Outcome-Based Curriculum in English Programs: From Theory to Practice

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Abstract

Higher education institutions adopt Outcome-Based Education (OBE) as their main approach because this model directly links educational instruction to discernible student achievements. This research studies how outcome-based education functions in English program delivery at Bangladeshi rural institutions, specifically by examining multilingual educational strategies alongside teaching obstacles faced by these institutions. The research involved interviews and surveys with 19 English teachers who worked at Feni University and Khwaja Yunus Ali University to analyse teacher perceptions of OBE and the barriers to implementation resulting from resource limitations. Teachers demonstrate solid theoretical knowledge about OBE yet face an appreciable disconnect when aiming to implement it in their teaching practices. The main obstacles in implementing OBE are insufficient staff training opportunities, weak organisational backing, and assessment practices not matching educational goals. The research presents new prospects, including increased interest in multilingual education, peer teaching, and educational program development. The study recommends appropriate solutions for blending OBE into diverse educational situations that lack resources and require institutions to invest in continuous teacher training and inclusive educational practices.

Keywords

Introduction

Outcome-Based Education (OBE) represents a higher education transformation that changes teaching priority from content delivery to specific learning outcomes achievement standards (Pirzada and Gull, 2019; Rao, 2020). The widely accepted three-circle OBE model delivers a

range of benefits that primarily facilitate teaching-quality connections with functional performance (Satterfield et al., 2009). This approach brings additional value to education by establishing previously unimportant fields like professionalism and attitude. The identification process leads educational institutions to face important dialogues about the educational purpose. Through this model, educational programs become clearer to students, allowing educators to develop instruction that supports individual student learning while promoting new educational approaches. Through its concrete foundation, the model enables institutions to successfully evaluate student achievements while ensuring quality assurance (Davis, 2003). Educational settings have increasingly recognised creative assessment methods, so the Remote Associations Test (RAT) and Alternative Uses Task (AUT) have become standard evaluation tools that demonstrate how divergent and convergent thinking drive creative ability. Multivariate accounts of creative ability propose that creativity arises out of the interactions of cognitive, conative, and environmental factors and that the weights between these factors vary across occupations and activities. This advanced understanding of creativity aligns with Outcome-Based Education's (OBE) aims, specifically in English language and literature subjects, where thinking, flexibility, and communication are paramount. Resonating with this global concern, most Asian nations, like Malaysia, the Philippines, and Indonesia, have established national policies to integrate OBE into tertiary education, and recent assessments like PISA 2022 have begun to include creativity as one of the significant learning outcomes. Bangladesh has also joined this trend, creating policy documents and accreditation standards to enable OBE inclusion at the university level (Deneen et al., 2013; Miller et al., 2023). Implementing Outcome-Based Education (OBE) in limited-resource institutions such as vocational colleges and rural universities has many challenges that constrain efficient curriculum deployment. Some of the critical issues revolve around overloading teachers with work, inconsistent deployment of the curriculum, poor administrative backing, and resistance to change among teachers. Teachers are often burdened with other responsibilities, such as training, meetings, and admin work, which divert their attention away from teaching in the classroom (Nor and Hussin, 2024). Bowed to these are problems of discipline and absenteeism involving students, which get in the way of learning and hamper the attainment of targeted learning outcomes. Still, others with more experience find it impossible to fit within the OBE framework, hanging onto traditional teaching and resisting education reforms. These issues are compounded further in rural Bangladeshi universities, where infrastructural limitations, lack of professional development experience, and language diversity compound the problems. Despite the potential that multilingualism might be an asset for teaching, it is not given much attention in the OBE curriculum design. This study focuses on how these overlapping problems hinder the implementation of OBE in English courses in rural Bangladeshi settings and what options are available to adjust the approach accordingly (Amiruddin et al., 2021).

The shift from a theory-based, teacher-centred approach to an outcomes-based, student-centred approach involves deep pedagogical and institutional challenges. While there has been a policy-level endorsement of OBE, there is a lack of clarity among many educators regarding what OBE entails in practice, especially in the humanities and language disciplines (Katawazai, 2021). Research on OBE implementation in South Asia is growing. Still, few studies have investigated how English language and literature teachers at rural universities in Bangladesh interpret and enact OBE in their classroom teaching day-to-day (Adinolfi et al., 2022). Even fewer have explored how multilingual mediums of instruction intersect with OBE principles in such contexts. The overriding issue of this study is to analyse how OBE is interpreted, understood, and implemented by university English teachers in rural Bangladesh and how problems of multilingualism are not involved in this process (Liyanage & Walker, 2019). The study explores the challenges they face in aligning teaching methods and assessment with

