ATTAINMENT OF OUTCOMES-BASED EDUCATION IN THE ADVANCED HIGHER EDUCATION

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ABSTRACT
This investigation determined the extent of attainment of Outcomes-Based Education in Advanced Higher Education on *Relevance of the Intended Student Outcomes, Relevance of the Course, Course organization and ILOs, Teachers and TLAs, Assessment, Instructional Processes, Instructional Support, and Counselling,* rated by the students and the faculty. It further looked into the significant difference between the perceptions of the two groups of respondents on the attainment of OBE, and the least attained OBE dimensions. This descriptive research involved 310 students and 46 faculty as the population sample. A questionnaire was used to obtain data. Findings indicate a very high attainment of OBE. A notable difference in perceptions on the attainment of OBE on the Relevance of the Intended Student Outcomes, Relevance of the Course, Teachers and TLAs, Instructional Processes, Instructional Support, and Counselling. No significant difference in perceptions of the attainment of OBE between the two campuses. Instructional support was rated lowest and thus served as a basis for crafting an Improvement Plan.

Keywords: Assessment, attainment; Outcomes-Based Education; relevance of the course

INTRODUCTION

Rationally, Outcomes-Based Education (OBE) fosters a culture of student learning in higher education. With cross-disciplinary learning and scholarship on the rise, programs at both the undergraduate and graduate levels are likely to draw on faculty from different disciplines who convey complementary knowledge and who need to settle on a common set of learning outcomes. A lot of nations, including the United States of America, New Zealand, the Philippines, South Africa, and Canada (among many others), are promoting Outcome-Based Education (OBE) as a way to modernize the educational system.

The Philippine Qualifications Framework, the Enhanced Basic Education Act of 2013, the Commission on Higher Education Memorandum Order Number 46, and the international demand for transformative education are the forerunners of Outcomes-Based Education(OBE) in the Philippines. Outcomes education is the educational system that equips students to meet the most rigorous requirements of a given profession. These criteria are included in program outcomes, competencies, and goals and objectives for education.

Villena (2016) developed a unified framework of OBE best practices in the Philippines. His case study (via Yin's methodology) identified key components: systematization and institutionalization; contextualizing learning experiences; gathering curriculum data; constructing learning environments; sustainable measurement of student achievement; and program reforms. Future research was recommended to examine OBE's effectiveness, including board exam performance and graduate employability.

As explored by Baguio (2019), teachers' attitudes and implementation of OBE indicate that teachers with highly favorable attitudes were more motivated to carry out OBE processes—a key to successful lasting change. Outcome-Based Education Instruction focuses on the measurement of students' performance through their outcomes. It contrasts with traditional education, which primarily focuses on the resources that are available to the student, which are called inputs.

On the same vein, Martin (2019) investigated outcomes-based instruction at Ifugao State University's College of Education. Using a descriptive design, this study found that OBE was implemented effectively in instruction and environment, with students viewing it as academically and attitudinally useful. A strong correlation between implementation and perceived usefulness was reported. The

study recommended extensive orientation for both faculty and students, and continuous monitoring of OBE implementation and usefulness.

As Outcomes-Based Education (OBE) aims to produce students who are successful, thus, all instructional efforts are directed towards helping students to achieve significant learning outcomes. In practice, this means that programmes have to be flexible so that students can engage in appropriate learning activities at the time that best suits their stage of understanding or mastery. It also means that assessment of student learning should focus on how well students understand rather than on how much they understand (Biggs & Collis, 1982).

Evardo (2020) assessed the preparedness of faculty members and administrators from the perspective of outcomes-based education (OBE) implementation in the higher education institutions of Bohol. Specifically, it sought to determine the knowledge and skills of the respondents in implementing the four basic areas: formulation of learning outcomes, curriculum content and structure, teaching-learning process, and assessment. Results indicate that faculty and administrators manifest a higher level of knowledge in implementing the four areas of OBE than the teachers, but both respondents have a high consideration for the benefits of OBE implementation.

The investigation of Iringan and Bansig (2019) on the implementation of Outcomes-Based Education (OBE) in the Graduate School level at St. Paul University Philippines revealed that students, both for master's and doctoral programs, consistently rated the implementation of the OBE approach along instructional design, learning activities, and assessment strategies as "very high". Administrative support, teachers' commitment, and students' acceptance of the OBE approach are the top three key factors that facilitated OBE implementation.

The assessment of the effectiveness of the implementation of OBE in the College of International Hospitality and Tourism Management in terms of relevance of the course, course organization, teaching and learning activities, assessment method, learning environment, and counselling were rated highly effective in the aspects of relevance of the course, specifically in the indicator that the course helped the student develop relevant subjects. For teachers and teaching learning activities, teachers motivated the students to learn according to the assessment of travel and tourism management and cruise line operation in hotel services programs. An action plan was proposed to have continuous implementation of Outcomes-Based Education (Felicen,2021).

An (2014) determined the impact of the use of OBE Instruction on the respondents in terms of the students' behavior during instruction and performance after instruction. Findings indicate that OBE Instruction had its great extent of impact in terms of the respondents' behaviour during the instruction and their performance after the instruction. This entails that it is probable and beneficial to continue with the use of OBE. This also indicates that the students tend to be more productive after instruction

While outcomes-based education (OBE) initiatives have been implemented in various SUCs, notable gaps persist in faculty development, resource allocation, assessment practice, institutional support systems, and the absence of a unified, longitudinal evaluation framework across SUCs. Additionally, OBE's potential to mitigate quality and equity disparities across public higher education institutions in the Philippines remains largely unexplored (Barrios, 2021; Adalla et al., 2022; Evardo, 2024; Bayudan-Dacuycuy et al., 2023; Philippine Institute for Development Studies, 2024).

Most of the previous studies conducted along this research investigation determined the effectiveness and preparedness of its implementation in various courses in undergraduate. The present study, on the other hand, looked into the attainment of Outcomes-Based Education as perceived by the students and the faculty who are directly involved in Advanced Higher Education. The empirical data served as the basis for the formulation of an Improvement Plan as a major output of this investigation.

