# Outcomes-Based Education Implementation in Maternal and Child Nursing: Status, Challenges, and Prospects

**Dr. Raquel M. Perez, RN, Dr. Jean Rizza A. Dela Cruz, RN, Raquel D. Enriquez, MSN, Ann Margarette G. Morales, RN MSN, Janelle Kea Marie Pacioles, RN**

**Olivarez College Tagaytay, Philippines**

## ABSTRACT

This study explored on the implementation of Outcomes-Based Education (OBE) in Maternal and Child Nursing across selected nursing schools in Cavite, Philippines. Given the absence of comprehensive literature on OBE in professional nursing courses, specifically Maternal and Child Nursing this research aimed to fill that gap by examining the current status, challenges, and prospects of OBE implementation.

The researcher utilized the holistic multiple case study design; through this design, outcomes-based education implementation was not explored through one lens but rather a variety of data sources, such as interviews, focus group discussions, classroom and clinical observations, and documentary reviews.

Findings showed that the current status of OBE implementation indicates that the Colleges of Nursing in the province of Cavite are utilizing a hybrid syllabus and traditional grading system, with students experiencing a significant amount of coursework and using a course portfolio. Faculty members are active facilitators of learning; however, there is a formidable need for faculty members aligned with their specialization.

Challenges were also encountered during the transition, OBE implementing guidelines remained ambiguous, with meager resources, a limited budget for training, and inadequate technical support to develop and capacitate the faculty. There were expectations that the participants' visions would be actualized. These include harmonizing macro and micro curricula, maximizing resources to continue comprehensive training, and the unwavering commitment of the academic leaders to oxidize towards stronger administrative support.

Based on the findings, it is suggested that the components of the grading system be standardized, the acquisition of modern tools and equipment be prioritized, and capacitated and retooled the faculty to enable them to fully and effectively implement outcomes-based Education in Maternal and Child Nursing.

Lastly, it is recommended that the study be replicated to include all professional nursing courses and other nursing institutions in Cavite to get a more comprehensive picture of outcomes-based education implementation among nursing schools in Cavite.

**Keywords:** Outcomes-based Education, Maternal and Child Nursing, Cavite

## INTRODUCTION

The landscape of nursing education is undergoing a significant transformation with the adoption of Outcomes-Based Education (OBE), a shift that aims to ensure that graduates are equipped with the competencies necessary for effective practice in a rapidly evolving healthcare environment. Since the Commission on Higher Education (CHED) in the Philippines mandated the implementation of OBE in 2012, nursing schools have been challenged to realign their curricula to focus on specific learning outcomes rather than merely the completion of course content (Fernando, 2021). This transition is not just a bureaucratic requirement; it represents a fundamental change in how educators approach teaching and learning, emphasizing the need for students to demonstrate their knowledge and skills in practical settings.

Currently, the implementation of OBE in nursing education has shown promising improvements, particularly in enhancing the employability of graduates. Research indicates that by focusing on competencies that align with industry needs, nursing programs have reported increased job placement rates and positive feedback from employers regarding the preparedness of new graduates (Mercado & Lagto, 2018). For instance, a study by Iringan and Bansig (2019) highlighted that graduates from OBE-implemented programs were better equipped to meet the demands of the healthcare sector, leading to higher employability rates. However, the journey toward OBE has not been smooth. Faculty members, who are at the forefront of this transition, often find themselves grappling with the complexities of new teaching methodologies, assessment strategies, and curriculum design. Many educators report feeling unprepared and overwhelmed by the demands of OBE, which can lead to frustration and burnout (Baguio, 2019).

The challenges faced by faculty during the transition to OBE varies. A study by Guimba et al. (2019) highlighted that many educators struggle with the shift from traditional assessment methods to more innovative, outcome-focused evaluations. This transition requires not only a change in teaching strategies but also a rethinking of how student performance is measured. Faculty members often express concerns about the increased workload associated with developing new assessment tools and the need for ongoing professional development to stay abreast of best practices in OBE implementation.

Statistics further illustrate the impact of these challenges on faculty morale and effectiveness. According to a report by the Philippine Nursing Association, approximately 70% of nursing faculty members feel overwhelmed by the demands of OBE, leading to burnout and decreased job satisfaction (Philippine Nursing Association, 2020). This situation is exacerbated by limited institutional support, as many nursing schools struggle with inadequate resources and funding for faculty training and development.

Despite these challenges, the prospects for OBE in nursing education remain promising. Research indicates that when properly implemented, OBE can lead to improved student engagement and learning outcomes. A study by Guzman et al. (2017) found that institutions that invested in faculty development and provided clear guidelines for OBE implementation reported higher levels of student satisfaction and better performance on competency assessments. Additionally, the integration of technology in teaching and assessment has been shown to enhance the effectiveness of OBE, allowing for more personalized and adaptive learning experiences (Mangali et al., 2019).

By examining the current status, challenges, and prospects of OBE implementation in Maternal and Child Nursing, this research sought to provide valuable insights into the experiences of faculty members during this transition. The findings will contribute to the growing body of knowledge on nursing education and offer recommendations for enhancing the effectiveness of OBE in preparing future nursing professionals to meet the challenges of modern healthcare. Ultimately, this study underscores the importance of fostering a supportive and collaborative educational environment that empowers faculty to embrace OBE and its potential to improve nursing education and patient care outcomes.

