

Outcome-Based Teacher Education: A New Era in Teacher Preparation

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Abstract

This study aimed to analyse the emergence of Outcome-Based Teacher Education (OBTE) as a paradigm shift in the way teachers are prepared for modern classrooms. This study suggests that OBTE is a distinctive and practical approach to helping teachers adopt best practices and meet the learning objectives of trainees. The study relied on secondary sources, and its method was a descriptive-based theoretical approach. The OBE program contrasts with the traditional educational approach, prioritizing mastery of content over mastery of skills. In the ongoing teaching and learning phases of the 21st century, students and teachers must become proficient in the curriculum and its content, which can be achieved by utilizing the OBTE approach rather than traditional strategies. This innovative approach offered a novel perspective on the essential transactions of teaching and learning, as well as performance, by ensuring that teachers are prepared to teach and meet the ever-changing demands of 21st century education. This study revealed that OBTE ensures that teachers are knowledgeable, skilled, adaptable, and capable of meeting the demands of 21st century education systems.

Keywords: 21st-century context, Learning Outcome, OBTE, Paradigm shift, Teacher Education.

Introduction

The concept of outcomes has been developed and employed by several writers in various contexts, appearing in a wide range of research studies. Spady (1994) defines outcomes as actions and performances exhibiting a student's proficiency in applying knowledge, concepts, and resources. The shift from a traditional teacher-centered approach to a student-centred approach and learning is known as outcome-based education (Iloanya, 2019). The outcomes or competencies that students should possess after a learning experience are the main focus of OBE, a student-centred approach to education. OBE emphasizes 'what learners can do after completing a course, program, or training' more than traditional education, emphasizing inputs including curricular content, instructional time and teacher-led instruction. According to Davis (2003), with outcome-based education, curriculum choices are made based on the precise learning objectives that students should demonstrate at the end of the course. Also, OBE outlines the learning objectives for pupils and designs the course of study to help them meet these goals (Harden, 2007). Bruce and Bernard Miller (1976) point out that an outcome-based educator integrates information, competence, and style to optimise learning for their students.

The standard of teacher education has changed significantly in recent years. Institutions' main objective used to be to teach students specialized knowledge, but nowadays, the emphasis is on giving students knowledge and life skills that they can utilize in everyday settings (Nessipbayeva, 2012). Through OBE, teacher candidates are more equipped to meet the demands of contemporary education, which improves instructional strategies and student results. Iloanya (2019) has noted that for education to be outcome-based, students must be given the freedom to study at their own speed and according to their aptitudes. However, OBE prioritizes student-centred instruction, emphasizing the development of students' learning objectives and their capacity for autonomous learning (Jiao et al., 2023). Therefore, if the teaching and learning process is to be successful for the entire educational system, students' learning in teacher preparation should be given top importance (Holden & Hicks, 2007).

Benefits of Outcome-Based Education

OBTE focuses on competencies, practical application, personalized learning and measurable outcomes. It prepares teacher candidates not just to acquire knowledge, but to apply it in diverse classroom settings effectively. The benefits of OBE for all parties involved, including curriculum designers, educators, learners, professionals and members of the public (Harden, 2015).

- **Focus on student success:** OBE makes sure that every student has the chance to succeed, no matter how long it takes them to become proficient in the skills.
- **Personalized learning:** Individualized learning plans and pathways are made possible by students' ability to advance independently.
- **Skills development:** OBE emphasises real-world, practical skills that prepare pupils for higher education, the workforce, or society.
- **Transparency and clarity:** Since students and teachers know the learning goals from the outset, students are more aware of what they are expected to achieve.
- **Accountability:** Teachers and educational institutions are accountable for achieving outcomes, fostering a more outcome-oriented education system.

Examples of Outcomes in OBE

Outcomes can be categorized into cognitive (knowledge), psychomotor (skills) and affective (attitudes and values) domains.

Table 1 Example of outcomes in OBE

Domain	Example of Outcomes
Cognitive	Understand key theories of learning and apply them in lesson design.
Psychomotor	Demonstrate the ability to plan, deliver, and assess an engaging lesson.
Affective	Demonstrate ethical responsibility and empathy in teaching practices.

