
**Level of Acceptability of Outcomes – Based Education:
The Case of the University of Eastern Philippines**

Korina P. Legaspi*, Jade B. Tan, Ruben D. Rivera*** & Analyn M.
Banagbanag******

**Faculty, Entrepreneurship Department*

***Faculty, Accountancy Department*

****Faculty, Marketing Management Department*

*****Faculty, Human Resource Management Department*

ABSTRACT

Outcomes Based Education is one of the newest trends in the academic field. This study prompted the researchers to find out whether the University is already implementing Outcomes- based education as prescribed by Commission on Higher Education (CHED) Typology program. Hence, findings of this study will help the University formulate measures and policy recommendations to improve faculty and student effectiveness.

Specifically it aims to identify the Teaching Strategies used by the faculty members, to identify the Assessments used by faculty members, to determine the Level of Acceptability towards Outcome Based Education of Faculty members, to identify problems met by faculty members on Outcomes Based Education.

Findings showed a high level of acceptability towards Outcomes-based education however, strategies and assessments practiced are still input-based or teacher-centred method.

The researchers conclude that Outcomes-based education is highly accepted by the faculty members but practices and assessment used manifest that OBE is not yet practiced as evidenced in the high frequency in the use of chalkboard, and knowledge based assessments.

Keywords: *Outcomes-based Education, Teaching Strategy, Learning Assessments, Level of Acceptability, Philippines*

INTRODUCTION

Background of the Study

Outcome based education is one of the academic trends endorsed not only here in the Philippines, but, as well as in our neighbouring countries. Outcome Based Education is an approach where teaching and learning activities are developed to support the learning outcomes (University of Hong Kong, 2007). It is a student-centred approach for the delivery of educational programs where the curriculum topics in a program and the courses contained in it are expressed as the intended outcomes for students to learn. It is an approach in which teachers facilitate and students find themselves actively engaged in their learning. It is about re-aligning intended learning outcomes with teaching and assessment, focusing on what graduates know, what they can do and their personal attributes (City University of Hong Kong, 2007).

According to Kenedy (2009) outcomes based learning (OBL) has a long history and has been constructed in multiple ways to meet the needs of policymakers and practitioners in different sectors of education. It is most well known as a reform tool in the school sector and has been promoted as outcomes based education in countries such as the United States, Australia and South Africa.

Every university aims to produce competent graduates, for them to be hired immediately and eventually be employed or self-employed in order to help augment the economy of the country. OBE is one of the key to improve quality and standards of Higher Education Institutions that will help achieve the aims of this university. With this new trend in the academe, graduates are expected to be equipped with the competencies needed for them to be globally competitive and act effectively to changes in society.

CHED defines outcomes-based education (OBE) as an approach that focuses and organizes the educational system around what is essential for all learners to know, value, and be able to do to achieve a desired level of competence. OBE is “open to incorporating discipline-based learning areas that currently structure HEI curricula.”

De Villiers cited that OBE approach (Killen, 2000) addresses the outcomes of education with a view to evaluating investments in education, i.e. there are political and economic, as well as educational, motivations for OBE. The OBE philosophy embodies a particular set of beliefs about learning and its associated activities. Spady (1994) promotes an educational system structured around what is essential for all learners to be able to do successfully at the end of a learning experience. The approach is thus focused on the desired results of education, expressed in terms of outcomes. It is also important that the outcomes reflect the complexities of the real world and are relevant to life-roles that learners face after their education.

Hence, this CHEDs mandate adopting outcomes-based education to ensure a high quality of education, prompted the researchers to study whether the faculty members of the University of Eastern Philippines are aware of this newest trend on academic field. This study will provide information as to whether the University is already implementing Outcome based education as prescribed by Commission on Higher Education (CHED) Typology program. Hence, findings of this study will help the University formulate measures and policy recommendations to improve faculty and student effectiveness.

Objectives of the Study

This study aims to determine the Level of Acceptability of Outcomes – Based Education of faculty members in the University of Eastern Philippines. Specifically, it aims to:

1. To identify the Teaching Strategies used by the faculty members.
2. To identify the Assessments used by faculty members.
3. To determine the Level of Acceptability towards Outcome Based Education of Faculty members.
4. To identify problems met by faculty members on Outcomes Based Education.

