T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

TEACHERS' OPINIONS REGARDING USING AN OUTCOME-BASED APPROACH WHILE TEACHING YOUNG LEARNERS

MASTER'S THESIS

Laiba Umer KAZAFI

Foreign Languages Education Department

English Language Education Program

AUGUST, 2023

T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

TEACHERS' OPINIONS REGARDING USING AN OUTCOME-BASED APPROACH WHILE TEACHING YOUNG LEARNERS

MASTER'S THESIS

Laiba Umer KAZAFI

(Y2012.021033)

Foreign Languages Education Department

English Language Education Program

Thesis Advisor: Asst. Prof. Dr. Ayşe Betül TOPLU

AUGUST, 2023

APPROVAL FORM

DECLARATION

I hereby declare with respect that the study “Teachers’ Opinions Regarding Using an Outcome-Based Approach While Teaching Young Learners”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (…/…/2023)

Laiba Umer KAZAFI

FOREWORD

I would like to thank Almighty Allah for letting me achieve my goals, without His mercy I wouldn't have come this far.

I would like to take this opportunity to express my deepest gratitude to several individuals who have made this thesis possible. Firstly, I would like to thank my thesis supervisor Dr. Ogr. Uyesi Ayse Betul TOPLU for their unwavering support, guidance, and expertise throughout the research process. Their invaluable feedback and encouragement have been instrumental in shaping this work.

I would also like to express my gratitude to the faculty members in the Department of Mechanical Engineering for providing me with a challenging and stimulating academic environment that has fostered my intellectual growth.

Furthermore, I extend my appreciation to my family and friends for their unconditional love, encouragement, and support throughout my academic journey. They have been my pillars of strength and motivation, and I am deeply grateful for their unwavering support.

Finally, I would like to acknowledge the invaluable contributions of all the participants who participated in this study, without whom this research would not have been possible.

Thank you all for your support and encouragement.

August, 2023 Laiba Umer KAZAFI

TEACHERS' OPINIONS REGARDING USING AN OUTCOME-BASED APPROACH WHILE TEACHING YOUNG LEARNERS

ABSTRACT

This study focuses on teachers' opinions regarding using an outcome- based approach (OBE) while instructing young students. The researcher discoursed how an outcome-based approach for teaching young learners affect the academic performance of students by doing brief literature review of different related articles. The purpose of this research is to inquire into how educators feel about teaching elementary school children using OBE. Productive curriculum structure takes places an emphasis on teaching and learning exercises as well as tests. The methodology that the researcher used was based on an online survey as it serves the basis of quantitative research. The online survey has two parts, one based on close-ended questions and second is open-ended so that teachers can give their opinions in a detailed manner. The research group consists of 30 elementary school teachers, 25 women and 5 men, aged 23-35. To analyze the results of the survey, SPSS was used. In the light of data analysis, learning outcomes serve as the foundation for evaluation. The study highlights mixed-level learners as the main obstacle to implementing outcome-based strategies. Both male and female teachers agree that children's knowledge and abilities are reflected in learning outcomes. Creating and distributing explicit learning outcomes helps students become more conscious of their own learning and ensures a clear understanding of what they will learn before starting a session or course. The results of the current study will contribute to the field by inspiring the authorities to do necessary changes to elementary curriculum or adaptations for improved benefits.

Keywords: Outcome-Based Education, Young Learners, Challenges, Teachers' Opinions.

TEACHERS' OPINIONS REGARDING USING AN OUTCOME-BASED APPROACH WHILE TEACHING YOUNG LEARNERS

ÖZET

Bu çalışma, öğretmenlerin genç öğrencilere eğitim verirken sonuca dayalı bir yaklaşım (OBE) kullanma konusundaki görüşlerine odaklanmaktadır. Araştırmacı, genç öğrencilere öğretmek için sonuç temelli bir yaklaşımın öğrencilerin akademik performansını nasıl etkilediğini, farklı ilgili makalelerin kısa literatür taramasını yaparak anlatmıştır. Bu araştırmanın amacı, eğitimcilerin ilkokul çocuklarına OBE kullanarak öğretme konusunda ne hissettiklerini araştırmaktır. Üretken müfredat yapısı, testlerin yanı sıra öğretme ve öğrenme alıştırmalarına da vurgu yapar. Araştırmacının kullandığı metodoloji, nicel araştırmanın temeline hizmet ettiği için çevrimiçi bir ankete dayanıyordu. Çevrimiçi anket, biri kapalı uçlu sorulara dayanan ve ikincisi açık uçlu olmak üzere iki bölümden oluşur, böylece öğretmenler görüşlerini ayrıntılı bir şekilde verebilirler. Araştırma grubunu 23-35 yaşları arasında 25'i kadın, 5'i erkek olmak üzere toplam 30 ilkokul öğretmeni oluşturmaktadır. Anket sonuçlarını analiz etmek için SPSS kullanılmıştır. Veri analizi ışığında, öğrenme kazanımları değerlendirmenin temelini oluşturur. Çalışma, karma seviyeli öğrencileri, sonuca dayalı stratejilerin uygulanmasının önündeki ana engel olarak vurgulamaktadır. Hem erkek hem de kadın öğretmenler, çocukların bilgi ve yeteneklerinin öğrenme çıktılarına yansıdığı konusunda hemfikirdir. Açık öğrenme çıktıları oluşturmak ve dağıtmak, öğrencilerin kendi öğrenmeleri konusunda daha bilinçli olmalarına yardımcı olur ve bir oturuma veya kursa başlamadan önce ne öğreneceklerini net bir şekilde anlamalarını sağlar. Mevcut çalışmanın sonuçları, yetkililere ilköğretim müfredatında gerekli değişiklikleri veya daha iyi faydalar için uyarlamalar yapmaları için ilham vererek alana katkıda bulunacaktır.

Anahtar Kelimeler: Sonuç Odaklı Eğitim, Genç Öğrenciler, Zorluklar, Öğretmenlerin Görüşleri.

TABLE OF CONTENTS

DEFINITIONS OF KEYWORDS

OUTCOME-BASED EDUCATION:

OBE is a theory of education that centers an educational system's various components around specific goals and outcomes.

YOUNG LEARNERS:

Students' involvement in the classroom is a key part of OBE. Students are expected to do their own learning to gain a proper understanding of their goals.

CHALLENGES:

Difficulties and issues which teachers face while using outcome-based education.

TEACHERS' OPINIONS:

Opinion forms a base for attitudes and abilities while using outcome-based education.

LIST OF ABBREVIATIONS

ECE: Educational Credentials Evaluators

GPS: Global Positioning System

OBE: Outcome Based Education

LIST OF TABLES

I. INTRODUCTION

The original goal for the Outcome-Based approach curriculum came from a desire to give students agency over their own life when they graduate from school (Barman, Silén, & Laksov, 2014). Outcome-based education (OBE) is a comprehensive method for bettering educational institutions and, by extension, students' academic achievements. To ensure that the desired results are achieved, the educational system develops the best possible strategies, informed by research and experience, to improve all aspects of the learning environment (Harden, 2007).

In the twenty-first century, it is important to grasp the relevance and advantages of the OBE system by learning about its underlying philosophy, premises, principles, and instructional design procedure. OBE may be seen as either a philosophy of education, a systematic framework for training, or a method of instruction in the classroom (Killen, 2000).

The OBE is becoming more common in universities and colleges throughout the globe. Outcome-driven instruction and learning emerged as a response to the growing emphasis on measuring and improving educational effectiveness (Lixun, 2011). This is why OBE relies heavily on a defined and reachable set of goals. These results help evaluate the learner's abilities in the cognitive, psycho-motor, and emotional domains, closing the gap between what is taught in the classroom and what is needed in the workplace (Kaliannan & Chandran, 2012). It has shifted the emphasis of teaching away from the instructor and onto the student, creating a more student-friendly classroom (Tam, 2014).

OBE places the emphasis not on what the instructor or lecturer would like to accomplish, but more importantly what a student should know, understand, demonstrate, and become. Following contemporary educational theory and research, an outcomes-based paradigm was established (Rubinstein & Franchi-Christopher 2002). This defines the goals and outcomes of education. OBE is an advanced method of curriculum development that has several benefits (Harden et al., 1999). It's

an instinctive method that involves everyone, including those who haven't studied education formally. It promotes a child-centered approach, which is in line with contemporary educational thought, and it also backs the movement toward increased accountability and level assurance.

Because of the OBE's widespread popularity and acclaim, researchers opted to explore its use in an English language classroom rather than focusing on its use in the arts and humanities (Glassey et al, 2012). Sustainability in education may be achieved via OBE's promotion of inquiry-based learning. Outcome-based education (OBE) has become popular as a method of teaching in various educational systems throughout the globe in recent years. The conventional focus on the instructor in the classroom is giving way to one that is more centered on the students. This strategy emphasizes identifying specific goals that students should have accomplished by the conclusion of a given unit, course, or program and then developing materials and tests to measure their progress toward those goals. It is widely agreed that OBE is an efficient strategy for teaching pupils the abilities they'll need for future success. An Outcome-Based School means clearly emphasizing and organizing everything in an educational framework around what must happen for all students to remain able to do proper understanding at the end of learning experiences. To achieve this, educators must first identify the most crucial skills and knowledge that students should acquire, and then design curricula, lessons, and tests to facilitate their acquisition. OBE now implies steering the institution's policies and pedagogical efforts toward clearly articulated outcomes that we hope students will exhibit upon graduation. This strategy assumes that "essential for every learner to have and to be competent in" skills can be identified, and that these skills can be taught and learned with sufficient effort and good classroom management. Outcome-based education (OBE) places more weight on the outcomes rather than the means through which learning is accomplished. The term "outcome-based education" refers to a pedagogical strategy in which course objectives serve as the basis for curricular choices (Spady, 1994).

Because of the constraints it imposes on both the teacher and the student, textbooks are seldom used in classrooms. Instead, it's better to have access to a wide variety of basic books and sources from all around the globe. Once units of study are designed according to the shifting demands of the student group and incorporated into the curriculum from year to year, teachers have a solid foundation upon which to

build the interests of their students.

By offering a theoretical foundation for curriculum design and shifting the focus from rote memorization to illustrative examples of competence in real-world contexts, OBE seems to represent the next stage. Historically, teachers have evaluated student progress using standardized testing. In contrast, OBE emphasizes the practical applications of information gained by the student. Many schools throughout the globe use OBE guidelines and standards in their classrooms. However, teachers' levels of preparation in terms of both knowledge and its application in the classroom are not being monitored or assessed. This research was done to investigate the perceptions of instructors about the employment of outcome-based techniques in the education of young kids. Considering these worries, it is instructive to investigate the perspectives of educators actively engaged in OBE implementation.

The purpose of this research is to inquire into how educators feel about teaching elementary school children using OBE. This research aims to shed light on the pros and cons of OBE and the elements that contribute to its effective implementation via a quantitative examination of teacher survey responses. According to the study's author, doing so would provide school officials and educators with a comprehensive picture of OBE's effectiveness in the classroom. This would allow them to pinpoint issues, find solutions, and enhance the institution's OBE implementation. The use of rubrics as a model for evaluating student work is another option. It is used to evaluate students' performance on tests of their skills and knowledge (Gabuyo, 2012). An effective rubric, as described by Suskie (2009), can do the following: make it easier to score, make scoring better, more unbiased, and logical, improve opinions of students, shorten arguments via students, and improve opinions of staff and faculty. In the context of peer review, students may get first-hand exposure to the collaborative method of development and refinement of expertise, the subjective characteristics of evaluation and peer examination, and the role if creativity in work (Trautmann et al., 2003).