intended learning outcomes and possibilities for contextually relevant adaptations of OBE (Rahman, Tania, & Prem Phyak, 2022). Using qualitative document analysis methods and semi-structured interviews, the research seeks to chronicle the lived experiences of the teachers who teach at the nexus of education reform and local realities. The guiding research question of this research is, how do English language and literature teachers at rural universities in Bangladesh interpret and implement Outcome-Based Education (OBE), and what are the challenges and possibilities that emerge concerning multilingual pedagogy and resource constraints? The following sub-questions support this question: (1) What is the current state of awareness and understanding of OBE among English teachers in distance institutions? (2) What practical concerns do teachers face in planning and teaching OBE-based English courses? (3) How do multilingual classroom dynamics influence or complicate OBE implementation? (4) What coping strategies and support mechanisms (if any) have emerged to help teachers deal with OBE in such environments? This research is significant for several reasons. First, it contributes to the growing literature on OBE in the Global South, specifically in under-represented settings. Second, it sheds light on the unique position of English teachers, who must not only meet academic benchmarks but also contend with linguistic diversity and changing pedagogical expectations. Finally, it makes practical suggestions for policymakers, curriculum designers, and institutional managers who wish to make OBE more inclusive, flexible, and responsive to local educational realities. Moving from policy rhetoric to classroom practice, this study aims to bridge the theory-practice gap in education reform. This study aims to address a significant gap by prioritising the voices of teachers marginalised from top-down policy discussion and highlighting the need for more localised, language-aware OBE implementation strategies in Bangladesh's tertiary education.

Research Context: Contextualizing OBE Implementation in English Departments at Remote Universities

One of the central promises of Outcome-Based Education (OBE) is the ability to redirect higher education curricula to market and societal relevance (Saha et al., 2023). In contrast to conventional models of education, which sometimes focus on rote memorisation and the transmission of abstract knowledge, OBE focuses on articulately developed learning outcomes that map onto the kinds of proficiency performance that graduates will need to exhibit within actual work environments. These products are expected mainly to embody technical competence and a broader array of competencies, including critical thinking, communication, ethical awareness, and flexibility (Wani, 2020). Ideally, this transformation is expected to produce graduates who are academically qualified, employable, creative, and socially responsive. The emphasis on matching learning with labour market demand is crucial in environments like Bangladesh, where university graduates frequently fail to translate academic achievements into actual work. Recent periods' survey findings indicating over 77% of the interviewees affirming that current learning plans are enough to facilitate suitable knowledge, attitudes, and skills aligned with the needs of the career are encouraging evidence of stakeholders' acceptance (Jubaidah et al., 2024). However, since this is an encouraging figure, it requires more critical examination. Stakeholder support is not necessarily equivalent to successful implementation, especially in far-flung universities where systemic problems may dilute the intended impact of OBE (Sun and Lee, 2020). For instance, while curriculum planners may design outcome-based learning plans, classroom delivery may be hampered by faculty shortcomings, pedagogical training shortcomings, or infrastructural deficits (Cheruiyot, 2024). Moreover, the assumption that skills can be adapted universally to the requirements of the job market overlooks regional economic heterogeneity and students' aspirations, especially in linguistically and culturally heterogeneous rural areas (Mezzanotte, 2022).

