Anxieties and Psychological Concerns of Teachers about Outcome-Based Education

Claire Anne A. Olivares
Tarlac Agricultural University, Philippines
caolivares@tau.edu.ph

ABSTRACT

This research required to define the anxieties of teachers at state universities in Tarlac province about outcomes-based education (OBE). Descriptive research design was used; A two-part questionnaire was used as the chief instrument of data collection. In this research, frequency counts, ratios, and weighted averages were used to statistically treat the data collected. According to the investigation of the data collected, it was got that in expressions of instructional preparation, teachers recognized 1) absence of time to make for an OBE-aligned plan, 2) limited guidance from specialists on making an OBE-aligned syllabi, and 3) absence of practice in writing OBE-aligned programs as problematic obstacles. In expressions of real teach, the three chief problematic obstacles defendants encountered were 1) large classroom sizes making it problematic to use a variety of teach policies, 2) diverse student features requiring too much difference in teach rules, 3) absence of time to implement a change of teach rules. In expressions of evaluation, the three main problematic obstacles recognized were 1) large class sizes making it problematic to use outcomes-based evaluation, 2) absence of time to grade many scholar outcomes, and 3) the absence of practice on the findings. -evaluation based on.

Keywords: teacher, classroom, creation, outcomes-based education, concerns.

INTRODUCTION

Outcomes-based education (OBE) is perhaps the main interesting and achieved curricular novelty for academy. It is being applied by academy in many nations around the world because of its probable to restore a shared vision for academy. The findings help as a common linguistic among the education and practice sectors in the Philippines and ASEAN member countries that help make education structures more intelligible. Higher education in the Philippines is instructed to help build an excellence nation talented of overcoming the social, political, economic, cultural and moral challenges that limit the republic's human evolvement, efficiency and worldwide competitiveness. To achieve this role, advanced education organizations are predictable to proposal excellence programs that meet national and worldwide morals.

In the Philippines, Order no. 46s. of the Commission on Higher Education Memorandum. 2012, which outlines rule morals to improve quality assurance (QA) in Philippine advanced learning by outcome- and typology-based QA. I have highlighted the important responsibility of the State to provide excellence education to peoples. It was also deliberated how excellence in greater teaching has been sure in various averages, frequently as "excellence" or "fitness for purpose", but also as "transformation" of investors, especially for evolved institutes.

Consequently, this emphasis on excellence and superiority pledge was radicalized by the absence of a serious group of graduates who own the essential skills that boost the possible of the facility area, the reality of the combination of the ASEAN community that could threaten the employment of local graduates, the commitment of the Philippines to evolve and accept a system of similar capability values throughout the Asia and the Pacific region, and, the embracement of standards frameworks and devices agreed internationally for the worldwide preparation of professions.

The state colleges and universities comprised the responsibility for better answerability, by OBE. Now that OBE has become a supervisory post in Philippine advanced learning, a commentary and change of schedules and prospectuses to OBE was thought acute and authoritative.

As a novel technique to syllabus, OBE expressions an acid-test by seeing two chief queries – whether it will suggestion important advantages and whether it can be realized prosperous. In replying to these queries, instructional establishments should reflect the serious influence of how dissimilar OBE is from the current syllabuses with which teachers are familiar. The achievement of syllabus embracement by educators depends

mostly on the aptitude of shareholders to evolvement optimistic receptiveness, stances, and commitment. (Koksal, 2013). Similarly, it also desires that many technical capabilities to device syllabus novelties be industrialized, and maintained. In several circumstances of failed syllabus alteration, the important issue is the level of problematic they current to teachers (UNESCO). In this light, the embracement of the outcomes-based education (OBE) suggests duties between teachers.

In the province of Tarlac, two state universities are execution OBE. Within a rare time of its adoption at state colleges and universities, incomplete educations were showed to discover faculty fellows' intelligences and anxieties about OBE. In addition, anxieties around preparation, current teach and evaluation have been raised in III. OBE in various forums in the region. Among other things, there is an influence on the assignment of teachers. Evaluation duty pressures also increased among scholars. Some worry about not having sufficient capitals, amid other things. As revealed by Limón and Vallent (2016) research on the issues influencing the unification of OBE in the Home Economics course of the Technology and Lifestyle Education curriculum. From a state university, little is understood about the new example change: the OBE. There is also an absence of instructional capitals for teachers. In addition, laboratory apparatus was rare and the physical services were insufficient.

It is mandatory to know the anxieties along with the obstacles met by teachers as important enforce of the course creation. As observed by Marsh and Willis (2007), preparation to adopt course creations needs overcoming several problems. It needs that members involve in wide discussions.

