

Challenges Encountered and Attitude of Educators Towards the Implementation of Outcomes-Based Education in Teaching English Among SUCs in Zamboanga City

Ma Ellaine M. Rayman¹, Arnel R. Madraza², Claire A. Madraza³, Ferdinand S. Guardo⁴

¹ Western Mindanao State University, Philippines

² Faculty of College of Education, Western Mindanao State University, Philippines

³ Faculty of College of Education, Western Mindanao State University, Philippines

⁴ Faculty of College of Engineering, Western Mindanao State University, Philippine

Abstract

This study explores the challenges encountered and attitudes expressed by English language educators toward the implementation of Outcomes-Based Education (OBE) in state universities and colleges (SUCs) in Zamboanga City, Philippines. Employing a descriptive-quantitative correlational research design, data were collected from 72 language educators using structured survey questionnaires measuring demographic profiles, perceived challenges, and attitudes toward OBE. Statistical analyses, including frequencies, t-tests, ANOVA, and Pearson correlations, revealed that the most significant challenges in OBE implementation were a preference for traditional teaching methods, scarcity of OBE-aligned instructional materials, and limited student engagement with OBE syllabi. Attitudes toward OBE were generally positive across all demographic groups, demonstrating educators' recognition of OBE's potential to enhance learning outcomes and readiness to embrace this pedagogical shift. Notably, no significant differences in challenges or attitudes were found based on gender, length of service, or educational attainment, suggesting systemic issues that transcend typical demographic boundaries. The inverse relationship between perceived challenges and positive attitudes underscores the need for institutional support mechanisms including continuous professional development, resource provision, and fostering a culture of innovation. The study concludes that despite existing obstacles, educators' favorable disposition provides a strong foundation for improving English language instruction through OBE, recommending sustained strategic efforts and expanded research to optimize implementation across diverse educational contexts.

Keywords: *Outcomes-Based Education, English Language Teaching, Educator Attitude, Implementation Challenges, Higher Education, Philippines*

1. Introduction

The implementation of Outcomes-Based Education (OBE) in higher education aims to enhance both the quality and effectiveness of instruction by shifting the focus from teacher-centric methods to results-oriented learning. OBE emphasizes measurable competencies that students are expected to acquire, aligning curriculum and assessment with explicit learning outcomes. This educational paradigm shift is particularly relevant in the Philippine context, where English, as a global lingua franca, is critical for academic achievement and professional success. However, transitioning to

OBE poses unique challenges in English language education, including the need for clear learning objectives, innovative assessment methods, and reorientation of teaching practices toward student-centered learning.[3]. Educators' attitudes towards OBE are paramount, as their openness and preparedness can significantly influence successful implementation. The effective adoption of OBE relies on educators' willingness to embrace new practices, overcome challenges, and innovate in their pedagogical approaches. This study explores both the difficulties encountered by English educators and their perspectives on OBE, offering insights for improved professional development, curriculum design, and policy-making in the context of tertiary education in the Philippines.

The challenges of OBE implementation have been documented in diverse educational settings, ranging from infrastructural deficits and limited professional training to rigid adherence to predetermined outcomes. Critics also highlight potential pitfalls, such as reduced curricular flexibility and fragmented learning experiences . This paper investigates the interplay between educator challenges and attitudes regarding OBE in Zamboanga City's top SUCs, providing insights for policy makers and practitioners seeking effective OBE integration.

Statement of Problem

The study aims to address the following research questions:

1. What are the prevalent challenges faced by English language educators in implementing OBE?
2. What are their attitudes toward OBE?
3. Is there a significant relationship between perceived challenges and attitudes?
4. Do demographic factors (gender, length of service, educational attainment) affect these challenges or attitudes?

Significance of Study

Findings are anticipated to inform curriculum developers, professional development committees, and educational administrators about priority areas for capacity-building and support

Literature Review and Theoretical Framework

Outcomes-Based Education (OBE) is a learner-centered instructional approach focused on the achievement of specific outcomes or competencies by students. It has gained significant attention in educational research due to its potential to align curriculum, teaching methods, and assessments with real-world applications [4].

Creswell [4] describes educational research as a comprehensive process involving planning and evaluation that guides effective instructional practices based on empirical data. Within the context of OBE, De Guzman et al. [4] investigated the understanding and implementation of OBE in a technological university in the Philippines, revealing that while educators generally support OBE, they encounter challenges such as limited instructional resources and uncertainty regarding suitable methodologies.