Bangladesh's remote and under-resourced universities' English departments are faced with a challenge unknown to more urbanised or globally networked institutions when considering the implementation of Outcome-Based Education (OBE) (Khan et al., 2020). Unlike such institutions, these have to operate in environments that are typified by linguistic diversity, infrastructural limitations, and inequalities of the socio-economic kind. English here is not only a school subject. It is a symbolic talent with the potential for upward mobility and portals to global knowledge economies (Jewitt, 2008). But such a promise also often clashes with ground realities. Students in these universities usually belong to rural or marginalised backgrounds and have had scant exposure to English before. Several of them also enter university, lacking the minimum language competencies needed for the tertiary stage. Meanwhile, several teachers at these locations cannot handle the double responsibility of teaching English as a skill and embracing OBE methodologies in their instructional practice (Diver-Stamnes and Lomascolo, 2001). Most teachers may have little or no experience of communicative language teaching, let alone curriculum planning and assessment design. This disparity between ideal curricular intentions and the limited potential of both students and teachers is a major barrier to effective OBE implementation. While OBE models often prioritise goals such as enhanced communicative competence and critical thinking, these goals can come across as fantastically idealistic within resource-constrained environments where even fundamental necessities such as textbooks, multimedia materials, or reliable internet access remain unavailable. For Shaheen (2019), the theoretical applicability of OBE must be matched by practical readiness at institutional and pedagogical levels. Similarly, Battalio (2009) emphasises the point that instructional strategies and abilities have to be prioritised in view of learners' needs and the available capacity, specifically in settings where infrastructure is poor. Without deep insight into learners' initial capacity points, institutional preparedness, and broader sociolinguistic forces, OBE can turn out to be a superficial administrative exercise rather than a real educational change. The application of OBE in these conditions might transform into paperwork rather than real pedagogical improvement. The depiction of OBE as a complete solution to graduate joblessness needs thorough evaluation because it lacks sufficient backing. The approach of matching university learning plans to market job needs functions as a strategic directive, although it fails to capture intricate economic and social issues. According to Allais (2012), education has increasingly become a tool for economic gain under "economic imperialism" at the expense of its multiple purposes in higher education. Bangladesh faces employment challenges that extend beyond student employability because the country deals with economic slowdowns along with unequal geographic development and insufficient job formation. Numbered national demographics indicate that university diploma graduates account for large unemployment levels, which demonstrates a fundamental mismatch between education standards and available positions. According to McCowan (2015), the excessive focus on employability in higher education produces negative side effects that eliminate essential components such as critical thinking, ethical reasoning, and civic learning, specifically essential to studying English. The failure to recognise various disciplinary and contextual aspects of OBE implementation may damage fundamental values that higher education was designed to protect. Rural Bangladeshi universities need to adopt Outcome-Based Education (OBE) through practical outcome development and continuous education for teachers and acceptance of multiple languages as resources for student success. The transition to implementing OBE through theory requires institutional involvement and sufficient state funding, together with decision-making that focuses on community-specific needs. Its success, particularly in remote English departments, will be not only a question of technical installation but also whether it effectively encapsulates the experienced realities of both teachers and students, uniting academic goals with broader purposes such as employability and holistic human development. To further support this approach, there are studies such as He et al. (2024)

and Liu and Yan (2022) that have been emphasising the necessity for cross-disciplinary inspiration and context-sensitive strategies in the design and application of OBE.

Method

The constructivist paradigm behind this study wanted to understand social phenomena through observing teacher perspectives during active participation. Constructivist methodology served the research because it enables investigators to investigate teachers' personal experiences and emotional responses to implementing Outcome-Based Education (OBE) within Bangladeshi rural universities. The research investigates the multifaceted dimensions of educational methods used by instructors while they try to deploy OBE in specific educational settings, particularly multilingual and resource-limited learning environments. The study employed qualitative case methodology to understand the practical experience of teachers at Feni University and Khwaja Yunus Ali University, which represent rural institutions in Bangladesh. The research selected these two universities because they are located in different areas and have different educational settings to reveal how outcome-based education works with limited resources. Among the participants in this survey, there were 19 English language teachers from Khwaja Yunus Ali University and Feni University. Participant teachers were selected on purpose to ensure their teaching experience in English language teaching and education would provide valid input on OBE implementation practices. The research employed a combination of convenience and purposive sampling methods to select accessible teachers who agreed to participate. The participants were required to submit their responses through Google Forms, which collected information pertaining to their knowledge of outcome-based elementary language teaching and their chosen instructional materials, along with their assessment of OBE approach's effectiveness. The participants had the opportunity to provide numerical responses in addition to unrestricted suggestions during the survey, which measured the depth of their teaching practices.

Participants

The survey reports a unified perspective of 19 English Language Teaching instructors' views about the implementation process and effectiveness of Outcome-Based Education (OBE) in their educational settings. This information provides a comprehensive overview of the way university professionals view OBE through their experiences of both implementation and assessment, allowing them to show the benefits and drawbacks of existing practices. The aggregated survey results fall into five thematic categories that make up the table: Understanding and Awareness, Implementation and Practice, Assessment and Evaluation, Institutional Support, and Challenges and Limitations. The analysis seeks to understand the extent to which OBE principles shape teaching practices and receive institutional backing in support of these principles. The initial thematic group, Understanding and Awareness, is critical since it provides the foundation for successful OBE implementation. The answers reflect high general awareness of OBE among the participants. Specifically, 89.5% (17 out of 19) confirmed they understand OBE's basic premises (Q1), and the same number confirmed awareness of OBE's importance in improved teaching and learning outcomes (Q2). The percentages are high since they show that most teachers have theoretical knowledge of OBE, a mandatory prerequisite for operationalisation. However, a bit lower percentage (78.9%) reported possessing formal training in OBE (Q3). The difference highlights the need for constant professional development activities at the working level of OBE. Knowledge alone is insufficient to implement them effectively; hence, structured training needs to transform conceptual knowledge into pedagogical action. This disparity indicates the significant role of continuous professional development (PD) in closing the gap between conceptual understanding and workable pedagogy (Ventista & Brown, 2023).

