STATUS OF IMPLEMENTATION AND USEFULNESS OF OUTCOMES – BASED EDUCATION FOR CUSTOMS ADMINISTRATION STUDENTS OF LPU – BATANGAS

Lyceum of the Philippines University – Batangas
macatangayangie@yahoo.com.ph

Abstract

To be able to cope up with the international standards of foreign universities and colleges, higher education in the Philippines are seeking new ways of designing education to improve the existing educational system as well as to prepare learners in facing the challenges of the 21st century. This brings about the shift from the traditional content based education toward Outcomes-based education (OBE). The study aimed to determine the status of implementation in terms of practices and environment as well as its usefulness in terms of academics, attitudes and instructions of OBE for Customs Administration Students of Lyceum of the Philippines University – Batangas (LPU-B). Significant relationship was also tested between the extent of implementation and the level of usefulness of OBE and; and an action plan to address the identified concerns in the implementation of OBE was proposed. This research study provides the LPU-B management where the teaching and non-teaching staffs are presently employed an in-depth understanding of schools further improvement and development. This serves equal importance to the professors of Business Administration for they will be more aware on the effects of OBE in regards to student’s self-expression. This also provided insights, especially with customs students of how OBE learning will help them in their future careers.

This study made use of the descriptive method of research wherein the quantitative data were gathered using a survey questionnaire to determine the level of usefulness of OBE and the extent of its implementation at LPU – B as well as the significant relationship between the two. The principal instrument used to gather data was the modified questionnaire based from the previous researches related to the study entitled Status of Implementation and Usefulness of Outcomes-Based Education in the Engineering Department of an Asian University by Borsoto, Laguador et al (2014). The results were evaluated using statistical tools such as Weighted Mean and Pearson Product Moment Correlation Coefficient.

Based on the results, Outcomes-based Education is implemented in both aspects of practices and environment as perceived by customs administration students. Respondents assessed that Outcomes-based Education as very useful in terms of academics, attitudes and instructions and the level of usefulness of outcomes-based education is related to its level of implementation to customs administration students.

The researchers recommended that the college may have a continuous and sustainable monitoring of the implementation of OBE through the use of data base system and improve the monitoring system of the implementation of OBE through seminars and additional assessment examination and the customs curriculum must always be updated with the current trends and needs of the industry to prepare the graduates and demonstrate the core competencies expected of them in the workplace.
Key Words

OBE; Implementation; Usefulness; Customs Administration; Education

Introduction

Education is designed to provide learning and knowledge and to enhance the skills and abilities of every student in order to bring competence and guide them with positive attitudes and values. Quality education is considered as an important factor to produce globally competitive professionals in order to build a strong nation and to bring out the best way to get along with global competition (Biggs and Tang, 2010). In trying to strengthen the quality assurance system in Philippine higher education, institutions of higher learning were mandated to upgrade higher education curricular offerings to international standards (Valdez, 2012).

There is a growing worldwide concern among the stakeholders of education that the present educational system does not prepare students adequately for life and work in the 21st century (ncrel.org). In order to remain responsive to these challenges, Higher Education Institutions (HEIs) need to continuously assess correctly the organization’s strategic needs and ever-evolving business process requirements in terms of core, operational and management competencies. This has prompted many educators across the globe to explore new ways of designing education including a review of the curriculum, the instructional processes and the methods of assessment in order to cope up with international standards (Laurel, 2012).

This brings about the shift from the traditional content based education toward outcomes based education. Outcomes-based education is an approach to education as well as a type of learning process wherein decisions about the curriculum are driven by the exit learning outcomes that the students should display at the end of the course (Caguitala, et. al. 2013).

To be able to cope up with the international standards of foreign universities and colleges, higher education in the Philippines are seeking new ways of designing education to improve the existing educational system of the country as well as to prepare students in facing the challenges of the 21st century. OBE responds to the needs of stakeholders—industry, alumni, faculty and even students (Lahoz, 2013).

In Lyceum of the Philippines University - Batangas, OBE implementation started in AY 2011-2012 through careful review and revision of syllabi and curricula. The University like many other universities in Asia deals with rapid and continuous challenges brought about by technological advancements and global demands. Javier (2012) stated that as an educational institution, it has to deliver the products and services necessary to achieve the outcome it intends to produce. More so, Laurel (2012) added that OBE is a new trend in education; therefore, all good institutions abroad are doing it. He mentioned that there is no excellent school without OBE. With OBE, administrations and faculty members can work closely with students. Soon, all institutions in the country will be implementing OBE (Caguimbal, 2013).

