

Exploring Outcome-Based Education Implementation and Teacher Capacity Building in Senior High School: Case Study of a Paulinian School

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ABSTRACT: *Technology and information accessibility, changing workplace environments, an evolving generation of learners, and various societal changes have pushed the education sector to redefine its practices in the 21st century. One of the sector's actions: adoption of a new educational philosophy and framework, Outcome-Based Education (OBE). The program has already made its way in the Philippines, and although primarily pushed in the tertiary levels, some basic education schools have begun adopting the approach to promote 21st century skills and learning application. Schools ran by the Sisters of St. Paul of Chartres Education Ministry (SPCEM) were among the early adopters. This study probed the implementation of OBE at one of the pilot Paulinian schools in the National Capital Region (NCR), with focus on the senior high school level. Using a qualitative design, the study identified effective and less effective capacity building strategies in the implementation of OBE, and common problems encountered to formulate recommendations for improved implementation in the basic education context. The study revealed that participants perceived theoretical seminars as insufficient and that preference for hands-on workshops conducted in smaller groups for contextualization be considered in improving training delivery among teachers. Further, in-school mentorship and external collaborations with other OBE-implementing schools be conducted to improve practices. Inconsistencies in planning and supervision were cited as challenges that affected implementer motivation. The study recommends the strategic design of training format and content; ensuring consistency of supervision and feedbacking mechanisms; provision of updated, accessible, and relevant resources on OBE; and increased collaboration with other implementing schools to improve overall capacity of educators.*

KEYWORDS – *Outcome-Based Education, Curriculum Implementation, Capacity Building, Instructional Leadership, Senior High School*

I. INTRODUCTION

Instructional leaders, teachers, schools, and the whole academic community play a huge role in the lives of students. They carry an indispensable role as parents' partners in ensuring children's education and equipping the young with the knowledge and competencies needed to successfully meet standards for life. But while the stakeholders mentioned above are considered inarguably important, Schwahn and Spady (2010) also argue that there ought to be a redefinition of how schools ensure learning. With the reshaping of society marked by changing technology, increased connectedness with globalization, and rapidly transforming workplaces, industries have begun rethinking schools' institutional role and capability to provide quality education, not just for industry preparation, but likewise, its practical application to life.

In response to this phenomenon, several educational institutions and policymakers have turned an eye towards an educational philosophy and framework, Outcome-Based Education (OBE), that envisions adapting to changing needs of society and students by focusing on evident outcomes of learning. Dr. William Spady, a central advocate and proponent of OBE, defined the program as focused on organizing the educational system and tailor

fitting instruction towards what is essential for students – with its implementation cutting across curriculum, instruction, and assessment, and aligning each with target outcomes (Spady, 1994; Spady and Uy, 2014). The program proposes a paradigm shift from knowledge-centric education to a more outcome-oriented approach, specifically what students can tangibly do with their learning. As Harden, et. al (1999), interprets, OBE is a performance-based approach. Think what type of doctor the system will produce rather than the knowledge or process of delivering education itself. Further, “what” and “whether” students learn take the wheel over “when” and “how.” Spady believes that traditional education has long been enamored with time-bound approaches, which he noted was a byproduct of the Industrial Age that institutionalized the education system around a time-bound system, similar to that of the manufacturing industry (Spady, 1994; Spady and Uy 2014). Laguador (2014) added that OBE deviates from traditional instruction as teachers serve as facilitators of active learning, rather than focused on delivering instruction in solely lecture format, thus shifting the focus from cognitive development alone to one involving the affective and psychomotor domains. Iringan and Bansig (2019) also highlighted OBE’s alignment towards the acquisition of 21st century skills, among which include critical thinking, collaboration, communication, and creativity.

In the Philippines, implementation of the outcome-based education is increasingly gaining traction with the pronouncement of landmark laws and memorandum by the Philippine government, Department of Education, and Commission on Higher Education in response to globalization, technological boom, changing economy and international competitiveness (Mercado and Lagto, 2018; Iringan and Bansig, 2019). But the elephant in the room among educators, is Philippine education prepared for a shift to outcome-based education?