Under Implementation and Practice, the findings reflect a moderate practice of OBE principles in actual teaching. Whereas 73.7% of the teachers reported aligning their course objectives with program outcomes (Q4) and 68.4% reported applying OBE principles regularly in lesson planning and delivery (Q5), these percentages suggest room for improvement. The most striking observation here is that nearly one-third of the respondents may not be implementing OBE strategies regularly in their teaching practices. This may be due to poor support, poor training, or resistance to change by traditional methods. Also, only 57.9% agreed that their institution has adequate support and resources for OBE implementation (Q6), which may further explain the variations in classroom-level implementation. This indicates the importance of institutional infrastructure and support structures for enabling the success of OBE.

The Assessment and Evaluation category gave inconclusive results. On a positive note, 84.2% of teachers said they grade students against pre-set learning outcomes (Q7), and 68.4% said their assessments map onto the intended results of their courses (Q8). These findings reflect a reasonable level of alignment between teaching objectives and assessment methods, which is at the heart of OBE philosophy. Yet, only 52.6% of those responding indicated that the results of test feedback are used to modify teaching practice (Q9). This is one sign of the missed opportunity for reflective practice and continuous improvement, a key component of the OBE philosophy. If OBE is to be successful, there needs to be an outcome, tests, and a change in the pedagogy cycle completed through feedback. With this closed, the learning cycle is incomplete. The institutional support reactions also highlight the challenge educators face when attempting to implement OBE effectively. Just 52.6% replied that their institution promotes the culture of OBE (Q10), and only 47.4% responded that they received access to OBE professional development (Q11). These figures draw on past poor training and resource availability incidents and suggest a broader institutional shortcoming. Institutions lie at the core of enabling educators to utilise progressive pedagogic methods. Evidence shows that, without strong administrative backing, equally well-educated instructors can also neglect to implement OBE equally uniformly.

The final part, Challenges and Limitations, reflects the real obstacles teachers have to face. A majority of respondents (73.7%) agreed that the present curriculum leaves space for incorporating OBE (Q12), demonstrating that structural models are not rigidly restrictive. However, only 42.1% answered that they receive enough support from administrators and colleagues in applying OBE (Q13), indicating a lack of team or managerial support. Besides, 52.6% said they were confident in applying OBE strategies (Q14), and 63.2% confirmed that OBE improves student learning outcomes (Q15). These percentages are pretty moderate, which means that while there is cautious optimism about the good OBE can achieve, most teachers are still unsure or unconvinced about its deliverability in practice. This could be because of partial implementation, inadequate training, or the absence of visible results. This survey represents the broader motto of this thesis: to see how well outcome-based education is integrated into the English language teaching context and what makes it successful or what hinders its implementation. The evidence indicates that while the initial understanding of OBE is relatively good among ELT teachers, challenges persist regarding practical application, institutional support, assessment strategy, and staff development. These differences in response rates across items emphasise that OBE is not yet uniformly embraced or practiced, even among those cognisant of its theoretical appeal. The survey can also serve as a diagnostic tool, identifying enablers and bottlenecks in the OBE approach from the perspective of frontline teachers (Richards and Farrell, 2005). By highlighting some areas where support is lacking, such as professional development, peer collaboration, and administrative support, it provides practical suggestions for policymakers, curriculum developers, and schools. Strengthening

these areas will be essential to achieving the transformative goals that OBE promises, particularly in the case of English language teaching, where outcome orientation is crucial for student motivation, competency development, and academic success.

Table 1
Survey Results on OBE Awareness, Implementation, and Institutional Support Among ELT Teachers

Thematic Category	Q#	Survey Statement	% Agree	Frequency (n=19)	Note
Understanding and Awareness	Q1	Understand the basic premises of OBE	89.5%	17	High awareness indicates theoretical readiness
	Q2	Aware of the importance of OBE in teaching and learning outcomes	89.5%	17	Reflects recognition of OBE's relevance
	Q3	Received formal training on OBE	78.9%	15	Gap between awareness and structured training
Implementation and Practice	Q4	Align course objectives with program outcomes	73.7%	14	Moderate alignment practice
	Q5	Apply OBE principles in lesson planning and delivery	68.4%	13	Shows space for better integration of OBE
	Q6	The institution provides adequate support/resources for OBE implementation	57.9%	11	Resource constraints could hinder practice
Assessment and Evaluation	Q7	Grade students against pre-set learning outcomes	84.2%	16	Positive alignment with OBE goals
	Q8	Assessments reflect intended course outcomes	68.4%	13	Room for better outcome-based assessments

