



Outcome-Based Education Experiences on Business Administration Courses

Ma. Germina Esquivel - Santos, Ph.D.

Nueva Ecija University of Science and Technology, Philippines

magerminas@gmail.com

Abstract— This study determined the Outcome-Based Experiences on Business Administration Courses. The study is Descriptive in nature. Survey questionnaire attached with a consent form and Convenience sampling were utilized in data gathering. For the Data treatment and analysis, frequency count, percentages and weighted mean were utilized. The results of the study revealed that Business Administration students always have Outcome-Based Education experiences on their courses. Though there are factors possible for enhancement.

Keywords— *Instructional Program; outcome-based education; curricular goals, Business Courses, Outcome-Based Experiences.*

I. INTRODUCTION

School is a place where students acquire and hone their knowledge and skills that they need in order for them to survive, excel and succeed in life. This is the primary reason why parents carefully choose the type of educational institution in which they will send their children. They want to ensure that the educational institution they will choose will be able to give holistic development through equipping and preparing them to their future undertakings. **MFI Polytechnic Institute (n.d.)** stated that the total Human Development entails academic, social, and technical excellence. **The Department of Education (2002)**, envisions every learner to be functionally literate, equipped with life skills, appreciative of arts and sports and imbued with the desirable values of a person who is *makabayan, makatao, makakalikasan* at maka-Diyos.

The school's capability to meet such expectation depends mainly on how the school implements its curriculum. According to **Parkay (2010)**, curriculum is all of the educative experiences learners have in an educational program. **Selvi (2010)** added that competency in curriculum development entails an understanding of social factors which will able the school to teach about relevance and values; stages of human development which will enable the school to offer continuity in learning and development of self understanding; and theories of learning and learning styles which will help the school to plan curriculum with learning

outcomes that learners will find useful and transferable from one situation to another.

Aside from a significant curriculum, **Lim and Morris (2009)** stated that appropriate instructional program composed of teaching strategies, activities, and the like is the primary component of an effective learning environment. **Baeten et al. (2013)** further stated that the teacher's teaching strategies and the students' application do have great impact on learning and on the Learning environment. School administrators and teachers should decide on what instructional program will enable them to achieve their curricular goals.

Like any other Educational Institutions, Nueva Ecija University of Science and Technology is also exhausting all its expertise in discovering the appropriate instructional program that will enable them to achieve best its curricular goals. At present, the school is into Outcome-Based Education (OBE). Looking at the features of this new system, it shows a shift from the traditional "teacher-centered" approach to a "student-centered approach". This alternative model focuses on what the students are expected to be able to do at the end of the module or programme. **(Kennedy, 2006)**

The researcher was challenged to make an objective study about the Outcome-Based Education Experiences on Business Administration courses. And because of the belief that the best indicator of evaluating one's effectiveness is through its primary stakeholders, it is but proper that the students be the respondents of this study. Enhancement on

the areas of concern based on the findings of the study will be proposed.

Objectives of the Study

1. To determine the Outcome-Based Education Experiences on Business Administration courses in terms of:
 - 1.1 capability of respondents; and
 - 1.2 skills demonstration of the respondents.
2. To identify factors on experiences on Outcome-Based Education courses possible for enhancement;
3. To propose possible activities to enhance experiences on Outcome-Based Education courses.

II. RESEARCH METHODOLOGY

The study is Descriptive in nature since its focus was determining the Outcome-Based Education Experiences on Business Administration courses of students. The instruments utilized were questionnaire attached with a consent form and convenience sampling. Available 3rd and 4th year students became the respondents of the study. The instruments utilized were questionnaire and unstructured interview. A total of 300 3rd and 4th year Business Administration students were the respondents. For the Data treatment and analysis, frequency count, percentages and weighted mean were utilized.

III. CONCEPTUAL FRAMEWORK

The basis of the study is the “Progressive Organization of Subject Matter” by Dewey (1916) which points out that knowledge should be viewed as progressing out of the learner’s experiences rather than as something outside of those experiences. Developing appropriate learning activities, therefore requires thoughtfulness, insight into the motivations of students, and good judgement.

Appropriate combination of Teaching strategies and Course activities make a great difference in students’ experiences and learning.

IV. RESULTS AND DISCUSSION

1. Outcome-Based Education Experiences on Business Administration Courses

1.1 Capability of the Respondents

Table 1: As to Capability of the Respondents

| In class I am able to: | WM | VI |
|--|-------------|--------|
| 1. give my opinion and views related to the topic being discussed and studied. | 2.21 | always |
| 2. make reactions to a specific topic in class. | 2.15 | always |
| 3. explain the assigned tasks. | 2.11 | always |
| 4. participate in class. | 2.03 | always |
| 5. gain knowledge on the opinion of others. | 1.98 | always |
| 6. use my stock knowledge in classroom activities and discussions. | 2.03 | always |
| 7. share past experiences that are relevant to the subject topic. | 2.09 | always |
| 8. reply to questions being asked. | 2.12 | always |
| 9. expound my answers on questions based on what I have learned. | 1.99 | always |
| 10. find ways to improve my communication skills. | 1.96 | always |
| General Weighted Mean | 2.07 | always |

Table 1 shows the responses of the respondents regarding their experiences on Outcome-Based Education on their classes, “give my opinion and views related to the topic being discussed and studied” got the highest weighted mean of 2.21 with a verbal interpretation of “always” and “find ways to improve my communication skills” got the lowest weighted mean of 1.96 with a verbal interpretation of “always”.

This means that, respondents experience OBE in class especially when the class becomes an avenue wherein they can give their opinions and views. This is an opportunity for them to speak their mind and show what they have learned and yet to clarify regarding the subject matter in class. The students’ learnings are manifested. As supported by Berlach (2004), Outcome-Based Education, as the name implies, focuses more on the results of the subject matter than just being able to impart knowledge in the students taking them.