Background of OBE

The idea of outcomes has been developed and employed by many authors in a variety of situations, appearing in a wide spectrum of research works. OBE has been more well-known in national and worldwide education frameworks as a result of its success as a pedagogical technique (Harden, 2002). Even several higher education governing bodies have latently adopted OBE in recent years (Sarkar & Kurup, 2023). Different forms of outcome-based education quickly expanded in industrialized nations like the United States and the United Kingdom in the 1980s and 1990s (Karim & Yin, 2013). Additionally, several nations have implemented outcome-based education to guarantee that students have the necessary abilities and skills to succeed in the workplace (Iloanya, 2019). William Spady introduced OBE in the 1990s to shift the emphasis to competency-based approaches or outcome-based education from the traditional approach. One significant change in this approach is the concept of OBE, which has gained popularity globally in recent decades (Gurukkal, 2018). Moreover, the progressive paradigm shifts in education toward OBE were preceded by growth phases such as competency-based education, criterion-referenced learning and mastery learning (Harden, 2002).

OBE on teachers' competency

Teachers in the 21st century should be educated and equipped to teach students in the 21st century context (Iloanya, 2019). A competent teacher nurtures individual learning abilities, equipping students with unique thinking, decision-making, management, and interpersonal skills while demonstrating their academic proficiency. In this 21st century scenario, enhancing students' skills during the learning process necessitates having high-quality teachers, whose effectiveness in the classroom can be evaluated (NIngsih et al., 2024). Teachers' performance is crucial for this requirement, while teacher performance is positively and significantly influenced by teacher competency (Elfrida, 2020; NIngsih et al., 2024). Although student teachers need to get high-quality teacher education, they must be prepared in a way that teaches them to act and think like teachers (Iloanya, 2019). In addition, OBE gives teachers the freedom

to select their teaching methodology rather than following a predetermined one, provided that the pupils meet the requirements (Harden, 2002). A competent teacher can better understand students' learning needs and create and carry out instructional activities that support students' development by applying the OBE educational concept (Yang, 2023). Furthermore, OBE motivates teachers to be competent, and it can result in good student learning (Karim & Yin, 2013). Here, the study illustrates the impact of OBE on teacher competency:

Table 2 OBE on teachers' competency

Aspect	Description	Impact on Teacher Competency
Focus on Practical Skills	Application of skills in real-world teaching scenarios.	To handle classroom management and instructional strategies effectively.
Competency Development	Specific competencies required for effective teaching.	Equipped with the necessary skills to meet diverse student needs.
Personalized Professional Growth	Based on individual strengths and areas for improvement.	Encourages their unique professional development needs.
Integration of Technology	Educational technologies in teaching practices.	Use digital tools and resources in the classroom.
Lifelong Learning	Culture of continuous improvement.	Engage in ongoing learning and adaptation to new educational trends.

Teachers in OBE create learning outcomes to help them decide what is expected of the students at the conclusion of the class (Iloanya, 2019). Jiao et al. (2023) revealed that implementing OBE greatly improves teachers' educational outcomes and competency. Therefore, the OBE educational philosophy encourages teachers to continuously reflect on their practices and improve their teaching competency to support their lifelong learning and growth (Yang, 2023).

Curriculum in OBE

The curriculum in OBE is essentially distinct from traditional-based approaches. It is outcome-driven rather than content-driven, meaning that the curriculum's design, delivery, and evaluation are influenced by the course objectives or competencies students must acquire.

Mkonongwa (2018) has noted that ‘all curricula should be evidence-based and outcome-focused, with teaching strategies aligned to the appropriate learning domains: cognitive, affective and psychomotor’. The existing curriculum has not met the desired learning objectives or achieved core competencies, making it essential for future professional career growth and enhancing personal life quality. In this regard, Hong (2012) highlighted that ‘outcome-based curricula require a reorganisation of content knowledge and a reform in its delivery to students, while still recognising its value’. The shift to outcome-based education proved to be a difficult process that necessitated curriculum mapping for teachers and students to understand the intended progression and the complex relationship between learning outcomes, learning opportunities, curriculum content and student evaluation (Davis, 2003). Therefore, OBE is crucial in teacher education because it ensures that future teachers are not only knowledgeable but also competent, adaptable, and prepared to meet the diverse and evolving needs of modern classrooms. For more clarification, in the following manner, the study shows the structure of an OBE curriculum:

Table 3 Structure of an OBE curriculum

Level	Component	Example
Program Level	Graduate attributes (general competencies).	Ability to integrate technology in teaching, critical thinking, and ethical responsibility.
Course Level	Course learning outcomes (course-specific).	Use ICT tools to create lesson plans.
Unit/Module	Module outcomes (topic-specific).	Create an interactive lesson using Google Classroom.
Lesson Level	Lesson objectives (daily learning goals).	Learn to insert multimedia in a presentation.

Assessment in OBE

Assessment in OBE is centred on determining whether students have achieved the intended learning outcomes. Unlike traditional assessment (which focuses on test scores), OBE emphasizes performance-based assessment. OBE assessments centre on the trainees’ learning outcomes, or how much and effectively they have learned and performed (Karim & Yin, 2013). Hence, OBE can assess students’ abilities by examining learner performance. In OBE, assessments that concentrate on clearly defined learning objectives drive the entire curriculum

rather than being largely determined by things like what is taught, how long it takes a student to reach the results, or which route a student chooses to achieve their goal (M & Ravi, 2011). Additionally, the exit learning outcomes that students must exhibit at the end of a course or program serve as the foundation for all decisions on curriculum, assessment and instruction (Rao, 2020). According to Natarajan (1983), OBTE is distinctive because it moves from evaluating memory to demonstrating essential competencies. Traditional teacher education sets specific requirements for candidates to meet before admission, focusing primarily on passing grades in courses and completing an experience or internship (Aquino & Paul, 1976). While the study presents a comparative view of two contrasting concepts, content-based education (considered traditional education) and OBE, literature analysis reveals that both are linked to specific characteristics in the teacher profile (Serdenciuc, 2013). To sum up, assessment in OBE focuses on evaluating or holding individuals accountable for achieving a specific set of skills or competencies (Aquino & Paul, 1976). Here, after exploring various studies, the study presents the types of assessment in OBE:

Table 4 Types of assessment in OBE

Assessment Type	Purpose	Example
Performance Task	Demonstrate skills or behaviours.	Teaching a lesson, role-playing.
Project/Portfolio	Show cumulative learning.	Digital teaching portfolios.
Rubric-Based Assessment	Provide clear criteria.	Rubrics for grading assignments.
Self-Assessment	Foster reflection.	Self-reflection on teaching practice.
Peer Assessment	Encourage collaborative learning.	Peer feedback on micro-teaching.

Research Questions

- i. What is the importance of outcome-based education in the field of teacher education?
- ii. What are the differences between traditional teacher education and outcome-based teacher education?
- iii. What is the significance of outcome-based teacher education in 21st century scenario?

Materials and Methods

The methodology adopted for this study is a descriptive-based theoretical approach that primarily relies on secondary sources, including scholarly articles, policy documents, and reports published in journals, government publications and global educational frameworks. The use of secondary data allows the study to:

- **Draw from a wide range of perspectives:** Synthesizing knowledge of different authors and practitioners facilitates the discovery of OBE's significance and differences.
- **Explore existing theoretical frameworks:** This research helps close the gap between theory and practice by examining modern modifications and the core framework. By examining current literature and theoretical viewpoints, this method provides a thorough grasp of OBE.

One of the challenges identified in the existing literature is the limited availability of empirical evidence on the educational outcomes of OBE in teacher education. As highlighted by Jiao et al. (2023), recent literature limits the educational results of outcome-based teacher education due to a lack of clarification and application of knowledge. Despite these limitations, the study is significant in addressing the pressing need for a clearer understanding of OBE in teacher education. However, to meet this requirement and facilitate further contributions, this study aims to provide clear and comprehensive knowledge about OBE.

