

Perceived Constraints and Challenges in the Compliance and Implementation of OBE Syllabus of West Visayas State University- Extension Campus at Himamaylan City

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ABSTRACT

Teachers in the 21st century are encouraged to upgrade their teaching from a teacher-centered approach to student-centered approach to address the demands of globalization. This qualitative research aimed to discuss the perceived constraints and challenges in the compliance and implementation of Outcomes-Based Education syllabus by the teachers who are handling Social Sciences courses in West Visayas State University- Extension Campus at Himamaylan City. Data were obtained with the used of Triangulation Method in the forms of Survey questionnaire, Focus Group Discussion, and Document Analysis. Results showed that teachers' understanding from the training and seminar-workshop attended is not enough because their understanding is only focused on the format to be used and not on the application inside the classroom. In terms of the submission of OBE syllabus,

there is monitoring, but it lacks the feedbacks in monitoring the content. Teachers are encouraged to attend training because training implies application. The school shall organize a monitoring mechanism in the implementation of OBE syllabus inside the classroom. For monitoring mechanism, the school may tap experts to check the contents of the submitted OBE course syllabi by the teachers. To ensure that syllabus is being implemented inside the classroom, close monitoring through class observation by the school heads may be implemented at least twice per semester.

Keywords — Outcomes-based Education, Challenges, Constraints, Compliance, triangulation, Philippines

INTRODUCTION

The Philippine educational system is taking reform towards a dramatic shift as a response to greater demands of teachers' accountability in teaching school children. There has been a paradigm shift from traditional methods of teaching to outcomes-based education.

The revision of the Commission on Higher Education (CHED) in 2008 highlighted the transformation from content-based curriculum to the competency-based curriculum. Later, it was known as Outcomes-based Curriculum with the memorandum order no. 37 s. 2012 on Policies Standard and Guidelines for its establishment in the higher institution.

In the content-based curriculum, the teacher is viewed as a fountain of knowledge. The approach is more centered on the teacher (Killen, 2000). In this case, the students are just like empty vessels to be filled by the teachers. The teacher is the sole provider of knowledge. Teachers see student mind as a blank sheet or "*tabula rasa*" based on the belief of John Locke, that it needs to be filled with knowledge.

The competency-based or outcomes-based curriculum, however, viewed the teacher as the facilitator of the student's knowledge (Jones, 2007). The teacher believes on the multiple intelligences of Howard Gardner, which states that "not all learners can learn in the same way or at the same time." But, if given the opportunity, the students can maximize their innate talents and skills.

Upon implementation, the Outcomes-Based Education (OBE) as an approach to curriculum development could change the educational system specifically on the traditional school practices, where performance is primarily based on covering different sets of requirements in a fixed period of time. The teachers are encouraged

to fully understand the OBE program for them to transfer the desired learning outcomes to the students. If teachers lack knowledge on the said program, this may lead to confusions and will end up sacrificing the quality of education.

One important aspect of the curriculum is the development of OBE syllabus. Thus, the syllabus provides a blueprint for the teachers in their lessons, and it serves as a guide for them to realize the outcomes of the course. However, the syllabus must anchor to the course requirement of the said subject.

In South Africa, on the other hand, the OBE system was implemented by a vanguard of newly recruited young technocrats within the department of education. Its frameworks were formally adopted in 1997 and the curriculum in 1998. It is now widely accepted that there was an insufficient dialogue about important details like curricula and teaching materials. (Ashton, G., 2008).

Moreover, Moodley (2000) posited that OBE in South Africa is incorporated in curricula since 2005- the new national curricula for the twenty-first century. Curricula 2005 proposes to be a major step forward in ensuring quality education for all people in South Africa. Additionally, it aims to equip the learners with knowledge, competencies, and orientations needed for success once learners leave school or complete their training.

OBE is an approach that focuses on and organizes the educational system on what is essential for all learners to know and value. This approach also aims that students will be able to achieve a desired level of competence at the end of their learning experiences (Spady, 1994).

As teachers in the 21st century, they are encouraged to upgrade their lesson planning capacities to address the demands of OBE. The planning for the learning outcomes starts with a clear picture of what students can do and become. Planning for instruction using the OBE starts with an end in mind (Killen, 2000) as cited in Butler (2014). It starts with the considerations of essential learning outcomes for a unit or course. Teachers have to identify what they want their learners to demonstrate after the end of every session. After planning, organizing the curriculum, instruction, and assessment follow to make sure learning ultimately happens.