Theoretical Framework

This study is anchored on the Diffusion of Innovation (DOI) Theory, developed by E.M. Rogers in 1962, which is one of the oldest social science theories. It originated in communication to explain how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social system. The end result of this diffusion is that people, as part of a social system, adopt a new idea, behavior, or product.

Conceptual Framework

The researcher hopes that after determining the inputs and the throughput of this study, it will be able to determine the level of acceptability on Outcomes-based Education in the University of Eastern Philippines and to find out the problems encountered toward implementation of outcomes based education.

Paradigm of the Study

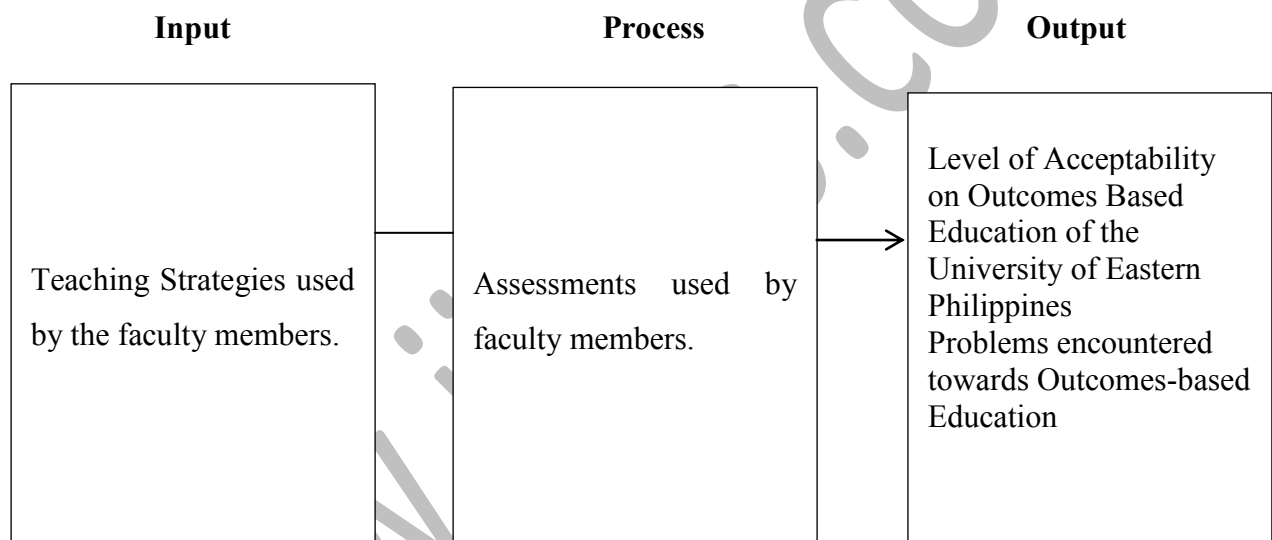


Figure I. Schematic Diagram Showing the Variable of the Study

Assumptions:

This research is based on the following assumptions:

1. The Faculty members of UEP have high level of acceptability on Outcomes-based education.
2. Faculty members are frequently using Student-centred teaching strategies and assessments.

METHODOLOGY

This study utilized the descriptive survey method of research. Using this appropriate design, the study was able to capture the data needed for the study, as well as describe the phenomena on hand.

The respondents of the study are the faculty members and special lecturers of the University of Eastern Philippines. It has an average of two hundred ninety nine (299) regular faculty members for School year 2014 – 2015, excluded are faculty members of College of Law, Graduate School, Elementary, and Highschool. Those who were on leave, tendered retirement and have transferred from other agencies were also excluded as respondents. A random sampling technique was used in this study. All of which are faculty members of the different Colleges in the University of Eastern Philippines. Respondents were chosen through fish bowl method.

RESULTS AND DISCUSSION

Table 1. Teaching Strategies Practiced by Faculty members

The figures shown in table 1 present the data on the Teaching strategies practiced by the respondents in graphical illustrations. As shown in the table, respondents frequently used traditional methods of teaching such as Lecture and Discussion, and Direct Instruction. However, majority of the faculty members have seldom used Student-centred methods of teaching.