## METHOD

The researcher utilized a multiple qualitative case study to explore the status, challenges, and prospects of outcomes-based education implementation in maternal and child nursing in selected nursing schools in Cavite. Yin (2014) defines the qualitative multiple case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not evident and in which multiple sources of evidence are used. Yin (2014) based his approach to case study on the post-positivist paradigm, which emphasizes the meaning of human experience through inquiry or by observing human behavior as data.

Through this design, outcomes-based education implementation is not explored through one lens but rather a variety of data sources such as face-to-face interviews, classroom observation/clinical observation, and documentary reviews.

Purposeful sampling was used to select the study participants. The selection criteria were based on each school's potential to contribute to understanding outcomes-based education implementation. The study focused on participants willing to share and talk about their experiences in this area.

Participating schools are located in Cavite and comprise one (1) family-owned nursing school, one (1) Christian university nursing school, one (1) Catholic nursing school, and one (1) State University nursing school.

These Nursing schools in Cavite are:

a. currently practicing outcomes-based education implementation

b. have been accredited by accrediting agencies of HEIs and

c. willing to share their practice in outcomes-based education implementation

Nursing Administrator:

a. must be a VPAA (if permitted)/Dean/Academic Coordinator/Clinical Coordinator/Level Coordinator;

b. has been in the position for more than a year, and

c. willing to participate in the study.

Nursing Faculty:

a. BSN Level II Faculty;

b. has been teaching in the institution for more than a year

c. full-time faculty handling lecture and RLE in maternal and child health nursing; and

d. willing to participate in the study.

Nursing Students:

a. must be a BSN Level II student;

b. have a residency of more than a year, and

c. willing to participate in the study

Data analysis involves examining, categorizing, tabulating, testing, or recombining evidence to produce empirically based findings. In the context of case studies, data analysis consists of reviewing, categorizing, tabulating, testing, or otherwise recombining evidence to draw empirically based conclusions (Yin, 2014). Further, the researcher used the following techniques to analyze the multiple cases under study: interview and focus group discussion, field notes analysis, pattern matching, and cross-case analysis.

## RESULTS

This study's participants were four (4) Colleges of Nursing in the Province of Cavite. Specific participants from each institution comprised the dean or level 2 coordinator, level 2 faculty members, and nursing students.

Interviews, focus group discussions, classroom and clinical observation, and documentary analysis were done. The researcher sought patterns and rivals in the data from the different cases. Within-case and cross-case analysis were employed, using the data from the participants to show a multi-dimensional picture of the cases. The findings underwent validation strategies to establish the trustworthiness of the data before coming up with the final report.

*Case 1* is a state university in the province of Cavite in the Philippines. In 2016, Outcomes-Based Education (OBE) was introduced in the College as a new educational approach. Since this is new to them, the amount of

work involved in planning the curriculum for the first time was substantial, given the transformational nature of the change from the previous curriculum, but subsequent years involved fine-tuning and responding to feedback.

Several training and workshops were conducted at the institutional level, as well as a series of committee meetings, presentations at faculty and staff development sessions, and written material such as leaflets and brochures, to raise awareness and understanding of OBE.

In 2018, during the implementation of CHED CMO No.15 in the BSN program, which is a mandate to shift to outcomes-based Education, the College has been fine-tuning its curriculum to adapt to this mandate. The administrators were called for orientations, seminars, and workshops on how Colleges of Nursing can implement CMO 15. However, the faculty still clamored for their involvement in the said training and workshops since they are the primary implementers of the curriculum. This became a challenge to them; they see it as an urgent concern to get proper training on OBE and harmonize their curriculum implementation. However, the limited budget for training has been the main reason not all of them were allowed to attend the training and workshops. Only one (1) slot was given for a sponsored registration from their university, especially when the training fee is costly. Therefore, the team just utilized and maximized the available resources and capabilities. They prepared their OBE syllabus based on their existing resources and what their previous training had been given to them by the schools and ended up mixing traditional and OBE. Efforts of the faculty members have been apparent in continually benchmarking for an OBE template to harmonize their activities in the classroom and not just base their decisions on their understanding.

Likewise, the transition to support curriculum change has been slow and challenging, as the Dean and faculty claimed. One of the current sad realities of the College of Nursing is the fast turnover of faculty, who, after a series of training, will resign or leave the school for another professional endeavor. Moreover, the newly hired faculty members were not a priority for training and preparations because they are in the category of job order (J.O.), where the LGU is the one to decide when this Job Order faculty will report for their newly assigned post.

On the other hand, the rosters of tenured faculty utilized, to a greater extent, the traditional teaching practices, with a mix of outcomes-based teaching and learning practices. These practices were evident during my classroom observations. Some faculty members are handling the BSN level II utilizing a fusion of traditional and outcomes-based teaching and learning such as lectures, sharing of experiences, reflections, and video presentations. Conventional lectures are still highly utilized by tenured faculty. Furthermore, the return demonstration and performance checklists were still being used at the skills laboratory. To monitor the progress of the students in attaining learning outcomes in Maternal and Child Nursing, they implemented the course portfolio to file the student's outputs such as reflections, case studies, written exam results, rubrics, etc.