In the OBE program, teachers are required to comply and to develop an Outcomes-Based Education syllabus as mandated by the Commission on Higher Education. As part of the mandate, there is a massive training for the tertiary level teachers about the preparation and implementation of the OBE format syllabus.

This premises posted a challenge to the teachers at West Visayas State University-Extension Campus at Himamaylan City on their preparedness in complying and implementing the Outcomes-Based Education.

FRAMEWORK

OBE is a program that involves a movement away from a content-based towards the outcomes-based approach. The importance of this is to make a shift from the traditional school practices and embrace the performance-based or outcomes-based practices with specific learning outputs required from the students. The following are the theories that served as the bases of this study:

1.3.1 The Social Constructivism Theory. Lev Vygotsky, the proponent of this school of thoughts, explained how culture affects one's development. Cognitive development of the students is shaped by their sociocultural contexts. Learning can be acquired through interactions with the environment (David, 2014). The theory states that teaching is based on the belief that learning occurs when learners are actively involved in the process of meaning and knowledge construction as opposed to passively receiving information. In the OBE approach, students are the active players of the teaching and learning process. They are not just mere receivers of knowledge, but they are also involved in the process.

It is a philosophy that aims for social reform. One of the characteristics that the students must show in the implementation of this program is to demonstrate cooperation as a member of a team (Ramoraka, 2007). Thus, students need to work together as a team to meet the specific learning outcomes set by the teachers.

Students construct their knowledge based on what they have observed in their environment and the people around them. If the teachers employ and used the concept of the OBE approach in their teaching, this will influence and improve the student's performances. Thus, students do not only learn through memorization but through reconstructing their knowledge to come up with meaningful outcomes.

1.3.2 The Blended Learning Theory. Change is the only constant thing that is happening in the human's society. Consequently, the educational systems are also taking their part to address that change. Traditional approaches in teaching are being transformed into an outcomes-based approach where the teacher becomes the facilitator of student learning.

Thus, Blended Learning Theory signifies the change with the integration of digital content as part of the instructional framework in the curriculum.

Due to the changes that are happening in the higher education levels and the need to prepare the students for the 21st-century workplace, this theory gives the school a different avenue for the students' needs, differentiated instructions. It also gives teachers the data for instructional decision-making.

In OBE program, this theory strengthens the idea that the teaching-learning process is more outcomes-based than content-based. New methodologies and

techniques were used to address the needs of the students. As the evolution of technology is prevalent, the teachers make use of this development. They are as well integrating technology and other newer approaches in their teaching processes inside the classroom.

Due to the integration of technology in the curriculum, this is an avenue for the students and teachers to learn more and adapt the essence of the new OBE program comprehensively. Through these initiatives, students can utilize their skills and enhance their knowledge through their experiences.

1.3.3 Interactive and Participatory Learning. Everything is changing, including our educational system. Part of the change is the adoption of Outcomes Based Education (OBE) approach by the teachers in teaching. OBE approach is center on the student active involvement in the teaching and learning process.

The reason for this paradigm shift in the educational system is to produce quality graduates who can compete globally. The role of the teachers is just facilitators of student learning and not anymore the sole providers of knowledge to the students.

Teacher's role is to look for suitable strategies that will match the learning outcomes. Learning activities are also interactive because the participants are allowed to participate actively and verbally respond to the learning environment.

CONCEPTUAL FRAMEWORK

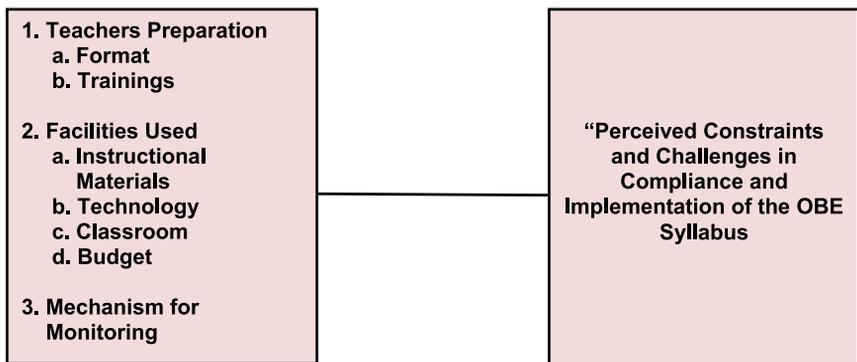


Figure 1. A schematic diagram showing an analytical description of the concept Higher Educational Institution Teachers used in this study as a framework for the perceived constraints and challenges in compliance and implementation of the OBE syllabus.