Framework of the Study
This investigation utilizes the outcomes-based education (OBE) theory of Spady (1994), which states that by the end of the educational experience, each student should have achieved the goal. There is no

single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes.

In line with this investigation, the constructivism theory of Piaget (1970) is relevant as the theory emphasizes that learners actively construct their own understanding of the world through experiences and reflection. The significance of this theory, along with Outcomes-Based Education, underpins the idea that learning should be student-centered, with a focus on meaningful engagement and understanding. By acknowledging the role of the learner in knowledge construction, educators can design learning experiences that facilitate deep understanding and long-term retention.

The very core of Outcomes-Based Education emphasizes a system of education giving priority to ends, purpose, accomplishments, and results. Lifelong learning, according to Longworth & Davies (1996:21), is the development of human potential through a continuously supportive process that stimulates and empowers individuals to acquire all the knowledge, values, skills, and understanding they will require throughout their lifetimes and to apply them with confidence, creativity, and enjoyment in all roles, circumstances, and environments.

The challenge of the Commission on Higher Education (CHED) Memorandum Order No.46 series of 2012 is the full implementation of Outcomes-Based Education (OBE) in universities and colleges in 2012   to ensure continuous quality improvement in the higher education system.

As a Higher Education Institution that is mandated to provide quality education to be able to produce successful graduates, Ilocos Sur Polytechnic State College, as a transformative college, is committed to leadership, innovation, and service excellence, and fully adapts OBE in response to the increasing interest in student learning outcomes and a call for educational responsibility.

These ideas serve as the theoretical cornerstone of outcomes-based education, directing the planning, implementation, and evaluation of educational initiatives that aim to meet predetermined learning objectives.

Scope and Limitations

This investigation mainly focused on the attainment of Outcomes-Based Education in Advanced Higher Education, considering the following dimensions: ***Relevance of the course, Course Organization and ILOs, Teachers and TLAs, Assessment, Instructional Processes, Instructional Support, and Counselling***. It also determined the significant difference in the perception of the attainment of Outcomes-Based Education between the two groups of respondents.

Literature

Along with Outcomes-Based Education(OBE), Quinto (2020)assessed the status of the implementation of outcome-based education and the challenges of teachers in the allied medicine programs of LPU schools, participated in by 203 students and 53 faculty members from the College of Allied Medicine as respondents. Findings revealed that the current status of OBE based on the teachers' experience was fully implemented, while based on the students' experience, OBE was partially implemented in the allied medicine programs. With these results, portfolio checking, portfolio feedback, use of instructional materials, and the use of various teaching methods and strategies were the main indicators to be addressed, as these may bring implications to teaching effectively and efficiently. Borsoto et al. (2014), on the other hand, determined the status of Outcomes-based Education (OBE) implementation in terms of practices and environment as well as its usefulness in the Engineering Department of an Asian University in terms of academic, attitude, and instruction; and to test the relationship between the status of OBE implementation and the level of its usefulness. Results indicate that OBE is being implemented in terms of practices and environment. Faculty members, together with the students and concerned authorities, shall coordinate to identify the needs of the students and to provide possible solutions and actions to enhance the implementation of the new learning system. They shall be representatives in conducting seminars and

training that would provide appropriate knowledge and skills for the engineering students who are ready to face the challenges of ASEAN 2015.

The study of Tenedero and Pacadaljen (2021)evaluated the learning experiences of outcome-based education on the scope of the Hammond evaluation cube. Results of the investigation indicate that, along with instruction, the alignment of the course content to the Vision, Mission, Goals, and Objectives (VMGOs), Program Graduate Outcome (PGO), Course-Learning Outcome (CLO), Intended-Learning Outcome (ILO), Outcomes-Based Teaching-Learning (OBTL), and Assessment of Learning are not yet in effect in aiming for successful learning experiences..On institutions, the interaction of the students, teachers, and administrators' variables, such as the students' personal and family characteristics, teachers' professional and teaching methodology, and administrators' characteristics, whether it conforms to the minimum requirement set by CHED, could affect the successful implementation of the OBE curriculum. Moreover, the behavioral dimension of the OBE curriculum, once successfully implemented, would lead to the positive learning experiences of the students.

The implementation of an outcomes-based education, which promotes the practice of constructive alignment between outcomes, learning activities, and assessment tools, needs an environment where all stakeholders (teachers, students, and the institutions) are engaged in the process of transformative reflection and constant action. Each of these participants reflects in interaction with the others in three domains: teacher and student, teacher and institution, student and institution, that would have built-in quality enhancement and mechanisms for not only assuring quality but for enhancing quality. (Biggs, 2007).

The level of Outcomes-Based Education OBE implementation is best measured through what the students experience throughout their academic years in Higher Education (Yusof et al.,2017). Various studies have been carried out to analyze the effectiveness of OBE implementation, the achievement of programme outcomes, improvement in students' core skills (Chan 2009), and the implementation at the institutional level (Harden 2007). These studies produce mixed results.

The study of Sun and Lee (2020) analyzed the process of establishing an Outcome-Based Education (OBE) system in a business school of a private higher education institution in Malaysia. The importance and challenges of the OBE system are discussed, with some recommendations proposed for common issues that contribute to the implementation and adoption of the OBE process at the business school.

Investment in education in terms of incorporating new educational approaches, novel technologies, modified teaching methodology, and defined objectives formulation can stimulate economic prosperity that results in further educational system transformation and more economic growth (Woo, Kim, & Lim, 2017). Education opens different revenue to register economic expansion worldwide, with specific reference to developing nations. The global statistics showed that education and economic growth are directly related to each other in a positive direction and are consistent with each other (Rahman, 2013).

To stay relevant, curriculum transformation has taken place in order to produce quality and competitive graduates. The Malaysian Higher Education Ministry has adopted the outcome-based education (OBE), a curriculum design that carries the notions of economic growth and market demands of the workforce since 2004. At the higher education level, implementation is documented for academic programmes' accreditation for compliance purposes. Over the years, with the introduction of new educational policies, much has been said about the goal attainment of each policy as a result of inadequate implementation. There are various contributing factors to the policy implementation process, such as variables affecting organizational functioning, support system, training and technical assistance, and others (Yusof et al., 2017).