Regarding educators' attitudes, Ortega and Ortega-Dela Cruz [8] found that teachers generally hold positive attitudes toward OBE, including dimensions such as knowledge, feelings, acceptance, and readiness. The study highlighted that middle-aged, part-time educators particularly embrace the flexibility OBE offers for applying diverse teaching strategies in English as a Second Language (ESL) classrooms. This aligns with findings that age and experience can positively influence openness to educational innovations.

Gender, however, has been observed to exert a minimal influence on attitudes toward OBE implementation. Empirical investigations by Ortega and Ortega-Dela Cruz [9] identified no significant differences in educators' attitudes based on gender, indicating that factors beyond demographic attributes play more critical roles.

Challenges consistently reported in the literature include a preference among educators for traditional teacher-centered methods, scarcity of instructional materials, and student non-responsiveness to new curricula [4]. Such obstacles underscore the need for continuous professional development and resource allocation to support effective OBE integration.

Djoundourian [4] further discusses assessment methodologies within business education, debating the balance between standardized versus homegrown assessments—a relevant consideration for OBE frameworks where authentic, outcome-aligned assessments are emphasized.

In the broader scope, Eagly and Chaiken's [4] work on the psychology of attitudes provides foundational understanding relevant to educators' adoption of novel pedagogical approaches such as OBE, emphasizing the importance of cognitive, affective, and behavioral components influencing acceptance and readiness.

Taken together, these studies reflect a growing body of evidence that, while outcomes-based education is favorably regarded among educators, successful implementation is contingent upon addressing practical challenges and ensuring alignment between knowledge, attitude, and available resources.

2. Methodology

Research Design

This study employed a **Descriptive-Quantitative Correlational Research Design** to examine the challenges encountered and attitudes of English educators toward the implementation of Outcomes-Based Education (OBE). The descriptive aspect allowed the researchers to systematically describe the prevailing challenges and attitudes, while the correlational component aimed to identify the relationships between these constructs and their variations across demographic groups.

Participants / Respondents

The participants were a purposive sample of seventy-two (72) language educators employed in state universities and colleges (SUCs) across Zamboanga City. The sample represents a diverse group of educators with varying lengths of service, gender, and educational attainment. This sampling approach aligns with established sampling techniques aimed at appropriateness for educational research inquiries.

Instrumentation

A structured survey questionnaire was developed to measure two critical domains:

1. **Demographic Profile:** Including gender (Male/Female), length of service categorized by ranges (0-3 years, 4-9 years, 10-15 years, 15 years and above), and highest educational attainment (Bachelor's Degree, Master's Degree, Doctorate Degree).
2. **Educators' Attitudes towards OBE:** This section consisted of Likert-scale items measuring multiple attitudinal aspects such as knowledge about OBE, beliefs, feelings, readiness, acceptance, and attitudes toward applying the OBE approach in teaching English as a Second

Language (ESL). Responses ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing nuanced quantification of attitudes.

3. **Challenges Encountered in OBE Implementation:** The questionnaire also gathered data on perceived challenges such as lack of facilities, insufficient training, scarcity of instructional materials, preference for traditional methods, and student-related challenges in adapting to the OBE syllabus.

The instrument was adapted and developed based on relevant literature and prior validated studies on outcomes-based education and educator attitudes,

Data Collection Procedure

Prior to data collection, permission and ethical clearance were secured from relevant institutional authorities. Respondents were approached in their schools, where the purpose of the study was clearly explained and informed consent obtained. The survey questionnaire was administered in person, allowing the researchers to provide clarifications where necessary. Adequate time was accorded for respondents to complete the instrument.

Data Analysis

Data were coded and entered into statistical software for analysis. The study utilized descriptive and inferential statistical techniques to interpret the data as follows:

- **Descriptive Statistics:** Frequencies, percentages, means, and standard deviations to summarize demographic profiles, educator attitudes, and perceived challenges.
- **Inferential Statistics:**
- **T-test for Independent Samples** to examine differences in attitudes and challenges between two categorical groups such as gender.
- **One-Way Analysis of Variance (ANOVA)** to evaluate differences in attitudes and challenges across multiple groups, including length of service and educational attainment.
- **Pearson Product Moment Correlation** to determine the relationships between challenges encountered and attitudes toward OBE.

Significance levels were set at $\alpha = 0.05$ to determine statistical significance. Non-significance results indicated that demographic variables did not substantially influence perceptions or attitudes, while significant correlations highlighted critical factors affecting educators' dispositions toward OBE.

