based education. *International Journal of Pure and Applied Mathematics*, *118*(20), 2615-2624. Retrieved June 03, 2021 from https://tinyurl.com/4espc8nj

[17] Kennedy, D. (2006). *Writing and using learning outcomes: a practical guide*. University College Cork. Retrieved May 30, 2021 from https://tinyurl.com/r2vfuvfu

[18] Laguador, J. M., & Dotong, C. I. (2020). Engineering Students' Challenging Learning Experiences and Their Changing Attitude towards Academic Performance. *European Journal of Educational Research*, *9*(3), 1127-1140.

[19] Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective practice*, *1*(3), 293-307. Retrieved May 30, 2021 from https://tinyurl.com/hm96r6xz

[20] Limon, M. R., & Castillo Vallente, J. P. (2016). Outcomes-Based Education Integration in Home

Economics Program: An Evaluative Study. *Journal of Educational Issues*, *2*(1), 289-304.

[21] Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China: Testing a mediated-effects model. *Educational administration quarterly*, *54*(4), 501-528.

[22] Macayan, J. V. (2017). Implementing outcome-based education (OBE) framework: Implications for assessment of students' performance. *Educational Measurement and Evaluation Review*, *8*(1), 1-10. Retrieved May 29, 2021 from https://tinyurl.com/37pvbtjx

[23] Milman, N. B., & Kilbane, R. C. (2014). Teaching Models Designing Instruction For 21ST Century Learner. Retrieved July 23, 2021 from https://tinyurl.com/9wxd7wzu

[24] Moustakas, C. (1994). *Phenomenological research methods*. Sage publications. Retrieved May 30, 2021 from https://tinyurl.com/s3m65xsx

[25] Pring-Valdez, A. (2012). Curriculum Model for Medical Technology: Lessons from International Benchmarking. *Online Submission*, *3*, 292-301. Retrieved May 29, 2021 from https://tinyurl.com/879kv7wh

[26] Ramsay, J. D., Sorrell, E., & Hartz, W. E. (2015). Outcomes-Based Accreditation Advancing the OSH Profession. *Professional Safety*, *60*(02), 39-48.

[27] Saleh Garba, D., Waweru, S., & Kaugi, E (2019). Principals' Classroom Visitation and its Influence on Teachers' Pedagogical Practices in Public Secondary Schools at Bauchi State, Nigeria.

[28] Tucker, B. (2004). Literature review: Outcomes-focused education in universities. *Learning Support Network, Curtin University of Technology*. Retrieved May 29, 2021 from https://tinyurl.com/yc3f8az2

[29] Yusof, R., Othman, N., Norwani, N. M., Ahmad, N. L. B., & Jalil, N. B. A. (2017). Implementation Of Outcome-Based Education (OBE) In Accounting Programme In Higher Education. *International Journal of Academic Research in Business and Social Sciences*, *7*(6), 2222-6990. Retrieved May 30, 2021 from https://tinyurl.com/3bycvkb5