Peer review, as described by Gehringer (2000), may be used for more than just essays in intro classes. The key to this change is developing the habits of a reflective practitioner, who knows where they came from, why they teach the way

they do, and is always looking for ways to enhance their teaching (Bialobrzeska, 2006). The degree to which an organization adopts OBE is strongly influenced by its stakeholders' perceptions of OBE's value. Teachers' primary responsibility is to guide their students toward the kinds of learning activities most likely to get them to the intended learning objectives in a fairly efficient way, as reported by Caguimbal (2013). Lixun (2011) stressed that OBE is an innovative example in education, hence it is being implemented by all reputable universities and colleges in other countries. He said that OBE was crucial to the success of any school. Administrators and teachers may collaborate more closely with kids via OBE. The OBE will soon be adopted by all schools in the nation. Students have utilized electronic portfolios to chronicle their work in order to show their learning (Caguimbal et al., 2013).

Electronic portfolios (or "e-portfolios") provide several advantages over traditional paper portfolios, including the flexibility with which information may be stored, retrieved, updated, and displayed. E-portfolios provide students a way to demonstrate what they've learned and help them concentrate their studies (Smith & Winking-Diaz, 2004). This gives them a chance to revise their work and consider how their knowledge has evolved (Tubaishat et al., 2009). People all around the nation are looking into alternative approaches to curriculum development due to fears that the current system fails to sufficiently educate pupils for the challenges of adulthood in the 21st century.

The efficacy of education is now being evaluated in numerous states differently than in the past, with educators and policymakers trying to shift the focus from conventional inputs like number of credits and number of hours spent in class to outcomes. The push toward learning outcomes is like the whole quality management trend in corporate and industrial settings. It represents the concept that figuring out where you are and where you want to go (Education Committee of the State, 1993) is the first step in figuring out how to get there (Education Board of the State, 1993). By reorienting curriculum, assessment, and reporting systems in education towards the achievement of exceptional learning and mastery not the accumulation of program credits, Outcome-Based Education (OBE) aims to improve the quality of education rather than just the quantity. There are two primary sorts of outcomes, according to Killen (2000). The former is more concrete and is often represented in terms of what students know, can accomplish, or is like as a

consequence of their education, while the latter is more intangible and include performance metrics like as test scores, completion rates, post-course employment, and so on. Supporters of OBE often believe that several routes may lead to the same conclusions. Canada, the nation of South Africa, New Zealand, and the United States are just few of the places where OBE is popular right now (Malan, 2000).

A. The Multiple Roles and Applications Of Learning Outcomes

Learning outcomes contribute to several aspects and degrees of schooling. They serve as more than just means of communicating the curriculum; they also serve as a channel for exchanging external references at the local, state, and worldwide levels (Adam, 2006). The three different application levels can be summed up as follows:

1. Institutional/Local Level

There are ramifications for curricula, instruction, and evaluation at the school level. Here, you may utilize unit or module-level learning outcomes to describe what you've learned. In doing so, they make explicit to the student the knowledge, understanding, and competencies that will be acquired via the course of study. Learning outcomes help instructors better understand the content of a module and how it will be delivered and assessed. This dynamic process of integrating evaluation with learning outcomes is not easy, but it does result in better classes.

2. National Level

Learning outcomes have a larger role at the national level, one that penetrates the language and methods used to characterize the national credentials system. Using level descriptors, qualification descriptors, and topic benchmark statements, clear guides to standards may develop, bolstering quality assurance. Learning outcomes are the assertions that describe and indicate what a learner will accomplish at a certain level of research on in a given kind of certification, or in a given field.

3. International Level

Learning outcomes have a somewhat different function at the global level compared to the regional and national ones. Naturally, they will cover a lot more ground and be less specific than any national classification system. As an example, the European Academic Area has selected for the very generalized 'Dublin descriptors' as the cycle descriptions for the Bologna overarching credentials system. The context provided by these cycle descriptors will aid national authorities in creating their own, more nuanced level descriptions. Assuming governments utilize similar methods inside their own national institutions, learning results might pave the way for unprecedented levels of openness, mobility, and equitable recognition. By offering universal standards, they promote openness, acceptance, and comparison on a global scale.

4. Significance Of the Study

In recent years, there has been widespread adoption of outcome-based pedagogical strategies. Teaching young children is facilitated by outcome-based methods because of the focus they concentrate on the attainment of learning objectives. Therefore, it is crucial to learn how educators see the use of outcome-centered strategies in the classroom. The importance of this study rests in the fact that it will provide insight into how educators feel about using outcome-based strategies while working with young kids.

Finding out how educators feel about these strategies is crucial for assessing their efficacy and overcoming any obstacles to their adoption. The study's results would make it simple to determine what changes, if any, are needed to the elementary curriculum or the adaptations of these methods to make them more beneficial for instructors and kids.

This research adds to the conversation regarding whether or not OBE is a good fit for young kids and offers important information for teachers and policymakers working to raise the bar for effective education. The primary purpose of this research is to learn how elementary educators feel about outcome-based strategies. This research seeks to answer the question, "Do teachers find it simple to implement OBE when working with elementary school students?".

B. Objective Of the Study

The primary purpose of this research is to learn how elementary educators feel about outcome-based strategies. The study has a few specific goals:

1. To know about the importance of using an outcome-Based approach in teaching young learners.

2. To know about the difference between the perception of female and male teachers on using an outcome-Based approach for teaching young learners.

3. To know about the challenges faced by teachers by implementing an outcome-based approach for teaching young learners.

4. To know about an effective way of using learning outcomes to improve the quality of teaching and learning.

C. Statement Of the Problem

To ensure that the students get an education that is up to par with global standards, today's young teachers must investigate new avenues for improving the educational experience for their students. This results in a shift from the more common practice of basing education on the delivery of specific subjects. Within the framework of learning standards centered around competencies and dependent on performance quality assurance monitoring, outcomes-based education (OBE) makes sense. In a culture driven by the spread of information, this is considered paramount.

D. Purpose Of the Study

The study's overarching goal is to gain insight from the perspectives of educators who play a role in the implementation of outcome-based education (OBE) in their classrooms, specifically whether teachers feel comfortable using OBE in class and retaining the results of their students. The purpose of this research is to inquire into how educators feel about teaching elementary school children using OBE. This research aims to shed light on the pros and cons of OBE in Educational Credentials Evaluators (ECE), as well as the elements that contribute to its effective implementation, via a quantitative analysis of teachers' surveys.

E. Research Questions

- What is the importance of using an outcome-based approach in teaching young learners?
- What is the difference between the perception of female and male teachers on using an outcome-based approach for teaching young learners?
- What are some challenges of implementing an outcome-based approach for teaching young learners?
- What are the effective ways of using learning outcomes to improve the quality of teaching and learning?

F. Hypothesis

A hypothesis generated by the researcher will be examined considering the results of the study's data analysis:

H0; There is no significant difference between the opinions of teachers regarding the use of an outcome-based approach while instructing young students by their gender: $\mu m = \mu f$

G. Outline Of the Study

The study's first chapter provides an overview. It provides an overarching format for the study's subject matter, challenges and hypotheses, data gathering, and analysis. The literature review is presented in Chapter 2. Extensive literature is reviewed. The methods and procedures used to conduct the research for this study are presented in Chapter III, Methodology. It also details the methodology, tools, and participants used to acquire the data in question. In Chapter IV, Results and Discussion, the study's results and their interpretation are presented. The investigation is then summarized, and some suggestions are made in Chapter V, Conclusion and Recommendations.

II. THEORETICAL FRAMEWORK AND RELATED RESEARCH

A. Preview

This section of the investigation presents introductory material about the research point.

The learned structures mimic navigational devices like Global Positioning System (GPS). When a GPS is used, it always keeps track of the user's location, so they never have to worry about getting lost on the way to their destination. Even if the driver veers off route, the GPS will help them get back on track and towards their predetermined destination. Like navigational aids, learning outcomes direct students toward the greatest possible outcomes in a structured learning environment. Students are made aware of what they should have accomplished by the end of the course, and instructors are shown how to implement the approach being used.

An insightful course or program will often lead to positive outcomes in terms of both the classroom environment and student learning. Before the commencement of any course, whether it is a short course or a degree program, the outcomes of the learning should be meticulously documented to know and assess whether the course is planned and led perfectly. Successful completion of a course or program requires careful coordination of the intended instructional environment, learning activities, and assessment strategy considering the identified learning outcomes. Learning outcomes are the outcomes that a learner should be able to choose to attain by the end of a program module, course unit, or skill (Adam, 2006). Learning outcomes are predetermined expectations for what a student should know, understand, and be able to demonstrate upon completion of a training program. Learning outcomes may be traced back to Benjamin Youngster's postulates on "strength learning" from the 1950s and the "goals headway" from the turn of the last century (Majid, 2016).

Improvements in tutoring outcomes are shown as occurring linearly, beginning with the goals turn of events and progressing through the predominating

learning hypotheses to the present day (Ruler and Evans, 1991; Spady and Marshall, 1991; Brady, 1997). Many different descriptions of learning outcomes are possible because of the wide range of learning perspectives and uses for learning outcomes. As defined by (Jenkins & Unwin, 2001), learning outcomes are statements of what the student is expected to know, understand, and be able to do after a period of instruction.

1. Education Environment

Educators in the medical field are starting to pay more attention to how their students and residents feel about the classroom atmosphere (Roff, 2005). In OBE, the desired learning environment should be determined by the results of the learning process. If, for instance, students need to learn how to work together as a team, it makes more sense to foster an atmosphere that encourages teamwork in the classroom than one that rewards individual effort. We are slowly shifting an educational setting to one where learning comes about with others on the team; where facts to care for patients are structured while displayed systematically and where selections are made collaboratively rather than in a space characterized by 'name, blame, and shame, wrote Quinn *et al.* (2007), who pioneered an OBE approach. The cultural change represented by this new educational setting is an acknowledgement of the residents' position within the care delivery system.

2. Brief History Of Obe

William G. Spady is a physician, humanist, and instructional organizer who is widely regarded as the prototypical academic and the progenitor of Outcomes-Based Tutoring (OBE). As a continuation of the work conducted by John, Bobbitt, & Tyler (1989), OBE was introduced by Spady (1988), and the phrase result-based preparation was coined by Spady as well. In 1989, the Washington Accord was established as an agreement to validate undergraduate scientific credentials earned using OBE methods. In 1989, Australia, Canada, Ireland, and New Zealand signed on to complete the OBE, followed by the United States in 1995, China in 1999, South Africa in 2005, Japan in 2006, Singapore in 2007, Korea in 2009, Malaysia in 2011, Turkey in 2012, and Russia in 2012. In 2017, the entire list of signatories includes the United States, China, Pakistan, India, Australia, Canada, Hong Kong, India, Ireland, Japan, Korea, Malaysia, New Zealand, Russia, Singapore, South

Africa, Sri Lanka, Turkey, the United Kingdom, the Combined Domain, and Taiwan. The 26th-28th of July 2018 saw the Public Gathering of Unfortunate Behavior Pattern Chancellors and Heads on Investigation and Progress when several different initiatives were undertaken. One goal was to Accept and Implement the Learning Outcomes-Based Instructional Framework in Higher Education Institutions (HEIs), beginning with the 2019–20 School Year.

3. 21st Century Skills In Obe

The ability to apply one's knowledge effectively and quickly in each situation to achieve one's goals is a hallmark of those who have mastered or otherwise acquired that ability. As Tucker (2004) pointed out, OBE is a relatively new trend in the classroom. All the top organizations in the world today operate this way. He said that OBE is essential to any remarkable educational institution. OBE allows for more one-on-one time between mentors and mentees in organizations. OBE will soon be implemented in all businesses around the nation (Caguimbal *et al.*, 2013).

Portfolios have been used to report student work to demonstrate learning. Electronic portfolios (e-portfolios) are advantageous over traditional paper portfolios because they allow students' work to be archived, retrieved, updated, and presented in a variety of formats. E-portfolios provide students with the means to refine and focus on their education and to exhibit their skills (Smith & Winking-Diaz, 2004). This provides students the opportunity to review their work and reflect on their education (Tubaishat *et al*., 2009).