The diagram presents the concept of the perceived constraints and challenges in the compliance and implementation of the OBE syllabus at West Visayas State University-Extension Campus at Himamaylan City. The factors that affect the perceived constraints and challenges in the compliance and implementation of the OBE syllabus are teachers' preparation, facilities used, and mechanisms for monitoring. With regards to the teachers' preparations in making the OBE syllabus, it includes the format to be used and the pieces of training attended. Another factor that was considered is the facilities used by the teachers that include the instructional materials, the use of technology, the classrooms, and the budget allotted for this program by the school. And lastly, the mechanism for monitoring the implementation of the OBE syllabus as one factor in the teachers' compliance of the OBE syllabus was also included.

Part of the teachers' preparation is the format to be used for their syllabi. Teachers are sent to trainings and workshops to implement OBE in their syllabi making and their classroom practices. According to Potenza (2002), the success of the curriculum depends on how well trained the teachers are in having a good understanding of the new curriculum. If teachers have a good understanding of OBE, it will be easier for them to implement it in the classroom. He also said that teachers trained to understand the new curriculum and its challenges and on how to use a variety of methods to assess whether outcomes are achieved or not.

OBJECTIVE OF THE STUDY

This study aimed to identify the perceived constraints and challenges in the compliance and implementation of the OBE syllabus of West Visayas State University-Extension Campus at Himamaylan City.

METHODOLOGY

This part of the paper presents the methods and procedure applied in this study. It was organized under the following sub-headings: Research Design, Population of the study, Research Locale, Sample and Sampling Techniques, Research Instrument, Data Gathering Procedures, and Method or Data Analysis.

Research Design

This study used the descriptive qualitative method. Sandelowski (2000) defined the descriptive method as directed towards ascertaining the prevailing conditions,

that is, facts that prevail in a group of cases chosen for the study. It is the design to use when the investigator wishes to cover a relatively large population across sections at a particular point in time. Triangulation method was employed by the researcher to analyze the data to be collected. The researcher used the information gathered in Survey Questionnaire, Focus Group Discussion, and Document Analysis.

Research Site

This study was conducted at West Visayas State University- Extension Campus at Himamaylan City-a Higher Education Institution located in Southern Negros, which caters program in Education and Technology.

West Visayas State University Extension Campus at Himamaylan City is located in the heart of Himamaylan City which is 82 kilometers away from Bacolod City. It is an HEI funded by the LGU but under the supervision of West Visayas State University, La Paz, Iloilo. It is about 7 kilometers from the city proper of Himamaylan. For 10 years of its existence, it earned achievements such as topping the Licensure Examination for Teachers last 2010, with 75% overall performance passing rate in the Secondary Education level and 72.22% passing rate in the Elementary level. The school has five-degree programs: Bachelor in Secondary Education, Bachelor in Elementary Education, Bachelor of Science Hotel and Restaurant Services Technology, and Bachelor of Information and Technology. Just recently, another course was added which the Bachelor of Physical Education School Physical Education.

Participants

The participants of this study were all the teachers who handle Social Science courses for the second semester 2016- 2017 of West Visayas State University-Extension Campus at Himamaylan City. There were eight of them who are handling Social Science courses, spell out are from the social science division, spell out from the IT (Information Technology) department, one from the Physical Education division, and one from Mathematics and Science Division. The number of participants in qualitative research, according to Creswell (1998), should be substantial in addition, he also mentioned that five to 25 sample size is already enough to gather the needed data. Additionally, it was also suggested by Dukes (1984) to study 3 to 10 subjects in qualitative research.

Instrumentation

The survey was done using the questionnaire to gather information about the teachers understanding of OBE and how they make and implement their OBE

format syllabus when they teach. In addition, an FGD was conducted to validated responses. At the same time, document analysis was used to check the validity of the OBE syllabi submitted by the teachers.

Sample and Sampling Techniques

The samples of this study were the eight (8) teachers coming from the different area of specialization or department who have a social science subject load for the second semester 2016- 2017.

The researcher used the purposive sampling technique in selecting the participants. All of the teachers who are handling social science subject were selected to gather a detailed response.