Significantly, the grading system is still traditional. Components of grades still lean on attendance and written examination rather than outcomes-based.

Moreover, the working environment of the faculty should also be emphasized to aid them with the technology and resources they need to comply with the requirements.

The transition period has been a struggle for the College of Nursing. They aspired to harmonize all the elements of OBE so they could be translated at the classroom level. They believe that administrative support, especially providing an adequate budget for training all faculty members, is the key to the seamless implementation of OBE.

The shift from clinical practice to nursing education poses severe issues for faculty members. Managing workload, negotiating academic culture, and understanding gaps in teaching approaches are essential concerns. Implementing new curricula like concept-based approaches takes a lot of organizational work, time, and faculty support (Repsha et al., 2020). On the other hand, these modifications may result in more dynamic and student-focused learning settings. Comprehensive mentorship programs that include formal teaching preparation, advice on academic culture, and structured mentoring are crucial for facilitating successful

transfers (Grassley & Lambe, 2015). Faculty members go through different transition processes, but during curricular changes, themes of cooperation, communication, coordination, coherence, and futility tend to surface (León et al., 2023). Universities should fund long-term initiatives to assist new faculty members and acknowledge the value of mentorship in nursing education (Grassley & Lambe, 2015).

*Case 2* is a private, coeducational Christian university. The university acquired Deregulated Status on October 22, 2001, and was awarded Autonomous Status on October 27, 2003. The Nursing program was accredited Level IV by the Association of Christian Schools, Colleges and Universities Accrediting Agency, Inc. (ACSCU-AAI).

It was in 2018 that CMO No. 15 was implemented in the College; however, the university started its training and seminars a year ahead. The Dean, an active member of various educational organizations, embraced OBE implementation to support her faculty. She was amenable to the administration's full support and generosity in sending faculty for training in OBE. A series of training and workshops were done at the institutional level, cascading to the program level; a series of administrative and departmental meetings, faculty and staff development sessions, and educational materials were provided to have an in-depth understanding of OBE.

However, the faculty members expressed difficulty shifting to the new educational landscape. For them, achieving confidence in implementing OBE is a work in progress. As shown in Table 8, their narratives during the focus group discussion signify struggles in teaching Maternal and Child Nursing since this concept is not their specialization. With the implementation of the K-12, many of the retained faculty were tenured and have been teaching concepts from a higher level. Since there is no student intake in Levels 3 and 4, faculty from these levels were reassigned to teach professional subjects such as MCN.

Though they were given training and workshops on OBE, the transition period could be more challenging and is causing resistance from some senior faculty. Consequently, senior faculty still integrates traditional practice most of the time in their teaching approaches. They need help utilizing technology and virtual learning modes to deliver their lessons.

Moreover, most faculty members emphasized during the FGD that OBE's CHED implementation guidelines need to be clarified. Frequent changes in some guidelines have caused misunderstandings in the interpretation of how OBE should be implemented. The faculty members felt this was overwhelming because they had been frequently revising their syllabus, yet they could not feel confident that they were doing it the right way.

Furthermore, faculty members claimed that as first-time implementers of OBE, they also need more time to prepare their lessons to make them outcomes-based by integrating varied teaching and assessment practices. Likewise, level 2 students verbalized the feeling of being overwhelmed with the many coursework in MCN to comply with the requirements of the faculty. Included here is the independent study designed by the faculty. With this tedious preparation of the MCN learning design, the department employed a portfolio to collect evidence of learning and monitor the attainment of learning outcomes in Maternal and Child Nursing. Through this course portfolio, students can also monitor their progress in attaining the intended learning outcomes of MCN.

As depicted in their syllabus, the grading system is still traditional. Components of grades still include attendance, projects, and written examinations and are not outcomes-based.

Students expressed appreciation for OBE even though voluminous requirements bound them; the faculty employed initiatives to make classroom discussion more enjoyable. They adjusted the teaching and learning activities to fit their students' learning styles. During my classroom observation, I have seen how the seasoned faculty incorporated the use of short video clips to discuss the growth and development of MCN. Through this, the students were engaged in the discussion. Moreover, during my visit to the delivery room for clinical observation, the faculty facilitated their exposure by giving them varied opportunities to practice and perform their skills, making their experience fun and worthwhile.

Moreover, to effectively implement OBE, the faculty's need for technical support should be addressed. Since most of them were tenured, technology became a hindrance to their efficiency in cascading their lessons. Additional support and training should be considered to address this challenge.

In all of this, one thing that cannot be forgotten is the faculty's character as active learning facilitators. They have encountered struggles during this transition. Still, they continue to inspire and motivate their learners to gain the knowledge and preparations they need in their chosen profession. Thus, continuous learning should always take place not only for students but also for the implementers of this new educational landscape. Comprehensive OBE training among the faculty is not a one-shot deal. It should be a cycle because the school adapts to changes in the learning milieu, and the faculty should continually be updated.