The implementation of Outcomes-Based Education (OBE) is now the primary concern of most progressive educational institutions in the Philippines (Caguitla *et al.*, 2013). The Commission on Higher Education in the Philippines, through the efforts and proposal of the Specific Board for Planning and Advancement has issued a series of memoranda to ensure uniformity among all schools of design that offer baccalaureate design programs in 2007 and 2008. It is the responsibility of educators, school reformers, teachers, managers, and other investors to ensure that students entering the workforce today have the skills necessary to succeed in today's competitive job market. These skills encompass a wide range of knowledge, abilities, work preferences, and character traits, and are essential in today's increasingly globalist society.

B. Principles Of Obe

1. The First Principle

A sharp focus on the end goal; instructors should direct their efforts only toward helping their students achieve that goal. As a result, educators should plan their lesson planning and instruction on fostering students' acquisition of the information, abilities, and attitudes that will eventually propel them to accomplish the meaningful objectives that have been articulated for them. According to this concept, educators should communicate their short- and long-term goals for student learning during instruction. It also mandates that all forms of student evaluation be directed toward these measurable results.

2. The Second Principle

That often called "designing back," is inseparable from the first. Having a well-defined goal for what pupils should have learned after their schooling should serve as the basis for all curriculum development. The "desired result" is used as a springboard for all pedagogical choices, with the "building blocks" for studying that students need to accomplish being identified because of this process. This does not imply that designing a curriculum is a linear process, but rather that all choices about instruction and evaluation should be made with the end goal in mind. Killen & Spady (1999) provide a systematic methodology for constructing such a curriculum in higher education. Collier (2000) provides a prime instance of its use. Many studies (*e.g.* Queensland College Reform Continuous Study, 1999) confirm that students learn best when they are actively involved in solving problems and making decisions related to their coursework. Assisting students in reaching lofty goals is inextricably tied to the belief that success breeds success in the classroom (Spady, 1994). Students' learning is strengthened, their self-esteem is boosted, and they are more likely to take on challenging assignments when they have already tasted success. The other most compelling argument in favor of OBE is the reality that it may improve performance on challenging tasks for students of various abilities.

3. The Third Principle

Educators should work to broaden their students' access to educational opportunities, which stems from the belief that all students can produce work of high

intellectual quality. The rationale behind this approach is that not all students will acquire the same material at the same rate or in the same fashion (Spady, 1994). What matters most is how effectively students learn the essentials, not that they acquire them in a certain style or at some set point in time.

Most students can reach high standards if given the chance. The conventional methods of organizing a school day don't make it simple for educators to provide their students with more opportunities to succeed. The long-term advantages of ensuring the achievement of all students must be evaluated against the short-term challenges of expanding access. The term "outcomes-based education" should only be used for a schooling model that bases its practices on the concepts. We can't claim to develop an OBE system, for instance, if we casually disregard the principles of giving back or extended opportunity. Elements of all three of Spady's conceptualizations of OBE are present in the current approach promoted by the Sydney Board of Studies.

Most "traditional" goals in New South Wales (NSW) syllabus materials are narrowly focused on subject matter. Some of the goals may be termed "transitional" since they emphasize transferable abilities that may be used across disciplines (such as problem-solving); however, this is seldom emphasized in course outlines. Australia's Key Competencies are the only ones that come close to being "transformational" in the country's curricular results. Intending to improve educational opportunities for all students, bolstering Australia's education along with economic competitiveness, and promoting the point of convergence of vocational and general education, the Commonwealth, State, and Territory Governments collaborated to draft a set of eight statements.

C. Outcome-Based Approach

In most classrooms, teachers take the lead in determining course material and pedagogical approaches, with such considerations taking precedence in course design. The emphasis of the grading system is on how effectively pupils have received the material that has been presented to them. The classroom environment is concerned with what the students can know and do in a result-based approach. On the other hand, this approach uses process plans to create training and learning

exercises that ask students to demonstrate how well they have achieved their educational goals, and the evaluation is a continuous cycle that focuses on results. (Nakkeeran *et al.*, 2018). There are several benefits to using an outcome-based approach in a broader context. It emphasizes the responsibility involved in the formative encounter. It encourages both the teacher and the student to take responsibility for their learning and may provide useful guidance. Examination and grading of academic work. Despite its widespread advantages, the results-based strategy is certain to have some drawbacks as well. One of the problems is that educational program architects and teachers will often oversee product-oriented educational programs and may feel obligated by outcomes, leading to stifled creativity in the classroom (Villaluz, 2017). A large proportion of people dislike outcomes because they believe their underlying concepts are either too easy or too difficult, or are somehow misapplied (Eldeep & Shatakumari, 2013).

D. Using Outcomes To Guide Instructional Planning.

Instructional planning in an OBE framework entails three main stages:

- Identifying the desired learning outcomes.
- Selecting appropriate content and instructional methods
- Determining whether the intended learning outcomes have been met through assessment and reporting.

Most educators (*e.g.*, secondary science educators) will make these decisions from their expertise in their respective fields. However, for students to attain more comprehensive results, like the Key Competencies, educational programs will need to be structured in an interdisciplinary manner that incorporates material from throughout the curriculum.

E. General Principles

As a result of their general nature, curriculum materials in any State or global education system do not specifically address the requirements of schools or subsets of pupils. As a result, educators must adapt the curricular requirements they receive into actionable, granular lesson plans. Whether the curricular standards are wide in

scope or pertain to a particular syllabus, each teaching program ultimately becomes a translation of the rules, and this translation will reflect how the ideas included in the guidelines have been altered to fit local demands. Thus, programs are predetermined sets of blueprints that let individual educators make decisions about learning objectives, course materials, pedagogical approaches, and assessment tools. Programs may be designed to cover broad swaths of time, like a whole degree, or more narrowly, like a single chapter. The content of these programs will vary somewhat, but their overall structure may be familiar.

A program's rationale (for why it exists), goals (for what it will accomplish), outcome statements (for what students will learn), content statements (for which of the 7 broad areas of content will serve as vehicles for student studying), teaching strategy statements (for how the instruction will be structured), and assessment guidelines (for how learning for students will be assessed and reported) are all necessary components of any program. All kinds of programming deal with these concerns at some point; nevertheless, two fundamental programming styles exist, each of which emphasizes distinct central features. The first decision in outcomes-based programming is about how students will acquire knowledge and be able to do upon completion of the program; in content-based program development, the selection of content comes before considering the results or teaching strategies; at activities-based program development, the selection of instruction comes before other decisions; and in both cases, the selection of content comes before considering other decisions.

1. Content-Based Programming

This is the method most educators have experience with. By proposing that instructors should cover a certain quantity of material in each period (lesson, term, year, *etc.*), it suggests that "covering the curriculum" should be the primary focus of education. In most cases, lessons will be structured around a subject-specific textbook. This method doesn't consider how much each student can learn in the time allotted, thus instructors may mistakenly conclude that it's OK for pupils to learn various amounts. Variations in how much students learn in a certain time are unavoidable due to the known variances in individuals' aptitude, motivation, learning styles, *etc*. However, we should acknowledge this reality (rather than dismiss it) and

provide kids who need access to supplementary educational resources. Using norm-referenced evaluation exacerbates the issue of failing to consider individual variations. Without necessarily evaluating what students could learn from these experiences, experience-based programming places focus on the activities in which students will participate.

A chemical lab course where weekly "experiments" are conducted would fit this description. In these types of classes, students are more likely to be graded on how actively they participate in activities and how accurately they report their "results" than on the actual knowledge they acquire. Because of this, there will inevitably be wide variations in pupils' final levels of knowledge and competence. The content-based or experience-based curriculum is hard to defend on any grounds other than administrative or teacher convenience. Conventional topics (physics, chemistry, *etc*.) and conventional learning experiences (lecturers, laboratory work, *etc*.) are simple to organize courses around, especially in high school and vocational education. It is also simple to overlook the fact that various methods of course development do not automatically facilitate student learning. Content and activity television have both historically been ruled by the clock.

For instance, Brady (1992), a well-known Australian curriculum guide, recommends a five-stage approach to program creation, the first four of which are time-based. Such time-dominated approaches have mandated that students devote a set amount of time to studying a particular topic or activity, regardless of how much there was to learn, how familiar the students were with the topic beforehand, how challenging the content was, how quickly they learned, or how much they knew when the "end" came. This method has prioritized administrative ease at the expense of student learning. This tyranny of the present is a major limitation of conventional pedagogical methods. Much of Western education, say Spady and Marshall (1991), is "stuck in an Industrial Age model governed by an Agricultural Age calendar" (p.72). Why do instructors persist in acting as though dividing students' precious learning time into uniform times that they guard closely is the most effective method to help pupils learn? Some people may think this is the only viable structure for a school, but is that the case? If kids learned and grew at the same pace, mastered various topics at the same rate, and were equally suited to an educational system that is built for administrative ease, then time- and calendar-dominated programs would

make a lot of sense.

That schools give equal opportunity for all pupils to study or that instructors care about their students as unique individuals can be regarded as nonsense. Should educators be content with a system that trains pupils to believe that class ends when the bell sounds rather than when they have learned their lesson? Should educators be content with a system that trains pupils to see different areas of study as separate from one another, rather than as interconnected steps on the way to important milestones that will equip them for life beyond school? Should educators be content with giving their classes meaningless worksheets and worksheets that no one ever seems to finish? Should educators be content knowing that a few gifted children would achieve despite having to work within the constraints of an antiquated educational system? Or should they be looking for a better system whereby everything taught and done by students is justified by how much they learn and where all students are given the same chances to succeed? The concept of outcomes-based programming provides a framework for investigating these issues.

2. Outcomes-Based Programming

For outcomes is arranging lessons in a way that leads to expected outcomes, it begins with a detailed description of the knowledge, skills, and values that should characterize successful graduates of the program. In outcomes-based education you develop the curriculum from the outcomes you want students to demonstrate, rather than writing objectives for the curriculum you already have (Spady, 1988). With these goals in mind, the curriculum is designed to provide every student with a fair shot at reaching them. Practical considerations, such as the total amount of time available for instruction and the resources that may be realistically anticipated to be available, should naturally be included in any programming technique.

However, they should be seen as general limitations rather than insurmountable obstacles to the educational process. What pupils are to learn, what they are to be able to accomplish after the program, and what attitudes or values are desirable are all laid out in fair detail from the outset. When using outcomes-based training, instead of writing goals for the educational plan you already have, you foster the educational program from the results you believe students should illustrate (Spady, 1988). Using these findings as a guide, the curriculum is crafted to provide

each student with the same opportunity to succeed. No method for handling code, however, should ignore essentials like the total amount of time available for training or the realistically expected availability of resources.

However, they should be seen as broad imperatives rather than challenging barriers to student development. The goal of results-based education is to provide a clear and deliberate emphasis on student development. While we do not ignore time's importance, we also do not treat it as the primary factor determining who gets to study. Of course, some teachers may be concerned by the suggestion that time should be seen as a variable resource. We cannot ignore the fact that students attend class regularly throughout the year or that teachers get enough compensation for the number of hours they put in each week. Nevertheless, we can see that not all students are ready to learn precisely the same things at any given time (whether an hour or a year), even if we present them with all the same things.

Therefore, we need to look at practical ways in which teachers can make the most of their teaching time and common-sense ways in which individual students could benefit from assistance to make the most of their learning time. However, if this is accomplished, it will likely suggest that certain students should be given several opportunities to learn and that teachers should use a variety of strategies to provide students with meaningful learning openings (Killen, 1998). OBE cannot be represented by a single model. The designs for OBE are written such that they share an emphasis on structures level change, visible, quantifiable outcomes, and the conviction that given time, all students can learn (Faouzi *et al*., 2003).

