



Outcomes-Based-Philippine History Instruction for Tertiary Level

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INTRODUCTION

The 21st century education introduced multi-faceted ideas on how quality is delivered education in the classroom. The Commission on Higher Education (CHED) responded the challenged of the 21st education to craft a curriculum and programs that would bridge the gap between the traditional mode of teaching and Outcomes-Based Education (OBE) driven learning approaches. Outcome-based education or OBE is an approach to education in which conclusions about the curriculum are driven by the exit learning or outcomes that the students should display at the terminal of the course. "In outcome-based education," as suggested by Harden and colleagues, "product describes process". OBE can be associated as results-oriented thinking (Salvaña et al., 2017). Student-centred learning is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of the curriculum, course content and interactivity of courses. Butawan et al (2021) showed that Student-Centred Learning Designs and Strategies such as Brainstorming, Problem-Based Instruction, Continuity of learning through own experience, Group Activity, and Interaction were able to develop Higher-Order Thinking Skills (HOTS) of Students in Philippine History Classes. Moreover, the study proved that significant learning is acquired by doing.

The main objective of Philippine History is the development of the democratic citizens. The perpetuation of the way of life, its values and ideals depend almost entirely on the success of society in educating its members in democratic principles and implementations. As instrument of society schools play a major role in the process of democratization of young citizens.

There are varieties of format that Philippine History subject can take; among them is the interdisciplinary or multidisciplinary discipline. In this scheme, significant values from several disciplines are brought together in a single study or topic. The terms fused and unified are applied to such programs of interdisciplinary type. This pattern starts from the general to the particular. Section 17 of article II mandates the state (Government) to give priority to education, science and technology, arts, culture and sports with the following goals: *to foster patriotism and nationalism, to accelerate social progress, and to promote total human liberation and development*. Philippine history is a curricular subject offered in secondary and tertiary levels. As a curricular offering, it develops the students' different spheres of personality like intellectual, social, and moral values and all qualities of the individual as a useful citizen of the country. History education ordinarily faces a relativist slant, if not by the monotonous nature of the course. Hence, educators are continuously in pursuit for a better teaching strategy to keep the class interesting (Garcia, 2020).

It has been said that learning is a life-long process. Learning comes from experience either through educators who taught the learners about the specific subject matters or from learners' personal effort to learn in various aspects of human life. In the new era of education, the CTU-Main Campus as learning institution is gradually adopting various enhanced approaches and strategies in teaching students as well as the methods and innovation to enable learning process more enjoyable and meaningful. Philippine History should also connect the needs of the 21st century learners. The lessons/competencies being offered on this subject portrayed the actual condition of the Philippines with developing country so to speak needs technology driven instruction. Teaching Philippine History seems boring and uninteresting to the students particularly if the teachers used the conventional way of teaching. This is a great challenge to the teachers handling history subject in the University to contradict the claim that Philippine History seems boring and uninteresting. The Cebu Technological University-Main Campus is heeding the challenge of quality education. The University should adopt the OBE Philippine History Syllabus and the new method, and innovation of teaching to answer the needs of the teachers and students to fit the 21st century education. The enhancement of instruction in learning process through **Outcomes-Based Education** should be in general, encompassing all subjects offered in the University.

Galindo (2013) shared that the foremost requirement of a teacher is mastery of the subject matter. According to her, a competent teacher knows the most important concepts of a course and is highly capable to translate complex studies into simple language, is able to expound on an idea in depth and to use analogies or illustrations from other fields in different perspectives, relates new ideas and to old, and always touches base with the fundamentals of the subject. She also added that a history teacher is a great communicator. Knowing something does not make one a teacher. Educational psychology consist of four important areas-learning, learners, teaching, class management and assessment. A committed teacher would want to advance his knowledge in all these. A teacher who understands fully what learning is not only prepares his syllabus and course requirements well; he also asks intelligent questions, makes classes mentally stimulating and what the students' appetite for more knowledge. He organizes his lectures, provides for interaction and uses student's experiences to get the most and best out of a course. A great teacher is excited about his course; he has the important task of initiating students into worthwhile matters. She also concluded that a teacher should enhance his creative understanding of a subject-flexibility, fluency, originality, courage, sense of humor, visualization authentically, as well as the collection of details. Students appreciate teacher's sense of humor, storytelling, and even their outfits in keeping their attention during discussion time.