OBE allows higher education institutions to improve students' learning experience and serves as a guide to enhance the quality and effectiveness of the programmes and modules. An effective OBE

system allows institutions to plan, report, and monitor study programmes and modules. Implementation of the OBE system may grant the required accreditation and give confidence to stakeholders in the quality of graduates and programmes in these institutions. Ultimately, this will improve the reputation of institutions (Djoundourian,2017; Kim and Helms,2016).

OBE is a thorough strategy for planning and running a curriculum that is focused on and characterized by the effective learning demonstrations expected of each student. The phrase clearly refers to centering and planning every aspect of an educational system around "what is essential for all learners to be able to do successfully at the end of their learning experiences". OBE ultimately entails having a clear understanding of what it is crucial for learners to be able to achieve (identifying the objectives), devising learning programs, putting them into practice, and continuously evaluating the learner to guarantee that learning has, in fact, occurred. A clear set of outcomes structured within the system's subjects must be developed as part of the outcomes-based approach to education and conditions and opportunities within the system to enable and encourage learners to achieve these outcomes(Spady,1993).

Laguador and Dotong (2014) determined the extent of knowledge and practice of the COE Faculty Members on the Outcomes-Based Education implementation in Lyceum of the Philippines University – Batangas during the 1st Semester, SY 2013 – 2014. Results indicated a great extent in terms of knowledge and practice on OBE implementation among the faculty members of the College of Engineering; however, there is a moderate extent on the level of understanding of faculty members on the appropriate assessment method to be utilized. Faculty members with a high level of knowledge and understanding of the implementation of OBE also have a higher possibility of contributing to the realization of the objectives of OBE through practice. It was recommended that the proposed action plan be implemented and evaluated to ensure its utilization and effectiveness.Castleberry(2006), on the other hand, described the extent to which the five student learning outcomes of the Texas State University MPA Program are demonstrated by its graduating students. The capstone assignment within the program, a research paper and oral examination, is the unit of analysis for the study. The results indicate that the desired learning outcomes are demonstrated by an overwhelming majority of MPA students.

Despite its theoretical appeal, the implementation of outcomes-based education presents challenges at various levels. Smith and Wiles (2009) highlight issues related to curriculum design, assessment methods, and faculty resistance. Additionally, cultural and institutional factors may impede the successful adoption of OBE principles (Mulder, 2017).

Objectives
1. What is the extent of attainment of Outcomes-Based Education in Advanced Higher Education as perceived by the faculty and students along:
   a. Relevance of the Intended Student Outcomes,
   b. Relevance of the Course,
   c. Course organization and ILOs,
   d. Teachers and TLAs,
   e. Assessment,
   f. Instructional Processes,
   g. Instructional Support, and
   h. Counselling?
2. Is there a significant difference between the perceptions of the faculty and students on the attainment of Outcomes-Based Education?
3. Is there a significant difference between the two campuses in the extent of attainment of Outcomes-Based Education on the dimensions considered?
4. What Improvement Plan can be developed to improve the attainment of Outcomes-Based Education?

METHODOLOGY
Research Design
   This investigation is a quantitative study that employed a descriptive and correlational design. This study described the level of attainment of Outcomes-Based Education as perceived by the students and faculty, and the significant difference in the implementation of OBE between the two campuses.

   Descriptive research, according to Calderon (2006), is a purposeful process that involves obtaining, evaluating, categorizing, and tabulating data about current circumstances, practices, procedures, trends, and cause-and-effect relationships. The data is then adequately and accurately interpreted, sometimes with little or no assistance from statistical methods

Sampling Process
   The study made use of purposive sampling. The G-power was used to determine the final sample population of the study. Qualified samples were students enrolled in the Graduate School. Total enumeration was used for the faculty.

Population and locale of the study

The first group of respondents was the graduate students of the two campuses that offer Graduate courses, Sta. Maria and Tagudin with 356 total respondents, while the second group of respondents were the faculty who handle teaching loads in the Graduate School.

Table 1. Population of the Study

Campus	Total Number of Enrollees (group 1)	Sample size (n=$\underline{N}$ 1+Ne2)	Total Number of Faculty (group 2)	Total Sample
Sta.Maria	286	167	28	195
Tagudin	222	143	18	161
TOTAL	508	310	46	356

Data Gathering Tools and Procedure
The questionnaires of Custodio (2020) and Felicen (2021) were used and modified. The survey questionnaire obtained a validity index of 4.5.
The researcher floated the questionnaire first to Sta. Maria Campus in the classroom where the respondents attended their classes, and these were simultaneously done. The retrieval of the questionnaire was personally administered by the researcher. The same strategy was applied when the questionnaire was administered to the respondents of the Tagudin Campus Graduate School.
The data were tallied, and the statistical tools were used on the data. The data were translated into empirical data.

Statistical Tools
Frequency Count and Percentage were used for the profile data.
Mean was utilized for the extent of attainment of OBE as perceived by the faculty and students
T-test for the significant difference between the faculty and students' perceptions and the significant difference in the extent of attainment of OBE between the two campuses.

Ethical Considerations

The identity of the respondents is made optional. The data obtained from them were treated with utmost confidentiality, and their responses should not be taken against them. Lastly, their involvement as primary sources of information was voluntary.

RESULTS AND DISCUSSION

Table 2: Extent of Attainment of Outcomes-Based Education in Advanced Higher Education as Perceived by the Faculty and Students along Relevance of the Intended Student Outcomes

	Relevance of the Intended Student Outcomes	FACULTY Mean	DE	STUDENTS Mean	DE
1	The Program Educational Objectives(PEOs) and Program Objectives (POs) are discussed upon admission into the program	4.11	**VHA**	4.46	**VHA**
2	The Program Educational Objectives (PEOs) and Program Objectives (POs) are clear and explicit.	4.24	**VHA**	4.81	**VHA**
3	The Program Educational Objectives(PEOs) and Program Objectives (POs) are relevant and attainable	4.30	**VHA**	4.68	**VHA**
4	The Program Educational Objectives(PEOs) and Program Objectives (POs) were:				
4.1	Carefully developed based on the CHED requirement in terms of competencies that graduates of the program must possess;	4.17	**HA**	4.84	**VHA**
4.2	Based on what students and parents expect from the academic program;	4.30	**VHA**	4.65	**VHA**
4.3	Based on the industry's expectations for the graduates of the program before their employment	4.37	**VHA**	4.35	**VHA**
	OVERALL RATING	**4.25**	**VHA**	**4.63**	**VHA**