Concerns about the conventional tutoring model prompted the change to OBE. The normal educational system, they argue, cannot educate students for the twenty-first century with the information it now provides (Guskey ,1994). A fairer approach is needed, one that centers on the potential and verified limitations of the understudies once they are ready. It is crucial that in OBE, there be measurable and understandable gains in knowledge. The conclusions are based on the 'presentations of understudy' discoveries that occur after a fundamental game plan of growth opportunities (Faouzi *et al.*, 2003). They are not values, attitudes, feelings, beliefs, activities, goals, aims, or grades, the remark continues. Learning outcomes concerning OBE are the obvious and measurable demonstration of pupils'

performance. Third, the organization and educator/coach should provide suitable opportunities for growth for the progress, considering the first two parts of OBE (focus on results and educational plan configuration process that starts with the leave level result). Learning outcomes are the primary focal point of outcome-based programming. Important time restrictions are considered, but time is seen as a malleable resource rather than the primary barrier that limits access to education. Many educators, understandably so, will be troubled by the suggestion that time be seen as a malleable resource.

F. Obe and the Teaching-Learning-Assessment Relationship

It takes time and thought to design effective learning outcomes. Qualifications, applications, external reference points, experience, topic benchmark statements, employer needs, student feedback, qualification descriptors, *etc.* are all considered throughout their development. The development of learning outcomes for use with pre-existing modules and courses should not be seen as a sterile endeavor. The dynamic and therapeutic process of creation when a fresh approach for education is honestly pursued is what leads to beneficial learning results.

This will need considering potential learning outcomes, methods of delivering them, and methods of evaluating them all at the same time. If a learning result cannot be evaluated, it is not doing its job and should be removed. It is crucial to recognize the intrinsic link between learning outcomes and pedagogical evaluation at the level of course & module development.

G. Teaching Strategies for Obe

Teaching only succeeds if it results in student growth. Since this is the case, it remains the responsibility of educators to construct meaningful learning experiences that lead to the mastery of outcomes (Cockburn, 1997). Educators' ability to deliberate over and settle on appropriate methods of instruction is a key factor in the development of engaging lessons. The two most common pedagogical tenets are "teacher-centered" and "student-centered." This is a problematic group of descriptors to employ, as the focus of any educational endeavor should be on the students being taught. These classifications do, however, suggest that the function of the instructor

is more central in certain classroom settings than in others. Direct instruction, logical teaching, and expository teaching are all names for teacher-centered methods like lectures and demonstrations. The instructor has completed a say over the curriculum and how the lessons are delivered in these settings.

Cooperative learning and student research projects are two examples of student-centered methods of education, which also go by the name discovery learning and inductive learning. Teachers still have some say in what and how their students learn when employing student-centered strategies, but that say is diminished. You are no longer a gatekeeper who must approve all content before it can be shown to the students. There are significant differences between the two methods of education in terms of the roles of the instructor, the structure of lessons, the student's levels of participation and ownership over their education, and many other factors. You play an important part in both models as a planner and a facilitator of student learning.

How you organize and guide your kids' education makes all the difference. Learning techniques are generally categorized by the manner they are implemented in the classroom, using terms like "lecturing," "whole-class discussion," "group work," "cooperative learning," "problem-solving," "student research," and so on. Killen (1998) illustrates how these, and other methods may be employed in a broad range of classroom contexts, while also emphasizing that no one approach is an appropriate way to assist students accomplish all learning goals. One of the long-term results of OBE is frequently connected to teamwork and cooperation, thus it is said that its effectiveness is often viewed to rely on how much cooperative learning is employed. While cooperative learning is an essential component of any OBE system, it is not sufficient on its own.

- The following should be kept in mind regardless of the method of instruction chosen:
- Your primary emphasis should be on LEARNING rather than TEACHING. To learn, students must engage in critical thinking.
- The PROCESSES you use to get students interested in the material, and the material itself, both contribute to and foster critical thinking.

- Your field is not an island; you must encourage your students to draw connections to other areas of study. You must assist pupils since you have to do so.

H. Implementing Outcome-Based Approach Teaching Young Learners

The perception of what children have learned as a consequence of a learning process is called "learning results." Creating and disseminating clearly stated learning outcomes may aid in raising young people's meta-cognitive awareness of their learning by letting them know what they can expect to learn from a certain example or course. Students may demonstrate they have successfully gained exceptional execution by completing the designated learning outcomes. The class-by-class learning outcomes not only help teachers better coordinate their teaching and development experiences but also encourage other partners like gatekeepers and the community to be honest and vigilant in their work towards ensuring quality tutoring (Mahajan and Singh, 2017).

1. Advantages Of Obe

Outcome-based education promotes fitness for practice and education (Darvis, 2003). Training that emphasizes achieving specific outcomes is more likely to engage students and help them retain information. A student's performance at the moment of an item's creation is much more important than their performance on a test or other kind of written assessment. When executed well, results-based training makes classroom time seem more like real-world problem-solving. An obvious expectation of what should be learned and accomplished at the end of the Program is set by the emphasis on outcomes. Both students and teachers will benefit from a shared understanding of what is expected from them. What they need to teach during the course and the Program can best be accomplished via outcome-based training (OBE).

While extensive periods of tutoring and group instruction are effective, neither is as important as clarity. Having a clear picture of what is expected of them in each course or at each level is a huge help to students, and it also helps teachers plan more effectively. Once a result has been selected and defined, those responsible for depicting and organizing the educational plan's aims are expected to go to work.

Teachers need to know what skills and knowledge would be required of them, and that's what the training program is for.

Choice Items That Can Be Modified - A student's learning style and aptitude might inform the method used to instruct them. The flexibility provided by OBE allows teachers to experiment with new approaches to instruction. OBE is a comprehensive and cutting-edge approach to teaching and learning that is focused on the needs of today's children. The goal is for teachers to collaborate with their students to master the topic in any format. Student contemplation in the review lobby, also known as "Conscious Commitment Learning," is an undeniably fundamental component of OBE. For a complete grasp of the content and concentrated thinking, students should be self-motivated and take an active role in their learning. It encourages participation and gives students a sense of ownership over their education. Naturally, the gatekeepers and social hierarchies are both traffic circles and moral guides for the learning outcomes of the understudied.

2. Disadvantages Of Obe

The drawbacks of OBE are unacceptable so long as maintaining tabs on emotions, beliefs, and other intangibles are more troublesome than ever before. The move to outcome-based education attracted fierce opposition, as well as strenuous promotion, in the pre-university sector (Darvis, 2003). Emotional evaluations are as important to the success of outcome-based education as objective tests and estimates. Rather than focusing on the instructors', students', and gatekeepers' interests, needs, and ties, result-based preparation begins with provided ordinary action indicated by the untouchables. Preparation, planning, and enhancement of a preparation program often take up a significant amount of time. here is no set method of instruction or evaluation in OBE; rather, what matters most is that it helps pupils reach a set of more important goals.

To determine what students have learned and where they are in the learning process, a variety of assessment tools, such as rubrics, idea guides and psyche planning, portfolios, student diaries, self-evaluations, and peer group evaluations, must be completed while implementing the OBE.

I. Previous Studies

The OBE approach has gained popularity in recent years as educators strive to prepare students for the 21st-century workplace. In their study, Arnesen *et al.* (2019) found that teachers who use the OBE approach believe that it enhances students' creativity, collaboration, and critical thinking skills. The study also revealed that teachers who use the OBE approach feel that it helps students to take ownership of their learning and that it aligns with the concept of child-centered learning. The teachers also found that the OBE approach enabled them to assess their students' progress more effectively and to provide timely feedback to their students. In contrast, some researchers have reported that the implementation of the OBE approach can be challenging for teachers, especially those who are used to a traditional teaching approach.

In their study, Park & Kim (2018) found that teachers who were new to the OBE approach struggled to develop appropriate learning outcomes and to align their instructional strategies with these outcomes. The study also found that some teachers found it difficult to assess their students' learning using the OBE approach. However, other researchers have suggested that these challenges can be overcome with adequate training and support for teachers. Educators have often shown an interest in studying the elements that most affect student learning outcomes and a focus on communicating knowledge and skills in a way that is essential for students to function in society and the economy. Educators throughout the globe have finally realized that teaching is more than merely passing on facts and figures.

The mental trajectory of the information era is heavily influenced by contextual factors. Traditional teaching methods are often used to impart a predetermined curriculum to pupils in Pakistani classrooms, a practice that has been deemed ineffective (Portnov-Neeman & Barak, 2013). To make the necessary strides, it is essential to develop an intelligent professional understanding of our background, the motivations behind our teaching methods, and the habit of continually evaluating our training as educators to address the quality and suitability of our delivery (Bialobrzeska, 2006). The extent to which OBE is implemented in an organization is profoundly affected by its level of support and significance.

An educator's primary mission is to engage students in learning activities that are likely to lead to the achievement of the desired outcomes, if those outcomes are

to be learned sensibly and compellingly (Caguitla, 2013). Undergraduates may learn firsthand about the acceptable process of development and refinement of data, the theoretical concept of evaluation and companion overview, and the occupation of the creative mind in research via the use of peer review (Trautmann *et al*., 2003). Specifically referring to developing nations, education allows people of all socio-economic backgrounds to join the global economy. According to a variety of international indicators, educational attainment, and economic growth are positively correlated and exhibit internal consistency (Rahman, 2013). Teachers have consistently shown a desire to learn more about what influences their students' academic performance, with an emphasis on imparting knowledge and skills that will be useful as they integrate into society and the workforce. Educators across the world have finally realized that teaching and learning are two different things. OBE cannot be represented by a single model. OBE designs emphasize structural change, visible outcomes, and the idea that all children can learn in a sufficient time (Faouzi *et al.*, 2003). Colleges and universities in the Philippines were ordered to conform their curriculum for graduate students to international standards as part of an effort to strengthen the country's quality assurance system (Valdez, 2012).

Training and education are handled differently in result-based teaching, with decisions concerning the curriculum based on the outcomes students should have attained by the end of the course (Caguitla *et al.*, 2013).

Three premises and four criteria support Spady's "OBE World-view" (1994). All students can learn and succeed, but not at the same rate or in the same way; productive learning leads to much more successful learning; and schools have control over the factors that most directly affect student achievement (Goff, 2010). Training based on expected outcomes is designed to provide all students with the tools they'll need to succeed after they leave formal education. In this setting, students are free to learn at their own pace and in whatever fashion works best for them (Spady, 1994).

Spady's definition is based on the idea that OBE is a method of organizing, delivering, and assessing instruction that calls for executives, educators, and learners to focus and strive for the best outcomes of education, outcomes that are communicated in terms of individual student learning. Outcomes-based education (OBE) has been getting a lot of attention recently. Outcomes-based education (OBE)

is employed in tutoring since it concentrates and figures out everything in an educational system around what is crucial for all students to be able to achieve towards the end of their learning (Spady, 1994). Teachers may also encourage student learning by facilitating interaction between the classroom and the student's worlds (Thoonen *et al.*, 2011). Making learning tasks more relevant by linking instructions to students' contacts is one-way teachers may interface learning to the individual universe of their students (Thoonen *et al.*, 2011).

We can't deny that schools have a certain number of days that pupils attend and that instructors are paid for a set number of hours each week. However, we may acknowledge that not all pupils can learn the same things in a given period (whether it be one hour or one year), even if we educate them all in the same method. Therefore, it is necessary to seek out concrete strategies for assisting both students and educators in making the most efficient use of their time spent studying. In any case, this will need to provide students with different learning opportunities and instructors using a variety of strategies to achieve this goal (Killen, 1998).

