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## Designing and Evaluating an Outcome-Based Education Model: A Case Study at Angeli Gilbert Christian Academy

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### ABSTRACT

This research paper explores the implementation of OBE (Outcome-Based Education) in the context of disparate educational institutions, including the case of AGCA (Angeli Gilbert Christian Academy). This study uses a qualitative research method (in-depth interviews and thematic analysis), which examines how OBE complies with Spady's five pillars (Paradigm, purposes, philosophy, principle, and outcome of significance) and its effect on the student learning outcomes. The study's responses were gathered from teachers (15) and parents (15) through Zoom meetings, allowing for a deeper understanding of the OBE and its implementation in AGCA. This analysis highlights the crucial importance of OBE in the creation of student-centered learning approaches that are targeted to meet educational objectives, and that contribute to the formation of a favorable learning environment. The implementation of the OBE manual is proposed, and it will be tailored to fit the purpose and objectives of AGCA, which will guide the curriculum, instruction, and assessment alignment. In general, the study underscores that understanding and integrating OBE principles can help enhance education's quality and relevance. OBE implementation of AGCA has been successful, gathering positive feedback from parents and educators. This research also indicates some adjustments to the AGCA structure, involving changes to the vision and mission statements as well as to the program with a focus on the OBE manual. Future research could consider integration effectiveness, longitudinal surveys of alumni, and comparative analogy of informing other educational reform strategies for students.

### INTRODUCTION

Outcome-based education (OBE) can be considered as a model of innovation and reform in education, offering a flexible tool for the comprehensive formation of learners (Asim *et al.*, 2021). The concept of the set-out learning outcomes lays the foundation for OBE, which is a breakaway from the traditional school of thought, thus signaling a successful paradigm change toward learner-centric educational policymaking. Through the definition of targeted goals and proficiencies right from the commencement of the curriculum, OBE strives to give students the necessary knowledge, skills, and dispositions to survive in a world that is constantly transforming (Mungalu, 2019).

The outstanding development whereby outcome-based education was birthed can be attributed to the mounted recognition of the inhibiting factors typically found in traditional education (Mchawa, 2023). This often prioritizes content mastery and rote memorization over the all-important critical thinking, problem solving, and real-world application (Kotsch, 2021). However, OBE perception and application by educators have undergone drastic changes as a means of adapting to these challenges among which transformation it catalyzes in the teaching and learning methods is championed as a driving force (Katawazai, 2021). The Philippines hit its turning-point moment in the field of education after the introduction of the "Enhanced Basic Education Act of 2013" which introduced a new platform for educational reform and

initiatives (Lopez, 2022). The education act intended to raise the level of basic education and align it with international standards, which marked the beginning of the adoption of an OBE as part of the curriculum across all archipelago.

In a landscape infiltrated by massive educational shifts and innovations, AGCA, a new and dynamic educational institution, sets out on a road towards technological-based learning integration. The AGCA School, located in Rodriguez, Rizal, has a history of over two decades, and it has always served as a source of quality education for students from diverse backgrounds. Nevertheless, despite its extensive past, AGCA is still unfamiliar to the idea of OBE, which poses both difficulties and opportunities for improving teaching. Over a period of twenty years, AGCA has insisted on the same mission which is to nurture the next generation of leaders, thinkers, and innovators. On the other hand, AGCA is aware that rapid changes in the educational environment and the current circumstances pose a challenge on which to build and develop to meet the changing needs of its students in future. The emergence of COVID-19 clearly demonstrated the need for resilience, adaptability, and innovation required in times of crisis, prompting the organization to rethink its educational practices and priorities (Thanitbenjasith & Kamkankaew, 2023).

The year 2020-2021 was intriguingly the drop-point of AGCA as the outbreak of COVID-19 brought imbalance in various parts of Philippine society such as economy

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and education. In the aftermath of this, AGCA had to deal with financial difficulties, which led the former owner and principal of the school to seek a new ownership for the institution. The researcher, an educator and entrepreneur who is passionate about academic success, found the chance to acquire AGCA in order to rebirth the academic program and bring it to international standards. The new owner of AGCA, being a professional educationalist with years of experience in operating different learning centers in the UAE and a wide range of educational background, possesses an unsurpassed ability to develop this promising and advanced educational community (Lifestyle, 2023). Since the researcher is so interested in OBE and its ability to serve this purpose of uplifting Filipino students' learning standards, he can gladly lead AGCA toward OBE implementation. This research is aimed at examining the model and evaluating outcomes for implementation in a unique context of the AGCA with a view to promoting individual educational growth and success. This initiative intends to design an approach for a better future for AGCA and its student community by conducting rigorous research and engaging stakeholders, based on the principles of outcome-based education.

