Inclination of Teachers to Implement Outcome-Based Education in English Courses in Saudi Universities

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Abstract

This study examines the inclination of English teachers in different Saudi universities to implement outcome-based education (OBE) in their English courses. OBE represents a nontraditional educational approach that depends on setting clear outcomes at both course and program levels. This approach emphasizes student competency through theoretical and practical demonstration of these outcomes with clear evidence of performance. OBE is a student-centric pedagogy that prioritizes students' benefits. The present study employed a survey as a data collection method, and the data were subsequently analyzed using IBM SPSS. The survey included three main dimensions: learning, teaching, and measuring students' performance (assessment), all of which are directly linked to the tenets of OBE. Participants in the survey were exclusively English language academic staff currently employed in different universities across Saudi Arabia. The study included participants from various Saudi institutions located in different regions to ensure broader representation and more comprehensive analysis. The findings of this investigation show that English teachers working in Saudi universities are inclined toward implementing OBE. Also, the findings demonstrate that biodemographic factors, such as gender and age, as well as other professional aspects such as job title, academic rank, or institutional affiliation, do not interfere with teachers' inclination toward OBE implementation. In conclusion, the study demonstrates a positive attitude among English teachers toward OBE, emphasizing its viability and potential applicability in the Saudi higher education context.

Keywords: outcome-based education, OBE, English language teaching, English language teachers, Saudi Arabian universities, inclination

1. Introduction

1.1 Outcome-Based Education

Outcome-based education (OBE) has become a widespread method of teaching today. This educational approach is centered on the outcomes learners need to achieve by the end of the course or program. These outcomes include goals related to both theoretical knowledge and practical skills. Learners are evaluated as either competent or incompetent in each outcome or goal. This competency needs to be demonstrated, tracked, and documented. This evidence-based documentation is often compiled in the form of a portfolio, either in physical or electronic format.

The successful implementation of OBE depends on the following key components: teaching, learning, and assessment. In contrast to traditional teaching and assessment methods, OBE is well-reputed for its student-centric teaching style and learning environment. This design enables measuring learners' performance over an extended period, tailored to their individual pace without the pressure of strict preassigned due dates. Consequently, it gives learners the freedom of unrestricted timeframes. Spady (1988) referred to these time restrictions as a "calendar" and "time-based way of doing business" (p. 4). Thus, in the OBE framework, teachers act as facilitators who guide and support learners in attaining the desired outcomes; however, the teacher refrains from imposing any specific instructional strategies or predefined steps on the learners. Instead, learners are encouraged to choose their preferred learning styles and utilize appropriate resources, as long as they eventually achieve the required outcomes within the designated time span. Significantly, OBE does not mold all learners into a predetermined pattern or presumption but rather celebrates individual diversity and self-directed learning.

Curriculum designing has always been a critical aspect of OBE because it is not reliant on specific content resources. Since OBE does not rely on a textbook-based teaching approach, a guide, in some practices called a module, is planned and produced. This module outlines the intended outcomes and details them for learners, along with the accompanying assessment strategies but never outlines the way to achieve or perform the tasks, which is the core principle of any outcome-based curriculum. This emphasis on free and independent learning is a defining characteristic of the OBE approach, which prioritizes the autonomy of learners in their pursuit of knowledge and skills.

1.1.1 Rise of OBE

Spady introduced OBE in the early 1980s, driven by his observations and insights into the American school systems (Spady, 1988). As a

basic requirement, Spady (1988) advocated improving the educational process by shifting it from a calendar-based process, with its predesigned assumptions, curriculum, instructional, and administrative strategies, to a result-based process. Spady (1988) clearly defined outcomes as "organizing for results: basing what we do instructionally on the outcomes we want to achieve, whether in specific parts of the curriculum or in the schooling process as a whole" (p. 5). In subsequent work, Spady (1994) encapsulated his purposes and premises in four core principles: clarity of focus, expanded opportunity, high expectations, and design down. Throughout the development of OBE, various scholars, including John Carroll and Benjamin Bloom, have contributed to the evolution of this approach, as acknowledged by Spady himself (Spady, 2020, xvii).

Over time, OBE has gained widespread acceptance across various institutions and countries, undergoing modifications and adaptations to suit different environments. However, Spady (n.d., as cited in Killen, 2002) expressed reservations regarding the different practice versions of OBE:

> I have no problem with there being multiple versions of OBE in the world as long as the implementers consistently, systematically, creatively, and simultaneously apply the four principles that drive a genuine OBE system. My deep concern with the current reform trends in the world centers on the glib way in which the OBE label is used. Just because people claim to have Outcomes—which in most cases are simply curriculum objectives—doesn't make them 'Outcome-Based.' Forget the Outcomes part for a moment and really look at the word BASED. Are their systems 'defined by, focused on, and designed and organised around' the outcomes they are committed to having ALL learners accomplish? Clearly not. Then they shouldn't use the word 'Based' when they don't mean it. (p. 4)

After years of observation and analysis of different practices, Spady (2020) produced a book entitled *Outcome-Based Education's Empowering Essence* as a guide for educational institutions, educators, students, and parents seeking to achieve better and more effective educational outcomes while mitigating the challenges that emerged during the different implementation practices since the 1980s. Spady (2020) noted, "I have been active in the development of the Outcome Based Education (OBE) movement in North America and the rest of the world from its earliest days." Thus, he modified the approach to a transformational one to fulfill all needs and elevated it with a futuristic vision, he described, "This book is about 'real' 21st Century OBE, the kind that gets kids to an empowering future" (Spady, 2020, pp. xvii–xviii).

1.1.2 Advantages of OBE

OBE offers various advantages and benefits. The benefits aimed from OBE can be generated from Spady's (1994) comparison of OBE and traditional education in the following key points:

- Clearly defined framework: OBE systems are built upon a well-defined framework of exit outcomes.
- Flexible time allocation: Timeline in OBE is modifiable according to the needs of both teachers and students.
- Clearly defined standards: Standards in OBE system, are unambiguously elucidated and 'criterion-based' for all students.
- Enhanced learning and performance: Outcome-based systems prioritize maximizing students' learning and ultimate performance abilities before their departure from the educational institution (pp. 17–18).