In a study conducted among higher educational institutions in the Philippines, Mercado and Lagto (2018) saw that while several instructors have a moderately high level of understanding of the program that correlated with the belief in the outcome-based education’s ability to aid instructional strategy, the study also found that not everyone is on the same page. Particularly, the study noted that a lack of familiarity with the basic concepts, resources, and standards of OBE, which may cause an impediment in the roll-out of the program that is largely shaped by the attitude of respondents towards it. This implementation step however is extremely crucial. As Ramoroka (2007) discussed, in the implementation level, one of the key challenges is making educators understand OBE, since the approach no longer confines itself to mastery of content. In order to implement OBE effectively, educators, who are at the frontline of implementation need to comprehend it to properly implement (Ramoroka, 2007). Another commonly encountered problem, according to Spady et. Al (2018) especially in the Philippine context is compliance towards accreditation standards, and often, leaving institutions misinterpreting the long-term goals of OBE. The paradigmatic shift often involves the difficult path of unlearning traditional practices; undergoing necessary retooling and trainings; redefining institutional outcomes; and transforming the curriculum, implementation, and assessment (2018).

In the demographic chosen by the researchers, Paulinian schools, primarily ran by the Sisters of St. Paul of Chartres Education Ministry (SPCEM), are among the network of schools that have adopted OBE in the basic education level, with Ang (2011) already documenting early initiatives to adopt outcome-based practices and identification of desired learning outcomes. Similarly, in the basic education level and the research’s locale, implementation initiatives were seen as early as 2017, with workshops facilitated by Dr. William Spady himself, regarded by some as the “Father of Outcome-Based Education.” To strengthen implementation of the program, Paulinian educators have been undergoing series of seminars, trainings, and consultations in order to fully grasp the knowledge and acquire the competencies to effectively implement the OBE in classroom instruction and in their various institutions.

With the heightened attention towards rolling out OBE in the Philippines and among Paulinian schools, this study attempted to pinpoint effective and less effective strategies in the area of teacher capacity building, a crucial step in ensuring success of the program’s implementation. In addition, the study also looked into early problems countered in the implementation that could hinder effectivity of the program. After analysis of the data, the researcher used the results as to formulate recommendations for schools desiring to adopt OBE.

II. METHODOLOGY

The study utilized a case study research approach and focused on a single school under the Sisters of St. Paul of Chartres Education Ministry. Specifically, this study involved a Paulinian school in the National Capital Region (NCR) implementing OBE in the senior high school (SHS) level. SHS instructional leaders and teachers were selected as participants to extract their views as implementers.

The research utilized a qualitative design and semi-structured interview as the primary method. A semi-structured interview guide was designed to provide the interview structure, while allowing for flexibility and depth in facilitating qualitative data gathering. Thematic analysis was utilized for analyzing responses of educators.

In the selection of participants, purposive sampling was used in the research targeting instructional leaders and teachers from various subject areas involved in the implementation and have undergone trainings on OBE. A total of 10 educators in the SHS department gave consent to be interviewed.

Informed consent was practiced by the researchers at all times during the study. The researchers ensured that no coercion was applied towards respondents of the study and that the respondents were given the right to decline should they feel uncomfortable. The availability of the participants was likewise duly considered as part of the study. Finally, the researchers ensured respect and the confidentiality of disclosed information, while taking into account data privacy.

III. RESULTS AND DISCUSSION

This research particularly probed the effective and ineffective strategies in capacitating instructional leaders and teachers in the implementation of OBE in a senior high school context. Particularly, the succeeding discussions below highlight the experiences of educators amidst the transition to a new educational philosophy, framework, and curricular approach. The feedback gathered from respondents were then collated to suggest recommendations that will strengthen the implementation practices of the school and other OBE-implementing institutions.

