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PRACTICES AND CHALLENGES OF OUTCOMES BASED EDUCATION (OBE) IN SOCIAL SCIENCE INSTRUCTION OF JUNIOR HIGH SCHOOL STUDENTS IN JOLO, SULU

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I. INTRODUCTION

The different educational institutions around the globe in the recent decade have already shifted its educational approach from teacher-based instruction to outcomes-based education (OBE). This is a radical paradigm shift of the once teacher-centered teaching into student-centered or the outcomes-based education (OBE). This new teaching approach aims to directly improve the level of functional literacy among the students into a higher one. Functional literacy is the number one problem affecting the students' performance in English, science and mathematics.

This paper looks at the outcomes-based education or OBE as most relevant strategy that helps to improve both performance of the teachers and the students. It is said that "uncertainty about the desired learning outcomes and failure to assess outcome properly could end in situation where learners only possess pseudo-knowledge, pseudo- skills, pseudo-attitudes, and pseudo-values." The objective of this paper is to assess the process of applying the OBE at the MSU-Sulu Laboratory High School and the Sulu State College Laboratory High School. The study is based on the observation and interview on how OBE is implemented in these schools.

II. PRACTICES OF OUTCOMES BASED EDUCATION (OBE) IN SOCIAL SCIENCE INSTRUCTION OF JUNIOR HIGH SCHOOL STUDENTS IN JOLO, SULU

The present study showed that there are seven (7) outcomes-based strategies in teaching social sciences 'always' used by the Mindanao State University - Sulu Laboratory teachers, while eight (8) were often employed by them.

Among that were always used by them are: 1. Writing reaction and reflection papers on historical facts and current events, 2. Writing essays and journals about the significance of social events, 3. Research work on debatable and explored issues in their community, 4. Making timelines when reporting in history, 5. Debate on issues of national and international policies, 6. Joining community involvement and issue - awareness campaigns, and 7. Interviewing resource persons on important and new topics in class.

Moreover, the outcomes based strategies which have been often used by the Mindanao State University – Sulu Laboratory High School social science teachers are: 1. Assigns news and article reviews on unfolding local, national and international issues, 2. Forming concept maps and other graphical organizers when presenting sociological theories and the like, 3. Producing collages and dioramas in presenting assigned reports and documentaries, 4. Making leaflets, posters, and slogans on societal advocacies, 5. Constructing maps for when presenting geographical locations and topics, 6. Role plays of historical figures as one of the tasks in social sciences classes, 7. Simulations in aiding and in learning social science topics, and 8. News reporting of the latest and significant current events.

Furthermore, this implies that the social science teachers of the Mindanao State University – Sulu have realistically implemented outcomes-based instruction in their classes.

Table 1.1 Outcomes Based Education (OBE) in Social Science Instruction of Junior High School Students in MSU-Sulu Laboratory High School (LHS)

OBE Best Practices					MEAN	Interpretation
a. Written output						
1. Our teacher requires us writing reaction and reflection papers on historical facts and current events	10	22	5	0	3.13	Always
2. Our teacher assigns news and article reviews on unfolding local, national and international issues.	8	13	16	0	2.78	Often
3. Our teacher also makes us write essays and journals about the significance of social events.	13	16	8	0	3.13	Always
4. Our teacher assigns us to form concept maps and other Graphical organizers when presenting sociological Theories and the like.	6	20	11	0	2.86	Often
b. Products						
5. We produce collages and dioramas in presenting our assigned reports and documentaries	10	15	8	4	2.83	Often
6. We make leaflets, posters, and slogans on societal advocacies	7	17	10	2	2.72	Often
7. We write research work on debatable and explored issues in their community	15	13	9	1	3.18	Always
8. We make timelines when reporting in history	15	12	7	3	3.05	Always
9. We construct maps for when presenting geographical locations and topics	6	16	12	2	2.64	Often
c. Performance – Based Tasks						
10. My teacher includes role plays of historical figures as one of the Tasks in social sciences classes	12	12	10	3	2.89	Often
11. My teacher use simulations in aiding us, students, in learning Social sciences topics	9	16	12	0	2.91	Often
12. We engage in debates on issues of national and international policies	12	17	5	3	3.02	Always
13. My teacher asks us to join community involvement and Issue - awareness campaigns	15	11	7	4	3.0	Always
14. My teacher encourage us to interview resource persons on important and new topics in class	12	14	9	4	3.02	Always
15. My teacher makes us undertake news reporting of the latest and significant current events	5	16	16	0	2.70	Often