Importance of OBE in teacher education

Outcomes emphasise practical application rather than just knowledge or other cognitive processes and must be defined by the actions or demonstrations being aimed for (Spady, 1994). OBE focuses on structuring every aspect of an educational system around the essential competencies and knowledge that all students must successfully demonstrate by the end of their learning experience (Spady, 1994). Hence, OBE holds that all facets of the educational system are based on learning objectives or outcomes (Jiao et al., 2023). OBE is crucial in teacher education for several reasons, particularly in preparing teachers who can effectively meet the demands of 21st century classrooms. By focusing on specific, measurable outcomes, OBE produces teachers who are ready to make a positive impact on student learning and who are equipped to continue growing and improving throughout their careers. Therefore, the OBE has significant importance in teacher education, which is discussed in the following manner:

- i. **Emphasis on competency over the content:** OBE places more emphasis on competency-based learning than on merely acquiring knowledge. While teacher candidates in the traditional approach concentrated on academic ideas, OBE helped them develop practical abilities necessary in the classroom. However, according to the World Bank Report (2018), only 30% of teachers in low and middle-income nations possess the bare minimum of skills necessary for good instruction. OBE thus seeks to close this gap by emphasizing employable, quantifiable skills.
- ii. **Aligns with 21st century skills and future-ready education:** According to the World Economic Forum (2020), automation and technology advancements will need to reskill 50% of all workers by 2025. OBE guarantees that teachers are ready to include ICT and digital resources in the teaching and learning process. Thus, teachers in today's classrooms must encourage students' critical thinking, problem-solving, digital literacy, and Social-Emotional Learning (SEL) in addition to their subject-matter expertise.
- iii. **Accountability and transparency:** OBE provides a precise framework for monitoring teacher development and guaranteeing responsibility. OBE guarantees that every teacher reaches particular goals before graduating, unlike the traditional paradigm, which centres teacher preparation on time-bound, exam-based success. Therefore, to obtain program certification, accrediting agencies such as NAAC (India) and TEQSA (Australia) now demand that teacher education institutions present proof of learning outcomes and competencies.
- iv. **Enhancing student-centred learning:** OBE encourages a learner-centred strategy that instructs teacher trainees to become 'learning facilitators' rather than 'content deliverers'. Future teachers can use this paradigm to create individualized, student-centred teaching methods. However, the National Education Policy (NEP) 2020 of India emphasises the OBE principles by focusing on student-centric education and advocating for a change from 'teacher-driven content' to 'outcome-driven teaching'.
- v. **Enhances employability and industry relevance:** Institutions prefer teachers with real-world, employable talents over those who merely possess theoretical knowledge. OBE-based teacher education guarantees that teacher candidates graduate with skills that apply to the workplace. In this case, instructors trained under OBE frameworks had a 25% higher chance of finding employment in prestigious institutions and foreign schools than those taught under regular programs, per the Global Employment Trends for Youth Report (2022).

- vi. **Supports inclusive and diverse classrooms:** Teachers now have to manage more diverse classes than ever before, with pupils of various languages, learning styles, and skills. OBE gives teachers the tools and techniques to establish inclusive classrooms. However, UNESCO (2021) highlights the necessity of inclusive education models and points out that inclusive competencies, including universal learning design and individualized instruction, must be emphasized in teacher preparation programs.
- vii. **Use of technology and digital literacy:** The COVID-19 epidemic highlighted the need for educators to be proficient in educational technology. According to UNESCO's (2020) COVID-19 report, 63 million teachers globally lacked the competencies needed to teach effectively online. To prepare future educators for blended and online learning environments, OBE ensures that digital literacy is ingrained as a critical ability.

Difference between Traditional teacher education and Outcome-based teacher education

The shift from traditional to outcome-based teacher education represents a move from a content-driven, process-focused model to one that is competency-driven, outcome-focused, and responsive to the practical needs of both teachers and students in the 21st century. The following list outlines the distinctions between the two strategies:

Table 5 Difference between Traditional teacher education and Outcome-based teacher education

Aspect	Traditional Education	Outcome-Based Education
Focus	Content and input (syllabus, lectures).	Competencies, skills and outcomes.
Assessment	Time-bound exams (norm-referenced).	Mastery-based, performance and formative assessment.
Course of content	Already fixed in terms of time, curriculum and passing marks.	More diverse and provides the opportunity to achieve proficiency.
Role of Teacher	Instructor/Content Provider.	Facilitator/Coach of learning.
The specific outcome of content	Subject-specific content and some cross-disciplinary outcomes.	Long-term, cross-curricular outcomes.
Student Role	Passive learner (listening/notes).	Active learner (practice, reflection, application).