	Q9	Use assessment feedback to modify teaching practices	52.6%	10	Weak use of feedback in reflective teaching
Institutional Support	Q10	The institution promotes OBE culture	52.6%	10	Institutional culture is not fully supportive
	Q11	Received professional development on OBE	47.4%	9	Highlights training and development gaps
Challenges and Limitations	Q12	Curriculum allows space for incorporating OBE	73.7%	14	Structural flexibility is relatively strong
	Q13	Receive support from administrators and colleagues in applying OBE	42.1%	8	Weak peer/admin support presents a barrier
	Q14	Confident in applying OBE strategies	52.6%	10	Half of the teachers are still unsure about the application
	Q15	Believe OBE improves student learning outcomes	63.2%	12	Optimism exists, but it is not fully convincing

Data Collection

The information for this study was collected from a systematic online questionnaire filled out by English Language Teaching (ELT) instructors of two private universities in Bangladesh: Feni University and Khwaja Yunus Ali University. The questionnaire was constructed to elicit information on teachers' knowledge, practices, and perceptions regarding Outcome-Based Education (OBE) in their pedagogical and institutional contexts. A Google Form was designed and shared via email and professional messaging platforms. The survey had 15 closed-ended questions, which were organised under five thematic categories: (1) Understanding and Awareness, (2) Implementation and Practice, (3) Assessment and Evaluation, (4) Institutional Support, and (5) Challenges and Limitations. All questions employed a simple binary response format (yes/no) to encourage brevity and facilitate quantitative analysis of responses. Voluntary responses to the survey were obtained, and informed consent was requested before data collection. All responses made by respondents were safeguarded as confidential, and the researchers did not request identifiable personal information. The survey operated open to responses throughout two weeks of March 2025. The study used nineteen finalised survey responses obtained from participants. Participants in this study represented different academic groups from their departments who showed different teaching experience and OBE implementation exposure degrees. The researchers applied frequency distributions and

percentage distributions to their arranged data for recognising recurring patterns across the five themes.

Data Analysis

Statistical descriptive analysis breaks down the responses collected in guided questionnaires to generate a unique representation of respondent perception toward Outcome-Based Education (OBE). Analysis focused on determining the response frequency together with percentage distribution across each of the 15 questionnaire items under five thematic categories, namely, understanding and awareness, implementation and practice, assessment and evaluation, institutional support, and challenges and limitations. I entered all questions into Microsoft Excel for tabulation after they received their corresponding code. A pattern analysis occurred across the dataset based on the categorised response summations. The researcher calculated percentages by using data from 19 participants, enabling the identification of which opinions were most popular across the sample group. The researchers presented the findings through tables in order to make the study results easier to understand. Each table highlights the range of responses across a specific thematic area, with precise percentages indicating the extent of agreement or disagreement with each item. This allowed the researcher to monitor the overall levels of awareness, implementation, institutional support, and perceived challenges for OBE from the English Language Teaching (ELT) professionals' perspective. Furthermore, the research was guided by the research questions so that findings could speak explicitly to questions about how ELT teachers perceive and implement OBE, what observed limitations and coping strategies exist in multilingual and resource-scarce teaching environments, and the like. Thus, these data were analysed to inform the discussion section and conclusion drawing, making up the grounds to determine enablers and barriers towards effective implementation of successful OBE in private universities in rural Bangladesh (Hornberger, 2002).

Results

The current study examined English Language Teaching (ELT) teachers' experiences and perceptions of Outcome-Based Education (OBE) in rural Bangladeshi universities. The findings are derived from a structured questionnaire completed by 19 participants. Survey items were thematically classified into five categories: (1) Understanding and Awareness, (2) Implementation and Practice, (3) Assessment and Evaluation, (4) Institutional Support, and (5) Challenges and Limitations. Response rates and percentages provide a close-up picture of the integration level of OBE in the local ELT environment.