Implementing Outcomes-Based Education (OBE) in the Philippines presents opportunities and challenges for faculty members. While many recognize OBE as a necessary upgrade to improve educational quality and competitiveness (Pepito, 2019), concerns persist regarding time constraints, resource availability, and alignment of learning outcomes (Guico & Dolor, 2013; Guimba et al., 2019). Faculty members generally demonstrate awareness and positive attitudes towards OBE but express the need for more training, particularly in the use of technology. Revision of the curriculum, creating student-centered activities, and modifying teaching strategies are all necessary for the shift to OBE (Guico & Dolor, 2013; Guimba et al., 2019). Institutions must give faculty members ongoing resources, oversight, and assistance to guarantee successful implementation (Mangali et al., 2019). Adopting OBE is thought to be essential for raising educational standards and fulfilling international requirements despite certain obstacles (Pepito, 2019; Guimba et al., 2019).

*Case 3* is a Roman Catholic learning institution. Currently, the College of Nursing is a small department consisting of five (5) faculty members, including the Dean and Academic Coordinator, and 16 nursing students. Their student population has been greatly affected by the K12 transition. Despite their circumstances, the College continues to strive for excellence in the delivery of nursing education and has subjected itself to voluntary accreditation.

The faculty claimed that they initially implemented OBE in 2016. Still, in 2018, when the Commission on Higher Education (CHED) mandated that the College implement OBE through the passage of CMO 15, the College formally launched OBE.

During the transition period, as the College shifts its paradigm to the new nursing education system, it has been a struggle, considering that most academic community members have different views and understanding of how to implement the new curriculum. The academic coordinator and nursing faculty members underwent several OBE training sessions; however, this training was needed to give them more confidence to make an OBE syllabus. Until now, they still need to find OBE guidelines that are more precise and stable since they have experienced frequent changes in OBE guidelines since the release of CMO 15. Continuous OBE training for all BSN faculty is impossible because of the limited budget for the institution's training. Furthermore, the ADPCN-initiated training for faculty is limited to a few numbers of participants per school, and it is expensive.

Because of the low enrollment in the nursing program, faculty members were pushed to teach MCN, which is not their area of specialization, to maintain their full-time permanent status. Consequently, a great amount of time is spent on preparation and coping with other special assignments or tasks.

Moreover, during FGD with the students, most of them spoke graciously about the faculty. They found them to be inspiring and active facilitators of learning. This was evident during my classroom observation. The faculty motivates and engages students in her class to enhance their learning. The faculty uses humor to lighten the students' moods and help them better appreciate the lessons. In addition, the faculty became conscious of the teaching and learning activities they provide to the students. The students acknowledged the transformation in their classroom activities that utilize various teaching materials, not only lectures and reading books but also video clips, which aid them in better understanding their course.

The College needs to transform from its traditional ways to cope with this new educational trend. This is evident in the students' narratives regarding the modernization and upgrading of laboratory equipment. They felt that the mannequins and materials in the laboratory needed to be updated and needed to be replenished with updated ones.

To address the challenges, the academic coordinator and faculty suggest comprehensive OBE training and strengthening the administrative support to sustain the implementation of this new curriculum.

Guimba et al. (2019) draw attention to the difficulty faculty members encounter when revising curricula, such as time constraints and resource availability. Although Mangali et al. (2019) acknowledge insufficient evaluation expertise and training, they show positive faculty views regarding OBE. OBE's emphasis on student-centered learning and alignment with industry needs is highlighted by Hamsan et al. (2021). The necessity of thorough faculty training (Guimba et al., 2019; Mangali et al., 2019), ongoing evaluation and development (Mangali et al., 2019; Hamsan et al., 2021), and the significance of coordinating curriculum, pedagogy, and assessment with OBE principles (Akhmadeeva et al., 2013; Hamsan et al., 2021) are among the recurring themes in all of the papers. The research indicates that substantial adjustments to conventional teaching methods and administrative backing are necessary to adopt OBE effectively.

*Case 4* is a private, family-owned institution. Granted Level III by PACUCOA and reregulated status, the nursing program has been its flagship program since 2003. This program has enabled the College to enhance its facilities and infrastructure.

The College has implemented an outcomes-based education (OBE) approach for the past two years. During the academic year 2016-2017, the College promoted constructive alignment in all curriculums through the OBE approach. Depending on the program, there is an emphasis on research activities, practical work, including laboratory techniques, and clinical and professional skills.

The transition from traditional to OBE became accessible due to the unfolding support of the administration. Several seminars and training were sponsored during faculty development programs to aid in aligning the curriculum. The OBE syllabus should align the intended learning outcomes with the teaching-learning activities and assessment methods. There is an apparent gradual adoption of alternative or authentic assessments of students, such as group performance presentations, group research presentations, and portfolios, in the final period of the term. Most notable is that written examinations or assessment activities related to pencil and paper format remain the primary requirement in passing the course. However, continuous training for OBE is suggested since the number of students who would like to take up nursing has begun to increase. The newly hired faculty should be the ones to undergo training in OBE so that from the start of their lesson, the coordinator will guide them in the proper implementation.

Moreover, regarding the use of technology in the classroom, the faculty was guided by trained technicians to effectively use it in the delivery of their lesson, which is "Google Classroom." Moreover, during my classroom observation, the facilities were new, and each classroom was equipped with an intelligent T.V. and built-in audio to make the discussions more meaningful.

The challenge that the College is facing now is the need for more technical support to update the tools and equipment in the nursing laboratory. The Dean and students clearly stated in their narratives the need for modern tools and equipment in the skills laboratory.