This agrees to the study of Spady (1994) that Outcomes-based education encourages the use of teaching strategies that must reflect the complexities of the real world and are relevant to life-roles that learners face after their education.

Teaching Strategies	Mean	Interpretation
Lecture/Discussion	2.95	Frequently Used
Independent Study	2.27	Seldom Used
Discovery approach	2.29	Seldom Used
Constructivist approach	2.24	Seldom Used
Experiential approach	2.23	Seldom Used
Special reports	2.19	Seldom Used
Student research	2.40	Frequently Used
Problem solving	2.25	Seldom Used
Creative writing	2.16	Seldom Used
Cooperative learning approach	2.33	Seldom Used
Socio drama	1.84	Seldom Used
Peer tutoring	1.96	Seldom Used
Microteaching	1.91	Seldom Used
Direct instruction	2.44	Frequently Used
Integrative approach	2.39	Frequently Used
Experimenting	2.19	Seldom Used
Reflective teaching	2.33	Frequently Used
Concept teaching	2.35	Seldom Used

Field studies	2.04	Seldom Used
Simulation	1.80	Seldom Used
Field trip	1.71	Seldom Used
Inviting specialists	1.67	Not used

Table 2. Resources Used and/or prepared by the faculty to enhance teaching learning process

Table 2 presents the Resources Used and/or prepared by the faculty to enhance teaching learning process. The table indicates predominance in the use of Chalk board as well as books and textbooks as the resources used by faculty members to enhance teaching learning process. This implies that there is still high preference on chalk board and textbooks manifesting the use of teacher-centred resources.

Resources Used and/or prepared by the faculty to enhance teaching learning process

Resources Used	Frequency	Rank
Chalk board	74	1.5
LCD/Overhead Projector	64	3
Books/Textbooks	74	1.5
Charts	55	5
Journals	50	7
Pictures	52	6
TV/DVD	34	8
E-books	31	9
Websites/Internet/resources	57	4
Researches	4	10
Modules	2	11
Microscope	3	12
Laboratory Equipment	1	13

Table 3. Learning Assessments used by Faculty members

The data on Table 3 showed the Learning assessments used by Faculty members. The table indicates that Knowledge-based assessments such as Identification type, completion test, Multiple choice as well as Matching type is still the dominant way of measuring students' performance.

Table 3

Learning Assessments used by Faculty members

Learning Assessments	Frequency	Interpretation
Identification type	2.60	Frequently Used
Completion test	2.39	Frequently Used

Multiple choice	2.51	Frequently Used
Matching Type	2.36	Frequently Used
True/False	2.25	Seldom Used
Restricted essay	2.15	Seldom Used
Response extended essay	2.19	Seldom Used
Oral Presentations	2.43	Frequently Used
Paper presentations	2.23	Seldom Used
Exhibits	1.65	Not Used
Portfolios	1.89	Seldom Used
Oral Examination	2.25	Seldom Used
Writing journals	1.89	Seldom Used
Student research	2.19	Seldom Used
Role playing	2.00	Seldom Used
Simulation	1.80	Seldom Used
Business Plan/Feasibility Study	1.68	Seldom Used

Table 4. Level of Acceptability towards Outcome Based Education

Table 4 indicates the Level of Acceptability of Outcomes-based education by the faculty members of the University of Eastern Philippines. Data showed that Outcomes-based Education is highly acceptable by its faculty members. This implies that imposing Outcomes-Based Education in the University is not much a problem.

Further, this reaffirms the theory of Rogers (1962) that people, as part of a social system, adopt a new idea, behavior, or product especially if the person perceived the idea, behavior, or product as new or innovative.