3.1 Effective Strategies in Teacher Capacity Building

3.1.1 Regular hands-on workshops over theoretical, concept-based seminars

While trainings were perceived to be effective in ensuring implementation to a certain extent, participants, however noted that the type of training and its frequency were important factors in ensuring effective implementation and capacity building. For respondents, frequent trainings, especially in the early stages of capacity building, must be ensured. *“It is very important na magkaroon tayo ng seminars and trainings. Hindi lang ito one-time, big time. Hindi ito overnight. Taon talaga ang gugugulin.* (It is very important to conduct seminars and trainings. But it should not happen one-time, big time. Change does not happen overnight. It may take years to fully grasp the program), Teacher 1 said, recognizing the need for more regular retooling of teachers to ensure smooth implementation.

In addition to regularity, respondents noted a strong preference for trainings that sought the active participation of teachers, particularly, hands-on workshops, compared to seminars that primarily focused on content and knowledge acquisition. *“Ang pinaka-effective sa akin ‘yung workshop na meron talagang hands-on kaysa ‘yung purely discussion. Mas maganda ‘yung ginawa noon na on-the-spot ginagawa natin ‘yung OBE. Mas active si teacher* (The most effective training format for me would be conducting hands-on workshops rather than purely discussion. It is more effective when we are working on the OBE materials on-the-spot. Teachers often take on a more active role in this training type),” Teacher 9 shared.

“Kapag nagawa mo yan mula sa curriculum map hanggang sa mga activities, mage-gets mo ‘yung alignment, at masasabi mong nakakatulong yan (Once you are able to complete the curriculum map and learning activities, you would understand the concept of alignment eventually, and you will be able to claim that the program is indeed helpful),” Teacher 4 added.

In this line, while training yields understanding, skill and ownership of the implementation, were likewise stressed by participants as essential. These areas could be developed through consistently involving teachers and strategically designing training format to one that actively involves educators in the process of curriculum design. This emphasis on active involvement of educators align with Spady and Mitchell (as cited in Spady, 1982), who earlier noted that equipping teachers with proper foundation produces shared meaning. They stressed the key importance of influencing attitude and belief of staff in order to fully operationalize OBE practice.

3.1.2 Peer, instructional leader, and expert mentorship

A participant noted that while he had very few training, being relatively new to the organization, small group workshops and guidance by peers enabled him to understand and implement OBE better. "*Mahalaga rin ang peers, kasi sila ang nagtuturo especially mga officemates mo na talagang mga nakapag-attend [ng training]* (It is very important to be supported by peers, because they will teach and guide you, especially officemates who have attended previous trainings)," Teacher 3 said.

Teacher 5 also added that having a core group of knowledgeable experts in the institution benefitted teachers involved in the implementation in the absence of the external experts or trainers.

"*You have one who is an expert na mababantayan pa rin tayo. Ito 'yung isang bagat na hindi dapat mag-stop.* (You must have an [in-house] expert who will continuously supervise. Hopefully this practice does not stop)," Teacher 8 attested.

Mentorship from an expert, thus, was perceived to be a vital part of implementation and capacity building. But while developing in-house experts were highlighted, this also does not do away with the crucial role of inviting external experts to further conduct development trainings in institutions.

"*Since nag-start kasi ang senior high, OBE na. Lalo nitong nag-start ako sa OBE, maraming seminars about OBE. Kapag sila 'yung speakers, maiintindihan mo what is OBE* (Since we started senior high school, OBE was already being implemented. When I entered the institution, I was already exposed to OBE. Whenever we invite [external] experts as speakers, we really understand what OBE is)," Teacher 4 said.

Iringan and Bansig (2019) noted similar findings in their study. The authors suggested that administrative support, teacher's commitment, and students' acceptance were among the top factors in effective OBE implementation. School administrations should, thus, support educators by exposing them not only to quality trainings, but also develop a pool of knowledgeable talents within the institution to create a community of educators supporting each other in the implementation. Iringan and Bansig (2019) also added the above factors must be supported by administrators' constant feedback and close monitoring, to develop teachers' knowledge of the program.

3.1.3 Inter-school collaboration

Collaboration with other OBE implementing schools was also mentioned by participants as among the most effective ways to ensure quality implementation. The research locale's educators, during their early trainings, held sessions together with other schools in the SPCEM. This collective training with other schools in the SPCEM system, gave them the opportunity to collectively learn, while developing a network that supported each other whenever there were questions or challenges in the implementation.

