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A NARRATIVE SYNTHESIS OF QUALITATIVE STUDIES ON THE IMPLEMENTATION OF OUTCOME-BASED EDUCATION IN HIGHER EDUCATION SETTING

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Abstract:
A paradigm shift toward a new education system is being considered by many educational institutions, driven by job market demands to produce a labor force of resilient graduates prepared for real-world challenges. Outcome-Based Education (OBE) continually gained attention in the 21st century due to its student-centric approach focusing on culminating outcomes defined by the curriculum. This study analyzes 15 years of qualitative research on OBE in higher education settings, integrating a range of teachers' perceptions across various programs. The Snellen Chart of the OBE model was developed to illustrate the triadic viewpoints of teachers in the implementation of OBE in the teaching-learning process: planning, instruction, and assessment, anchored in OBE's four principles: clarity of focus, design down, expanded opportunity, and high expectations. The findings reveal the interrelationship between these principles and the teaching- learning process, highlighting gaps in the phases of OBE implementation. Findings suggest professional development and intensive training on OBE framework for higher education teachers which strengthens clarity of focus. Varying levels of acceptance and resistance to the adoption of the OBE system aligned with learning outcomes emphasizing design down principle. Furthermore, the study uncovers prevailing challenges in creating a conducive learning environment for learners, which hinders them from expanding opportunities. Finally, findings advocate for varied assessment methods to support high expectations. These findings foster profound knowledge of the advantages and challenges of the implementation of OBE providing educators, educational administrators, and stakeholders with a clear understanding of the needs for a successful implementation of the OBE system.
Keywords: Outcome-Based Education, Higher Education, Perception, Planning-Instruction-Assessment, Implementation

INTRODUCTION

According to Spady (1994), Outcome-Based Education (OBE) clearly focuses and organizes everything in an educational system around what is necessary for all students to be able to do at the end of their learning (as cited by Asim et al., 2021). The emphasis on relevance to student needs and job market demands shows the alignment of the education towards providing an education that is not only academic but also practical and proper to the needs of the world of work. This proves the importance of involving various stakeholders in designing educational programs that are relevant and responsive to the needs and demands of the academic setting and job market (Allo et al., 2024). The integration OBE framework facilitates outcome-based learning, ensuring alignment with professional demands (Hasibuan & Harahap, 2024). OBE signifies a paradigm shift, redefining education as a transformative force for individual and societal progress (Dano, 2024).

A critical discussion of the pedagogical aspects involved in reshaping existing curriculum to satisfy the needs of the 21st-century learner (Akhmadeeva et al., 2013). Teacher recruitment exercises in the 21st-century should be geared towards hiring teachers equipped with the necessary skills needed for teaching 21st century learners (Iloanya, 2019). Different stakeholders understand the role of teachers in implementing outcome-based education differently and teachers should be adequately prepared if outcomes-based education is to be implemented successfully (Iloanya, 2019). Highlighting the need for training and dissemination of best practices for OBE implementation, as well as systemic changes in the college to which the faculty members belong to ensure optimal implementation of OBE (Pepito, 2019). Additionally, Challenges that hinder OBE implementation are teachers' workload, poor curriculum implementation, unstable system implementation, and lack of administrator support (Damit et al., 2021). Furthermore, Institutional readiness to adopt the OBE curriculum successfully requires continued development in the OBE curriculum structure and design, as well as faculty members' factors (Chowdhury & Das, 2022). OBE plays a beneficial role in university- level teaching techniques (Ali et al., 2024).

This narrative synthesis aims to assess challenges affecting the optimum success of the implementation of OBE in higher education settings. The goal is to establish a clear understanding of the interrelationship between the teaching-learning process grounded in the four principles of OBE. This study provides teachers' and school administrators' viewpoints highlighting the advantages, challenges, and positions of teachers in implementing the system.

Findings from this study will significantly enhance teachers' and school administrators' understanding on the effective adoption and implementation of OBE. It clarifies the roles of teachers and the support of school administrators aligning the instructional practices and needs to obtain desired outcomes. The Snellen Chart of OBE will serve as the basis for a more defined implementation of the system. It will help institutional policy- making in creating a supportive environment for OBE. Clarity of focus directly influences direction setting; expanded opportunity directly shapes the

delivery of instruction; high expectations drive documentation of results; and design down directs the program design function (Spady 1995).

METHOD

This study was conducted using five databases, namely: Google Scholar, ResearchGate, SciSpace, Emerald Insight, and ProQuest examining the implementation of Outcome-based Education in higher educational institutions. The search terms were "outcome-based education," "higher educational institutions," "planning," "instruction," "assessment," "perception," "program," "teachers," "program outcomes," and "learning outcomes". To be included in this study, research had to be: (i)Written in English language; (ii) Qualitative in design; (iii) Published from 2010-2025; (iv) able to be downloaded. According to Briner and Denyer (2012), Popay et al., (2006), narrative synthesis is perceived as an effective way to recognize the "story" behind a distinct body of evidence by providing reviewers a strategy to develop themes that bring unity to previously presented data (as cited in Clemente-Faustino & De Guzman, 2022, p. 720).

The search elicited 63 potential articles, of which 38 articles were excluded for duplication. The remaining articles were screened by title and abstract, and 12 were excluded because they were studies unrelated to the implementation of OBE in higher education settings. Full-text articles assessed for eligibility were thoroughly reviewed and 4 articles were excluded with relevance issues. In-depth review of the remaining articles was conducted evaluating the potential of each paper to produce valuable insight into the implementation of OBE in higher education settings. The Preferred Reporting Items for Systematic Review and Meta-analysis (PRISMA) statement reporting guidelines designed to improve transparency of systematic reviews and meta-analyses were followed for the record selection process (Page & Moher, 2017).