## LITERATURE REVIEW

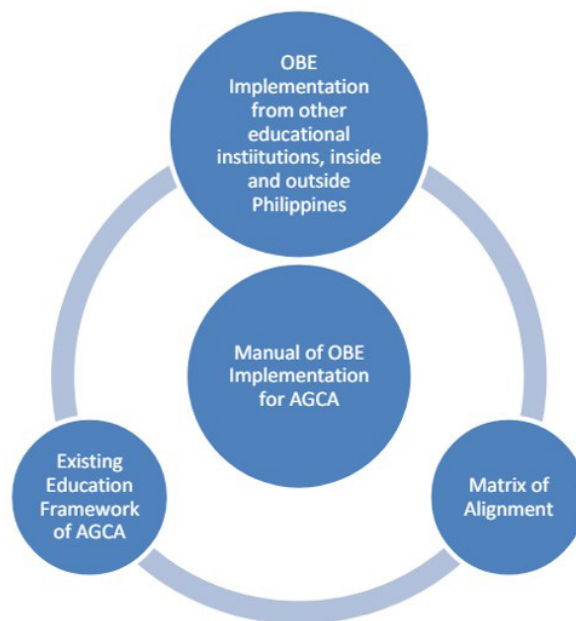
### Theoretical Framework

This study's theoretical framework is based on the notion of Outcome-Based Education (OBE), which was defined by William G. Spady in 1994 and was further expanded by Tucker in 2004 (Miranda, 2011). OBE seeks a radical change in the cognitive structures of education, highlighting the need to measure learning outcomes rather than using traditional means such course credits or grades. It ensures that educational systems should be built as a platform for competencies that students will be expected to exhibit at the end of learning. This is routed in overhauling the curriculum, assessments, and reporting exercises to ensure that they are in sync with the intended outcomes. OBE implication depends on the synergy of the entire educational circle, such as pedagogical methods, grade evaluation approaches, and educational practices. Hence, in order to realize the principles of OBE, schools need to begin with a clear comprehension of desired educational outcomes followed by the modelling their actions in line with these outcomes and the attainment of these desired results.

### Conceptual Framework

The study's conceptual framework centered around the essential pillars of OBE, a standards-based educational approach that stresses stated learning objectives. It recognizes that OBE does not impose rigorous evaluation or teaching approaches, but rather focuses on encouraging students to achieve established objectives. The study aims to investigate the extent to which OBE is implemented in schools and educational institutions, particularly Angeli Gilbert Christian Academy (AGCA). It seeks to identify barriers to implementing the OBE model and to receive

feedback from AGCA staff and parents on the execution of OBE principles. The research seeks to evaluate AGCA's present OBE implementation status while adhering to OBE principles and offering suggestions for improving instructional strategies and outcomes for students.



**Figure 1:** Conceptual Framework

Source: Author

### Outcome-Based Education (OBE)

Outcome-Based Education (OBE) is a new approach to learning that focuses on outcomes rather than using traditional methods. OBE was established in the 1990s by William Spady, who shifted from the traditional education method that revolves around what students are taught to one that focuses on what students learn. A recent study from 2020 on OBE pinpoints the basic elements of the theory such as ultimate goals, purpose, achievements, and material success. It is based on a systematic methodology in curriculum development, assessment and teaching, which centers on students' performance at the end of the program (Rao, 2020). A well-structured system of writing outcomes makes it easier to observe and measure educational backgrounds by making sure that course outcomes are closely related to program outcomes and that each program is expected to respond to the outcomes of the whole program.

A study by Riphah International University in 2022, Faisalabad Campus, compared online learning (OBE) with traditional teaching methods to understand its efficiency in improving student outcomes. The research concluded that OBE enhances student learning, teaching methods, and subject delivery. It also highlighted the need to correlate course outcomes with program outcomes and other requirements to improve education quality (Zamir *et al.*, 2022). OBE is significant in developing countries like Pakistan, as it can improve educational quality and

performance through better systems and school policies. A paradigm shift towards OBE can lead to better outcomes in education in diverse social economic situations (Asim *et al.*, 2021). Outcome-Based Education (OBE) is a teaching method that focuses on certain learning outcomes which enables to improve students' behavior, motivation, engagement, accountability, and adaptive behaviors. It does not only enhance classroom atmosphere but it also makes students able to cope with everyday situations. It gives them knowledge that can be used for teaching and policy purposes (Hamidi *et al.*, 2024).

In addition, a 2021 research emphasizes the importance of the OBE model in curriculum development and evaluation. This study underlines the necessity of connecting curriculum design with targeted learning goals and using several assessment techniques to successfully evaluate student performance. The new 2022 study suggests a sophisticated approach towards introduction of OBE at the tertiary level engineering programs, which in turn corresponds with the international academic standards and accreditation requirements (Syed *et al.*, 2022). A study from 2020 focused on OBE implementation at a private medical school in Saudi Arabia to point out the areas needed to be improved while offering the recommendations to enact these practices (Iqbal *et al.*, 2020). A qualitative research in 2023 examines concrete competences like knowledge building, problem solving and ethical values that are needed to become successful in learners' careers (Saha *et al.*, 2023). The 2020 critical review offers an insight into the challenges and opportunities of OBE implementation in higher education. This, in turn, brings guidance to the policy makers, educators and institutions as they move toward being outcome-based (Rawley & Mehra, 2020). Therefore, in the end we must invest even more in the research and practical steps so that the OBE could achieve its full potential and contribute to academic success of students and their skills development for the future.

### OBE in the Philippines

Outcome-Based Education (OBE) is a revolutionary approach in higher education in the Philippines with the aim to connect educational processes to specific student learning outcomes to make graduates globally competitive and locally market driven. This work aims to evaluate the application of OBE in the different higher education institutions in the Philippines, considering the challenges that were overcome, the success that was achieved, and the methods applied. The survey summarizes the findings from the different studies that were done between 2018 and 2021, resulting to a complete picture of how OBE has been adapted in the education system in the Philippines and its effects on teaching methods as well as student's learning outcomes.

A study undertaken by (Dagdag, 2019) investigates the opinions of Mathematics teachers in Isabela, Philippines, on Outcome-Based Education (OBE). The study

demonstrated that most teachers do not have sufficient knowledge of OBE concepts, resulting in inefficient implementation of OBE. This research underscores the need for more than just faculty development programs in helping educators orient their curricula and assessment better with the OBE standards. Similarly, a study in Tagbilaran City looked at English teaching and learning under the framework of the OBE, which showed improvement in teaching methods and academic performances due to properly implemented and well-understood OBE principles (Guigue, 2020).

