Original Research Article

**OUTCOMES-BASED EDUCATION ASSESSMENT PRACTICES OF JUNIOR HIGH SCHOOL TEACHERS IN MAPANAS AGRO-INDUSTRIAL HIGH SCHOOL: BASIS FOR A TRAINING PROGRAM DESIGN**

ABSTRACT

|  |
| --- |
| **Aims:** The study aimed to examine the assessment practices of Junior High School teachers at Mapanas Agro-Industrial High School within the Outcomes-Based Education (OBE) framework, identify implementation challenges, and leverage these findings to design a contextualized training program.  **Study design:** This study employed a descriptive-correlational research design.  **Place and Duration of Study:** The research was conducted at Mapanas Agro-Industrial High School in Northern Samar during the School Year 2024–2025.  **Methodology:** Utilizing total enumeration, the study included 31 Junior High School teachers. Data was collected through a structured questionnaire designed to assess the alignment of assessment practices with OBE principles and gauge perceived training needs. Descriptive statistics summarized assessment practices, while multiple regression analysis identified potential predictors of training needs.  **Results: F**indings indicated that teachers reported very high levels of positive attitude and perception toward OBE assessment, consistently applying key OBE practices such as defining learning outcomes, utilizing rubrics, and integrating technology. They also perceived their existing assessment methods as very highly effective. However, teachers concurrently identified significant challenges, notably limited access to OBE-aligned resources, large class sizes, and inadequate administrative support. While the regression model for predicting training needs was not statistically significant (p = .127), perceived assessment effectiveness approached significance (p = .054), suggesting that teachers who viewed their current methods as effective might still seek further structured OBE training to bridge perceived gaps.  **Conclusion:** Junior High School teachers at Mapanas Agro-Industrial High School demonstrated a strong commitment to and high proficiency in OBE-aligned assessment practices, yet they faced notable systemic and resource-related implementation challenges. A targeted and practical training program was strongly recommended. This program aimed to emphasize differentiating assessments, integrating technology, and fostering collaborative planning to enhance teacher competency and ensure the sustainable and effective implementation of OBE in rural educational settings. |

*Keywords: Outcomes-Based Education, assessment practices, teacher training, educational effectiveness, rural secondary education*

1. INTRODUCTION

Globally, educational systems have shifted from content-based models to competency-based frameworks that prioritize measurable student outcomes in the twenty-first century (Rao, 2020). OBE, or outcomes-based education, is a student-centered learning approach that emphasizes what students should know, be able to accomplish, and value after completing a learning experience. Originally conceptualized by William Spady in the early 1990s (Spady, 1994), OBE redefines educational success through well-defined learning outcomes rather than time-bound curriculum coverage.

The adoption of OBE is driven by the need for performance-oriented, equitable, and accountable education. Its integration into national curricula in South Africa, Australia, and Malaysia demonstrates how OBE principles align with lifelong learning and real-world competencies (Ministry of Higher Education Malaysia, 2007; Rao, 2020). In the Philippines, OBE has been incorporated into the K–12 Basic Education Curriculum under the Department of Education (DepEd) and formalized in higher education by the Commission on Higher Education (CHED, 2012).

Despite these advancements, challenges remain, particularly in assessment practices. Many educators continue to rely on traditional summative assessments and recall-based evaluations, which often fail to capture students' depth of comprehension or knowledge application (Driscoll & Wood, 2023; Ludvik, 2023). This concern is reinforced by the findings of the 2022 Program for International Student Assessment (PISA), which ranked Filipino students among the lowest globally in reading, science, and mathematics (OECD, 2023). These results raise important questions about whether current assessment methods effectively develop students’ higher-order thinking skills.

In rural and economically disadvantaged regions like Northern Samar, these disparities are even more pronounced. Public secondary schools often face barriers such as limited instructional materials, inadequate professional development opportunities, and conceptual uncertainty regarding OBE assessment principles (Balanquit & Nobis, 2025). Given the crucial role junior high school teachers play in implementing educational policies in the classroom, it is essential to examine their current practices and challenges in executing assessments aligned with OBE.

This study investigates junior high school teachers' assessment practices at Mapanas Agro-Industrial High School, focusing on prevalent approaches, key professional characteristics, and implementation challenges. The findings will serve as the basis for designing a contextualized training program aimed at enhancing assessment literacy and adherence to OBE guidelines.

This study aimed to find out the Outcomes-Based Education Assessment Practices of Junior High School Teachers in Mapanas Agro-Industrial High School which will serve as the basis for a training program design.

Specifically, this study aims to:

1. Find out the profile of the teachers in terms of:
   1. Educational Attainment
   2. Years of teaching experience
   3. Training/Seminar Attended, OBE aligned
2. Determine attitudes and perceptions of the respondents towards OBE

assessment.

1. Find out assessment practices currently used by junior high school teachers in

implementing OBE.

1. Determine the challenges encountered by teachers in implementing OBE assessment practices.
2. Find out the perceived effectiveness of the existing assessment methods in measuring student learning outcomes.
3. Develop a training program design that addresses identified gaps and enhances teachers' competency in OBE assessment practices.

The theoretical framework of this study is grounded in Constructivist Learning Theory, Bloom’s Taxonomy, Mastery Learning, Experiential Learning, and Self-Regulated Learning Theory—all of which support the view that effective assessment promotes deep, autonomous, and transferable learning Slavich, G. M., & Zimbardo, P. G. (2012).

The general objective of this study is to investigate the OBE assessment practices of junior high school teachers in Mapanas Agro-Industrial High School and develop a training program informed by the results.

2. material and methods

**2.1 Research Design**

Employing a **descriptive-correlational research design to** describe the current assessment practices comprehensively and explore relationships between factors like teachers’ perceptions and training needs. This dual approach helped me identify not only what is happening but also possible connections that inform the training program design.

**2.2 Research Locale**

The study was conducted within the Mapanas Agro-Industrial High School.

