

# A Study of Awareness Challenges on Learning Outcomes

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**Abstract-** *In this study researchers have tried to find out the level of awareness and challenges in implementing learning outcomes among teachers, students of 7<sup>th</sup> standard and their parents. Methodology used by the researchers is mixed method and simple random technique was used to collect the data, techniques used are questionnaire for teachers and headmasters. Focused group discussion for the students, interview schedule for the parents. The data was analysed using both qualitative and quantitative methods. This study is of consequence because NCERT has come-up with the learning outcome document for the primary level through-out the country and our teachers, students, parents are expected to have awareness on learning outcomes, this research will help us get information regarding the actual level of awareness on learning outcomes among teachers, students, parents and also challenges faced by them.*

**Key Words:** Learning Outcomes, Awareness, challenges

## Introduction

Learning outcomes have become ubiquitous within worldwide curriculum policy in recent years. This move comes with many potential benefits, as it shifts the focus from providers to users of education, and it introduces a common language, addressing issues of progression, transparency and equity (CEDEFOP, 2009). To a large extent, they continue a long tradition of framing curriculum as aims and objectives. One can trace the genesis of the current fashion for defining learning as outcomes in both the objectives movement in the United States (c.f. Bobbitt, Tyler, Bloom etc.), with its roots in Taylorist scientific management, and which became extremely popular in the 1960s.

Learning outcomes are statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences.

Spady, (1994) an educational researcher who spearheaded the development of outcomes based education, suggests that the ability demonstrate learning is the key point. This demonstration of learning involves a performance of some kind in order to show significant learning, or learning that matters. He claims that significant content is essential, but that content alone is insufficient as an outcome. Rather, knowledge of content must be manifested through a demonstration process of some kind. Performance statements include higher level thinking skills as well as psychomotor skills. Consider the following learning

outcome statement: Spady, also addresses the context or performance setting in which the performance demonstration occurs. He suggests a range of performance contexts from that of demonstrations of classroom learning to those which involve living successfully in the larger society. Thus, his highest-level outcomes refer to generic skills such as the preparation of learners to be problem solvers, planners, creators, learners and thinkers, communicators etc., regardless of subject areas studied. Learning outcomes refer to observable and measurable

- Knowledge
- Skills
- Attitudes

### **Objectives of the Study**

- To Know the level of Awareness on learning outcomes among government higher primary teacher of Mysuru
- To know different assessment techniques used by the teacher to measure the learning outcomes of the students
- To know the challenges in implementing learning outcomes among government higher primary teacher of Mysuru
- To check the awareness levels of the students on learning outcomes
- To check the awareness levels of the parents

### **Methodology**

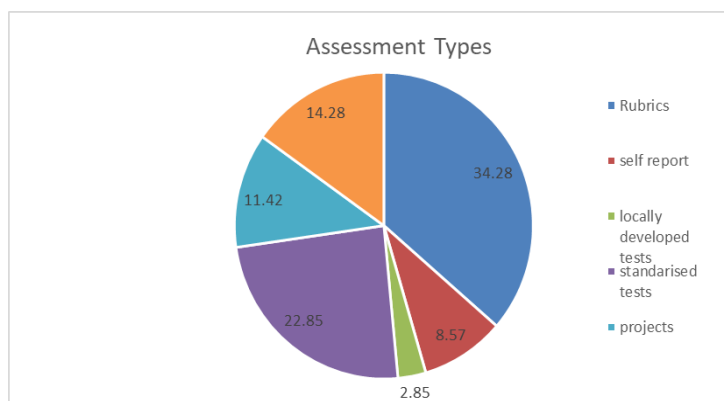
The present study conducted was a survey among ten government higher primary schools of Mysuru. The data required for the study was collected from the head masters, teachers, parents and students. The simple random sample technique was used for the selection of the school in Mysuru. In this study researchers have randomly collected data from 7 head masters, 35 teachers, 107 students and 84 parents. The tools used in the present study are questionnaires for the head masters and the teachers, focused group interviews for the students and interview schedule for the parents. The data obtained was analysed both qualitatively and quantitatively.