The study by (Florida, 2018) conducted in the Polytechnic University of the Philippines by faculty expressed a satisfactory readiness to apply the OBE particularly in the Colleges of Education and Engineering among others. On the other side, in 2019, an evaluation at the University of Perpetual Help System DALTA, showed that there is a logic gap between learning goals and level of student achievement, identifying that it is necessary to provide more funds at the academic area so that faculty can be well equipped with the knowledge and resources to use OBE (Custodio *et al.*, 2019).

A recent study that involved faculty from allied programs in the medical field shed light on several implementation challenges and adaptation strategies associated with OBE. The study addresses issues like tight schedule, cautious adoption of changes, which were countered by proactive efforts like internal training as well as development of policies (Raguindin & MAN). Furthermore, a 2020 policy perspectives article contested the inputs-based structure as the major problem in Philippine higher education, calling for a more comprehensive embrace of OBE practices to deal with the quality issue and to make education more relevant to the economic requirements (Dagdag, 2020). The findings mirror a 2019 research in Central Philippines State University, which assesses the implementation of the OBE to moderate level by applying the ADLI model in order to be integrated to the teaching process that will consequently improve student's competencies for global job market (Cayot, 2019).

In addition, the 2021 evaluation in Aklan based on the CHED-OBE framework found several issues involving stakeholder participation and assistance which are required for effective implementation of the OBE (Barrios, 2021). The practical application of OBE was also further investigated in a 2020 study that validated the contents of an OBE Student Teaching Manual, which has now become a valuable tool for enhancing the student teaching phase in Teacher Education Institutions (Marasigan, 2020). On the other hand, a study conducted by (Tenedero & Pacadaljen, 2021) in Samar State University, which critically examined the implementation of OBE paid much attention to the proper adjustment of learning experiences in such a way that they would coincide with the strategic goals of the institution with the purpose of improving the level of education. These interrelated research ensures the evolutionary and formidable implication of OBE in the Philippines

as a whole which substantiates the need for improving faculty's readiness, consistent resource allocation and institutional implementation to achieve a higher level of efficacy in improving higher education quality.

**METHODOLOGY**

**Study Design**

The study employs qualitative research methods to assess the impact of OBE implementation in diverse educational environments. This technique, is preferred due to its capacity to capture rich, descriptive data that can explain the intricacies of the way through which OBE is being implemented (Moser & Korstjens, 2018). The research design involves in-depth interviews, which is a semi-structured approach that is focused on open-ended discussions with stakeholders, including teachers, administrators and policymakers. Discussion forums will be set up that will involve teachers, parents, and other education sector players to explore the collective perception and experiences of all agents of change in this field. The posted documents (the educational documents) of formal structures have also been observed in order to grasp the features of the OBE implementation. An OBE observation in an education setting will be undertaken, as a part of a qualitative research combination of an interview data analysis, data collection. Such qualitative multifaceted approach guarantees that the area of research covers all the diverge perspective, practices, and challenges that are observed when OBE is implemented across various learning contexts. The objective of the study is to generate detailed and location specific data on OBE implementation as a whole. Hence, this study will help us to gain richer understanding of implementation context of OBE in different educational settings.

**Data Collection**

Research gathers data on OBE implementation via literature review, interviews, and questionnaires. The literature review is a foundation where the theoretical fundamentals and practical use of OBE is explored across various settings. Interviews of different personalities who are the key stakeholders and include school admin, policy-making experts as well as instructors are done to disclose multiple views and experiences.

The interviews were taken over the internet using platforms such as Zoom, making the whole process easy to the informants and flexible. Questionnaire is given to AGCA teachers and parents to gather qualitative data about their opinions, experiences and attitude towards OBE implementation.

**Sample Size**

The study uses purposive sampling for a deeper understanding of the challenges and opportunities involved in OBE implementation. 15 Teachers from AGCA that possess the relevant skills and knowledge are appointed as participants, while the group of 15 parents selected from AGCA reflects the various views among each other. A sample size associated with data saturation is likely to be optimal, implying that the data collection should be continued until no other information or new themes can be obtained from the data analysis.

**Data Analysis**

The data analysis procedure considers the qualitative methods for identifying patterns, themes, and relationships in the interview responses and answers to the questionnaire. Thematic analysis identifies patterns and categories related to OBE implementation, whereas matrix alignment compares different findings through cross-source check. This will help in unveiling the congruencies, discrepancies, as well as holistic themes that allows one to understand OBE implementation comprehensively.

**Ethical Considerations**

Ethical concerns have been given top priority during the research process in a bid to protect the rights, privacy, and confidentiality of subjects. The informed consent is sought from all participants in the study, and all other measures and precautions are taken to protect the confidentiality of the information. Moreover, the approval of ethical boards from the relevant institutional review boards is also sought in order to meet the requirement for ethical compliance in terms of the ethical guidelines and standards.

**RESULTS AND DISCUSSION**

This study presents, analyzes, and interprets participant data based on research questions, focusing on problem statement and investigation. The data presentation, analysis, and interpretation provide insights into research questions and objectives, shedding light on the phenomenon under study and providing a comprehensive understanding of the subject matter.