Moreover, Antonio (2013) supplemented that one way of maintaining the concentration of students is through incorporation of humor in class discussion and activities. Some teachers are using humor as icebreakers to awake the nerves of sleepy and unfocused minds of students. It is proven effective because jokes and funny statements enable the students to actively participate in the class discussions. There is a certain empowerment and motivation in humorous statements that give the students an energized and alert mind. Furthermore, one of the most effective ways to educate young minds is by means of educational shows. The popularity of the educational TV shows during the 90s marked the turning point of modernity and broadening the coverage of the education. The birth of instructive learning trough television made it easier for student to easily understand the lessons. Instead of the

conventional type of learning through visual aids and books, educational tapes and TV shows were considered then as fresh approaches in teaching students in a lighter way. Moreover, the rampant production of the said TV shows became beneficial for people who cannot afford schooling.

Today, there are Institutions which have moved toward a student-centred approach. Instead of getting bored with teacher-centred education or losing sight of their goals in a completely teacher-centred classroom, pupils can benefit from the positives of a student-centred instruction. This study assessed the Outcomes-Based Education teaching in Philippine History in the Cebu Technological University Main Campus, specifically, the profile of teachers as to: age and gender, civil status, highest educational attainment, teaching experience, seminars and workshops attended, teaching strategies and the methods used; the profile of students as to: age and gender, and academic performance in Philippine History; the extent of Philippine History Instruction delivered by the teachers and acquired by the students in the Outcomes-Based Competences along: Pre-Spanish era, Spanish era, American era, Japanese era, and contemporary Philippines.

MATERIALS AND METHODS

Research design

The study was a descriptive research. It made use of a questionnaire in gathering the needed data as well as informal interview to verify the respondents' answers in the questionnaire that focused on determining the profile of teachers as to: age and gender, civil status, highest educational attainment, teaching experience, seminars and workshops attended, teaching strategies and the methods used; the profile of students as to: age and gender, and academic performance in Philippine History; the extent of Philippine History Instruction delivered by the teachers and acquired by the students in the Outcomes-Based Competences along: Pre-Spanish era, Spanish era, American era, Japanese era, and contemporary Philippines. The researcher used this method in collecting all the information required via questionnaires to reveal summary statistics of the respondents' thoughts.

A purposive gathering of information, in which persons seek to give and get information they are to use to achieve the objectives they formulate for a specific type of activity. Interviews at personal level were conducted for both respondents and students. Respondents were asked about the actual strategies and activities they give to students which develop Higher Order Thinking Skills. They were also asked to specify the specific details of the HOTS developed. Students, in turn, were also asked to narrate their experiences in a Learner-Centred Environment. The proponents used the convenience sampling method to determine its respondents. Since the researcher are educators themselves, he was able to conveniently distribute questionnaires to a total of 463 respondents which is composed of students in history and teachers of Cebu Technological University.

To validate the data, some existing rubrics of scoring available for the categorization of the Outcomes-Based Education Teaching Methods/Strategies Utilized were 3 means Always or when the methods and techniques are used at all times; 2 refers to Often for when the methods and techniques are used at many times and 1 for Seldom when methods and techniques are sometimes used. As to categorization for Outcomes-Based Education competencies delivered by the instructors and professors, the researcher utilized 3 means Fully Delivered, when OBE

competences are 76-100% were attained and achieved; 2 for Delivered when OBE competences were 50-75% were attained and achieved and 1 as Less Delivered, when OBE competencies were less than 50% are attained and achieved and finally for the categorization for Outcomes-Based Education competencies acquired by the students were 3 for Fully Acquired when the OBE competencies are 76-100% attained and acquired; 2 refers to Acquired when OBE competencies were 50-75% attained and acquired and 1 as Less Acquired when OBE competencies were less than 50% attained and acquired.