As recommended by Posner (2004), the teachers' embracement of the novel syllabus depends mainly on the strength of the syllabus to allow the teachers achieve their responsibilities. He anxiety that any new syllabus will be fought to the limit that it messes with the teacher's capacity to achieve their duties. As assistance by Ball and Cohen (1996), teachers acclimatize rather than accept an inappropriate course in such a system that it fits the classroom reality. course creators must so take awareness of the reality of teach in order that the evolved course works positively.

The results of this research attended as important inputs in considerate the stance, spirits, and opinions of the teachers concerning OBE, and in defining the part of faculty as important enforce of course creation.

Similarly, by classifying the obstacles for successful execution, suitable assistance and help to ease the embracement of a creation may be made to completely train the teachers.

DECLARATION OF THE ISSUE

This research required to define the anxieties of teachers in the state universities of Tarlac province on OBE as a creation throughout the academy year 2016-2017.

Especially, the research pursues to response the next sub-problematics:

1.   How may the teachers be labelled in words of:

a.   high instructional accomplishment,

b.   the duration of teach skill,

c.   The duration of the facility enablement Linked to the OBE,

d.   Academic level

2.   What are the obstacles met by the teachers on OBE in expressions of:

Arrangement, instructions, valuation?

Methods
In this research, the descriptive design of the research was used. This research used a planned survey to secure the necessary data. The questionnaire has two portions, i.e.: technical profile and obstacles met in preparation, teach and evaluation in the context of OBE. Data were analyzed from the recognized investigate queries.

For query 1, frequency and ratios were used to define the technical profile of teachers.
For query 2, the weighted average was used to define the obstacles teachers met in preparation, instructions, evaluation in an OBE scenery. The findings were understood using a 3-point dimensions as shown in Table 1.

Table 1: 3-Point Dimensions Explanation for Obstacles Met by Teachers

Dimensions	Licentious Limits	Linguistic Explanation	Linguistic *explanation*
1	1.00-1.66	Obstacle	The teachers sensed the specific needle to be a responsibility or problem to achieve their duty (preparation/instructions/ evaluation).
2	1.67-2.33	Problematic Obstacle	The teacher sensed the specific needle to be a serious critical or obstacle to achieve their duty (preparation/instructions/ and evaluation).
3	2.34-3.00	Very Problematic Obstacle	The teachers sensed the specific needle to be a very critical test or obstacle to achieve their duty (preparation/instructions/ evaluation).

Results and discussion
Technical profile of teachers

In this research, technical profiles of faculty fellows at state universities in Tarlac included the greatest academic achievement, expansion of teach skill, expansion of in-facility practice Linked to OBE, and academic Position. The data shows that 23 or 24.73% of defendants were doctoral, while few or 13 (13.98%) achieved units leading to doctoral degrees. Master's degrees were 38% or 40.86%; four or 4.30% with units obtained to obtain a master's degree, and 15 or 16.13% are graduates. The findings highlight that the many of teachers in State universities meet the least morals for university teach (Masters), with a Sum number of 74% or 79.57%.

Table 2A: Technical profile of teacher's Greatest instructional achievement N=93

Greatest instructional achievement	Rate	Ratio
Master's degree	38	40.86
Master's Unit	4	4.30
Bachelor's degree	15	16.13
Doctoral degree	23	24.73
With doctoral units	13	13.98
Sum	93	100

In expressions of teach skill, it was reported that 36 or 38.71% have been teach for 1 to 10 years and 34 or 36.56% are teach among 11 and 20 years. In addition, there were 16 or 17.20% who had been teach for 21 to 30 years; There were five or 5.38% who had 31-40 years of teach skill and two or 2.15% who had been teach for above 40 years. Data shows that main teachers in state universities are comparatively early in jobs and the Sum number is 70.

Table 2B: Technical profile of teachers in expressions of expansion Teach skill N=93

Expansion of Teach Skill	Frequency	Ratio
1-10	36	38.71
11-20	34	36.56
21-30 ages	16	17.20

31-40 ages	5	5.38
41- more than	2	2.15
Sum	93	100

In expressions of expansion of in-service practice Linked to OBE. It can be collected on the table that 23 or 24.73% had a day of practice at OB. 20 or 21.51% had two days of practice , three out of 11, four of a teacher, and two had five days of practice .

It can be inferred from this data that there are 36 or 38.71% who had no practice in OBE. As the core enforce of OBE in the classroom, faculty fellows must be prepared to appreciate creations that require variations in preparation, instructions and evaluation. This could be harmful to the archived execution of the OBE. Their absence of practice can lead to a impoverished sympathetic of the problematics of the function method.

