

Challenges Faced in Implementing Outcomes-Based Nursing Education: A Comprehensive Analysis and Solutions

Maria linda S. Agus

College of Nursing and Allied Health Sciences
University Town, Catarman, Northern Samar 6400 PH
marialindasagus@gmail.com

Abstract

The integration of outcomes-based education (OBE) in nursing programs aims to equip graduates with well-rounded academic, cognitive, behavioral, and technical competencies, aligning them with national and international standards and industry requirements. This study sought to evaluate the implementation of outcomes-based nursing education in Region VIII, serving as a foundation for designing an effective Instructional Program. The primary objectives were to identify the difficulties encountered by both clinical instructors and students during the OBE implementation and to gauge the extent to which Outcomes-Based Nursing Education was being executed, as assessed by these stakeholders. The study highlighted the critical issues faced by respondents, which often went unnoticed by school administrators, leading to potentially significant consequences. The findings underscored the urgent need for comprehensive training for clinical instructors in OBE methodologies. Participation in training sessions, seminars, and conferences emerged as valuable opportunities to enhance their understanding of OBE concepts, including outcomes, premises, principles, and assessment standards. By receiving adequate support from the administration and access to OBE-focused professional development, instructors could effectively implement OBE principles within their classrooms. Ultimately, the successful implementation of OBE hinged upon the knowledge and attitude of educators, directly impacting learning outcomes and overall program execution. Addressing these challenges and providing ongoing support to instructors is essential for ensuring the holistic development and success of outcomes-based nursing education in Region VIII.

Keywords: outcomes-based education, nursing education, challenges, instruction, implementation

I. INTRODUCTION

The implementation of Outcome-Based Education (OBE) encompasses various aspects of learning, such as content organization, methodologies for acquiring knowledge, and assessment techniques. It was a significant contribution to education in the twentieth century, as it introduced the idea of systematically changing the school curriculum (Kilpatrick, 2009). However, implementing OBE can be challenging, as it requires teachers to adapt their existing skills. The success of OBE implementation depends on the commitment of those affected by it, and lack of interpersonal communication between teachers and educational theorists can hinder its adoption. To ensure successful implementation, teachers must be encouraged to see themselves as part of the curriculum and actively embrace their roles as change agents.

In some instances, Outcome-Based Education is perceived as a simplistic approach where teachers are considered passive, and their competence is assumed to be static (Cheng, 2014). This view suggests that administrators or external experts can effectively plan and impose OBE on teachers, neglecting the dynamic nature of the educational process and the importance of teacher awareness, attitude, and students' adaptability to the new environment. Such top-down approaches may not fully capture the essence of OBE and its potential impact on both teacher development and student learning.

A crucial aspect of Outcome-Based Education lies in understanding the collective personality of each class, shaped by the individual needs and interests of students (Smith & De Lisi, 2001). Teachers play a vital role in creating and facilitating a classroom environment that caters to this unique class personality. A positive classroom environment fosters unity among students, enabling them to work, achieve, and grow together. Students' competence in intellectual pursuits can flourish when teachers establish an appropriate learning environment that centers around students rather than the teacher. The shift towards student-centered classrooms emphasizes teachers as facilitators of learning, preparing students for the real world beyond the classroom.

Within an Outcome-Based Education framework, students engage in active learning, and the teacher assumes the role of a coach, guiding them through projects that encourage inquiry and collaboration (Herber, 1978; Posner, 1989; Smith, Smith, & De Lisi, 2001). Instead of studying subjects in isolation, students work on interdisciplinary projects that integrate information and skills from various areas, addressing multiple academic standards simultaneously. The focus is on nurturing independent, creative, and critical thinking skills in students, allowing them to become confident problem solvers. Teachers provide sufficient time for students to complete tasks and clearly communicate their expectations, fostering a climate of mutual respect and positive expectations.