Practical implementation of OBE has yielded positive effects such as an increase in competency, creativity, and life skills among students. Notably, Professor Harden (2002), a medical educator, described the value of OBE for learners and teachers alike, affirming that it can "help students to learn more effectively" and "make it clear what students hope to gain from a particular course" (p. 118). Furthermore, OBE offers valuable benefits to teachers, enabling them to:

- Plan the content of their teaching.
- Design teaching materials more effectively by utilizing OBE as a template for instruction.
- Select appropriate teaching and learning strategies.
- Inform their colleagues what a particular course or activity is designed to achieve.
- Set a blueprint for examinations based on outcomes.
- Ensure the employment of suitable assessment strategies (Harden, 2002, p. 118).

Davis (2003) expounded on the advantages of OBE, particularly in the context of health education. Among the advantages that Davis (2003) identified are relevance, controversy, acceptability, clarity, provision of a framework, accountability, support for self-directed learning, flexibility, guidance for assessment, contribution to curriculum planning, facilitation of curriculum evaluation, and the establishment of a continuum of education (p. 260). Practically, these advantages are extended to various educational fields.

1.1.3 Challenges of OBE Implementation

There are many challenges to the implementation of OBE. Owing to its emphasis on outcomes or outputs rather than inputs, its implementation differs according to the specific targeted output. This inherent flexibility allows each institution and teacher to adopt creative ways in facilitating the desired outcomes. Consequently, not only teachers but also students can discover ways to master a certain skill or knowledge, leading to multiple implementation methods. Additionally, the process of designing a curriculum for OBE presents challenges because outcomes must be structured well to avoid any potential ambiguity. This complexity often leads teachers to rely on

ready-made textbooks and syllabi (Spady, 2020).

Furthermore, economic, social, and political conditions influence OBE implementation. Generally, the more economically and politically established the environment becomes, the more effective the implementation of OBE tends to be. A comparative study by Williamson (2000) examining the implementation of OBE in Australia and South Africa highlighted the impact of socio-economic and political factors on OBE implementation in both countries. While Australian and South African implementation of OBE faced similar challenges, South Africa's implementation encountered unique difficulties due to its inferior circumstances, including issues such as a large number of learners, inadequate resources, poor infrastructure, unavailability of learner support materials, expedited time frame, and a shortage of qualified teachers. Similarly, a study conducted by Bouslama, Lansari, Mahmoud Al-Rawi, and Abonamah (2003) at Zayed University shed light on challenges within their version of OBE implementation. The authors acknowledged that OBE "responds well to challenges" (Bouslama et al., 2003, p. 213) which implies the presence of challenges, and then summarized them as follows: "how to effectively integrate learning outcomes in courses, how to assess students in a way that will contribute to their learning experiences, and how to shift the focus from input/lecturing to feedback/learning" (Bouslama et al., 2003, p. 213).

Challenges are a natural part of any educational approach; thus, overcoming these challenges is a rising interest of OBE practitioners and researchers. They continuously conduct studies and experiments to refine and tailor OBE implementation to suit specific teaching and learning environments using traditional as well as advanced methods such as machine learning. For example, to plan a well-defined OBE curriculum, there is an urgent implied need to classify the course learning outcomes and judge their effectiveness. Hadj Kacem, Alshehri, and Qaid (2022) applied machine learning techniques to OBE and proved in their research that the support vector machine (SVM) algorithm is highly effective in judging the quality of the outcomes at the course level: "The best classification model was SVM. It was able to detect the CLO class with an accuracy of 83%" (p. 62). Such innovative approaches serve to enhance the effectiveness and adaptability of OBE in addressing its challenges.

1.2 Education in Saudi Arabia

1.2.1 Historical Background

Formal education in Saudi Arabia started with the official establishment of the Kingdom of Saudi Arabia in 1932. Initially, education was primarily restricted to religious teachings in places such as mosques and what is called in Arabic *Kuttaab*, in addition to some schools including Ottoman schools and a few schools established by local people such as Hashemite schools (Dakhiel, 2017). The founder of the Saudi Kingdom, King Abdulaziz ibn Abdulrahman Al Saud (1902-1953), recognized the importance of education and took significant steps to enhance this sector. He initiated the Knowledge Directorate, "Modeeriat Al-Maarif Al-Ammah" in Arabic, to focus on the education sector and elevate it. King Abdulaziz made education a top priority, and this commitment was continued by his succeeding kings. For instance, during the reign of King Saud ibn Abdulaziz Al Saud (1953-1964), significant achievements took place, including the establishment of schools and the first university in Saudi Arabia, King Saud University in 1957 as well as establishing a Ministry of Education. Yet, the most prominent achievement was enrolling females in formal education. In 1964, King Faisal ibn Abdulaziz reigned after his brother King Saud. He also prioritized education, encouraged women's education, and sent students to study abroad. The focus on educational development persisted during the reign of King Khalid ibn Abdulaziz (1975-1982) and witnessed the opening of two universities: King Faisal University in Dammam and Umm Al-Qura University in Makkah. King Fahad ibn Abdulaziz, who ruled from 1982 to 2005, continued to foster the education sector by increasing the number of schools and establishing a new university in Abha, in the southern region of Saudi Arabia. Subsequently, King Abdullah bin Abdulaziz Al Saud, who ruled from 2005 to 2015, established the Tatweer program to develop and innovate education. This period witnessed rapid growth in the number of universities, institutes, and colleges in different fields. In the contemporary era, during the reign of King Salman bin Abdulaziz, Saudi Arabia underwent a comprehensive evaluation, leading to the launch of Vision 2030 by Crown Prince Mohammed bin Salman Al Saud in 2016. The vision aims to diversify the income sources, and education is a way that leads to this by building and increasing the number of qualified Saudi citizens who make the human power engine for this transformational change (Vision 2030, n.d.).

1.2.2 Teaching Practice and Trends in English Language Teaching Studies

In the past, traditional teaching methods were dominant across all subjects in Saudi Arabia, regardless of some attempts to incorporate modern methods of teaching. Teachers depended on traditional ways where the teacher is the center and acts as the sender of knowledge, while the student acts as the recipient and this was because of teachers' lack of training (Alharbi, 2015). However, a significant shift toward planned and systematic transformation in education started with the Saudi futuristic Vision 2030, which gives education remarkable solicitude. Many studies have been conducted highlighting the need for educational reform, addressing and investigating reform programs and initiatives, and evaluating the progress made (Allmnakrah & Evers, 2020; Alyami, 2014; Dakhiel, 2017; Tayan, 2017). Comparative analyses were also conducted to contextualize Saudi education in relation to other educational systems (Bentahar, Copeland, Stevens, & Vukelich, 2021).