Ethical Considerations

In this study, the researcher analyzed the data objectively by not injecting her own opinion and not letting her cultural biases interfere with the interpretation of data.

Since qualitative research deals mainly with human as participants ethical considerations below were thoroughly employed by the researcher in the conduct of the study;

Informed Consent. This means that the participants have adequate data about the research and are capable of following the information, and have the choice to either decline or participate in the interview.

Confidentiality. The confidentiality of information provided by researcher participants must be respected. In this study, the researcher rest assured that the results were kept of utmost confidentiality and were used for the sole purpose of the study.

Anonymity. The anonymity of the participants made to ensure that the data provided by the participants cannot be traced back to them in reports, presentations, and other forms of dissemination.

RESULTS AND DISCUSSION

There are eight (8) respondents in this study. Table 4.1 shows the demographic profile of the eight (8) respondents. The profile includes age, highest academic degree earned, administrative position, number of preparations, number of years of teaching experience, and course(s) handled.

a. Constraints and Challenges in the Teachers' Preparation in the Compliance and Implementation of OBE Syllabus.

Understanding the concept of OBE principles are part of the teachers' preparation in the compliance and implementation of OBE syllabus. It is perceived as a major constraint and challenge for the teachers of the 21st century. As part of the preparation, they were sent to pieces of training and other seminar workshops. In the case of WVSU- ECHC, they were also sent to pieces of training as part of the implementation of OBE approach in their teaching.

Of the eight (8) respondents two (2) of them were not able to attend any seminar or training on OBE syllabus. The respondents stated that the department/division heads were allowed to attend the seminar or training. This is due to the lack of budget given by the school for the professional development of the teachers. This might be the reason why some teachers have a lack of understanding of the concept of OBE. To those teachers who have attended the seminars and pieces of training, they are familiar with the format to be used and the different composition of OBE such as the format of the syllabus to be used.

Results of the study revealed that majority of the respondent answered more on the format to be used. Major components of OBE syllabus were identified, namely learning objectives, time, topic, and outcomes. In framing the OBE syllabus, it is important to know the proper format in developing a course syllabus. It should be noted that teachers have been trained to use the traditional approach in syllabus making before the OBE format was introduced. Training on the proper format of OBE syllabus is necessary to differentiate the traditional from the OBE approach and to update the understanding and use of new approaches in syllabus construction.

In terms of the different constraints and challenges, the teachers have encountered in compliance and implementation of OBE such as looking for appropriate learning outcomes, time frame, learning contents, appropriate assessments, appropriate facilities and lack of training.

Majority of the respondents identified time as a major factor that affects the proper implementation and compliance of the OBE syllabus. Even though the respondents reflected time allotment for each topic in the syllabus, the respondents failed to follow it. This shows that the respondents manage to teach time poorly. Respondent 4 stated, *"She cannot freely do what she wanted to do because of the allotted time given on each topic."* This claim was supported by Respondent 6 saying *"in following the OBE syllabus I have problems with the facing of the time."* It must be noted that OBE is more on the student-centered approach and requires more time

for student activities. The teacher should be aware of this approach to successfully observed time management.

Time, according to Cavener (1994), is an important factor to consider in the planning and preparing of the OBE syllabus. Cavener's statement is strongly supported by Bresciani (2011) stating that in the OBE approach, teaching is more on the outcomes; and teachers are challenged to manage their time on the activities that students will follow in every lesson.

Another constraints and challenges are the appropriate outcomes since there is a mismatch between the learning objectives and the assessment as what Respondent 2 mentioned during the focus group conducted. Teachers' misunderstanding of the lesson objectives of the course syllabus may lead to improper assessment and eventually, achieving learning outcomes. Schwartz (N.D.), mentioned that when designing assessments, it is important to make sure that any exams or assignments match the learning outcomes of the course. Assessments should be based on the material you've covered in the course, and students should perceive the material as relevant and fair."

Respondent 8 answered that she has the problem of elaborating the scope of the course. This problem may arise because the coverage of the course is too broad. It may include too many topics and results in the proper observation of time.

Bresciani (2011) stressed that teachers would only include the things that have a greater value for them. According to the Teaching Center of Washington University (2017), a syllabus is a course-planning tool that helps the teachers prepare and organize the course. Taking the time to construct a detailed syllabus will help the teachers define the course goals; plan the course structure and assignments, exams, review sessions, and other activities; and determine how much time will be devoted to a particular topic.