Adequate planning, strong leadership backed up by some financial resources, tenacity and persistence, and a willingness to make the change are all seemingly essential requirements for beavers in implementing OBE in this College.

Careful planning, strong leadership, and adequate funding are necessary to adopt outcome-based Education (OBE) at higher education institutions (Sun & Lee, 2020). OBE puts the learner at the center of the educational process by focusing on student learning objectives rather than using standard teaching approaches (Sawant, 2016).

Teachers ' attitudes toward OBE are essential in its successful implementation; those with positive opinions are more inclined to complete the required procedures (Baguio, 2019). OBE's effective implementation and long-term viability at higher education institutions depend on cooperation between administrators, instructors, students, and other stakeholders (Baguio, 2019; Sun & Lee, 2020).

Table 1 Summary of Categories, Sub-themes, and Themes in Status of Outcomes-based Education Implementation in Maternal and Child Nursing

| Categories & Sources | Sub-themes | Emergent Themes |
|---|---|---|
| Assessment and evaluation (*Case 1 FGD-faculty*, Case 3, *interview*) | Enhanced integration of varied teaching and assessment practices | Implementation of the hybrid syllabus |
| Collaborative learning (*Case 2, Documentary analysis)* | | |
| Performance-based Learning (*Case 2, Clinical observation)* | | |
| The grading system (*Case 1, FGD-students, Case 2, Interview, Case 3, FGD-faculty, Case 4, interview*, *Documentary review of all Cases*) | Holding on to the traditional grading system | |
| Teacher as facilitator (*Case1, interview, Case 1, FGD-faculty)*, | Faculty as active facilitators of learning | The MCN Faculty Amid Transition |
| Motivational teacher (*Case 3, FGD-students)* | | |
| Inspiring faculty (*Case 2, FGD-students)* | | |
| Facilitating learning (*Case 4, FGD-students, Case 1, 2, 3, 4 Classroom observation, Case 1, 2, 3, 4 Clinical observation*) | | |
| Turnover of faculty (*Case 1 interview*) | Formidable need for faculty with MCN specialization | |
| Alignment of faculty (*Case 2 FGD-faculty, Case 3 FGD-faculty, Case 3 FGD-faculty, Case 3 Clinical Observation, Case 4 Clinical Observation*) | | |
| Mastery of topic (Case 2 Classroom observation | | |
| Overwhelming paper works (*Case 1 FGD-faculty*) | Tedious preparation of MCN learning design | |
| Preparation time (*Case 2 interview, Case 2 FGD-faculty, Case 4, FGD-faculty* | | |
| Multi-tasking (*Case 3, interview*) | | |
| Time management (*Case 3, FGD-faculty*) | | |
| Independent study (*Case 1, interview, Case 1, FGD-students, Case 2, interview, Case 2 FGD-students, Case 3 FGD-faculty, Case 3 FGD-students, Case 3 FGD-faculty, Case 4, FGD-students, Case 2 documentary review*), | Inclusion of Required Independent Study hours in the Professional Nursing Courses | Great Amount of Coursework |
| Requirements (*Case 1, FGD-faculty; Case 2, interview; Case 2, FGD-students; Case 3, FGD-students; Case 4, FGD-faculty; Case 4, FGD-students; Case 2, documentary analysis*) | OBE means more outputs | |
| Course Portfolio-Relevance (*Case 1, FGD-faculty; Case 2, FGD-faculty; Case 2, FGD-students; Case 3, FGD-faculty; Case 4, FGD-faculty; Case 4, FDG-students; Case 1, 2, 3, 4 Documentary analysis*) | The Relevance of Course Portfolio in outcomes-based Education | Portfolio Implementation: Repertoire of Evidence of Learning in Maternal and Child Nursing |
| Course Portfolio Implementation (*Case 1, interview)*, Course Portfolio (*Case 1, FGD-students*), | Self-monitoring on the achievement of Learning Outcomes | |

| | | |
|---|---|---|
| Course Portfolio (*Case 2, FGD-faculty*), Course Portfolio (*Case 2, FGD-faculty*) | | |

The current status of OBE implementation indicates that the Colleges of Nursing in the province of Cavite are utilizing a hybrid syllabus. It combines traditional and OBE. Though teaching strategies there is a significant integration of various teaching and assessment strategies, the grading system still needs to be recognized.

Likewise, the faculty members during the transition period have been active facilitators of learning. However, there is a formidable need for faculty members who are aligned with their area of specialization and can cope effectively with a great deal of preparation for Maternal and Child Nursing learning design.

Moreover, with the inclusion of additional hours for independent study in CHED CMO No.15, students were confronted with a great deal of work to meet the course requirements.

Similarly, the schools implemented a course portfolio, which serves as a repertoire of learning evidence. Besides being a requirement for implementing outcomes-based Education, course portfolios have also become a tool for self-monitoring students' achievement of learning outcomes.

Portfolios are defined by Möller et al. (2021) as compilations of learning activities, evaluations, and progress reports. They emphasize the necessity of integration into the educational program, alignment with learning outcomes, and a precise aim. The potential of portfolios to promote continuous improvement, make learning and competence growth apparent, and offer insightful information about the teaching-learning relationship highlighted in all three studies. Effective implementation is essential for successfully using portfolios in Education, including support from teachers and students.