Thus, the researchers have conducted this study. Awareness about this wide implementation of OBE greatly affects the researchers being student of this University. Therefore, this study will help the customs administration students of LPU-B to adequately prepare them to be competent and knowledgeable for best career opportunities. Since LPU-B is implementing
OBE, it is very essential to go in depth into the level of usefulness of OBE. Lastly, the researchers believe that conducting this research will greatly enhance the richness of learning and discovering.

Objectives of the Study

The study aims to determine the status of implementation and usefulness of Outcomes-based Education (OBE) among Customs Students of LPU – Batangas.

Specifically, the researchers seek to assess the status of implementation of OBE in LPU as perceived by customs administration students in terms of practices and environment; determine the level of usefulness of OBE in terms of academics, attitudes and instructions; test the significant relationship between the extent of implementation and the level of usefulness of OBE in Customs Administration and; propose an action plan to address the identified concerns in the implementation of OBE.

Literature Review

The move towards mass higher education is inseparably connected to the modern knowledge society. There is an increasing demand for higher education qualifications in most segments of the labor market, and a rising demand that students should develop transferable or generic skills in addition to subject-specific qualifications (Aamodt, 2008). Higher education, being one of the most important sectors in our community, is facing new demands to account for its contributions. Today, broader set of criteria and indicators should be developed in order to sustain quality.

Concerns that the education system cannot adequately prepare students for life and work in the 21st Century have prompted people across the country to explore new ways of designing education. It is mentioned in Education Commission of the State that the shift toward outcome-based education is analogous to the total quality movement in business and manufacturing (americandecdeption.com).

Outcomes-Based Standards in Philippine Higher Education

About 1,250 institutions provide higher education in the Philippines: 98 state universities and colleges (SUC’s); 105 Commission on Higher Education (CHED) supervised institutions; 35 local universities and colleges; 14 other government schools; 1,030 core of the entire Philippine education system. It is responsible for development of high level professions that could provide leadership for the nation (Albay et. al, 2013).

CHED strongly advocates a shift from a teaching- or instruction-centered paradigm in higher education to one that is learner- or student-centered, within a lifelong learning framework. A learner- or student-centered paradigm in higher education entails a shift from a more input-oriented curricular design based on the description of course content, to outcomes-based education in which the course content is developed in terms of learning outcomes. In this paradigm, students are made aware of what they ought to know, understand and be able to do after completing a unit of study. Teaching and assessment are subsequently geared towards the acquisition of appropriate knowledge and skills and the building of student competencies. In a student-centered, outcomes-based approach to education, the development of these learning competencies is the expected outcome of higher education programs (CHED, CMO No. 46, s. 2012).
OBE has various interpretations. There are, for instance, at least two different curriculum frameworks associated with the term – the “strong OBE” and the “weak OBE”. The strong OBE is designed to cover the total system and is organized around the achievement of authentic outcomes that will enable students to fulfill the complex life roles they will ultimately assume as adults. Although CHED recognizes the importance of the complex roles students will perform in the future, these roles are not made to function as the organizing theme of the Philippine higher education program curriculums. CHED subscribes to a more eclectic approach that resonates with a weak OBE, which is mixing OBE with other curriculum approaches and is open to incorporating discipline-based learning areas that currently structure HEI curriculums (CHED, CMO No. 46, s. 2012).

Killen, in his book entitled Effective Teaching Strategies: Lessons from Research and Practice (5th edition, 2009) defines two basic types of outcomes from any educational system. The first type includes performance indicators such as completion or graduation rates, licensure examination results, post-course employment rates, etc. The second type is less tangible and is usually expressed in terms of what students or graduates know, are able to do, or are like as a result of their education. It is this second type of outcomes that is normally implied when OBE is being discussed and that will contribute to success of employability.

In the study of Hader (2011), entitled “William G. Spady, Agent of Change: An Oral History” he included how Spady developed four key principles of OBE, which are as follows: Ensure clarity of focus on outcomes of significance. The ultimate goal of curriculum design and instruction is the outcome. Schools work to carefully align curriculum, instruction, assessment and credentialing with the criteria and processes of the intended outcomes; design down from ultimate outcomes; emphasizing high expectations for all to succeed. OBE produces outcomes that serve as high level of challenge for students, and all are expected to accomplish them at high performance levels and; provide expanded opportunity and support for learning success. Time should be used as a flexible resource rather than a predefined absolute in both instructional design and delivery to better match differences in student learning rates and aptitudes. Educators should deliberately allow students more than one uniform routine chance to receive needed instruction and to demonstrate their learning successfully.