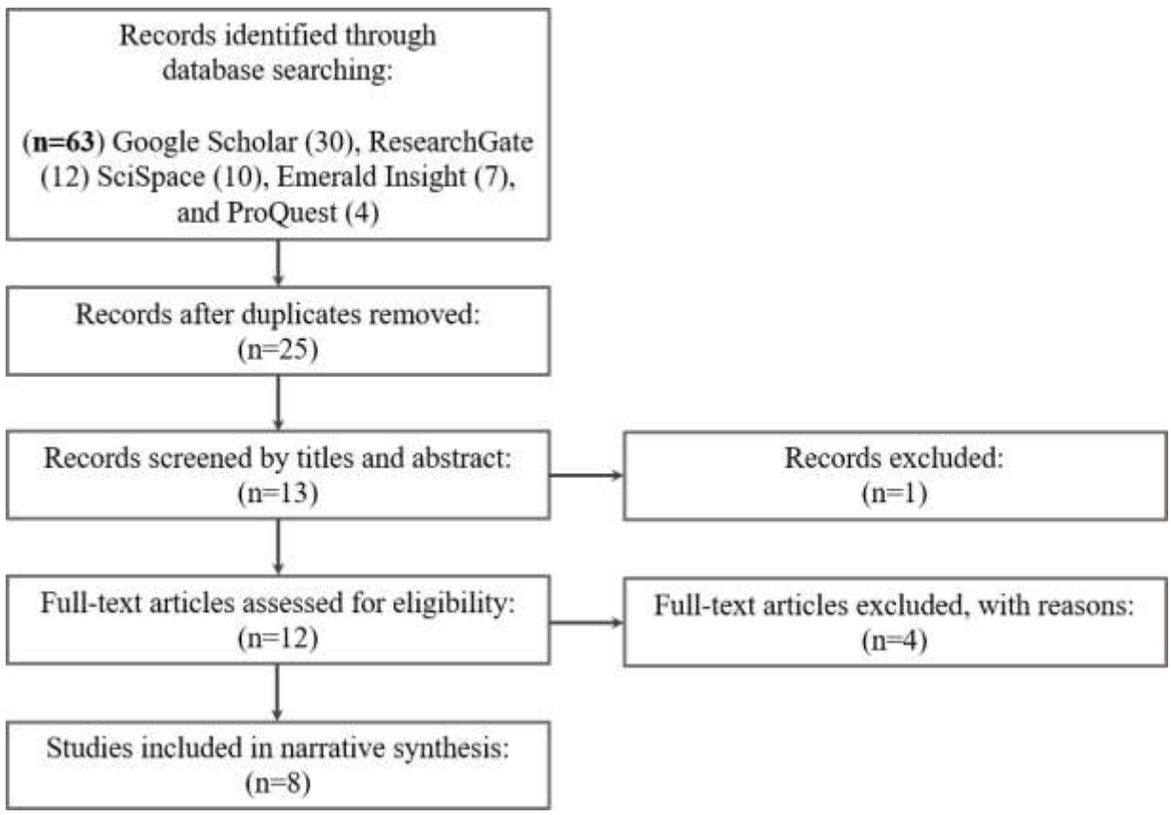

Figure 1. PRISMA flowchart of the record selection process.

FINDINGS

Utilizing eight eligible articles from the record selection process, the findings were collected and carefully analyzed, leading to the identification of three main themes, namely, teachers' OBE planning view, teachers' OBE instructional view, and teachers' OBE assessment view. Through the narrative synthesis process, The Snellen Chart of OBE: Triadic Viewpoint of Higher Education Teachers on Implementing OBE (see Figure 2) was developed. This model was designed based on the Snellen Chart; a visual tool used to assess visual acuity. In the medical field, this chart measures how well a person can see at a distance. This study depicts the clarity of the OBE system in the eyes of higher education teachers. The triadic viewpoints were sequenced based on the phases of the teaching-learning process: planning, instruction, and assessment. The Snellen Chart of the OBE model was anchored on the four principles of OBE; clarity of focus, design down, expanded opportunity, and high expectations. It incorporates the concept and structure of a Snellen Chart, which consists of eleven lines in descending font sizes from top to bottom.

The first viewpoint deals with the planning phase. It comprises five views in the planning stage, arranged in three lines. These begin on the eighth line, representing the clearest 20/20 vision, with the opinions in theoretical and

conceptual understanding anchored in the first principle of OBE – clarity of focus. Following the ninth line are adoption and curriculum views, anchored in the second principle of OBE – design down, and the view of academic workload in the planning stage on the tenth line.

The second viewpoint elucidates the instructional phase of the teaching-learning process. It comprises four views of instruction, starting with physical/digital infrastructure on the fifth line, pedagogical and behavioral views on the sixth line, and support systems views on the seventh. These views are all anchored in the third principle of OBE – expanded opportunity, in 20/40 vision. The last viewpoint of the triad is the assessment view, which deals with the outcome of the

OBE system measured through assessments. The first four lines are allocated for the assessment phase, gauging an objective measure of the outcomes. Starting on the 20/200 vision line, these views are all anchored in the fourth principle of OBE – high expectations. Assessments are viewed as formative, summative, criterion-referenced, technology-based, authentic, performance-based, self-assessment, and ipsative views. Inclusive and personalized assessments are also considered.

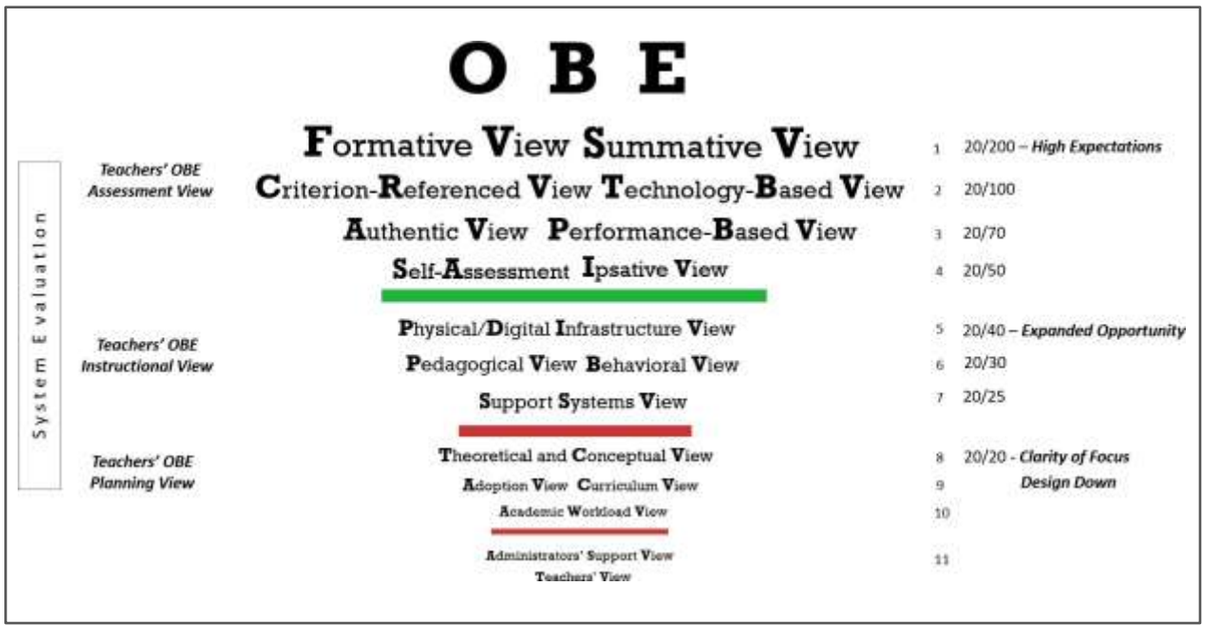

Figure 2. The Snellen Chart of OBE: Triadic Viewpoint of Higher Education Teachers on Implementing OBE.

THEME 1: THE TEACHERS' OBE PLANNING VIEW

In this study, the first emerging perspective arises from the very beginning of the teaching- learning process, planning. The first triadic viewpoint identified as the theme "teachers' OBE planning view" refers to the teachers' perceptions of the adoption of OBE in the planning stage. Four perceptions were identified reflecting teachers' perspectives in planning the Outcome-Based Education system.