Multiple studies reflected on teaching English as a foreign language on the Saudi ground. For instance, Khan (2011) declared that English teachers should always put OBE in focus no matter what learning theories they follow to overcome English learning difficulties. Studies have also investigated obstacles encountered by English teachers and supervisors in public schools. In this context, Elyas and Al Grigri (2014) highlighted the need for training programs and identified issues related to the overuse of traditional teaching methods, along with other non-teaching difficulties. Some other studies recommended solutions for English language teaching in Saudi Arabia in track with the

recent technological development such as Sofi (2015) who recommended integrating multimedia into curriculum and textbooks. More recently, an increasing number of studies have emerged focusing on English language teaching in light of Vision 2030. Al-Mwzaiji and Muhammad (2023) provided a critical overview by studying the complicated relationship between English language learning and Vision 2030, shedding light on potential implications and challenges.

1.3 OBE in Saudi Arabia

In general, there exists a lack of studies dealing directly with OBE in this geographical area, especially in the context of English language teaching. OBE represents a comprehensive approach that could encompass project-based learning, problem-based learning, and competency-based education. The three strategies of teaching are context-related to either a specific project, problem, or skill. They prioritize students, learning outcomes, flexibility, skills, competencies, and active learning. Prasanna Kumar, Agrawal, and Bhat (2016) noted the positive impact of project-based learning on achieving optimal learning outcomes: "Students learn more deeply when they can apply classroom-gathered knowledge to real-world problems, and when they take part in projects that require sustained engagement and collaboration within the team as well as outside their team" (Prasanna Kumar et al., 2016, p. 133). Similarly, problem-based learning focuses on students' ability to solve specific problems as learning outcomes, which aligns with the principles of OBE. Often educators and researchers, such as Morcke, Dornan, and Eika (2013), use competency-based education to refer to OBE. The interchangeable use of the terms "outcome" and "competency" suggests a shared purpose between the two approaches (Morcke et al., 2013).

The implementation of OBE is particularly notable in the fields of medicine and science within Saudi Arabian universities. For instance, the College of Medicine at Majmaah University has successfully applied problem-based learning as a teaching approach. A study conducted at the same university concluded that problem-based learning significantly enhances the skills needed for medical students' future careers (Asad et al., 2018). In 2010, King Saud University started introducing OBE through workshops. The College of Engineering, along with six other colleges, began implementing OBE in the first academic year of 2015/2016. Special software was designed for outcome assessment at the university (King Saud University, College of Engineering, 2023).

Jazan University has published its official guide on building and assessing learning outcomes on its website, indicating its commitment to active learning (Jazan University, 2020). Workshops have been conducted to enhance the understanding and implementation of OBE, such as the workshop held by Farasan University College, which is part of Jazan University, focusing on OBE in the Nursing Curriculum (Jazan University, 2023b). Another recent workshop specifically addressed assessment practices, entitled "Assessing Learning Outcomes in the Light of Outcome-Based Education" (Jazan University, 2023a). Similarly, the College of Education in Prince Sattam bin Abdulaziz University conducted a workshop in 2021, dedicated to measuring learning outcomes. This workshop explored various aspects of OBE, including the roles of learners and faculty members, as well as effective assessment methods (Prince Sattam Bin Abdulaziz University, College of Education-Dellam, 2021).

King Abdulaziz University also conducted a workshop in 2019 entitled "Formulating Course Learning Outcomes." The workshop focused on the fundamental concepts of OBE and student-centered approaches (Meisha & Sindi, 2019). Imam Abdulrahman Bin Faisal University reported the successful implementation of problem-based education at the institutional level, aiming to encourage faculty to adopt appropriate teaching strategies that foster active personality skills, lifelong learning, and problem-solving abilities. The university emphasizes that achieving program learning outcomes will ultimately lead to achieving all institutional learning outcomes (Imam Abdulrahman Bin Faisal University, 2020).

Notably, the implementation of OBE is not limited to public institutions alone; private institutions have also embraced this educational approach. For example, Fakeeh College for Medical Sciences, College of Nursing investigated OBE at the competency level (Attallah & Hasan, 2022). Similarly, the Faculty of Medicine in King Fahad Medical City implemented problem-based learning and OBE at the curriculum level. The subsequent investigation emphasized the role of the learning environment in influencing learning outcomes (Al Rukban, Khalil, & Al-Zalabani, 2010). In conclusion, the various studies and workshops conducted demonstrate the growing awareness and adoption of OBE in Saudi Arabian universities. The implementation of OBE, in both public and private institutions, signifies the shift from traditional to modern methods and the widespread recognition and acceptance of this modern educational method.

1.4 Study Significance

The current study derives its significance from several aspects. First, the topic and geographical area (Saudi Arabia) are less investigated and researched, making the study of OBE in the context of English language teaching valuable. Second, OBE is recognized as an effective method for obtaining the best results and producing highly skilled and qualified graduates for the labor market. Third, the study focuses on English Language academic staff who are integral components of any nation's development due to their key role in shaping learners' lives. Finally, the objective of the study aligns with Saudi Arabia's transformational plan in education, Vision 2030, which aims to switch from traditional teaching methods to modern teaching and build a qualified skilled citizenry able to compete in the labor market.

1.5 Study Objective and Questions

1.5.1 Study Objective

The primary objective of this study is to assess the inclination of English teachers in Saudi Arabia toward the implementation of OBE by addressing the following main question: Are English teachers in Saudi Arabia inclined to implement OBE?

1.5.2 Study Analysis Questions

To achieve this objective, we analyzed the respondents' inclination toward OBE based on different demographic factors toward the general study objective. The following study questions were formulated:

SQ1: Which gender is more inclined to implement OBE?

SQ2: Which regions/provinces are more or less inclined to implement OBE?

SQ3: Which age group is more inclined to implement OBE?

SQ4: Are Saudi or non-Saudi teachers more inclined to implement OBE?

SQ5: Which education level (i.e., bachelor holders, master holders, and doctorate holders and above) is more inclined to implement OBE?

SQ6: Which job title (i.e., lecturer, instructor, assistant professor, and associate professor) is more inclined to implement OBE?