According to Sze San (2008), experts say traditional education primarily focuses on the resources that are available to the students which are called inputs. The proponents of the new paradigm say that Outcomes-based Education (OBE) is a performance based approach to creating, implementing and evaluating the curriculum. It is student centered and focuses on student performance. Program specifications define the students in terms of what they can do at the end of a program or a particular level of study. It emphasizes setting clear standards for observable measurable outcomes. CHED strongly advocates this shift from a teaching- or instruction-centered paradigm in higher education to one that is learner- or student-centered, within a lifelong learning framework. A learner- or student-centered paradigm in higher education entails a shift from a more input-oriented curricular design based on the description of course content, to outcomes-based education in which the course content is developed in terms of learning outcomes. In this paradigm, students are made aware of what they ought to know, understand and be able to do after completing a unit of study.

Christison and Murray (2014), included Spady’s definition of outcome as the peak of learning; it is what the student should achieve at the end of a course. Outcomes may include a range of skills and knowledge which contributes a lot to employability. Learning outcomes
resulted to a broader set of expectations about what students should acquire from their studies. This will affect not only teaching in higher education, but also the assessment of students learning.

In essence, Outcomes-based education is primarily concerned with program output, what graduates can do (career opportunities) while traditional content based education is focused on the program inputs (what students are taught and how much). Spady further states that outcomes-based education is designed so that all students are equipped with the knowledge, skills and qualities needed to be successful after they exit the educational system which is the career opportunities (Hader, 2011). In the study conducted by Roa et. al. (2010), it has been proven that intellectual skills contribute to employability; specifically, the ability to generate new idea and to discover rules and principles. In this system, students can excel with their own interest and acquire knowledge in different ways in no particular time.

Dr. William Spady, the father of OBE, proposed three basic assumptions in his book “OBE Paradigm”; these are: all learners can learn and succeed; success breeds success and teaching institutions control the conditions of success (Hader, 2011). In OBE, what students should learn must be identified first, followed by how they are going to learn these. The assessment of teaching strategies will be dependent on the desired learning outcomes unlike in the traditional planning, the lessons that should be learned will be identified first and from these lessons the outcomes will be identified (Acharya, 2014).

![Three Circle Outcome Model](image)

**Figure 1 the Three Circle Outcome Model**

Davis, Harden and Crosby’s three circle outcome model were represented in the study of Castillo in 2014. The inner circle represents tasks done by the professional: doing the right thing. The middle circle represents the approach taken to the tasks; it emphasizes the necessity for knowing not only what to do but why and how to do it: doing the thing right. The outer circle represents the personal attributes and professionalism: the right person doing it.

HEIs are expected to educate students in their chosen discipline and to prepare them for employment or practice of profession. Revisions made to the curriculum to align with OBE will help the graduates meet the required skills in fast changing and global standards workforce needs (Bay, 2013). While employers sometimes complain that HEIs fail to produce graduates with the
skills that they require, HEIs often respond that students are not being prepared to meet the needs of any particular job or employer but rather they are equipped for a variety of employment opportunities, including self-employment. Dialogue between HEIs and employers is a possible solution for this disparity.

Furthermore, the curriculum must help the students to develop their mental ability to quickly analyze problems that they might encounter in the field of customs (Bathan, 2014).

It is important that when formulating learning outcomes for any program, course or module, the writer should take into account the transferable skills which are being developed on achievement of the learning outcome, thus aiding the employability of the students. It is also important that the views of employers should be taken into account (Turunen, 2012).

In a presentation by Armenta in 2014, he emphasized that OBE has three major learning outcomes that are very important in employability. These are knowledge, understanding, skills and attitudes.

The study by Turunen (2012), claimed that in outcomes-based approach, the curriculum is concerned with both content to be learned and the behavior to be developed. This will involve far more than merely writing a wish list of desirable outcomes.

The global trend towards defining qualifications in terms of a set of expected learning outcomes, or desirable graduate attributes, has challenged HEIs. The main and important requirements for any outcomes based qualification are clear understanding of the goals and objectives of the program, and the teaching methods or strategies that are able to support the development of the required competencies. Assessment procedures which can be the basis for monitoring whether the targets are being met or not is also important.

For HEI today, conforming to international standards is no longer an option or an aspiration; it has become an obligation. It is stated in the study conducted by Castillo (2014), that a measure of international standing of an HEI is the ability of its graduates to secure employment or to practice profession across borders. HEIs have to produce graduates with relevant competencies that respond to the global challenges and development needs.

It should be noted, however, that the achievement of few graduates is not a sufficient indicator of international standing; it is the achievement of many that matters well. It is a welcomed development that CHED had finally decided to shift to an outcomes-based higher education system, devising its own eclectic approach and not subscribing to a one-size-fits-all model of OBE. Though CHED, through PSGs, will be providing the core competencies of graduates for each higher education program, HEIs can still practice their academic freedom in formulating their programs’ learning outcomes based on their respective visions and missions.

