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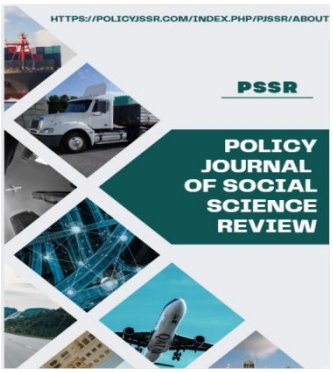

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OUTCOME-BASED EDUCATION AND ACADEMIC ACHIEVEMENT: A QUANTITATIVE ANALYSIS OF UNDERGRADUATE STUDENTS

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ABSTRACT

Outcome-Based Education (OBE) is a student-centered approach that emphasizes clearly defined learning outcomes and competencies. Unlike traditional content-based instruction, it focuses on what learners are expected to achieve upon completion of a course or program. Despite its increasing adoption in higher education, empirical evidence on its impact on academic achievement, particularly in developing contexts, remains limited. This study therefore examined the relationship between OBE practices and undergraduate students' academic achievement. A quantitative cross-sectional survey design was employed. The population comprised undergraduate students from public and private universities, and a stratified random sample of 350 students was selected. Data were collected using a validated 25-item Likert-scale questionnaire covering five OBE dimensions: learning outcomes clarity, assessment alignment, teaching effectiveness, student engagement, and feedback mechanisms. Content validity was ensured through expert review, while construct validity was established using Exploratory Factor Analysis (factor loadings = 0.61–0.87). The instrument demonstrated excellent reliability (Cronbach's α = 0.91). Data were analyzed using SPSS through descriptive statistics, Pearson correlation, and multiple regression analysis at a 0.05 significance level. Findings revealed a high level of agreement regarding OBE implementation (M = 4.12, SD = 0.58). A significant positive relationship was found between OBE and academic achievement ($r = .68$, $p < .001$). Regression results showed that OBE significantly predicted academic achievement ($\beta = .61$, $p < .001$), explaining 42% of the variance ($R^2 = .42$). Among OBE dimensions,

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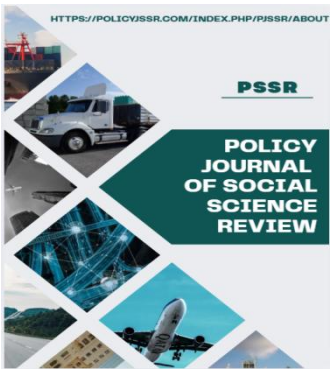

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learning outcomes clarity and assessment alignment were the strongest predictors of achievement. The study concludes that OBE significantly enhances undergraduate academic performance by promoting clear learning expectations, aligned assessment practices, and student-centered learning environments. These findings support constructive alignment theory and confirm the educational value of OBE in higher education.

Keywords: Outcome-Based Education (OBE), Student Learning Outcomes, Educational Assessment, Constructive Alignment, Educational Effectiveness.

INTRODUCTION

Higher education in the 21st century has increasingly shifted toward educational approaches that emphasize measurable learning outcomes, student competencies, and accountability in teaching and learning processes. Among these reforms, Outcome-Based Education (OBE) has emerged as a transformative educational model that prioritizes what learners are expected to achieve rather than what instructors intend to teach. Unlike traditional content-oriented approaches that focus primarily on instructional delivery, OBE emphasizes students' demonstration of knowledge, skills, attitudes, and competencies upon completion of academic programs (Spady, 1994).

Outcome-Based Education is founded on the principle that all educational activities—including curriculum design, instructional strategies, learning experiences, and assessment practices—should align with predetermined learning outcomes. In higher education institutions, OBE has become increasingly important because it provides a structured framework for ensuring educational quality, improving student learning, and enhancing graduate employability (Harden, 2007).