Theoretical and Conceptual View

Reviewed articles revealed that teachers have the same perceptions regarding the definition of Outcome-Based Education. Teachers' theoretical and conceptual understanding is fundamental as it provides depth, clarity, and direction to the system. Teachers' definition of Outcome-Based Education is synced to its nature.

"A multi-disciplinary, student-centered, holistic educational paradigm focusing on skills development and character formation towards producing world-class graduates". (Pepito, 2019, p. 53)

'' OBE is a process where the curriculum and assessment is [are] restructured in such a way that the outcomes or the evidence is measurable rather than the accumulation of course credits''. (Iloanya, 2019, p. 443)

"The OBE program cultivates a supportive learning environment that values and respects the perspectives of all students. Furthermore, it encourages instructors to prioritize student outcomes over traditional lecture-based delivery methods. OBE places significant emphasis on high-level learner participation, with a focus on achieving desired outcomes." (Milon et al., 2024, p. 126)

Adoption View

A paradigm shift to a new education system receives both positive and negative reactions from teachers. This is the first line of success of the system as it sets the mood for the motivation, willingness, and dedication of the implementers. The extremes of acceptance and resistance were exhibited in the reviewed articles.

The acceptance of teachers contributed significantly to the success of the system. Optimism among teachers brings forth a positive note and high morale among teachers and produces globally competitive graduates attributed to a supportive, active, and collaborative learning environment, emphasizing high-level learner participation in the teaching-learning process.

"In order for us to produce world-class graduates and highly desirable human resource (and to contribute towards a) globally-competitive workforce, OBE should be implemented in the country. But changes should be introduced

slowly, not abruptly." (Pepito, 2019, p. 54)
Through Outcome-Based Education (OBE), students participate in a wide range of activities that promote active and collaborative engagement, allowing for reflection on their learning. (Milon et al., 2024, p. 126)
Furthermore, readiness comes from the first step of acceptance and valuing linkages and integration for international commitment.
"We are ready and we should be ready to be in-line with the ASEAN integration. We would also like our students to be ready for ASEAN integration." (Pepito, 2019, p. 56)
On the other hand, findings also revealed the resistance to adopting of OBE as evidently perceived by teachers in the HEI. Uncertainty, preparedness, and familiarity with theory, principles, and concepts brought a lack of confidence which translates to resistance to the adoption and perceived impracticality of the system.
"While OBE presents an effective pedagogical approach that prioritizes student-centered learning, it demands a significant investment of time to fully comprehend its significance and integrate it into classroom practice. Many educators lack familiarity with the principles and characteristics of OBE. It is essential that comprehensive training is provided prior to the implementation of Outcome-Based Education (OBE) in classrooms, ensuring that the specific needs of each class are addressed. (Milon et al., 2024, p. 126)
"… Suppose I want to compare with the system. In that case, I like the old system, because when we change the system, we are surprised, change another system, surprised too, he seems to start to digest then slack back, we want to start accepting the system. Still, when it fails in the MQA assessment, the teachers also seem to ignore it…". (Damit et al., 2021, p. 204)
Additionally, comfort with the familiarity and skills of tenured teachers in adapting to changes is also considered as a consideration.
"… If the acceptance for new teachers is all acceptable, only for the old teacher there is a little conflict there, he is used to the teaching has changed for a long time…". (Damit et al., 2021, p. 203)
"… if the old teachers we see are quite difficult for him to follow because maybe the time he used to be different is like the current system ...". (Damit et al., 2021, p. 203)
Finally, the adoption of Outcome-Based Education may face acceptance and resistance challenges, but the important thing is the sacrifice for the paradigm shift.
"While indeed it is a much-needed change, understanding on our part is necessary, as well as sacrifices. Probably, it is not important whether we have positive or negative attitudes towards OBE; the better question would be whether we are willing to make the necessary sacrifices to make OBE a reality." (Pepito, 2019, p. 54)

Curriculum View

The curriculum is considered the heart of education since it defines what students need to learn, and how they learn it, and secures the overall goals of the education system, serving as the foundation of the teaching and learning process. The study elucidated the willingness and readiness as well as the benefits and challenges faced by the teachers in higher educational institutions in crafting a curriculum tailored to the needs of their respective programs.
"Our curriculum is highly detailed and designed with clear, measurable goals directly connected to the PLO. Each element in the curriculum has specific aims that support the overall achievement of the PLO. For example, in each course, we detail how each topic taught will help students develop skills and knowledge relevant to their field of study." (Allo et al., 2024, p. 1385) "The department's preparation for OBE has been started already. The department carefully constructs its new program curriculum to match the new system; integrating more activities and assessments." (Pepito, 2019, p. 55)
The OBE approach has proven highly beneficial, particularly in the field of engineering. When establishing learning objectives, our focus lies on students' requirements. Subsequently, we refine these objectives using Bloom's Taxonomy to ensure they are effectively measurable. In setting objectives, we utilize verbs aligned with the "SMART" framework to facilitate their attainment by the end of the session. (Milon et al., 2024, p. 127)
Furthermore, this view also revealed the challenges faced by the teachers in the preparation of the curriculum. The identified problems are: curriculum stability, alignment, revisions, and continuous change.
"We do not deny, we do implement this Vocational College, and the curriculum is not yet well established, so due to the lack of stability the curriculum often changes, in a short time..." (Damit et al., 2021, p. 206)
"The department is currently revising its curricula to align with the competency-based curriculum of TESDA. We are encouraging students to take national assessment examinations in different TESDA programs." (Pepito, 2019, p. 55)
"…In terms of structure that is constantly changing every year, so there will be disruptions there in terms of preparation, tools and so on will be a little disrupted, when we already have complete materials for the old course, once the new structure is the course that we teach him stagnant, so it tires the teacher ..." (Damit et al., 2021, p. 205)

Academic Workload View

Academic workload refers to the overall responsibilities and tasks related to teaching assigned to teachers within an academic institution. This may vary based on educational qualifications, designation, and policies. Securing a fair and just academic workload for teachers must be of optimum consideration to avoid expertise mismatch, ensuring positive outcomes.
"… some teacher comes to teach automotive, not his field. Only in this basic sense when he teaches automotive, he is not in the real field of automotive, he has a problem there compared to teachers who do study in the field of automotive industries…" (Damit et al., 2021, p. 202)
Additionally, the time constraint faced by the teachers due to other related tasks hinders them from performing their best, compromising the system's end result.

“She cannot freely do what she wanted to do because of the allotted time given on each topic.” (Casiano & Andrada, 2019, p. 144)
"… that time according to the semester makes the teachers short of time to teach, to assess, want to give marks, so short of time, according to semester…". (Damit et al., 2021, p. 206)

THEME 2: TEACHERS’ OBE INSTRUCTIONAL VIEW

The second triadic viewpoint, identified as the theme “teachers’ OBE instructional view” refers to the implementation of OBE instruction in general school settings, including both tangible and intangible aspects. Four views were identified, showing the challenges and conditions of this implementation.