**2.3 Participants**

All **31 Junior High School teachers** participated, using **total population sampling.**

**2.4 Research Instrument**

The study utilized a six-part survey instrument to gather data. The first part determined the profile of the teachers in terms of Educational Attainment, Years of teaching experience, and training/Seminar Attended, OBE aligned (see Figure 1). The second part finds out the attitudes and perceptions towards OBE assessment. Responses weighted mean were obtained and interpreted into 4.20–5.00 – Very Highly Positive Work Attitude; 3.40–4.19 – Highly Positive Work Attitude; 2.60–3.39 – Positive Work Attitude; 1.80–2.59 – Slightly Positive Work Attitude; and 1.00–1.79 – Negative Work Attitude. The third part determined the assessment practices currently used by junior high school teachers in implementing OBE. Responses were analyzed using weighted mean and descriptive interpretation into 4.20–5.00 – Very Highly Practiced; 3.40–4.19 – Highly Practiced; 2.60–3.39 – Moderately Practiced;  
1.80–2.59 – Seldom Practiced; and 1.00–1.79 – Not Practiced. The fourth part determined the challenges encountered by teachers in implementing OBE assessment practices. Weighted means were computed and interpreted descriptively into 4.20–5.00 – Very Highly Challenging;3.40–4.19 – Highly Challenging; 2.60–3.39 – Moderately Challenging;  
1.80–2.59 – Slightly Challenging; and 1.00–1.79 – Not Challenging. The fifth part finds out the perceived effectiveness of the existing assessment methods in measuring student learning outcomes. Data were summarized through weighted mean and scaled interpretation into 4.20–5.00 – Very Highly Effective; 3.40–4.19 – Highly Effective; 2.60–3.39 – Moderately Effective; 1.80–2.59 – Slightly Effective and 1.00–1.79 – Not Effective. The sixth part seeks to develop a training program design that addresses identified gaps and enhances teachers' competency in OBE assessment practices. Responses weighted mean were obtained and interpreted into 4.20–5.00 – Very Highly Needed; 3.40–4.19 – Highly Needed; 2.60–3.39 – Moderately Needed; 1.80–2.59 – Slightly Needed; and 1.00–1.79 – Not Needed. The seventh part is an open-ended question where the respondents wrote about the challenges they encounter in applying OBE assessment in their classes, the kind of support or training that would help them implement OBE assessment better and recommendations for improving OBE assessment in their school.

**2.5 Data Collection Procedure**

Data were collected using **Google Forms.** The online survey link was distributed through institutional email, Facebook groups, and Messenger. Before participation, the researcher sent a letter to the school principal. Written on the Google form is a short overview of the study and an **informed consent statement**, assuring them of the confidential nature of their participation. No personally identifiable information was collected.

**2.6 Data Analysis**

The quantitative data were exported from Google Forms and processed using **Microsoft Excel** and, where needed, the **Statistical Package for the Social Sciences (SPSS).** Descriptive statistical tools such as **frequencies, percentages, means, and standard deviations** were used to analyze responses. Open-ended responses were subjected to **thematic analysis** to identify common themes, insights, or suggestions regarding students’ assessment experiences and preferences.

3. results and discussion

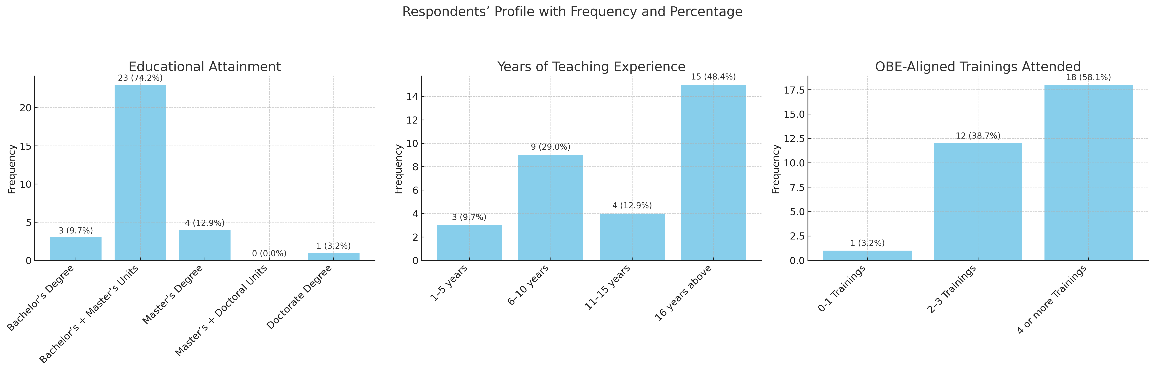
**3.1 Respondent’s Profile**

The respondents of the study were profiled according to their educational attainment, teaching experience, and participation in OBE-aligned training programs. Figure 1 presents a summary of their demographic profile.

Findings reveal that among the 31 teacher respondents, twenty-three (23) possessed a bachelor's degree with earned units in a master’s program, reflecting an ongoing pursuit of advanced education. Furthermore, three (3) respondents had completed only a bachelor's degree, four (4) held a full master’s degree, and one (1) possessed a doctorate.

Concerning teaching experience, nearly half of the respondents (n = 15) reported having more than 16 years of teaching experience. Four (4) respondents had 11 to 15 years of experience, nine (9) were in the teaching profession for 6 to 10 years, and the remaining three (3) respondents had 1 to 5 years of teaching experience. This distribution suggests a faculty profile characterized by extensive experience, with a significant proportion of respondents serving in the profession for over a decade, consistent with the findings of Kini and Podolsky (2016), who emphasized that teacher experience significantly contributes to student achievement beyond the first ten years of teaching.

In terms of professional development, 18 respondents reported high levels of participation in OBE-related training programs, demonstrating active involvement in capacity-building initiatives. Twelve (12) respondents indicated moderate participation, while only one (1) respondent reported minimal engagement in such training. This aligns with Abu-Tineh et al. (2011), who asserted that sustained professional development enhances teacher self-efficacy and instructional effectiveness (Nobis, 2021). Furthermore, Balanquit et al (2025) emphasized that continuous professional training is crucial in refining teachers' conceptual knowledge and reducing errors in assessment practices.