Scale	Range	Descriptive Rating
5	*4.21-5.00*	*Very Highly Attained*
4	*3.41-4.20*	*Highly Attained*

Table 3 indicates that along Relevance of the Intended Student Outcomes, item *Carefully developed based on the CHED requirement in terms of competencies graduates of the program must possess;* got the highest mean of 4.37 described as Very Highly Attained(VHA) while the perception of the students indicate that item *Based on the industry expects from the graduates of the program before their employment* has a mean of 4.84 described as Very Highly Attained(VHA). This result indicates that both faculty and students are compliant with the attainment of the relevance of the intended student outcomes.

The Commission on Higher Education (CHED) translates a mission for the Philippine Higher Education. This mission is to produce thoughtful graduates imbued with values reflective of a humanist orientation, analytical and problem-solving skills, the ability to think through ethical and social implications of a given course of action, competency to learn continuously throughout life that will enable them to live meaningfully in a complex, rapidly changing and globalized world while engaging their community and the nation's development issues and concerns. It also aims to produce graduates with high levels of academic, thinking, behavioral, and technical skills/competencies that are aligned with national academic and industry standards and needs and international standards(CMO 46,2012).

Table 3: Extent of Attainment of Outcomes-Based Education in Advanced Higher Education

as Perceived by the Faculty and Students along Relevance of the Course

	Relevance of the Course	FACULTY Mean	D.E.	STUDENTS Mean	D.E.
1	The course develops relevant subject knowledge	4.50	**VHA**	4.38	**VHA**
2	The course develops subject-related technical skills	4.70	**VHA**	4.54	**VHA**
3	The course develops teamwork skills	4.39	**VHA**	4.38	**VHA**
4	The course develops leadership skills	4.39	**VHA**	4.38	**VHA**
5	The course develops communication skills	4.41	**VHA**	4.38	**VHA**
6	The course develops a positive attitude	4.41	**VHA**	4.38	**VHA**
7	The course develops critical and problem-solving skills	4.78	**VHA**	4.38	**VHA**
	OVER-ALL RATING	**4.51**	**VHA**	**4.41**	**VHA**

Scale	Range	Descriptive Rating
5	4.21-5.00	Very Highly Attained

The result indicates that along relevance of the course, both students and faculty provided an overall rating of 4.51 and 4.41, respectively, described as *Very Highly Attained(VHA)*. The item with the highest mean of 4.78, as rated by the faculty respondents, is *The course develops critical and problem-solving skills.* From the point of view of the student respondents, the highest mean of 4.54 is on the item *The course develops subject-related technical skills.* Results further indicate that all the items along this parameter received means that are in the range of 4.21-5.00, which contributes to a descriptive rating of Very Highly attained in all the items. This is an implication of the high attainment of the objectives under the relevance of the course.

Akhmadeeva et al (2013), observed that while learning outcomes may be nominally combined into course objectives, the actual teaching and learning approaches often remain largely unchanged from conventional methods. This highlights the need for a more profound and systemic approach to curriculum redesign. Deci and Ryan (2000) argue that intrinsic motivation, which arises from a genuine interest and enjoyment in the learning process, is a powerful predictor of academic success and long-term engagement. When students perceive the content and activities of a course as relevant and meaningful, they are more likely to experience a sense of autonomy, competence, and relatedness—key elements of self-determination theory that contribute to optimal learning outcomes.

Table 4. Extent of Attainment of Outcomes-Based Education in the Advanced Higher Education as Perceived by the Faculty and Students along Course Organization and ILOs

	Course Organization and ILOs	FACULTY Mean	D.E.	STUDENTS Mean	D.E.
1	The course is implemented according to the approved curriculum	4.57	**VHA**	4.87	**VHA**
2	Intended learning outcomes are made known to the students at the start of classes	4.46	**VHA**	4.58	**VHA**
3	Intended learning outcomes are expressed concisely and clearly	4.72	**VHA**	4.70	**VHA**
4	Intended learning outcomes are relevant	4.52	**VHA**	4.53	**VHA**
5	There are no repetitions or overlaps of content in the course	4.15	**VHA**	4.42	**VHA**

6	There are no repetitions or overlaps of content within the course	4.28	**VHA**	4.39	**VHA**
	OVERALL RATING	**4.45**	**VHA**	**4.58**	**VHA**

Scale	Range	Descriptive Rating
5	4.21-5.00	Very Highly Attained
4	3.41-4.20	Highly Attained

It can be gleaned from the table that along Course Organization and Intended Learning Outcomes(ILOs), both faculty and students manifest a high regard for its attainment as reflected by its overall means with 4.25 as rated by faculty and 4.58 as rated by students, respectively described as *Very Highly Attained.* Taken singly, it manifests that item *Intended learning outcomes are expressed concisely and clearly,* as rated by faculty received a mean of 4.72, while item *The course is implemented according to the approved curriculum,* as rated by students received a mean of 4.87 both of which imply a *Very Highly Attained* description. The result indicates a high level of attainment on the indicated parameters. This result may be attributed to the fact that course organization and clearly defined learning outcomes play pivotal roles in the attainment of Outcomes-Based Education (OBE) by providing clarity, coherence, and direction to the teaching and learning process. Scholars and educators have emphasized the importance of structured course design and well-articulated learning outcomes in fostering meaningful learning experiences and facilitating the achievement of educational objectives.

One key aspect of outcomes-based education is its focus on clearly defined learning outcomes that reflect the knowledge, skills, and competencies students are expected to acquire. As highlighted by Wiggins and McTighe (2005), learning outcomes should be relevant to students' lives, interests, and future aspirations. When students perceive the content and objectives of a course as relevant to their personal and professional goals, they are more likely to actively engage with the material, invest effort in their learning, and demonstrate higher levels of achievement.

