

LEVEL OF AWARENESS OF THE MARITIME STUDENTS ON THE OUTCOMES BASED EDUCATION

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ABSTRACT

This research work was pursued to gain insights regarding the level of awareness of the maritime students on the Outcome-Based Education through its advantages and disadvantages. The study utilized descriptive research method with sixty (60) LIMA Marine students that were chosen on the basis of random sampling. Results showed that the respondents are aware that well-defined assessment criteria makes it clear to both assessors and learners how assessment will take place as one of the advantages of Outcome-Based Education. Requiring that all learning material be rewritten which requires a major investment in time and resources is the utmost disadvantages of OBE based on the perception of the maritime students.

Keywords: Awareness level, Outcomes-based education, Maritime students, LPU

INTRODUCTION

Outcome-based education is an approach to education in which decisions about the curriculum are driven by the exit learning outcomes that the students should display at the end of the course (Davis, 2003). 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. In several states, educators and policy makers are attempting to change the way we measure the effectiveness of education from an emphasis on traditional inputs, such as course credits earned and hours spent in class, to results or outcomes (ncrel.org).

The shift toward outcome-based education is analogous to the total quality movement in business and manufacturing. It reflects a belief that the best way for individuals and organizations to get where they're going is first to determine where they are and where they want to be--then plan backwards to determine the best way to get from here to there (Education Commission of the State, 1993). Outcome-Based Education (OBE) is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits" (Tucker, 2004).

Killen (2000) defines two basic types of outcome. The first includes performance indicators often measured in terms of tests results, completion rates, post course employment, and so forth; second is less tangible and usually expressed in terms of what the learners know, are able to do or are like as a result of their education. Proponents of OBE assume there are many ways to arrive at the same results. OBE is currently favoured internationally in countries such as Canada, South Africa, New Zealand and United States (Malan, 2000).

Lyceum of the Philippines University- Manila and Cavite academic officials composed of the deans, college secretaries, chairpersons underwent a one-day seminar workshop on "Outcome-based Education" or OBE facilitated by Dr. Conrado E. Iñigo, Jr., Vice President

for Academic Affairs (VPAA) held at the JPL Hall of Freedom last April 7, 2010. Dr. Iñigo, Jr. discussed the role of OBE in LPU's quest to be the leading university in the Asia Pacific region. He stressed the importance of identifying the outcomes or the result that the students have to acquire after each lesson. He also mentioned the need of the curricula to be evaluated after each academic year and be validated after each cycle (four years) to ensure that the target outcomes are met. With the shift to OBE, the VPAA requested all the academic units to start reviewing and revising the syllabi and curricula for all implementation by AY 2011-2012.

The banner news of tabloid issue this academic year revealed how students reacted to the implementation of Outcome-Based Education (OBE), the newest educational scheme adopted by the university. During the dialogue with the PHOENIX, University President Peter P. Laurel said that complaints and reactions from the students are expected because OBE was piloted this year and we can use these comments for the improvement of the implementation of OBE.

Laurel 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.

The goal of this research study is to know the effects of Outcome-Based Education to the learning of the students particularly its advantages and disadvantages. The level of awareness of the maritime students on the outcome-based education would lead to more effective implementation of outcome-based education in Lyceum International Maritime Academy. So that the students will be interested to learn more while they are participating on their discussion. Outcome-based education would help the students to enhance their learning skills and abilities to be more competent on their cadetship training onboard. This topic would help the maritime students to exercise OBE when they are working onboard for their fast and effective learning.

This study would be significant to the management of the Lyceum of the Philippines University where the teaching and non-teaching staffs are presently employed; this research study could provide an in depth understanding of schools further improvement and development. This will also serve equal importance to the College of Education, Arts and Sciences professors and Marine instructors, they will be more aware on the effects of Outcome-Based Education in regards to student's self-expression as well as to the students of Lyceum of the Philippines University especially to marine students, the outcome of the research topic provides insights of how Outcome-based learning will help them in their future careers. Furthermore, the students will be able to realize their self-worth for they are the ones really involved in the process of learning.