2. Methodology

2.1 Study Design and Setting

The study is quantitative and of an investigational nature. A questionnaire of three parts (teaching, learning, and measuring students' performance) was used to investigate whether English teachers in Saudi Arabia are inclined toward implementing OBE in their classes or not. It also further investigated whether demographic factors such as gender, nationality, academic rank, and education level affect the teachers' inclinations to implement OBE. The study included English faculty members from various universities across the five main geographical regions of Saudi Arabia, namely the Southern, Eastern, Western, Middle, and Northern regions.

2.2 Study Participants

English teachers from different universities across Saudi Arabia were targeted. The participants were restricted to only English teaching staff in Saudi universities. In total, 68 respondents completed the questionnaire successfully. The respondents varied in gender, age, nationality, academic rank, and education level. The respondents' distribution according to the demographic factors was as shown in Table 1.

Table 1. Respondents' distribution according to the demographic factors

Category	No. of Respondents
Gender	
Male	38
Female	30
Age	
Between 20 and 29	1
Between 30 and 39	17
Between 40 and 49	36
50 and older	14
Nationality	
Non-Saudi	58
Saudi	10
Level of Education	
Bachelor's degree	6
Master's degree	35
Doctorate	27
Job Title	
Lecturer	22
Instructor	25
Assistant professor	15
Associate professor	4
Advanced teacher	1
Professor	1
Institution Region	
Southern provinces	44
Eastern provinces	10
Western provinces	8
Middle provinces	4
Northern provinces	1
Invalid response	1

2.3 Study Instrument

2.3.1 Questionnaire

The study employed a questionnaire specifically designed to serve the objective of the study. In addition to a demographic section that gathered information on participants' gender, age, nationality (Saudi or Non-Saudi), level of education, job title, and region of academic institution (Southern, Northern, Eastern, Western, Middle). The questionnaire was divided into three parts based on three dimensions that

constitute OBE method: teaching, learning, and measuring learning performance/assessment.

The questionnaire contained 20 items, and because the targeted population is teachers, most questionnaire items focused on teaching. The first part tested the teaching dimension with 11 items that revolved around the three fundamentals of teaching: teacher's role, teaching practice/style, and teaching resources. The second part investigated the learning dimension and its items focused on the student/learner's role, learning practice/style, and learning resources in four items. The last part examined the general ways of assessing or measuring learners' performance in five items. The items were closed-ended. Closed-ended questions have main advantages to both respondents and researchers since they are easier and faster for respondents to answer and easier for researchers to enter and analyze. (Hyman & Sierra, 2016).

In the questionnaire, various items were used in teaching dimension such as, a) English language teacher should be a facilitator more than a lecturer, b) English language teachers must explain each and every detail to learners, c) All teachers in the same institution who are teaching the same course code, subject, must follow the same method of teaching, d) English language teachers must clarify the lessons' outcomes and course outcomes to learners at the beginning of the course and each lesson, e) English language teachers should not be burdened by checking multiple attempts at the same assignments more than once, f) English language teaching must be based on a specific curriculum (book) such as life series, Headway…etc. teaching resources. Learning dimension consisted of items such as, a) Learners can depend solely on themselves, under guidance of teachers, to achieve the outcomes of the course, b) All students must follow the same strategy and exact steps to achieve the course outcomes, c) English language class should consist of a limited number of learners, not more than 20 for productive learning. The dimension of Measuring Learners' Performance included items such as, a) Exams, quizzes, and tests are the only genuine methods to measure students' performance, b) It is fair and satisfactory enough to label learner's performance under the words Competent/ Not Competent, c) English language teachers must implement using a portfolio, documents evidence, for each student as evidence for learners' achievements and performance.

To measure responses, a 5-point Likert scale was used, where 1 = strongly disagree and 5 = strongly agree. Reverse questions were recoded to maintain uniformity across all items. To ensure validity and reliability, the questionnaire underwent revisions by three English teachers. Subsequently, it was pilot tested on 15 English teachers with direct contact to ensure the right perception of items. Finally, it was sent, along with the proposal, to the research committee of the English Language Institute and the Committee for Scientific Research - Jazan University for approval.

2.4 Data Collection

The study depended on the questionnaire as the primary source for collecting data. The questionnaire was hosted on Google and shared online for rapid and efficient data collection from December 15, 2022, to January 10, 2023. Respondents answered all 3 parts anonymously with their full consent and the ability to withdraw at any point. To safeguard the confidentiality of academic institutions and guarantee unbiased responses, respondents were asked to indicate their affiliations under regional categories, namely Southern, Northern, Eastern, Western, and Middle. Prior to data collection, official approval was obtained from Jazan University. After approval, the research committee at English Language Institute initiated the distribution of the questionnaire among its English teachers through the official faculty WhatsApp groups for both male and female teachers. In addition, the researcher, with the collaboration of colleagues from other universities, distributed the questionnaire primarily via WhatsApp, considering its widespread use among teachers.

2.5 Data Analysis

Data analysis was conducted using IBM Statistical Package for the Social Sciences (SPSS). An independent sample t-test was used to assess differences in gender and nationality. This statistical test allows for the comparison of mean differences for a specific variable between two distinct groups. For age, job title, education, and region, a one-way ANOVA was used to evaluate mean differences concerning a particular variable among more than two distinct groups.

3. Results

3.1 Inferential Analysis

3.1.1 SQ1: Which Gender Is More Inclined to Implement OBE?

To investigate the differences in inclination toward OBE between men and women, we conducted an independent sample t-test. We have separately applied the t-test for the three dimensions as well as on OBE as a whole, which we computed by taking the sum of all three dimensions. The results (Table 2 and Figure 1) show that there were no significant differences between men and women for teaching ($M_{male} = 3.59$, $M_{female} = 3.55$, $p = 0.68 > 0.05$), learning ($M_{male} = 3.76$, $M_{female} = 3.58$, $p = 0.198 > 0.05$), measuring learning performance ($M_{male} = 2.79$, $M_{female} = 2.79$, $p = 0.99 > 0.05$), and OBE ($M_{male} = 10.14$, $M_{female} = 9.93$, $p = 0.26 > 0.05$). These results demonstrate that both genders were equally inclined toward OBE and each dimension (teaching, learning, and measuring learning performance).