Table 5.Extent of Attainment of Outcomes-Based Education in Advanced Higher Education as Perceived by the Faculty and Students along Teachers and TLAs

	Teachers and TLAs	FACULTY		STUDENTS	
		Mean	**D.E.**	**Mean**	**D.E.**
1	TLA, such as practical, educational tour etc are useful and relevant	4.30	VHA	4.60	VHA
2	TLAs such as journal reading, research work, projects, etc are useful and relevant	4.33	VHA	4.66	VHA
3	The TLAs within a course are sequenced in a logical order	4.15	HA	4.60	VHA
4	Team teaching is done as applicable	4.07	HA	4.49	VHA
5	The teachers motivate the students to learn	4.02	HA	4.80	VHA
6	The teachers provide adequate opportunities for collaborative learning	4.37	VHA	4.68	VHA
7	The teachers provide adequate opportunities for independent learning	4.35	VHA	4.50	VHA
	OVERALL RATING	**4.23**	VHA	**4.62**	VHA

Scale	Range	Descriptive Rating
5	4.21-5.00	Very Highly Attained

| 4 | 3.41-4.20 | Highly Attained |

The table indicates the perception of the faculty and students, along with Teachers and Teaching Learning Activities(TLAs). The highest mean rating of 4.37 is on the item *The teachers provide adequate opportunities for collaborative learning* as perceived by student respondents while the item *The teachers motivate the students to learn* has a mean of 4.80, rated by the teacher respondents, described as *Very Highly Attained*. Overall, the attainment of Outcomes-Based Education along TLAs as perceived by the two groups of respondents is *Very Highly Attained* with means of 4.23 and 4.62, respectively. This result implies that this parameter is highly observed in classroom interaction. Contributing to this result is the awareness of the teacher that, in the outcomes-based education (OBE)framework, teaching-learning activities are vital because they allow students to interact with the course material, gain necessary skills, and meet learning objectives. The significance of teaching-learning activities in generating meaningful student involvement, critical thinking, and active learning has been highlighted by scholars and educators.

Teaching-learning activities promote the development of essential skills and competencies that are central to outcomes-based education. Mayer (2004) underscores that active learning experiences enable students to develop higher-order cognitive skills such as problem-solving, critical thinking, and information processing. By engaging in collaborative projects, debates, and reflective exercises, students learn to analyze complex issues, evaluate evidence, and communicate their ideas effectively—skills that are essential for success in today's knowledge-driven economy.

Table 6.Extent of Attainment of Outcomes-Based Education in the Advanced Higher Education as Perceived by the Faculty and Students along Assessment

	ITEMS	FACULTY		STUDENTS	
		Mean	D.E.	Mean	D.E.
1	Assessment methods used are informed at the beginning of the course	4.24	VHA	4.52	VHA
2	Assessments cover all the main topics taught in the course	4.67	VHA	4.58	VHA
3	The number of assessments over a semester is appropriate	4.35	VHA	4.74	VHA
4	Allocation of marks/grades among assessments is necessary	4.63	VHA	4.66	VHA
	OVERALL RATING	**4.47**	VHA	**4.63**	**VHA**

Scale	Range	Descriptive Rating
5	4.21-5.00	*Very Highly Attained*
4	3.41-4.20	*Highly Attained*

The table indicates that the item *Assessments cover all the main topics taught in the course* has a highest mean of 4.67 as perceived by student respondents described as *Very Highly Attained* while the item *The number of assessments over a semester are appropriate* with a mean of 4.74 as perceived by the faculty respondents described as *Very Highly Attained* with an overall rating of 4.47 and 4.63 respectively. The result is an implication of a manifestation of the importance of assessment in the attainment of Outcomes-Based Education on this parameter, as assessment guarantees that educational activities and planned learning goals are aligned, guides instructional methods, and offers insightful feedback on student progress.

According to Black and Wiliam (1998), assessment provides evidence of what students know, understand, and can do, allowing educators to measure the extent to which learning objectives have been met. By aligning assessments with intended learning outcomes, educators can ensure that

evaluation criteria are transparent and fair, enabling students to demonstrate their understanding and proficiency effectively.

Assessment serves as a diagnostic tool for identifying student strengths, weaknesses, and learning needs. Through a variety of assessment methods, including quizzes, tests, projects, and portfolios, educators gain valuable insights into students' cognitive processes, problem-solving strategies, and misconceptions Gibbs & Simpson (2004) indicate that assessment should be meaningful and supportive of students' learning experiences. This requires a shift towards assessment practices that measure achievement and encourage learning and skill development.

Table 7. Extent of Attainment of Outcomes-Based Education in Advanced Higher Education as Perceived by the Faculty and Students along Instructional Processes

	ITEMS	FACULTY		STUDENTS	
		Mean	D.E.	Mean	D.E.
1	Teaching and learning activities appropriate to the course	4.43	VHA	4.63	VHA
2	The instructional process is highly student-centered.	4.39	VHA	4.60	VHA
3	The learning activities across courses were appropriately sequenced	4.33	VHA	4.58	VHA
4	Opportunities for collaborative learning are provided to students	4.13	HA	4.60	VHA
5	Provisions for independent learning are incorporated into the instructional process.	4.54	VHA	4.44	VHA
6	Opportunities for practical application of work skills are adequate.	3.93	VHA	4.59	VHA
	OVERALL RATING	**4.29**	VHA	**4.57**	VHA

Scale   Range   Descriptive Rating
5   4.21-5.00   Very Highly Attained
4   3.41-4.20   Highly Attained

The item *Provisions for independent learning are incorporated into the instructional process* with a mean of 4.54 as perceived by student respondents, while the item *Teaching and learning activities appropriate to the course* got a mean of 4.63 as perceived by faculty along instructional processes. Overall, it received means of 4.29 and 4.57, respectively, described as *Very Highly Attained.* The result manifests that in the attainment of outcomes-based education (OBE), it is heavily dependent on instructional procedures since they mold students' learning experiences, make it easier for them to acquire knowledge and skills, and help them reach the intended learning objectives.