MATERIALS AND METHODS

Research Design

The study used descriptive method of research. Descriptive method is designed to facilitate in finding new truth. It aims to describe the nature of a particular situation, as it exists at the time of the study. The research study used descriptive method in order to know the level of awareness of the maritime students on the outcome-based education (Caguitla, M., et.al. 2011)

Participants

The respondents of the study were sixty (60) Maritime Students of Lyceum International Maritime Academy enrolled in Second Semester AY: 2011-2012. The respondents were chosen through random sampling.

Instrument

The data used in this study were gathered by means a self-made questionnaire and other research materials like unpublished materials and internet sources. The researchers consulted their adviser in the preparation of the questionnaire, which has two parts. The first part is composed of questions about the respondent's perception about the Outcome-based Education program through its advantages and disadvantages. The second part consists of questions about the factors that affect the implementation of Outcome-Based Education Lyceum International Maritime Academy. The third part is composed of questions regarding to the activities may be suggested to improve the implementation of Outcome-Based Education.

Procedures

The researchers selected the topic first in order to assess the respondents' level of awareness as well as the advantages and disadvantages of Outcome-Based Education. The researchers distributed the self-made questionnaires to the respondents. The questionnaires were approved by their thesis adviser. With the content of the questionnaires explained to them clearly. Retrieval of the accomplished questionnaires was done after the distribution.

RESULTS AND DISCUSSION

Table 1. Level of Awareness of Maritime Students towards OBE In terms to its Advantages

<i>Advantages</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. Learners know exactly what is expected from them as unit standards make it very clear what is required from them.	4.02	Aware	3
2. There is greater buy-in and support for OBE from all role-players due to the extensive level of consultation and stakeholder involvement.	3.75	Aware	8
3. Well-defined assessment criteria makes it clear to both assessors and learners how assessment will take place.	4.1	Aware	1
4. Assessment is more objective and fair as a result of the predetermined assessment criteria.	3.92	Aware	6
5. OBE promotes the acquisition of the specific skills and competencies in a country in which there are many skills shortages.	3.93	Aware	5
6. OBE fosters a better integration between education at school, workplace and higher education level.	3.83	Aware	7
7. OBE helps learners to accept responsibility for learning, as they are now at the centre of the learning process.	4.02	Aware	3
8. OBE recognizes prior learning which prevents the duplication and repetition of previous learning situations.	4.02	Aware	3
<i>Composite Mean</i>	3.95	Aware	

Table 1 presents the responses of the maritime students regarding the advantages of one of the instruments of the university to produce globally competitive professionals and mariners

– Outcome-Based Education (OBE). It shows that the respondents are aware of the advantages of OBE for more effective learning. In this table, 60 randomly selected students rated which they think are the advantages of OBE. All the students are generally aware that OBE is beneficial to them personally and also for the community as reflected in the composite mean of the advantages of OBE which is 3.95 with the verbal interpretation of Aware.

Table 2. Level of Awareness of Maritime Students towards the OBE In Terms of Disadvantages

<i>Disadvantages</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. Most learners are not ready to adopt the OBE because the gap between a trainer-led system and a learner-centered approach does not happen overnight.	3.9	Aware	3
2. OBE requires that all learning materials be rewritten which requires a major investment in time and resources.	3.98	Aware	1
3. The process of generating and registering of unit standards is very slow.	3.8	Aware	6
4. People with vested interests and strong personalities in standard-generating bodies may manipulate the standard setting process to achieve their own objectives.	3.77	Aware	7
5. OBE requires quality assurance systems which were not part of the previous educational dispensation.	3.83	Aware	5
6. The scope in greater variety and application of OBE assessment methods are extremely time-consuming to implement.	3.87	Aware	4
7. All trainers must be retrained to acquire the knowledge, values and competencies to implement OBE.	3.92	Aware	2
<i>Composite Mean</i>	3.87	Aware	

Table 2 shows the disadvantages of OBE as per the response of the respondents in the questionnaires. The respondents are aware that OBE require more investment in time and resources (3.98), trainers must be retrained (3.92), learners are not ready to adopt OBE (3.90), scope and application of OBE is time-consuming (3.87), OBE requires quality assurance systems (3.83), the process of generating and registering of unit standards is very slow(3.8) and people with vested interests and strong personalities in standard-generating bodies may manipulate the standard setting process to achieve their own objectives(3.77). This implies that the respondents are aware of the disadvantages of OBE with a composite mean of 3.87.