The concept of Outcome-Based Education has evolved over the 21st century, with no consensus on a definitive definition (Ornstein cited in Tanner). However, Cheng suggests that OBE involves a dynamic and ongoing process of development, encompassing both students and teachers. Effective long-term OBE implementation brings forth positive changes in teacher knowledge, attitude, and competence, as well as student outcomes. Teachers' awareness and attitude towards OBE play a crucial role in shaping the effectiveness of this educational approach, ultimately leading to enhanced teaching and learning experiences.

Instead of solely focusing on the program outcomes, it is essential to conduct a formative evaluation that assesses the knowledge and attitude of clinical instructors towards the implementation of outcomes-based education (OBE). This evaluation should take place throughout the entire program implementation, rather than just at the program's end. The insights gained from clinical instructors' perspectives are crucial since they are directly responsible for implementing the new curricula. Their views on OBE implementation can significantly impact its success or challenges.

Given the lack of existing studies on outcomes-based nursing education in Region VIII, this research aims to fill the gap by examining the problems faced by clinical instructors in the context of Outcomes-Based Nursing Education. Understanding these challenges is vital to improve the implementation process and foster effective nursing education in the region. By focusing on the experiences and perceptions of clinical instructors, this study seeks to shed light on the specific issues hindering or facilitating the successful adoption of OBE in nursing education.

II. METHODOLOGY

This study employed a mixed-method approach with a descriptive-evaluative research design to assess the implementation of outcomes-based education (OBE) in nursing education in Region VIII, comprising islands in the Eastern Visayas, central Philippines. The target population included clinical instructors and first-year nursing students enrolled in sixteen higher education institutions offering the nursing program, including six State Universities and Colleges (SUCs) and ten Private Schools in the region.

Data collection involved the use of research questionnaires divided into four parts. Part I focused on gathering the demographic profile of clinical instructors, including age, sex, designation, years of teaching nursing courses, level of attendance in seminars and conferences, highest educational attainment, and the type of institution they were employed in. Part II comprised two sections: Part II-A assessed the clinical instructors' perspectives on OBE in terms of knowledge, while Part II-B examined their attitudes toward OBE implementation, with statements adapted from relevant literature. Parts III and IV addressed the problems

encountered by clinical instructors in OBE implementation and measured the extent of OBE implementation, respectively, using a 5-point Likert scale. Focus group discussions were conducted with first-year nursing students to gain insights into their awareness, experiences, and perceptions of OBE implementation.

To gain approval for the study, the researcher sought permission from the deans of different colleges of nursing in Region VIII, with approval obtained from the researcher's adviser and the Dean of Graduate Studies. After securing approval, the researcher scheduled school visits for data collection. The questionnaires were directly administered to clinical instructor-respondents (Part IVA) and first-year student-respondents (Part IVB). Focus group discussions were conducted with eight first-year students, and additional insights were sought from an interview with the technical panel on nursing education from the Commission on Higher Education, Region 8. Following data retrieval, a careful analysis, tallying, and interpretation were conducted, assisted by a statistician, to draw meaningful conclusions from the data collected.

III. RESULTS AND DISCUSSION

The clinical instructors' perspective on outcomes-based nursing education was assessed in terms of their knowledge and attitude towards OBE, and the results are presented in Table 1. The data revealed that the clinical instructor-respondents exhibited a higher level of knowledge about the processes and principles of OBE, with a mean score of 3.47. This suggests that the respondents are well-informed about how the OBE nursing curriculum is implemented. They demonstrated significant awareness of establishing high, challenging standards of performance, with a weighted mean of 4.47. This aligns with Spady's emphasis on the importance of teachers setting high standards to encourage students' deep engagement with the subject matter and promote successful learning.

Further analysis indicated that the respondents possessed considerable knowledge about different teaching styles being adapted to a student's learning style (wm = 4.02), OBE's focus on students' career paths (wm = 3.91), the feasibility of successful OBE implementation despite large class sizes (wm = 3.86), and the importance of providing expanded opportunities for all students to adhere to the lesson schedule (wm = 3.79). They also acknowledged that a program outcome reflects what a student can do as a result of the learning experience (wm = 3.72) and recognized the active role students play in developing their learning (wm = 3.66). However, some aspects of OBE principles received lower knowledge ratings, such as clear guidelines on transforming students from passive to active learners (wm = 3.33) and the role of teachers as information transmitters (wm = 3.29). Additionally, concepts related to OBE's potential to develop fulfilled human beings (wm = 3.17), providing equal educational opportunities for all students (wm = 2.97), and the

importance of focusing on desired student outcomes (wm = 2.80) were less well understood.