Table 2 Summary of Categories, Sub-themes, and Themes in Challenges in Outcomes-based Education Implementation in Maternal and Child Nursing

| Category and Sources | Subthemes | Emergent Themes |
|---|---|---|
| Alignment of course outcomes (*Case 1, FGD-faculty*, *Case 4, FGD-faculty*) | Concerns on Alignment of Outcomes | The Ambiguity of OBE Implementing Guidelines |
| Creation of level outcomes (*Case 3, FGD-faculty*) | | |
| Alignment in learning outcomes (*Case 1, FGD-students*) | | |
| Evaluation of level outcomes (*Case 2, interview*) | | |
| Numerous outcomes (*Case 4, interview*) | | |
| OBE syllabi making (*Case 1, FGD-faculty, Case 2, FGD-faculty, Case 3, interview, Case 4, FGD-faculty, Case 1, 2, 3, 4 document analysis*) | Diverse Interpretations among OBE Implementers | |
| Budget for training (*Case 1 FGD-faculty, Case 2 FGD-faculty*, *Case 3 interview, Case 3 FGD-faculty, Case 4 FGD-faculty*) | Limited BudgetBudget for training | Meager Resources in Support for OBE Implementation |
| Technical support (*Case 1, interview, Case 1, FGD-faculty*, *Case 1, FGD-students, Case 2, interview, Case 3, FGD-students, Case 4, FGD-students, Case 1, & 3 Classroom observation*) | Inadequate Technical Support | |

Challenges were also encountered during the transition. Though CHED and ADCPN initially gave guidelines concurrent with training and workshops about the new educational approach, the OBE implementing

guidelines remained ambiguous among implementers. This ambiguity is a repercussion of concerns about alignment and diverse interpretations among the implementers.

Although most schools comply with OBE frameworks (Fernando, 2021), faculty members need help with curriculum change, such as limited resources and alignment problems (Guimba et al., 2019). Faculty members' comprehension of OBE frequently concentrates on format rather than contextualization and application, with insufficient knowledge of the concepts covered in the curriculum.

In addition, the participating nursing schools are experiencing meager resources. A limited budget for training and inadequate technical support to develop and capacitate the faculty were the barriers to fully implementing outcomes-based Education.

Researchers suggest more funding for resources, faculty development courses emphasizing OBE concepts and curriculum alignment (Guzman et al., 2017), and improved comprehension of the faculty's instructional role in OBE implementation as solutions to these problems. According to the studies, to guarantee successful implementation and better learning outcomes for children, all stakeholders must have access to sufficient resources, thorough training, and an explicit knowledge of OBE concepts.

Table 3 Summary of Categories, Sub-themes, and Themes in Prospects in Outcomes-based Education Implementation in Maternal and Child Nursing

| Category and Sources | Subthemes | Emergent Themes |
|---|---|---|
| OBE training (*Case 1, interview; Case 1, FGD-faculty*; *Case 2, interview; Case 2, FGD-faculty*; *Case 3, interview*; *Case 3, FGD-faculty*; *Case 4, interview*) | Retooling the faculty for full implementation of OBE | Maximizing Resources to Continue Comprehensive Training |
| Involvement of administrators (*Case 1, interview*; *Case 2, FGD-faculty*; *Case 3, interview*) | Cascading training from top to bottom | |
| Echoing of seminars (*Case 1, FGD-faculty*) | | |
| Alignment of the syllabus (*Case 1, FGD-faculty, Case 2, FGD-faculty, Case 3, FGD-faculty, Case 1, 2, 3, 4 document analysis*) | Constructive alignment of outcomes | Harmonization of the Macro curriculum and Micro curriculum |
| Learning materials (*Case 1, FGD-students; Case 2, FGD-faculty; Case 3, FGD-students; Case 4, interview; Case 4, FGD-students; Case 3,4 Document analysis*) | Modernization of Skills Laboratory and Other Learning Resources | Towards stronger administrative support |
| OBE support (*Case 1, interview*) | Academic Leader's Unwavering Commitment to Obedize | |
| The vision of OBE (*Case 2, interview, Case 2, FGD-faculty, Case 3, interview, Case 3, FGD-faculty*) | | |
| Administrative support (*Case 4, interview*) | | |

Meanwhile, given the current status and challenges faced among outcomes-based education implementers, the participants' visions were expected to be actualized. These visions include harmonizing the macro and micro curriculums to constructively align VMG with the attributes of the institutions' ideal graduates. Another is maximizing resources to continue comprehensive training by retooling the faculty and cascading from the administrative level down to the faculty and stall to attain full implementation of outcomes-based Education.

Notwithstanding these difficulties, an effective OBE implementation can lead to ongoing quality improvement and reassure stakeholders regarding the quality of graduates (Sun & Lee, 2020). Effective OBE implementation requires careful planning, a commitment to time and effort, and an emphasis on student

learning goals (Sun & Lee, 2020; Tam, 2014). OBE signifies a paradigm shift in educational philosophy and practice, necessitating institutions' reevaluation of conventional structures and procedures (Tam, 2014).