Another factor considered as part of the teachers' constraints and challenges is the attendance to training. Wherein two (2) of the respondents were not able to attend any seminar or training on OBE syllabus. The respondents stated that the department/division heads were allowed to attend the seminar or training. This is due to the lack of budget given by the school for the professional development of the teachers.

According to Omar (2014), training is important for the teachers' effectiveness in the world of education. These trainings could help promote continuous school improvement and lessen teachers' deficiencies in the delivery of instructions. Additionally, these trainings could as well enable teachers to be updated with the new knowledge for much advanced and updated way of delivering instructions.

If the teachers have a good understanding of OBE, it will be easier for them to implement it inside the classroom.

b. Challenges and Constraints in Looking for Appropriate Facilities to be used.

Part of the teachers' constraints and challenges in the preparation in the compliance and implementation of OBE syllabus are the facilities used by the teachers. These facilities include instructional materials, integration technology, appropriateness of classroom facilities and resources, and budget allocation for OBE.

For the use of instructional materials, findings of the study revealed that majority of the respondents are dependent on the use of LCD projector in most of their classes. This resulted in a decline in teachers' creativity. Majority of the teachers misuse the proper usage of the LCD projector. As what Respondent 2 highlighted *"the use of LCD projector give me ease in teaching because I will not anymore have a hard time repeating my class discussion... just one click and okay."* Respondent 8 affirmed that it challenges her to do away with the use of technology as part of the teachers' instructional materials because of the ease it can give to the teachers. Additionally, she concluded that teachers are the most important instructional materials in the teaching and learning process.

In terms of the instructional materials used by the teachers, it is evident that the respondents are more inclined to using technology rather than the traditional materials. Results further show that the respondents can be classified according to the type of instructional materials they used. This classification of teachers is technology-dependent teachers and eclectic teachers.

Technology-dependent teachers are those using technology in most of their classes. Most of the respondent preferred to use LCD in most of their classes because of the ease of using it. The respondent further explained that the LCD projector is useful in teaching because teachers can do a lot of manipulation like, using slides, music, hyperlink, videos, and others.

The eclectic teachers are those employing the Blended Learning theory, wherein they use traditional instructional materials while integrating technologies in teaching. These teachers were able to integrate technology inside the classroom without taking for granted the traditional approach.

The result shows that majority of the respondents agreed that instructional materials were used to facilitate higher-order thinking skills for the students. Instructional materials were used to strengthen the class discussion so when the respondent asked on the learning's gained by the student with the use of instructional

materials their answers were categorized into two, namely: instructional materials used to facilitate active participation and instructional materials used to develop higher-order thinking skills.

Majority of the respondent agreed that instructional materials used to facilitate active participation. When the researcher reviewed the submitted syllabi, it found out that the strategies used in the delivery of the lesson are more on student-centered. The strategies include role-playing, talk show, exhibit, drawing, reporting, and the like.

Khalil & Elkhider (2016) emphasized that instructional materials can be incorporated into the teaching strategies to promote active learning and teaching effectiveness of the teachers. In OBE classroom settings, these strategies include questioning purposefully; classroom demonstration; short-in-class writing; icebreaker; inviting guest speaker; debate; and talk show are among the examples of teaching strategies that use instructional materials that create excitement and enhance learning.

Instructional materials used to develop Higher Order Thinking Skills. When the researcher reviewed the submitted syllabi, she found out that assessment tools used do not only focus on the paper and pencil test but was more on the performance-based assessment.

In the OBE program, the use of a variety of instructional materials can help improve student's participation. This is highly supported by the concept of Interactive and Participatory Learning Theory, which, states that teachers' role, is to keep up with the demands of the country to produce globally competitive learners. This implies the changing role of teachers from being the center of the teaching-learning process to the student as the center of the teaching and learning process. Students become the active participants of the teaching and learning process from a mere passive receiver of learning.

The use of technology is very popular to the respondents. Findings of the study show that the majority of the respondents uses technology in the form of an LCD projector in their classes, and only one mentioned he is using both traditional and technology-based. LCD projector encompasses the functions of other technologies used such as the television for video presentation, movie reviews, and music. The use of LCD projector provides ease and accessibility for the teachers in teaching.

The Integration of Technology in teaching is also one of the constraints and challenges that teachers are experiencing because of the lack of appropriate and enough technology to be used. Like for example, Respondent 7 highlighted the

importance of technology in teaching most especially that he is handling the humanities course. Performance task like dancing, singing, and poetry are very hard when there is a lack of technology to be used, such as karaoke, microphone, and televisions.

