



BARRIERS OF OUTCOMES-BASED EDUCATION (OBE) IMPLEMENTATION

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ABSTRACT

The Higher Education Institutions (HEIs) in the Philippines restructured the educational system in response to the plea of the Commission on Higher Education (CHED) to adopt OBE through CHED Memorandum 46, s. 2012. Outcomes-Based Education (OBE) is a curricular approach whose goal is to produce globally competitive 21st-century learners. The study focused on the obstacles of the OBE implementation. Specifically, this aimed to define OBE operationally, to identify the barriers of OBE implementation, and to formulate an adaptive management plan for quality implementation of OBE. The descriptive mixed method of research was applied in the study. The interview was made and a validated questionnaire was used as the data gathering instrument. The researchers interviewed ten (10) science teachers from different colleges or universities about the OBE context. The interview is recorded with the approval of the respondents and was treated with the utmost confidentiality. For a clear interpretation of the data, the researchers used transcription, manual and thematic coding, and NVivo for the qualitative part of the study. Forty science teachers served as the respondents in the assessment of the barriers of OBE implementation. The results revealed the themes such as OBE as a process, a curricular approach, a student-centered approach, in need of time and materials, preparation for students' lifelong learning, and grounded on outcomes. The barriers moderately met in OBE implementation were insufficient means and materials for laboratory work; and an unestablished institution's outcomes-based teaching and learning delivery system. The proposed adaptive management plan for quality implementation of OBE shall further enhance the quality of science instruction. The school may adopt the curricular framework which efficiently reflects the processes involving the OBE teaching and learning aspects. The outcomes-based activities may be reviewed by academic chairpersons or science coordinators prior to the implementation

Keywords: Outcomes-Based Education, Higher Education Institutions, Adaptive Management Plan, Descriptive Mixed Method, NVivo, Philippines.