Table 2C: Technical profiles of teachers in expressions of expansion of in- service practice Linked to OBE N=93

Expansion of In-facility Practice Linked to OBE (In days)	Frequency	Ratio
1	2	2.15
2	1	1.08
3	11	11.83
4	20	21.51
5	23	24.73
Sum	57	61.30

As observed by Jennings (2015), constant technical growth helps confirm that organizations preserve and build an well-organized staff to meet the ever-changing wants of the times. In further, he well-known that persons with access to skilled progress are more involved and dedicated to addressing the duties of functioning in a lively organization.

In expressions of academic Position, there were 39 or 41.94% who held the position of teacher; 24 or 25.81% hold the position of assistant Professor; 26 or 27.96% were associate professors; and four or 4.30% were professors. The findings display that the majority of defendants occupy a first-level academic Position.

Table 2D: Technical Profile of teachers under academic Position N = 93 posts

Academic Position	Frequency	Ratio
Professor	4	4.30
Associate Professor	26	27.96
Assistant Professor	24	25.81
Instructor	39	41.94
Sum	**93**	**100**

Faced obstacles by teachers in OBE

Table 3 demonstrations the obstacles faced by faculty fellows in execution OBE in the class. In the case of instructional preparation, it can be gathered from the table that absence of time to make for OBE-linked plans (1.90), limited guidance from specialists on making OBE-linked prospectus (1.86), absence of practice in writing

OBE-linked prospectus (1.81), and limited info about OBE instructional preparation (1.78) were measured "problematic hurdles". On the other side, limited intelligence of expressing course consequences/objective knowledge findings with an average score of 1.55 is measured a "Obstacle."

Data in the similar table display that in overall, faculty fellows view recognized obstacles as "problematic obstacles" with an average of 1.78. These data display that faculty fellows preparation for OBE instructions face serious challenges due to their absence of time, expert guidance, absence of practice , limited info, and intelligence of expressing procedure consequences.

Table 3A: Teachers face hurdles in OBE preparation

PREPARATION FOR INSTRUCTIONS	Average	Linguistic Explanation	Position
1. Limited information on the values of OBE instructional preparation	1.78	Hard Obstacle	4
2. Limited leader from specialists in creating OBE-linked prospectus	1.86	Hard Obstacle	2
3. Absence of Practice in writing OBE-linked course outline	1.81	Hard Obstacle	3
4. Absence of time to prepare for OBE-linked plans.	1.90	Hard Obstacle	1
5. Limited intelligence on expressing course findings/objective learning consequences.	1.55	Obstacle	5
Weighted Average	*1.78*	*Hard Obstacle*	

This discovery assistances the obstacles recognized by designated teachers in preparation and applying a new English linguistic syllabus for higher secondary academys in China. Wang (2013) recognized that absence of teacher practice and insufficient teach time were found to be the chief reasons of obstacles to execution new curricula in their classrooms.

In expressions of instructions or real learning, Table 3B displays how faculty fellows view recognized obstacles. It can be gathered from the table that the large classroom size that creates the usage of dissimilar intelligence techniques problematic (2.07) is seen as the primary Obstacle. Similarly, they saw different features of scholars as a "problematic Obstacle" to excessive diversity in teach policies (1.78), absence of time to implement different learning policies (1.76); and problematics in handling innovative intelligence challenges for scholars (1.71). On the other side, limited intelligence is seen as an Obstacle to choosing an OBE-suitable learning strategy with an average rating of 1.65.

Table 3B: Obstacles faced by teachers in OBE instructions/real teach

INSTRUCTIONS/REAL TEACH	Average	Linguistic Explanation	Position
1. Large classroom sizes that make it problematic to use different learning techniques	2.07	Hard Obstacle	1
2. Absence of time to implement different education policies	1.76	Hard Obstacle	3
3. Limited intelligence in choosing OBE-suitable learning policies	1.65	Obstacle	5
4. Different features of scholars who claim additional diversity in teach policies	1.78	Hard Obstacle	2

5. Problematic managing innovative learning responsibilities for scholars	1.71	Hard Obstacle	4
Weighted Average	**1.79**	**Hard Obstacle**	

In overall, the obstacles recognized in real learning were seen as problematic obstacles with a large average of 1.79. These data display that faculty fellows are very confronted by large classroom sizes, different scholar features, absence of time, work management, and limited intelligence of OBE-suitable policies.

When evaluating scholars' education, it can be gathered that faculty fellows measured large classroom sizes that make outcome-based evaluation problematic as a problematic Obstacle with an average rating of 1.97. Similarly, they also note that numerous scholars absence time to identify output, absence of practice in outcome-based evaluation, limited intelligence of choosing suitable evaluation devices; and limited intelligence of another behaviors of evaluating student presentation against all "problematic obstacles," with average ratings of 1.93, 1.90, 1.82, and 1.67, individually. In overall, all obstacles recognized in the evaluation were valued as "problematic obstacles" with an average Sum of 1.86.