It is therefore a must for every responsible teacher, lecturer, instructor or professor to equip himself or herself with more knowledge as regards to OBE through more readings, attendance to seminars and continuing professional education (Castillo, 2014).

Methods

Research Design

This study used descriptive method of research wherein the quantitative data were gathered using a survey questionnaire to determine the level of usefulness of OBE and the extent of its implementation at LPU – B as well as the significant relationship between the two. Descriptive type of research used systematic observation to describe a specific behavior. Descriptive researchers created very detailed records and observed many subjects but it cannot
make predictions or determine causality. It simply identifies behaviors and describes the behavior and the participants (Matus, 2009).

**Participants**

The researchers were able to obtain 62 customs administration students as respondents from total population of 292, applying simple stratified sampling. The 62 respondents are consist of 15 first year students, 15 second year students and the remaining 32 came from third year students. The respondents were chosen through random sampling.

**Instruments**

The researchers used questionnaire which is modified based from the previous researches related to the study entitled “Status of Implementation and Usefulness of Outcomes-Based Education in the Engineering Department of an Asian University” by Borsoto, Liezel et. Al. (2014). The researchers consulted their adviser in the preparation of the questionnaire, which has two parts. The first part consists of questions about the status of implementation of OBE as perceived by the Customs students in terms of practice and environment respectively. The second part consists of questions about the level of usefulness of OBE in terms of academics, attitudes and instructions respectively. The questionnaire was checked and validated by the adviser and statistician through content validation and was undergone through test – retest analysis and obtained high reliability score.

**Procedures**

The researchers selected the topic for the research proposal and presented it to the adviser for consultation.

To have sufficient data, the researchers used the basic method which is the utilization of library. Most of the time given was used for gathering relevant information from various resources such as books, published and unpublished theses. Also, with the help of the internet they gathered the information about the nature and implementation of OBE.

Then, the researchers formulated set of questions that was presented to the thesis adviser for approval of the questionnaire which was used as the main instrument to gather sufficient data and information. Before administration, the questionnaires were distributed to some customs students for validation. The researchers personally distributed the questionnaires to 62 customs students through random sampling of LPU – B with the content of the questionnaires explained to them clearly and stated that answers will be treated with confidentiality and will be used for this study only. One hundred percent retrieval rating of the accomplished questionnaires was done immediately after the distribution.

**Data Analysis**

After collecting the questionnaire, the answers were tallied, tabulated, analyzed and recorded using the statistical tool most appropriate for the study. The following statistics were used in this study:

Weighted Mean was applied to consolidate the answers of respondents to each question. Ranking was used to derive the highest and lowest points of weighted mean from the set perceptions and determinants of OBE. Composite Mean was used to get the average mean to come up with general results of students’ response for each part of the questionnaire. It was used to
determine the usefulness of OBE and the status of its implementation. Inferential statistics was used in this study such as Pearson Product Moment Correlation Coefficient. It was used to test the significant relationship between the usefulness of OBE and its extent of implementation.

Results and Discussion

Table 1.1
Status of Implementation of OBE in terms of Practices

<table>
<thead>
<tr>
<th>Indicators</th>
<th>WM</th>
<th>VI</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners know exactly what is expected from them as unit standards make it very clear what is required from them.</td>
<td>3.32</td>
<td>I</td>
<td>4</td>
</tr>
<tr>
<td>2. Well – defined assessment criteria that are clear to both teachers and learners on how assessment will take place.</td>
<td>3.35</td>
<td>I</td>
<td>1.5</td>
</tr>
<tr>
<td>3. More objective assessment and fair result of the predetermined criteria.</td>
<td>3.29</td>
<td>I</td>
<td>5</td>
</tr>
<tr>
<td>4. Provides a chance for the students to undergo remedial or other corrective actions for learning.</td>
<td>3.34</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>5. Requires the students to keep their exams and activities in portfolio for analysis.</td>
<td>3.35</td>
<td>I</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Composite Mean 3.33 I 1

Legend: 3.50 – 4.00 – Fully Implemented (FI); 3.49 – 2.50 – Implemented (I); 2.49 – 1.50 – Less Implemented (LI); 1.00 – 1.49 – Not Implemented (NI)

Table 1.1 presents the responses of customs administration students regarding the status of implementation of Outcomes-based Education in terms of Practices. The composite mean score of 3.33 signifies that OBE practices in customs administration are being implemented. It is implemented in providing well – defined assessment criteria that are clear to both teachers and learners on how assessment will take place (WM = 3.35) and in requiring the students to keep their exams and activities in portfolio for analysis (WM = 3.35) These practices obtained the highest weighted mean scores. Providing a chance for the students to undergo remedial or other corrective actions for learning (WM = 3.34) and ensuring that learners know exactly what is expected from them as unit standards make it very clear what is required from them (WM = 3.32) are also being implemented. Ensuring a more objective assessment and fair result of the predetermined criteria obtained the least weighted mean score (WM = 3.29) which is also being implemented.