The study also depicted that the Sulu College of Technology has ‘often’ used at least 5 outcomes based strategies in social sciences such as: 1. Forming concept maps and other graphical organizers when presenting sociological theories and the like, 2. Making leaflets, posters, and slogans on societal advocacies, 3. Construct maps for when presenting geographical locations and topics, 4. Engaging in debates on issues of national and international policies, and 5. Joining community involvement and issue awareness campaigns.

Whereas, ten (10) outcomes based instruction in social sciences were sometimes used by Sulu College of Technology social sciences teachers; namely: 1. Writing reaction and reflection papers on historical facts and current events, 2. Assigning news and article reviews on unfolding local, national and international issues, 3. Writing essays and journals about the significance of social events, 4. Producing collages and dioramas in presenting our assigned reports and documentaries, 5. Research work on debatable and explored issues in their community, 6. Making timelines when reporting in history, 7. Role plays of historical figures as one of the tasks in social science classes, 8. Using simulations in aiding us, students, in learning social science topics, 9. Undertaking news reporting of the latest

and significant current events, and 10. Encouraging us to interview resource persons on important and new topics in class.

Table 1.2 Outcomes Based Education (OBE) Practices in Social Science Instruction of Junior High School Students in Sulu College of Technology (SCT)

OBE Practices					MEAN	Interpretation
a. Written output	2	10	10	4	1.83	Sometimes
1. Our teacher requires us writing reaction and reflection papers on historical facts and current events						
2. Our teacher assigns news and article reviews on unfolding local, national and international issues.	1	5	15	4	1.94	Sometimes
3. Our teacher also makes us write essays and journals about the significance of social events.	2	9	10	4	1.78	Sometimes
4. Our teacher assigns us to form concept maps and other Graphical organizers when presenting sociological Theories and the like	0	7	5	12	2.08	Often
b. Products	2	8	11	5	1.91	Sometimes
5. We produce collages and dioramas in presenting our assigned reports and documentaries						
6. We make leaflets, posters, and slogans on societal advocacies	3	3	12	8	2.08	Often
7. We write research work on debatable and explored issues in their community	2	11	9	3	1.70	Sometimes
8. We make timelines when reporting in history	3	8	12	3	1.81	Sometimes
9. We construct maps for when presenting geographical locations and topics	1	8	5	12	2.16	Often
c. Performance – Based Tasks	9	11	5	2	1.45	Sometimes
10. My teacher includes role plays of historical figures as one of the Tasks in social sciences classes						
11. My teacher use simulations in aiding us, students, in learning Social sciences topics	7	7	5	8	1.83	Sometimes
12. We engage in debates on issues of national and international policies	0	11	6	9	2.05	Often
13. My teacher asks us to join community involvement and Issue - awareness campaigns	0	9	4	13	2.21	Often
14. My teacher encourage us to interview resource persons on important and new topics in class	7	7	7	5	1.67	Sometimes
15. My teacher makes us undertake news reporting of the latest and significant current events	2	9	6	9	2.0	Sometimes

III. LEVEL OF EFFECTIVENESS OF OBE INSTRUCTION IN SOCIAL SCIENCES

The identification of outcomes-based strategies in social sciences used by teachers of the MSU-Sulu LHS and SCT only gave a limited insight as to whether or not such strategies are effective. Hence, the level of effectiveness of Outcomes Based Education strategies in social sciences were determined based on perceptions.

It was found out that not all of the outcomes-based strategies in social sciences used by the teachers of the Mindanao State University – Sulu were considered to be effective by the respondents. Only seven (7) were considered as slightly effective, while six (6) were cited as less effective.