### **Analysis and Results**

**Objective 1** – To Know the level of Awareness on learning outcomes among government higher primary teacher of Mysuru. 5 out of 7 head masters of government higher primary schools i.e., 71.42% of them have reported that they have an awareness on learning outcomes. 28 higher primary teachers among 35 i.e., 80% of the teachers visited say that, they are aware of the learning outcomes and its implementation.

**Objective 2** -To know different assessment techniques used by the teacher to measure the learning outcomes of the students. The different assessment techniques used by the teachers are rubrics, self-reports of the students, locally developed tests by the teachers, standardised tests, projects and seminars. 34.28% of the teachers are using rubrics, 8.57% are using self-reports, 2.85% of them are using locally developed tests, 22.85% of them are using

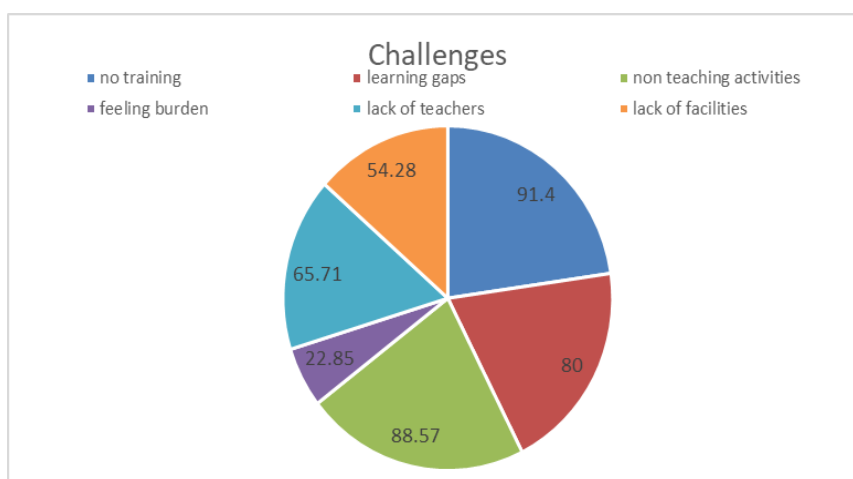
standardised tests, 11.42% of them are using projects and 14.28% are using seminars to assess students learning outcomes.



**Objective 3** - To know the challenges in implementing learning outcomes among government higher primary teacher of Mysuru. 91.42% of the teachers say that they have not been given proper training in using learning outcomes. 80% of the teachers say that the learning gaps found in the students are a big problem in actually assessing them using learning outcomes. 88.57% of the teachers say that non-teaching activities which are handled by them every day takes much of their time and are not able to spend quality time in implementing and assessing students using learning outcomes. 22.85% of the teachers claim that they actually feel burden while implementing learning outcomes as it also demands the lesson plans to be written based on learning outcomes. 65.71% of the teachers feel lack of sufficient teachers and 54.28% of them feel that lack of proper facilities in the school makes it difficult to implement and use learning outcomes in everyday teaching learning process.

**Objective 4** - To check the awareness levels of the students on learning outcomes  
53 students out of 107 students consulted claim that they are aware of learning outcomes and their expectations

**Objective 5** - To check the awareness levels of the parents  
Only 19 out of 84 i.e., 22.61% of the parents consulted have actually awareness on the learning outcomes.



## **Discussion**

From the study it is clear that teachers have not receive any proper training from the educational authorities in implementing and using of learning outcomes. This itself is a major set back for the education system. Because of the lack of training our teachers are not able to effectively implement learning outcomes. In government schools lack of sufficient number of teachers and lack of facilities in the schools also play a major challenge in implementing learning outcomes. The non-teaching activities are a burden on the government teachers and takes out much of their quality time. many of the students are still not aware of learning outcomes and the parental awareness is very low.

## **Delimitations of the Study**

This study was conducted among 7<sup>th</sup> standards teachers, students and their parents. Private schools are not included. Other educational stakeholders are not included.

## **Suggestions for the Future Study**

Can be done using the larger sample in order to generalise and among different grade students.

## **Conclusion**

Proper training has to be given to the teachers for the effective implementation of the learning outcomes. Proper support from the other educational stakeholders are needed. Regular parents teachers meeting should be held so that parents are updated with the latest changes that are happening in the education system and to know about their children education progress.

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