



Philippine Normal University  
*The National Center for Teacher Education*

# Policy Brief Series

A Special Series on Policy Research | Issue 8 | 2018

## Evaluation of the Outcomes-Based Teacher Education Curriculum (OBTEC) Trimester Scheme



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The study examined the perceptions of students, faculty members, and administrators toward PNU's Outcomes-Based Teacher Education Curriculum (OBTEC) Trimester Scheme in terms of quality of learning, achievement of objects, and instructional approaches. Findings of the assessment and recommendations are discussed.

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The Outcomes-Based Teacher Education Curriculum (OBTEC) Trimester Scheme was designed in order to fulfill the following objectives: (1) prepare the entering college freshmen for the demands of OBTEC which is designed for those who completed senior high school of the Kto12 curriculum; (2) ensure that OBTEC graduates meet the general education requirements of the Licensure Examination for Teachers (LET); and (3) provide OBTEC graduates the opportunity to earn a certification of competencies of the core curriculum of senior high if they pass the assessment to be given to them after completing the transition curriculum.

The initial report on the evaluation of the OBTEC Trimester Scheme assessed the students', faculty members', and administrators' perceptions in the following areas: (1) quality of learning; (2) achievement of objectives; and (3) instructional approaches. A survey was conducted through Google Forms. The following are the major findings.



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**Based on Students' Responses (N = 298)**

On the average, students found the OBTEC Trimester Scheme somewhat unfavorable. Among the aspects of the OBTEC Trimester Scheme that the students found most positive are the curriculum being consistent with the K to 12 curriculum, that it prepares them for the teaching profession, and that it successfully integrates training in pedagogical content knowledge to outcomes-based integration. On the other hand, the most negative aspects of the OBTEC Trimester Scheme according to the students are its inefficient use of time with regard to the pacing of the lessons, their lack of school-life balance because of the trimester scheme, and their inability to complete their class requirements because of the schedule.

**Based on Faculty Members' Responses (N = 19)**

In general, the faculty members found the OBTEC Trimester Scheme somewhat favorable. The most positive aspects of the OBTEC Trimester Scheme from the perspective of the faculty members are its being consistent with the K to 12 curriculum, its ability to prepare the students for the teaching profession, and its integration of training in pedagogical content knowledge to outcomes-based education. The most negative aspects are it limits faculty members in experiencing work-life balance, inefficient use of time because of its being too fast paced, and its inability to provide faculty members enough time to finish all their requirements at work.

**Based on Administrators Responses (N = 5)**

The administrators have a general favorable rating of the OBTEC Trimester Scheme. Among the most highly rated statements pertain to the success of OBTEC in integrating training in pedagogical content knowledge to outcomes-based education, preparation of the students for the teaching profession, and being consistent with the K to 12 curriculum. The statements they found least favorable are those about its efficiency in the use of time, ability to meet its objectives, and providing enough time to meet all their work requirements as administrators.

**Recommendations**

1. Provide more training for faculty members to implement the curriculum well. For instance, working closely with the registrar is needed to ensure the smooth flow of scheduling of activities.
2. Close monitoring is also suggested for the improvement of the implementation of the curriculum, to ensure that the curriculum is properly adhered to.
3. Careful planning should be done in terms of plotting out the activities of the OBTEC within the schedule. It would be good to revisit whether the trimester scheme allows enough time to fulfill all the objectives laid out in the OBTEC. A properly scheduled and implemented program would allow students, faculty members, and administrators to enjoy, stay motivated, and experience school-/work-life balance while at the same time meeting the objectives of OBTEC.

**REFERENCE:**

EPRDC. (2018). *Evaluation of the Outcomes-Based Teacher Education Curriculum (OBTEC) Trimester Scheme*.



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