"There's a bigger impact in me doing all the OBE curriculum, and all other stuff being with other Paulinian educators from others in St. Paul schools because I come to know how they also execute it from their own contexts," Teacher 7 shared.

"*Yung collaboration ng teachers 'yung kanilang thinking about OBE, nailalabas nang husto [ang mga ideya]. Mas marami 'yung grupo, mas marami kang nakukuhang idea.* (The collaboration of teachers, along with their thinking on OBE, brings out several ideas. Being with a bigger group allows you to grasp more ideas on OBE implementation)," Teacher 9 added.

Schwahn and Spady (2010) similarly noted how building a network or what they coined as "aligned support structure" could prove vital in ensuring effective implementation. In addition to creating a learning community, the authors added the need to mate it with a "learning system" that harnesses each one's specialization to improve execution of the program. Thus, schools considering implementation of OBE should take into consideration how instructional teachers and teachers can continue learning about the OBE program collaboratively, even after having undergone trainings. A continuous learning system can be formulated within each school, while maintaining support from other OBE implementing institutions.

3.2 Ineffective Strategies in Capacity Building and Implementation

3.2.1 Large group seminars leading to lack of contextualization

In the research's locale, responses revealed that conducting solely large group trainings resulted in inefficiency and lack of contextualization. "*Nahihirapan ang schools kasi hindi nae-entertain 'yung needs. Kasi pwedeng applicable sakanila. 'yung ibang schools, nare-realize na hindi namin kailangan* (Schools find it difficult [when attending large group seminars] because sometimes, individualized needs are not met. Discussed concepts are sometimes applicable in one school, but some schools realize that it may be inapplicable to them)," Teacher 1 shared.

Another teacher agreed that universalizing training strategy and implementation for all schools could be challenging due to diverse conditions of institutions. "*Siguro 'yung pagiging universal, kasi 'yung system iisa lang eh. May mga outcomes kasi na hindi naman pare-pareho per geographical location.*(Universalizing the outcomes for an entire system could be challenging. Outcomes may be different from one school to another per geographical location)," Teacher 2 added.

To the respondents, local context must always be considered.

Standardization has been a practice among many schools historically (Spady 1994; Spady and Uy, 2014). Various authors have noted how the standardized production process during the Industrial Age permeates several institutions to this day, including educational spaces. Spady and Uy, however challenges education systems to consider flexible and non-standardized systems, as the world moves to a future marked by "technological change, cultural plurality, global interdependence, and constantly changing environments."

3.2.2 Lack of careful planning, scheduling, and training delivery design

Spontaneity and irregularity of trainings, along with inconsistent supervision and follow-ups systems were perceived as challenges in the program's implementation. This was attested by newer employees who were not able to take earlier trainings as compared to their colleagues.

"*Nagkaroon ng retooling siguro mga once lang. Kahit papaano nagkaroon ng idea. Pero bakit nagkaroon ng ganon, kasi kailangan gumawa ng OBE curricula. 'yung training kasi depende sa urgency, hindi dahil naka-schedule siya monthly, naka-schedule siya yearly... Nagkakaroon na lang pagka kailangan.*(We only have retooling around once a year. While this provides us with ideas [on OBE], but often, these are spurred by the need to design the OBE curricula. The trainings often depend only on urgency rather than carefully planned ahead such as monthly or annually. While trainings are often scheduled at the start of the school year, we only have them when needed)," Teacher 3 shared.

While having attended trainings, some participants also noted that the lack of consistency and routinized trainings especially for newer employees transitioning to the new program, led to struggles in implementation. "*Siguro less effective 'yung konti lang 'yung naging workshop natin [for new employees]. Siguro mas magandang damihan pa 'yung ganung training or workshops para talaga mas focused. Nakukulangan lang ako* (I find that we have very limited trainings [for new employees]. It would be better to have more focused trainings and workshops. I feel that there's a lack of training)," Teacher 6 shared.