Respondent 2 highlighted, *“I can’t imagine my class without the projector... I don’t know how to continue my class without it.”* It only shows that most of the respondents are too dependent on the use of this LCD projector in most of their classes. For them, a day is not complete without an LCD projector. This hampers their creativity inside the classroom. But Respondent 6 admitted, *“The problem in using the LCD projector is that I cannot assure if the students learned with the discussion.”* In addition, Respondent 4 stated *“Sometimes I am not sure if the students are really learning from my discussion because they cannot measure if they learned something from the discussion or not”* Respondent 4 trying to point out the disadvantage of using of too much LCD projector in teaching because this might make the students used with the same and repeated strategies that might lead to the diminish students interest in participating in the discussions.

Respondent 7 favors the use of an LCD projector in his class discussion because it will save time compared to the traditional method. He continuously says, *“The traditional method is time consuming compared to the use of an LCD projector. For instance, in the traditional method, I will write from the chalkboard then erase it again then I will write again then erase it again literally its time consuming compared to the use of LCD that I will continue the discussion by simply clicking or flashing it.”* This only shows that these teachers’ wanted to deliver the class in an easy tone without exerting too many efforts which contradict to the concept of OBE that a teacher will do some extra effort in the teaching and learning process.

These teachers, as described by Corpuz (2015), are equipped with knowledge, skills, attitudes, and values demanded by this century. These are referred to as 21st-century skills because teachers are using ICT literacy (information media technology and technological literacy). The 21st-century teacher is not only called a digital native but a digital immigrant. It is because he or she injects life into the subject matter by using technology and bridges the classroom and the hi-tech world of students.

In addition, these teachers are incorporating the concept of Social Constructivism. This theory states that learning can be acquired through interaction with the environment. Teachers of the 21st century are adopting the new trend in teaching, which, is the use of technology.

Another constraints and challenges experienced by the teachers are the size and appropriateness of the classrooms and classrooms facilities. The types of the

classroom were identified based on the responses of the respondents. They are a spacious classroom and crowded classroom. In a crowded classroom, according to Respondent 2, “there is a crowded seating arrangement, hot and limited space for activities.” While Respondent 8 supported the response of Respondent 7 stating, “Classroom size is not appropriate because some of my classes are large classes and the classroom is too small.” The appropriateness of the classroom can be measured by the number of students in a class handled by the teacher. Most of the classroom size, according to Respondents 3 and 5, are appropriate for individual presentations and small group activities.

Puteh (2015) stressed that having ample space in the classroom makes the activities occur simultaneously. Moreover, a classroom with enough space can facilitate a creative activity for individual and group presentations. In addition, Duncanson (2007), mentioned that having a spacious classroom leads to the teachers to create numerous teaching methods to facilitate active participation from the students. These include hands-on experiments, collaboration, student performances, and many others that increased student involvement.

Hannah (2013) affirmed that a classroom is a place where the students gained an understanding of their place in the world and the gifts that they have to offer. It is also a place where students developed what they want their future to look like, as well as knowledge of the skills needed to reach that goal. The role of the classroom in student learning is very important.

In general, the size of the classroom affects the teaching performance of the teachers and the learning process of the students.

Ijaiya (N.D.) stated that crowded classroom limits the quality and quantity of interactions between the teachers and the students as well as the quality of teaching and learning.

When it comes to the facilities, Respondent 1 emphasized, “*We need more buildings... more classrooms and more on the laboratories.*” This claim was supported by Respondent 7 during the conduct of focus group discussion; he stated, “*the ventilation and classroom is not presentable! Considering the time of my class from 10:00 to 11:30 which is very hot in inconvenient for my student because there is no electric fan then the number of students in a classroom are too crowded. This resulted in limited space for group activities.*” But Respondent 6 reasoned “*it depends on the number of students.*” It shows that the appropriateness of classroom size depends on the number of students handled by the teachers because there are classes who have a smaller number of students and classes with a bigger number of students. Respondent 5 supported the claim of Respondent 2 saying “*crowded classroom resulted in a noisy environment.*”

Another constraints and challenges encountered by the teachers are the budget allocation for OBE compliance and implementation. Respondent 1 has a limited idea on the budget allocated by the school for OBE implementation.” The result shows that the majority of the teachers are not aware of the budget allocation intended for OBE compliance and implementation. If in case there is a budget, but they are not aware of how much is the allotted budget. This somehow challenges the teachers to implement the OBE because of the limited support in terms of budget allocation.

c. Challenges and Constraints in the Monitoring of OBE syllabus.

