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ABSTRACT

Outcome-based Education (OBE) has become the center of educational reform across the country. OBE is a process that involves the changing of academic performance practices in education by assessment and reporting to reflect the achievement of high order learning and mastery rather than the accumulation of course credits (Caguimbal et.al.,2013 and Tucker, 2004). Naval State University adopted and implemented OBE across the University including Maritime Education. However, no study has been conducted to investigate on the awareness of Maritime Students of NSU on Outcome-based Education. In this study, the researchers aimed at assessing the awareness of Maritime Students on OBE in terms of its advantages, disadvantages and on the different activities undertaken in relation to the implementation of OBE. The researchers employed descriptive research method wherein ninety (90) Maritime students were randomly selected as respondents. Results showed that OBE promotes the acquisition of the specific skills and competencies in a country in which there are many skills shortages is the utmost advantage of OBE. However, people with vested interests and strong personalities in standard-generating bodies may manipulate the standard-setting process to achieve their own objectives, the utmost disadvantage of OBE according to the students per results gathered from their answers-this supports the findings of Gutiera, et. (2015). Educational/Professional achievement of Instructors is the factor which greatly affects the implementation of OBE in Naval State University particularly in the College of Maritime Education wherein the study was conducted. Actual Demonstration was found out to be the most effective activity in the implementation of OBE which will lead to the improvement of the students' academic performance thereby making them world-class graduates.

KEYWORDS: OBE, NSU, Level of Awareness.

1. INTRODUCTION

Outcome-based Education (OBE) has become the center of educational reform across the country. OBE is a process that involves the changing of academic performance practices in education by assessment and reporting to reflect the achievement of high order learning and mastery rather than the accumulation of course credits (Caguimbal et.al.,2013 and Tucker,2004).

Currently, Outcome-based Education is favored in the international arena to promote education renewal (Cabaces et.al,2014 and Malan, 2000). Outcome-based Education is referred as the effort of education which converges the traditional focus on what the students gain from the school which enables them to demonstrate what they learned and they are able to perform whatever the required outcomes are. OBE is clearly focusing and organizing everything in an education system around what is essential for all the students in order for them to perform successfully at the end of their learning engagement. (Cabaces et.al,2014). All good institutions abroad are doing the OBE because it is a new trend in education. Without OBE there will be no excellent school. With the aid of OBE, school administration and faculty members can work closely with the students. (Laurel, 2010)

Due to the students' demand for high profile programs that will enhance their prospects, higher education is pressured to arrive with quality assurance or quality enhancement of teaching and learning activities and

strategies. Hence, the challenge depends on how the higher institution will provide relevant approaches to teaching which will address those aspects that bear upon teaching and learning. (Guico and Dolor,2013).

As an approach to education, in OBE decisions about the curriculum are driven by exit learning outcomes that the students should display at the end of the course (Davis, 2003). According to Killen (2010), there are two basic outcomes which includes performance indicators which are often measured in terms of test results, completion rates, post course employment, and so forth while the second basic outcome is less tangible and usually expressed in terms of what the learners know, are able to do or are like as a result of their education.

On the other hand, the implementation of outcome-based education is not mandatory for all educational institutions. In Naval State University, outcome-based education was adopted and implemented across all programs. However, in the Naval State University, no study has been conducted on the awareness of outcome-based education. This study primarily sought to assess the levels of awareness among Maritime Students of Naval State University on Outcome-based education.

2. MATERIALS AND METHODS

Research Design

In this research study, the researchers employed a descriptive method of research which is designed to discover new truth which aimed is to describe the nature of a particular situation as it exists at the time of the study. In order to determine the level of awareness of the Maritime Studentson the outcome-based education, a descriptive method was used by the researchers. (Caguitla, M., et.al. 2011).

Research Setting and Respondents

This study was conducted in College of Maritime Education of Naval State University, a Level III State University located in P. Inocentes St., Naval, Biliran Province, Philippines. The respondents of this study were 90 randomly selectedyear Maritime students during the 2nd semester of School Year 2018-2019.

Research Instrument and Validation

The researchers used the standard questionnaire which was adopted by Caguimbal et. al. (2013) in order to assess the level of awareness among Maritime Students students of NSU on the Outcome-based Education in Naval State University. The questionnaire was divided into three parts. Part 1 was intended to assess the awareness of respondents on OBE in terms of its advantages while Part 2 was on the awareness on OBE in terms of its disadvantages and part 3 was on the awareness of the different activities integrated into Outcome-Based Education.