Physical/Digital Infrastructure View

A conducive learning environment plays a significant role in the success of the implementation of the OBE system. This fosters effective teaching and learning, ensuring the execution of a well-defined curriculum will come to real life. The review uncovers the challenges and benefits of having a conducive learning environment in implementing OBE, particularly in physical and digital infrastructure. By promoting active participation and fostering essential skills, OBE holds promise for enhancing overall academic performance and fostering a conducive learning environment (Hamidi et al., 2024).

“We need more buildings… more classrooms and more on the laboratories.” (Casiano & Andrada, 2019, p. 149)
“The ventilation and classroom is not presentable! Considering the time of my class from 10:00 to 11:30 which is very hot in inconvenient for my student because there is no electric fan then the number of students in a classroom are too crowded. This resulted in limited space for group activities.” (Casiano & Andrada, 2019, p. 149)
"The use of technology provides greater accessibility to educational resources and increases student interactivity and engagement in learning. We use technology such as projectors, computers, and online learning software to dynamically present learning materials and allow students to access materials flexibly." (Allo et al., 2024, p. 1358)
Findings also revealed that the teacher-to-student ratio contributed to students’ attention, compromising the implementation of the system.
“Classroom size is not appropriate because some of my classes are large classes and the classroom is too small.” (Casiano & Andrada, 2019, p. 149)
“crowded classroom resulted in a noisy environment.” (Casiano & Andrada, 2019, p. 149)
Additionally, working and up-to-date tools, equipment, materials, and active learning resources must be in place in the implementation.
"… if the workshop, the equipment is lacking. If there is not enough equipment, this will disrupt the teaching and learning journey…" (Damit et al., 2021, p. 204)
“it is important to have all learning resources and instructional materials similar to the ones in the industry availed in the schools, hence, the need to have improved participation of relevant stakeholders in the development of the curriculum’’. (Iloanya, 2019, p. 443)

Support Systems View

The support systems view refers to the direct and indirect support received to improve the system at the instructional level. It enhances teaching strategies, improves classroom management, encourages professional growth, and boosts the morale of the implementers in all possible ways. The review unveils the importance of professional development training for teachers, improving the implementation aspects of learning OBE.
“I think that the CHED should play a more active role in implementing OBE through trainings, providing universities with best practices and experiences of other institutions that have successfully integrated OBE…” (Pepito, 2019, p. 57)

Pedagogical View

Educational theories cater to the needs of every student inside the classroom. The pedagogical view refers to the methods and strategies applied in the delivery of instruction. The clarity of well-defined learning outcomes promises well-delivered instruction. Alignment ensures quality delivery of academic instruction in the implementation phase.
“To effectively implement Outcome-Based Education (OBE), instructors must prioritize the learning outcomes of their students. OBE is a pedagogical approach designed to furnish each learner with clearly defined educational goals or objectives.” (Milon et al., 2024, p. 125)
Additionally, findings revealed that student’s placement in a particular program brings confusion to the success of academic instruction if not done properly. Admission into a specific program requires thorough assessment to identify students’ eligibility for the program.
"… admission of students is at a minimum level because we find it difficult to find students who are eligible for a real diploma…" (Damit et al., 2021, p. 203)

"… we see too many things that the student needs people to say in terms of knowledge must be high, ok, because the one who enters near us is not high, so when he enters many things he has to do, if the knowledge he is not tall, he is difficult to move…". (Damit et al., 2021, p. 203)
The review highlighted the advantages of OBE in a student-centric approach. Students learn best through active learning rather than passive learning, giving them a chance to explore and discover learning in their ways. This also stresses the role of the teachers as facilitators inside the classroom.
"We apply an active learning approach in various aspects of our curriculum. Students not only sit quietly and listen to lectures, but they are also actively involved in the learning process. We use methods such as group discussions, problem-based projects, role plays, and case studies to encourage student engagement in learning." (Allo et al., 2024, p. 1385)
Prior to undergoing OBE training, I juggled multiple responsibilities including delivering lectures, designing

instructional materials, arranging classroom seating, among various others. Through deeper immersion in OBE principles, I've embraced a shift from a teacher centered to a student-centered learning approach. This transition has spurred heightened student motivation and active engagement in classroom activities. I've come to realize the necessity of granting students greater autonomy to foster agency in their learning journey and encourage active participation in the educational process. (Milon et al., 2024, p. 127- 128)

Furthermore, findings reveal that teachers believed that the system's success does not solely rely on the instruction delivered inside the classroom but also on real-life forms.

"The academic freedom of the faculty is to be maintained and respected; learning in business cannot be restricted to the four walls of the classroom. The students should be afforded all the opportunities they could to learn about their field of interest in the form of immersions, community involvement and other forms of informal learning." (Pepito, 2019, p. 57)

Learners' Behavioral View

Intrinsic and extrinsic motivation among students, drive them to strive in their academics. Learners' behavioral view refers to the attitude, motivation, and character exhibited by the learners in the implementation of OBE. Teachers are considered facilitators of learning, but the teaching- learning process is not a one-way street.

"A lot of people say that the teacher's job is to facilitate, and facilitating is quite different from teaching. Students tend to look at teaching as just one way traffic, so there should be the understanding from students that, yes, they come to class to participate, not to be entertained, it is different than seeing a movie where you go to the theater, you lie down, enjoy and not participate, and then when you leave the movie, and you just summarize the plot in one sentence. But leaning is different from summarizing; it is the process of changing behavior. " (Akhmadeeva et al., 2013, p. 3)

Findings also reiterated that resistance to the learning habit in implementing the system occurs not only among teachers but also among students.

"I asked them to solve the math equation, and these are the learners of the 21st century, right, what they have done so far for the past three days, they try to "google", looking at hundreds of papers to see if they can find the solution to that. They could have spent the time and solve it, and they could have solved it. Instead, they spent those three days trying to find the solution. They don't want to solve the problem; they want to see solved problems." (Akhmadeeva et al., 2013, p. 3)

"… Sometimes this student is the problem of his presence that interferes with our teaching…". (Damit et al., 2021, p. 203)

Furthermore, learners' attitudes towards a program determine their motivation to learn.

Level promotion, being a newbie or senior, also contributes also to their motivation.

"It is not really difficult for me to engage and interact with the 4th year students; they usually have the desire to learn in that area. It is different in a 2nd year course. They just don't have choice, they have to show up. It motivates the 1st, and 2nd year students when the course becomes an eye opener for them, when they are exposed to real engineering." (Akhmadeeva et al., 2013, p. 3)

THEME 3: TEACHERS' OBE ASSESSMENT VIEW

The third triadic viewpoint identified the theme "teachers' OBE assessment view". This refers to the perspective of assessing learners in various assessment techniques. This final stage of the teaching-learning process is crucial in adopting the OBE system as it entails the results/outcomes of the curriculum. Nine perspectives were identified, showing the advantages of each assessment type.