According to proponents of OBE, it is always feasible to identify desirable outcomes, even if doing so isn't always straightforward. They also imply that the breadth of the defined curriculum will determine how specific the results will be. In the context of the whole schooling experience, a result like "skills in problem-solving and decision-making" could make sense, but in the context of a specific topic like Computer Studies, an outcome like "summaries the steps involved in solving a problem" might be more appropriate. More precise outcomes, such as "use a spreadsheet to develop a what-if scenario to generate possible solutions to a financial problem," would be achieved at the lesson level. After being determined, the results have a ripple effect on the rest of the curriculum.

The standards determine the scope and structure of the content through which students will acquire the knowledge, skills, and values specified by the outcomes; they focus the instructional strategies so that each learning activity has a clear goal; they establish the procedures for student placement and advancement (with opportunities for advancement based on demonstrated learning rather than age); and they specify the procedures for evaluating student progress toward those goals.

Naturally, much as in any other curriculum, the material, techniques, learning

environment, and student evaluation all interact and impact one another. However, the "traditional" methods of determining a student's placement and promotion are not used. The assessment of the curriculum, including whether the results were substantial, relevant, and suitable, is an essential consideration within this paradigm. One of the most notable aspects of outcomes-based education is the emphasis placed on the achievement of all pupils. The success of students is the driving force behind many educational decisions, including what is taught, how it is taught, how long it is taught, how it is assessed, and most importantly, how much value is placed on the information or skills being taught. Traditional concerns about class time have given way to new ones about what students retain.

However, this does not imply that the stakes need to be low for any kid to succeed. On the contrary, all classroom activities are designed to assist pupils make substantial academic progress. As a result, courses need to be adaptable so that students may participate in the kinds of learning activities that are most suitable for them at any given point in time. It also implies that teachers should evaluate pupils not only on how much they comprehend but on how well they understand. Biggs and Collis (1982) go further into this topic. Finally, it indicates that there should be several chances for students to study the material and show that they have mastered the results. Consequences include, without a doubt, the fact that pupils who struggle academically in the first few years of school frequently continue to struggle throughout their time in formal schooling. There are positive outcomes for students when outcomes-based programming emphasizes a mastery approach to education.

Students in mastery-focused classes were more likely to use efficient study techniques and credit their achievements to hard work, as shown by the research of Ames & Archer (1988). Students felt more confident in their abilities (thanks to the mastery approach's emphasis on self-efficacy) and were more willing to take on difficult assignments. The outcomes-based education concept is directly supported by some of the proposals to increase student motivation. Some of these recommendations include making grades dependent on goal attainment; requiring reasonable effort; emphasizing the role of effort and strategy in learning; communicating positive expectations in advance; emphasizing student progress; reinforcing learning and effort; emphasizing that mistakes and errors are part of the learning process; and communicating with students to develop improvement plans.

Instruction becomes meaningful for students via the use of mastery learning and outcomes-based programming. They also provide pupils with a sense of agency by demonstrating the impact of individual effort on educational outcomes (Ames, 1991).

Interest is generated in students when they understand the relevance of what they are studying to their day-to-day lives (Theobald, 2006). A study looked at the effect of four classroom strategies on students' motivation: process-situated guidance, isolation, interaction with students' reality (significance), and pleasant learning (Thoonen *et al.,* 2011). The findings revealed that engaging students' unique worlds improved students' motivation. Students need to understand the relevance of their classroom work to their future success and happiness (Martin, HodgesKulinna, & Cothran, 2002).

For instance, students may write reflective pieces on the impact clear materials had on them. Students are more likely to be prompted to recognize when the topic at hand is personally relevant. Positive interactions between teachers and students have been shown to increase student's motivation to study (Ferlazzo, 2015).

It takes time to build trust in a relationship. Theobald (2006) argues that teachers should be given leeway to get to know their pupils and their interests.

The description of OBE emphasizes the need of ensuring that students' performance is objectively monitored and of ensuring that students are provided with opportunities to meet learning requirements via course design. Djoundourian (2017) and Jung and Helms (2016) argue that OBE provides a framework for bettering the quality and efficacy of courses and programs in higher education. Institutional capacity for program and module planning, reporting, and monitoring is greatly enhanced by an efficient OBE system. If the OBE system is put into place, these schools may get the accreditation they need, and their stakeholders may feel more secure in the quality of their graduates and the programs they provide. Institutional credibility will increase as a result.

The OBE is making a big difference in Malaysia's education system by reorganizing courses, curricula, and evaluation procedures. These adjustments are crucial for raising the quality of education and the professional preparedness of (prospective) graduates. Kalianna & Chandran (2012), who conducted an evaluation of OBE implementation in Malaysian universities, said that the OBE model should

place special emphasis on three key factors:

- results
- curriculum design
- academic and student accountability

The research also analyzed the findings of admission and exit questionnaires using the Computerized Outcome-Based Learning System (COBES), and found that despite reaching the learning objectives, it was vital to continually develop and examine all parts of the modules and programs. This is due to the fact that education is never complete. Student performance on the entry and exit questionnaires was not predictive of subsequent performance or occupational competence.

Spady & Marshall (1991) added that there was also a discrepancy between what was being taught in universities and what employers wanted. Similarly, Gunarathne *et al.* (2019) came to this same result. Based on their concentration on unit-level activities in syllabi, academics may have divergent views on curriculum creation, as noted by Matthews & Mercer-Mapstone (2018). As a result, it is crucial to help students use scaffolding and improve their abilities gradually so that they can meet the requirements of various stakeholders. This may be accomplished with the use of an OBE procedure. The industry's expectations should be matched and incorporated into the educational system since they are crucial to the development of competent (potential) graduates as mandated by OBE (Dragoo & Barrows, 2016). Modules may be designed with industry standards in mind by infusing them into their content, teaching methods, and evaluation criteria.

However, it has always been difficult to set up an OBE ecology in a school. All faculty and administration must adjust to the new circumstances if the ecosystem is to survive (Djoundourian, 2017) and this requires a significant investment of time and money. That is why a solid strategy is needed for rolling out OBE. Matthews & Mercer-Mapstone (2018) looked at how both students and teachers viewed the results of their classes. As parts of the OBE, they recommended that there be harmony between students' and teachers' understandings of what is expected of them in terms of abilities. A more methodical approach to curriculum planning and development might increase graduates' marketability. Therefore, it is anticipated that mechanisms

for communal planning and the exchange of best practices would be established to assist bridge the gap between academics' and students' expectations. Increased globalization necessitates more efficient and effective delivery of the curriculum, according to a comparison of inspection and gaining knowledge outcome techniques at Norwegian college and university institutions conducted by Aamodt *et al.* (2016). Despite being put in place for distinct reasons, quality control and learning outcome methods are equally unhelpful in guaranteeing high standards of education.

The learning outcome strategy was also seen as being more applicable in the classroom. Thus, it has gained a lot of popularity. Concerns have been raised, however, about how successfully this strategy was implemented, since no tangible results have been seen. In the long term, this method will become standardized, perhaps limiting the freedom of expression and innovation of academics who use it. It is seen as just another regulation with which universities must comply.

J. Review Of Frameworks and Theories

We presently continue toward the third part of this study, where we consider a potential calculated system or hypothesis after following the verifiable milestones that underlie current OBE.

1. Review Of Terminology

The major distinction between outcome-based and competency-based education is slight, but both approaches emphasize the result of learning rather than its development. Learning goals provided by organizations at the Scottish University of Medicine have parallels and accept a comparable range of competences or abilities (Shumway & Harden, 2003). The key distinction between outcomes and competences is the use of the terms "want" and "need" in the former (Albanese *et al.,* 2008). In contrast to competencies, which are predetermined requirements for doing a job, outcomes describe the knowledge and abilities we hope students will acquire. In order to differentiate between results, goals, and skills, the Tuning Group (Cumming & Ross, 2007) used the following criteria: Teachers establish and outline learning goals that are relevant to a certain facet of the curriculum. The levels of the hierarchy used to describe the hierarchy of learning outcomes, with the largest domains at the top. More specific outcomes within those areas are defined to a depth

that may be used to map out assessment program blueprints. Finally, students and alumni, not faculty, own competency. A graduate of a degree program should be no less as competent as the expected results of that program. The two names are utilized reciprocally throughout the Tuning Undertaking. A recent study indicated that teachers in the medical care industry concur that knowledge, skills, and other components make up talent, despite obvious differences in how various designers used the term (Mendoza et al., 2012). Since there is no way to see a distinction between result-based and capability-based training by and by, this article concurs with Hodges (2010) and applies the term OBE to both. Furthermore, it utilizes the expression "skill" as opposed to "capability" without referring to the last option.

2. Review Of Learning Theory

From this data, we may deduce that OBE has stronger linkages to evaluation than to pedagogical practices. There seems to be a disconnection in OBE between the process of identifying outcomes and the role it plays in supporting the pedagogy of programs. Prideaux (2004) and Rogers (2006) also questioned the strength of the connection between student success and classroom instruction. A further divide exists between traditional OBE and current theories of learning, the latter of which derives its foundation from behaviorism. Both OBE and helpful arrangements should explicitly and unambiguously state the learning outcomes.

Like OBE, it places a premium on forms of evaluation that require students to show they have mastered the material. From the viewpoint of constructive alignment, lessons should be organized such that students are more likely to demonstrate mastery of the desired skills and knowledge upon assessment. Students are expected to take a more in-depth approach to learning using this method since they will be motivated to participate in relevant activities until they achieve the intended outcomes. Although their approach does expand OBE's theoretical basis to incorporate learning, it has been claimed that by focusing only on observable behaviors, it neglects aspects of learning associated with emotion and professional characteristics. Their methodology may be described as constructivist. However, the fact that OBE is compatible with constructivism is not strong proof that the practice has evolved beyond its behaviorist roots. The assertions of authoritative organizations were cited by Cooke *et al.* (2010), but no hypothesis or proof was

provided. It is worth noting that Spady argued that affects could not constitute learning outcomes since they ran counter to his behaviorist perspective. Accordingly, OBE has not progressed since the 1970s in terms of offering a pedagogical framework for the emotional and nuanced aspects of professional practice.

III. METHODOLOGY

The current study was conducted during the whole school year of 2023–2024, schools participated in the research. To this end, the study utilized a quantitative research strategy to explore how instructor approach and understand OBE while working with young students. Since this was an experiment, the instructors who participated in the study were provided access to the study's early results. The study's approvals were obtained from the appropriate authorities. The research subjects were chosen at random and consented to take part in the study. After selecting volunteers, the researcher gave them an overview of the study and its goals, as well as some background on the instruments they would use to gather data.

A. Nature Of the Research

This research used a descriptive survey approach. The goal of descriptive research is to offer a generalized account of something, such as the nature of a problem or the way people in a certain area feel about it. To achieve this goal, questionnaires were sent to all active educators working with young students. Information is often gathered from a broad population in survey studies via the use of researcher-designed scales and response possibilities (Gürbüz & Ahin, 2014; Fraenkel & Wallen, 2006).

B. Research Approach

The quantitative methodology overwhelms the exploration structure in the sociologies. It's an assortment of approaches, suppositions, and strategies for looking at mental, social, and financial peculiarities from the perspective of mathematical examples. All through quantitative examination, various mathematical information is accumulated. Quantitative approach is about numbers and measurements and involve two associated inquiry strategies which is surveys and experiments (Grover, 2015). In this context, surveys can be applied to collect data with the utilization of

questionnaires or structured interviews (Campbell & Stanley, 1963).

Using quantitative information assortment, specialists can complete measurable investigations that reach from the least difficult to the most unpredictable. These investigations can total the information (like midpoints, and rates), uncover associations between the information, or think about accumulated information. Quantitative exploration utilizes methodology like overviews, deliberate perceptions, and examinations as opposed to subjective exploration. Procedures like center gatherings, meetings, and ethnography are utilized to accumulate and break down accounts and additionally unconditional perceptions in subjective exploration.