Instructional processes serve as vehicles for delivering content, presenting information, and guiding student learning. As emphasized by Marzano (2007), effective instructional strategies engage students in meaningful learning activities, stimulate their curiosity, and provide opportunities for active exploration and discovery. By incorporating a variety of instructional methods, including direct instruction, cooperative learning, and problem-based learning, educators can accommodate diverse learning styles and preferences, making learning accessible and engaging for all students.

Table 8. Extent of Attainment of Outcomes-Based Education in the Advanced Higher Education as Perceived by the Faculty and Students along with Instructional Support

	ITEMS	FACULTY		STUDENTS	
		Mean	D.E.	Mean	D.E.
1	Available facilities in the classroom are satisfactory	4.17	HA	4.32	VHA

2	Learning resources in the library are adequate	3.72	HA	4.38	VHA
3	Laboratory facilities are present	3.80	HA	4.20	HA
4	Access to computer facilities is sufficient	3.59	HA	4.03	HA
5	There is sufficient access to the internet and an electronic database	3.41	HA	3.98	HA
6	Availability of facilities for recreation is adequate	3.76	HA	4.24	VHA
	OVERALL RATING	**3.74**	**HA**	**4.19**	**HA**

Scale	Range	Descriptive Rating
5	4.21-5.00	Very Highly Attained
4	3.41-4.20	Highly Attained

Along with instructional support, it can be noted that item *Available facilities in the classroom are satisfactory* received a mean of 4.17, described as Highly Attained as perceived by the student respondents, while item *Learning resources in the library are adequate registered* a mean of 4.38, described as Very Highly Attained as perceived by faculty respondents. Overall, it registered a result of Highly Attained with means of 3.74 and 419, respectively. The result is a manifestation of recognizing that instructional processes are required in the implementation of outcomes-based education (OBE) because it gives teachers the tools, direction, and professional development they need to successfully apply OBE principles and promote student achievement.

Through instructional support, teachers are better equipped to create and execute engaging lesson plans that encourage critical thinking, problem-solving, and student involvement. The study of Regan (2016) proves that access to electronic library resources, in particular, is significantly correlated with student academic outcomes—far more than mere physical borrowing of books. This underscores how digital and physical learning resources elevate educational attainment, aligning with OBE's emphasis on outcome-driven learning environments

Table 9. Extent of Attainment of Outcomes-Based Education in the Advanced Higher Education as Perceived by the Faculty and Students along Counselling

	ITEMS	FACULTY		STUDENTS	
		Mean	D.E.	Mean	D.E.
1	The teachers are available for consultation whenever needed	4.20	HA	4.63	VHA
2	Academic counselling is available when needed	4.41	VHA	4.52	VHA
3	Counselling on non-academic matters is available when needed.	4.43	VHA	4.47	VHA
	OVERALL RATING	**4.35**	**VHA**	**4.54**	**VHA**

Scale	Range	Descriptive Rating
5	4.21-5.00	Very Highly Attained

Along with counseling, the results provide a comparison of the perceptions of the two groups of respondents who rated the item. *The teachers are available for consultation whenever needed,* with means of 4.20 as *Highly Attained* and 4.63 described as *Very Highly Attained by the* faculty respondents. Overall, it registered a *Very Highly Attained* description with means of 4.35 and 4.54, respectively. This result indicates the acknowledgement that counseling is essential because it helps students with their socioemotional needs, supports their holistic development, and creates a positive learning environment in the attainment of Outcomes-Based Education. The result further implies that students value and need teachers' guidance as they pursue their academic journey in advanced higher education.

Counseling equips students with the coping mechanisms, direction, and emotional support they need to successfully negotiate the ups and downs of their academic journey. As highlighted by Dahir and Stone (2012), school counselors play a vital role in helping students develop resilience, self-awareness, and interpersonal skills, enabling them to manage stress, build healthy relationships, and make informed decisions. By addressing the socio-emotional needs of students, counseling fosters a positive school climate and creates a safe and supportive learning environment conducive to academic success.

Table 10. Summary of the Extent of Attainment of Outcomes-Based Education in the Advanced Higher Education as Perceived by the Faculty and Students

	ITEMS	FACULTY		STUDENTS	
		Mean	D.E.	Mean	D.E.
a	Relevance of the Intended Student Outcomes,	4.25	VHA	4.63	VHA
b	Relevance of the Course,	4.51	VHA	4.41	VHA
c	Course organization and ILOs,	4.45	VHA	4.58	VHA
d	Teachers and TLAs,	4.23	VHA	4.62	VHA
e	Assessment,	4.47	VHA	4.63	VHA
f	Instructional Processes,	4.29	VHA	4.57	VHA
g	Instructional Support	3.74	HA	4.19	VHA
h	Counselling	4.35	VHA	4.54	VHA
	OVERALL RATING	**4.29**	VHA	**4.52**	VHA

Scale	Range	Descriptive Rating
5	4.21-5.00	Very Highly Attained
4	3.41-4.20	Highly Attained

The table presents the summary of the attainment of Outcomes Based education on the parameters considered in this study namely Relevance of the Intended Student Outcomes, Relevance of the Course, Course organization and ILOs, Teachers and TLAs, Assessment, Instructional Processes, Instructional Support and Counselling, Result provides that as perceived by students, both *Relevance of the Intended Student Outcomes* and *Assessment* received the highest means of 4.63 described as *Very Highly Attained* while the faculty rated the item *Relevance of the Course* as the highest with a mean of 4.51 followed by the item *Assessment* with a mean of 4.47 described as *Very Highly Attained*. The lowest item that received the lowest rating is *Instructional Support* with 3.74 as perceived by the faculty, and it was also rated the lowest by the students with a mean of 4.19, described as *Highly Attained* and *Very Highly Attained,* respectively. The result implies the recognition of instructional support as a very important factor in the attainment of outcomes-based education. The provision of the necessary resources, guidance, and assistance to predefined learning objectives.

Instructional support encompasses infrastructure, resources, professional development, and leadership—all of which crucially impact the successful implementation of OBE. In recent Philippine research, instructional support and positive organizational culture were shown to greatly enhance teacher productivity and, by extension, potential student success. Teachers reported strong support in resource availability and leadership, which improved efficacy (Madulara et al., 2025).