The rapid expansion of global educational standards and accreditation requirements has accelerated the implementation of OBE across universities worldwide. Institutions are increasingly expected to demonstrate evidence of student learning, competency development, and educational effectiveness. Consequently, OBE has gained recognition as a student-centered approach capable of aligning educational practices with labor market expectations and contemporary societal demands (Biggs & Tang, 2022). Academic achievement remains one of the most important indicators of educational success and institutional effectiveness. Researchers argue that educational systems that clearly define learning expectations and provide aligned assessment mechanisms contribute positively to student performance and engagement (Cheng et al., 2023). OBE promotes active participation, continuous feedback, and performance-oriented

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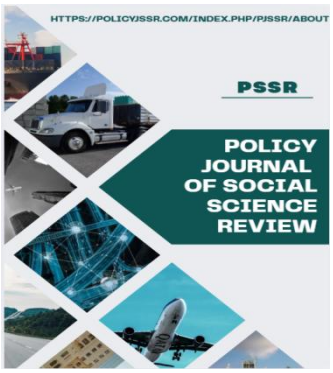

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learning experiences that may improve students' academic outcomes.

Recent developments in educational assessment have highlighted the significance of aligning curriculum objectives with instructional and evaluation processes. Undergraduate students increasingly require educational environments that support competency acquisition, critical thinking, collaborative learning, and self-regulated academic development. OBE seeks to address these requirements by establishing measurable outcomes and facilitating meaningful educational experiences (Gul et al., 2024).

Although OBE has gained considerable attention in higher education reform initiatives, empirical evidence regarding its direct influence on undergraduate students' academic achievement remains relatively limited, particularly within developing educational contexts. Existing studies have focused largely on curriculum implementation and accreditation processes, while fewer studies have examined students' perceptions of OBE practices and their relationship with academic outcomes.

Therefore, the present study investigates Outcome-Based Education and academic achievement among undergraduate students. Specifically, the study aims to examine undergraduate students' perceptions regarding OBE practices, determine the relationship between OBE and academic achievement, and assess the predictive effect of OBE on students' academic performance.

LITERATURE REVIEW

Concept and Foundations of Outcome-Based Education

Outcome-Based Education is an educational philosophy that organizes teaching and learning around explicitly defined outcomes that learners are expected to achieve. According to Spady (1994), OBE emphasizes educational success by ensuring that instructional practices focus on measurable learner performance rather than instructional inputs.

The theoretical foundation of OBE is strongly associated with constructivist learning theory, which views students as active participants in knowledge construction. Within OBE frameworks, learning experiences are intentionally designed to facilitate mastery of competencies through authentic assessment and continuous improvement (Biggs & Tang, 2022).

OBE implementation generally involves four essential principles: clarity of focus, expanded opportunities for learning, high expectations, and backward curriculum design. These principles guide educational institutions in creating instructional environments that support student achievement and educational accountability (Killen, 2019).

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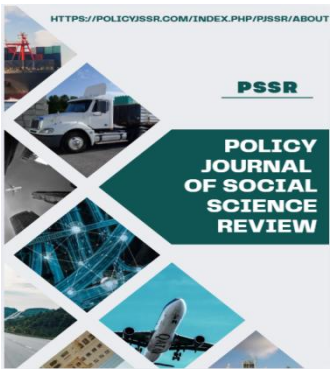

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Outcome-Based Education in Higher Education

Higher education institutions across the world have increasingly adopted OBE frameworks to improve curriculum quality and align educational outcomes with industry and societal expectations. Universities implementing OBE emphasize competency development, measurable learning indicators, and evidence-based assessment systems.

Recent studies suggest that OBE contributes positively to student engagement and instructional effectiveness. Cheng et al. (2023) reported that structured outcome alignment improves learning consistency and supports deeper student understanding. Similarly, Gul et al. (2024) found that undergraduate students exposed to OBE practices demonstrated greater academic responsibility and stronger participation in learning activities.

OBE implementation also supports institutional quality assurance and accreditation requirements. Educational systems increasingly emphasize graduate attributes, employability skills, and continuous curriculum evaluation, all of which align with outcome-oriented educational frameworks (UNESCO, 2023).