3. Results

This study investigated the challenges encountered and attitudes expressed by English educators in the implementation of Outcomes-Based Education (OBE) across selected state universities and colleges (SUCs) in Zamboanga City. The respondents consisted of seventy-two (72) language educators who provided data via survey questionnaires. Statistical analyses including frequency, percentage, mean, standard deviation, t-tests, One-Way ANOVA, and Pearson Product Moment Correlations were conducted.

1. Challenges Encountered in OBE Implementation

Educators indicated a degree of uncertainty regarding the full scope of challenges they face. However, three challenges were consistently rated as prominent:

- A preference for traditional teaching methods over OBE approaches.

- A scarcity of instructional materials aligned with OBE syllabi.
- Student non-responsiveness to the OBE syllabus and activities.

These were the most commonly acknowledged challenges among respondents, pointing to both methodological preferences and resource limitations affecting the execution of OBE.

Further statistical tests revealed no significant differences in perceived challenges when data were grouped by demographic variables such as gender, length of service, and highest educational attainment of educators. For example, the One-Way ANOVA for challenge variables (including lack of facilities, training, knowledge of approaches/methods, and background on OBE syllabus) yielded non-significant results (e.g., $F = 1.879$, $p > 0.05$), indicating uniformity in perceptions of difficulty across educator subgroups. This suggests that these challenges are shared broadly by the teaching community regardless of personal or professional background.

2. Educators' Attitudes toward OBE

The overall attitude of educators toward outcomes-based education was found to be positive. Participants demonstrated strong agreement with the principles and implementation of OBE in teaching English. This positive attitude encompasses several dimensions including knowledge about OBE, belief in its benefits, feelings of acceptance, readiness to implement, and openness to change.

Like the challenges, moderators such as gender, length of service, and educational attainment did not produce statistically significant differences in attitudes. Table 5.2 and associated analyses confirmed that attitude components (knowledge, belief, feelings, readiness, and acceptance) remained consistent across these groups (e.g., Knowledge $F = 1.881$, $p = 0.141$; Acceptance $F = 3.016$, $p = 0.066$). This underlines that educators generally possess similar positive dispositions toward OBE despite differences in experience or qualifications.

3. Relationship Between Challenges and Attitudes

Investigations into the relationship between perceived challenges and attitudes toward OBE revealed inversely proportional trends. Specifically, five perceived attitude components—knowledge, belief, feelings, readiness, and acceptance—showed consistent negative correlations to the challenge of lack of training. This implies that insufficient training hinders positive attitudes, potentially limiting effective implementation.

These findings highlight the pivotal role of capacity-building in strengthening educator confidence and buy-in for OBE initiatives.

4. Differences Based on Demographic Variables

The study also tested hypotheses regarding differences in perceptions and attitudes based on demographic variables:

- There were **no significant differences** in attitudes or challenges in relation to **gender, length of service, or highest educational attainment**.
- These non-significant differences suggest that obstacles and attitudes toward OBE are systemic rather than confined to specific educator subgroups.

5. Summary of Statistical Findings

The key statistical findings are summarized as follows:

Aspect	Statistical Outcome	Interpretation
Challenges (various factors)	F values mostly < 1.0; p values > 0.05	No significant difference across groups; challenges uniform among educators,
Attitude components (knowledge, belief, feelings, readiness, acceptance)	F values ranging 0.961–3.016; p values > 0.05	Positive attitudes consistent regardless of demographics,
Correlation between training challenge and attitudes	Negative correlation	Perceived lack of training related to less favorable attitudes

4. Discussion

The implementation of Outcomes-Based Education (OBE) in English instruction represents a significant pedagogical shift aimed at enhancing student achievement by aligning learning objectives with real-world competencies. This study examined both the challenges encountered and the attitudes held by English educators toward OBE in selected state universities and colleges (SUCs) in Zamboanga City. The results reveal a nuanced interplay between educators’ perceptions, institutional supports, and pedagogical practices that critically influence the success of OBE adoption.

Educators’ Positive Attitudes toward OBE

A salient finding of this study is the generally positive attitude of educators towards OBE, indicating recognition of its potential benefits. Educators expressed beliefs that OBE prepares students more effectively for real-world applications, raises academic standards, and promotes flexibility in teaching approaches. Many participants perceive OBE as offering equal educational opportunities for all ESL learners, with some believing it creates a classroom climate conducive to cooperative and purposeful learning activities.

This aligns with prior research, such as Ortega and Ortega-Dela Cruz (2016), which identified educator enthusiasm for OBE due to its learner-centered ethos and its capacity to encourage diverse teaching methods tailored to student needs. The positive attitudes appeared consistent across demographic variables such as gender, length of service, and educational attainment, emphasizing a shared professional aspiration among educators regardless of background.