****

*Figure 1. Distribution of Respondents According to Educational Attainment, Years of Teaching Experience, and Number of OBE-Aligned Training Attended*

**3.2 Attitudes and Perceptions Toward OBE Assessment**

Table 1 indicates a very high level of positive attitude and perception toward outcomes-based education (OBE) assessment among the respondents. With an overall weighted mean of 4.35, it is evident that teachers not only understand the principles of OBE but also embrace its application in the classroom (Driscoll & Wood, 2023; Ludvik, 2023; Deardorff, 2023). The respondents strongly affirmed that OBE promotes learner-centered education, supports the development of essential life skills, and contributes to the achievement of quality education (Rao, 2020; Nobis, 2023).

The highest-rated items—such as the belief that OBE promotes learner-centered education (M = 4.52), helps students develop essential life skills (M = 4.52), and supports quality education (M = 4.52)—reflect deep alignment with the core objectives of OBE (Spady, 1994; Nobis, 2021; Cigario et al, 2025). Moreover, teachers expressed strong motivation to align their teaching with OBE principles (M = 4.48) and recognized the effectiveness of outcome-based assessment methods compared to traditional approaches (Balanquit et al, 2025).

While the statement "I feel supported by the school administration in implementing OBE" scored slightly lower (M = 4.10), it still falls under the “Highly Positive Work Attitude” category, suggesting a generally favorable environment with room for strengthening institutional backing (Ludvik, 2023). Studies highlight that structured faculty support systems enhance OBE implementation effectiveness (Deardorff, 2023).

Furthermore, these findings highlight the respondents’ commitment to OBE principles not only as an educational framework but as a mindset shaping their instructional practices (Nobis, 2021; Estacio & Cabrera, 2018). This aligns with research by Pala et al (2025), who emphasized that technology-based assessments, including chatbots, enhance instructional efficiency and professional development in mathematics education. The integration of AI-powered assessment methods has been found to support the alignment of assessment strategies with OBE objectives, providing teachers with innovative tools for assessing student competencies (Pala et al, 2025).

Additionally, digital literacy among educators plays a vital role in effectively implementing OBE-aligned assessment strategies. Nobis (2021) explored the digital literacy of mathematics teachers in State Universities and Colleges (SUCs), highlighting that higher digital competency improves assessment accuracy and enhances student engagement in OBE-driven learning environments.

**Table 1. Attitudes and Perceptions Toward OBE Assessment**

|  |  |  |
| --- | --- | --- |
| **Statement** | **Mean** | **Interpretation** |
| I am familiar with the principles and objectives of OBE. | 4.19 | Highly Positive Work Attitude |
| I clearly understand how OBE differs from traditional teaching. | 4.19 | Highly Positive Work Attitude |
| I believe OBE promotes learner-centered education. | 4.52 | Very Highly Positive Work Attitude |
| I feel confident in applying OBE assessment strategies. | 4.19 | Highly Positive Work Attitude |
| I am motivated to align my teaching with OBE principles. | 4.48 | Very Highly Positive Work Attitude |
| I find outcome-based assessment more effective than traditional methods. | 4.48 | Very Highly Positive Work Attitude |
| My teaching philosophy aligns with OBE. | 4.48 | Very Highly Positive Work Attitude |
| I regularly reflect on student outcomes to adjust my instruction. | 4.23 | Very Highly Positive Work Attitude |
| I believe OBE helps students develop essential life skills. | 4.52 | Very Highly Positive Work Attitude |
| I see the relevance of OBE assessment in achieving quality education. | 4.52 | Very Highly Positive Work Attitude |
| I feel supported by the school administration in implementing OBE. | 4.10 | Highly Positive Work Attitude |
| I believe the current curriculum is adaptable to OBE assessment. | 4.32 | Very Highly Positive Work Attitude |
| **Weighted Mean** | **4.35** | **Very Highly Positive Work Attitude** |

**3.3 Assessment Practices Currently Used by Junior High School Teachers in Implementing OBE**

On the other hand, the data in Table 2 indicate a very high level of implementation of outcomes-based education (OBE) assessment practices among the respondents. With an overall weighted mean of 4.37, it is evident that teachers consistently apply key OBE strategies, such as defining clear learning outcomes, aligning assessments with standards, using varied assessment types, and integrating technology in assessment processes (Driscoll & Wood, 2023; Ludvik, 2023).

The highest-rated practices reflect a strong emphasis on transparency and objectivity through the use of rubrics and the provision of assessment criteria in advance (Rao, 2020; Cigario et al, 2025). This aligns with Felicen (2021), who found that OBE practices were perceived as highly effective, particularly in the areas of assessment methods and instructional alignment. In addition, Nobis (2021) highlighted the significance of digital literacy among educators, noting that mathematics teachers in State Universities and Colleges (SUCs) who possess strong digital competencies are more equipped to implement accurate and technology-enhanced assessment strategies.

Although the use of backward design scored slightly lower, it remains within the "Very Highly Practiced" range, suggesting general adherence to intentional instructional planning. This result supports the work of Balanquit et al(2025), who emphasized that assessment of conceptual knowledge and error analysis among pre-service teachers enhances instructional effectiveness and provides a clearer framework for designing OBE-aligned assessments.

Moreover, the integration of technology in assessment processes is becoming more prevalent, particularly through AI-powered assessment tools (Pala et al, 2025). Research highlights that the incorporation of chatbots into mathematics education enhances formative assessment methods, helping teachers refine feedback mechanisms and improve student engagement in competency-based learning environments. Chatbot-assisted assessments contribute to a more student-centered, time-efficient, and personalized evaluation system, ensuring that students are guided toward mastering learning outcomes with real-time feedback (Pala et al 2025).

These findings highlight the respondents’ commitment to upholding the core principles of OBE, ensuring that assessment is not only a tool for evaluation but also a vital component in promoting student learning, guiding instructional decisions, and achieving desired learning outcomes (Nobis, 2023; Deardorff, 2023). As institutions continue to refine their assessment frameworks, faculty training, and professional development must be prioritized to ensure effective implementation of OBE-aligned strategies (Ludvik, 2023; Driscoll & Wood, 2023).