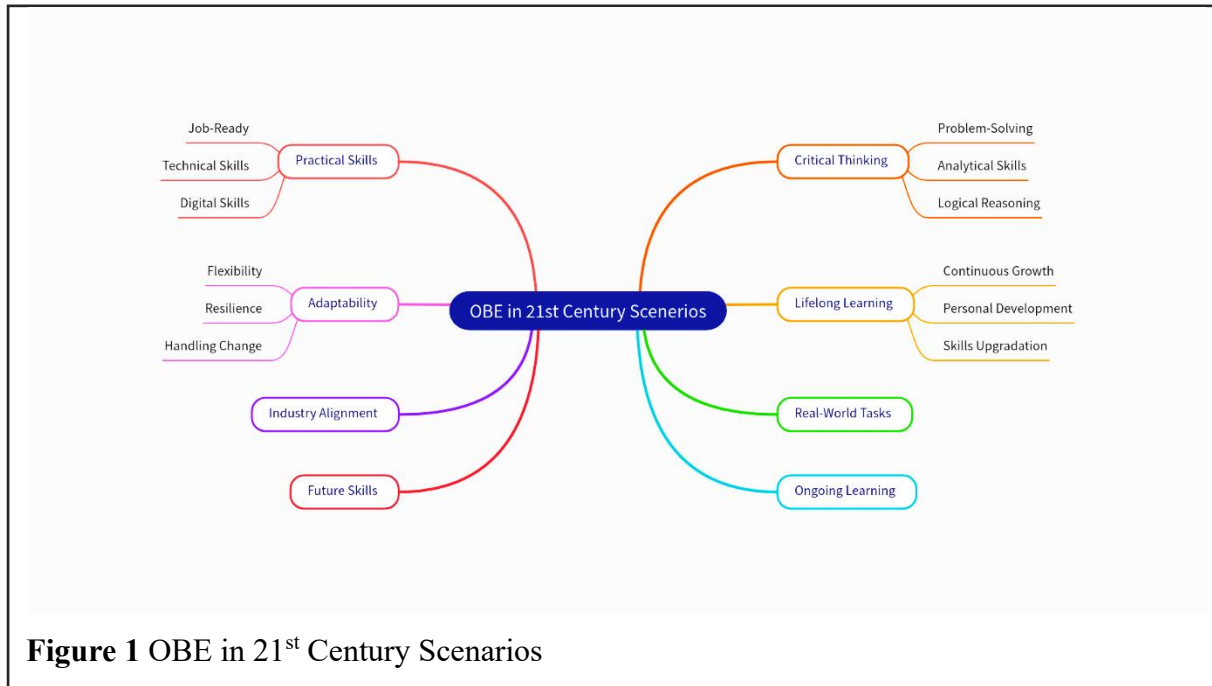
Diverse opportunity	Not getting diverse opportunities or exposure from a teacher.	Getting such opportunities or exposure from a teacher.
Prior knowledge	Trainees come with little or no prior knowledge of traditional teacher education.	Trainees already analyse and build upon their prior knowledge.
Demonstration of skills	The major focus is on the practicum setting, not on the demonstration of acquiring skills.	Students practising and demonstrating the skills.
Self-motivation	Lack of self-motivation.	Trainees are motivated by the ample opportunities.
Bases of knowledge	Rote memorization of factual knowledge.	Understanding and mastery of concepts, skills and competencies.

However, for the industrial-era educational model, traditional teacher education worked well, but in the digital and competency-driven 21st century, outcome-based teacher education is crucial. The key to making sure that teachers are prepared to meet the demands of contemporary education as it changes is OBTE.