Outcome-Based Education and Academic Achievement

Academic achievement refers to the extent to which students successfully attain educational goals through performance indicators such as examination results, grade point averages, and demonstrated competencies. Educational researchers increasingly recognize that instructional approaches significantly influence academic outcomes.

OBE is designed to enhance academic achievement by establishing transparent expectations, structured assessment practices, and learner-centered instructional strategies. When students understand expected outcomes and receive regular feedback, they become more engaged and motivated to achieve academic goals (Biggs & Tang, 2022).

Empirical findings have demonstrated positive associations between OBE implementation and academic achievement among undergraduate students. A study conducted by Gul et al. (2024) revealed that outcome-oriented instructional practices improved students' conceptual understanding and academic performance across multiple disciplines. Similarly, educational research indicates that OBE enhances self-directed learning and promotes higher-order cognitive skills including analysis, synthesis, and problem-solving abilities, which collectively contribute to improved academic outcomes (Killen, 2019).

Students' Perceptions toward Outcome-Based Education

Students' perceptions represent an important indicator of educational

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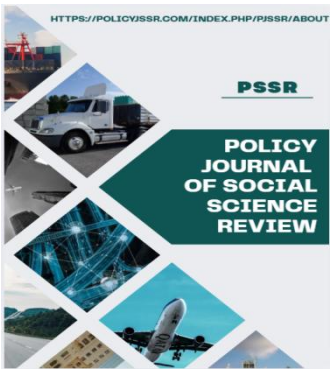

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effectiveness because learners directly experience curriculum implementation and instructional practices. Positive perceptions of OBE are associated with increased motivation, improved participation, and stronger academic engagement.

Research suggests that undergraduate students generally perceive OBE positively when learning outcomes are communicated clearly and assessment procedures remain aligned with course objectives (Cheng et al., 2023). Students often value structured feedback and opportunities to demonstrate competencies through practical and collaborative learning activities.

However, challenges remain in OBE implementation. Some studies indicate that ineffective communication of learning outcomes, insufficient faculty preparation, and limited institutional support may reduce students' acceptance of outcome-oriented educational models (UNESCO, 2023).

Predictive Role of Outcome-Based Education on Academic Achievement

Recent educational research increasingly examines OBE not merely as a curriculum framework but as a predictor of educational outcomes. Evidence suggests that clearly articulated learning outcomes, aligned assessment methods, and competency-based instructional practices significantly predict improvements in students' academic achievement.

Regression-based studies have demonstrated that educational environments emphasizing outcome alignment produce stronger student engagement, higher completion rates, and improved academic performance (Gul et al., 2024). Consequently, OBE continues to be viewed as a strategic educational reform capable of supporting undergraduate student success.

Research Gap

Despite increasing implementation of Outcome-Based Education in higher education institutions, limited empirical evidence exists regarding its influence on undergraduate students' academic achievement, particularly in developing educational contexts. Previous studies have concentrated mainly on curriculum design and accreditation frameworks while giving less attention to students' perceptions and predictive educational outcomes. Therefore, the present study addresses this gap by examining perceptions of OBE practices and determining their relationship with undergraduate students' academic achievement.

METHODOLOGY

Research Approach

The present study employed a quantitative research approach to investigate the relationship between Outcome-Based Education (OBE) practices and academic

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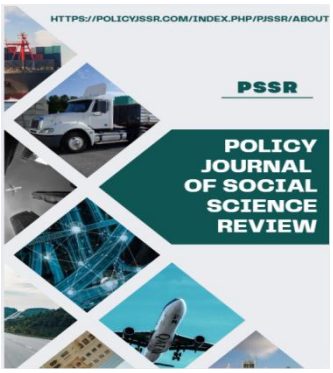

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achievement among undergraduate students. Quantitative research is appropriate when the purpose is to collect numerical data, measure variables objectively, and examine relationships using statistical procedures (Creswell & Creswell, 2023). The approach enabled systematic measurement of students' perceptions regarding Outcome-Based Education and examination of its influence on academic achievement.