The Vocational Education and Training Reform Program in the Republic of Serbia (2008) defines monitoring as a systematic collection and analysis of information during the implementation. The necessity of monitoring is to improve the efficiency and effectiveness of the implementation of a certain program. In OBE, the monitoring mechanism will improve how the teachers comply and implement the OBE syllabus inside the classroom.

Based on the result of the study, teachers find it difficult to make an OBE syllabus because of the lack of monitoring in its content. In terms of a monitoring mechanism for the submission of the OBE syllabus, the department heads are the one who is checking it. Majority of the respondents agree that expert in the field is the one who will check the content and probably if done checking the heads will do the monitoring in the implementation inside the classroom through class observation. The heads will monitor if the corrected syllabus is being followed.

The respondents believe that the need to create a monitoring mechanism will give the assurance that the teachers follow the syllabus when they teach.

Tokatlı and Keşli (2009), stressed the importance of monitoring the syllabus. It helps improve teacher performance through; effectiveness of their teaching techniques and learning materials; making reliable decisions about educational planning; identifying student growth in acquiring certain knowledge, skills, attitudes, and social values; helping motivate students to learn; and providing the educational administrators with the adequate information about teachers' effectiveness and school needs.

Majority of the respondents agreed that there is no feedback given if the content of the syllabus is correct. Further, there is no observation if OBE is properly implemented. There is no monitoring in the compliance and implementation of OBE syllabus.

d. Perceived constraints and challenges on the advantages and disadvantages of the OBE syllabus.

Teachers' compliance and implementation of OBE Syllabus has advantages and disadvantages. Using OBE gives perceived advantages for the teachers in term on the following; monitors the student progress because it is outcomes-oriented, it will give teachers ease in the flow of the lesson, and give ease to the teacher because it focuses on the involvement and performance of students. While the perceived disadvantages are as follows: the teachers' preparedness to implement OBE when they teach, in achieving the desired learning outcomes, enough time needed for the OBE approach, students' readiness to participate in the grouping activities, looking for the references and looking for the appropriate learning outcomes.

Teachers find it advantageous to use OBE syllabus because it emphasizes more on students' involvement, and it is the student-centered approach. In the OBE approach, outcomes is easy for the teachers to see to it if the student achieved the objectives or not.

Spady (1994) stressed that OBE is focused and organized based on what is essential for all students to learn at every end of the learning experience. Killen (2000) as cited in Butler (2004), supported this for the teachers; it will give them a deeper understanding of the needs of the students and predict what will happen in the future. Ramoraka (2007) mentioned that OBE requires the students and teachers to focus on the desired result, such as outcomes of learning and the instructive learning process that will guide the learners on what to achieve.

In designing the OBE syllabus, it is important for the teachers to identify on what topic to be included based on what is essential for students to learn. Topics with essential value are given more emphasis by the teachers.

In designing the OBE syllabus, the teachers keep in mind that their role in the OBE approach is more on the guiding rather than discussing all of the things that a student will know. It gives ease to the teachers, especially in the discussion because they will not do all the talking, but instead, it will allow the student to actively participate in the teaching and learning process.

Bilbao (2015) stressed that the methods of teaching in the 21st century should vary to address the needs of different kinds of students. It should be student-centered, interactive, and transformative.

As for the teachers' perceived disadvantages, they misunderstood the principles of OBE, stating that it is more on the student activities. Teachers' notion regarding OBE approach is quite different. In an OBE approach, even though it is more on the student-centered approach, the teachers are encouraged to give more extra

effort in designing and delivering the lessons.

Bilbao (2015) stressed the quality of the teacher in using OBE syllabus such as: prepare the students adequately; create a positive learning environment; help student understand what they have to learn; use variety of methods; provide with enough opportunities to use the new knowledge and skills they gained; and help students to bring each learning to a personal closure that will make them aware of what they learned.

The teachers in the OBE approach must be well prepared to implement the concept and principles of OBE. Teachers engaging in this approach need proper planning on what to be included in their syllabus because here they are expecting desired outcomes from the students.

OBE approach needs more time since it is more on the students' active involvement; time is an essential element in the planning and outlining of the OBE syllabus. Preparation of the student-centered approach is time-consuming compares to teacher-centered approach. This challenged the teachers to manage the time properly to avoid the problem with time.