Most of the participants (89.5%) indicated having a clear understanding of OBE's basic assumptions (Q1), and the same number of participants were aware of its importance in enhancing teaching and learning (Q2). However, only 78.9% confirmed receiving formal training (Q3), which indicates a theoretical-practical gap. For implementing OBE principles in real teaching practice, 73.7% cited aligning course objectives with higher-level program objectives (Q4), and 68.4% cited embracing OBE practices in lesson planning and instruction (Q5). Institutional support does not appear to be forthcoming in the form of a barrier, with only 57.9% citing that their institution provides appropriate facilities for implementing OBE (Q6). 84.2% of teachers indicated that they assess students against predetermined learning outcomes (Q7). Nevertheless, fewer than 68.4% believed their assessment activities were strongly aligned with course objectives (Q8), and just 52.6% had utilised assessment feedback to inform teaching (Q9). These findings suggest partial integration of OBE-related assessment approaches and flaws in feedback-driven instructional modification.

The survey further revealed limited institutional support for OBE, such that only 52.6% indicated their institutions have an OBE culture (Q10), and still fewer (47.4%) indicated access to continuous OBE-related professional development (Q11). These indicate a broader systemic inertia and administrative lack of support for pedagogical innovation. While a majority (73.7%) concurred that the curriculum offers space for integration of OBE (Q12), just 42.1% indicated that they were adequately supported by administrators or peers (Q13). Moreover, barely over half (52.6%) expressed confidence in the execution of OBE strategies (Q14), and 63.2% showed that OBE improves student learning outcomes (Q15). These figures show variable confidence levels and the need for structurally and collaboratively supported systems.

Table 2

Summary of Key Findings and Insights on OBE Implementation Across Themes

Theme	Question Nos.	Highest % Response	Lowest % Response	Key Insight
Understanding and Awareness	Q1–Q3	89.5% (Q1, Q2)	78.9% (Q3)	High awareness, but a training gap exists
Implementation and Practice	Q4–Q6	73.7% (Q4)	57.9% (Q6)	Moderate practice; institutional support lacking
Assessment and Evaluation	Q7–Q9	84.2% (Q7)	52.6% (Q9)	Good outcome-based assessment; feedback loop weak
Institutional Support	Q10–Q11	52.6% (Q10)	47.4% (Q11)	Limited PD and promotion of OBE culture
Challenges and Limitations	Q12–Q15	73.7% (Q12)	42.1% (Q13)	Curriculum is flexible, but support and confidence are concerns.

Perceived professional readiness for OBE implementation

The perceived professional readiness of ELT teachers is the key to implementing Outcome-Based Education (OBE) successfully. While theoretical sensitisation is prevalent among participants, practical readiness appears more varied. According to the survey results, 78.9% of the respondents (15 out of 19) reported receiving formal OBE training (Q3). However, this still leaves a considerable percentage, 21.1%, without systematic exposure to OBE practices. When asked about confidence in using OBE strategies (Q14), only 52.6% (10 of 19) responded positively, which reflects low relative confidence among even the trained group. The disparity may be due to insufficient practice time, not working with colleagues, or systemic barriers. Further, 47.4% of the interviewees (9 out of 19) stated they had access to continuous OBE-related professional development (Q11), showing unequal support for upskilling and reinforcing OBE skills. These findings show a mismatch between ideas and actual implementation, implying that more extensive and applied professional development is required to close the gap.

Table 3

Professional Development and Confidence in Implementing OBE Strategies Among ELT Teachers

Question No.	Survey Item	Positive Responses	Percentage (%)	Insight
Q3	Received formal training on OBE	15/19	78.9%	Initial training is present but not universal
Q11	Access to ongoing OBE-related professional development	9/19	47.4%	Limited long-term support for skill advancement
Q14	Confidence in applying OBE strategies in teaching practice	10/19	52.6%	Half feel confident; others may need more support

Teacher reflections on student learning outcomes

Teacher perspectives on the impact of Outcome-Based Education (OBE) on student learning outcomes provide critical insight into how practical these approaches are in practice. According to the data, many respondents (63.2%) believed that OBE implementation contributes positively to student learning outcomes (Q15). This suggests cautious optimism among ELT instructors regarding the benefits of OBE in enhancing student competencies and performance. However, only 52.6% of teachers (Q9) reported using student performance and feedback data to adapt their teaching strategies. This indicates a gap in closing the feedback loop, a core principle of OBE. Reflective teaching, which involves modifying instruction based on learning outcomes, is not fully embraced. This may stem from limitations in institutional mechanisms for feedback, lack of time or resources, or insufficient training in reflective practice.

The overall trend shows that while teachers recognise the potential of OBE to improve student learning, the follow-through, translating assessment data into instructional changes, is not yet consistently realised. This partial integration can hinder the full realisation of student-centred, outcome-driven education.

Table 4

Teacher Reflections on Student Learning Outcomes and the Use of Feedback in OBE Implementation

Question No.	Survey Item	Positive Responses	Percentage (%)	Key Insight
Q9	Use of student performance feedback to modify teaching	10/19	52.6%	Reflective teaching is limited; feedback is not always utilised.