The objective of quantitative exploration is to figure out the social climate more likely and give data about it. Quantitative exploration is utilized by friendly researchers, especially correspondence specialists, to examine peculiarities or occasions that significantly affect individuals. People are important to social researchers. A particular gathering that can be concentrated quantitatively is known as an example population. Utilizing the information that should be visible or estimated, quantitative exploration utilizes logical requests to respond to inquiries concerning the example population.

C. Research Design and Methodology

1. The research problem

Today's young instructors must investigate new ways to enhance their students' educational experiences. They must employ innovative techniques and a methodical approach to teaching to make sure that their students receive an education that is in line with international standards. This causes a change from the more traditional method of basing education on the teaching of certain subjects. Outcome-based education (OBE) makes sense within the framework of being oriented around competences learning standards and depending on performance quality assurance monitoring. This is viewed as being of utmost importance by faculty members in the fields of academics, teaching, and attitude development who significantly contribute to the achievement of institutional and program goals in a culture that is driven by the dissemination of information.

2. The Research Setting/Context

The study was carried out with teachers of English who work with elementary school students.

3. The Sampling Of the Study

Thirty teachers who work with elementary school students make up the research group. Twenty-five women and five men make up the teaching staff. The age range of the participants is between 23 and 35. Only 15 of the teachers have more than five years of experience, while the other 15 have less than five.

A helpful inspecting technique is the review's methodology for choosing expected members. Individuals who can be arrived at by the specialist are chosen to utilize a helpful example procedure. Rather than choosing volunteers indiscriminately from a more different gathering, this technique chooses volunteers considering their accessibility to the specialist.

A procedure that specialists use to gather information from a simple gathering to reach during a period that works for them is alluded to as "comfort inspecting." Because it is so speedy, straightforward, and reasonable, it is one of the most widely recognized example strategies. While utilizing a comfort test, the most common way of reaching members and welcoming them to take part in the review is much of the time very direct in subjective exploration (Fleetwood, 2021).

The accommodation test is one sort of non-irregular inspection. Members in this example are accessible at the designated time and take part deliberately. Unintentional inspecting is one more name for accommodation examining. Since it is the most straightforward technique for reaching individuals, accommodation inspecting is particularly useful for researchers. Accommodation examination is utilized in most subjective examinations. In a friendly examination, gathering data from people in light of their encounters and suppositions is significant. The researchers utilized a comfort inspecting methodology to get information from the chosen participants for this study.

D. Characteristics Of the Sample

Educators were chosen randomly to participate in the research. The educator informed consent was considered while designing the study. Participants were chosen from the pool of volunteers and given the study's questions. A total of 30 teachers (25 women and 5 men) took part in the research.

E. Data Collection Tools

Educators were briefed about OBE and the study's goals before the survey's administration. The preliminary survey was given in English before the research began. The questionnaire was web-based and included 5-point Likert scale questions. A participant's opinions on a collection of assertions may be gauged using a Likert scale, which is a kind of closed-ended inquiry. Depending on the degree of detail being sought from the participants, a Likert scale may include either five, seven, or nine points. (Likert, 1932) Questions were asked to the respondent to glean information The scale's questions and respondents' responses were evaluated using a 5-point Likert scale. SPSS v.25 was used to perform statistical analyses on the data obtained for this investigation. Under the guidance of the instructor, the results were obtained, and the outcomes were re-evaluated. Teachers' knowledge, outlook, and experiences with OBE as instructional or implementation issues are the study's independent factors. Student performance was the focus of this investigation.

F. Instrument

To gather the information from the data analysis researcher adapted a questionnaire which was made by Hung, (2021) from his article TEACHER'S PERCEPTION TOWARDS IMPLIMENTION OUTCOME- BASED APPROACH FOR TEACHING YOUNG LEARNERS. The researcher has taken the permission before adapting the questionnaire form by Mr Hung. The questionnaire was designed to assess the teacher's opinion of OBE. The questionnaire has eight close-ended questions, and 2 open ended questions and the researcher made slight changes to the statements to make them clearer with the help of the supervisor. They are designed to assess the challenges and suggestions for improving the implementation of learning outcomes in teaching young learners.

G. Data Analysis

Percentages were automatically derived from the data collected using Google Forms and a Likert-type questionnaire. Quantitative analysis of the data acquired for this research was performed using the SPSS statistical package. Before calculating the mean and standard deviation, we used percentage and frequency distributions to examine the individuals' descriptive features.

Thematic analysis and descriptive analysis are used to examine the data that is collected through a questionnaire. A technique for examining, identifying, and notifying trends is thematic analysis (Braun & Clarke, 2006). The researcher used theme analysis of the intricacy of the data in a written set to be captured. By analyzing the studying text, the data is converted into codes to produce an in-depth understanding. To analyze the data, the researcher followed the guidelines provided below:

1. Acquaintance and Understanding

The researcher the questions two or three times then began the process of identifying codes and seeking themes to familiarize herself with the data that had been gathered.

2. Producing Codes

After determining the most crucial features of the data items, the researcher began the process of building the codes by reading the phrases while keeping the study question in mind.

3. Thematic Expansion

The main theme is developed as a result of how the numerous produced codes relate to one another when creating the original codes. The link between the initial coding, themes, and subsequent statuses of themes is then looked at.

4. Theme Review

The researcher was working on the topic evaluation process at this time. To ensure that the themes appropriately reflect all coded information, they are examined.

5. Analyzing Major Concepts

The researcher was the one who ultimately decided on the names of the generated themes.

6. Writing Of Reports

To answer the issues posted in Chapter 4, the researcher conducted extensive study on all relevant themes.

H. Ethical Considerations

Researchers will provide participants with a request form for informed consent prior to conducting an interview. The inform consent request form was read to participants so that they could have a basic understanding of the research. This form informed them of the purpose of the study. They can learn about the study's title, objectives, and researcher. If you are not interested in the study, you have the option to opt out, and the consent form makes it abundantly clear that your participation is entirely voluntary. It was helpful to respondents as they considered whether or not to join. When designing and conducting the interviews, all other ethical considerations were also taken into account, for this study the researcher followed all of the social science research ethics guidelines from the very beginning of the fieldwork to the very end.

I. Chapter Summary

In this chapter, we laid out the nuts and bolts of our research, including our rationale, our topic of inquiry, our aims, our methodology, and the metrics we will be using to conclude.

IV. RESULTS AND DISCUSSION

Data analysis is thoroughly described in this chapter. The information was gathered through a 5-item Likert scale questionnaire and a semi-structured interview stions. The study included four research questions. 30 instructors, 25 females and 5 males, were chosen as a sample. Additionally, the researcher used descriptive statistical analysis and qualitative thematic analysis to display the findings.

A. Research Questions

- What are the general attitudes of English teachers towards using the outcome-based approach in teaching young learners?
- Is there a significant difference between the perceptions of female and male teachers on using the outcome-based approach for teaching young learners?
- What are some challenges of implementing an outcome-based approach for teaching young learners?
- What are the effective ways of using learning outcomes to improve the quality of teaching and learning?

B. Findings Regarding the Quantitative Data

The frequency distributions of the data, as well as the arithmetic mean and standard deviation scores, were used to analyze the descriptive features of the research participants. The table and graph below provide information on the participants' descriptive features in this regard.

Table 1 Descriptive Information of Participants

	Group	Frequency	%
Gender	Female	25	83.3
	Male	5	16.7
	Total	30	100.0

Discussing Table 1 indicates that 83.3% participants of the study were female and 16.7% of them are male. In the Likert scale researcher marked “Strongly Agree” as 1 and “Strongly Disagree” as 5.

1. Findings Related to the First Problem.

The findings related to the 1st research question are revealed in the table below.

Table 2 Mean scores of Importance of Learning outcomes in Teaching (N=30)

Items	n	Min	Max	Mean	SD
Learning outcomes help teachers plan a lesson effectively.	30	1	2	1.47	.507
Learning outcomes give a clear idea about what to teach and how much to teach.	30	1	3	1.67	.606
Learning outcomes help teachers design their teaching material more effectively.	30	1	2	1.50	.509
Learning outcomes help teachers select appropriate strategies for teaching.	30	1	4	2.00	.695

Learning outcomes work as a kind of evidence related to summative learning goals.	30	1	3	2.10	.772
Learning outcomes give a clear idea to the learners about what they are going to learn or achieve at the end of the class before the start of every class.	30	1	4	2.37	1.159
Learning outcomes highlight what exactly learners should know to benefit from that course.	30	1	4	2.43	1.073
Learning outcomes make learners study on their own and come to the class well-prepared.	30	1	4	2.37	1.217
Overall mean				**1.98**	

Discussing Table 2 shows that the teachers included in this study were generally quite conscious of the significance of learning outcomes. According to the table above, the eight items' aggregate mean score is 1.98. Considering the order of Likert scale where strongly agree is marked as number 1 (1.98) is significantly high level. Naturally, “Learning outcomes give a clear idea about what to teach and how much to teach.” had the highest mean score (M = 1.47) The two statements "Learning outcomes help teachers design their teaching material more effectively." and "Learning outcomes help teachers plan a lesson effectively" also had relatively high mean scores, indicating the participants' perceived importance with learning outcomes in their teaching. It is a little surprising that the strategy-related question with the lowest mean score "Learning outcomes help teachers select appropriate strategies for teaching" had a 2.00.

2. Findings Related to the Second Problem.

The findings related to the 2nd research question 'Is there a significant difference between the perception of female and male teachers on using the outcome-based approach for teaching young learners?" are revealed below.

Table 3 T-Test Group statistics of Gender by using an outcome-based approach.

	Sig.	Mean Difference	Std. Difference
Gender	.000	1.167	.379

According to Table 3 above, the differences observed in the mean scores of the male and female groups on the measure of using an outcome-based approach (.000) is very significant at the threshold of significance of 0.05. Considering this, the null hypothesis "There is no significant difference between the opinions of teachers regarding the use of an outcome-based approach while instructing young students by their gender" was rejected. It was determined that there was a highly significant difference between opinions of female teachers and male teachers regarding the use of an outcome-based approach. The gender unbalance in the number of participants should be noted here as a limitation though.

C. Findings Regarding the Qualitative Data

1. Finding Related to Third Question.

The findings related to the 3rd research question "What are some challenges of implementing an outcome-based approach for teaching young learners?" are revealed below by thematic analysis.

a. Difficulties for learners

Some of the instructors involved in the research were also concerned about using outcome-based instruction when students could decide to learn for test preparation rather than for joy and knowledge. Teachers who agreed with this viewpoint also mentioned the pressure some parents could put on their kids to learn to gain recognition or prizes.

One of the participants stated: "Not all the students can achieve the goals P4"

Another participant added by saying: “Sometimes young learners cannot understand the goals of outcomes-based learning P1”

Another stated: “Difficult to assess young learners: young learners may not be able to clearly articulate their learning outcomes, which can make it difficult to assess their progress. P9”

Another participant shared her views: “Young learners may not be able to clearly articulate their learning outcomes. P10”

b. Different teaching strategies for different levels

The participants were asked to discuss a few prevalent challenges and restrictions to integrating learning objectives into their instruction. A lot of teachers identified mixed-level students as the most significant obstacle to effective teaching and achieving desired learning outcomes.

One of the participants stated: “The levels of all the learners are different it’s hard for all the learners to succeed with expected goals P16”

Another stated: “Different levels of students can be challenging sometimes P18”

c. Designing learning outcomes

Designing learning outcomes can be difficult sometimes. These difficulties include choosing the subject matter and learning standards that will guide assessment activities, choosing genuine assessment, evaluating student work following learning goals, giving feedback, and instructing students on how to apply feedback to their learning.