Finally, stronger administrative support and unwavering commitment from academic leaders will be needed to strategize the modernization of skills laboratory and other learning resources.
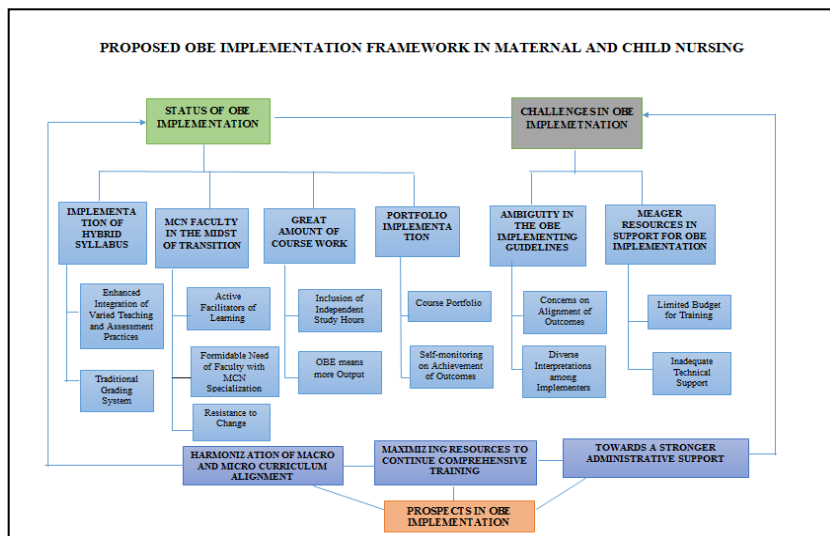


Fig. 1 Proposed OBE Implementation Framework in Maternal and Child Nursing

This OBE implementation framework guides Colleges of Nursing in effectively traversing themselves during the transition. It requires bridging gaps and addressing organizational challenges at the macro and micro-curricular levels as it adapts to the fast-changing educational milieu.

The current status of OBE implementation indicates that the Colleges of Nursing in the province of Cavite are utilizing a hybrid syllabus. It combines traditional and OBE. Though teaching strategies there is a significant integration of various teaching and assessment strategies, the grading system still needs to be recognized.

Furthermore, the faculty members in the transition period have been active facilitators of learning; however, there is a formidable need for faculty members aligned with their specialization who can cope effectively with the tedious and long hours of preparing MCN learning designs.

Likewise, with the additional hours for independent study required in CHED CMO No. 15, students are confronted with a great deal of work due to the inclusion of independent study hours and the more output required per professional nursing course.

Part of the relevant current practices is the implementation of a course portfolio, which serves as a repertoire of evidence of learning. It provides a basis for self-monitoring students' progress in the educative process and significantly addresses continuous quality improvement needed when learning outcomes still need to be achieved. Portfolios work well for keeping an eye on and creating activities, assisting students in building their knowledge, and enhancing academic procedures (Akleh & Wahab, 2020).

Challenges in OBE implementation are part of the birth pains of transition. Though the Technical Panel for Nursing Education of CHED and the ADPCN have provided direction through implementing CMO 15, OBE implementing guidelines remained ambiguous among implementers. These challenges could be one of the reasons why the Colleges of Nursing are still implementing a hybrid syllabus with a grading system that is still traditional. Another fact is the meager resources from the organizations supporting OBE implementation. A budget for training is essential to effectively put across the necessary OBE concepts and principles, further translating to the quality of orientation of the faculty member teaching the professional courses in nursing. Training is crucial for the College of Nursing to develop and indulge faculty members in building learning competencies and mobilizing resources and methods, including conventional and contemporary pedagogies that enhance learning through in-house and external training. Training should also go vis-a-vis with materials,

laboratory equipment, multimedia, and other technology that support OBE implementation. Time constraints, resource shortages, and facility limitations all contribute to the unsuccessful implementation of OBE (Guimba et al., 2019). Institutions should concentrate on faculty development to solve these problems, especially in curriculum mapping, student-centered techniques, and creating syllabuses (Guzman et al., 2017).

With the current status and challenges of OBE implementation, future initiatives have emerged from the data:

***Harmonization of Macro curriculum and Micro curriculum*** includes constructive alignment of VMG with the attributes of its ideal graduates. Harmonization becomes primordial for outcomes at different levels. Moreover, the outcomes are the end, while the educational structures and curriculum are the means of attaining these outcomes. Philippine HEIs are particularly challenged to produce Filipino graduates who can engage meaningfully in their communities and in building the nation and who are productive and competitive, especially in the context of ASEAN 2015 and the globalization of professional practice (CHED Handbook on Typology, OBE, and ISA, 2014).

***Maximizing Resources to Continue Comprehensive Training*** This includes retooling faculty for full implementation of OBE and cascading training from top to bottom. Although OBE is viewed as an essential improvement over traditional educational systems (Pepito, 2019), faculty retooling is necessary for its adoption. According to Guimba et al. (2019), developing faculty skills and expertise, creating objectives, and matching curricula are among the challenges. This future capability intervention holistically covers relevant elements of OBE at the macro and micro levels. The training program includes essential OBE elements such as alignment of VMG with Graduate Attributes, Program Outcomes and Course outcomes, curriculum mapping, OBE syllabi making, outcome-based teaching and learning (OBTL), assessment of learning, and continuous quality improvement plan.