The study was guided by the positivist research paradigm, which emphasizes empirical observation, objectivity, and statistical testing of relationships among variables. This paradigm was considered suitable because the study aimed to quantify undergraduate students' perceptions and evaluate predictive associations through statistical analysis.

Research Design

A cross-sectional survey research design was adopted for this study. Cross-sectional surveys collect data from participants at a single point in time and are commonly used to describe characteristics, identify relationships, and analyze perceptions within a target population (Fraenkel et al., 2022).

The design was selected because it allowed the researchers to obtain information from undergraduate students regarding their experiences and perceptions of Outcome-Based Education practices efficiently and economically. Furthermore, the design supported quantitative comparison and analysis of the relationship between OBE implementation and academic achievement.

Population of the Study

The target population of the study consisted of undergraduate students enrolled in both public and private universities. Students from multiple academic disciplines were included to ensure diversity and representativeness of educational experiences across different fields of study. The inclusion of participants from both public and private institutions was intended to enhance the generalizability of the findings and provide a broader understanding of Outcome-Based Education practices within higher education settings.

For participation in the study, specific inclusion and exclusion criteria were established. The inclusion criteria comprised undergraduate students who were currently enrolled in degree programs at public or private universities and who voluntarily agreed to participate in the study. Conversely, postgraduate students and those enrolled in short-term certification programs were excluded from participation. In addition, questionnaire responses that were incomplete or lacked sufficient data for analysis were excluded to maintain the accuracy and reliability of the study findings.

Sampling Technique and Sample Size

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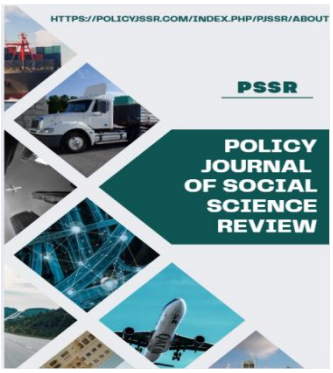

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The study employed a stratified random sampling technique to select participants. Stratified random sampling is a probability sampling method in which the population is divided into homogeneous subgroups, and participants are selected proportionally from each subgroup to enhance representativeness and reduce sampling bias (Taherdoost, 2020). In this study, the population was stratified based on university sector (public and private universities), academic discipline, and undergraduate level. Following the stratification process, respondents were randomly selected from each subgroup to ensure equitable representation across the identified categories.

A total of 350 undergraduate students participated in the study. The selected sample size was considered adequate for conducting advanced statistical analyses, including factor analysis, correlation analysis, and regression procedures commonly applied in social science research. According to Hair et al. (2022), an appropriate sample size contributes to the reliability, validity, and generalizability of statistical findings, particularly in quantitative survey-based studies.

Research Instrument

Data were collected using a self-developed structured questionnaire based on Outcome-Based Education literature and previous empirical studies. The instrument consisted of 25 close-ended items organized into five dimensions of Outcome-Based Education:

Dimensions of Outcome-Based Education Questionnaire

Dimension	Number of Items
Learning Outcomes Clarity	5
Assessment Alignment	5
Teaching Effectiveness	5
Student Engagement	5
Feedback Mechanisms	5
Total	**25**

Responses were measured using a five-point Likert scale:

Scale	Interpretation
1	Strongly Disagree
2	Disagree

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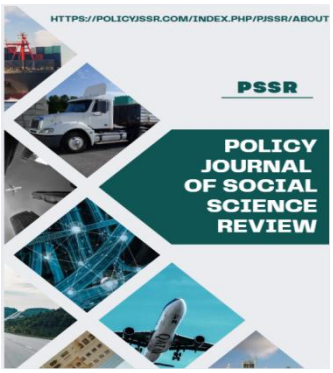

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3	Neutral
4	Agree
5	Strongly Agree

Higher scores indicated stronger perceptions of Outcome-Based Education implementation.