Data Analysis

The data collected were analysed using descriptive statistics (mean, median, mode, standard deviation, skewness and kurtosis were used) in determining the profile of the respondents, for both the students and the teachers, the descriptive statistics; and to determine the extent to which Outcomes-Based Education was delivered and acquired by the students the weighted mean was used. To find out the significant difference between the teachers' level of delivering OBE to the students and the students' level of acquiring knowledge from the teacher, and the methods and techniques used and acquired by the students, the weighted mean was used. In determining the significant difference between methods and techniques used by the teacher and the methods and techniques experienced by the student respondents group, the non-parametric Mann-Whitney statistical tool was used. Finally, to find out if academic performance of the students was affected by their level of acquiring OBE and the methods and techniques used by the teacher, the multiple linear regressions was used. All data was set at 0.05 level of significance for the rejection and acceptance of the null hypothesis using the Minitab Statistical Software.

RESULTS AND DISCUSSIONS

Based on the result of the analyses, the following findings were obtained.

Respondents profile

Most of the teacher respondents who's age ranges from 50-55 had served at most five years. It was also found out that they had a full delivery of outcomes-based education in teaching the Philippine History subject to their students. Meanwhile, with respect to student respondents group, their ages are homogenous in nature with an average academic performance. Result of the analysis showed that just like the teacher respondent groups, they also have a full acquisition of outcomes-based education in learning the Philippine History subject.

Level of Delivery of the Teachers

Moreover, there was no significant difference between the level of delivery of the teacher respondent groups and the level of acquisition of the student respondent groups as reflected by the computed probability value which was greater than 0.05 (the level of significance). This means that the teacher respondents were right on their claim that they had already exhausted a full-delivery of OBE in their classes. Results of the weighted mean show that lecture discussion was the commonly used method of the teachers in delivering their lessons and deductive method as the least among the lists. As to the techniques used, direct instruction was in the first rank. However, the students claimed that they had a little problem of the OBE delivery of the Learning Outcomes along the American and Japanese Eras with weighted mean of both 2.29 which was closer to 2.33 the upper limit of the acquired class. There was no significant difference between the OBE learning competencies delivered by the teachers and

acquired by the students. Finally, students' academic performance in learning Philippine History subject was enhanced to the different OBE learning approaches and active learning strategies in the classroom which confirmed by Badilles research findings.

The delivery of history in a private tertiary education was successful because the students were satisfied in the method utilized by the faculty members. In effect, the students realized that the History subject is vital in the development of patriotism and nationalism. Finally, the school managers and faculty members of history should employ teaching models fitted to the needs of the students in the contemporary period (Badilles, 2018).

OBE is used in education because it 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 (Asim et al, 2021). In this study, the teachers and the students' level of understanding the Outcomes-Based Education (OBE) are more or less the same despite for the fact that the extent of the delivery of Philippine History Instruction by the teachers did not match to the extent of the acquisition of Philippine History Instruction by the students. It is on these premises that we can further conclude that teaching the OBE needs a different approach. This can also be justified by the respondents' demographic profiles that do not affect students' academic performance. Thus, a strong foundation on Philippine History among the students is necessary to ensure quality. Also, the retention of qualified teachers is essential in advancing the instruction (Alic and Bual, 2021).

Based on the result of the study, the following recommendations are made. For future studies, the researcher needs to sort out more data variables that can affect the teachers' level of delivering the OBE and students' acquisition of OBE.

An experimental study on the different methods and techniques used by the teacher and experienced by the students in the class should be conducted to find out empirical proof of evidence based on the result of the data.

A multiple linear regression model can be conducted to find out the factors that can caused the teachers' level of delivering the OBE to the class.

The students' academic performance can be one of the bases for judging the affectivity of the OBE in teaching the Philippine History subject. Thus, this variable can be subjected to the level of understanding the Outcomes- Based Education.

The proposed OBE Syllabus in Philippine History be given due consideration for the betterment of the students in CTU-Main Campus which was attuned to the 21st century education. This proposal would be submitted to the proper authorities for possible implementation to improve quality instruction as well as enhance student's academic performance.

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