It can be inferred that all five indicators of OBE implementation in terms of practices are all implemented in Customs Administration.

Professors of Customs Administration, as part of OBE requires the students to keep all the exams, activities, and assignments in a portfolio for analysis by using a student’s monitoring sheet. The customs administration students are not aware that OBE ensures a more objective assessment and fair result of predetermined criteria due to minimal orientations and seminars. OBE implementation in terms of practices are more evident in providing well – defined assessment criteria that are clear to both teachers and learners on how assessment will take place and in requiring the students to keep their exams and activities in portfolio for analysis. It clearly shows that customs students of LPU-B are practicing the requirements associated with OBE as new
learning system of the institution. Well defined assessment criteria, making it clear to both assessors and learners how assessment will take place are an utmost advantage of Outcomes-based Education (Laguador, Dotong, 2014).

According to Armenta (2014), OBE emphasizes the record keeping of students for purpose of analysis through Structure of Observed Learning Outcomes (SOLO) taxonomy – an individualized assessment procedure. Portfolios enable students to improve and focus their learning and provide them with a tool to showcase their skills. This enables students to update their work & reflect on their learning (Tubaishat et. al, 2009). This supports the result that requiring the students to keep their exams and activities in portfolio is really implemented.

Table 1.2

<table>
<thead>
<tr>
<th>Indicators</th>
<th>WM</th>
<th>VI</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greater support for OBE from all role – players due to the extensive level of consultation and stakeholder involvement.</td>
<td>3.24</td>
<td>I</td>
<td>5</td>
</tr>
<tr>
<td>2. Fosters a better integration between education at school and industry.</td>
<td>3.26</td>
<td>I</td>
<td>4</td>
</tr>
<tr>
<td>3. Provides learning environment that caters the development of students as future professionals.</td>
<td>3.35</td>
<td>I</td>
<td>2</td>
</tr>
<tr>
<td>4. Promotes values formation and character traits ideal to different employment settings.</td>
<td>3.27</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>5. OBE ensures better way of delivering instruction through appropriate teaching methodology and classroom management.</td>
<td>3.37</td>
<td>I</td>
<td>1</td>
</tr>
</tbody>
</table>

Composite Mean 3.30 I 2

Legend: 3.50 – 4.00 – Fully Implemented (FI); 3.49 – 2.50 – Implemented (I); 2.49 – 1.50 – Less Implemented (LI); 1.00 – 1.49 – Not Implemented (NI)

Table 1.2 shows the status of OBE implementation in terms of environment. The computed composite mean score of 3.30 implies that there is implementation of OBE in area of environment. Ensuring better way of delivering instruction through appropriate teaching methodology and classroom management and providing learning environment that caters the development of students as future professionals are implemented as denoted by the computed weighted mean score of 3.37 and 3.35 on rank 1 and 2, respectively.

Furthermore, promoting values formation and character traits ideal to different employment settings and fostering a better integration between education at school and industry as well as greater support for OBE from all role – players due to the extensive level of consultation and stakeholder involvement are all implemented with respective weighted mean scores of 3.27, 3.26, and 3.24 on ranks 3, 4 and 5, respectively.

Proper teaching methodology and classroom management are very important factors in the successful learning of a student. In this study, this indicator got rank number one which signifies that OBE contributes to the better way of delivering instructions to customs administration students. More so, all students aim to be future professionals. With OBE, all customs administration students are provided with learning environment that will cater their development to achieve their aims and goals.

Customs Administration’s implementation of OBE ensures better way of delivering instruction through appropriate teaching methodology and classroom management. On the other hand, students of customs administration are not fully aware about the greater support for OBE
from all role – players due to the extensive level of consultation and stakeholder involvement. The respondents also believe that OBE is capable of providing a learning environment that will help them develop their skills and promotes character formation as future professionals.

New and emerging technologies challenge the traditional process of teaching and learning and the way things are managed and controlled (Macatangay, 2013). This means that students demand high profile programs that will enhance their prospects (Laguador, Dotong, 2014).

The result of the study supported the research of Borsoto et. al. (2014) claiming that it is very important that the management will always make sure that facilities and services are always available, adequate and in good running condition to better facilitate learning between the teachers and students based on the composite mean score of 3.33 of determinants of implementation of OBE in terms of environment which signifies implemented.

The school and the classroom environment set the tone for the learning. Indeed, the environment can often make the difference between a motivated learner and a bored, reluctant learner (Aala, et. Al, 2010).