Table 2. Comparing males and females for OBE inclination

	Gender	N	Mean	SD	T	Df	p	Decision
Teaching	Male	38	3.59	0.32	0.41	45.34	0.68	Reject
	Female	30	3.55	0.52				
Learning	Male	38	3.76	0.46	0.12	66	0.198	Reject
	Female	30	3.58	0.64				
Measuring Learning Performance	Male	38	2.79	0.46	0.013	66	0.99	Reject
	Female	30	2.79	0.43				
OBE	Male	38	10.14	0.74	1.14	66	0.26	Reject
	Female	30	9.92	0.84				

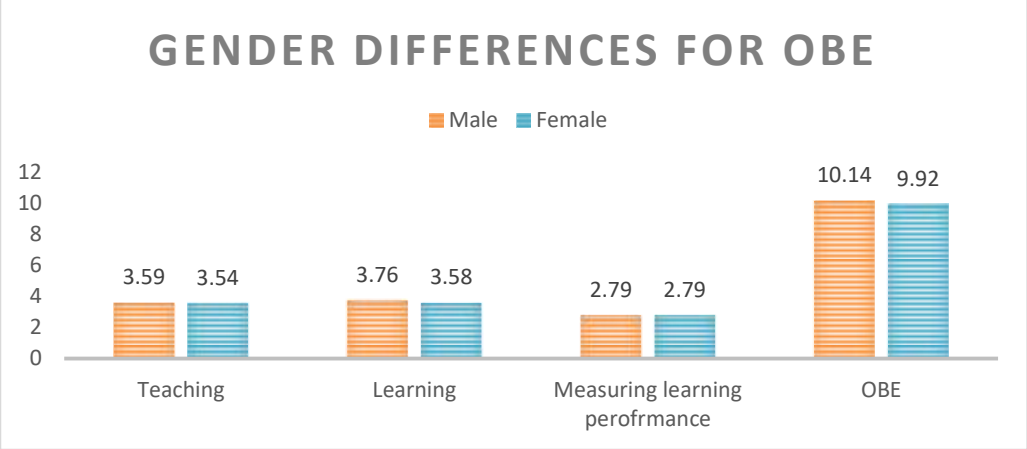

Figure 1. Comparing males and females for OBE inclination

3.1.2 SQ2: Which Regions/Provinces Are More or Less Inclined to Implement OBE?

We applied one-way ANOVA to test the differences in the inclination of respondents toward OBE and its dimensions based on the regions of institutions. The results of one-way ANOVA indicate no significant differences between respondents based on region for their inclination toward OBE (Table 3 and Figure 2): teaching ($F(4,62) = 1.534$, $p = 0.203 > 0.05$), learning ($F(4,62) = 1.207$, $p = 0.317 > 0.05$), measuring learning performance ($F(4,62) = 0.819$, $p = 0.518 > 0.05$), and OBE ($F(4,62) = 0.972$, $p = 0.429 > 0.05$).

Table 3. ANOVA for comparing OBE inclination for regions

		Sum of Squares	Df	Mean Square	F	Sig.
Teaching	Between Groups	1.060	4	.265	1.534	.203
	Within Groups	10.715	62	.173		
	Total	11.775	66			
Learning	Between Groups	1.429	4	.357	1.207	.317
	Within Groups	18.347	62	.296		
	Total	19.776	66			
Measuring Learning Performance	Between Groups	.656	4	.164	.819	.518
	Within Groups	12.418	62	.200		
	Total	13.075	66			
OBE	Between Groups	2.438	4	.610	.972	.429
	Within Groups	38.879	62	.627		
	Total	41.317	66			

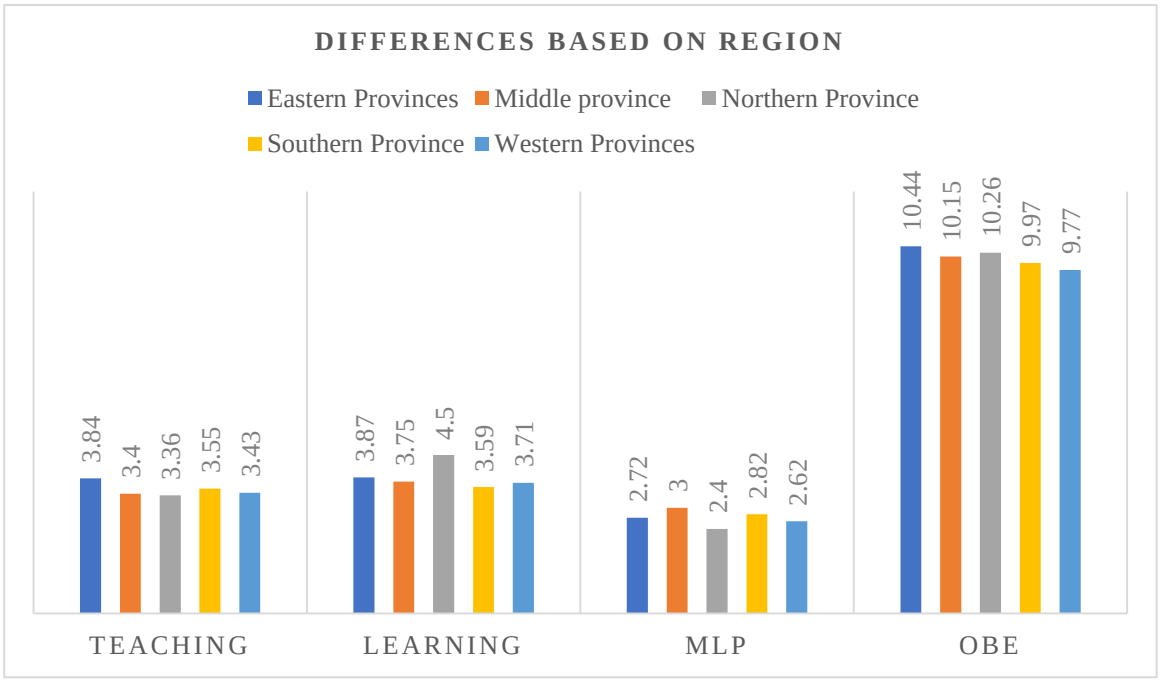

Figure 2. Comparing OBE inclination for regions

3.1.3 SQ3: Which Age Group Is More Inclined to Implement OBE?

We used one-way ANOVA to examine the inclination of respondents toward OBE based on age. The results of ANOVA, as shown in Table 4 and Figure 3, show that respondents from all age groups were equally inclined toward OBE and its dimensions: teaching ($F(3,64) = 0.885$, $p = 0.454 > 0.05$), learning ($F(3,64) = 1.346$, $p = 0.267 > 0.05$), measuring learning performance ($F(3,64) = 1.264$, $p = 0.294 > 0.05$), and OBE ($F(3,64) = 0.469$, $p = 0.705 > 0.05$). Thus, we conclude that respondents from different age groups did not differ in their inclination toward OBE.