Formative Assessment View

The formative assessment view refers to the assessment given during instruction. Findings elucidated the beauty of formative assessment during instruction in gauging students' understanding of the lesson.

"One of the keys to helping students learn is continuous feedback. Formative assessments, be it short quizzes or even simple class discussions, allow me to immediately gauge where the students are in their learning journey." (Yen et al., 2023, p. 423)

Additionally, the art of questioning helps teachers identify gaps and mastery in the discussion.

"Oral assessments, particularly presentations and oral exams, allow us to gauge students' understanding in a dynamic way. Students cannot hide behind memorization; they need to show true comprehension and ability to articulate their thoughts." (Yen et al., 2023, p. 425)

Summative Assessment View

The summative assessment view refers to the assessment given at the end of the course. The validity and reliability of this test in the OBE settings determine measures of uniformity at the end of the course.

"Standardized tests, when designed with OBE in mind, can offer a uniform measure of outcomes across different classes or even institutions," (Yen et al., 2023, p. 425)

Criterion-Referenced Assessment View

Assessment in OBE settings requires objectivity and transparency in measuring an outcome. The criterion-reference assessment view refers to the use of rubrics in assessing learners' performances. Findings uncover objectivity and transparency in this assessment.

"Rubrics are incredibly useful for making the grading process transparent. Students know exactly what is expected of them to achieve each outcome." (Yen et al., 2023, p. 423)

"With a well-designed rubric, even complex projects or assignments can be graded more objectively. It aligns well with OBE because it focuses on discrete skills or competencies." (Yen et al., 2023, p. 423-424)

Ipsative Assessment View

OBE is a rigorous process for obtaining the outcomes to be measured at the end of a course.

The ipsative assessment view discusses the process of learning through a compiled output.

"Portfolios offer a broad-spectrum view of student skills, from research to communication to critical thinking."
"Portfolios not only demonstrate the final outcome but also the process of learning, which is essential for OBE." (Yen et al., 2023, p. 426)

Authentic Assessment View

The authentic assessment view refers to real-life tests given to measure a holistic approach to learning. Findings uncover the importance of this assessment as various industries and the job market demand a labor force resilient to real-world challenges. Students tend to be more productive after instruction (An, 2014).
"We often assign tasks that simulate real-world challenges. This helps students to directly apply theory to practice, offering a tangible measure of various learning outcomes," (Yen et al., 2023, p. 424)
"The purpose of education is not just to score well on tests, but to prepare students for real- world challenges. These kinds of assessments make the education we provide more relevant and outcome-based." (Yen et al., 2023, p. 424)

Performance-Based Assessment View

The performance-based assessment view refers to a more holistic assessment approach given before, during, and at the end of a course. Findings unveil the beauty of assessing competencies across various disciplines through multiple and interdisciplinary assessments in real- world situations. Moreover, by promoting engagement, accountability, and critical thinking skills, OBE has the potential to cultivate adaptive behaviors conducive to academic success and lifelong learning (Hamidi et al., 2024).
"Project-based assessments allow me to evaluate not just the end result but the entire process. This aligns well with the objectives of OBE where we are interested in multiple outcomes like problem-solving and teamwork, not just factual recall." (Yen et al., 2023, p. 423) "I find project-based assessments more holistic. They require students to apply a range of skills and knowledge, reflecting real-world situations better than traditional exams." (Yen et al., 2023, p. 423)
"Interdisciplinary assessments make the learning more holistic. For instance, a project could require students to integrate knowledge from both the humanities and sciences. This is very much in line with the overall goals of OBE, which values a well-rounded skill set." (Yen et al., 2023, p. 426)

Peer and Self-Assessment view

The peer and self-assessment view refer to the assessment of oneself and others. Findings uncover the advantages of this assessment in developing soft skills, self-awareness, and ownership among learners. With that, OBE fosters a sense of accountability and responsibility among students as they are actively involved in their learning process (Hamidi et al., 2024).
"I always ask my students to write a reflective journal at the end of the semester. It forces them to think about what they have learned and how they have met the outcomes we set." (Yen et al., 2023, p. 424)
"Self-assessment forms are a regular part of my classes. It helps students take ownership of their learning, which is what OBE is all about." (Yen et al., 2023, p. 424)
Furthermore, soft skills and accountability are being developed through shared responsibility.
"Peer assessments help students understand the evaluation criteria better, as they have to apply them to evaluate their peers' work. It also creates a sense of shared responsibility." (Yen et al., 2023, p. 424)
"Peer assessments can be invaluable. They are not only consistent with OBE objectives but also help in cultivating soft skills like critical thinking and constructive criticism." (Yen et al., 2023, p. 424)

Technology-Based Assessment View

Maximizing the advancement of technology in the assessment of learning outcomes enhances convenience and accuracy in the results. Technology-based assessment refers to the integration of technology in the assessment stage of OBE instruction. Findings revealed the advantages of this assessment in terms of identifying met learning outcomes and providing prompt feedback.
"We are gradually moving towards online quizzes and interactive assessments. These digital platforms can immediately identify which learning outcomes the students are meeting or struggling with." (Yen et al., 2023, p. 425)
"Online assessments are more than just convenient; they provide immediate feedback that can be crucial for course adjustments and student self-correction." (Yen et al., 2023, p. 425)

DISCUSSION

This narrative synthesis aims to assess teachers' perceptions of the implementation of OBE in higher education settings. Included articles deal particularly with various programs in social sciences, business courses, technical colleges, English education studies, mechatronic systems engineering, automotive technology, and general HE programs. The analysis of eight eligible qualitative research studies from the last 15 years focused on the triadic viewpoints of the teaching- learning process: planning, instruction, and assessment. The treatment of data managed to extract views on various advantages, challenges, and positions of teachers in the implementation of OBE. A visual chart was developed called The Snellen Chart of OBE illustrating the interrelationship of the stages of the teaching-learning process (planning, instruction, and assessment) with the four principles of OBE (clarity of focus, design down, expanded opportunity, and high expectations). Expounding on the concept of a Snellen Chart measuring visual acuity, this visual chart was adopted to illustrate the clarity of teachers' perception in implementing OBE. The structure is comprised of 11 lines in descending font sizes from top to bottom. It depicts the idea of what must be viewed in the clearest perception on the eighth line with 20/20 vision, while 20/200 represents the most obvious ideology of OBE on the starting line.
The first principle of Outcome-Based Education deals with the clarity of direction towards the system. Clarity of focus helps educators establish a clear picture of the learning they want students to exhibit in a performance demonstration. Student success in this demonstration becomes the top priority for instructional planning and student assessment. The clear picture of the desired outcome is the starting point for curriculum, instruction, and assessment planning and

implementation, all of which must perfectly match the targeted outcome. The instructional process in the classroom begins with the teacher sharing, explaining, and modeling the outcome on day one and continually thereafter, so that the "no surprises" philosophy of OBE can be fully realized.

This enables students and their teachers to work together as partners toward achieving a visible and clear goals. (Spady, 1995).