OBE’s implementation in terms of practices and environment obtained computed mean scores of 3.33 and 3.30 on rank 1 and 2 respectively. This signifies that OBE is being implemented in both aspects. However, it is more evident in practices having obtained the higher mean score. Professors who handled Customs Administration students are well equipped with knowledge on how to greater implement OBE in teaching methodologies and strategies. Implementation of OBE in terms of environment requires greater support from all role – players due to the extensive level of consultation and stakeholder involvement.

Table 2.1
Level of Usefulness of OBE in terms of Academics

<table>
<thead>
<tr>
<th>Indicators</th>
<th>WM</th>
<th>VI</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Helping the students measure their own performance in knowledge, skills and work related values through instruction.</td>
<td>3.60</td>
<td>VU</td>
<td>1</td>
</tr>
<tr>
<td>2. Promoting the responsiveness of the school activities towards the enhancement of students’ academic performance.</td>
<td>3.53</td>
<td>VU</td>
<td>2</td>
</tr>
<tr>
<td>3. Developing the study habits of the students.</td>
<td>3.50</td>
<td>VU</td>
<td>4</td>
</tr>
<tr>
<td>4. Strengthening the capabilities and skills of the students.</td>
<td>3.52</td>
<td>VU</td>
<td>3</td>
</tr>
<tr>
<td><strong>Composite Mean</strong></td>
<td><strong>3.54</strong></td>
<td><strong>VU</strong></td>
<td></td>
</tr>
</tbody>
</table>

Legend: 3.50 – 4.00 – Very Useful (VU); 3.49 – 2.50 – Useful (U); 2.49 – 1.50 – Less Useful (LU); 1.00 – 1.49 – Not Useful (NU)

Table 2.1 shows the level of Usefulness of Outcomes – based Education in academics. The composite mean score of 3.54 signifies that the OBE is considered very useful in the area of academics.

Customs administration students believe that OBE greatly helps them in measuring their performance in knowledge, skills and work related values through instruction and it promotes responsiveness of the school activities towards the enhancement of student’s academic performances. This is through assessment examinations and portfolios which are required to students. In addition, strengthening capabilities and skills of the students and developing their study habits obtained rank 3 and 4 respectively which means that the perception of purpose of OBE in student’s mind are still unclear.
Further, the study of Caguimbal, et. Al. (2013), states that one of the many advantages of OBE is, it promotes the acquisition of specific skills and competencies in a country in which there are many skills shortages. This advantage supports the result of this study.

On the other hand, first year customs administration students are still in the period of adjustment, faculty members must be considerate enough to strengthen their capabilities and skills and develop their study habits.

Table 2.2
Level of Usefulness of OBE in terms of Attitudes

<table>
<thead>
<tr>
<th>Indicators</th>
<th>WM</th>
<th>VI</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Challenging the students to become more competitive.</td>
<td>3.61</td>
<td>VU</td>
<td>1</td>
</tr>
<tr>
<td>2. Practicing a collaboration rather than competition</td>
<td>3.40</td>
<td>U</td>
<td>5</td>
</tr>
<tr>
<td>3. Creating a mind-set towards clear direction of learning.</td>
<td>3.52</td>
<td>VU</td>
<td>2</td>
</tr>
<tr>
<td>4. Motivating the students to be independent.</td>
<td>3.48</td>
<td>U</td>
<td>3</td>
</tr>
<tr>
<td>5. Helping learners to accept responsibility for learning, as they are</td>
<td>3.44</td>
<td>U</td>
<td>4</td>
</tr>
<tr>
<td>now at the center of the learning process.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Composite Mean 3.49 U

Legend: 3.50 – 4.00 – Very Useful (VU); 3.49 – 2.50 – Useful (U); 2.49 – 1.50 – Less Useful (LU); 1.00 – 1.49 – Not Useful (NU)

Table 2.2 shows the level of Usefulness of Outcomes in terms of attitudes. The composite mean score of 3.49 signifies that OBE is useful in developing attitude of customs administration students towards learning.

As reflected in the table above, OBE is very useful in challenging the students to become more competitive (WM = 3.61). It is also very useful in creating a mind-set towards a clear direction of learning (WM = 3.52). In motivating the students to be independent and helping learners to accept responsibility of learning for they are now center of learning process, OBE is also considered useful by the respondents, having gained weighted mean scores of 3.48 and 3.44, in ranks 3 and 4 respectively. OBE is also useful in practicing collaboration rather than competition obtaining computed mean of 3.40.

As seen from the table, OBE challenges the students to be more competitive having obtained rank number 1. Educators are always in quest of better, more effective and more relevant ways to educate learners. OBE aspire to transform customs administration students into well-educated graduates who are experts in their chosen professions and possess Filipino family values with qualities desired by industries that are capable of contributing to the welfare of the country and the world. OBE do not just lecture and talk, it teaches in a way that encourages students to acquire knowledge, skills and values through their own activities.