Relative to this result, Yager (2006) noted that instructional support encompasses various strategies, materials, and interventions designed to facilitate student learning and promote the acquisition of essential skills and knowledge. In an OBE framework, where the focus is on measurable outcomes and competency-based learning, effective instructional support ensures that learners receive the appropriate scaffolding and assistance tailored to their individual needs, thereby maximizing their chances of success.

In essence, instructional support serves as a guiding force in the OBE process, facilitating the alignment between instructional activities and desired learning outcomes. Without adequate support mechanisms in place, learners may struggle to attain the intended competencies and objectives outlined in the curriculum. Therefore, educators must prioritize instructional support to empower learners and enhance their ability to achieve success in an outcomes-based educational system.

Table 11.Significant Difference between the Perceptions of the Student and Faculty on the Attainment of OBE

Description	Respondents		Mean		Mean Difference	t-test	Significance
	Students	Faculty	Students	Faculty			
Relevance of the Intended Student Outcomes	310	46	4.6039	4.2507	.35325	5.495	.000**
Relevance of the Course	310	46	4.7728	4.5139	.25893	3.841	.000**
Course organization and ILOs	310	46	4.5810	4.4498	.13119	1.936	.054
Teachers and TLAs	310	46	4.6186	4.2259	.39274	4.797	.000**
Assessment	310	46	4.6250	4.4728	.15217	1.859	.064
Instructional Processes	310	46	4.5732	4.2948	.27841	3.372	.001**
Instructional Support	310	46	4.1924	3.7417	.45062	3.763	.000**
Counselling	310	46	4.5407	4.3485	.19223	2.105	.036*

** Significant @.01 level
* Significant @.05 level

The table indicates a significant difference between the perception of the student respondents and the faculty respondents. The results display that at a .05 significance level, the students registered a higher perception of *Relevance of the Intended Student Outcomes, Relevance of the Course, Course Organization and ILOs, Instructional Processes, Instructional Support, and Counselling* than the faculty respondents. Only *Assessment* bears no significant difference, meaning both have equal ratings on the said parameter. The result of this significant difference implies that student respondents show higher regard for the attainment of the parameters mentioned above of Outcomes-Based Education. It further implies that there exists a significant difference between the perceptions of the students and faculty respondents on the attainment of Outcomes-Based Education.

A study in German secondary schools by Wisniewski et al. (2022) found only **low to** moderate correlations (r = .35–.50) between teachers' self-perceptions and students' perceptions of instructional quality. This suggests discrepancies in how teaching effectiveness is viewed, supporting your findings that faculty and students diverge in their assessment of OBE elements such as instructional processes and support.

This result further indicates a positive attainment of Outcomes-Based Education as assessed by the students who are the ultimate recipients of the services provided by the Ilocos Sur Polytechnic State College Graduate School.

Table 12. Significant Difference between the Two Campuses in the Extent of Attainment of Outcomes-Based Education

Description	Campus	Mean	Mean Difference	t-test	Significance

	Sta. Maria	Tagudin	Sta. Maria	Tagudin			
Relevance of the Intended Student Outcomes	200	156	4.5726	4.5399	.03261	.721	.471
Relevance of the Course	200	156	4.7777	4.6903	.08733	1.877	.060
Course organization and ILOs	200	156	4.5919	4.5272	.06472	1.409	.160
Teachers and TLAs	200	156	4.5558	4.5833	-.02753	-.482	.630
Assessment	200	156	4.6375	4.5641	.07340	1.323	.187
Instructional Processes	200	156	4.5541	4.5253	.02879	.510	.610
Instructional Support	200	156	4.1210	4.1510	-.02996	-.363	.717
Counselling	200	156	4.5501	4.4719	.07823	1.262	.208

** Significant @.01 level

* Significant @.05 level

Table 15 provides the results of the significant difference in the attainment of Outcomes-Based Education between the two campuses that offer graduate education, Sta. Maria Campus and Tagudin Campus, respectively. The result indicates that there is no significant difference between the perceptions of the respondents of the two campuses on the attainment of Outcomes-Based Education on the dimensions considered in the study. This implies that Sta Maria and Tagudin campuses respondents' evaluation on the attainment of the *Relevance of the Intended Student Outcomes, Relevance of the Course, Course Organization, and ILOs, Teachers' and TLA's, Assessment, Instructional Processes, Instructional Support, and Counselling* does not show wide disparity. These obtained results, along with differences, can be attributed to the fact that both campuses are guided by their Manual of operation, practices, provisions, and most importantly, coordination.

ISPSC is one among HEIs whose mandate is to fully implement OBE and it is ultimately guided by these stipulations:

CHED is committed to developing competency-based learning standards that comply with existing international standards when applicable (e.g., outcomes-based education for fields like engineering and maritime education) to achieve quality and enable more effective integration of the intellectual discipline, ethos, and values associated with liberal education. CHED defines outcomes-based education (OBE) as an approach that focuses and organizes the educational system around what is essential for all learners to know, value, and be able to do to achieve a desired level of competence. OBE is "open to incorporating discipline-based learning areas that currently structure HEI curricula. For the HEIs, this means describing the attributes of their ideal graduates based on their visions and missions as part of their institutional goals or outcomes, and using these as bases for developing specific program outcomes (CHED Handbook on Typology, OBE, and ISA).

Table 13. Summary of the Attainment of Outcomes-Based Education in the Advanced Higher Education as Perceived by the Faculty and Students

	ITEMS	FACULTY		STUDENTS	
		Mean	D.E.	Mean	D.E.
a	Relevance of the Intended Student Outcomes,	4.25	FA	4.63	FA
b	Relevance of the Course,	4.51	FA	4.41	FA
c	Course organization and ILOs,	4.45	FA	4.58	FA
d	Teachers and TLAs,	4.23	FA	4.62	FA
e	Assessment,	4.47	FA	4.63	FA
f	Instructional Processes,	4.29	FA	4.57	FA
g	Instructional Support	**3.74**	FA	4.19	FA
h	Counselling	4.35	FA	4.54	FA
	OVERALL RATING	**4.29**	**FA**	**4.52**	**FA**

Range	Descriptive Rating	Over all Descriptive Rating
3.41-5.00	Fully Attained	**FA**
1.00-3.40	Least Attained	**LA**

.