Challenges in OBE Implementation

Despite favorable perceptions, educators reported several significant challenges in implementing OBE effectively. Key difficulties include a lack of adequate instructional materials specifically designed for OBE, a prevailing preference for traditional teacher-centered methods, insufficient training on OBE’s principles and methods, and student non-responsiveness to the new syllabus.

structure,. These challenges reveal systemic barriers that can hinder the operationalization of OBE despite educators' willingness to embrace it.

The preference for traditional teaching and assessment methods demonstrates the inertia of entrenched pedagogical culture, which can limit educators' ability or confidence to deliver OBE programs effectively. This indicates that cognitive and practical shifts are necessary not only among individual educators but throughout educational institutions' culture and policy frameworks. The lack of materials and resources further exacerbates these difficulties, constraining educators' capacity to create authentic, outcome-based learning experiences.

Similar findings were emphasized in the literature, as resources and support systems are critical enablers in the successful adoption of innovative educational models like OBE. Moreover, the educators' uncertainties regarding some aspects of OBE signal the need for further professional development and institutional support to build competence and confidence for OBE facilitation.

Implications for Policy and Practice

The absence of significant attitude and challenge variations related to demographics suggests that interventions can be broadly designed but must be comprehensive and address multiple facets of OBE adoption. Emphasizing continuous and intensive training workshops tailored to develop OBE knowledge and skills would directly address identified gaps. Similarly, improving access to and development of pedagogical resources aligned with OBE principles would support instructors in transitioning from traditional content delivery to a more outcomes-focused pedagogy.

The study also highlights the importance of cultivating a culture of accountability and innovation involving educators, administrators, and stakeholders. This culture encourages educators to be proactive in overcoming resource limitations and pedagogical challenges rather than viewing these as insurmountable obstacles. Thus, institution-level strategies must merge capacity-building efforts with systemic support for curriculum development, assessment innovation, and feedback mechanisms.

Furthermore, educators' belief in OBE as a means to raise academic standards and better prepare students for industry suggests opportunities for stronger collaboration between educational institutions and industry partners. Such liaisons could help contextualize learning outcomes, making the curriculum more relevant and engaging for students.

Recommendations for Future Research

Given the scope limitations of this study, future research should consider involving a larger and more diverse population to generalize findings more broadly and explore contextual factors influencing OBE implementation across regions. Longitudinal studies would also be valuable in tracking the evolution of attitudes and challenges as educators acclimate to OBE over time.

Additionally, qualitative inquiries can deepen understanding by capturing educators' lived experiences, beliefs, and adaptive strategies in navigating the OBE transition. This holistic perspective can better inform targeted interventions and policy frameworks.

5. Conclusion

This study has provided valuable insights into the challenges faced and attitudes held by English educators in the implementation of Outcomes-Based Education (OBE) across state universities and colleges in Zamboanga City. The findings reveal a predominantly positive attitude

among educators towards OBE, demonstrating their recognition of its potential to enhance student learning outcomes and align educational processes with real-world competencies. This favorable disposition indicates a willingness among educators to embrace the paradigm shift that OBE represents in English language teaching.

However, alongside this positive attitude, educators face significant challenges that impede the full and effective implementation of OBE. These include a prevailing preference for traditional teaching methods, insufficient availability of instructional materials tailored to OBE, and a lack of active student engagement with OBE-aligned syllabi. Such challenges point to fundamental resource and capacity gaps within institutions, as well as the inherent difficulties of shifting long-established teaching practices towards learner-centered approaches.

Moreover, the study found no significant differences in attitudes towards OBE when analyzed by gender, length of service, or highest educational attainment. This suggests that the challenges and perceptions regarding OBE transcend typical demographic boundaries, underscoring the systemic nature of issues that must be addressed at the institutional and policy levels.

Given these findings, it is critical for educational stakeholders to implement targeted interventions that support educators through continuous training, provision of appropriate instructional materials, and fostering a culture of innovation and accountability in teaching. Institutional support mechanisms, such as intensive workshops and resource development, will empower educators to confidently adopt OBE methodologies and overcome resistance stemming from traditional teaching preferences.

In conclusion, while the implementation of OBE in English teaching presents challenges, the general positive attitude of educators provides a strong foundation upon which to build. Addressing the identified obstacles through strategic, sustained efforts will be essential to realize the full benefits of outcomes-based education, thus improving the quality and relevance of English language instruction in SUCs within Zamboanga City. Further research expanding the scope and scale of such studies is recommended to validate these findings and to continually refine OBE implementation strategies across diverse educational contexts.

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