**Table 2. Assessment Practices Currently Used by Junior High School Teachers in Implementing OBE**

|  |  |  |
| --- | --- | --- |
| **Statement** | **Mean** | **Interpretation** |
| I define clear learning outcomes before delivering instruction. | 4.39 | Very Highly Practiced |
| I use backward design in planning lessons and assessments. | 4.26 | Very Highly Practiced |
| I align my assessments with curriculum standards and outcomes. | 4.32 | Very Highly Practiced |
| I use performance-based tasks like projects and simulations. | 4.32 | Very Highly Practiced |
| I apply rubrics for grading outcome-based tasks. | 4.48 | Very Highly Practiced |
| I provide students with criteria/rubrics before assessments. | 4.48 | Very Highly Practiced |
| I utilize peer and self-assessment to promote reflection. | 4.32 | Very Highly Practiced |
| I use multiple types of assessments to measure outcomes. | 4.29 | Very Highly Practiced |
| I use technology tools to deliver and evaluate assessments. | 4.48 | Very Highly Practiced |
| I adapt my instruction based on formative assessment results. | 4.35 | Very Highly Practiced |
| I discuss learning outcomes and goals with my students. | 4.35 | Very Highly Practiced |
| I track students’ achievement of outcomes regularly. | 4.35 | Very Highly Practiced |
| **Weighted Mean** | **4.37** | **Very Highly Practiced** |

**3.4 Challenges Encountered by Teachers in Implementing OBE Assessment Practices**

Similarly, Table 3 reveals that educators encounter significant challenges in implementing outcomes-based education (OBE) assessment practices, with an overall weighted mean of 4.13, categorized as "Highly Challenging." Notably, the most pressing issues identified include the limited availability of OBE-aligned teaching resources (M = 4.4516), large class sizes hindering individualized assessment (M = 4.2258), and inadequate administrative support for OBE implementation (M = 4.2903), all classified as "Very Highly Challenging." These challenges indicate systemic barriers that impede the effective application of OBE principles in educational settings (Rao, 2020; Driscoll & Wood, 2023; Deardorff, 2023).

These findings support the study of Alonzo, Bejano, and Labad (2023), who found that while teachers possess the necessary assessment knowledge for OBE, systemic constraints such as limited resources and inadequate administrative support hinder the full translation of this knowledge into practice. Similarly, Deardorff (2023) and Ludvik (2023) emphasized the importance of institutional support systems in facilitating effective OBE assessment implementation.

Moreover, the integration of technology in assessment processes remains a challenge despite its potential benefits (Pala et al, 2025). AI-driven assessment strategies, including chatbots, offer promising solutions for streamlining assessment processes, yet they require institutional investments in professional training and infrastructure to be fully effective (Pala et al, 2025).

The challenge of large class sizes also impairs educators' ability to conduct individualized assessments, a key component of OBE (Rao, 2020). Ludvik (2023) underscored that scaling OBE assessment methods in high-enrollment settings necessitates structured digital interventions to ensure equitable learning experiences. The difficulty in ensuring conceptual clarity and providing personalized feedback further complicates the integration of OBE assessments, as echoed in studies on assessment literacy (Balanquit & Nobis Jr., 2025).

These studies collectively underscore the need for comprehensive support systems, including professional development, resource allocation, and administrative backing, to facilitate the effective implementation of OBE assessment practices (Balanquit et al, 2025; Deardorff, 2023). Addressing these systemic constraints is critical to bridging assessment gaps, improving instructional efficiency, and fostering student-centered learning environments (Pala et al, 2025; Rao, 2020).

**Table 3 Challenges Encountered by Teachers in Implementing OBE Assessment Practices**

|  |  |  |
| --- | --- | --- |
| **Statement** | **Mean** | **Interpretation** |
| I define clear learning outcomes before delivering instruction. | 4.39 | Very Highly Practiced |
| I use backward design in planning lessons and assessments. | 4.26 | Very Highly Practiced |
| I align my assessments with curriculum standards and outcomes. | 4.32 | Very Highly Practiced |
| I use performance-based tasks like projects and simulations. | 4.32 | Very Highly Practiced |
| I apply rubrics for grading outcome-based tasks. | 4.48 | Very Highly Practiced |
| I provide students with criteria/rubrics before assessments. | 4.48 | Very Highly Practiced |
| I utilize peer and self-assessment to promote reflection. | 4.32 | Very Highly Practiced |
| I use multiple types of assessments to measure outcomes. | 4.29 | Very Highly Practiced |
| I use technology tools to deliver and evaluate assessments. | 4.48 | Very Highly Practiced |
| I adapt my instruction based on formative assessment results. | 4.35 | Very Highly Practiced |
| I discuss learning outcomes and goals with my students. | 4.35 | Very Highly Practiced |
| I track students’ achievement of outcomes regularly. | 4.35 | Very Highly Practiced |
| **Weighted Mean** | **4.37** | **Very Highly Practiced** |

**3.5** **Perceived Effectiveness of The Existing Assessment Methods in Measuring Student Learning Outcomes**

The data in Table 4 indicate that the existing assessment methods used to measure student learning outcomes are generally perceived as very highly effective, with a weighted mean of 4.40. Most assessment practices fall within the "Very Highly Effective" range, with mean scores ranging from 4.35 to 4.48. These include performance-based assessments, the use of rubrics, formative assessments, peer and self-assessments, teacher observation checklists, summative written tests aligned to outcomes, real-world task assessments, oral presentations, and group-based activities.

The slightly lower mean scores for electronic/online assessments and portfolio assessments (both at 4.19) still fall within the "Highly Effective" category, suggesting some room for improvement or adaptation in these areas, possibly due to access or familiarity issues.

The strong positive perception of varied and authentic assessment practices aligns with the principles of outcomes-based education (OBE), emphasizing multiple modalities that assess higher-order thinking and real-world application. This diversity in assessment methods is crucial for accommodating different learning styles and providing comprehensive insights into student achievement.