These findings suggest that while the clinical instructors demonstrated a good overall understanding of OBE, there were specific OBE concepts that they were less familiar with, hindering their ability to fully integrate these principles into their classroom practices. It is essential for educators to be well-versed in OBE concepts, as proper teaching methodology and classroom management play crucial roles in students' successful learning. OBE aims to create a learning environment that fosters students' development to achieve their goals and become competitive professionals with strong Filipino values, contributing to the welfare of the nation and the world (Macatangay, 2013).

Table 1. Knowledge in OBE of the clinical instructors in Region VIII

Knowledge	WM	Interpretation
Clinical instructors should establish high, challenging standards of performance.	4.47	Very Much Knowledgeable
Different teaching styles in OBE shall be adapted to a student's individual learning style.	4.02	Much Knowledgeable
OBE focuses on the career that a child is to pursue	3.91	Much Knowledgeable
The large class size in the schools will of hinder in a successful implementation of OBE	3.86	Much Knowledgeable
clinical instructors must strive to provide expanded opportunities for all students so that lessons shall be done as scheduled.	3.79	Much Knowledgeable
A program outcome is what a student can do as a result of a learning experience.	3.72	Much Knowledgeable
In OBE students can play an active role in developing part of their learning.	3.66	Much Knowledgeable
Giving a failing grade to students will be much easier in OBE if he has not achieved the learning outcomes.	3.44	Much Knowledgeable

In OBE clear guidelines are given as to how students can be transformed from passive to active learners.	3.33	Knowledgeable
The role of the teacher in OBE is a transmitter of information, passing on facts and rules to students	3.29	Knowledgeable
OBE is more likely to develop fulfilled human beings than in the former educational system	3.17	Knowledgeable
all the OBE classroom activities should be first be known so that the chosen outcome can be achieved	2.98	Knowledgeable
OBE will provide all students with equal educational opportunities	2.97	Knowledgeable
In OBE everything that teachers do must be clearly focused on what they want students to know, understand and be able to do	2.80	Knowledgeable
The OBE curriculum design must start with a clear definition of the intended outcomes that students are to achieve by the end of the program	2.72	Knowledgeable
Mean	3.47	Much Knowledgeable

Problems Encountered in the implementation of OBE

According to the Clinical Instructors

Program implementations in educational institutions often encounter challenges, as evidenced by the issues faced by clinical instructors during the implementation of outcomes-based education (OBE) in their schools, as shown in Table 3. The results indicate that clinical instructor-respondents encountered several serious problems in OBE implementation, with a composite mean of 3.54. Notably, the most significant problems perceived as much serious by the respondents were the inadequacy of training on OBE (weighted mean of 4.07), low student participation due to limited awareness of the educational environment (weighted mean of 4.06), insufficient technical support and supervision from administrators (weighted mean of 4.02), difficulty in developing assessment tools (weighted mean of 3.96), challenges in determining student learning outcomes (weighted mean of 3.94), difficulty in

identifying appropriate modalities (weighted mean of 3.88), and lack of information on OBE (weighted mean of 3.86). The respondents attributed these issues to the lack of funds for attending seminars, conferences, and training, preventing them from fully grasping the concepts of OBE. Typically, only deans attend such activities, and the topics are merely echoed to the clinical instructors.

Addressing these problems encountered by the clinical instructors is crucial, as highlighted by the study's findings. Urgent measures are needed to provide the clinical instructors with training, seminars, and conferences on OBE to enable its effective implementation. Oxenham (2013) emphasized the importance of adequately training and equipping educational institutions with competent and experienced teachers to enhance instructional methods and improve educators' skills. The CHED technical panel for nursing education emphasized that schools hold the responsibility of sending their clinical instructors to OBE training to ensure proper implementation.