Another participant also noted inconsistencies in following up the trainings with implementation supervision. "*Siguro sa una, maganda, sa una may tutok, pero towards the middle and end [of the year], nawawala na 'yung follow-ups and the like* (At first, trainings are substantial, and we are all focused on implementation. But towards the middle and end [of the school year], there's a lack in follow up and related supervisory practices)," Teacher 10 said.

Lack of advanced planning was also perceived as a challenge, as some trainings are often announced on a short notice, thus affecting other tasks and priorities. "*Siguro least effective 'yung mga on-the-spot seminars and webinars where the teachers are not fully prepared. Dapat sinasabi siya or hinahanda muna 'yung teachers to review or revisit or mag-research about the program, about the curriculum* (I find on-the-spot seminars and webinars as least effective since teachers are not fully prepared. Advanced notice could have been given to encourage teachers to review, revisit, or research about the program and the curriculum)," Teacher 10 shared.

Similar challenges were identified in in four other countries that implemented OBE, namely Scotland, USA, Pakistan, and Singapore. While Davis et al. (2007) found that most schools have exerted effort into the implementation of the program, varying levels of improvement occurred. The literature, however, noted similar findings that OBE implementation requires adequate planning, expert leadership, financial resource, and feedback, among others.

3.2.3 Insufficient development of educator knowledge and valuing of implementation strategies

There were also reports of teacher uncertainty of the implementation strategy's rationale, which also ties back to a lack of comprehension about OBE. For instance, while some respondents recognized the role of OBE reflection journals during the program implementation, some were not able to articulate and stress to the learners their purpose due to limited knowledge. *"I think wala naman akong masasabing less effective. But we have the OBE journals. So 'yun 'yung isang bagay na feel ko nasayang. Ang ganda nung sense nung OBE journal, pero nung inimplement natin, hindi natin ganun ka naiintindihan. It came at the wrong time."* (I think there is no less effective strategy. But one that comes to mind is the OBE journals. I think they were somehow wasted. It had a beautiful sense for the program, but not everyone understood why and how it was supposed to be implemented. It came at the wrong time), Teacher 8 shared.

This feedback aligns with Iringan and Bansig's study (2019) that noted how administrators' constant feedback and monitoring must be closely mated with teacher's sufficient knowledge and understanding of the program as essentials to improve implementation. This also coincides Darling-Hammond's idea (as cited in Willis and Kissane, 1993), claiming that professional development must develop a shared meaning with implementers, and more importantly, foster commitment among educators in the implementation.

Outcome-Based Education is increasingly adopted by several schools in different countries across grade levels. Its attention to the transformation of students based on outcomes and going beyond the acquisition of content and knowledge, urged several education institutions to consider adoption of the educational philosophy and framework. However, its implementation appears to be one of the most difficult challenges as posed by several literature, with Spady and Uy (2014) admittedly claiming that implementation involves a long, arduous paradigm shift that may not necessarily happen overnight.

Thus, the researcher sought to focus on how the selected research locale, a Paulinian school in NCR, had initiated efforts in its first few years of implementation, while identifying challenges to be addressed. Detailed below are the results and recommendations which may help serve as guide for institutions looking to adopt the program.

3.3 Recommendations for Enhancing OBE Implementation

With the identified strengths and challenges in OBE implementation, the research synthesized the following recommendations in enhancing OBE implementation in the senior high school and basic education context.

3.3.1 On Trainings

3.3.1.1 Smaller group workshops

Participants suggested facilitation of smaller workshop sessions contextualized to the locale of participants, as opposed to large seminars. Schools can initiate their own OBE trainings to further heighten educator knowledge and add a sense of value to the program implementation. This feedback ties back to experiences in the research locale where previous trainings have mostly focused on large groups involving multiple institutions. Localized trainings, however, could be considered per institution. In addition, while previous trainings were highly theoretical, participants suggested focusing on hands-on, skills-based trainings instead. Continuous trainings, along with pooling of experts, and formation of committees may be continued as a practice, according to respondents. Finally, output of trainings and its implementation ideally be given consistent feedback.