These findings are supported by prior studies. Felicen (2021) emphasized the effectiveness of varied assessment methods, noting that students and educators perceive performance-based tasks and rubrics as highly conducive to measuring learning outcomes accurately. Additionally, Bagordo et al. (2020) found that formative and peer assessments significantly enhance student engagement and self-regulated learning, thereby improving overall academic performance. Moreover, Norcini and Burch (2007) highlighted the importance of authentic assessments such as real-world tasks and oral presentations in evaluating applied competencies beyond traditional tests.

**Table 4. Perceived Effectiveness of The Existing Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Statement** | **Mean** | **Interpretation** |
| Performance-based assessments (e.g., role-play, projects). | 4.48 | Very Highly Effective |
| Rubrics in scoring student work. | 4.39 | Very Highly Effective |
| Formative assessments (e.g., quizzes, reflections). | 4.45 | Very Highly Effective |
| Peer assessments. | 4.45 | Very Highly Effective |
| Self-assessments. | 4.35 | Very Highly Effective |
| Teacher observation checklists. | 4.39 | Very Highly Effective |
| Written summative tests aligned to outcomes. | 4.48 | Very Highly Effective |
| Use of real-world tasks in assessing outcomes. | 4.45 | Very Highly Effective |
| Oral presentations and demonstrations. | 4.45 | Very Highly Effective |
| Group-based assessment activities. | 4.45 | Very Highly Effective |
| Electronic/online assessments. | 4.19 | Highly Effective |
| Portfolio Assessment | 4.19 | Highly Effective |
| Weighted Mean | **4.40** | **Very Highly Effective** |

**3.6 Develop A Training Program Design That Addresses Identified Gaps and Enhances Teachers' Competency in OBE Assessment Practices**

The data in Table 5 reveal that there is a very high perceived need for professional development in various aspects of outcomes-based education (OBE) assessment practices, with a weighted mean of 4.42. Most items are rated within the "Very Highly Needed" range, reflecting educators’ recognition of the importance of strengthening their competencies in key OBE areas.

The highest needs were identified in differentiating assessments to accommodate learner diversity (M = 4.55), coaching students in self- and peer-assessment (M = 4.55), integrating technology in OBE assessments (M = 4.52), and collaborative planning of outcome-based instruction (M = 4.52). These findings underscore the demand for capacity-building that supports both inclusive assessment practices and the effective use of modern tools and teamwork to enhance instructional quality.

Other critical areas include understanding and unpacking intended learning outcomes, aligning instructional strategies with outcomes, designing performance-based tasks, and interpreting assessment data to inform instruction—all rated as very highly needed. The slightly lower scores, such as using formative assessment effectively and creating a culture of assessment for learning, remain within the "Highly Needed" range but still point to a clear demand for professional development.

These results are consistent with prior research indicating that teachers require continuous training and support to effectively implement OBE. Felicen (2021) highlighted the crucial role of ongoing professional development in enabling educators to align assessments with learning outcomes and use assessment data effectively. Moreover, Laguador (2019) emphasized that collaborative planning and differentiated assessment are essential strategies in responding to diverse learners’ needs within an OBE framework. Additionally, Bautista et al. (2022) found that integrating technology into assessment practices significantly enhances both teacher effectiveness and student engagement.

**Table 5. Developing Training Program Design**

|  |  |  |
| --- | --- | --- |
| **Statement** | **Mean** | **Interpretation** |
| Understanding and unpacking intended learning outcomes. | 4.4839 | Very Highly Needed |
| Aligning instructional strategies with student outcomes. | 4.3871 | Very Highly Needed |
| Designing performance-based assessment tasks. | 4.3871 | Very Highly Needed |
| Developing and using rubrics. | 4.2258 | Very Highly Needed |
| Using formative assessment effectively. | 4.1935 | Highly Needed |
| Interpreting assessment data to improve instruction. | 4.4194 | Very Highly Needed |
| Differentiating assessments to meet learner diversity. | 4.5484 | Very Highly Needed |
| Integrating technology in OBE assessment. | 4.5161 | Very Highly Needed |
| Providing feedback aligned with intended outcomes. | 4.4839 | Very Highly Needed |
| Creating a culture of assessment for learning. | 4.3226 | Highly Needed |
| Coaching students in self- and peer-assessment. | 4.5484 | Very Highly Needed |
| Collaborative planning of outcome-based instruction. | 4.5161 | Very Highly Needed |
| **Weighted Mean** | **4.42** | **Very Highly Needed** |

Table 6 presents the descriptive statistics of the major variables measured in the study. The results show that the mean scores for training needs (M = 4.42), current practice (M = 4.37), perceived effectiveness (M = 4.40), and teacher attitudes (M = 4.35) all fall within the “Highly” to “Very Highly” descriptive brackets, based on the 5-point Likert scale used. This indicates that teachers perceive OBE-aligned assessment as effective, feel positive toward it, and recognize a strong need for further training.The average number of OBE-aligned training attended was relatively low (M = 2.55), suggesting room for professional development. Similarly, the mean teaching experience was moderate (M = 3.00), while educational attainment (M = 2.13) indicates most teachers hold a bachelor’s degree or have earned some master’s units.

**Table 6. Descriptive Statistics of Major Variables Related to OBE Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Mean | Standard Deviation | N |
| Training | 4.42 | 0.50 | 31 |
| Attitude | 4.35 | 0.44 | 31 |
| Effectiveness | 4.40 | 0.45 | 31 |
| Challenges | 4.13 | 0.38 | 31 |
| Educational Attainment | 2.13 | 0.72 | 31 |
| Teaching Experience | 3.00 | 1.10 | 31 |
| OBE Trainings Attended | 2.55 | 0.57 | 31 |
| Current Practice (current) | 4.37 | 0.41 | 31 |

Table 7 presents the coefficients of the regression model assessing the influence of selected teacher variables on training needs related to outcomes-based education assessment. Although the overall model was not statistically significant, the variable “perceived effectiveness of assessment methods” approached significance with a *p*-value of 0.054, indicating a potentially meaningful relationship. It also had the highest standardized beta coefficient (*β* = 0.440), suggesting it contributed the most to the variance in training needs.