The study's overall findings emphasize the critical role of clinical instructors in the successful implementation of OBE. Their active involvement is vital, as they are the direct implementers of this new educational system. Ortego (2016) emphasized that educators play a crucial role in promoting learning, fostering communication, and guiding learners to demonstrate specific outcomes by the end of the learning program. OBE requires the organization of educational activities around intended outcomes to achieve the desired learning objectives.

Table 2. Problems encountered in the implementation of OBE According to the clinical instructors

Problems encountered	WM	Interpretation
Inadequate training on OBE	4.07	Much serious
Less participation on the part of students due to low awareness on the educational environment	4.06	Much serious
Less technical support and supervision from the administrator	4.02	Much serious
Difficulty in developing assessment tools	3.96	Much serious

difficulty of determining student learning outcomes	3.94	Much serious
Difficulty in the identifying appropriate modalities	3.88	Much serious
lack of information on OBE	3.86	Much serious
Lack of knowledge on continuous student assessment	3.34	serious
Too many working assignments	3.31	serious
Lack of experiential learning opportunities	3.23	serious
Class size too big to handle	3.02	serious
Time management is difficult	2.67	serious
Inadequate resources	2.65	serious
Mean	3.54	Much serious

According to the students

The problems encountered by the student-respondents in the implementation of OBE are presented in Table 3, derived from data gathered through focus group discussions. The table highlights the top five most frequent responses, ranked accordingly. Interestingly, some of the problems mentioned by the student-respondents align with those identified by the clinical instructors. The student-respondents expressed the need for clinical instructors to undergo OBE training to clarify expectations for students. They also mentioned receiving numerous assignments (76.56), but encountered difficulty in completing them due to a lack of textbooks and references. Additionally, poor internet connectivity (74.22) hindered their ability to access online resources.

The respondents emphasized the significance of time, expecting clinical instructors to allow sufficient time for students to master specific activities. However, they observed that clinical instructors did not extend time (72.66) or provide remedial classes for students to attain mastery; instead, students were moved to the next activity without adequate understanding. Furthermore, the lack of proper laboratory equipment

and facilities (71.09) led to the use of improvised equipment, which did not always meet the necessary standards for demonstrating nursing procedures. Another concern raised by the respondents was the lack of orientation on grading criteria. Clinical instructors assigned tasks or topics for reporting without providing clarity on the grading system, leaving students unaware of the assessment criteria and lacking feedback on their performances.

These findings shed light on critical issues that impact the effective implementation of OBE from the student perspective. Addressing these problems is essential to create a conducive learning environment where students can fully engage with the OBE curriculum and achieve successful learning outcomes. Providing adequate training for clinical instructors, ensuring access to resources, and improving communication and feedback mechanisms are key steps towards enhancing the OBE experience for both students and instructors.

Table 3. Problems Encountered in the Implementation of OBE according to the students

*Problems Encountered	F	Rank
Too many working assignments	98	1
Inadequate resources	95	2
Time management is difficult	93	3
Lack of experiential learning opportunities	91	4
Lack of knowledge on assessment	88	5

*Multiple responses

IV. CONCLUSION

The study assessed the clinical instructors' perspective on outcomes-based nursing education, evaluating their knowledge and attitude towards OBE. The findings indicated that the respondents possessed a substantial level of knowledge about OBE. However, they perceived the problems encountered during the implementation of OBE to be considerably more serious. While the clinical instructor-respondents generally believed that the OBE program was effectively implemented, nursing students held different perceptions regarding the extent of OBE implementation. In nearly all indicators of program implementation, clinical instructors gave higher ratings compared to the students' ratings. The successful implementation of OBE largely hinges on the knowledge and attitude of teachers, as they play a crucial role in shaping the learning

outcomes and overall implementation of OBE. It necessitates a firm institutional commitment to continuously develop faculty members' expertise to better serve the learners, who are the key stakeholders. With unwavering determination and collaborative efforts among human and material resources, the potential for a successful OBE implementation can far exceed expectations.

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