Five pillars of OBE as articulated in other schools in terms of:

- a. Outcome of significance
- b. Paradigm
- c. Purposes
- d. Philosophy
- e. Principle

**Table 1:** Articulation of Five Pillars of OBE in SPU and MIT

Five pillars of OBE	St. Paul University	Mapúa Institute of Technology	Proposed Framework
Outcome of Significance	Program Outcomes	Student Learning Demonstrations:	Learning Outcomes
	Program Education Outcomes	Clear, observable demonstrations of significant learning experiences.	Learning Schedules

	Intended Learning Outcomes	Avoid values, attitudes, feelings, beliefs, activities, assignments, goals, scores, or averages	
Paradigm	The instructional plans incorporated learning activities, resources, and assessments that were in line with the SPUP's vision-mission, goals objectives, and Paulinian core values.	Framework of Assessment Program Outcomes:	OBE Framework of AGCA:
		Selection based on area's political process	Before, During and End of School Year Processes
		Commitment to provide education opportunities and require learning outcomes	
Purposes	The instructional plans incorporated learning activities, resources, and assessments that were in line with the SPUP's vision-mission, goals objectives, and Paulinian core values.	A commitment that all students of all groups will ultimately reach the same minimum standards.	ACCA's OBE Implementation, Mission, Vision and Program Objectives
Philosophy	Educators with a strong understanding of OBE can effectively implement the new curriculum in the classroom, as their training in OBE makes it easier for them to understand and apply it effectively.	Program Evaluation Objectives (PEOs)	Background and Context
		Consistent with institution's mission.	
		Periodically document and demonstrate objectives based on program's needs.	
		Periodically document and evaluate attainment of objectives.	
Principles	Strong Administrative Support	Students' Knowledge	Learning Assessments
	Well-Informed Faculty	Students' Skills	Activity-Based
	Committed Faculty	Motivation in carrying out the demonstration	Learning
	Students		Grading System
	Designed Curriculum		Continuous Improvement
	OBE implementation is ascribed to faculty members		

**Table 2:** Articulation of Five Pillars of OBE in UPHS and LPU

Five Pillars of OBE	University of Perpetual Help System DALTA	Lyceum of the Philippines University	Proposed Framework
Outcome of Significance	Competent professionals and graduates with aligned curricular experiences and resources that are globally competitive with standard workforce needs	Graduates with essential and minimum knowledge, values, and skills	Learning Outcomes
			Learning Schedules
Paradigm	Formulating institutional, program, and course outcomes before revising course syllabi and identifying and establishing instructional supports.	Learning opportunity for a better structure though preparing the OBE documents.	OBE Framework of AGCA:
	Accreditations, research-based, and curriculum review/revision	Evaluation on the effectiveness of the PEOs about its contribution to the progress of the community	Before, During and End of School Year Processes
Purposes	National standards and levels for outcomes of education and training, skills, and competencies	National standards and levels for outcomes of education and training, skills, and competencies	AGCA's OBE Implementation Mission, Vision and Program Objectives
			Background and Context

Philosophy	Student-centered learning philosophy	Student-centered learning philosophy	Background and Context
Principles	CMO no.46.s.2012 outlines a policy standard to improve quality assurance in Philippine Higher Education through outcomes-based and typology-based QA.	CMO no.46.s.2012 outlines a policy standard to improve quality assurance in Philippine Higher Education through outcomes-based and typology-based QA.	Learning Assessments
			Activity-Based Learning
			Grading System
			Continuous Improvement

**Table 3:** Articulation of Five Pillars of OBE in South Africa and Hong Kong

Five Pillars of OBE	South African Schools	Hong Kong	Proposed Framework
Outcome of Significance	Learners finished their course/ program at a specified time (e.g. a four year course is finished within four years)	Significance to teacher education in general, to build content and pedagogy experts	Learning Outcomes Learning Schedules
Paradigm	Transformational exit outcomes and role-performance through outcomes assessment and performance-based standards, adopting a criteria-based view of assessment.	Focus on students and outcomes	OBE Framework of AGCA: Before, During and End of School Year Processes
		Evaluation of curricular change and student's evaluation	
Purposes	Not articulated	Diversified assessment tasks	AGCA's OBE Implementation Mission, Vision and Program Objectives
		Outcome achievement	
		Focused on knowledge and skills	
		Content validity with the domain of the course	
		Provide valuable feedback	
		Be reliable and fair	
Philosophy	Not articulated	OBL	Background and Context
Principles	OBA Policy document	Assessment rubric with the following criteria (Wang, 2010):	Learning Assessments
		Alignment and mapping with the CILOs	Activity-Based Learning
		Transparency	Grading System
		Observable, measurable, and with evidence	Continuous
		Demonstrates expectations on the students	Improvement

Table 1, 2, 3 analyzes Outcome-Based Education (OBE) pillars in other schools and universities, based on research studies from various countries. The current guidelines of other institutions can serve as a reference for Angeli Gilbert Christian Academy (AGCA), providing a thorough analysis of transitioning to an OBE framework and providing a rational approach to implementing OBE in AGCA.

**Analysis Using Literature and Applying to the Case Study**

Outcome-based education (OBE) is a student-centered approach to education that focuses on the intended

learning outcomes resulting from instruction. It has three versions: William Spady's first version, developed in the 1980s and 1990s, emphasizing the Outcome of Significance, Paradigm, Philosophy, Purposes, and Principles; the second version, widely adopted in the United States, Australia, and the United Kingdom in the 1980s and 90s, providing accountability to accreditation agencies and external stakeholders; and the third version, which uses learning outcomes for the sole purpose of enhancing teaching and learning (Qadir *et al.*, 2020).

OBE provides a framework for organizing the curriculum around predetermined and clearly defined student learning outcomes. It has been viewed as a significant

paradigm shift in educational philosophy and practice, emphasizing a learning-based model focusing on what students know and can do as a result of a learning experience or acquiring a degree. However, in countries like South Africa, the Philippines, and Hong Kong, the implementation of OBE has different findings and success measures, depending on the approach and how the significance of OBE will be a factor in the success of the school or institution.

In South Africa, the outcome of significance is articulated through the Department of Education policy document (2000), which states that learners should progress according to their age cohort and not spend more than four years in a phase (Mzangwa, 2019). In the Philippines, the shift towards OBE is influenced by various factors, such as industry, workplace, and stakeholder expectations, propelling academic institutions to graduate professionals who can be locally and globally competitive and contribute to local, national, and global development.