Significance of OBTE in 21st century scenario

According to Spady (1994), ‘learning becomes meaningful only when outcomes mirror real-life complexities and prioritize the life roles students will encounter after completing their education’ (Killen, 2000). Hence, OBE is founded on an educational idea that combines a set of declared outcomes with all facets of the educational system and lifelong context (Gurukkal, 2018). Komba and Mwandaji (2015) mentioned that this innovative approach is minimally utilized and highlighted several challenges in its implementation in the 21st century context. Harris et al. (1995) report that outcome-based curricula, education, and training are effective solutions for addressing the complexities of the modern world. Because outcome-based training reconciles learners’ existing and intended knowledge, skills, talents and other characteristics (Wang & Arghode, 2016). However, OBE fosters practical skills, critical thinking, and adaptability, which make them essential traits for 21st century learners. Therefore, OBTE holds significant relevance in the 21st century for several reasons, aligning with

contemporary educational and professional needs. Here's why OBTE is particularly important in the 21st century context, with the illustration:



- i. **Alignment with modern educational standards:** OBTE ensures that teacher education programs are aligned with current academic standards and practices. This alignment helps prepare teachers to meet contemporary classroom demands and educational challenges effectively.
- ii. **Focus on practical competencies:** OBE emphasises practical application rather than just knowledge or other cognitive processes, which must be defined by the actions or demonstrations aimed at (Spady, 1994). By concentrating on specific competencies and skills, OBTE prepares teachers to handle the practical aspects of teaching, such as classroom management, differentiated instruction and the use of technology. This focus ensures that new teachers are ready to apply their skills in real classroom settings.
- iii. **Adaptability to technological advances:** OBTE programs can incorporate and adapt to the latest educational technologies, ensuring that future teachers are proficient in using digital tools and resources. This adaptability is crucial as technology evolves and influences teaching and learning.
- iv. **Personalized professional development:** OBTE supports personalized learning and professional development paths for teacher candidates. This customization allows future educators to focus on areas of need or interest, leading to a more tailored and effective preparation process.

- v. **Enhanced accountability and evaluation:** OBTE emphasizes measurable outcomes and continuous assessment, which enhances accountability. Teachers are evaluated based on their ability to demonstrate specific competencies, ensuring that they meet the required standards for effective teaching.
- vi. **Preparation for diverse classrooms:** OBTE prepares teachers to work in diverse and inclusive classrooms. By focusing on competencies related to cultural competency, differentiation and inclusive practices, future teachers are better equipped to meet the needs of all students.
- vii. **Emphasis on lifelong learning:** OBTE fosters a culture of lifelong learning and continuous improvement. Teachers are encouraged to engage in ongoing professional development and reflection, which is essential for staying current with educational trends and practices.
- viii. **Improved student outcomes:** Iloanya (2019) highlighted that the learner is at the heart of outcome-based education. By ensuring that teachers are well-prepared with the necessary competencies, OBTE contributes to improved student outcomes. Effective teaching practices lead to better student learning experiences and academic achievements.
- ix. **Response to educational trends:** OBTE allows teacher education programs to respond to emerging educational trends and needs, such as the increasing emphasis on social-emotional learning, critical thinking skills and project-based learning.
- x. **Global competency:** As education becomes more globalized, OBTE ensures that teacher education programs meet international standards and best practices, preparing teachers to work in diverse and global contexts.

Therefore, in the 21st century, OBTE is important because it focuses on ongoing professional development, incorporates technology, meets the practical demands of teaching, and conforms to contemporary educational standards.

Discussion

The study on OBTE presents a significant examination of how teacher preparation is evolving in response to the demands of contemporary educational contexts. Current research indicates that a global trend in higher education is moving away from a teacher-centred approach to a learner-based model that emphasises students' abilities and knowledge (Harden, 2002). The theory of constructive alignment, which maintains that students create all learning and meaning

during their educational journey, is consistent with the OBE paradigm (Biggs, 2014). In a learner-centred and outcome-based approach to instruction, constructive alignment comprises first establishing the learning goals that students hope to achieve in a program or course of study, and then developing the teaching and assessment strategies for the program or course, respectively, to achieve the goals and assess the grade that the students have earned (Harden, 2002). Moreover, the OBE philosophy of teacher education suggests that this reform can successfully improve teachers' professional competence and teaching skills, offering improved support and assurance for student learning and educational progress (Yang, 2023).