Table 4. ANOVA for comparing OBE inclination for age groups

		Sum of Squares	Df	Mean Square	F	Sig.
Teaching	Between Groups	.470	3	.157	.885	.454
	Within Groups	11.320	64	.177		
	Total	11.789	67			
Learning	Between Groups	1.193	3	.398	1.346	.267
	Within Groups	18.912	64	.296		
	Total	20.106	67			
Measuring Learning Performance	Between Groups	.733	3	.244	1.264	.294
	Within Groups	12.384	64	.194		
	Total	13.118	67			
OBE	Between Groups	.899	3	.300	.469	.705
	Within Groups	40.856	64	.638		
	Total	41.755	67			

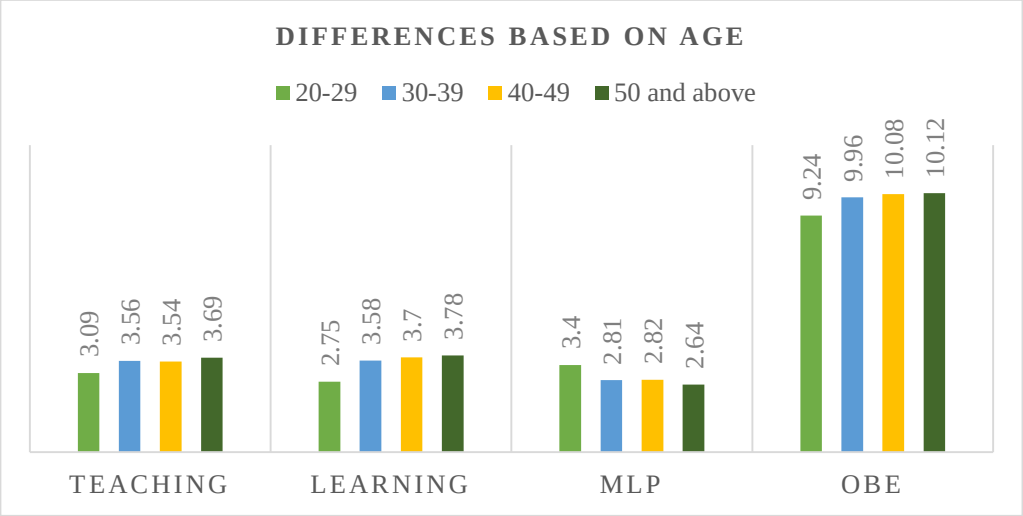

Figure 3. Comparing OBE inclination for age groups

3.1.4 SQ4: Are Saudi or non-Saudi teachers more inclined to implement OBE?

To test the differences between Saudi and non-Saudi respondents for inclination toward OBE, we have applied an independent sample t-test. As shown in Table 5 and Figure 4, there were no significant mean differences between Saudi and non-Saudi respondents for teaching ($M_{non\text{-}Saudi}$ = 3.54, M_{Saudi} = 3.71, p = 0.24 > 0.05), learning ($M_{non\text{-}Saudi}$ = 3.65, M_{Saudi} = 3.80, p = 0.46 > 0.05), measuring learning performance ($M_{non\text{-}Saudi}$ = 2.82, M_{Saudi} = 2.60, p = 0.13 > 0.05), and OBE ($M_{non\text{-}Saudi}$ = 10.03, M_{Saudi} = 10.11, p = 0.76 > 0.05). Therefore, regardless of nationality, all respondents were equally inclined toward OBE and its dimensions.

Table 5. Comparing the OBE inclination for nationality

		Nationality	N	Mean	SD	t	df	P	Decision
Teaching		Non-Saudi	58	3.5486	.41362	-1.18	66	0.24	Reject
		Saudi	10	3.7182	.44629				
Learning		Non-Saudi	58	3.6595	.54752	-0.75	66	0.46	Reject
		Saudi	10	3.8000	.56273				
Measuring	Learning	Non-Saudi	58	2.8276	.42624	1.52	66	0.13	Reject
Performance		Saudi	10	2.6000	.50772				
OBE		Non-Saudi	58	10.0357	.82946	-0.30	66	0.76	Reject
		Saudi	10	10.1182	.52501				

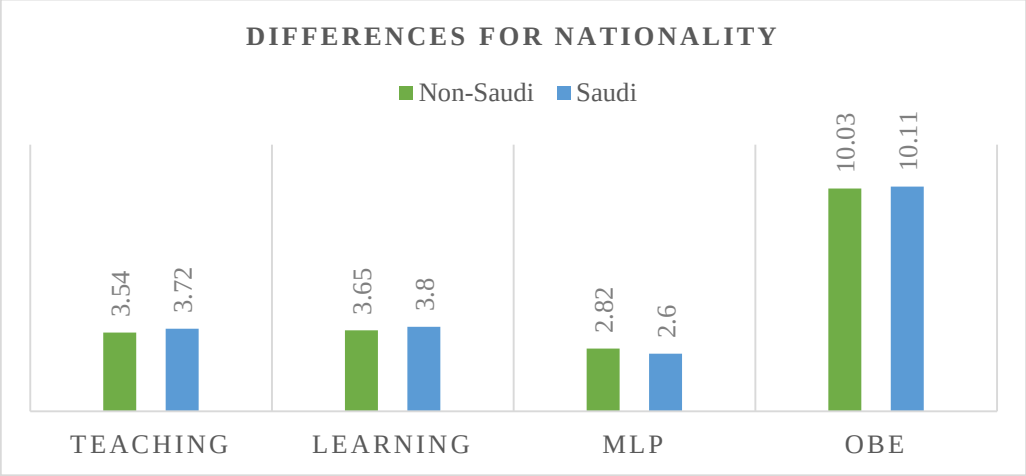

Figure 4. Comparing the OBE inclination for nationality

3.1.5 SQ5: Which Education Level (i.e., Bachelor Holders, Master Holders, and Doctorate Holders and above) Is More Inclined to Implement OBE?