Validity of the Instrument

Content Validity

Content validity of the instrument was established through expert review to ensure that the questionnaire adequately measured the intended constructs. The questionnaire was evaluated by specialists in the fields of Educational Research, Curriculum Studies, and Higher Education Assessment. The experts assessed the instrument based on several criteria, including clarity of wording, relevance to the research objectives, coverage of the study constructs, and appropriateness of item structure. Their feedback was carefully reviewed, and necessary modifications were incorporated to improve the quality, comprehensiveness, and suitability of the questionnaire for data collection.

Construct Validity

Construct validity was examined using Exploratory Factor Analysis (EFA). The purpose of conducting EFA was to verify the dimensional structure of the instrument and determine whether the questionnaire items appropriately represented the intended Outcome-Based Education (OBE) constructs. The factor analysis results indicated factor loadings ranging from 0.61 to 0.87. These values exceeded the commonly accepted threshold value of 0.50, indicating satisfactory construct validity and supporting the retention of the measurement items. According to Hair et al. (2022), factor loadings above the acceptable threshold demonstrate that the instrument adequately measures the underlying theoretical constructs and possesses acceptable psychometric properties.

Reliability of the Instrument

The reliability of the instrument was evaluated using Cronbach's Alpha coefficient to determine the internal consistency of the questionnaire items. Reliability analysis was conducted to assess the extent to which the instrument consistently measured the intended constructs across all items. The results indicated a Cronbach's Alpha coefficient of .91, demonstrating a high level of internal consistency among the questionnaire items. According to Taber (2018), an alpha coefficient above 0.90 indicates excellent reliability and suggests that the instrument items are highly consistent in measuring the underlying constructs. Therefore, based on the

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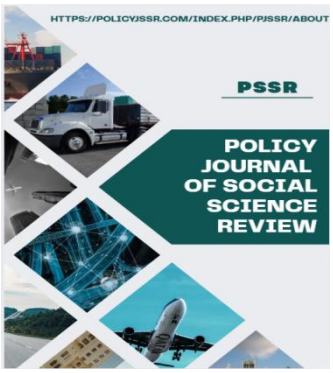

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obtained reliability coefficient, the questionnaire was considered sufficiently reliable and appropriate for administration to the final study sample.

Reliability Statistics

Instrument	Cronbach's Alpha
OBE Questionnaire	0.91

Interpretation: Excellent Reliability

Data Collection Procedure

Data collection was carried out in several systematic stages. In the first stage, formal permission was obtained from the administrations of the selected public and private universities to ensure ethical compliance and institutional approval. In the second stage, participants were briefed about the purpose of the study, their voluntary participation, and the confidentiality of their responses. They were also assured that the collected data would be used strictly for academic purposes only.

Following the ethical briefing, questionnaires were distributed both physically and electronically to facilitate maximum participation and accessibility. Participants were asked to complete the instrument independently without external influence and return the duly completed questionnaires to the researchers. In the final stage, all returned questionnaires were carefully screened for completeness, coded, and subsequently entered into SPSS for statistical analysis.

Data Analysis Techniques

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). Both descriptive and inferential statistical techniques were employed to analyze the collected data. Descriptive statistics were used to summarize the data, while inferential statistics were applied to examine relationships and predictive effects among variables.

Multiple Linear Regression Analysis was performed to determine the predictive influence of Outcome-Based Education (OBE) dimensions on students' academic achievement. The regression model was formulated as follows: Academic Achievement = $\beta_0 + \beta_1(LOC) + \beta_2(AA) + \beta_3(TE) + \beta_4(SE) + \beta_5(FM) + \varepsilon$, where LOC represents Learning Outcomes Clarity, AA represents Assessment Alignment, TE represents Teaching Effectiveness, SE represents Student Engagement, FM represents Feedback Mechanisms, and ε denotes the error term. The regression analysis generated standardized beta coefficients (β), coefficient of determination (R^2), and significance values (p) to assess the strength,

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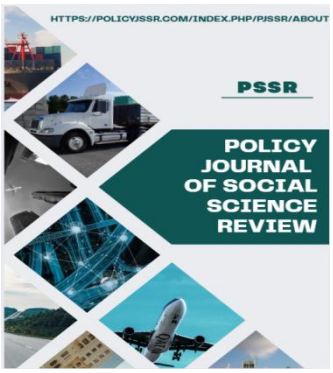

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contribution, and statistical significance of each predictor.