After OBE has been developed and implemented for several years, it is now vital to assess how teaching efficacy has changed under the OBE paradigm (Jiao et al., 2023). The OBE paradigm emphasizes that the key consideration is what and whether students learn successfully, rather than when or how they acquire the knowledge (Spady, 1994). Merrow (1975) stated that compared to traditional teacher education, OBTE offers more than 'natural' teacher education. Traditional accountability measures became outdated when OBTE was established, challenging conventional perspectives on teacher education by emphasizing proven competency (Field, 1979). Consequently, this approach is crucial for aligning teacher education methods with real classroom experiences. Because the educational outcomes are significantly influenced by the classroom learning environment (Jiao et al., 2023). Furthermore, UNESCO Digital Library (2008) highlighted the competencies that teachers need to succeed in the modern workplace and as educators are no longer adequately provided by traditional educational approaches (Nessipbayeva, 2012). The study revealed key challenges and successful implementation of OBE, as well as future research in teacher education.

Challenges in implementation

- **Barriers to adoption:** Despite the promising aspects of OBTE, the study acknowledges existing challenges, such as institutional resistance, limited empirical evidence, and the need for significant shifts in educational policy and practice. Additionally, the transition from traditional to outcome-based models may face pushback from stakeholders accustomed to established educational frameworks.
- **Need for professional development:** Continuing professional development is essential to equip teachers with the necessary skills for OBTE. This involves ongoing training in innovative pedagogical practices, as well as support in adapting to technological

advancements in education. The study emphasizes that fostering a culture of lifelong learning among educators will enhance the implementation of OBTE.

Best practices for the successful implementation of OBE

For successful implementation of OBE requires various involvement and practices, which are discussed in the following manner:

- **Stakeholder involvement:** Engage teachers, administrators, parents, and legislators in the creation of curricula to guarantee that they are in line with industry needs and academic objectives.
- **Capacity building for teachers:** Train teachers in developing rubrics, designing outcomes, and evaluating student competencies.
- **Use technology to support OBE:** OBE can be implemented using learning management systems, e-portfolios and evaluation tools (such as Moodle, Google Forms, etc.).
- **Feedback loops and continuous improvement:** Gather information on student performance, have feedback sessions and implement iterative changes.
- **Scaffolding and support for students:** Self-paced learning may initially be difficult for students. To keep them on course, offer direction, encouragement from peers and ongoing feedback.

Future directions

- **The future of teacher preparation:** The study posits that OBTE represents a new era in teacher preparation, one that fosters more competent, adaptable and reflective educators. This forward-thinking approach is not merely about improving teacher performance but ultimately aims to enhance student learning experiences and outcomes in meaningful, measurable ways.
- **Call for broader research:** Finally, the study calls for further exploration and empirical research on OBTE outcomes, reinforcing the necessity for a robust evidence base to support the claims regarding its effectiveness. This could potentially lead to more universally accepted practices that can be embraced within different educational contexts worldwide.

In summary, the study presents a thoughtful exploration of OBTE as a revolutionary approach to teacher education that meets modern educational demands while acknowledging

the complexities and challenges involved in its implementation. The discussion draws attention to the necessity for resilient educational systems capable of evolving alongside societal changes.

Conclusion

The study on OBTE concludes that this innovative framework signifies a pivotal shift in teacher preparation practices, moving away from traditional, content-driven methods towards a more dynamic, competency-oriented approach. OBTE fundamentally focuses on ensuring that teacher candidates are equipped with not only theoretical knowledge but also practical skills necessary for effective teaching in diverse classroom settings.

Key findings highlight that OBTE promotes a student-centered learning environment, fostering personalized learning pathways that cater to individual student needs and learning preferences. By emphasizing measurable outcomes, OBTE enhances accountability and prepares educators to meet the evolving demands of 21st century education, including technological literacy and cultural responsiveness.

Despite its potential benefits, the study recognizes barriers to implementing OBTE, such as institutional resistance and the need for comprehensive professional development for educators. This indicates that a successful transition to OBTE requires a concerted effort involving stakeholders across the educational spectrum.

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