Teachers' theoretical and conceptual understanding of Outcome-Based Education significantly contributes to the success of its implementation. OBE was identified as an educational approach that caters to all learners with different learning styles because each learner's performance and progress are measured by demonstrated achievement of clearly defined learning outcomes (Iloanya, 2019). A deeper understanding of its nature helps teachers achieve clarity and direction toward a successful and meaningful system. OBE, as student-centric approach focusing on the end result and outcomes, fosters intrinsic motivation among students. Demonstrating the expected outcome makes students more active rather than passive learners. This Empower learners to achieve significant milestones while diminishing the reliance on instructors in the teaching- learning process. (Milon et al., 2024)

The adoption of a new system of education receives positive and negative perceptions among teachers. The advantages and disadvantages of OBE are perceived by teachers in extremities. Teachers' acceptance of the system favors the teaching-learning process, improving learners' study habits inside the classroom. Outcome-based education is the primary method to transition passive learners into active participants in the learning process (Milon et al., 2024). In addition, learners become more responsible for their learning. OBE facilitates active engagement among students, enabling them to take ownership of their learning (Milon et al., 2024). This allows teachers to personalize instructions to cater to diverse learners providing learning resources suited to students' individual needs. On the other hand, teachers' resistance to the adoption of the system marks challenges in the implementation. As the teaching and learning system changes, the previously absent workload when the OBE system was introduced, the workload increases (Damit et al., 2021). Furthermore, teachers doubt the alignment of OBE across different learning disciplines. Teachers believed that OBE may not be suitable for certain subjects, such as Mathematics, English, and Political Sciences (Milon et al., 2024). The teacher's philosophy familiar with the old system becomes a burden to them when there is a total change (Damit et al., 2021)

The second principle of Outcome-Based Education constitutes outcome. Design Down means staff begin their curriculum and instructional plan fling where they want students to ultimately end up and build back from there (Spady, 1995). The potential of a well-planned and defined curriculum outlines what students need to learn, how they learn it, and secures the overall goals of the education system. This principle gives systems a rigorous way to make what have become increasingly difficult curriculum decisions (Spady, 1995). Furthermore, Design down is a sensible and sound approach to establishing curriculum priorities and structures, provided that implementers have a solid framework of culminating outcomes to guide them (Spady, 1995).

The curriculum ensures quality instruction in the teaching-learning process. The study identified problems in the curriculum, such as curriculum stability, alignment, revisions, and continuous change. OBE teachers are continuously encouraged to explore better ways of designing and delivering instruction, especially in light of differences in student learning rates and styles (Spady, 1995). A well-defined curriculum translates to well-delivered instruction. Furthermore, it sets the motivation and desire of learners to learn actively. The curriculum applies an active learning approach, which means students not only become passive in receiving knowledge, but are also actively involved in the learning process (as cited by Lombardi et al., 2021).

The responsibilities assigned to teachers academically have significantly impacted how teachers view the OBE system effectively. The task of distribution of work has to be done with utmost care and tact (Jomuad et al., 2021). A fair and just academic workload minimizes problems such as expertise mismatch, academic freedom, and time constraints. Educational administrators have a vital role in this aspect of the implementation of the system. Competence and organizational culture affect positively and insignificantly teacher job satisfaction. Competence and job satisfaction affect positively and significantly teacher performance (Arifin, 2014)

The third principle of Outcome-based education focuses on expanded opportunity. At its most basic level, expanded opportunity requires staff to give students more than one chance to learn important things and to demonstrate that learning. (Spady, 1995). The study presented the interrelationship of expanded opportunity with the instructional level. OBE teachers' instructional view identified problems and challenges at the instructional level. Time, methods and modalities, operational principles, performance standards, and curriculum access and structuring are all significant aspects of providing and expanding students' opportunities for learning and success. (Spady, 1995).

Execution of a well-defined curriculum comes to life by creating a conducive learning environment. Learners' perceptions of the learning environment, such as learning facilities, social interactions, and teacher support, enhance participants' learning motivation. (Fitria et al., 2023) The present study revealed the situation of learners in terms of physical and digital infrastructure aspects. Teachers demand a more conducive learning environment, particularly providing more classrooms, laboratories, and well-ventilated classrooms. The poor condition of learning infrastructure and lack of instructional materials impede the effective teaching-learning process (Ayeni & Afolabi, 2012). Lack of well-equipped laboratories and libraries affects teachers' instructional tasks and students' learning (Ayeni & Afolabi, 2012). Furthermore, classroom size does not fit class size, which results in overcrowding and challenges to the implementation of OBE. Large class size that are not supported by technology poses serious challenges to the teaching-learning process as teachers sometimes have real difficulty dealing with students on individual basis (Ayeni & Amanekwe, 2018). In contrast, higher education institutions with access to digital-technological infrastructure help learners have high learning motivation. This translates to the performance of learners. High learning motivation can positively affect Learning Outcomes (Fitria et al., 2023)

Outcome-Based Education promises the turnover of learning into desirable outcomes. The student-centric approach of the educational system helps students discover learning by themselves. Learners are offered holistic pedagogical concepts as a system of leading ideas and ways of their practical implementation (Madin et al., 2022). The present

study highlighted the prioritization of learning outcomes to meet educational goals. Furthermore, the admission of learners into a specific program must be properly in place. This will ensure students' eligibility to take the program. Lastly, teachers preferred to provide more real-life instructional experiences such as immersion, community-related tasks and other informal activities (Pepito, 2019).

As the receiver of the system, students' learning behavior influences the effectiveness of the implementation of OBE. Students are used to seeing the teaching-learning process as a one- way traffic. Lack of participation hinders the instruction from being delivered at the optimum level. Another challenge is students' absenteeism. Student absenteeism was negatively related to academic self-perception, attitudes towards teachers and school, goal valuation, motivation/ self- regulation, and academic performance (Balkıs et al., 2016). Additionally, resistance to a good learning habit becomes a practice of some students. This could indicate that lectures are not perceived to be useful, that students are either gaining what is provided through lectures by other means or, more problematically, that many of them may be missing out on scheduled interactions that may affect their academic performance (Moore et al., 2008). Contrarily, students who are in their senior years exhibit engagement and positive interaction with the teachers, leading to a more effective implementation.

Support systems from the educational administrators lead to better dispositions and higher morale of teachers. This has a positive impact on the competence of the implementers of OBE. Professional development design based on the OBE framework has a significant impact on trainees' learning motivation and training satisfaction (Wang et al., 2024). Furthermore, teachers have undergone intensive training value cultivation in discipline construction, the establishment of a diversified talent training system, and the optimization of a scientifically integrated teaching framework (Sun & Xu, 2024). The present study found that the training and courses given to the teacher are still lacking and insufficient (Damit et al., 2021). Resulting of teacher's misunderstanding of the OBE system implemented is that they cannot apply the OBE system in their daily teaching and learning (Damit et al., 2021)

The fourth principle of Outcome-Based Education set expectations for students learning. High expectations mean increasing the level of challenge to which students are exposed and raising the standard of acceptable performance they must reach to be called "finished" or "successful" (Spady, 1995). At this level of the teaching-learning process, varied assessment methods are tested to ensures validity of student performance. High expectations imply a desire to have students perform at higher levels, and work with them to increase the likelihood that it happens (Spady, 1995). The traditional grading systems are no longer applicable, and the scheme of quota is totally removed from the system. They have abandoned hell-curve or quota grading systems in favor of criterion-based systems, and this change of perspectives and practice reinforces the previous strategy (Spady, 1995).