The study analyzed various institutions and universities to identify the philosophy pillars of Open-Ended Learning (OBE). It was found that the pillar is not articulated, with South Africa stating that students should first draw learning programs, work schedules, and lesson plans. In Hong Kong, teachers were concerned about the implementation process, as they did not explain to students that OBE was being experimented with, denying them the opportunity to become directly aware of the innovation. This led to students not being able to make informed critiques of design and implementation,

potentially preventing them from noticing differences in course characteristics.

The OBE in South Africa was revised, with each learning area having its policy document, guiding educators on planning instructional and assessment practices. In the Philippines, the CHED Memorandum Order mandated engineering schools to follow new policies, standards, and guidelines for all bachelor's engineering programs. In Hong Kong, the principal pillar of OBE was identified by course instructors as four principles: mapping with the CILOs, being transparent, observable, and easy to measure with evidence.

The study examines the perceived pillars of Outcome-Based Education (OBE) in Angeli Gilbert Christian Academy (AGCA) by staff and students' parents. The responses were analyzed using Spady's five pillars of OBE, and a structured OBE was developed. The staff and teachers at AGCA are the main agents of the school's operations, and their responses are based on their subjective knowledge and pedagogical experience. The analysis helps formulate a structured OBE for AGCA.

The study analyzed interviews with AGCA staff and teachers, revealing various teaching approaches and the impact of learning outcomes on students' progress. Thematic analysis identified 9 themes of OBE: concern for students' welfare, positive student traits, confidence in teaching, forecasted learning outcomes, confirmed learning skills, student success, creativity, best effort, and genuine teacher concern.

**Table 4:** Thematic Analysis on the Perceived Pillars of OBE of Staff/Teachers of AGCA

Participants	Narratives	Themes
Teacher 3	Proper deliverance of lessons will highly contribute in the student's daily learning. The more precise the teacher, the better the children will understand. With a clear teaching objective, both teacher and student will be able to understand each other.	Concern with their students' welfares
Teacher 4	Students whose creativity and imagination are nurtured and developed, and have understanding with their identity, with their relationships to people and to their overall well-being.	Positive traits of students are observed thru setting-up learning outcomes
Teacher 1	As a preschool teacher, I have observed significant improvements in my students' writing skills, despite the challenges of online teaching, and they've also developed social communication skills, contributing to their success as independent individuals.	Confidence in Teaching
Teacher 1	Emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do.	Forecasted Learning Outcomes
Teacher 3	This only proves that he is able to grasp the learning content of the lessons.	Confirmed Learning Skills
Teacher 1	The students are attentive learners who easily catch up on lessons, and when they encounter difficulties, they are always asked which part they don't understand.	Student's success
Teacher 5	The children are given empowerment all throughout the past quarters. In case a child has a difficult time learning skills, the teacher gives support to ensure that learning outcomes are met by meeting the child one on one to provide multiple means of engagement to practice and to achieve mastery.	Creativity

Teacher 4	Every end of the grading period, AGCA arranges meeting between parents and teachers to assess the performance of their students. During this time, the teacher tells the parents about the performance of their kids and on areas they are excelling and on areas the student has to improve on. I think it is the most effective support a school can give to both parents and students.	Best Effort
Teacher 3	No one will be left behind. The teacher repeats the lesson or the example more often.	Teacher's Genuine Concern

**Themes 1 and 2: Outcome of Significance**

Teachers prioritize their students' welfare and well-being, as highlighted by Teacher 3. Proper lesson delivery significantly enhances daily learning, and a clear teaching objective fosters understanding between teachers and students. This leads to observed good behavior throughout the school year, which is significant in the context of OBE. The more precise the teacher, the better children understand. Therefore, teachers play a crucial role in promoting student well-being.

**Theme 2: Purpose**

Teachers' full potential is realized when they have a wide range of teaching confidence, or self-assurance. As a preschool teacher, I observed significant changes in my students' learning, especially in writing, even when teaching online. They learned to communicate socially and share their thoughts and ideas. Self-assurance is defined as having faith in oneself, and it is essential for teachers to have a sense of purpose in their teaching methods.

**Themes 3 and 4: Paradigm**

The paradigm of OBE is defined by teachers by segmenting their responses to questions about it. Teacher 1 emphasizes a clearly articulated idea of what students are expected to know and be able to do, while Teacher 3 believes this only proves their understanding of the learning content of the lessons.

**Theme 6: Philosophy**

Most teachers believe that student success is the ultimate goal for education, not just OBE. Teacher 1 believes that education should be supported from the beginning, especially when lessons are challenging. They are attentive learners who easily catch up on what they are taught. When they encounter difficulties, they are asked which part of the lesson they don't understand.

**Themes 7 and 9: Principle**

The OBE manual for AGCA implementation uses principles rooted in teachers' genuine concern for their students. Teacher 3 emphasized the importance of no one being left behind, emphasizing the need for frequent repetition of lessons or examples.

AGCA's staff and teachers emphasize the continuous learning approach in their educational context. They believe that lesson objectives guide students and foster understanding between students and teachers. Graduates

from AGCA are creative, responsible, and resilient young people with good virtues. The staff perceives the program's outcomes as aligned with the school's objectives. They observe that students are fully equipped according to their learning outcomes, collaborating well, and creatively solving problems. They overcome learning barriers through enhanced communication skills and thought processes. The purpose is not just to improve academically but also to prepare students for lifelong skills.