Data Gathering Procedure

Questionnaires were distributed to the randomly selected Maritime students but before giving the questionnaire the researchers explained first the purpose of the study. The researchers assured the respondents of total confidentiality of their answers. In order to get additional information, the researchers also conducted an informal interview with the participants. The data gathered from the answers of the respondents was tabulated according to their general level of awareness on OBE statistically.

Statistical Analysis

The answers of the respondents were consolidated through weighted mean in order to analyze the gathered data. In order to get the average mean to come up with the general results of the students' response to each part of the questionnaire, the composite mean was used by the researchers. Ranking was also applied in deriving the highest to lowest points of weighted mean. Likert Scale was used with corresponding values from 1 to 4 scales, one being the lowest and four being the highest. The computed mean ratings were evaluated according to the following interval scale as follows:

Response	Equi. Point	Interpretation Scale		
Not Aware (NA)	1	1.0	-	1.75
Slightly Aware (SA)	2	1.76	-	2.50
Aware (A)	3	2.51	-	3.25
Highly Aware (HA)	4	3.26	-	4.0

3. RESULTS AND DISCUSSIONS

Presented below are the data gathered from the responses of the respondents. For a more vivid understanding, the data collected were tabulated and presented with the analysis and interpretation. Table 1 presents the responses of the Maritime Students of Naval State University relative to the advantages of the implementation of Outcome-based Education- a tool used by the university in order to generate world-class graduate adequately equipped with a quality education. In this table, 90 randomly selected students rated which they think are the advantages of OBE. As reflected in the composite mean computed and shown in the table below which is 2.92, all the respondents are generally aware of the advantages of the implementation of Outcome-based Education wherein they and the community will be benefited.

Table 1. Awareness on OBE among Maritime Students in Terms of its Advantages

Advantages	WM	VI	Rank
1. Learners know exactly what is expected from them as unit standards make it very clear what is required from them	3.15	Aware	2
2. There is greater buy-in and support for OBE from all role-players due to the extensive level of consultation and stakeholder involvement.	3.02	Aware	5
3. Well-defined assessment criteria makes it clear both assessors and learners how assessment will take place.	3.13	Aware	3
4. Assessment is more objective and fair as a result of the predetermined assessment criteria.	3.12	Aware	4
5. OBE promotes the acquisition of the specific skills and competencies in a country in which there are many skills shortages.	3.20	Aware	1
6. OBE fosters a better integration between education at school, workplace and higher education level.	2.68	Aware	6
7. OBE helps learners to accept responsibility for learning, as they are now at the center of the learning process.	2.53	Aware	8
8. OBE recognizes prior learning which prevents the duplication and repetition of previous learning situations.	2.56	Aware	7
Composite Mean	2.92	Aware	

Table 2. Awareness on OBE among Maritime Students in terms of its Disadvantages

Disadvantages	WM	VI	Rank
1. Most learners are not ready to adopt the OBE because the gap between a trainer-led system and a learner-centered approach does not happen overnight.	2.96	Highly Aware	4
2. OBE requires that all learning materials be rewritten which requires a major investment in time and resources.	2.88	Highly Aware	5
3. The process of generating and registering of unit standards is very slow.	2.85	Highly Aware	6
4. People with vested interests and strong personalities in standard-generating			

bodies may manipulate the standard setting process to achieve their own objectives.	3.32	Aware	1
5. OBE requires quality assurance systems which were not part of the previous educational dispensation.	3.20	Aware	2
6. The scope in greater variety and application of OBE assessment methods are extremely time-consuming to implement.	2.99	Aware	3
7. All instructors/trainers must be retrained to acquire the knowledge, values and competencies to implement OBE.	2.82	Aware	7
Composite Mean	3.00	Aware	

Table 2 shows the disadvantages of OBE as per the response of the respondents in the questionnaire. The respondents are aware that People with vested interests and strong personalities in standard-generating bodies may manipulate the standard-setting process to achieve their own objectives (3.32), OBE requires quality assurance systems which were not part of the previous educational dispensation (3.20), The scope in greater variety and application of OBE assessment methods are extremely time-consuming to implement (2.99), Most learners are not ready to adopt the OBE because the gap between a trainer-led system and a learner-centered approach does not happen overnight (2.96), OBE requires that all learning materials be rewritten which requires a major investment in time and resources (2.88), The process of generating and registering of unit standards is very slow (2.88), and All instructors/trainers must be retrained to acquire the knowledge, values, and competencies to implement OBE (2.82). All items got the verbal interpretation of "Aware" which implies that the respondent students are aware of the disadvantages of the OBE implementation with a composite mean of 3.00.