Assessing students' understanding of the lesson during the instruction benefits both teacher and learners by identifying areas where students need improvement and allows teachers to adjust their teaching strategies. The integration of formative assessment allows lecturers to provide constructive feedback to students regularly (Allo et al., 2024). In an online modality, formative assessment took also the same advantage. Effective online formative assessment can foster a learner and assessment-centered focus through formative feedback and enhanced learner engagement with valuable learning experiences (Gikandi et al., 2011)

The use of rubrics for assessment was found to be very effective in determining a pathway for both the teachers and the students to look for and get to the desirable results (Azim & Khan, 2012). The transparency and objectivity of well-designed rubrics help students achieve the desired outcome and benefit teachers for a fair judgment of complex tasks.

With the advancement of technology, OBE furthered exploration of the use of technology becomes a challenge. Online assessments using different digital platforms monitor students' achievements aligned with the identified learning outcomes. Using computer-based assessment for learning in the classroom, via the Internet, or embedded in a game, generally enhances learning and other outcomes. (Shute & Rahimi, 2017). Motivation of students was evidently lifted by the assessment. The use of technology has significant improvements in affective, cognitive, and behavioral engagement, as well as overall learner engagement (Han et al., 2024).

Authentic assessments have the potential to measure higher-order thinking skills among students. (Mohamed & Lebar, 2017). Real-world application of theories raises the significance of students' learning showing the entirety of the process of producing a tangible outcome in a real- world situation. The replacement of traditional paper-pencil tests with authentic assessments resulted in the active participation of teachers and students in the teaching and learning process (Azim & Khan, 2012). Authentic assessment has more acceptance from students and should therefore be viewed as an alternative to traditional standardized assessment (Fook, 2010).

A holistic approach assessment aligned with the nature of OBE supports students to lessen the burdens of their academics. Interdisciplinary performance integrates related competencies across various disciplines helping students achieve success of the set outcomes. Performance- based assessment encouraged and motivated students to learn more. Students' perception of this type of assessment was positive and they strived to be more successful in their learning (Sumardi, 2017).

Peer and self-assessment consistently adhere to OBE by lifting students' confidence in understanding competencies and developing soft skills. Self-assessment contributes to higher student achievement and improved behavior (Ross, 2006).

Demonstrating the process of an outcome shows the nature of Outcome-Based Education. Students' portfolio exhibits scaffolding of learning entails minor tasks anchored to the power standards. This assessment documents the learning achievements of students towards desired outcomes. Students perceived that portfolio building heightened they're understanding of the exit learning outcomes and enabled reflection on their work (Davis et al., 2008).

CONCLUSION

Successful implementation of Outcome-Based Education in higher education settings faces challenges and difficulties

across various aspects. Findings from this study strongly emphasize a crucial understanding of the theoretical and conceptual frameworks of OBE particularly on curriculum planning, instruction, and assessment. The Snellen Chart of OBE illustrates that effective implementation of the system hinges on the alignment of the teaching-learning process with the four principles of OBE: clarity of focus, design down, expanded opportunity, and high expectations. Furthermore, findings illustrate the interrelationship between support from school administrators – stakeholders, teachers facilitating the instruction, and learners as receivers of the system.

Professional development and intensive training for teachers ensure preparedness and competency in OBE implementation. Educational administrators' support by creating a conducive learning environment is vital for the success of OBE. Additionally, securing necessary instructional materials, tools, equipment, and infrastructure aids an effective implementation. Moreover, the review underscores the contribution of learners to a successful implementation as the receiver of the system. The behavior of students including motivation, absenteeism, and acceptance/resistance significantly affects its effectiveness. The OBE system needs to be introduced before implementation to foster a positive perception among learners.

The primary limitation of the study is its focus on specific higher education settings, which may not fully embody the overall landscape of OBE implementation in a general educational context. The challenge in capturing the full range of experiences of educational administrators, teachers, and students might cause potential biases in their perceptions which may have an impact on the findings. A longitudinal study should explore the long-term effects of the implementation of the system particularly on students and schools' performance. Furthermore, in-depth studies on the perspective of learners to understand their experiences and challenges as the receivers of the system could help improve OBE implementation.

Table 1. Included Papers in the Narrative Synthesis.

Author, date & country	Title	Article	Main Findings/ Conclusion
1. Casiano & Andrada 2019 **Philippines**	Perceived Constraints and Challenges in the Compliance and Implementation of OBE Syllabus of West Visayas State University-Extension Campus at Himamaylan City	n = 3 social science teachers n = 3 information technology teachers n = 1 physical education teacher n = 1 mathematics/science teacher	▪ The perceived **constraints** and **challenges** of the **teachers** at West Visayas State University-Extension Campus at Himamaylan City were on the **OBE syllabus preparation.** ▪ **Lack of time** and **appropriate learning contents and outcomes** were seen as major reasons why most of the teachers have a **limited understanding** of the **concept of OBE** inside the classroom. ▪ **Teaching load** and **the number of course preparations per semester** were also the contributing factors why teachers failed to design an effective course syllabus properly. ▪ **Classroom size** and **classroom facilities** (e.g., lighting and ventilation) where additional problems why OBE was not implemented well inside the classroom or throughout the delivery of the lessons. ▪ **Monitoring mechanism** used by the school was **only limited to the checking on the submission of OBE syllabus**, but in terms of the checking of the content there is no monitoring. ▪ In general, **submission of OBE syllabi was strictly observed. Close monitoring was absent,** checking and evaluation, and feedback mechanism on the contents of the submitted syllabi.
2. Pepito 2019 **Philippines**	Perspectives on Outcome-Based Education Among Faculty Members Teaching Business Courses at a Philippine University	n = 5 college instructors n = 2 assistant professors n = 2 associate professors	▪ Respondents can **define OBE well.** ▪ **Knowledge gap** on the **practical aspects** of **OBE.** ▪ **Some respondents to perceive** that **changes** are being **done hastily without particular regard** to whether these **reforms** are actually being **implemented well.** ▪ Other aspects of learning that ought to be improved include **classrooms and class sizes, computers** and other **learning infrastructure, faculty development,** and **building of institutional linkages, both local and international.** ▪ Building of **institutional linkages** were suggested to provide more options for students in their practicum, which will give them the option to hone their skills in top business and management firms locally and internationally.