The study adopted a 5% level of significance for hypothesis testing. All statistical decisions were made using a p-value threshold of 0.05. A p-value less than 0.05 was considered statistically significant, leading to the rejection of the null hypothesis, whereas a p-value greater than or equal to 0.05 indicated non-significant results and resulted in the acceptance of the null hypothesis.

Ethical Considerations

Ethical principles were strictly maintained throughout the study to ensure the protection of participants' rights and data integrity. All participants were informed about the voluntary nature of their participation, ensuring that they were free to take part without any form of coercion. They were also assured of confidentiality and anonymity, and it was clearly communicated that no personal identifying information would be collected during the study. Furthermore, participants were informed of their right to withdraw from the study at any stage without any negative consequences. All collected data were used solely for academic research purposes and were handled with strict confidentiality to maintain ethical standards throughout the research process.

Data Analysis and Findings

Descriptive Analysis of Outcome-Based Education (OBE)

Table presents the descriptive statistics of students' responses regarding the implementation of Outcome-Based Education (OBE).

Descriptive Statistics of OBE Implementation

Variable	N	Mean (M)	Std. Deviation (SD)	Level of Agreement
Outcome-Based Education (Overall)	350	4.12	0.58	High

The results in Table 4.1 indicate a **high level of student agreement** regarding the implementation of Outcome-Based Education practices in their universities (M = 4.12, SD = 0.58). This suggests that students generally perceive OBE strategies—such as clear learning outcomes, aligned assessments and active learning approaches—are being effectively implemented in their academic environment.

Correlation Analysis

Pearson Product-Moment Correlation was applied to examine the relationship between Outcome-Based Education and academic achievement.

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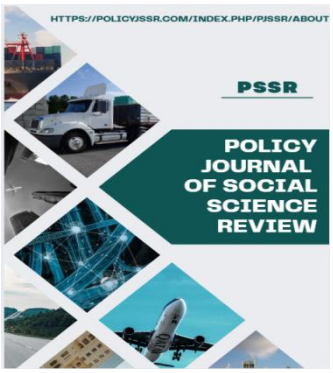

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Correlation between OBE and Academic Achievement

Variables	N	r	p-value	Interpretation
OBE & Academic Achievement	350	.68**	< .001	Strong Positive Relationship

Note: $p < .001$

The results reveal a strong positive and statistically significant relationship between Outcome-Based Education and academic achievement ($r = .68$, $p < .001$). This indicates that higher implementation of OBE practices is associated with higher levels of student academic performance. The strength of the correlation suggests that OBE plays a meaningful role in improving educational outcomes at the undergraduate level.

Regression Analysis

A simple linear regression was conducted to determine the predictive effect of Outcome-Based Education on academic achievement.

Regression Analysis of OBE Predicting Academic Achievement

Predictor	β	t-value	p-value	R^2	F-value
Outcome-Based Education	.61	14.72	< .001	.42	216.68***

***p < .001

The regression analysis indicates that Outcome-Based Education is a significant predictor of academic achievement ($\beta = .61$, $t = 14.72$, $p < .001$). The model explains 42% of the variance ($R^2 = 0.42$) in students' academic performance, which reflects a substantial explanatory power.

The F-statistic ($F(1,348) = 216.68$, $p < 0.001$) confirms that the overall regression model is statistically significant. These results demonstrate that improvements in OBE implementation are strongly associated with enhanced academic achievement among undergraduate students.