Other variables such as attitude (*p* = 0.421), challenges (*p* = 0.221), and previous training (*p* = 0.560) did not show statistically significant effects. The negative coefficients for teaching experience (*β* = –0.175) and current practice (*β* = –0.117) suggest a possible inverse relationship, although these were not statistically meaningful. Multicollinearity does not appear to be a concern, as tolerance values are all above 0.2 and VIF values are within an acceptable range.

**Table 7. Coefficients of Predictor Variables for Training Needs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Predictor** | **Std. Error** | **Beta** | **t** | **Sig. (p)** |
| (Constant) | 1.469 | — | 0.204 | 0.840 |
| Attitude | 0.257 | 0.184 | 0.820 | 0.421 |
| Effectiveness | 0.242 | 0.440 | 2.031 | 0.054 |
| Challenges | 0.264 | 0.255 | 1.259 | 0.221 |
| Educational Attainment | 0.135 | 0.031 | 0.161 | 0.873 |
| Years of Teaching Experience | 0.159 | –0.175 | –0.500 | 0.622 |
| Training/Seminar Attended | 0.326 | 0.219 | 0.591 | 0.560 |
| Current Practice | 0.296 | –0.117 | –0.487 | 0.631 |

Table 8 shows that while none of the predictor variables significantly influenced teachers’ training needs in OBE assessment (p > .05), perceived effectiveness (β = 0.440, p = .054) approached significance. This suggests that teachers who view their assessment methods as effective may still seek structured OBE training—possibly due to awareness of gaps between current practice and ideal outcomes Harden, R. M. (2007).

Despite high self-rated assessment practices, teachers’ moderate educational attainment and limited formal OBE training indicate a potential disconnect between practice and preparation. This aligns with de Guzman and Cababaro (2021), who found that many Filipino teachers rely on intuition or peer practices rather than structured training.

Moreover, background factors like teaching experience and academic rank did not significantly predict training needs, reinforcing the idea that professional development should target mindset and reflective capacity over tenure (Guba, E. G., & Lincoln, Y. S.,1989)

In sum, while the model lacked statistical significance, the trends highlight the need for targeted, practice-based training focused on authentic assessment and learner-centered feedback—critical components for effective OBE implementation.

**Table 8. Summary of Predictor Significance for Training Needs (Regression Model**)

|  |  |  |  |
| --- | --- | --- | --- |
| **Predictor Variable** | **Standardized Coefficient (β)** | ***P* Value** | **Significance Summary** |
| Attitude | 0.184 | .421 | Not significant |
| Effectiveness | 0.440 | .054 | Approaching significance |
| Challenges | 0.255 | .221 | Not significant |
| Educational Attainment | 0.031 | .873 | Not significant |
| Teaching Experience | –0.175 | .622 | Not significant |
| Trainings Attended | 0.219 | .560 | Not significant |
| Current Practice | –0.117 | .631 | Not significant |

**3.7 Training Design**

Based on the findings of this study, a comprehensive training design was developed to directly address the identified concerns and needs of junior high school teachers in implementing assessment practices within the Outcomes-Based Education (OBE) framework. As presented in Table 9, the training design is grounded in empirical data drawn from the respondents’ perceived effectiveness of assessment methods, the challenges they encountered, and their priority training needs.

The results revealed that while teachers very highly practice key elements of OBE-aligned assessment—such as defining learning outcomes, using rubrics, and employing diverse assessment tools—they still face significant challenges, including the lack of training opportunities, limited availability of OBE-aligned resources, and difficulty in designing outcome-based assessment tools. Furthermore, the perceived very high need for capacity building in differentiating assessment, integrating technology, using rubrics, and interpreting data underscores the urgency of targeted professional development.

In response, the training design includes a detailed rationale, objectives, implementing

unit, venue, duration, participants, delivery modes, evaluation scheme, program matrix, funding source, and identified resource persons. The training content was carefully derived from the study’s results, focusing on improving knowledge, skills, and practices in assessment planning, tool development, technology integration, learner diversity, and data-informed instruction.

The findings indicate that although many teachers demonstrate a foundational understanding of OBE principles, there are gaps in consistent application—especially in the use of authentic, performance-based, and technology-supported assessments. This training aims to bridge those gaps and support educators in fully embracing OBE principles through responsive, practical, and evidence-based strategies.

To ensure sustainable impact, it is recommended that school administrators provide continuous support, including class observations and post-training mentoring, to monitor how the learned practices are integrated into the teaching-learning process. Ultimately, equipping teachers with the tools and competencies aligned with OBE will lead to more meaningful assessments and improved student learning outcomes.