From the results of one-way ANOVA comparing groups with different education levels for inclination toward OBE (Table 6 and Figure

5), we did not find any significant differences between the groups for teaching (F (2,65) = 1.205, p = 0.306 > 0.05), learning (F (2,65) = 0.164, p = 0.849 > 0.05), measuring learning performance (F (2,65) = 2.538, p = 0.087 > 0.05), and OBE (F (2,65) = 0.015, p = 0.985 > 0.05). Thus, inclination toward OBE and its dimensions did not depend on the education level of respondents.

Table 6. ANOVA for OBE inclination based on the education level

		Sum of Squares	Df	Mean Square	F	Sig.
Teaching	Between Groups	.421	2	.211	1.205	.306
	Within Groups	11.368	65	.175		
	Total	11.789	67			
Learning	Between Groups	.101	2	.051	.164	.849
	Within Groups	20.004	65	.308		
	Total	20.106	67			
Measuring Learning Performance	Between Groups	.950	2	.475	2.538	.087
	Within Groups	12.167	65	.187		
	Total	13.118	67			
OBE	Between Groups	.019	2	.009	.015	.985
	Within Groups	41.736	65	.642		
	Total	41.755	67			

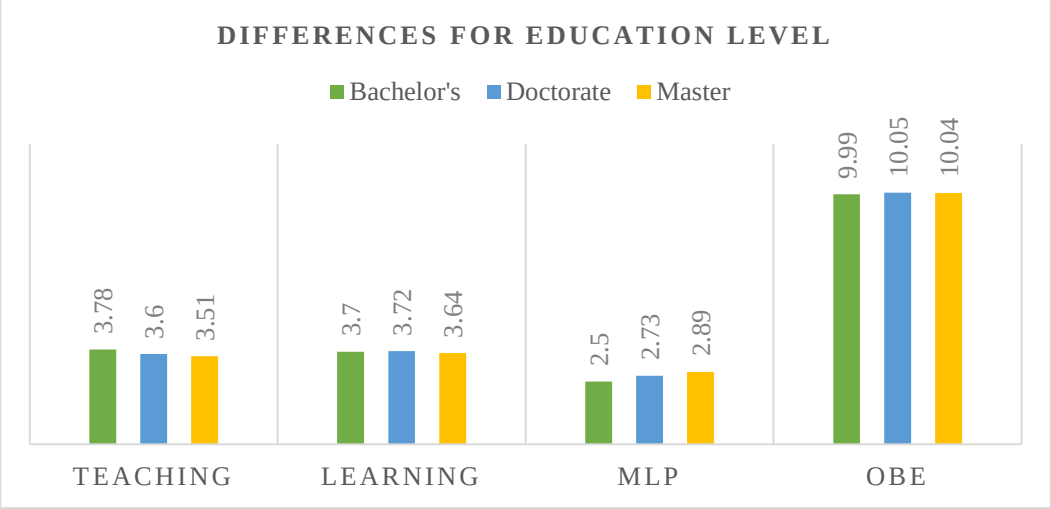

Figure 5. OBE inclination based on the education level

3.1.6 SQ6: Which Job Title (i.e., Lecturer, Instructor, Assistant Professor, and Associate Professor) Is More Inclined to Implement OBE?

From the results of one-way ANOVA comparing groups with different job titles for their inclination toward OBE (Table 7 and Figure 6), we did not find any significant differences between the groups for teaching (F (5,62) = 0.569, p = 0.723 > 0.05), learning (F (5,62) = 0.774, p = 0.572 > 0.05), measuring learning performance (F (5,62) = 1.193, p = 0.323>0.05), and OBE (F (5,62) = 0.291, p = 0.916 > 0.05). These results show that the inclination toward OBE and its dimensions did not depend on the job titles of the respondents.

Table 7. ANOVA for the inclination of OBE for the job titles

		Sum of Squares	Df	Mean Square	F	Sig.
Teaching	Between Groups	.518	5	.104	.569	.723
	Within Groups	11.272	62	.182		
	Total	11.789	67			
Learning	Between Groups	1.181	5	.236	.774	.572
	Within Groups	18.925	62	.305		
	Total	20.106	67			
Measuring Learning Performance	Between Groups	1.151	5	.230	1.193	.323
	Within Groups	11.967	62	.193		
	Total	13.118	67			
OBE	Between Groups	.959	5	.192	.291	.916
	Within Groups	40.797	62	.658		
	Total	41.755	67			

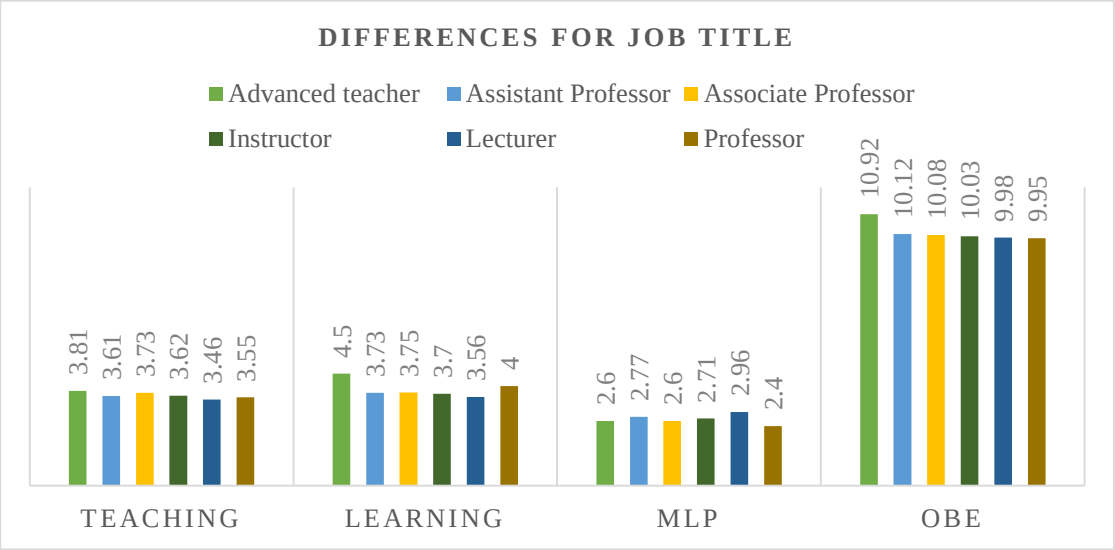

Figure 6. Inclination of OBE for the job titles

3.2 An Overall Trend for OBE

As stated earlier, OBE is measurable using three dimensions: teaching, learning, and measuring learning performance. The Likert scale used to measure the variables was a 5-point scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly disagree. The mean values (Table 8) for teaching (M = 3.5735) indicate that respondents somewhat agreed or were neutral on their inclination toward OBE, which indicates that they supported OBE and were not against this method. For learning (M = 3.6801), the average response of respondents was either neutral or they agreed to some extent that they were in favor of OBE. By contrast, the mean value of measuring learning performance (M = 2.7941) was less than 3, which means that respondents disagreed with or were not inclined toward the implementation of this dimension. For OBE overall, we have added the mean values of teaching, learning, and measuring performance. The mean value of OBE was 10.0478, which indicates that when considering all three dimensions of OBE collectively, we see a positive trend toward OBE by the English language teachers in Saudi universities.