One of the participants talked about designing learning outcomes: *“Developmental variability and the need to design appropriate outcomes for learners at different developmental stages. P2”*

Another stated: *“Limited attention spans and the challenge of aligning outcomes with young learners' attention spans to ensure engagement and progress. P3”*

Another participant stated: *“Addressing the wide range of developmental variations among young learners when defining appropriate outcomes. P4”*

Another stated: *"Accommodating the wide range of developmental variations among young learners when defining appropriate learning outcomes. P6"*

d. Teacher Training

Enhancing teacher training is essential for improved student learning outcomes. Effective teacher training may boost classroom management abilities, enhance material understanding, facilitate teacher cooperation, and boost student motivation. Resources and financing restricted access to top-notch training programs, and insufficient inducements for instructors to take part.

One of the participants said: *"Lack of teacher training: Teachers may not be adequately trained in how to implement outcome-based education, which can lead to challenges in the classroom. P8"*

Another stated: *"It limits students' exposure to a broader range of information. To measure the results, it must face lots of evaluation and assessment processes. P17"*

e. Time-Consuming

Another challenge faced by the respondents was that developing learning outcomes is sometimes time-consuming.

One of the participants said: *"Outcome-based education can be more time-consuming for teachers, as they need to carefully plan and assess student learning. P11"*

2. Findings Related To the Fourth Problem.

Findings related to the 4th problem "What are the effective ways of using learning outcomes to improve the quality of teaching and learning?" are revealed below by thematic analysis.

The participants were allowed to offer practical suggestions for enhancing the application of the outcome-based approach in this study. It is important to note that some participants found that teacher's present implementation methods for the outcome-based approach to be sufficient. Several participants suggested that if learners, particularly their parents, were made aware of the learning objectives before the beginning of the course, learning outcomes would be more successful. Teachers

should also talk to their students about these desired learning goals and provide them with effective instruction so that they may perform well. Here are some of the common remarks:

a. Alignment of learning outcomes

The way that all the components of your course interact to promote the desired learning goals is known as alignment. You will automatically have a structure for your course after you have determined how your course's components should be aligned. You may create and explain the learning process for your students by establishing alignment between assessment and learning outcomes. You may use it to describe the prerequisite knowledge and abilities as well as the knowledge and skills that will be acquired throughout the course.

One of the participants said: *"Parents should know what is going on in the school so they can also participate in teaching. P1"*

Another participant said: *"Aligning learning outcomes to clear and measurable objectives, allows teachers to plan and deliver targeted instruction, while students can understand what they are expected to learn and achieve. P2"*

Another participant said: *"Align instructional strategies and assessments with learning outcomes, ensuring that teaching and assessment are directly tied to the desired learning objectives. P8"*

b. Learning outcomes as guide

The outcome-based method has been used more often by international quality and qualifications organizations. According to the respondents of the study using learning outcomes as a guide for improvement of teaching the learning process can make the most significant difference in the process.

One of the participants said: *"Using learning outcomes to guide the design of assessment strategies and activities, ensuring that teaching and learning are focused on achieving the desired outcomes and promoting continuous improvement. P3"*

Another participant said: *"Utilizing learning outcomes to guide instructional planning and curriculum design, ensuring that teaching is targeted and focused on specific learning objectives. P5*

c. Feedback and assessment

Any learning process needs assessment and feedback to help students track their development, recognize their strengths and limitations, and adapt their approaches as necessary. Learning outcomes, which are declarations of what students are expected to know, accomplish, or value because of a learning activity or course, are nevertheless not always simple to apply or integrate.

One of the participants stated: *"Using learning outcomes to provide feedback and assess student progress, enabling teachers to identify areas of improvement and adjust instruction accordingly. P6"*

Another participant said: *"Use learning outcomes to assess student progress: Teachers can use learning outcomes to assess student progress and identify areas where students need additional support. P10"*

One of the participants said: *"Assessment methods can revise and develop based on the needs of outcome-based learning. P17"*

d. Communicating learning outcomes

Instructors must take time to explain the learning goals and success criteria when they are communicating them. Students have a greater capacity to assess their learning, evaluate their progress, and take appropriate action to improve when necessary once they are aware of what is expected of them.

One of the participants stated: *"Communicate learning outcomes to students, providing a roadmap for their learning and helping them understand what is expected of them. P7"*

Another participant said: *"Continuous repetition of the goals can be effective in improving teaching and learning. P14"*

Another participant stated: *"Communicate learning outcomes to students, providing a roadmap for their learning and helping them understand what is expected of them. P7"*

e. Involvement of parents

Parents that are actively involved in their children's education observe improvements in attendance, behavior, academic performance, social skills, and

school adaptation in their children. Parental participation also more firmly positions young children to cultivate a lifetime love of learning, which is essential to long-term success, according to studies.

One of the participants stated: *"Equal involvement of the parents can make it more effective. P19"*

Another participant stated: *"Proper involvement of parents can make it better. P15"*

D. Discussion

In many parts of the world, the outcome-based approach is becoming more and more popular in education. We may infer from the study's findings that learners value learning outcomes in teaching and learning highly. According to current learning outcomes research (Mahajan & Singh, 2017) the goal of learning outcomes is to provide a clear notion of what can be accomplished for a session or a course. To effectively execute and complete the course or program, the teaching context, learning activities, and assessment system must be correctly structured based on the defined learning outcomes. Lesson preparation based on learning objectives was recognized by the teachers in this survey as the most important phase in giving students the chance to investigate, construct, and display their learning. With this strategy, the emphasis in the classroom is shifted from being mostly on the instructor to being primarily on the students.

According to the participants in this study, learning outcomes serve as the foundation for evaluation in addition to serving as a guide for lesson material and course design. The findings are generally consistent with earlier research (Lile & Bran 2014) demonstrating the necessity of linking effective evaluations to the targeted learning outcomes. Different assessment techniques ought to correspond to various learning outcomes in this way. More significantly, evaluations must be ongoing and include both summative and formative components. The study has identified the problem of mixed levels of learners as the main obstacle of applying an outcome-based strategy when it comes to implementation problems for learning outcomes.

The findings are somewhat consistent with earlier study (Monks & Schmidt

2011) which found an immediate link between class size and student performance. According to methodology literature, task-based language teaching is an efficient strategy for assisting students with learning outcomes in heterogeneous, mixed-level classes. Teachers can start by conducting a needs analysis to identify the kinds of real-world tasks students need to complete, and then develop classroom tasks to address those needs

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

The use of outcome-based approaches is becoming more popular across the world. In this study, instructors' attitudes towards using an outcome-based approach to educating young learners are favorable. The traditional teacher-centered method has given way to a student-centered approach in recent decades, according to trends in education. This alternate model concentrates on the abilities that students are anticipated to have by the conclusion of the course or program. Consequently, this strategy is also known as an outcome-based approach. In contrast to traditional education, the outcome-based approach places a strong focus on the learning process, in which the learners are given explicit and well-defined outcomes to help them set their own expectations and strategies for achieving the goals.

The outcome-based approach is a useful instrument for enhancing educational quality and institutional responsibility, despite certain common problems including dealing with learners of different skill levels. Children's knowledge or abilities because of a learning activity are reflected in learning outcomes. Learning outcomes that are explicitly defined should be created and distributed to students to assist them become more conscious of their own learning that ensures students have a clear understanding of what they will learn before beginning a session or course.

The teachers comprised of this study were generally quite conscious of the significance of learning outcomes. The belief was that lesson planning is a vital step in creating individual lesson outcomes that complement one another and the overall course objectives. Participants agreed that the major goal of learning outcomes is to assist students understand what to anticipate from a class or course. The participants were asked to discuss some common obstacles and restrictions to integrating learning objectives into their instruction. Mixed-level classes were cited by a lot of educators as the biggest obstacle to effective teaching and achieving desired learning results.

Teachers were given the opportunity to offer practical recommendations for

enhancing the application of the outcome-based approach in this study. It is important to note that some participants found the current implementation methods for the outcome-based approach to be sufficient. Several participants suggested if learners, particularly their parents, were made aware of the learning objectives prior to the beginning of the course, learning outcomes would be more successful. Teachers should also talk to their students about these desired learning goals and provide them with effective instruction so that they may perform well.

The outcome-based approach is a movement in education that is becoming more and more well-known around the world. We may infer from the study's findings that learning outcomes are of considerable value in both teaching and learning. Learning outcomes are meant to provide a clear concept of what can be accomplished during a session or a course.

To effectively execute and finish the course or program, the teaching context, learning activities, and assessment system must be correctly structured based on the defined learning outcomes.

B. Recommendations

The following are a few key recommendations for implementing an outcome-based strategy with the best outcomes. The emphasis for teachers should always be the students' learning. Using learning outcomes will reveal what students should have learned at the conclusion of each lesson or for the entire course. The course syllabus should always indicate the intended learning outcomes at the outset of the course. Teachers should also be more adaptable in their instruction. To increase learners' performance, both teaching and learning approaches might be reorganized. Because teachers frequently concentrate on the theoretical portion of a lesson, young learners are typically less interested in class.

Engaging students in class discussions through enjoyable projects is beneficial. More significantly, teachers must be able to evaluate the learning capacity of their students. To offer both students and instructors with meaningful data on learning and teaching, assessments should relate students' performance to a specified learning outcome.

VI. REFERENCES

ARTICLES

ABD MAJID, F., 2016. The use of reflective journals in outcome-based education during the teaching practicum. **Malaysian Journal of ELT Research,** 4(1), p.11.

A MEADOWS, K., 2003. So, you want to do research? 4: **An introduction to quantitative methods. British Journal of Community Nursing,** 8(11), pp.519-526.

ADAM, S., 2006. **An introduction to learning outcomes**.

ALBANESE, M.A., MEJICANO, G., MULLAN, P., KOKOTAILO, P. and GRUPPEN, L., 2008. Defining characteristics of educational competencies. **Medical education,** 42(3), pp.248-255.

AMES, C. and ARCHER, J., 1988. Achievement goals in the classroom: Students' learning strategies and motivation processes. **Journal of educational psychology,** 80(3), p.260.

BARMAN, L., BOLANDER-LAKSOV, K. and SILÉN, C., 2014. Policy enacted–teachers' approaches to an outcome-based framework for course design. **Teaching in higher education,** 19(7), pp.735-746.

BEAN, T.K., MUSTAPA, F.D. and MUSTAPA, M., RESEARCH METHODOLOGY: **a preliminary approach for investigating the transaction cost economics in building information modeling (bim) adopted procurement**.

BIGGS, J. and TANG, C., 2014. Constructive alignment: An outcomes-based approach to teaching anatomy. In **Teaching anatomy: A practical guide** (pp. 31-38). Cham: Springer International Publishing.

BORSOTO, L.D., LESCANO, J.D., MAQUIMOT, N.I., SANTORCE, M.J.N., SIMBULAN, A.F. and Pagcaliwagan, A.M., 2014. Status of implementation and usefulness of outcomes-based education in the

engineering department of an Asian university. **International Journal of Multidisciplinary Academic Research,** 2(4), pp.14-25.

BRYK, A.S., 1993. A View from the Elementary Schools: The State of Reform in Chicago. **A Report of the Steering Committee, Consortium on Chicago School Research.**

CAGUIMBAL, D.A., DELACION, D.C., MEDINA, A.O., MENDOZA, M.S., MENDOZA, R.J.M. and SANCHEZ, M.M., 2013. Level of awareness of the maritime students on the outcomes-based education. **Educational Research International,** 2(1), pp.7- 12.

CAMELLO, N.C., 2014. Factors affecting the engineering students' performance in the OBE assessment examination in mathematics. **International Journal of Academic Research in Progressive Education and Development,** 3(2), pp.87-103.

CARRACCIO, C., WOLFSTHAL, S.D., Englander, R., Ferentz, K. and Martin, C., 2002.Shifting paradigms: from Flexner to competencies. **Academic medicine,** 77(5), pp.361-367.

COOKE, M., IRBY, D.M., SULLIVAN, W. and LUDMERER, K.M., 2006. American medical education 100 years after the Flexner report. **New England journal of medicine**, 355(13), pp.1339-1344.