Table 3. Factors that Affect the Implementation of OBE in LIMA

<i>Factors that Affect the Implementation of OBE</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. Educational/Professional achievement of teachers.	4.15	Aware	1
2. Number of students	4.13	Aware	2
3. Readiness of the students towards Outcome-Based Education.	4.07	Aware	4
4. Knowledge of teachers about Outcome-Based Education.	4.08	Aware	3
5. Availability of materials for Outcome-Based Education.	3.98	Aware	6
6. Level of difficulty of the subject.	3.97	Aware	7
7. Time allotted for the subject.	4.03	Aware	5
<i>Composite Mean</i>	4.06	Aware	

Table 3 indicates the weighted mean distribution of factors that affect the implementation of Outcome-Based Education (OBE) in Lyceum International Maritime Academy. The respondents are aware that the Educational/Professional achievement of teachers (4.15), Number of the students (4.13), Knowledge of teachers about Outcome-Based Education (4.08), Readiness of the students towards Outcome-Based Education (4.07), Time allotment for every subject (4.03), Availability of materials for Outcome-Based Education (3.98), and Level of difficulty of every subject (3.97) greatly affect the implementation of OBE in LIMA. This implies that the respondents are aware of the factors that affect the implementation of OBE in LIMA with a composite mean of 4.06 with the verbal interpretation of Aware.

Educational/Professional achievement of teachers greatly affects the implementation of OBE in LIMA. If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes. It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does.

Table 4. Different Activities of Outcome-Based Education that Can Improve the Academic Performance of Maritime Students

<i>Different Activities of OBE</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. Drills	4.17	Aware	2.5
2. Brainstorming	3.93	Aware	4
3. Actual Demonstration	4.17	Aware	2.5
4. Board Work	3.9	Aware	5
5. Debate	3.77	Aware	8
6. Interview	3.87	Aware	7
7. Role Playing	3.88	Aware	6
8. Group work	4.8	Strongly Aware	1
<i>Composite Mean</i>	4.06	Aware	

It can be seen from table 4 that the respondents are aware of the different activities of OBE like group work (4.8), drills (4.17), actual demonstration (4.17), brainstorming (3.93), board work (3.9), role playing (3.88), interview (3.87), and debate (3.77) that can improve the academic performance of maritime students. This suggests that students are aware on the different activities of the OBE that can improve the academic performance of maritime students in LIMA with a composite mean of 4.06.

CONCLUSIONS AND RECOMMENDATIONS

Well-defined assessment criteria, making it clear to both assessors and learners how assessment will take place, are an utmost advantage of Outcome-Based Education. However, requiring that all learning material be rewritten which requires a major investment in time and resources, the utmost disadvantages of OBE. Educational/ Professional achievement of teachers is the greatest factor that affects the implementation of OBE in LIMA. Group work is the most effective activity of OBE that can greatly improve the academic performances of maritime students in LIMA.

LPU must enlighten their students especially the maritime students on the importance of OBE in preparing for their future careers. The academy should continue to provide a quality maritime education for their students to enhance their knowledge and skills. LPU especially the LIMA administrators should conduct seminars and trainings to be attended by the faculty members to improve the quality of education for the students. LPU especially the LIMA faculty members must strongly implement OBE program to the maritime students. It can be of great help in making OBE a great success making students understand the effectiveness of OBE in improving their academic performance. LPU students and most of all to the Maritime students must be made aware of how OBE practice can greatly improve the quality education for the students to enhance their knowledge and skills.

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