Multiple Regression Analysis of OBE Dimensions

To identify the relative contribution of each OBE dimension, a multiple regression analysis was conducted.

Predictive Power of OBE Dimensions on Academic Achievement

OBE Dimensions	β	p-value	Rank of Influence
Learning Outcomes Clarity	0.29	< .001	1
Assessment Alignment	0.24	< .001	2
Teaching Effectiveness	0.18	< .01	3

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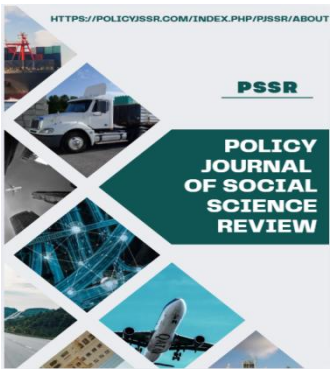

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Student Engagement	0.15	< .01	4
Feedback Mechanisms	.12	< .05	5

The results show that all dimensions of Outcome-Based Education significantly predict academic achievement, although with varying strengths.

i. **Learning outcomes clarity (β = .29, p < .001)** emerged as the strongest predictor, indicating that clearly defined learning expectations play the most critical role in enhancing student performance.
ii. **Assessment alignment (β = .24, p < .001)** is the second strongest factor, highlighting the importance of consistency between teaching objectives and evaluation methods.
iii. Other factors such as teaching effectiveness, student engagement, and feedback mechanisms also contribute positively but with comparatively lower predictive strength.

These findings suggest that academic achievement is maximized when OBE is implemented holistically, with particular emphasis on clarity of learning outcomes and alignment of assessments.

Theoretical Interpretation

The findings support the principles of constructive alignment theory, which emphasizes the alignment of learning outcomes, teaching activities, and assessment strategies. The significant positive effects of OBE also align with learner-centered pedagogical frameworks, which prioritize active engagement and measurable learning outcomes.

Moreover, the results are consistent with international research indicating that Outcome-Based Education enhances academic performance by improving clarity, structure, and accountability in teaching and learning processes.

DISCUSSION

Level of Implementation of Outcome-Based Education

The findings revealed a high level of student agreement regarding the implementation of Outcome-Based Education practices (M = 4.12, SD = 0.58). This indicates that students perceive OBE strategies such as clearly defined learning outcomes, aligned assessments, and structured instructional practices—as being effectively implemented in their academic institutions.

This result is consistent with the principles of modern learner-centered education, where clarity of learning objectives and structured teaching approaches enhance student understanding and engagement. It also aligns with previous studies that suggest institutions adopting OBE frameworks tend to demonstrate improved instructional transparency and academic structure.

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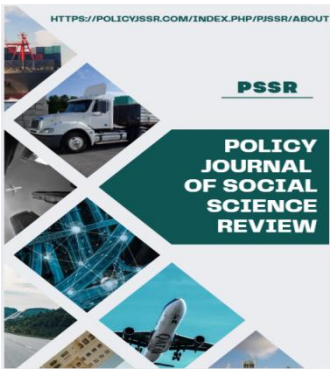

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Relationship between OBE and Academic Achievement

The Pearson correlation analysis indicated a strong positive relationship between Outcome-Based Education and academic achievement ($r = .68$, $p < .001$). This suggests that improvements in OBE implementation are associated with higher levels of student academic performance.

This finding supports constructive alignment theory, which emphasizes that when learning outcomes, teaching activities, and assessments are aligned, students achieve better learning results. The result also confirms international research indicating that OBE enhances student understanding, motivation, and performance through structured learning expectations.

Predictive Effect of OBE on Academic Achievement

Regression analysis showed that Outcome-Based Education significantly predicts academic achievement ($\beta = .61$, $t = 14.72$, $p < .001$), explaining 42% of the variance ($R^2 = .42$) in student performance.