3.3.1.2 Regular and systematized trainings

Trainings should be more systematic, scheduled, and communicated ahead, according to participants. Respondents shared that rather than simply conducting trainings at the start of the school year, to truly embrace implementation, especially in the early stages, educators may be exposed to follow-up or routine trainings to consistently improve implementation. This will also greatly help newly hired teachers or employees who may not have the same level of exposure as teachers who have long been affiliated to the institution. Some participants also noted the need for retooling of older employees to keep everyone on the loop with the latest developments. To effectively address training gaps, conducting a needs analysis could be considered for a more targeted training approach.

3.3.1.3 Inclusion of stakeholders

Several respondents also suggested the inclusion of other stakeholders. While students are constantly oriented on the program according to respondents, further comprehension of OBE among parents could be developed. In addition, other departments' knowledge on the program, including those outside senior high school and the academic team, may be further strengthened. This may include non-academic personnel, students, and parents, to form an institutional understanding of the school's acquired educational philosophy and approach.

3.3.2 On Training Content

3.3.2.1 OBE pedagogical practices.

With previous seminars more focused on the rationale and features of the new program, respondents also raised the need for further training on concrete pedagogical practices aligned with OBE practice. Succeeding trainings can focus on applied practices in teaching OBE to enlighten teachers on the "how to" of implementing the OBE in the classroom level including planning, instruction, and assessment.

3.3.2.2 "OBEdized" assessment

Teachers also remarked that assessment in an "OBEdized" curriculum should be given attention by the institution and stakeholders, to make classroom practices more accurately aligned with the set learning outcomes. As most teachers are accustomed to traditional forms of assessment, exploring various assessment strategies aligned with the program could yield to better practices. Respondents recommended that succeeding workshops consider inviting experts who have already practiced assessment in an OBE context.

3.3.2.3 Clarify expanded opportunity

Among the principles of OBE, "expanded opportunity" was perceived by participants as the most controversial and confusing, as many cited misinterpretations. "*Until when? May hangganan ang lahat. Wala kasing clear until when?* (Until when? Expanded opportunity I think should have an extent. There is no clear extent identified)," Teacher 1 said.

Implementing participants recommended that specific extent be set by institutions to avoid misinterpretation, as some teachers alarmingly expressed how it gave students the comfort of delaying tasks, as opposed to improving their works that did not meet expectations or standards. Other teachers also argued that the principle is sometimes abused by students to procrastinate.

"*Minsan interchangeably nau-use siya na pag hindi mo natapos today, pwede ka mag-extend....Nae-extend, eh, ang point ng OBE, nag-extend dahil gusto mo maabot ang expected outcome* (Sometimes, expanded opportunity is interpreted in such a way that if you do not finish today, you can extend. But the point of OBE is providing expanded opportunity to improve unmet outcomes)," Teacher 3 shared.

3.3.3 On Implementation and Supervision

3.3.3.1 Observation, feedbacking, and mentorship

In the implementation, observation, feedbacking, and mentorship were sought after by respondents, as they perceived OBE implementation in the school as mostly limited to trainings and curriculum design. If intensified, they can guide teachers to form clarity on the accurate implementation of the program.

“Parang two-way, ‘yung experts na rin magpakita, then ‘yung teachers na new. Kasi natututo tayo by seeing paano ginagawa, (Let us have a two-way learning process. Let experts show us how it’s done while teachers present what they prepared, so that we learn how it’s properly done),” Teacher 5 expressed.

Participants also proposed that classroom observations, which may be a source of feedback, be conducted more regularly to improve OBE implementation, as there is no systematic OBE-based observation and post-conferencing at the time of writing the research, as per the participants. *“(Sana) there is someone who will mentor you. I want that kind na hindi lang ‘yung pwede na yan. So form of mentorship, a system, (I hope there is someone who will mentor you. I would want that kind of system, not just implementing the program for its sake. There is a need to develop a mentorship system),”* Teacher 10 added.

Finally, participants suggested that instructional leaders or subject area heads conduct regular feedbacking or document reviews to check on progress and collaboratively strategize improvement in the OBE curriculum practices.

3.3.3.2 Provision of up-to-date, relevant resources

Developing resources for teachers on OBE was also suggested to improve teacher knowledge on the program and its specific practices. Specifically, teachers highlighted accessible online resources, along with relevant resources in the context of blended and distance learning. This could help promote independent learning of teachers on how to develop their practices in line with the implementation.