Among the Outcomes – Based Strategies in Social Sciences which are considered as slightly effective are: 1. Writing news articles and reviews, 2. Writing reaction/reflection papers, 3. Creating journals and essays, 4. Conducting research, 5. Role playing and simulations, 6. Power point and multimedia presentations, and 7. Argumentation and debates.

Moreover, the six (6) outcomes – based strategies in social sciences which are ‘less effective’ are: 1. Using concept maps and graphic organizers, 2. Producing

collages and dioramas, 3. Making of leaflets, posters and slogans, 4. Constructing maps and timelines, 5. Involving awareness issue campaign, and 6. Interviews and surveys.

Table 2.1 Effectiveness of OBE Instruction in Social Sciences of MSU-Sulu Laboratory High School as Based on Perception

OBE Strategies	NE	LE	SE	ME	VE	Mean	Interpretation
1.Using concept maps and graphic Organizers.	3	1	12	4	6	2.35	Less Effective
2. Writing news articles and reviews.	1	1	8	7	9	2.70	Slightly Effective
3.Writing reaction/reflection papers.	0	4	7	9	6	2.56	Slightly Effective
4. Creating journals and essays.	1	1	6	10	8	2.72	Slightly Effective
5. Producing collages and dioramas.	2	3	13	5	3	2.21	Less Effective
6. Making of leaflets, posters and slogans	2	4	6	10	4	2.37	Less Effective
7. Constructing maps and timelines	2	3	8	8	4	2.27	Less Effective
8. Conducting research	2	0	3	8	13	2.94	Slightly Effective
9.Involvement in issue awareness campaigns	2	2	9	7	6	2.45	Less Effective
10. Role playing and simulations	1	1	4	5	15	2.97	Slightly Effective
11. Power point and multimedia presentation	2	0	7	4	12	2.67	Slightly Effective
12. Interviews and surveys	4	3	6	8	5	2.29	Less Effective
13. Argumentation and debate	2	2	8	7	7	2.51	Slightly Effective

On the other hand, most of the outcomes based strategies are confirmed to be moderately effective by Sulu College of Technology social sciences teachers such as: 1. Using concept maps and graphic organizers, 2. Writing news articles and reviews, 3. Writing reaction/reflection papers, 4. Creating journals and essays, 5. Making of leaflets, posters and slogans, 6. Constructing maps and timelines, 7. Conducting research, 8. Involvement in issue awareness campaigns, 9. Role playing and simulations, 10. Power point and multimedia Presentations, 11. Interviews and surveys, and 12. Argumentation and debates.

However, one (1) strategy which the respondents have cited as slightly effective is producing collages and dioramas.

Table 2.2 Effectiveness of OBE Instruction in Social Sciences of Sulu College of Technology (SCT)

OBE Strategies	NE	LE	SE	ME	VE	Mean	Interpretation
1.Using concept maps and graphic Organizers.	0	2	3	17	13	3.94	Moderately Effective
2. Writing news articles and reviews.	0	4	5	16	10	3.70	Moderately Effective
3. Writing reaction/reflection papers.	0	0	8	14	13	3.91	Moderately Effective
4. Creating journals and essays.	2	2	10	11	12	3.78	Moderately Effective

5. Producing collages and dioramas.	2	1	9	15	7	3.40	Slightly Effective
6. Making of leaflets, posters and slogans	0	1	9	14	11	3.78	Moderately Effective
7. Constructing maps and timelines	2	2	9	9	13	3.62	Moderately Effective
8. Conducting research	1	0	1	10	22	4.16	Moderately Effective
9. Involvement in awareness issue campaign	0	0	9	13	13	3.89	Moderately Effective
10. Role playing and simulations	0	2	7	14	12	3.81	Moderately Effective
11. Power point and multimedia presentations	1	1	7	6	20	4.0	Moderately Effective
12. Interviews and surveys	0	4	4	17	9	3.59	Moderately Effective
13. Argumentation and debate	1	2	8	14	10	3.59	Moderately Effective

IV. CHALLENGES FOR OBE IN SOCIAL SCIENCES INSTRUCTION OF GRADE 10 STUDENTS OF MSU – SULU LHS

There are ample studies which asserted that outcomes – based instruction has been instrumental to the enhancement of the quality education of students. However, certain challenges are also perceived to have influenced the success of execution of such programs, just like the outcomes – based instruction in social sciences. Hence, the challenges encountered by the Mindanao State University – Sulu Social Sciences teachers in the implementation of outcomes-based education were also distinguished.