Cavener (1994), stressed that time is an important factor to be considered in the planning and preparing of the OBE syllabus. Cavener's claim was supported by Bresciani (2011) asserting that in the OBE approach, teaching is more on the outcomes; and teachers are challenged to manage their time on the activities that students will follow in every lesson.

In terms of the readiness of the students in doing more group activities, the respondent might have the difficulty of managing the larger classes on their activities. This is because the assessment is based on students' performances. This may give them a difficult time to assess students one by one.

Jones (20017) claimed that in a larger class, it is difficult for the teachers to monitor each of the individual student performance because it requires more time in keeping track of their progress.

Looking for the appropriate activities with the specific outcome is seen as a challenging part of using the OBE syllabus. Maybe the teachers' orientation of delivering the course syllabus is more on the teacher-centered approach. Possibly, the teachers are still having difficulty in changing the paradigm in delivering the lesson. In OBE, the teachers must start first by analyzing what is essential for the students to learn after the learning experience. Then the teachers will decide a teaching strategy to be used.

General OBE program offers a good promise in improving the quality of education that a "teachers" can give to the student to make them more competitive

in their chosen field of specialization. To do that, teachers are sent to seminar workshops and trainings to learn the concept and principles of OBE. In reality, it is not observed because some teachers are not yet ready to implement it. They need to attend more trainings because the success of OBE implementation depends on the teachers understanding of the concepts and principles. When it comes to the use of facilities, in the OBE, the teachers need enough materials and resources such as classroom, lights and ventilation, references, budget and other equipment to provide ease to students and teachers interaction. The teachers need an expert person to check their submitted syllabi for monitoring purposes.

If the concept and principles of OBE are applied and integrated into the teachings, there is no doubt it will give a better result to the performance of the student. And this will give ease to the teachers in delivering their lessons.

CONCLUSIONS

The perceived constraints and challenges of the teachers at West Visayas State University-Extension Campus at Himamaylan City were on the OBE syllabus preparation. Despite the familiarity of the teachers on the format of the OBE syllabus, they lacked the understanding and proper application of its components. Lack of time and appropriate learning contents and outcomes were seen as major reasons why most of the teachers have a limited understanding of the concept of OBE inside the classroom. This could be probably because of the limited trainings that the teachers have attended.

Similarly, teaching load and the number of course preparations per semester were also the contributing factors why teachers failed to design an effective course syllabus properly. These made the teachers failed to maximize the use of technology in their respective classes. Thus, teachers cannot perform well their creativity to expand their lessons and to utilize every resource for the betterment of the OBE implementation inside the classroom.

Classroom size and classroom facilities (e.g., lighting and ventilation) were additional problems why OBE was not implemented well inside the classroom or throughout the delivery of the lessons. This is maybe because the school has a limited budget allocated for the implementation of OBE, which consequently resulted in a poor learning environment.

Monitoring mechanism used by the school was only limited to the checking on the submission of OBE syllabus, but in terms of the checking of the content there is no monitoring. Thus, there is a need to monitor on how the teacher designs

their course syllabus and how they implement it inside the classroom.

In general, submission of OBE syllabi was strictly observed. Close monitoring was absent, checking and evaluation, and feedback mechanism on the contents of the submitted syllabi.

When teachers were asked on the perceived advantages of using OBE syllabus, majority of them answered it monitors on the flow of the lesson because it is result-oriented. While the respondents agreed that teachers must be well prepared and knowledgeable enough on the concept of OBE to properly implement it inside the classroom. However, the result showed that it was not being followed because some of them were having difficulties in looking for appropriate teaching methodologies in delivering the lesson, looking for references, looking for appropriate learning outcomes, and looking for appropriate assessments.

TRANSLATIONAL RESEARCH

Translationally, a training design for actual syllabus implementation was devised and conducted for the teachers of WVSU-ECHC to improve the syllabi implementation inside the classroom. It is composed of ten days of training sessions with planned, and step by step discussions on how each methodology reflected in each syllabus will be implemented inside the classroom. Furthermore, the actual demonstration will also be done to ensure that teachers are well equipped with the proper classroom implementation of the syllabi made. As OBE is focused on outcomes, teachers were oriented from merely product-based to outcomes-based of the students' learning. The proper way of assessment and evaluation will also be included in the said training.

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