Table 3C: Teachers face hurdles in OBE evaluation

Rate	Average	Linguistic Explanation	Position
1. Limited intelligence of alternative ways to assess student performance	1.67	Hard Obstacle	5
2. Absence of practice in outcome-based evaluation	1.90	Hard Obstacle	3
3. Large classroom size that makes the use of findings problematic - based evaluation	1.97	Hard Obstacle	1
4. Absence of time to identify many students outputs	1.93	Hard Obstacle	2
5. Limited intelligence in choosing suitable valuation device	1.82	Hard Obstacle	4
Weighted Average	**1.86**	**Problematic Obstacle**	

Raman and Yamat's (2014) study also highlighted these challenges when looking at English teachers' troubles in academy-based evaluation. So, teachers felt that evaluating each student was too much work, particularly in a large-dimensions classroom. As emphasized by Jorgensen (2006), faculty confrontation to formal instructional evolvement and course alteration did not arise because they did not want to increase or have the ability to innovate, but rather because teachers worth autonomy, worried about their augmented assignment and time restraints, and inherently against risk and change.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Faculty fellows received master's degrees, taught for 1 to 10 years, had no practice at OBE, and held the position of instructor. When it comes to education plans, the three problematic hurdles that teachers face are 1) absence of time to prepare for OBE-linked plans, 2) limited guidance from specialists on making OBE-linked syllabuses, and 3) absence of practice to write OBE-linked syllabuses. In over-all, the recognized obstacles were rated as solid obstacles.

In expressions of actual teach, the three main problematic obstacles were 1) large class sizes that made the use of different learning policies problematic, 2) different features of scholars challenging additional diversity in teach policies, and 3) absence of time to implement different learning policies

When it comes to evaluation, the three main hard obstacles were 1) large class sizes that made the use of outcome-based evaluation problematic, 2) absence of time to identify the outputs of numerous scholars, and 3) absence of practice in outcome-based evaluation.

Recommendations

Faculties without master's degrees must attempt to complete their undergraduate studies and must participate in OBE and other seminar-workshop practice and engage with technical organizations to maintain the newest trends in education. CHED and Linked state universities must design a continuing technical evolvement plan to recover teachers' intelligence, skills, attitudes and values towards OBEs and to ensure that teachers embrace creation and that OBE application continues faithfully. Extensive class programming i.e. faculty loading, preparing for faculty education, distribution faculty followers to seminars and workshops, and rising the participation of faculty fellows in dialogue or meetings so that teachers can hear to their anxieties and address these anxieties so. This research can be used as the basis for showing more investigate like a longitudinal education that will paper the years of OBE execution. The severity and kinds of anxiety can be likened to see how they have altered ended period.

LITERATURE CITED

1. Commission on Higher Education (2014). Handbook on typology, outcomes-based education, and institutional sustainability evaluation. Quezon City: CHED
2. CHED Memorandum Order 46, s. 2012. Policy Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA Retrieved from http://www.ched.gov.ph
3. Jennings, S. (2015). "What Concerns are Secondary Mathematics Teachers Experiencing with the Execution of the Common Core State Standards for Mathematics and Is There a Relationship Between the Concerns and Technical Evolvement Received?" Retrieved from http://aquila.usm.edu/cgi/viewcontent.cgi?article=1129&context=dissertations
4. Jorgenson, O. (2006). Why course Change Is Problematic and Necessary. Retrieved from https://www.nais.org/magazine/independent- academy/summer-2006/why- course-change-is-problematic-and-necessary/
5. Koksal, H. (2013). Reducing teacher resistance to change and creations. Retrieved from https://linc.mit.edu/linc2013/proceedings/Session10/ Session10Koksal.pdf
6. Marsh, C. and Willis. G. (2007). course: alternative approaches, ongoing issues (4th Edition). Upper Saddle River, NJ: Merrill/Prentice Hall.
7. Posner, G. J. (2004). Analyzing the course (3rd ed.). NY: McGraw-Hill.
8. Limon, M. & Vallente, J. (2016). Outcomes-based education unification in home economics program: an evaluative research. Journal of instructional Issues ISSN 2377-2263 2016, Vol. 2, No. 1. Retrieved from https://files.eric.ed.gov/fulltext/EJ1127492.pdf
9. Raman, K. & Yamat, H. (2014). Obstacles teachers face in integrating ICT during English lessons: a case research. Malaysian Online Journal of instructional Technology, v2 n3 p11-19 2014. Retrieved from https://eric.ed.gov/?id=EJ1086402
10. Wang, W. (2013). Teachers' Stages of concern and levels of use of a course creation in China: a case research. International Journal of English Linguistic Teach Vol. 1, No. 1; 2014. doi:10.5430/ijelt.v1n1p22