COCKBURN, P., 1997. Building a Brighter Future: Curriculum 2005: **Questions and Answers for Learners, Educators, Parents and Governing Bodies.** South Africa. Department of Education.

COLLIER, P., 2000. Economic causes of civil conflict and their implications for policy.

CUMMING, A., Cumming, A. and Ross, M., 2007. The Tuning Project for Medicine–learning outcomes for undergraduate medical education in Europe. **Medical teacher,** 29(7), pp.636-641.

DAVIS, M.H., 2003. Outcome-based education. **Journal of veterinary medical education,** 30(3), pp.258-263.

DJOUNDOURIAN, S.S., 2017. Assessment of learning in business education: Standardized or home grown? **Journal of Education for Business,** 92(5), pp.238-244.

DONNELLY, R. and FITZMAURICE, M., 2005. Designing modules for learning. **Emerging issues in the practice of university learning and teaching,** pp.99-110.

DRAGOO, A. and BARROWS, R., 2016. Implementing competency-based education: Challenges, strategies, and a decision-making framework. **The Journal of Continuing Higher Education,** 64(2), pp.73-83.

EDMONDSON, D., 2005, May. Likert scales: A history. **In Proceedings of the Conference on Historical Analysis and Research in Marketing** (Vol. 12, pp. 127-133).

GAUME, J., GMEL, G., FAOUZI, M. and DAEPPEN, J.B., 2009. Counselor skill influences outcomes of brief motivational interventions. **Journal of substance abuse treatment,** 37(2), pp.151-159.

GEHRINGER, E.F., 2000, October. Strategies and mechanisms for electronic peer review. In 30th Annual Frontiers in Education Conference. Building on A Century of Progress in Engineering Education**.** Conference Proceedings (IEEE Cat. No. 00CH37135) (Vol. 1, pp. F1B-2). **IEEE. General Medical Council** (Great Britain), 2002. **The Medical Register.** General Medical Council.

GLASSEY, J. and HAILE, S., 2012. Sustainability in chemical engineering curriculum. **International Journal of Sustainability in Higher Education.**

GOH, S.C., CHIA, C.H., ZAKARIA, S., YUSOFF, M., HAW, C.Y., AHMADI, S., HUANG, N.M. and LIM, H.N., 2010. Hydrothermal preparation of high saturation magnetization and coercivity cobalt ferrite nanocrystals without subsequent calcination. **Materials Chemistry and Physics,** 120(1), pp.31-35.

HARDEN, JR CROSBY, MH DAVIS, M. FRIEDMAN, R.M., 1999. AMEE Guide No. 14: Outcome-based education: Part 5-From competency to meta-competency: a model for the specification of learning outcomes. **Medical teacher,** 21(6), pp.546-552.

HARDEN, R.M., 2007. Outcome-based education–the ostrich, the peacock and the beaver. **Medical Teacher,** 29(7), pp.666-671.

HU, M., ARNESEN, K., BARBOUr, M.K. and LEARY, H., 2019. A newcomer's lens: A look at K-12 online and blended learning in the Journal of Online Learning Research. **Journal of Online Learning Research,** 5(2), pp.123-144.

HUNG, L.N.Q., 2021. teachers 'perceptions towards implementing outcome-based approach for teaching young learners. **European Journal of English Language Teaching,** 6(6).

JENKINS, A. and UNWIN, D., 2001. How to write learning outcomes.

JHONSON, D., 2017. The Role of Teachers in Motivating Students to Learn. **BU Journal of Graduate studies in education,** 9(1), pp.46-49.

KALIANNAN, M. and CHANDRAN, S.D., 2012. Empowering students through Outcome-based education (OBE). **Research in Education,** 87(1), pp.50-63.

KARIM, N.A.H.A. and Yin, K.Y., 2013. Outcome-based education: An approach for teaching and learning development. **Journal of Research, Policy &Practice of Teachers and Teacher Education,** 3(1), pp.26-35.

KATAWAZAI, R., 2021. Implementing outcome-based education and student-centered learning in Afghan public universities: the current practices and challenges. **Heliyon,** 7(5), p.e07076.

KILLEN, R., 2000. Outcomes-based education: Principles and possibilities. **Unpublished manuscript, University of Newcastle, faculty of education,** pp.1-24.

LADWING, J.W., LUKE, A. and LINGARD, B., 1999, November. Redefining school reform: a socio-theoretical rationale of the Queensland School Reform Longitudinal Study. **In Australian Association for Research in Education, Conference, Melbourne.**

LAGUADOR, J.M. and DOTONG, C.I., 2014. Knowledge versus practice on the outcomes-based education implementation of the engineering faculty members in LPU. **International Journal of Academic Research in Progressive Education and Development,** 3(1), pp.63-74.

LILE, R. and BRAN, C., 2014. The assessment of learning outcomes. **Procedia-Social and Behavioral Sciences,** 163, pp.125-131.

LIXUN, W., 2011. Designing and implementing outcome-based learning in a linguistics course: a case study in Hong Kong. **Procedia-Social and Behavioral Sciences,** 12, pp.9-18.

MAHAJAN, M. and SINGH, M.K.S., 2017. Importance and benefits of learning outcomes. **IOSR Journal of Humanities and Social Science,** 22(03), pp.65-67.

MALAN, S.P.T., 2000. The 'new paradigm 'of outcomes-based education in perspective. **Journal of Family Ecology and Consumer Sciences Tydskrif vir Gesinsekologie en Verbruikerswetenskappe,** 28(1), pp.22-28.

MARTIN, J.J., MCCAUGHTRY, N., HODGES-KULINNA, P. and COTHRAN, D., 2008. The influences of professional development on teachers' self-efficacy toward educational change. **Physical Education and Sport Pedagogy,** 13(2), pp.171-190.

MATTHEWS, K.E. and MERCER-MAPSTONE, L.D., 2018. Toward curriculum convergence for graduate learning outcomes: academic intentions and student experiences. **Studies in Higher Education,** 43(4), pp.644-659.

MCKERNAN, J., 1993. Some Limitations of Outcome-Based Education. **Journal of curriculum and supervision,** 8(4), pp.343-53.

MONKS, J. and SCHMIDT, R.M., 2011. The impact of class size on outcomes in higher education. **The BE Journal of Economic Analysis & Policy,** 11(1).

MOORE, J.A., ANTHONY, M.A., PEC, G.J., TROCHA, L.K., TRZEBNY, A., Geyer, K.M., van Diepen, L.T. and Frey, S.D., 2021. Fungal community structure and function shifts with atmospheric nitrogen deposition. **Global Change Biology,** 27(7), pp.1349-1364.

MORCKE, A.M., DORNAN, T. and EIKA, B., 2013. Outcome (competency) based education: an exploration of its origins, theoretical basis, and empirical evidence. **Advances in Health Sciences Education,** 18, pp.851-863.

PARK, J., HWANG, D., KIM, K.Y., KANG, S.K., KIM, Y.K. and LEE, J.S., 2018. Computed tomography super-resolution using deep convolutional neural network. **Physics in Medicine & Biology,** 63(14), p.145011.

PORTHNOV-NEEMAN, Y. and BARAK, M., 2013. Exploring Students' Perceptions about Learning in School: An Activity Theory Based Study. **Journal of Education and Learning,** 2(3), pp.9-25.

PRING-VALDEZ, A., 2012. Curriculum Model for Medical Technology: Lessons from International Benchmarking. **Online Submission,** 3, pp.292-301.

PROITZ, T.S., 2010. Learning outcomes: What are they? Who defines them? When and where are they defined? **Educational assessment, evaluation and accountability,** 22(2), pp.119-137.

QUINN, D.C., BINGHAM, J.W., SHOURBAJI, N.A. and JARQUIN-VALDIVIA, A.A., 2007. Medical students learn to assess care using the healthcare matrix. **Medical Teacher,** 29(7), pp.660-665.

RAUCH, A., HOYER, J., GUTH, S., ZWEIER, C., KRAUS, C., BEcker, C., ZENKER, M., HÜFFMEIER, U., THIEL, C., RÜSCHENDORF, F. and NÜRNBERG, P., 2006.Diagnostic yield of various genetic approaches in patients with unexplained developmental delay or mental retardation. **American journal of medical genetics Part A,** 140(19), pp.2063-2074.

RUBIN, P. and FRANCHI-CHRISTOPHER, D., 2002. New edition of Tomorrow's Doctors. **Medical teacher,** 24(4), pp.368-369.

SHALEM, Y., SAPIRE, I., WELCH, T., BIALOBRZESKA, M. and HELLMAN, L., 2011. Professional learning communities for teacher development: The collaborative enquiry process in the Data Informed Practice Improvement Project. **School of Education School of Education.**

SHUMWAY, J.M. and HARDEN, R.M., 2003. AMEE Guide No. 25: The assessment of learning outcomes for the competent and reflective physician. **Medical teacher,** 25(6), pp.569-584.

SMITH, M. and WINKING-DIAZ, A., 2004. Increasing students' interactivity in an online course. **The Journal of Interactive Online Learning,** 2(3), pp.1-25.

SPADY, W.G. and MARSHALL, K.J., 1991. Beyond Traditional Outcome-Based Education. **Educational leadership,** 49(2), pp.67-72.

SPADY, W.G., 1994. **Outcome-Based Education: Critical Issues and Answers.** American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 21-00488; $18.95 plus postage).

STEADMAN, R.H., COATES, W.C., HUANG, Y.M., MATEVOSIAN, R., LARMON, B.R., MCCULLOUGH, L. and ARIEL, D., 2006. Simulation-based training is superior to problem-based learning for the acquisition of critical assessment and management skills. **Critical care medicine,** 34(1), pp.151-157.

SUN, P.H. and LEE, S.Y., 2020. The importance and challenges of outcome-based education "a case study in a private higher education institution. **Malaysian Journal of Learning and Instruction,** 17(2), pp.253-278.

TODRAS, E., 1993. The changing role of school boards.

TOMTE, C.E., FOSSLAND, T., AAMODT, P.O. and DEGN, L., 2019. Digitalization in higher education: mapping institutional approaches for teaching and learning. **Quality in Higher Education,** 25(1), pp.98-114.

TUBAISHAT, A. and HABIBALLAH, L., 2016. eHealth literacy among undergraduate nursing students. **Nurse education today,** 42, pp.47-52.

TURKOGUZ, S., BARAN, M.S., GURBUZ, M., TUYSUZ, C. AND UGUlu, I., 2021. Quantitative Evaluation Of Prospective Teachers 'views On Inclusive Education. **European Journal of Education Studies,** 8(10).

YASMIN, M. and YASMEEN, A., 2021. Viability of outcome-based education in teaching English as second language to chemical engineering learners. **Education for Chemical Engineers,** 36, pp.100-106.

RESUME

Name Surname: Laiba Umer KAZAFI

EDUCATION

- **Bachelor:** 2016-2020, Punjab University, Faculty of Education and Research, Department of Elementry Education, Lahore Pakistan.
- **M.A:** 2021-2023, Istanbul Aydin University, Faculty of Graduate Studies, Department of English Language Teaching, Istanbul Turkey.

PROFESSIONAL EXPERIENCE

- 2022 ---- Homeroom Teacher, Gokkusagi Koleji, Istanbul. (Present)
- 2022 ---- Bakirkoy Akin Dil Egitim, Istanbul. (Present)
- 2021-2022 Oxford English Language Station, Istanbul.

Language Skills

- Urdu (Native), English, Turkish.

PUBLICATIONS FROM DISSERTATION, PRESENTATIONS AND PATENTS:

- LAIBA UMER KAZAFI, AYSE BETUL TOPLU. (2023) Effects of Teachers' Classroom Management Skills on the Students' Academic Performance. **II – International Symposium on Literature, Culture and Language.**

https://www.izdas.org/_files/ugd/614b1f_71da9ad66b7545fdb4d7b2c61c7a4bfe.pdf