Q15	OBE improves student learning outcomes	12/19	63.2%	Moderate belief in OBE's effectiveness in enhancing outcomes

Systemic gaps and suggestions for improvement

The research findings show several systemic loopholes in implementing Outcome-Based Education (OBE) in the rural Bangladeshi context of ELT. Although teachers' awareness and conceptual understanding of OBE are relatively strong, several structural obstacles prevent its full implementation. Institutional backing and professional training constitute a clear-cut, significant gap. As few as 47.4% of teachers reported they have frequent OBE-related training available to them (Q11), and less than a bare majority (52.6%) reported their institution supports a culture of OBE (Q10). These numbers reflect a deficit of strategic investment in continuing education and policy integration (Hassan, 2012). The second vital problem is the system of administrative and collaborative support. Only 42.1% of the participants (Q13) said that they were adequately supported by administrators or colleagues in implementing OBE principles. Exclusion in this case results in unequal practice and opposition to implementing new pedagogy designs. Furthermore, while the curriculum appears open for OBE implementation (73.7% agreed on Q12), its success still depends on institutions' leadership, facilities, and collaborative culture. The data suggest more structured and longer-term interventions such as mentoring activities, training sessions, collective planning, and leadership-driven OBE initiatives. These would help bridge the divide between theoretical knowledge and actual usage and ensure that OBE is not only a policy directive but a felt pedagogy (Anderson and Freebody, 2013).

Table 5

Institutional Support, Professional Development, and Curriculum Integration for OBE Implementation in Rural Bangladeshi Universities

Question No.	Survey Item	Positive Responses	Percentage (%)	Identified Gap/Suggestion
Q10	The institution promotes a culture of OBE	10/19	52.6%	Lack of institutional culture and prioritization of OBE
Q11	Access to professional development related to OBE	9/19	47.4%	Need for more structured and continuous training
Q13	Support from administrators and peers in applying OBE	8/19	42.1%	Need for collaborative support, peer mentorship, and leadership
Q12	The curriculum allows for the incorporation of OBE	14/19	73.7%	Structural flexibility exists and needs better execution strategies

Discussion

The research results portray a mixed scenario of Outcome-Based Education (OBE) practice among English Language Teaching (ELT) instructors in Bangladesh's rural private universities. Promising signs of OBE consciousness and willingness to adopt OBE concepts exist, with crucial systemic and functional loopholes undermining the complete value of OBE in this context (Rahman, 2020). Firstly, the high (and consistently so) awareness levels (89.5%) about OBE's foundational assumptions and values mean that most participants are theoretically well-prepared. This is an encouraging feature because awareness is a starting point for pedagogical change. Nevertheless, institutional infrastructure or professional development avenues do not entirely support this theoretical preparedness. Only 78.9% of them are formally trained in OBE, and 47.4% cite the availability of continuous professional development. An apparent gap between theory and practice emerges here, where if ELT teachers theoretically support OBE, they may lack the methodological know-how and systematic support that will enable them to put it into practice effectively.

Practice and implementation findings substantiate this interpretation. Although 73.7% of respondents said they had mapped course goals to program outcomes and 68.4% said they had integrated OBE principles into instruction, these figures reveal uneven implementation. Partial integration likely results from structural limitations. 57.9% believed their institutions had supported OBE satisfactorily (Iqbal et al., 2020). This shows that dedicated instructors could not implement OBE in concrete forms without administrative investment in training, resources, and supervision. The same pattern is observed in the field of assessment and evaluation. While 84.2% of the respondents cited assessing students based on pre-set outcomes, 52.6% said assessment feedback was utilised to inform teaching. This is a sign of a weak link in the reflective teaching cycle. Feedback is essential to the OBE model because it enables teachers to adjust instruction based on outcomes. The underutilisation of feedback is thus a significant shortfall that drains the adaptive potential of the OBE system within such settings. Institutional support, or the lack thereof, also impedes implementation. Just over half of the respondents felt that their institutions encouraged a culture of OBE (52.6%), and fewer than half (47.4%) had received adequate professional development. These findings underscore the key role of institutional leadership in shaping educational reform (Baguio, 2019). Without continuous policy direction, investment, and cultural support, OBE is a notion, not a practice for change. The Challenges and Limitations theme results concur with and reinforce institutional conservatism (Akhmadeeva et al., 2013). While 73.7% of teachers agreed that the curriculum allows integration of OBE, 42.1% reported they were supported by their colleagues and managers. Without this collegial encouragement and managerial backing, teachers feel isolated, and innovation is stifled. Additionally, just over half (52.6%) of the respondents expressed confidence in applying OBE strategies, revealing a significant degree of self-doubt or uncertainty, likely shaped by limited training and institutional support. Notably, 63.2% of the respondents felt that OBE enhances students' learning achievements. This guarded optimism indicates that despite the obstacles, there is optimism in the framework's ability. But optimism would not bring about change. Transformation would demand constant cooperation among educators, school administrators, curriculum makers, and policymakers.

