



OUTCOMES-BASED SCIENCE INSTRUCTION (OBSI) IN TEACHER EDUCATION INSTITUTIONS

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ABSTRACT

In the Philippines, the Commission on Higher Education (CHED) requires all higher education institutions to adopt the Outcomes-Based Education (OBE) through its CHED Memorandum 46, s. 2012. This is to cope with the qualifications and standards of the 21st -century learners and to produce globally competitive professionals. The focus of this study was to assess the implementation of Outcomes-Based Science Instruction (OBSI) for Bachelor of Secondary Education major in Science students of the Teacher Education Institutions (TEI) in Batangas province. It delved into OBSI implementation which refers to learning outcomes, authentic tasks, student-centered approach, and competencies, and skills. The study also determined the extent to which OBSI develop students' competencies relative to laboratory activities, portfolio, project making, research, and investigatory project. The problems encountered in the implementation of OBSI were likewise identified. The descriptive method of analysis was applied in the study with the questionnaire as the data gathering instrument. The OBSI in TEI was evident with refers to learning outcomes, authentic tasks, student-centered approach, and competencies and skills. It developed students' competencies in laboratory activities and investigatory project to a great extent. On the other hand, it developed students' competencies in the portfolio, project making, and research to a moderate extent. There was a significant relationship between the implementation of OBSI and the development of students' science competencies. Some problems encountered in OBSI were seldom met, primary of which is the unavailability and insufficiency of equipment, materials, and supplies needed in the laboratory. Proposed outcomes-based activities in science shall further enhance the quality of science instruction. It was recommended that the OBSI in the TEI may be strengthened to maximize the students' competencies and the development of an assessment tool to measure the development of students' science competencies may be undertaken. Furthermore, future researchers may conduct studies that may be related to the current study in another research locale.

Keywords: Outcomes-Based Science Instruction, Teacher Education Institutions, Outcomes-Based Science Activities, Descriptive Method, Higher Education, Philippines.