Table 8. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Teaching	68	2.55	4.55	3.5735	.41948
Learning	68	1.75	4.75	3.6801	.54780
Measuring Learning Performance	68	1.60	3.60	2.7941	.44248
OBE	68	7.50	12.00	10.0478	.78944
Valid N (listwise)	68				

4. Discussion

The current study investigates the inclination of English teachers in Saudi universities to implement OBE in their classes as a general objective. The findings indicate a general inclination among English teachers toward implementing OBE as a common practice. However, teachers exhibit a greater inclination toward the first two dimensions of the educational process, namely teaching and learning, than the third dimension, measuring students' performance/assessment. This tendency aligns with the observations of Mertler and Campbell (2005), who asserted that teachers often perceive themselves as inadequately prepared and insufficiently trained for the assessment process, thereby expressing a need for further qualification and assistance.

Furthermore, the study examines various demographic factors that might affect teachers' inclinations. These factors include gender, age, nationality, region of institution, education level, and job title, encompassing six study questions. SQ1 tackled the inclination based on gender. The results indicate no significant difference in the inclination between male and female teachers. This finding can be attributed to the unique educational environment of single-sex branches in Saudi universities, where separate facilities are provided for male and female students. To ensure providing an equal level of education to both genders, the Ministry of Education appoints male and female teachers of similar levels according to qualifications and evaluates and assesses them equally for licensing by the Education and Training Evaluation Commission (Alnahdi & Schwab, 2023). SQ2 dealt with the university affiliations of the respondents. The results reveal no major variation in teachers' inclinations. However, the Eastern province exhibited the highest inclination, while the northern, middle southern, and western regions displayed progressively lower inclinations. SQ3 examined the age factor. All respondents were adult teaching staff members in Saudi universities and demonstrated a uniform level of inclination to implement OBE.SQ4 measured the inclination of teachers based on nationality. Besides the Saudi teachers, universities incorporate international staff from different countries. The international teachers were labeled as non-Saudi teachers. The results indicate that both groups are equally inclined toward implementing OBE, with nationality having

no discernible influence. These findings from SQ2, SQ3, and SQ4 are consistent with the Saudi licensing and employment procedure highlighted in SQ1 and discussed by Alnahdi and Schwab (2023). The factors investigated in SQ5 (level of education) and SQ6 (job title) showed no significant impact on teachers' inclination to implement OBE. The study revealed that teachers within these categories exhibited equal levels of inclination.

Conducting an empirical study can be challenging due to the unpredictability of real-life factors. Despite the significance of the study, it faced certain obstacles, which are inherent in the research and investigative process. These obstacles primarily revolve around the number of respondents in specific study questions, potentially affecting the accuracy and representativeness of the results. The researcher acknowledges limitations in some of the results due to disparities in the number of respondents in certain factors, specifically SQ2, SQ3, and SQ6, as follows: In SQ2, the majority of respondents were from the southern regions (44 respondents), while the northern part had only one respondent. Consequently, this skewed distribution might have a negative impact on the results. Similarly, in SQ3, the inclination of young teachers (age group 20-29) appeared to be the least, but the researcher acknowledges the limitation of this assumption due to the small size of the population within this age group. Moreover, in SQ6, respondents represented six different job titles: advanced teacher, assistant professor, associate professor, instructor, lecturer, and professor. The results indicate that teachers, irrespective of their job title, displayed an inclination to implement OBE. However, this conclusion might be affected by the small sample sizes in two job titles, namely advanced teacher and professor, with only 1 respondent each, which presents a drawback that may have influenced the accuracy of the results. Nevertheless, these limitations did not significantly impact the overall findings; they might only affect the order of inclination among certain groups. Consequently, further investigation within these specific categories is recommended, focusing on these specific categories with a more controlled and larger sample size to ensure more reliable and accurate results.

5. Conclusion

The present study represents a pioneering exploration of OBE in Saudi universities, and it is distinguished since it tackles OBE within the domain of English language teaching, with a particular focus on English teachers as the subjects of investigation. This distinction sets the study apart, as it delves into an area that has received limited attention thus far. The study concludes that English teachers in Saudi Arabia are inclined toward implementing OBE regardless of any biodemographic factors. This inclusive acceptance and willingness to adopt OBE extend across genders, age groups, nationalities, educational levels, job titles, and educational affiliations. Such a positive response is in line with the goals of Saudi Vision 2030 (2016), which established the transformation of education through training programs for teachers and the provision of resources to embrace modern educational practices.

The study contributes to the transformational trend of education in Saudi Arabia by focusing on one of the most reputable educational approaches, namely OBE, and highlighting the openness and inclination of English teachers to implement this approach in their teaching-learning process. It emphasizes the potential of OBE in achieving elevated outcomes by integrating modern teaching strategies in language classes. Given the scarcity of research on this particular topic, especially within the unique geographical and social context of Saudi Arabia, the study provides a base for further studies and encourages organized implementation of OBE to elevate the teaching/learning environment as supported and enhanced by the Saudi government and Vision 2030.

6. Recommendations

This study is general and draws attention to OBE and the flexibility and openness of English teachers to incorporate a modern approach (OBE) in their classrooms. However, to further enrich the existing knowledge and yield more precise results, it is strongly recommended to conduct focused research to investigate the inclination of English teachers toward implementing OBE in their classes but in a narrower mode. A narrowing sample of a study can be based on institutions located in individual regions/provinces, individual universities, or even faculties or departments. By limiting the scope of the study, researchers can concentrate on a smaller number of respondents, allowing for increased cooperation rates and more in-depth analysis. This approach will ensure the generation of accurate and reliable data for comparison to enhance the use of OBE.

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