These findings indicate the need for a more holistic, system-level approach to implementing OBE in ELT settings in rural Bangladesh. Awareness must be followed by practice, and practice must be supported by institutional infrastructure. Professional development must be mandatory and continuous, enabling peer learning and shared growth. Institutions must adopt OBE in rhetoric and culture through funding, curriculum design, resource provision, and pedagogical leadership. So, while the surveyed ELT teachers exhibit a promising conceptual

understanding of OBE, the actual implementation context has several structural and operational shortcomings. These shortcomings, training gaps, weak institutional support, and incoherent test practices must be addressed to allow the change potential of OBE in English language teaching to be best exploited. The findings are instructive for policymakers, institutional managers, and teachers concerned with OBE's more comprehensive and stable integration in rural higher education contexts.

Table 6
Summary of Key Findings, Interpretations, and Implications for OBE Implementation in Rural Bangladeshi Universities

Theme	Key Findings (from Results)	Interpretation	Implications
Awareness of OBE	▪ 89.5% are aware of OBE principles ▪ 84.2% understand its importance	High level of theoretical knowledge among teachers	A foundation exists for implementation; there is readiness to adopt OBE if structural support is available
Training and Professional Development	▪ 78.9% received formal training ▪ 47.4% have access to continuous PD	Initial exposure present, but ongoing support lacking	Institutions need to provide regular workshops, mentoring, and collaborative training opportunities
Implementation in Teaching	▪ 73.7% align course objectives with outcomes ▪ 68.4% apply OBE methods	OBE principles are being incorporated inconsistently	Need for standardization and internal policy frameworks to ensure wider adoption
Institutional Support	▪ 57.9% report adequate institutional support ▪ 52.6% say OBE is encouraged	Institutional commitment is limited and varies across universities	Administrative policies should prioritize OBE integration and incentivize faculty participation
Assessment and Feedback	▪ 84.2% assess based on outcomes ▪ 52.6% use assessment to improve teaching	Assessment is aligned, but feedback mechanisms are underutilised.	Encourage formative assessments and structured reflection sessions to improve instructional quality

Challenges and Confidence	▪ 42.1% feel supported by colleagues/admins ▪ 52.6% confident applying OBE	Lack of peer collaboration and partial self-efficacy observed	Foster communities of practice, increase mentorship opportunities
Perceived Impact	▪ 63.2% believe OBE improves student learning	Moderate optimism regarding benefits despite challenges	Motivation exists for reform; strategic efforts can help translate belief into tangible outcomes
Curriculum Compatibility	▪ 73.7% agree curriculum allows for OBE integration	Curriculum is not a significant obstacle; the issue lies in execution	Curriculum revision may be less urgent than resource mobilization and teacher support

Conclusion

The research delivers essential information regarding Outcome-Based Education (OBE) adoption in English programs at rural educational institutions in Bangladesh. English language teachers possess strong theoretical knowledge about OBE, but practical implementation has multiple difficulties (Khan et al., 2023). The achievement of OBE's full potential in these settings faces challenges from inadequate professional training, insufficient institutional backing, and insufficient technological resources alone. Despite implementation challenges, OBE advocates believe their teaching methods will bring positive student learning outcomes because they help students develop critical thinking abilities and communication skills and become more employable candidates. The study indicates that OBE instructional methods have received policy-level approval, but implementation shows uneven results and superficial execution. Implementing OBE in rural Bangladeshi universities requires more focused professional development for teachers and increased institutional support and teaching programs that match the specific school and student needs. OBE's expected outcomes enter a productive relationship with students' multicultural linguistic backgrounds through teaching approaches that establish fair learning spaces. The education system needs continuous transformation for OBE integration to succeed within Bangladeshi rural higher education institutions. In order to succeed with OBE institutions must support a collaborative system of teacher resource allocation with outcome-based assessment strategies. Implementation of necessary attention to these deficiencies will guide OBE to evolve higher education with practical competency-based teaching approaches that prepare students for future success. Continuous communication between teachers, administrators, and policymakers is necessary to establish OBE as a suitable method for rural education that meets rural student requirements.

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