

EXPLORING EDUCATORS' PERCEPTION OF OUTCOME-BASED MANAGEMENT EDUCATION; THE CASE OF STATE UNIVERSITY IN SRI LANKA

K.G.C.C. Piyasena^{1, *}, L.A. Mohommed^{2, *} and R.M. Danapala³

¹ Faculty of Social Science, Arts and Humanities, Lincoln University College, Malaysia

² Department of Human Resource Management, Faculty of Management Studies and
Commerce, University of Sri Jayewardenepura, Sri Lanka

³ Department of English Language Faculty of Social Sciences and Humanities, Teaching,
Rajarata University of Sri Lanka

* Corresponding author (Email: kgccpiyasen@lincoln.edu.my or piyasena@sjp.ac.lk)

ABSTRACT

Outcome-Based Education (OBE) is an internationally recognized pedagogical framework that focuses on clearly defining the skills and knowledge that students are expected to acquire by the completion of a program, course, or session. In management education, the objective is to produce graduates with the knowledge, skills, and attitudes necessary to meet the demands of the business management field. Despite OBE's student-centered nature, educators continue to play a central role in decision-making, particularly in Sri Lanka, where the education system is shaped by religious heritage and colonial history. However, little research has been conducted on how educators in Sri Lanka perceive the OBE framework. This study investigates the research question, "How do educators perceive the OBE approach?" and aimed to explore the perceptions of educators in management education in Sri Lanka. The study holds both empirical and theoretical significance, guiding decision-making for outcome-based management education and reassessing theories such as 'constructive alignment' and 'pedagogical content knowledge.' A qualitative, single-case design was employed owing to data accessibility. Primary data were collected through semi-structured interviews with 15 senior educators, selected based on their roles in faculty board decisions and their experience with both traditional teacher-centered education and the OBE approach. Data were analyzed thematically using NVIVO content analysis software. The findings revealed that 86.7% of participants viewed the OBE approach as more beneficial for students, while 66.7% perceived it to be more effective than traditional teaching methods. Furthermore, educators noted increased student engagement with the implementation of the OBE. However, they also expressed the need for greater resource allocation (80%), more training opportunities (60%), and increased stakeholder engagement (53%) to improve the applicability of the OBE in management education in Sri Lanka. This study opens avenues for future research examining the perceptions of students and management professionals regarding outcome-based management education.

Keywords: Educator, management education, outcome-based education.