OBE aims to facilitate desired changes within the learners, by increasing knowledge, developing skills and positively influencing attitudes, values and judgement (Bathan, 2014).
Table 2.3
Level of Usefulness of OBE in terms of Instructions

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<thead>
<tr>
<th>Indicators</th>
<th>WM</th>
<th>VI</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Requiring faculty members to master their subjects being handled.</td>
<td>3.60</td>
<td>VU</td>
<td>1</td>
</tr>
<tr>
<td>2. Simplifying the execution of lessons.</td>
<td>3.31</td>
<td>U</td>
<td>5</td>
</tr>
<tr>
<td>3. Asking the teachers more of a facilitator than a lecturer.</td>
<td>3.52</td>
<td>VU</td>
<td>2</td>
</tr>
<tr>
<td>4. Creating a conductive atmosphere for teaching and learning process.</td>
<td>3.45</td>
<td>U</td>
<td>4</td>
</tr>
<tr>
<td>5. Improvising learning skills necessary for the industry.</td>
<td>3.50</td>
<td>VU</td>
<td>3</td>
</tr>
</tbody>
</table>

**Composite Mean** 3.47 U

Legend: 3.50 – 4.00 – Very Useful (VU); 3.49 – 2.50 – Useful (U); 2.49 – 1.50 – Less Useful (LU); 1.00 – 1.49 – Not Useful (NU)

The composite mean score of 3.47 implies that OBE is useful in delivering appropriate instruction. As seen from the table, the study reflects that in requiring faculty members to master the subjects being handled, OBE is very useful. It is also considered very useful in asking the teachers more of a facilitator than a lecturer and improvising learning skills necessary for the industry.

Creating conductive atmosphere for teaching and learning process and simplifying execution of the lessons, on the other hand obtained weighted mean scores of 3.45 and 3.31 respectively which signifies that OBE is useful in those particular area of instructions. Faculty members play a very important role on how to extend the usefulness of OBE in Customs Administration students of LPU. That is why it is very important for a faculty to master the subject being handled. In OBE, the teacher does not only teaches about the topic covered but rather with the desired knowledge, skills and attitudes or student outcomes the students need to exhibit at the end of the course and the practical application of these in their professions.

In a lecture given by Javier (2012), she emphasized the effective teaching expertise under effective teaching domain. She said that a teacher with expertise demonstrate through mastery of subject matter, demonstrate matter of how best to organize and present lessons to facilitate learning, relates expertly the subject matter with other cause/discipline, makes use of appropriate instructional materials and equipment and be sensitive enough to student’s learning, problems or difficulties.

Table 2.4
Summary of Level of Usefulness of OBE

<table>
<thead>
<tr>
<th>Indicators</th>
<th>WM</th>
<th>VI</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academics</td>
<td>3.54</td>
<td>VU</td>
<td>1</td>
</tr>
<tr>
<td>2. Attitudes</td>
<td>3.49</td>
<td>U</td>
<td>2</td>
</tr>
<tr>
<td>3. Instructions</td>
<td>3.47</td>
<td>U</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overall Composite Mean** 3.50 U

Legend: 3.50 – 4.00 – Very Useful (VU); 3.49 – 2.50 – Useful (U); 2.49 – 1.50 – Less Useful (LU); 1.00 – 1.49 – Not Useful (NU)

Table 2.4 presents the summary of level of usefulness of OBE in terms of Academics, Attitudes and Instructions. BSCA students believe that OBE is very useful in academics, having obtained the highest weighted mean score of 3.54. Further, it is also found to be useful in attitudes and instructions, having obtained rank 2 and 3 respectively. To summarize, the overall composite mean score of 3.50 with verbal interpretation of very useful implies that OBE is very much helpful to students whether in academics, attitudes or instructions.
In the study of Borsoto, et. Al. (2014) academics, attitudes and instructions got over all composite mean score of 3.31 with verbal interpretation of useful. In this study, for Customs Administration students, the level of usefulness of OBE is interpreted as very useful. This is supported by Spady’s three premises of OBE which are: Successful learning promotes even more successful learning, all students can learn and succeed and teaching institutions control the conditions that directly affect successful learning. Success breeding success lies on the academics of the program with aid of OBE by helping the students measure their own performance in knowledge, skills and works related values. OBE challenges the students to be more competitive as an attitude which aims that all students can learn and succeed although not on the same day and not in the same way. Instructions, particularly in requiring faculty members to master their subjects being handled implies that institutions have control on the conditions that affect the student’s successful learning. Therefore, OBE’s three premises are directly related to its usefulness in academics, attitudes and instructions (Goff, 2010).