1.2 Skills Demonstration of the Respondents

Table.2: As to Skills Demonstration of the Respondents

| | WM | VI |
|--|-------------|---------------|
| In class I am able to: | | |
| 1. write and complete project proposals. | 2.08 | always |

| | | |
|---|-------------|---------------|
| 2. analyze case studies. | 2.00 | always |
| 3. make case presentation. | 1.98 | always |
| 4. conduct on hand study through survey, interview, observation and the like inside and outside the university. | 2.03 | always |
| 5. organize group for performance of assigned tasks. | 1.88 | always |
| 6. demonstrate my learning through/with the use of visual aids like PowerPoint presentation and others. | 1.96 | always |
| 7. give/add information for specific topic other than what my professor said. | 2.00 | always |
| 8. conduct researches to gain answers for my studies. | 1.99 | always |
| 9. present my ideas and opinions inside the class. | 1.99 | always |
| 10. give conclusion and recommendations that are related to the topic. | 2.01 | always |
| General Weighted Mean | 1.99 | always |

For the experiences of the respondents on OBE which able them to demonstrate their skills, “write and complete project proposals” got the highest weighted mean of 2.08 with a verbal interpretation of “always” and “demonstrate my learning through/with the use of visual aids like PowerPoint presentation and others” got the lowest weighted mean of 1.96 verbally interpreted also as “always”.

The findings show that, students appreciated, experienced, and made use of the opportunity from OBE to demonstrate their skills and they are aware of this. Through the activities and requirements in each subject, students became used to researches, presentations and proposals which became an opportunity for them to demonstrate their skills and be motivated.

As **Kennedy (2008)** stated “Statements called learning outcomes are used to express what the students are expected to achieve and how they are expected to demonstrate that achievement. Learning outcomes are defined as statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.”

2. Factors on Outcome-Based Education Experiences possible for enhancement

The following are the factors possible for enhancement:

A. Capability of the Respondents

I. Make ways to improve my communication skills

Respondents experience how OBE able to make ways for them to improve their communication skills as can be seen on table 4 which shows that, it got the lowest weighted mean of 1.96 though it has a verbal interpretation of “always”.

II. Demonstrate my learning through/with the use of visual aids like PowerPoint presentation and others

Respondents perceived their experience as lesser on how OBE able them to demonstrate their skills in terms of “Demonstrate my learning through/with the use of visual aids like PowerPoint presentation and others” with the lowest weighted mean of 1.96 with a verbal interpretation of “always”.

4. PROPOSED POSSIBLE ACTIVITIES TO ENHANCE EXPERIENCES ON OUTCOME-BASED EDUCATION OF STUDENTS

1. The College of Management, and Business Technology should conduct a formal orientation like seminar about Outcome-Based Education in order to make the students be aware of what this is all about.
2. In every class orientation professors should emphasize and give introduction about OBE and how it will be experienced in class.
3. The subject activities should be holistic wherein students’ verbal and written capabilities will be enhanced like researches with presentation and defense.
4. Subject activities and requirements should include the use of technology in order to encourage the students to be updated with the latest trends.

V. CONCLUSIONS

As viewed on the above mentioned results of the study, the following conclusions were drawn:

1. Respondents Outcome-Based Education experiences on their courses able them to use their capabilities and demonstrate their skills.
2. The perceived factors possible for enhancement of experiences are: “find ways to improve my communication skills” and “demonstrate my learning

through/with the use of visual aids like PowerPoint presentation and others”.

3. The proposed possible enhancement are: conducting a formal orientation like seminar about Outcome-Based Education; emphasizing and introducing Outcome-Based Education in every class orientation; holistic class activities to enhance verbal and written capabilities of students; and use of technology in class activities and requirements in order to encourage the students to be updated with the latest trends.

VI. RECOMMENDATIONS

1. CMBT Faculty members may also be respondents to the same or similar research study since they are the direct implementers of the said study.
2. Benchmarking on Outcome-Based Education may also be conducted in order to further equip CMBT professors and to build Professional networking.
3. Regular consultation and feed backing with students to serve as basis for continuous enhancement of the implementation of Outcome-Based Education.

REFERENCES

- [1] Baeten, M., Dochy, F., & Struyven, K. (2013). The effects of different learning environments on students' motivation for learning and their achievement. *British Journal of Educational Psychology*, 83(3), 484-501.
- [2] Basic Education Curriculum. (2002). CMO 30. s. 2004 Revised policies and standards for teacher education curriculum CMO 52. s. 2007. Addendum to CMO 30. s. 2004
- [3] Berlach, R. G. (2004). Outcomes-based education and the death of knowledge.
- [4] Dewey, J. (1916). *Democracy and education*. New York: Macmillan.
- [5] Kennedy, D. (2006). *Writing and using learning outcomes: a practical guide*. University College Cork.
- [6] Kennedy, D. (2008). Linking Learning Outcomes and Assessment of Learning of Student Science Teachers. *Science Education International*, 19(4), 387-397.
- [7] Lim, D. H., & Morris, M. L. (2009). Learner and instructional factors influencing learning outcomes within a blended learning environment. *Journal of Educational Technology & Society*, 12(4), 282-293.
- [8] MFI Polytechnic Institute Inc. (n.d.). Retrieved June 2018, from MFI Polytechnic Inc. website: <https://www.mfi.org.ph/for-students/student-services/total-human-development/>
- [9] Parkay, F. W. et al. (2010). *Curriculum leadership*. 9th edition.
- [10] Selvi, K. (2010). Teachers' competencies. *Cultura International Journal of Philosophy of Culture and Axiology*, 7(1), 167-175.