The study revealed that MSU-Sulu LHS respondents were not sure whether the following are challenges to outcomes based instruction: 1. The school does not have the necessary facilities and equipment for the honest implementation of outcomes – based education, 2. Majority of the teachers lack the needed trainings and seminars on OBE, 3. Many of the teachers do not possess ample knowledge on the approaches, methods, and techniques used in OBE, 4. A lot of teachers still favor the teacher – centered and teacher dominated instruction, 5. Many teachers perceive OBE as very tasking, complex, and difficult to apply, 6. OBE is seen as less effective compared to the previous curriculum in achieving quality education, 7. Teacher, specially seniors, do not want to change their traditional teaching approaches, methodologies and techniques, 8. Teachers cannot find ample course materials, books, and other references that are outcomes – based, 9. Teachers revealed that Students are not responsive to OBE Instruction, 10. There is a lack of financial support and mandate from the administrators in the implementation of OBE, 11. Teachers believe that OBE takes away a lot of instruction time that is most important to cover the curriculum content, 12. Teachers assert that only a few topic will be covered with OBE and hampers the students’ mastery of subject – matter, and 13. Teachers consider subject centered approach is far effective in teaching students than OBE.

On the other hand, the respondents generally agreed that most of the Mindanao State University – Sulu science teachers have little background on

outcomes – based assessment; while, they have disagreed that, students find the OBE activities and assessment difficult and vague.

The respondents of Sulu College of Technology all disagreed with the challenges to OBE instruction as cited and enumerated to them. This means that their implementation of the outcomes-based instruction in social sciences subjects/courses is smoothly implemented.

Table 3.1 Challenges Encountered by MSU-Sulu LHS Social Science Teachers in OBE Instruction

1. The school does not have the necessary facilities and equipment for the honest implementation of Outcomes – based education	6	10	11	9	2	2.83	Not Sure
2. Majority of the teachers lack the needed trainings and seminars on OBE	4	11	10	9	3	2.89	Not Sure
3. Many of the teachers do not possess ample knowledge on the approaches, methods, and techniques used in OBE	8	4	14	7	2	2.59	Not Sure
4. Most of teachers have little background on Outcomes – based assessment	1	4	5	22	4	3.56	Agree
5. A lot of teachers still favors the teacher – centered and teacher dominated instruction	4	5	11	14	2	3.05	Not Sure
6. Many teachers perceive OBE as very tasking, complex, and difficult to apply	2	5	15	13	2	3.21	Not Sure
7. OBE is seen as less effective compared to the previous curriculum in achieving quality education	4	8	7	13	5	3.18	Not Sure
8. Teacher, specially seniors, do not want to change their traditional teaching approaches, methodologies and techniques	3	10	13	4	5	2.78	Not Sure
9. Teachers cannot find ample course materials, books, and other references that are Outcomes – based	5	10	14	5	3	2.75	Not Sure
10. Teachers confirm that students find the OBE activities and assessment difficult and vague	0	6	8	8	3	2.24	Disagree
11. Teachers revealed that Students are not responsive to OBE Instruction	3	5	15	11	3	3.16	Not Sure
12. There is a lack of financial support and mandate from the administrators in the implementation of OBE	6	3	18	5	5	3.0	Not Sure
13. Teachers believe that OBE takes away a lot of instruction time that is most important to cover the curriculum content	0	3	9	16	6	3.43	Not Sure
14. Teachers assert that only a few topics will be covered with OBE and hampers the students mastery of subject – matter	1	3	12	19	1	3.35	Not Sure
15. Teachers consider subject centered approach is far effective in teaching students than OBE	2	6	7	15	5	3.13	Not Sure

