

OUTCOME-BASED EDUCATION: ORIGINS, DEVELOPMENT
and IMPACT on the MANAGEMENT OF
N.S.W. PUBLIC SCHOOLS

A Thesis Presented to The Faculty of
Education, Health and Professional Studies
University of New England

In Partial Fulfilment of the
Requirements for the Degree of
Master of Educational Administration (Honours)

by
Dianne Vidarshaw, Dip. Art (Education).
March, 1996

DECLARATION

I certify that the substance of this thesis has not already been submitted for any degree and is not currently being submitted for any other degree.

I certify that any help in preparing this thesis, and all sources used, have been acknowledged in this thesis.

A solid black rectangular box used to redact the signature of the author.

Signature

ABSTRACT

The purpose of the study was to investigate the way in which Outcome-Based Education (O.B.E.) models and ideas were being used in the New South Wales (N.S.W.), Australia Department of School Education (D.S.E.) public school system before March, 1995. After this date, a change of government resulted in a changed context for public education in N.S.W., with significant reorganization taking place.

One research problem was the myriad of O.B.E. interpretations in the N.S.W. public school system at the state, regional, cluster of schools and individual school levels. Another problem to be addressed was the apparent inadequacy of the knowledge base for educators expected to effectively implement an "outcome" approach to curriculum. A review of the origins and development of O.B.E. in the United States of America (U.S.A.) was perceived as providing a more comprehensive understanding of the strategic implications for the use of O.B.E. in N.S.W. schools. Recognition of the role educational administrators have in establishing the corporate conditions for successful system and student outcomes can be seen as crucial.

This research study provides a comprehensive and critical review of literature on the origins and early development of O.B.E. ideas. Interviews conducted with and a questionnaire distributed to some "key actors" involved in O.B.E. change processes in the N.S.W. D.S.E. were the means of gathering data. Emergent findings from the interviews and the questionnaire were then comparatively analysed to identify common themes and to inform the nature of the recommendations made for future use of O.B.E. ideas in N.S.W. public schools.

The study found that a "quiet revolution" had occurred. Some N.S.W. educators had used a range of O.B.E. strategies derived directly from literature and consultants from the U.S.A. Innovation in some N.S.W. regions, clusters and schools had achieved a synthesis of O.B.E. ideas derived from various sources. O.B.E. innovations had occurred both within and outside the parameters set by the N.S.W. state-based system of education.

ACKNOWLEDGEMENTS

This thesis was produced as a result of the assistance and co-operation of a number of people. The contribution of the educators of N.S.W. involved in O.B.E. innovation, who gave generously of their time and ideas is acknowledged. The support of the N.S.W. Department of School Education in permitting access to N.S.W. public schools to conduct the research is acknowledged. The original sources of inspiration for this thesis, including teacher inservicing in O.B.E. experienced by this researcher at Parkrose Senior High School in Portland, Oregon, U.S.A., and training courses provided by Drs. Al. Marmar, William Spady and William Glasser, are acknowledged. The ongoing opportunity to network with educators through the Australian Curriculum Studies Association (ACSA) has also informed this study.

The support and personal sacrifices of my daughter, Myfanwy Henshaw, have been paramount to the completion of this thesis. The tolerance and assistance given in a technical capacity by my spouse, Michael Henshaw, have been greatly appreciated.

Finally, the inspirational, expert and generous assistance of my supervisors, Dr. Narottam Bhindi and Dr. Patrick Duignan, is gratefully recognized.

TABLE OF CONTENTS

Chapter	Page
1 OUTCOME-BASED EDUCATION: CRIGINS, DEVELOPMENT and IMPACT on the MANAGEMENT of N.S.W. PUBLIC SCHOOLS	1
Context for this Research Study	1
Expected Outcomes of this Study	3
Area of Investigation	3
Administrative Significance of the Study	5
Definition of O.B.E. Terms and Use of Language in this Research	5
Nature of the Research Problems Addressed in this Research Study	7
Research Questions	8
Research Design and Data Collection	9
Limitations of the Study	9
Organization of the Thesis	11
2 LITERATURE REVIEW	12
SECTION 1. QUALITY CONCEPTS and O.B.E.	14
Influence of Total Quality Management	14
British Compared with Japanese Management Approaches	17
Educational Applications	19
SECTION 2. ACCOUNTABILITY and RESTRUCTURING in EDUCATION	22
Accounting for Schooling Outcomes	22
Context for O.B.E. in Australia	25
Assurance of Quality	28
Quality Assurance in N.S.W. Public Schools	32
Leadership Styles and the Context for O.B.E.	34
SECTION 3. O.B.E. ORIGINS- EDUCATIONAL RESEARCH/ PSYCHOLOGY	36
Origins of O.B.E. in Psychology	36
Origins of Control Theory	37
Glasser's Control Theory/ Reality Therapy and Quality Management	41
Origins of O.B.E. in Educational Research	44
Dominant Precursors of O.B.E.	44
Development of Spady's Approach to O.B.E.	49
The Outcomes-Driven Developmental Model	59
Conclusion	63
3 METHODOLOGY	65
Research Design	66
Research Questions	68
Research Procedures	69
Consideration of Variables	70
Selection of Key Interview and Questionnaire Respondents	72
Time as a Possible Variable	73
Interview Methodology	74
Questionnaire Methodology	76
Analysis of Research Data	79
4 ANALYSIS of INTERVIEW DATA	80
Interview Analysis Procedure	80
INTERVIEW DATA ANALYSIS- RESEARCH QUESTION I	81
Data Analysis of Research Question 1 (a)	81
Data Analysis of Research Question 1 (b)	84
The Management Dimension- Research Question 1(b)	84
The Teaching Dimension- Research Question 1 (b)	88
The Learning Dimension- Research Question 1 (b)	91
The Student Welfare Dimension- Research Question 1 (b)	94
Findings that Emerged from Interview Data- Research Question	95