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Table 1. (continued)

			▪ Need for the **dissemination of information** especially in the **practical and implementation aspects of OBE.** ▪ **Salient recommendations** of the study focused on **trainings and/or disseminations** of **best practices** and **information regarding OBE.** **(1)**. explaining what OBE is, and what OBE is not; **(2)** the role of faculty in OBE, including the limits of their academic freedom; and **(3)** new assessment frameworks for OBE. ▪ **Further research** may **focus** on the **assessment of knowledge, attitudes, perceptions, behaviors** and **preparedness of faculty members across several HEIs** and disciplines to determine the extent of information dissemination that the CHED should undertake. ▪ **Conducting studies** utilizing both **qualitative** and **quantitative data**.
3. Iloanya 2019 **Botswana**	Preparing the 21st Century Teacher for the Implementation of Outcomes-Based Education: The Practical Reality	n = 12 teachers	▪ Teachers who were interviewed had an **adequate conceptual understanding** of **OBE** as they all talked about **observable** and **measurable learning outcomes.** ▪ **Participants felt** there should be a **conducive learning environment,** such as ***thermally conducive classrooms***, ***well maintained machines***, ***enough tools*** and ***equipment*** needed for facilitation of learning, knowledgeable and **trained teachers** in the **principles and approaches of OBE**, and learning-centered approaches to be appreciated by the facilitators of learning. ▪ **Teachers** should be **adequately prepared** through teacher education programs that promote **21st century teaching and learning principles**.
4. Milon et al., 2024 **Bangladesh**	Transforming the Landscape of Higher Education in Bangladesh: Teachers' Perspectives on Implementing Outcome-Based Education (OBE)	n = 1 associate professor n = 1 assistant professor n = 1 sr. lecturer n = 1 lecturer	▪ The findings reveal that **teachers** have both **positive** and **negative views** on the **adoption of OBE** in their classrooms. **Positive outcomes** include enhanced ability to design and refine instructional materials and establish learning objectives that meet students' needs and goals. ▪ **Teachers** also noted that **OBE principles facilitate active engagement in learning and teaching processes**, adaptable to various classroom settings. ▪ **Discernible gap** between **teachers and students** concerning the implementation of Outcome-Based Education (OBE) in the teaching and learning process.

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Table 1. (continued)

5. Allo et al., 2024 **Indonesia**	The Implementation of Outcome Based Education (OBE) Principles in the Curriculum of the English Education Study Program at a Higher Education in Toraja	n = 5 representative lecturers	▪ The **PEO preparation process** not only reflects a **commitment** to the quality of **education**, but also maintains the **relevance** of the **study program** to the needs of **industry** and **society** in general. ▪ **PLO** is **described** in **detail** and **hierarchically,** covering various aspects of skills and knowledge relevant to the study of English Language Education, as well as accommodating the specific needs of the intended field of study. ▪ **Curriculum formulation** applies the **principles** and **practices** mentioned in the findings, such as ***details on each course*** and ***learning activities***, ***active learning approach***, ***use of technology***, ***integration of formative assessment***, orientation to **Outcome-Based Education** (OBE), curriculum structure oriented to ***competency development***, and the application of ***real-world relevant content***. ▪ The **evaluation system** implemented not **only aims to assess student achievement**, but also to ensure that their **curriculum is relevant**, **effective**, and **prepares graduates to succeed in their careers** and make a **positive contribution** to the d**evelopment** of **society.**
6. Akhmadeeva et al., 2013 **Canada**	Overcoming Obstacles to Implementing an Outcome-Based Education Model: Traditional Versus Transformational Obe	n = 13 faculty members (13/14 full time faculty)	▪ The most **common challenge** reported by faculty was **managing large** (and increasing) **class sizes** from 60-180 students. ▪ **Gap** in the **desired features thought** to be possessed by the **21st century students** and the features demonstrated by the current students. ▪ **Instructors acknowledged motivation** as the main factor necessary for students to be engaged in the classroom.
7. Damit et al., 2021 **Malaysia**	Issues and Challenges of Outcome-based Education (OBE) Implementation among Malaysian Vocational College Teachers	n = 8 teachers	▪ ***Challenge 1: Teachers' Workload*** **1.** The study found that through the **evolvement** of **Vocational Colleges**, **teachers** were **provided** with a **lot of information** to ensure the **changes** were **implemented smoothly.** 2. The study also discovered **students disciplinary** related **problems** adding to different **barriers** for teachers to **implement OBE-based instructions** in **Vocational Colleges.** 3. The **attitude** of some **teachers** who **refuse** for **change in education,** produces a **challenge** in the **implementation of OBE** in **Vocational Colleges**. 4. **Teachers' acceptance** of the **implementation** of **OBE** is **significant** in empowering the **teaching and learning process** in Vocational Colleges.

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Table 1. (continued)

			▪ ***Challenge 2: Poor Curriculum Delivery*** 1. The results of the study found that **teaching** and **learning problems involving** teaching **equipment** should be **addressed immediately** to provide support and motivation to a teacher in implementing better quality education. ▪ ***Challenge 3: Unstable System Implementation*** 1. findings of the study, **curriculum changes** were **acknowledged** to occur by the teacher while the program at Vocational College was in the process of obtaining accreditation from Malaysia Qualification Agency (MQA) and Malaysia Board of Technologist (MBOT). 2. the study found that **time constraints** become a burden for a teacher in **implementing OBE-based** teaching and learning. ▪ ***Challenge 4: Lack of Administrator Support*** 1. The results of the study found that the **weak actions** of the **administrators** stemmed from the **lack of monitoring** carried out in ensuring the **implementation** of OBE in Vocational Colleges runs smoothly. 2. found that **lack** of **support** from **administrators** is due to **competency development problems** among Vocational College teachers, especially for a new teacher.
8. Yen et al., 2023 **Vietnam**	Assessment Strategies in Outcome-Based Education: Preferences and Practices Among University Lecturers in Vietnam	n = 15 university lecturers	▪ Significant findings are the strong **preference** among university lecturers for the **use** of **formative assessments** to **evaluate student learning outcomes.** ▪ The findings reveal that **project-based assessments** are gaining traction as an effective means to evaluate student outcomes. ▪ Another significant element in the assessment landscape for OBE that emerged from this current study is the **use of rubrics.** ▪ Moreover, the study revealed that **reflection** and **self-assessment techniques** were also gaining traction in the context of OBE. ▪ Also worth mentioning is the use of **real-world problem-solving assessments** ▪ An interesting observation from the interviews was the use of **peer assessments** in conjunction with traditional grading methods ▪ An interesting counterpoint arose around the use of **standardized tests** for outcome-based assessments ▪ Another surprising yet important finding was the increased integration of **technology-based assessments** ▪ One more significant finding was the occasional use of **oral assessments**, as brought up by four out of fifteen participants ▪ Furthermore, a smaller subset of participants, three out of fifteen (n=3), indicated the use of **portfolios** to demonstrate a range of learning outcomes. ▪ Finally, the study found that **interdisciplinary assessments** are beginning to gain attention, although they are not yet widely adopted.

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