Table 3.1 Challenges Encountered by SCT Social Science Teachers in OBE Instruction

Items	SD	D	NS	A	SA	Mean	Interpretation
1. The school does not have the necessary facilities and equipment for the honest implementation of Outcomes – based education	5	5	8	6	2	1.97	Disagree
2. Majority of the teachers lack the needed trainings and seminars on OBE	2	9	11	1	3	1.94	Disagree

3. Many of the teachers do not possess ample knowledge on the approaches, methods, and techniques used in OBE	4	6	12	3	1	1.84	Disagree
4. Most of teachers have little background on Outcomes – based assessment	1	5	14	4	2	2.13	Disagree
5. A lot of teachers still favors the teacher – centered and teacher dominated instruction	3	2	14	6	1	2.10	Disagree
6. Many teachers perceive OBE as very tasking, complex, and difficult to apply	1	3	17	2	3	2.18	Disagree
7. OBE is seen as less effective compared to the previous curriculum in achieving quality education	4	4	14	2	2	1.94	Disagree
8. Teacher, specially seniors, do not want to change their traditional teaching approaches, methodologies and techniques	2	2	6	13	3	2.45	Disagree
9. Teachers cannot find ample course materials, books, and other references that are Outcomes – based	0	6	10	5	0	1.67	Disagree
10. Teachers confirm that students find the OBE activities and assessment difficult and vague	1	9	10	5	0	1.86	Disagree
11. Teachers revealed that Students are not responsive to OBE Instruction	3	7	15	1	0	1.78	Disagree
12. There is a lack of financial support and mandate from the administrators in the implementation of OBE	0	4	7	12	3	2.48	Disagree
13. Teachers believe that OBE takes away a lot of instruction time that is most important to cover the curriculum content	2	5	14	3	2	2.05	Disagree
14. Teachers assert that only a few topics will be covered with OBE and hampers the students mastery of subject – matter	0	8	15	3	0	1.97	Disagree
15. Teachers consider subject centered approach is far effective in teaching students than OBE	2	4	15	5	0	2.02	Disagree

V. CONCLUSION

Outcomes-based education or OBE is perceived as teaching strategy that can improve both performance of the teachers and the students. The issue of poor performance of the students is central to addressing the issue of poor quality education in Sulu.

Apparently, the result of the OBE implementation at the Mindanao State University – Sulu Laboratory High School is negative. The data showed that the use of the enumerated outcomes-based strategies, only seven (7) were found to be slightly effective, while the remaining six (6) were cited as less effective by the respondents.

In addition to this, the respondents of Mindanao State University – Sulu Laboratory High School were generally not sure of the perceived challenges in the outcomes-based education implementation. This means that either they do not perceive the said challenges as a problem or they simply do not know if it is a problem or not. They however, agreed that most of the teachers have little background on outcomes-based assessment and disagreed that, students find the OBE activities and assessment difficult and vague. The real challenge now is to address the lack of needed trainings especially on outcomes-based assessment for teachers in the Mindanao State University – Sulu Laboratory High School.

In contrast, the respondents of the Sulu College of Technology used at least five (5) outcomes-based strategies in social sciences. Whereas, ten (10) outcomes-based instruction in social sciences were sometimes employed in their teachings. Generally, it could be construed that unlike Mindanao State University – Sulu social

science teachers, the Sulu College of Technology social science teachers do not always utilize outcomes-based instruction in social science subjects/courses.

Aside from this, the Sulu College of Technology respondents indicated that most of the outcomes-based strategies are moderately effective, except for one strategy which the respondents have cited as slightly effective and that is producing collages and dioramas.

It was determined too, that the respondents of Sulu College of Technology unanimously disagreed with all the perceived challenges to outcomes-based instruction. It means that they have no problems at all with the implementation of outcomes-based education in social sciences whether it is in connection with the needed facilities, faculty and student trainings, and other administrative and support systems.