**Analysis Using Literature and Applying to the Case Study**

The Paradigm Pillars of OBE, as perceived by staff and teachers, determine the success of students' learning outcomes. These outcomes are evident not only at the end of the lesson but also at the end of the quarter, indicating that skills and knowledge are acquired when students leave the school. Staff and teachers consistently stated that students in AGCA demonstrate different capabilities to cope with every lesson. The educational context in AGCA provides students with more opportunities for career and personal growth, allowing them to achieve better credentials and become a man of character. The educational context in AGCA is a significant factor in the success of each student, providing them with better credentials and character development.

The researcher found that the educational context at AGCA provides equal learning opportunities, with a grading system that sets expectations for students, teachers, and parents. This system empowers students throughout the school year, ensuring better learning outcomes and mastery in the subject. Teachers use repetitions to enhance focus and regulate learning emotions, enhancing the overall learning experience.

The role of parents and guardians in Angeli Gilbert Christian Academy significantly impacts the school's success. They are the main client of the school's operations and their involvement in their child's education is crucial for future success. Feedback and collected responses from parents and guardians contribute to a better educational system at AGCA. Their inputs are valuable in constructing an OBE framework, ensuring a more effective learning environment.

Parents' and guardian responses reveal the development of their children's learning in AGCA. Thematic analysis reveals themes such as affirmation, experiential learning, lesson objectives, confidence, parent's dream, satisfaction, learning outcomes, honed skills, improved behavior,

learning expectations, foundation of child, better school selection, positive attributes of AGCA, independent learner, curriculum improvement, good traits, teachers' positive attributes, confidence in AGCA, grading system,

parents' cooperation, affirmation, positive attributes of AGCA as a whole, confidence, motivation, teacher support, and good communication.

**Table 5:** Thematic Analysis on the Perceived Pillars of OBE of Guardians/Parents of AGCA

Participants	Narratives	Themes
Parent 8	The teacher's objectives and lessons are well-prepared and executed, enabling my son to understand his lessons with minimal supervision, as the teacher has already provided a well-explained lesson.	Affirmation with AGCA
Parent 15	The teachers contribute to student learning through sharing of past experiences and proven effective examples.	Experiential Learning
Parent 13	Lesson objectives are crucial as they serve as a guideline for lesson execution, ensuring a smooth and clear understanding of the intended goals.	Learning Objectives
Parent 10	Yes, confidence. I don't doubt my child's reading and writing competency nor her drive to learn but AGCA really brought her confidence to a new level.	Confidence with AGCA
Parent 5	As we talk last time. My son told me; mommy do you think I can be an artist. I answered him yes. I saw him drawing and coloring it and he is so happy doing it.	Parent's dream for her child
Parent 9	Yes, my child has developed reading skills in a short span of time, she has demonstrated creative skills as well	Satisfied Parents of AGCA
Parent 2	Yes, self-confidence, critical thinking, problem-solving, effective and written communication, and a good leader	Learning Outcomes
Parent 3	In general, behavior generally leads to personal growth, increased confidence in various aspects, and academic success through practical application of learned skills and increased observance of surroundings and other factors.	Honed Skills Improved Behavior
Parent 1	Yes, education emphasizes a clear understanding of what students are expected to know and possess, including skills and knowledge, upon leaving the school system.	Thinking of Child's Future
Parent 7	AGCA's grading system aims to foster student achievement, fostering a strong desire among students to meet their set expectations.	AGCA's Grading System
Parent 6	My child became more observant and curious, connecting school activities with real-life events in our home. She applied new words and ideas learned, indicating that the teacher effectively taught the students.	Experiential Learning
Parent 12	The child is expected to enhance their intellectual knowledge across all subjects, enhance their problem-solving skills, and improve their interpersonal behavior.	Learning Expectations
Parent 4	Academic progress is seen every time. We can notice it in our daily activities and conversations	Daily learning
Parent 14	Teachers are very supportive and always in assistance. They are ready to answer any enquiries anytime.	Teacher's Support
Parent 11	My son asks too many questions and teachers address it. They also give complement to kids who are doing great jobs. Thus, they feel like doing more and better.	Good Communication

**Themes 1 to 3: Outcome of Significance**

Many parents have praised AGCA's excellent execution of their educational programs, stating that the lessons are well-planned and practical. The teacher's objectives and lessons are well-executed, and the child can now understand the lessons with minimal supervision, as the teacher has already well explained the lesson. This positive feedback highlights the effectiveness of AGCA's

educational programs.

**Themes 4: Purpose**

The researcher's investigation reveals that parents use learning results to create dreams for their children, and their faith in AGCA's ability to help has satisfied them. Their child has developed reading and creative skills, meeting their expectations, and demonstrating their expectations.

**Themes 7 to 10: Paradigm**

Parents believe that OBE’s paradigm leads to improved skills, conduct, and experiential learning. They believe teachers effectively teach students and believe AGCA can protect their children’s future. Parent 21 supports education that clearly outlines what students need to know and be able to do when they leave the school system.

**Themes 11 to 13: Philosophy**

Parents are choosing AGCA for their child’s learning foundation based on OBE’s philosophy and AGCA’s guardians and parents. AGCA offers a comprehensive, well-rounded Christian education with a small class size. Parents are seeking improvements to the curriculum to foster independence and parental involvement, fostering a sense of faith in the school.

**Themes 14 to 15: Principles**

AGCA’s grading system, a key pillar of OBE principles, aims to make students achievers. Parents trust the system due to teachers’ support, open communication, and inspiration. The system aligns with AGCA’s OBE implementation manual, and parents evaluate their child’s progress. Students are expected to produce lifelong experiences, possess deep knowledge, be creative professionals, spiritually aware, and possess strong digital capabilities.