Among the parameters, ***Instructional Support*** received the lowest mean of 3.74 as perceived by the faculty, and it is described as *Fully Attained.*This result implies that students' assessment of the instructional support provided by the Graduate School does not indicate high satisfaction rating. Nevertheless, their *fully attained* rating could be attributed to the fact that instructional materials like reference books, journals, projectors, and televisions, among others, are present. The presence of this instructional support primarily provides convenience for the teaching and learning process.

Relative to this result, Siman et al. (2023) assessed the instructional support for students in 21st-century classrooms in public schools and the teachers' instructional support across materials and resources, technology integration, differentiated instruction, and multimodal instruction. Results indicate that despite various perceived concerns, such as inadequate instructional materials, planning time, and challenges with technology integration, a high level of instructional support provided by the teachers resulted in commendable student performance.

On the other hand, Damit et al (2021) noted that inadequate resources often result in students being unable to effectively engage with the material, leading to suboptimal learning experiences. This observation is particularly pertinent in practical or laboratory-based courses where equipment shortages can significantly hinder hands-on learning opportunities. The challenge extends beyond the mere availability of resources to encompass the need for materials that actively support the achievement of specified learning outcomes.

Outcomes-Based Education Improvement Plan
Rationale
Outcomes-based education (OBE) is a pedagogical approach that focuses on defining specific, measurable outcomes that students should achieve by the end of a learning period. This method emphasizes the mastery of knowledge and skills rather than mere completion of coursework. The importance of OBE lies in its ability to align educational goals with real-world expectations and to promote student-centered learning, critical thinking, and accountability.

Authors such as Spady (1994) have highlighted the significance of outcomes-based education in enhancing the quality and relevance of education. Spady emphasizes that OBE shifts the focus from teaching to learning, ensuring that educational efforts are directed towards achieving desired outcomes. By clearly defining what students are expected to know and be able to do, educators can design curriculum and instruction that effectively support the attainment of these outcomes.

As this study looked into the attainment of Outcomes Based Education in the Advanced Higher Education as assessed by the faculty and the students, results foster a very high attainment of OBE in

the ISPSC Graduate School Sta. Maria and Tagudin Campuses. Though the parameters considered in this study, like Relevance of the Intended Student Outcomes, Relevance of the Course, Course organization and ILOs, Teachers and TLAs, Assessment, Instructional Processes, and Counselling, were all highly attained as assessed by the two groups of respondents, *Instructional Support* received the lowest rating.

It is from this result that an Outcomes-Based Education Improvement Plan is crafted for the enhancement of the attainment of this particular parameter to reconcile with the purpose of outcomes-based education in promoting student success, improving the quality of education, and meeting the needs of diverse learners in today's society.

OBJECTIVES

The very purpose of this OBE Improvement Plan is to enhance the attainment of the instructional support being catered to the learners to fortify the implementation of OBE in the Advanced Higher Education.

❖ To sustain the classrooms and laboratory facilities

❖ To enhance the teachers' knowledge of the significance of Instructional Support in the attainment of Outcomes-Based Education

❖ To provide adequate learning resources

❖ To establish sufficient internet and electronic database

❖ To promote a meaningful graduate student life by ensuring the adequacy of recreation facilities

KEY RESULT AREA/S	OBJECTIVES	STRATEGIES	TIME FRAME	BUDGET	PERSONS INVOLVED	EXPECTED OUTCOMES
INSTRUCTIONAL SUPPORT	**To sustain classroom and laboratory facilities**	Conduct a weekly monitoring and accounting schedule of the classroom and laboratory facilities Establish a clean and green drive-through partnership with the GSO	Year round Year round	10,000 5,000	Dean, faculty, and Graduate School students and GSO officers Dean, faculty, and Graduate Students	Functional classroom and laboratory facilities
	To enhance the teachers' knowledge of the significance of instructional support to the attainment of OBE	Conduct a seminar workshop on the significance of Instructional Support in the attainment of OBE	October 2025	15,000	Dean, faculty, and Graduate School students	Attained OBE

	To provide adequate learning resources	To allocate the budget for books and journals in the PPMP of the Graduate School	Third quarter	200,000	Dean, Graduate School faculty and administration	Adequate learning resources
	To establish sufficient internet and an electronic database	To allocate connectivity subscription and electronic database subscription	Third quarter	100,000	Dean Graduate School faculty and Administration	Efficient connectivity and sufficient electronic database subscription
	To promote a meaningful graduate student life by ensuring the adequacy of recreation facilities	To allocate the budget for putting up a recreation structure	Fourth quarter	100000	Dean of Graduate School, faculty, and Administration	Adequate recreation facilities

Conclusions

The findings indicate that students and faculty from Sta. Maria and Tagudin campuses perceive a very high level of attainment of Outcomes-Based Education (OBE) across all parameters, reflecting overall satisfaction, appreciation, and high regard for the OBE implementation in the Graduate School. While there is no significant difference in perceptions between the two campuses, highlighting a consistent and unified assessment of OBE attainment, a notable divergence exists between the perceptions of students and faculty—particularly in areas such as the relevance of intended outcomes, course content, teaching-learning activities (TLAs), instructional processes, support, and counseling. This disparity suggests that students report greater satisfaction with the attainment of OBE compared to faculty. Moreover, although all OBE dimensions were assessed as fully attained, the dimension of instructional support received the lowest mean, signaling a critical area for enhancement and serving as significant data for the development of a targeted OBE Improvement Plan.

Recommendations

In light of the full implementation of Outcomes-Based Education (OBE) in Advanced Higher Education, it is recommended that students be encouraged to engage in reflective thinking to better understand and internalize the benefits of OBE in shaping their academic, professional, and personal growth. To ensure the sustainability and continuous improvement of OBE, administrators and faculty are urged to regularly evaluate and enhance institutional services, instructional practices, and learning support systems. Specifically, the faculty should develop and implement strategic interventions to strengthen counseling services, recognizing its comparatively lower rating among students. These efforts will not only bridge gaps in student support but also promote a more holistic and student-centered learning environment aligned with the core principles of OBE.

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