

A STUDY ON OUTCOME BASED EDUCATION AMONG BUSINESS ANALYTICS STUDENTS IN COIMBATORE

Dr. K.Vidyakala¹

Dr. Nithyakala²

Dr. J.Deepa³

K.Chitra⁴

P.Nandhini⁵

Abstract:

Outcome based education (OBE) is student-centered instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills and attitudes. Its focus remains on evaluation of outcomes of the program by stating the knowledge, skill and behavior a graduate is expected to attain upon completion of a program and after 4 – 5 years of graduation. In the OBE model, the required knowledge and skill sets for a particular engineering degree is predetermined and the students are evaluated for all the required parameters (Outcomes) during the course of the program.

The OBE model measures the progress of the graduate in three parameters, which are:

- Program Educational Objectives (PEO)
- Program Outcomes (PO)
- Course Outcomes (CO)

Key words: Learning Styles, OBE, College students

¹ HoD, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India.

² Assistant Professor, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India.

³ Assistant Professor, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India.

⁴ BBA Student, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India

⁵ Research Scholar (FT), Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India

Introduction:

Student involvement in the classroom is a key part of OBE. Students are expected to do their own learning, so that they gain a full understanding of the material. Increased student involvement allows students to feel responsible for their own learning, and they should learn more through this individual learning. Other aspects of involvement are parental and community, through developing curriculum, or making changes to it. OBE outcomes are meant to be decided upon within a school system, or at a local level. Parents and community members are asked to give input in order to uphold the standards of education within a community and to ensure that students will be prepared for life after school (Malan, SPT - 2000). The study analyzes the perception towards OBE among Undergraduate Business Analytics.

Objectives of the Study:

- To analyze the perception of Outcome Based Education among business analytics students

Research Methodology:

The analysis of this paper is based on primary data collected from students and secondary data collected from the related websites, books and articles from different journals.

Review of Literature:

Aanyaa Chaudhary (2019) investigated the understanding of Outcome Based Education concept among 301 faculty members of Higher Education Institutions in Rajasthan using structured close ended questionnaire consisting of 47 items. The results of the study indicated that there is lack of understanding of OBE among the faculty members of HEIs; there is no significant difference in the understanding of OBE among the male & female faculty members. The study highlighted the level of understanding of OBE concept & emphasizes the need for educating the faculty members on OBE and enhancing the level of Higher Education.

Raffhor (2017) identified the extent of students' general awareness on OBE and their perceptions towards the commitment for OBE implementation in their learning and teaching activities among 200 students from Diploma of Engineering Technology (DET) and Bachelor

of Engineering Technology (BET) using questionnaire. The results showed that awareness about OBE is high among the students; the students perceived that the lecturers work hard to ensure all students to attain the course learning outcomes. The study suggested to take serious effort to organize and make it compulsory for new students to attend OBE briefing session for upcoming semesters.

Macayan (2017) traced the roots of Outcome-Based Education (OBE) and identified the important implications of carrying out the framework for the practice and methods of assessment and evaluation of students' performance in schools. The study implied that outcome-based assessment should encourage the reshaping of the various levels of outcomes and the rethinking of teaching and learning and assessment tasks to ultimately prepare students not only for academic success, but also importantly for life success.

Maaddawy and Deneen (2017) demonstrated how assessment tasks can function within an outcomes-based learning framework to evaluate student attainment of learning outcomes. The attainment level of all CLOs(class learning outcome) , based on student performance, was on average 85%, with a standard deviation of 2% and coefficient of variation of 2.5%. The highest attainment level of 87.4% was recorded for CLO2 and CLO3 (student knowledge and skills, respectively). On the other hand, CLO7, pertaining to student communication skills, exhibited the lowest attainment level, 81.7%. One interpretation is that the use of presentations (the mode of achieving CLO7) should be enhanced or increased.

Analysis and Interpretation:

Descriptive Analysis

Table.No:01 Assessment of OBE of BCom (BA) Respondents

Year of Study	I Year	II Year	III Year	Total	I Year	II Year	III Year	Total	I Year	II Year	III Year	Total
Assessment of OBE	N				MEAN				STD. DEVIATION			
I am an active learner.	59	57	54	170	3.92	4.05	3.96	3.98	0.95	0.95	0.87	0.92
I am assessed on ongoing basis and our assessment is an integral part of the whole system.	59	57	54	170	3.97	3.96	3.94	3.96	0.85	0.84	0.71	0.80
My critical thinking,	59	57	54	170	3.92	3.96	3.96	3.95	0.90	0.96	0.80	0.89

reasoning, reflection and action has improved through OBE.												
My learning is relevant and connected to real-life situations	59	57	54	170	3.73	3.86	3.87	3.82	1.00	1.08	0.78	0.95
My class room is Learner-centered	59	57	54	170	3.90	4.07	3.85	3.94	0.84	0.88	0.98	0.90
My lecturers are facilitators and they constantly use teamwork.	59	57	54	170	3.71	3.79	3.81	3.77	1.00	1.11	0.93	1.02
Comments and input from students is encouraged in classroom.	59	57	54	170	3.86	3.96	3.91	3.91	0.96	1.00	0.96	0.97
Our Curriculum is seen as a guide that allows lecturers to be innovative and creative.	59	57	54	170	3.85	3.82	3.74	3.80	0.81	1.00	0.76	0.85
Our faculty motivates students by constant feedback and affirmation.	59	57	54	170	3.80	3.93	3.89	3.87	1.03	1.16	0.86	1.02
In my class emphasis is on outcomes (what the learner becomes and understands)	59	57	54	170	3.69	3.95	3.96	3.87	1.02	0.97	0.82	0.94
Students are not given marks just for remembering subject content.	59	57	54	170	3.80	3.81	3.85	3.82	1.00	1.01	0.81	0.94
Different aspects of the learners abilities, such as creativity and critical thinking are also assessed.	59	57	54	170	3.85	3.88	3.93	3.88	0.89	1.04	0.89	0.94
Average Mean					3.83	3.92	3.89	3.88				