**Table 9. Training Design**

|  |  |
| --- | --- |
| Component | Details |
| Title of the Training | Strengthening Assessment Practices in the Outcomes-Based Education Framework |
| Rationale | Based on the study findings, there is a very high need for training in designing performance-based assessments, using rubrics, integrating technology, and differentiating assessments. Teachers face challenges related to limited resources, lack of models, and inadequate training in assessment aligned with OBE principles. This training aims to address these gaps by enhancing teachers’ competencies and confidence in applying effective and authentic assessment practices. |
| General Objective | To enhance the capacity of junior high school teachers in implementing effective, outcomes-aligned assessment practices within the OBE framework. |
| Specific Objectives | - To deepen understanding of intended learning outcomes and backward design- To develop skills in creating performance-based assessments and rubrics- To explore strategies for formative and differentiated assessment- To use assessment data to inform instruction- To integrate technology in the assessment process- To foster a culture of assessment for learning |
| Implementing Unit | University of Eastern Philippines – Junior High School Faculty Development Program |
| Target Participants | Junior High School Teachers handling OBE subjects |
| Venue | University of Eastern Philippines – Main Campus (or appropriate regional training facility) |
| Duration | 3 days (8 hours/day) |
| Mode of Delivery | Blended (In-person workshops and online follow-up modules) |
| Evaluation Scheme | - Pre- and post-training assessments- Hands-on creation of assessment tools- Peer critique and trainer feedback- Implementation plan submission- Follow-up monitoring via classroom observation or coaching |
| Seminar Matrix   | Day | Time | Topic | Objectives | Activities | Resource Person | | --- | --- | --- | --- | --- | --- | | Day 1 | 8:00–8:30 AM | Registration and Opening Program | To formally start the training and orient participants on objectives | Opening remarks, training overview | Training Coordinator | |  | 8:30–10:00 AM | Understanding Outcomes-Based Education (OBE) and Backward Design | To explain OBE principles and the role of learning outcomes in assessment | Lecture-discussion, Q&A | OBE Specialist | |  | 10:00–12:00 NN | Unpacking Intended Learning Outcomes | To practice analyzing and rewriting learning outcomes aligned with standards | Hands-on group activity | Faculty Developer | |  | 1:00–3:00 PM | Aligning Assessment with Learning Outcomes | To ensure that assessments are valid representations of learning outcomes | Workshop and peer feedback | Curriculum Expert | |  | 3:00–4:30 PM | Introduction to Performance-Based Assessment | To introduce principles and examples of authentic assessment tasks | Lecture, sample task analysis | Education Specialist | | Day 2 | 8:30–10:00 AM | Designing Rubrics for Performance Tasks | To create analytic rubrics aligned with outcomes | Rubric development workshop | Assessment Trainer | |  | 10:00–12:00 NN | Using Formative Assessment to Improve Instruction | To explore varied strategies for real-time assessment and feedback | Interactive demo and microteaching | Using Formative Assessment to Improve Instruction | |  | 1:00–3:00 PM | Differentiating Assessment for Learner Diversity | To tailor assessment tasks to address the diverse needs of learners | Case studies, design activity | SPED/Inclusive Ed Expert | |  | 3:00–4:30 PM | Interpreting Assessment Data for Instructional Decision-Making | To analyze how assessment results inform teaching practices | Simulation activity and reflection | School-based  Data Analyst | | Day 3 | 8:00–10:00 AM | Integrating Technology in OBE Assessment | To explore tools for digital assessment and feedback | ICT demo (e.g., Google Forms, Quizizz, Rubric Makers) | ICT Coach | |  | 10:00–12:00 NN | Peer and Self-Assessment: Coaching Students to Reflect | To introduce strategies for student-led assessment | Role-play, creation of student reflection tools | Teacher Trainer | |  | 1:00–2:30 PM | Building a Culture of Assessment for Learning | To promote ongoing feedback and assessment as a learning tool | Structured group discussion | Panel of Experts | |  | 2:30–4:00 PM | Presentation of Assessment Plans and Tools | To demonstrate the application of learning through tool development | Group presentations and peer feedback | Training Team | |  | 4:00–5:00 PM | Closing Program and Awarding of Certificates | To formally close the training and acknowledge participants | Closing remarks and awarding | School Head / Program Chair | | |
| Funding Source | School Improvement Fund / Institutional Budget / External Grants |
| Resource Persons | Cristopher S. Laodenio, RN/LPT  MAIHS Teacher  Experts in OBE and assessment practices, university professors, DepEd-accredited trainers in outcomes-based assessment |

4. Conclusion

The study reveals that junior high school teachers demonstrate a highly positive attitude and perception towards Outcomes-Based Education (OBE) assessment, with a strong understanding of its principles and a belief in its efficacy in promoting learner-centered education and essential life skills. This positive disposition is significantly high across most aspects of OBE assessment, indicating a strong foundational acceptance among educators.

Teachers in junior high school consistently apply key OBE assessment practices at a very high level, particularly in defining clear learning outcomes, utilizing rubrics, providing advanced assessment criteria, and integrating technology. This suggests a robust implementation of core OBE assessment strategies in their current instructional approaches. The perceived effectiveness of existing assessment methods is also very high, with a strong emphasis on performance-based tasks, authentic assessments, and varied modalities that align with OBE principles. This highlights that teachers view their current assessment strategies as largely successful in measuring student learning outcomes.

Despite the strong positive attitudes and high levels of current practice and perceived effectiveness, junior high school teachers face significant challenges in fully implementing OBE assessment. These challenges are categorized as highly challenging, with the most pressing issues being the limited availability of OBE-aligned teaching resources, large class sizes hindering individualized assessment, and inadequate administrative support. This indicates systemic barriers that impede the optimal application of OBE principles. Furthermore, the perceived effectiveness of assessment methods approaches significance as a predictor of training needs, suggesting that even teachers who view their current methods as effective still recognize a need for further development, possibly to bridge perceived gaps between current practice and ideal OBE implementation.

Crucially, there is a very high perceived need for professional development among teachers in various aspects of OBE assessment. The highest identified needs include differentiating assessments for learner diversity, coaching students in self and peer assessment, integrating technology in OBE assessments, and collaborative planning of outcome-based instruction. While the overall regression model for predicting training needs was not statistically significant, the strong demand for training in these specific areas underscores a clear desire among teachers to enhance their competencies and address identified gaps in their knowledge and skills, particularly concerning inclusive assessment practices and the effective use of modern tools.

In response to the identified needs and challenges, a comprehensive training program design was developed. This design directly addresses the gaps in resources, technological integration, differentiated assessment, and collaborative planning, aiming to enhance teachers' competencies in implementing effective and authentic OBE assessment practices. The training is crucial for reinforcing existing positive attitudes and practices while providing the necessary support and resources to overcome current implementation barriers and fully realize the potential of OBE in junior high school settings.

Consent (IF applicable)

All participants were informed of the purpose of the study and provided voluntary consent before their involvement. No personally identifiable information was collected, and confidentiality was maintained throughout the research process.

Ethical approval (IF applicable)

This research involved minimal risk and did not require formal ethical approval under the guidelines of the institution. However, the study was conducted following the ethical standards outlined in the 1964 Declaration of Helsinki. Permission to conduct the study was obtained from school authorities, and participation was voluntary and anonymous.