**Analysis Using Literature and Applying to the Case Study**

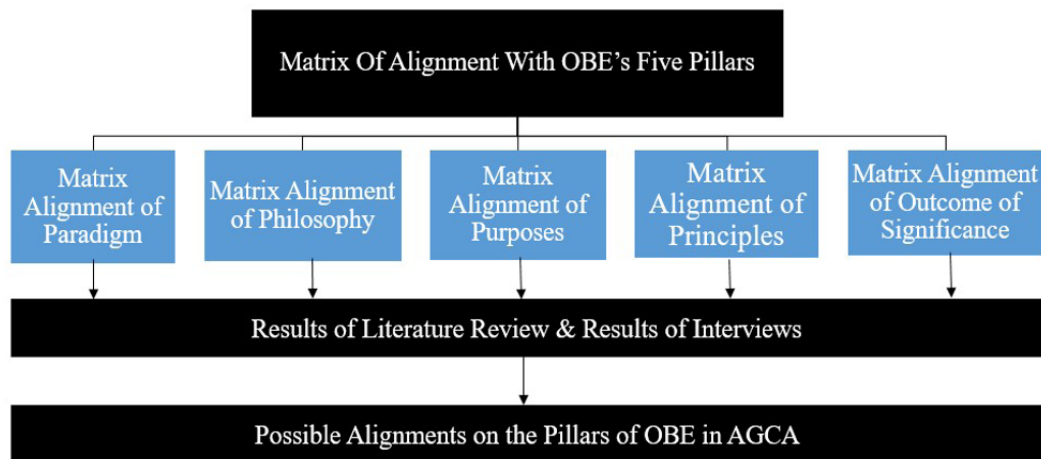
Parents at AGCA believe their children can fully equip

themselves according to their learning outcomes, with students developing confidence in various subjects. Despite challenges in online classes, parents have seen their children progress to the next level of education. They appreciate the advanced learning at AGCA and the good interaction between teachers and their children. Parents believe the quality of education is important in their child’s life, and their child can demonstrate mastery of lesson concepts in daily activities. AGCA offers a quality education with high-quality teachers, developing good values, and improving comprehension and memory. The school prepares learners for the 21st century, producing analytical thinkers and values imbued with love and morals. The school’s strong social/emotional curriculum and teachers help children communicate, solve problems, and work together as a classroom community.

AGCA parents and guardians believe in a realistic grading system that emphasizes attitude and behavior in class, not just completed worksheets. High expectations and incentives encourage collaboration and cooperation, valuing teamwork over individualism. AGCA empowers students through protection, love, and encouragement, motivating them to attend school and demonstrating their ability to deal with society. Teachers use a systematic and creative approach, providing support and guidance for student development, with the guidance and moral support of the teaching staff being crucial contributors to student learning.

**Alignment with OBE Pillars**

The literature review emphasizes the importance of



**Figure 2:** Matrix of alignment with OBE’s five pillars

Source: Author

high-quality learning for students, focusing on alignments between the concept, philosophy, and purpose of AGCA. Parents believe that high-quality learning leads to changes in behavior and mastery of lesson plans. Experiential learning outcomes demonstrate what students have learned during the learning process. AGCA education allows students to pursue higher positions, pursue various career paths, and achieve personal growth.

The school’s objectives align with the pillars of the OBE of the AGCA framework, ensuring all students are fully prepared and well-equipped to succeed. The existing grading system sets high standards for students, staff, teachers, and parents, allowing them to improve and achieve learning targets. Teachers play a systematic and imaginative role in the classroom, contributing to various fields of study. The foundation for educational

context is based on teachings of equality in learning and helping students interact with society and create a good image for themselves. The school's principles alignment matrix serves as the base for achievement framework design, time schedule, assessment, activity-based learning, grading system, and continuous improvements. The research emphasizes the significance of long-term skills development, requiring years of drill and reinforcement. Teachers and parents share the development of their children's learning while participating in AGCA, ensuring

that the objectives of lessons are well-aligned.

**Proposal for AGCA OBE Implementation Manual**

The study proposes a program for Angeli Gilbert Christian Academy's Outcome-Based Education, based on alignment matrix and participant responses. The program consists of components from the five pillars of outcome-based education, with the ultimate pillar carrying significant outcomes after executing activities under philosophy, purpose, paradigm, and principles.

**Table 6:** Proposed OBE Manual for Angeli Gilbert Christian Academy

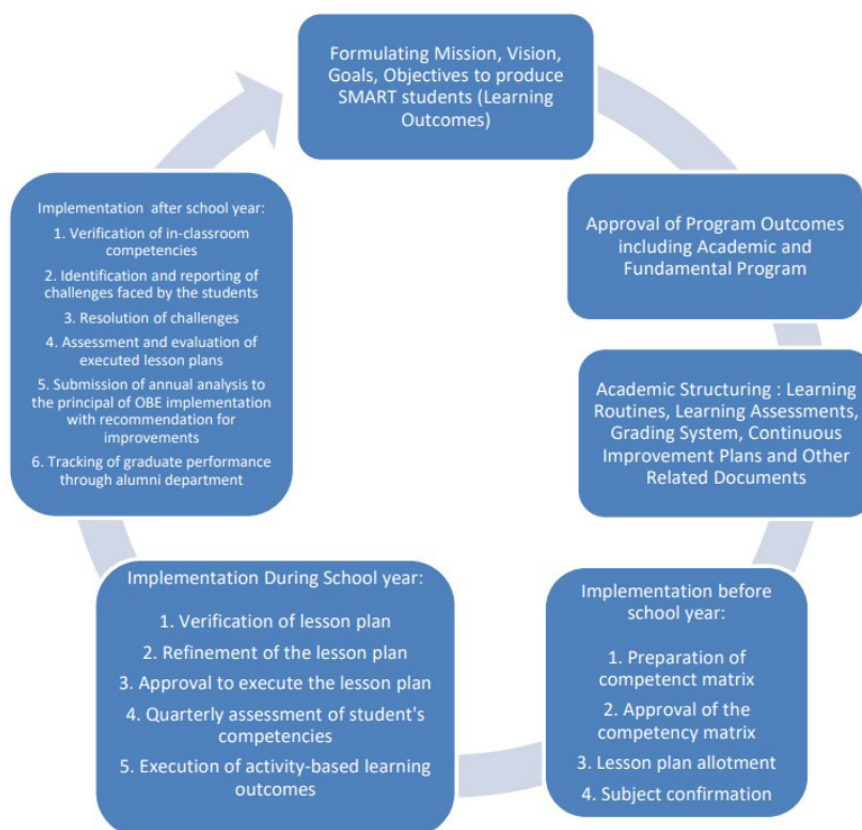
Proposed OBE Manual for Angeli Gilbert Christian Academy		
Spady's Concept and Perceived Pillar of OBE	Content	The Perceived Pillars of OBE in Angeli Gilbert Christian Academy
Philosophy	Background and Context	Student's Centered-Learning Principle
Purpose	IAGCA's OBE Implementation Mission, Vision and Program Objectives	Program Outcomes Academic Program Fundamental Program
Paradigm	OBE Framework of AGCA	Essential Form of Learning
Principles	Learning Schedules	Learning Routines
	Learning Assessments	Achievement Structure
	Activity -based Learning	
	Grading System	
	Continuous Improvement	
	List of Documents	
Graduate		
Outcome of Significance	Attributes (SMART)	Learning Outcomes