3.3.3.3 Consistency in application and implementation

Respondents suggested that OBE implementation be made more consistent throughout the school year, and not only in particular times of the academic year, or on demand. Some cited that often, there is strong desire to implement the program at the start of the year, but this gradually fades as the school year advances. Implementing schools can therefore evaluate implementation to identify areas for improvement throughout the school year. Regular evaluation of the program’s implementation may be developed and systematized to ensure the program’s improvement.

3.3.4 On Practices

3.3.4.1 Sharing and Benchmarking with OBE-practicing schools

With inter-school collaboration being identified as an effective strategy, developing systems to further network, share experiences, and benchmark with OBE-practicing schools be considered. Respondents cited that these practices can enable better understanding on how to implement OBE in the classroom context and provide more specific ways of executing the program.

3.3.4.2 Formation of committees on OBE implementation

Participants also suggested the formation of a team, committee, or network of experts that can respond to OBE-related questions and concerns throughout the school year, as the lack of accessible experts, at times, leads to subjective interpretation and implementation. This team, participants noted, would be similar to an accessible helpdesk that could help clarify misconceptions in both theory and practice.

IV. CONCLUSION

This study sought to determine instructional leaders' and teachers' experiences in implementing Outcome-based Education in a Paulinian school in NCR, with focus on the school's capacity building practices. Particularly, the study analyzed the effective, less effective, and common implementation problems in order to come up with recommendations for other institutions looking to implement the program in the senior high school or basic education context.

To achieve the goals of the study, a qualitative design was used involving instructional leaders and teachers in the Paulinian school's Senior High School Department. Qualitative interviews were conducted to dig deeper into educators' experiences and challenges in the implementation, which helped shape the picture of current OBE implementation situation and institutional practices to capacitate teachers.

Headlining effective approaches is conducting hands-on workshops over theory and concept-based seminars, which stressed the need for active involvement of educators in the training process. Systematized and regularity of these trainings were likewise suggested to ensure effective implementation. Trainings should also be supplemented by peer, instructional leader, and expert mentorship within the institution. This enables institutions to create a supportive community of implementers, despite the absence of an external trainer in-between the school year. This enhances sustainability of the program enriched by stakeholder support. Finally, schools can greatly benefit from collaborating with other OBE-implementing schools to extend the learning community beyond the confines of the institution, allowing for sharing of practical experiences and troubleshooting mechanisms.

A number of challenges were also encountered during the implementation that served as learning experiences. Particularly, frequent large group seminars were perceived by respondents as redundant, as the large trainings often led to lack of contextualization, and drove only a theory-based approach, rather than a practice-based learning experience in enhancing OBE practices. Inconsistency in planning trainings and supervising implementation also derailed efforts in effective implementation. In the research locale, a lack of consistency in training schedule and spontaneity were evident, which respondents perceived as factors that affected motivation towards the curriculum. This led to limited educator valuing of the program.

With the findings of the research, the researchers recommend that OBE implementation be facilitated in more strategic group sizes to promote contextualization and practice-based learning. Systematizing trainings with intent and proper scheduling could promote positive attitudes towards implementation. Educators also need not be the only champions in the implementation. Schools may explore inclusion of other stakeholders such as non-academic personnel, students, and parents.

For succeeding trainings, respondents also suggested following up initial theoretical trainings with topics related to practical implementation, pedagogical practices, assessment, and clarifying of confusing concepts such as the principle of "expanded opportunity." In terms of supervision, consistency in observation and feedbacking were suggested to allow teachers to determine whether implementation is accurate throughout the school year. Educators also clamored for updated and relevant resources on OBE to further aid teachers and allow for independent and self-paced learning.

Finally, practices may be further improved by collaborating and benchmarking with other OBE-practicing schools. Formation of committees within an institution can help construct a pool of mentors that can assist the community during OBE implementation. This team can help address misunderstanding and confusion, in order to ensure a smoother implementation, and thereby, improve educator capacity and confidence.

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