Table 3

<table>
<thead>
<tr>
<th>Status vs Level of Implementation of OBE</th>
<th>r value</th>
<th>p value</th>
<th>Decision</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status vs Level of Implementation of OBE</td>
<td>0.331</td>
<td>0.009</td>
<td>Rejected</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Legend: Significant at p-value < 0.05

Table 3 presents the relationship between the status of implementation and level of usefulness of OBE in the college. Results showed that the computed r-value of 0.331 indicates moderately low positive correlation and the resulted p-value of 0.009 is less than 0.05 level of significance; thus, the null hypothesis of no significant relationship between the status of implementation and level of usefulness of OBE is failed to accept. Therefore, there is a significant relationship between status of implementation and level of usefulness of OBE in the college. This implies that, if the implementation is strict and high, usefulness will also be high. Thus, usefulness of OBE is directly related to its implementation. If OBE is well implemented on all indicators of practices and environment, its advantages will enhance the usefulness of OBE in academics, attitudes and instructions.

With OBE, administration and faculty members can work closely with students (Caguimbal et. al, 2013). This implies the wide and strong implementation of OBE in terms of practices by faculty members and environment by administrations can be achieved by working hand-in-hand to bring to the students the ultimate usefulness of OBE in academics, attitudes and instructions.

Action Plan addressed the identified concerns in the implementation of OBE in customs administration. The items which obtained the least weighted mean are chosen to be the focus of improvement and considered the objectives of the propose action plan.

The table shows the suggested activity for each objective, the responsible for its execution, the time table, the resources needed and the performance indicator. This action plan aims to improve and enhance the identified concerns regarding the implementation of OBE in specific areas.
Propose Plan of Action to Enhance Implementation and Usefulness of Outcomes-based Education

<table>
<thead>
<tr>
<th>Key Results Area</th>
<th>Strategies / Method</th>
<th>Persons Involved</th>
<th>Success Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Implementation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greater support for OBE from all role-players due to the extensive level of consultation and stakeholder involvement</td>
<td>Conduct more intensive orientations, seminars and practice about OBE to be attended by the whole administration (top and middle management, faculties and students)</td>
<td>Administration, Faculty members and students</td>
<td>All role-players will be well oriented about the implementation and usefulness of OBE.</td>
</tr>
<tr>
<td>More objective assessment and fair result of the predetermined criteria</td>
<td>Careful designing of the rubrics of the program which is to be carefully explained to the students</td>
<td>Dean, Department Chair and Faculty members</td>
<td>Students will be able to come up with expected outcomes.</td>
</tr>
<tr>
<td><strong>II. Usefulness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simplifying execution of lesson</td>
<td>Use more effective teaching materials and relate lessons to real life situations</td>
<td>Faculty members</td>
<td>Students will have an appreciation for the need to be lifelong learners.</td>
</tr>
<tr>
<td>Practicing collaboration rather than competition</td>
<td>Design group activities for students and peer review which will allow students to experience first-hand collaborative process, conducting field trips and trainings</td>
<td>Faculty members and students</td>
<td>Students will work effectively as a member of a team.</td>
</tr>
<tr>
<td>Developing the study habits of the students</td>
<td>Give the students more assignments for them to continue learning not just in classroom but also in home</td>
<td>Faculty members and students</td>
<td>Students will be more engage to successful learning.</td>
</tr>
</tbody>
</table>
Conclusions

1. Outcomes-based Education is implemented in both aspects of practices and environment as perceived by customs administration students.
2. Respondents assessed that Outcomes-based Education is very useful in terms of academics, attitudes and instructions.
3. The level of usefulness of outcomes-based education is related to its level of implementation to customs administration students.
4. A plan of action was proposed to enhance implementation and usefulness of OBE to customs administration students.

Recommendations

1. The college may have a continuous and sustainable monitoring of the implementation of OBE through the use of data base system.
2. The college can improve the monitoring system of the implementation of OBE through seminars and additional assessment examination.
3. The customs curriculum must always be updated with the current trends and needs of the industry to prepare the graduates and demonstrate the core competencies expected of them in the workplace.
4. The Faculty and students may attend seminars that will gain knowledge for the implementation of OBE to easily develop a solution or action for its effective implementation.
5. Faculty members and Philippine Society of Customs Administration Students (PSCAS) may provide activities intended to practice collaboration rather than competition among learners by conducting peer reviews, field trips and trainings which will allow them to experience collaborative process.
6. The action plan may be evaluated, implemented and monitored to test its usefulness and effectiveness.
7. Future researchers may conduct related or follow-up study about the implementation and level of usefulness of OBE in Customs Administration of LPU-B using different set of variables.
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