

Outcome- Based Learning of the Social Science Courses: Insights from University Students

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Abstract

This study aimed to determine the perception of the university respondent-students of the Outcome-Based Learning of the Social Science Courses in the Middle East. This study made use of the descriptive research method to determine the implementation of the Outcome-Based Learning of the Social Science courses across university programmes. The gathered data from this study were subjected to descriptive statistics such as means and standard deviation; ANOVA and t-test were also used for the inferential statistics. The result of the study showed that: the university student- respondents perceive that the OBL of the Social Science courses has a valuable relationship to their degree programme. Likewise, they also perceived that the learning outcomes are clear and understandable to them. Regardless of the sex and programme of the university-student respondents, all shared the same positive feelings towards the OBL of the Social Science courses. The OBL of the Social Science proved significant to the university non-working student-respondents and less significant to the working students. Students should be encouraged to utilize the directed and independent learning hours by giving them applicable activities like case studies to analyze and explore how what they have learned applies to real-world situations.

Keywords: Course Assessment, Directed learning, Independent Learning, Outcome-Based Learning