Interpretation:

The above table shows the agreeability towards student's assessment of outcome-based learning among BCom (Business Analytics) respondents. I am assessed on ongoing basis and our assessment is an integral part of the whole system has the highest mean among I years (3.97). My class room is learner-centered (learners takes responsibility for their learning) has the highest mean among II years (4.07). I am an active learner, My critical thinking, reasoning, reflection and action has improved through OBE, In my class emphasis is on outcomes (what the learner becomes and understands) have the highest mean among III years (3.96). The average of total mean score 3.88 implied that respondents agree in their opinion towards assessment of outcome-based learning.

Table.No:02 Critical Cross-Field Outcomes of BCom (BA) Respondents

Year of Study	I Year	II Year	III Year	Total	I Year	II Year	III Year	Total	I Year	II Year	III Year	Total
Critical Cross-Field Outcomes	N				MEAN				STD. DEVIATION			
Communicate effectively language.	59	57	54	170	4.31	4.09	3.98	4.12	0.70	1.09	0.94	0.91
Improve skills and presentation.	59	57	54	170	4.02	3.96	3.87	3.95	0.71	1.00	0.87	0.86
Identify and solve problems by using creative and critical thinking.	59	57	54	170	4.05	3.98	3.74	3.92	0.78	1.09	0.89	0.92
Organize and manage myself and I am responsible for my activities effectively.	59	57	54	170	4.22	4.05	4.02	4.10	0.70	1.01	0.86	0.85
Average Mean					4.15	4.02	3.90	4.02				

Interpretation

The above table shows the agreeability towards student's critical cross-field outcomes among BCom (Business Analytics) respondents. Communicate effectively language have the highest mean among I years (4.31) and II years (4.09). Organize and manage myself and I am responsible for my activities effectively has the highest mean score among III years (4.02). The average of total mean score 4.02 implied that respondents agree in their opinion towards assessment Critical Cross-Field Outcomes.

Table.No:03 Reflection of BCom (BA) Respondents

Year of Study	I Year	II Year	III Year	Total	I Year	II Year	III Year	Total	I Year	II Year	III Year	Total
Reflection	N				MEAN				STD. DEVIATION			
My institution extends help students to communicate effectively by developing their language and written skills.	59	57	54	170	4.10	3.93	3.91	3.98	0.78	1.12	0.83	0.91
My institution helps students to think critically and solve problems.	59	57	54	170	3.97	3.82	3.83	3.87	0.93	1.15	0.80	0.96
My institution helps me to use technology effectively and critically, showing responsibility towards the environment and the	59	57	54	170	4.07	3.84	3.87	3.93	0.85	1.01	0.80	0.89

health of others.												
I am able to understand that the world is a set of related systems problem solving do not exist in isolation.	59	57	54	170	3.95	4.18	3.81	3.98	0.84	1.00	0.83	0.89
My institution helps me to be aware of the importance of effective learning strategies, responsible citizenship, cultural sensitivity and entrepreneurial abilities.	59	57	54	170	3.97	3.88	3.76	3.87	0.89	0.96	0.87	0.91
Average Mean					4.01	3.93	3.84	3.93				

Interpretation:

The above table shows the agreeability towards student's reflection of OBE among BCom (Business Analytics) respondents. My institution extends help students to communicate effectively by developing their language and written skills have the highest mean among Iyears (4.10) and IIIyears (3.91), I am able to understand that the world is a set of related systems problem solving do not exist in isolation has the highest mean among II years (4.18). The average of total mean score 3.93 implied that respondents agree in their opinion towards reflection of OBE.

Table.No:04 OBE and Learning Process of BCom (BA) Respondents

Year of Study	I Ye ar	II Ye ar	III Ye ar	Tot al	I Yea r	II Yea r	III Ye ar	Tot al	I Ye ar	II Ye ar	III Yea r	To tal
OBE and Learning Process	N				MEAN				STD. DEVIATION			
Outcome-based education is a flexible, empowerment orientated approach to learning.	59	57	54	170	4.39	4.14	4.06	4.20	0.72	1.03	0.81	0.85
It aims at equipping learners with the knowledge, competence and orientation needed for success in their future professions.	59	57	54	170	4.20	3.98	3.96	4.05	1.00	0.99	0.78	0.92
OBE has helped in teaching and learning models.	59	57	54	170	4.12	4.05	3.91	4.03	0.95	0.99	0.78	0.91
OBE adaptation helped me to optimize learning and ensure the development of myself.	59	57	54	170	4.03	4.02	3.93	3.99	0.95	1.04	0.80	0.93
Average Mean					4.19	4.05	3.96	4.07				

Interpretation:

The above table shows the agreeability towards student's OBE and learning process among BCom (Business Analytics) respondents. Outcome-based education is a flexible,

empowerment orientated approach to learning have the highest mean among Iyears (4.39), Ilyears (4.14) and IIIyears (4.06). The average of total mean score 4.07 implied that respondents agree in their opinion towards OBE and learning process.

Conclusion

The study concluded that OBE learning Process has highly influenced I and III year Business Analytics students and reflection of OBE is highly influenced among II years business analytics students. The study concludes that the overall respondents of Business Analytics students preferred Outcome Based Education and learning process.