Chapter	Page
INTERVIEW DATA ANALYSIS - RESEARCH QUESTION 2	96
Missions	97
Visions	98
Vision Statement Contents	100
Groups Responsible for Visions	101
Exit Outcomes	103
Changes Resulting from Exit Outcomes	104
Expectations of Key Learning Areas (K.L.A.'s)	105
Alignment of K.L.A. Outcomes and Vision	108
Student Assessment Alignment	110
Modification of Teaching Practices	112
Alignment for Student Benefit	114
Findings that Emerged from Interview Data-Research Question 2	115
INTERVIEW DATA ANALYSIS - RESEARCH QUESTION 3	117
Influence of the Department of School Education	117
Board of Studies Influence	120
Uniqueness	122
Findings that Emerged from Interview Data- Research Question 3	124
INTERVIEW DATA ANALYSIS - RESEARCH QUESTION 4	127
Sources of Information	127
Initial Reaction to O.B.E.	128
Nature of Training Received	130
Accessibility of the O.B.E. Knowledge Base	132
Training Provision	134
Findings that Emerged from Interview Data- Research Question 4	136
Conclusion	137
5 ANALYSIS of QUESTIONNAIRE DATA	138
Participation Rate	138
QUESTIONNAIRE DATA ANALYSIS - RESEARCH QUESTION 1	139
Age, Gender and Position of Respondents	139
O.B.E. Approaches in N.S.W. Schools	141
Findings that Emerged from Questionnaire Data-Research Question 1	144
QUESTIONNAIRE DATA ANALYSIS- RESEARCH QUESTION 2	145
Mission and Vision Statements	145
Mission and Vision Statement Contents	146
Groups Responsible for Mission and Vision Statements	147
Exit Outcomes	148
Groups Responsible for Exit Outcomes	149
Information Used to Develop Exit Outcomes	150
Changes in Practice Resulting from Exit Outcomes	150
Expectations of Key Learning Areas	152
Alignment: K.L.A. Outcomes and Vision	153
Student Assessment Alignment	155
Modification of Teaching Practice	156
Alignment for Student Benefit	158
Findings that Emerged from Questionnaire Data- Research Question 2	160
QUESTIONNAIRE DATA ANALYSIS- RESEARCH QUESTION 3	162
Influence of the Department of School Education	162
Influence of the Board of Studies	164
Uniqueness	165
Findings that Emerged from Questionnaire Data- Research Question 3	167
QUESTIONNAIRE DATA ANALYSIS- RESEARCH QUESTION 4	168
Sources of Information	168
Initial Reactions to O.B.E.	169
Nature of Training Received	171
Accessibility of the O.B.E. Knowledge Base	172

Chapter	Page
Training Provision	173
Findings that Emerged from 1 Questionnaire Data- Research Question 4	177
Conclusion	178
6 COMPARATIVE ANALYSIS and RECOMMENDATIONS	179
Emergent Themes	180
Use of Language	180
Synthesis of Ideas	181
Conditions Which Facilitated or Hindered O.B.E.	182
COMPARATIVE ANALYSIS- RESEARCH QUESTION 1	183
School Management	184
Teaching Practices	185
Student Learning and Welfare Practices	186
Recommendations- Research Question 1	187
COMPARATIVE ANALYSIS- RESEARCH QUESTION 2	189
Mission and Visions	189
Exit Outcomes	190
Changes in Practice Resulting from Exit Outcomes	191
Expectations of Key Learning Areas	191
Alignment of K.L.A. Outcomes and School Vision	192
Student Assessment Alignment	193
Modification of Teaching Practices	194
Alignment for Student Benefit	194
Recommendations- Research Question 2	195
COMPARATIVE ANALYSIS- RESEARCH QUESTION 3	197
The Department of School Education and O.B.E. Initiatives	197
The Board of Studies and O.B.E. Initiatives	198
Uniqueness of Individual Schools	199
Recommendations- Research Question 3	199
COMPARATIVE ANALYSIS- RESEARCH QUESTION 4	200
Sources of Information	201
Initial Reactions to O.B.E.	201
Nature of Training Received	202
Access to the O.B.E. Knowledge Base	203
Training Provision	203
Recommendations- Research Question 4	204
Concluding Statement	205
Suggestions for Future Research	207
<hr/>	
REFERENCES CITED	208
APPENDICES	
1. Permission to Conduct Research and Sample Letters	219
2. Interview and Questionnaire Formats	226
3. Interview and Questionnaire Data Analysis Formats	233
4. Outcome-Based Education Terminology	237
5. The H.S.P.-O.B.E. Pyramid	240
LIST of TABLES	
1 Mission Statements Established	98
2 Vision Statements Established	99
3 Exit Outcomes for Students	103
4 Sources of O.B.E. Information	128
5 Accessibility of O.B.E. Knowledge	173
FIGURE	
1 Research Design	67