OBE (OBE) of the AGCA is structured to narrow the teaching and learning activities to the essential educational outcomes identified by the Education expert, Prof. William Spady. AGCA does that through the setting of clear goals for students to accomplish before they finish their learning tenure. This way it ensures that the curriculum, instruction, and assessment all coincide with the outcomes of these goals to create maximum learning success for and beyond school years. The OBE process at AGCA involves organizing a learning environment that provides the students, including those with special needs, with numerous opportunities and conduciveness in overcoming learning obstacles.

The main objective for AGCA is to competently and sustainably provide OBE which will guarantee competitiveness and generation of nationals who have capacity to build the nation for today and tomorrow. This is achieved through the vision of making the current and prospective AGCA staff equipped with the requisite tools for the purpose of proper OBE implementation that is in line with national policies and guidelines being released by the ministry of education. Its objectives focus on gaining mastery of basic education, a critical thinking and problem-solving skills development that are ethical, and effective communication, and more importantly, the

promotion of lifelong learning especially in the field of technology. One of the primary objectives of the AGCA is to foster inquiry, critical thinking and creativity which will cater for the complete development of the child in regards to the social, physical, emotional and cultural needs while at the same time encouraging every student at their pace and style of learning. This model demonstrates the principle that the essence and method of knowledge play a big role while the time for learning can be flexible due to different development rates and outcomes.

Angeli Gilbert Christian Academy (AGCA) follows the Pillar of Objective Based Education (OBE) model, focusing on high expectations, innovation, and systematic tracking of supporting materials. The school provides equal learning opportunities for all students, empowering them to deal with society and set a good image for themselves. Teachers use a systematic and creative approach in their teaching methods. The Learning Assessments Entrance Exam determines students' learning competencies and gaps, and monthly and quarterly exams measure the effectiveness of lesson plans. Students are classified into three groups based on their weighted average: Challenge students (74% and below), Average students (75% to 84%), and Advance students (85% and above). The OBE model includes written work, performance tasks,



**Figure 3:** OBE Framework of AGCA

Source: Author

and quarterly assessments, with a grading system based on DepEd guidelines. AGCA's learning schedules are designed to prepare students for college or university entrance, with academic hours based on the 2020-2021 and 2021-2022 school years. Students in Kindergarten to Grade 5 are given daily homework, Monday to Thursday, with teachers supporting this by not assigning homework on weekends. The school offers various learning materials to help students develop desirable work and study habits and prepare them for college or university entrance. AGCA's achievement structure is an ongoing process based on multiple sources of evidence, allowing students to take responsibility for their work and support their growth as lifelong, reflective learners. The study aimed to create an Outcome-Based Education Manual for Angeli Gilbert Christian Academy (AGCA) to improve its current educational practices. Data was collected from staff, teachers, and parents, using qualitative methods and thematic analysis. The findings revealed that the current implementation guidelines of other schools and educational institutions serve as a reference for creating an OBE framework. Some countries did not provide accurate details from whom they derived their educational context, while in the Philippines, OBE was viewed as a significant paradigm in educational philosophy. The researcher interviewed teachers and parents to identify the current learning outcomes of students, but they did not answer the question of AGCA's current educational context aligned with OBE. The findings suggest considering the inputs and educational teaching

experience of teachers when creating the OBE framework.

### CONCLUSION

Angeli Gilbert Christian Academy (AGCA) has successfully implemented Outcome-Based Education (OBE) in its educational system, demonstrating the potential for similar strategies to other schools. Parents and teachers expressed satisfaction with AGCA's progress in the educational system. The researcher concluded that a matrix of alignment resolved challenges in drafting an Outcome-Based Education Manual for AGCA. OBE has been implemented in the Philippines and other countries since the early 1990s, and implementing this change will help AGCA produce esteemed alumni and change learning opportunities. The study also identified opportunities for improvement in AGCA's educational framework, suggesting a revision from the vision/mission statement and a developmental plan in line with the proposed OBE manual. The learning tools used in AGCA are crucial for OBE implementation, and other institutions should review their current approach for continuous quality improvement.

### RECOMMENDATIONS

Future research may include studies on the effectivity of OBE implementation, a longitudinal study of AGCA's alumni, and a comparative study of AGCA's synchronous learning to face-to-face learning approach.

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