This indicates that OBE is not only correlated with academic achievement but also serves as a strong predictor of it. The substantial explanatory power of the model highlights the importance of institutional practices in shaping student success. This finding reinforces the idea that structured educational frameworks significantly influence academic outcomes.

Contribution of OBE Dimensions

Among the dimensions of Outcome-Based Education (OBE), learning outcomes clarity ($\beta = .29$) and assessment alignment ($\beta = .24$) emerged as the strongest predictors of academic achievement, followed by teaching effectiveness, student engagement, and feedback mechanisms. These findings indicate that students tend to perform better when learning expectations are clearly defined, assessments are aligned with course objectives, and instructional practices are systematically organized. The results highlight that clarity and alignment are central components of effective educational design. Furthermore, the findings reinforce the principles of constructive alignment theory, which emphasizes the coherence between intended learning outcomes, teaching activities, and assessment practices as a key determinant of improved student learning outcomes.

CONCLUSIONS

Based on the statistical findings, the study concludes that Outcome-Based Education (OBE) is highly implemented and positively perceived by undergraduate students. The results further indicate a strong positive relationship between OBE and academic achievement, suggesting that improvements in OBE practices are associated with enhanced student performance. Moreover, OBE significantly

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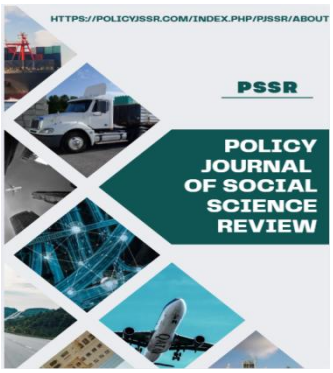

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predicts academic achievement and explains a considerable proportion of variance in students' academic outcomes, highlighting its substantive influence in higher education settings. Among the various components of OBE, learning outcomes clarity and assessment alignment emerged as the most influential factors in improving academic success. Overall, the study concludes that Outcome-Based Education plays a significant and meaningful role in enhancing undergraduate students' academic achievement by promoting structured learning environments, clearly defined expectations, and aligned assessment practices.

RECOMMENDATIONS

Based on the findings of the study, several recommendations are proposed for different stakeholders in the education sector. For higher education institutions, it is recommended that they further strengthen the implementation of Outcome-Based Education (OBE) frameworks. In addition, regular monitoring and evaluation mechanisms should be established to ensure effective alignment between learning outcomes, teaching practices, and assessment strategies.

For teachers and instructors, it is recommended that learning outcomes be clearly communicated to students at the beginning of each course. Instructional strategies should be carefully aligned with both learning outcomes and assessment criteria to ensure coherence in the teaching-learning process. Furthermore, greater emphasis should be placed on active learning strategies and student-centered teaching approaches to enhance student engagement and academic performance.

For curriculum developers, it is recommended that strong alignment be ensured between course objectives, content delivery, and assessment tools. Learning outcomes should be designed in a way that they are measurable, realistic, and clearly defined to facilitate effective evaluation of student learning. With regard to assessment practices, it is recommended that assessment systems be redesigned to ensure constructive alignment with learning outcomes. A balanced integration of formative and summative assessment should also be maintained to promote continuous learning and improvement among students.

Finally, for future researchers, it is recommended that studies be conducted on Outcome-Based Education at different educational levels, such as secondary and postgraduate education. The use of qualitative or mixed-method research approaches is encouraged to gain deeper insights into the experiences of students and teachers. Additionally, comparative studies between public and private

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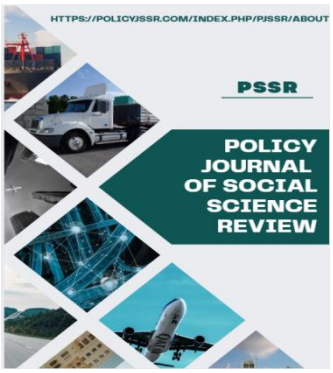

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universities may provide a broader understanding of the effectiveness of OBE across different institutional contexts.

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