References

Abu Tineh, A. M., Khasawneh, S. A., & Khalaileh, H. A. (2011). Teacher self-efficacy and professional development: Indicators of quality in teacher performance. Educational Quality: International Journal of Educational Development, 31(2), 183–190. https://doi.org/10.1016/j.ijedudev.2010.03.002

Adoro, J. B., Dulay, E., Talenjale, M., Balanquit, C., & Nobis, M. (2024). Investigating the influence of attitude, prior knowledge, and critical thinking on solving algebraic equations. Formosa Journal of Multidisciplinary Research, 3(6), 1993–2004. https://doi.org/10.55927/fjmr.v3i6.9340

Alonzo, D., Bejano, J., & Labad, V. (2023). Alignment between teachers’ assessment practices and principles of outcomes-based education in the context of Philippine education reform. International Journal of Instruction, 16(1), 489–506. https://doi.org/10.29333/iji.2023.16127a

Bagordo, F., Evangelista, A., Grimaldi, M., & Carducci, A. (2020). Formative assessment and peer feedback: Their impact on student learning. Journal of Educational Research, 113(2), 143–153. https://doi.org/10.1080/00220671.2020.1723468

Balanquit, C. I., & Nobis Jr, M. L. (2025). Assessment of conceptual knowledge and error analysis in mathematics among pre-service teachers. International Journal of Advanced Research in Education and Society, 7(1), 217–229. https://doi.org/10.55057/ijares.2025.7.1.20

Bautista, M. A., Reyes, J. L., & Santos, P. M. (2022). The impact of technology integration in outcomes-based education assessment practices. Journal of Educational Technology and Innovation, 14(1), 89–102. https://doi.org/10.1016/j.jeti.2022.01.004

Biggs, J. (2003). Teaching for quality learning at university (2nd ed.). Open University Press.

Cigario, R. M., Adora, M. L., Balanquit, C. I., & N. M. L. (2025). EdPuzzle: Technology-based Assessment in Mathematics Education. Journal of Advances in Mathematics and Computer Science, 40(6), 10–22. https://doi.org/10.9734/jamcs/2025/v40i62007

Commission on Higher Education (CHED). (2012). Policies, standards and guidelines for the implementation of outcomes-based education (OBE) in higher education institutions offering engineering programs (CHED Memorandum Order No. 37, Series of 2012). https://ched.gov.ph

de Guzman, A. B., & Cababaro, J. M. T. (2021). Assessment literacy of Filipino teachers: Challenges and prospects in an outcomes-based education setting. International Journal of Educational Management, 35(6), 1215–1229. https://doi.org/10.1108/IJEM-12-2020-0583

Deardorff, D. K. (2023). Demystifying outcomes assessment for international educators: A practical approach. Taylor & Francis.

Driscoll, A., & Wood, S. (2023). Developing outcomes-based assessment for learner-centered education: A faculty introduction. Taylor & Francis.

Estacio, D. L., & Cabrera, W. (2018). Job attitude as a factor on employees’ performance. International Journal of Economics Development Research (IJEDR), 3(1). https://doi.org/10.37385/ijedr.v3i1.254

Felicen, S. S. (2021). Effectiveness of the Implementation of Outcomes-Based Education (OBE) in the College of International Tourism and Hospitality Management. Asia Pacific Journal of Educational Perspectives, 8(2), 1–9. https://research.lpubatangas.edu.ph/wp-content/uploads/2022/03/01-APJEP-2021-32-Felicen.pdf

Fourneau, E., & Bovet, D. (1933). Recherches sur l'action sympathicolytique d'un nouveau dérivé du dioxane [Research on the sympathicolytic action of a new dioxane derivative]. Archives Internationales de Pharmacodynamie, 46, 178-19.

Guba, E. G., & Lincoln, Y. S. (1989). Fourth-generation evaluation. Sage Publications.

Harden, R. M. (2007). Outcome-based education: The future is today. Medical Teacher, 29(7), 625–629. https://doi.org/10.1080/01421590701729930

Kini, T., & Podolsky, A. (2016). Does teaching experience increase teacher effectiveness? A review of the research. Learning Policy Institute. https://learningpolicyinstitute.org/product/brief-does-teaching-experience-increase-teacher-effectiveness-review-research

Laguador, J. M. (2019). Collaborative planning and differentiated instruction in outcomes-based education. International Journal of Educational Research and Innovation, 11, 112–121. https://doi.org/10.46661/ijeri.4375

Ludvik, M. J. B. (2023). Outcomes-based program review: Closing achievement gaps in and outside the classroom with alignment to predictive analytics and performance metrics. Taylor & Francis.

Lupas, L., Olchondra, J., Irinco, J., & Nobis, M. (2024). Cracking the math code: Challenges and strategies for success among future math educators. International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR), 3(3), 158–168.

Ministry of Higher Education Malaysia. (2007). Malaysian qualifications framework (MQF). Malaysian Qualifications Agency.

Nobis, M. (2021). Digital Literacy of Mathematics Teachers in State Universities and Colleges (SUCs). Asian Journal of Research in Education and Social Sciences, 3(2), 99–113. https://myjms.mohe.gov.my/index.php/ajress/article/view/14083

Nobis, M. L. (2023). Navigating assessment in the digital realm: Experiences of educators in a distance learning environment. Zenodo. https://doi.org/10.5281/zenodo.10209801

Norcini, J., & Burch, V. (2007). Workplace-based assessment as an educational tool: AMEE Guide No. 31. Medical Teacher, 29(9-10), 855–871. https://doi.org/10.1080/01421590701775453

OECD. (2023). PISA 2022 results (Volume I): What students know and can do. OECD Publishing. https://doi.org/10.1787/5f07c754-en

Ornstein, A. C., & Hunkins, F. P. (2018). Curriculum: Foundations, principles, and issues (7th ed.). Pearson.

Pala, C. A., Lagrimas, D., & N. M. L. (2025). Exploration of Chatbots in Mathematics Education for Innovative Learning Process. Asian Journal of Advanced Research and Reports, 19(5), 178-194. https://doi.org/10.9734/ajarr/2025/v19i51010

Rao, N. J. (2020). Outcome-based Education: An outline. Higher Education for the Future, 7(1), 5–21. https://doi.org/10.1177/2347631119886418

Slavich, G. M., & Zimbardo, P. G. (2012). Transformational teaching: Theoretical underpinnings, basic principles, and core methods. Educational Psychology Review, 24(4), 569–608. https://doi.org/10.1007/s10648-012-9199-6

Spady, W. G. (1994). Outcome-based education: Critical issues and answers. American Association of School Administrators.