***Towards a Stronger Administrative Support*** To realize the harmonization of macro-micro curriculum alignment and comprehensive training programs, administrative support is the key. Support encompasses the rationalization of budgets and infrastructures that support OBE implementation at all levels of the organization, specifically the modernization of the skills laboratory and other learning resources. Moreover, the unwavering commitment of academic leaders to recognize will enable the implementers to perform their duties with passion and dedication fully. In this manner, the school and the academic community adapt effectively based on their quality targets, shift paradigms seamlessly, and consequently develop sensitivity to how it will position itself in a growing complex educational environment.

## DISCUSSION

The present study's findings showed that outcomes-based Education is implemented in the four (4) participating nursing schools in Cavite. In implementing this new approach in curriculum delivery, the Colleges of Nursing have been adapting to implementing OBE with their available resources. Moreover, the current OBE practices of faculty in Maternal and Child Nursing showed that they are implementing a hybrid OBE syllabus in Maternal and Child Nursing and enhancing the integration of varied teaching and assessment practices. On the other hand, the participating schools continue to use traditional grading systems to appraise their students. Furthermore, the participating schools suffered from the transition, which resulted in a formidable need for faculty with Maternal and Child Nursing specialization, which affected the implementation of outcomes-based Education. The faculty teaching at higher levels assumed the post to teach Maternal and Child Nursing, which is different from their expertise. That led to the faculty's tedious preparation of the learning design and affected their requirements to students with the inclusion of independent study, resulting in many requirements.

To further address the requirements of OBE, a course portfolio was implemented as a repertoire of evidence of learning, which required the students to self-monitor their evidence in attaining learning outcomes in Maternal and Child Nursing.

Amid the transition, the Colleges of Nursing experienced several challenges, such as ambiguity of OBE implementing guidelines and concerns about the alignment of outcomes because of diverse interpretations

among implementers. Likewise, meager resources, including a limited budget and inadequate technical support for the faculty, had a negative impact on the current implementation of outcomes-based Education in MCN.

Lastly, the prospects shared by the participants include maximizing resources to continue comprehensive training by retooling the faculty and cascading from the top administration down to the faculty and staff, harmonization of the macro curriculum and micro curriculum through constructive alignment, and maximizing administrative support for future essential initiatives that would address the current status and challenges in OBE implementation in Maternal and Child Nursing among the selected nursing schools in Cavite.

Obedizing the nursing curriculum is timely, and the Commission on Higher Education's mandate is to shift to outcomes-based Education. Higher education institutions (HEIs) are now responsible for ensuring that college graduates are better equipped with the relevant knowledge, skills, and disposition needed to demonstrate the attributes of being a nurse graduate.

With this paradigm shift, HEIs must follow this new educational approach, which comes with certain challenges, such as alignment in outcomes and provision of resources. However, the administration should prepare to deliver the needed support to equip the OBE implementers with the resources required to address the challenges.

The study's findings imply that shifting our paradigms to outcomes-based Education requires learning, unlearning, and re-learning relevant pedagogical concepts and approaches that will foster the attainment of the goal, which is the delivery of quality nursing education specific to maternal and child nursing.

Based on the findings above, the researcher recommends revisiting, revising, and aligning the grading system's components. Each component should reflect the relationship between the final grades or rating and the achievement of the course's intended learning outcome/s.

Moreover, the administration should prioritize acquiring modern tools and equipment to improve the skills laboratory and other learning resources. The management must ensure that these tools and equipment are updated, always available, adequate, and in good working condition to facilitate learning better and achieve the intended learning outcomes.

Furthermore, capacitate and retool the faculty and involve all the administration members by cascading from top to bottom to enable them to fully and effectively implement outcomes-based Education in Maternal and Child Nursing.

Finally, since this study was done in selected nursing schools in Cavite, it is likewise recommended that the study be replicated to include all professional courses in nursing and other nursing institutions existing in Cavite to get a more comprehensive picture of the status, challenges, and prospects of outcomes-based education implementation among nursing schools in Cavite. Moreover, classroom and clinical visits should be arranged over a prolonged period to assess the actual status of outcomes-based education implementation fully.

**Impact of the Study**

As faculty members teaching Maternal and Child Nursing, the implications of this study resonate deeply with the commitment to fostering a high-quality educational environment for students. The insights gained from this research not only highlight the current challenges faced but also provide a roadmap for enhancing the alignment of teaching practices and curriculum design. By understanding the complexities of OBE implementation, faculty members can better prepare students to meet the demands in the healthcare industry, ensuring students are equipped with the necessary skills and knowledge to provide compassionate and competent care.

Moreover, the study emphasizes the importance of continuous professional development for faculty, advocating for training and resources that align with OBE principles. This is crucial, to effectively teach and assess students hinges on understanding OBE methodologies and commit to adapting teaching strategies accordingly (Iringan & Bansig, 2019). By embracing these changes, faculty members can create a more

engaging and supportive learning environment that not only enhances student outcomes but also contributes to the overall improvement of maternal and child health care in the country.

In conclusion, this study serves as a vital contribution to the discourse on nursing education, providing evidence-based recommendations for the successful implementation of OBE in Maternal and Child Nursing. It calls upon to educators to reflect on the practices, advocate for necessary changes, and ultimately strive to produce graduates who are not only skilled practitioners but also empathetic caregivers, ready to make a positive impact in the lives of those they serve.

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