Table 4

Level of Acceptability towards Outcome Based Education

Outcomes Based Education Paradigm	Mean	Interpretation
Classrooms must be learner-centered	4.77	Highly Acceptable
Motivation of students must be dependent on personality of students themselves, not only on lecturers/teachers.	4.34	Highly Acceptable
Contents are placed into compliant time-frames not rigid time frames	4.29	Highly Acceptable
Learners must be active in search of information	4.68	Highly Acceptable
Independent learning is essential to enhance knowledge	4.58	Highly Acceptable
Syllabus is lenient and negotiable	4.25	Highly Acceptable
Lessons must be emphasized on outcomes – what the learner becomes and understands	4.58	Highly Acceptable
Flexible time-frames allow learners to work at their own pace	4.38	Highly Acceptable
Comment and input from the wider community is encouraged	4.86	Highly Acceptable
Outcomes will be assessed in different ways and on an on-going basis	4.41	Highly Acceptable

Evaluation of students must be impersonal preferably based on rubric scale of 1 – 5	4.46	Highly Acceptable
Variety of presentations of lectures must be conducted	4.61	Highly Acceptable
Student reporters must logically present their respective reports, and not only rely on reading	4.72	Highly Acceptable
Concepts, theories, etc. must be connected to real life scenarios	4.65	Highly Acceptable
Students must search for information with teacher’s supervision	4.44	Highly Acceptable
Lessons must be experience-oriented	4.61	Highly Acceptable
Instructors must make use of exploratory strategies	4.64	Highly Acceptable

Table 5 Problems Encountered towards Outcomes-Based Education

Table 4 indicates the Problems faced by faculty members towards Outcomes-based education of the University of Eastern Philippines. Data showed that Lack of Information dissemination ranked first as the problem faced towards adoption of outcomes-based education. This implies the need for proper information dissemination in order for the faculty members to be attuned of the latest mandate of CHED.

Table 5 Problems Encountered towards Outcomes-Based Education

Problems Encountered towards Outcomes-Based Education	Frequency	Rank
Lack information dissemination	10	1
No Orientation Conducted	8	2
Lack of materials, resources to be used in classrooms	7	3
Students preparedness for practical application of theories	5	4.5
Lack of computer related facilities	5	4.5
Poor classroom ventilation	2	6
Total	37	

CONCLUSION

There is a High Level of Acceptability on the use of Outcomes-Based Education, however findings on Teaching Strategies and Assessments used by Faculty showed that most of them prefers input-based education which is teacher-centred rather than student-centred approach.

This concludes that Outcomes-based education is highly accepted by the faculty members but practices and assessment used manifest that OBE is not yet practiced as evidenced in the high frequency in the use of chalkboard, and knowledge based assessments.

RECOMMENDATION

1. Encourage faculty members to personally update themselves on issues affecting higher education institution such as the outcomes-based education. Not to wait schools to conduct orientation, as an indicator of high mark professionalism.
2. It is high time for the University to conduct trainings and seminars on Outcomes-based education as mandated by CHED Memo No. 46 S. 2012.

3. The University must provide alternative resources to be used by the faculty such as Laboratory equipment, Computers, Audio Visual Rooms, among others to enhance the implementation on Outcomes-based education.

REFERENCES

- i. CMO No. 46, series 2012, Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA, Section 11, p. 4.
- ii. Adams, S. (2004). *Using Learning Outcomes* - A consideration of the nature, role, application and implications for European education of employing 'learning outcomes' at the local, national and international levels. Paper prepared for UNITED KINGDOM BOLOGNA SEMINAR 1-2 July, Heriot-Watt University (Edinburgh Conference Centre) Edinburgh. Scotland. Retrieved on 28 May 2008 from http://www.liu.se/bologna/dok/learning_outcomes_2004.pdf
- iii. Boud, D. (2004). Aligning assessment with long term learning needs. Keynote Address presented at the Quality Assurance Agency for Higher Education's Enhancement Themes Conference: **Constructive alignment of learning outcomes to assessment methods.** <http://www.enhancementthemes.ac.uk/events/presentations/20040227.asp>
- iv. Kennedy, Kerry, (2009). *Outcomes Based Learning: Concepts, Issues and Action*, The Hong Kong Institute of Education
- v. McMahon, T. and Thakore, H. (2006). Achieving constructive alignment: Putting outcomes first. *The Quality of Higher Education*, (3), 10-19. <http://www.ceeol.com/aspx/getdocument.aspx?logid=5&id=4cee9f36-7c71-48e6-838b-6a83512baa61>
- vi. Smith SR, Dollase R. (1999). Planning, implementing and evaluating a competency-based curriculum. *Med Teach* 21(1):23– 25, 1999.
- vii. Spady WG. (1988). Organizing for results: The basis of authentic restructuring and reform. *Educational Leadership* October 4–8, 1988.