Table 3. Factors that Affect the Implementation of OBE at NSU

Factors that Affect the Implementation of OBE	WM	VI	Rank
1. Educational/Professional achievement of Instructors.	3.87	Highly Aware	1
2. Number of students	2.6	Aware	6
3. Readiness of the students towards Outcome-Based Education.	3.22	Aware	2
4. Knowledge of Instructors about Outcome-Based Education.	2.8	Aware	4
5. Availability of materials for Outcome-Based Education.	2.89	Aware	3
6. Level of difficulty of the courses/subjects	2.78	Aware	5
7. Time allotted for the subject.	2.45	Aware	7
Composite Mean	2.94	Aware	

Table 3 presents the results gathered from the answers of the respondents on the questions about the factors that affect the implementation of OBE at NSU. The students are highly aware that the Educational/Professional Achievements of Instructors (3.87) can affect the implementation of OBE. Readiness of the students towards Outcome-Based Education (3.22), Availability of Materials for OBE (2.89), Knowledge of Instructors about OBE (2.8), Level of difficulty of courses/subjects (2.78) and Time allotted for the courses/subjects (2.45) are the factors which affect the implementation of OBE in Naval State University. This implies that the maritime students of NSU are aware of the factors that has great effects in the implementation of the Outcome-based Education at NSU with a verbal interpretation of 2.94.

Table 4. Different Activities of Outcome-Based Education that can Improve the Academic Performance of Maritime Students

Different Activities of OBE	WM	VI	Rank
1. Drills	3.28	Strongly Aware	6
2. Brainstorming	3.35	Strongly Aware	4
3. Actual Demonstration	3.87	Strongly Aware	1
4. Board Work	3.85	Strongly Aware	2

5. Debate	3.33	Strongly Aware	5
6. Interview	3.02	Aware	8
7. Role Playing	3.09	Aware	7
8. Group work	3.36	Strongly Aware	3
Composite Mean	3.39	Strongly Aware	

It is revealed in Table 4 that the respondents are strongly aware of the Activities employed in the implementation of OBE which includes Actual Demonstration (3.87), Board Work (3.85), Group Work (3.36), Brainstorming (3.35), Debate (3.33) and Drills (3.28). Respondents are aware of the activities of OBE like Role Playing (3.09) and Interview (3.02). This finding suggests that the students of NSU possess much information or strongly aware of the various activities employed in the implementation of OBE which will make the students adequately equipped with a quality education.

4. CONCLUSIONS AND RECOMMENDATIONS

OBE promotes the acquisition of the specific skills and competencies in a country in which there are many skills shortages is the utmost advantage of OBE. However, people with vested interests and strong personalities in standard-generating bodies may manipulate the standard-setting process to achieve their own objectives, the utmost disadvantage of OBE according to the students per results gathered from their answers-this supports the findings of Gutiera, et. (2015). Educational/Professional achievement of Instructors is the factor which greatly affects the implementation of OBE in Naval State University particularly in the College of Maritime Education wherein the study was conducted. Actual Demonstration was found out to be the most effective activity in the implementation of OBE which will lead to the improvement of the students' academic performance thereby making them world-class graduates.

Naval State University must exert its utmost effort to inculcate to the students the importance and effectiveness of OBE in preparing themselves for whatever career that they will choose. It is important that the students be made aware of the role of OBE in achieving quality education. NSU must be firm in the guidelines and procedures in the implementation of OBE so as not to defeat its purpose. NSU must encourage the Faculty to attend more trainings, seminars and refreshers on matters regarding OBE so that there will be continuous learning on their part and they will be able to impart to the students the significant learnings that they have acquired. NSU must require every instructor to strictly and strongly implement OBE. NSU must provide the necessary materials, tools, equipment, etc. Which are necessary in the implementation of OBE thereby leading to generate world-class graduates adequately equipped with quality education

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