

Performance of senior high school teachers in the delivery of outcome-based education

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Abstract

This study determined the performance of Senior High School teachers in public secondary schools in Daet North District in the Division of Camarines Norte in the delivery of Outcome-Based Education. This study employed descriptive – correlational research method with survey questionnaire checklist as the data-gathering instrument. Total enumeration was employed in this study which involved 51 permanent Senior High School teachers in the locale of the study. Findings revealed that the professional performances of senior high school teachers were descriptively interpreted as very satisfactory. Moreover, the extent of character performance of the senior high school teachers along with self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation were rated as very satisfactory. It also revealed that there is a significant relationship between the professional and character performance of the senior high school teachers in public secondary schools in Daet North District in the Division of Camarines Norte in the delivery of Outcome-Based Education except for assessment and reporting against teamwork and diversity of learners against service orientation. Furthermore, the topmost challenges affecting the performance of senior high school teachers in the delivery of Outcome-Based Education were the competency of the teachers and the expertise of the learning facilitators as to subject content. Hence, the learning and development plan was proposed to address the performance of the senior high school teachers in the delivery of Outcome-Based Education.

Keywords: Performance of Senior High School teachers, Outcome-Based Education, Philippine Professional Standard for Teachers (PPST), self-management, professionalism and ethics, result focus, teamwork, service orientation, innovation

1. Introduction

Teachers play a crucial role in shaping individuals and influencing the future. Today, teaching is one of the most complex professions. A teacher must possess not only subject matter expertise but also an understanding of how students learn and how to engage them as active learners. This requires students to be actively involved in constructing their own and others' knowledge. For teaching to be effective, educators must create and maintain an organized and professional classroom environment that fosters learning and development.

According to DepEd Order No. 36, S 2013, teachers are crucial for nation-building. Quality education from dedicated teachers helps develop well-rounded learners with values and 21st-century skills, supporting the Department of Education's vision of nurturing Filipinos who love their country and contribute to national progress. Evidence shows that good teachers are crucial for improving student achievement, making teacher quality essential for sustainable nation-building (DepEd Order No. 42, s. 2017). To support this, DepEd

promotes ongoing professional development through learning communities, helping teachers update their instructional knowledge and adapt their practices to current educational needs (DepEd Order No. 35, s. 2016).

One of the classroom practices utilized by the Senior High School teachers in Moreno Integrated School in the Division of Camarines Norte is Outcome-Based Education. Outcome-Based Education (OBE) is an educational approach centered on achieving specific standards and learning outcomes by the end of each course (Midraj, 2018). According to Tucker (2004), as cited by Pradhan (2021), OBE involves restructuring the curriculum, evaluation, and reporting practices to focus on mastering content and achieving high-level knowledge, rather than merely accumulating credits.

DepEd's aide memoire from May 24, 2021, updated June 2, 2021, shows that while 93% of Senior High School graduates have relevant theories for the country's industries, only 20% of top Philippine companies are willing to hire them, preferring college graduates or those with at least two years of college. This indicates a gap between SHS graduates' skills and employment opportunities. The misalignment stems from a traditional mindset that high school graduates aren't work-ready. Students lack confidence in securing relevant jobs, settling for roles that don't match their technical training, while employers often favor college graduates or those with some college experience.

A significant gap exists between academic curricula and industry needs due to a lack of critical skills and practical experience, which may contribute to unemployment as academic courses fail to align with industry requirements (Rao NJ., 2020). Moreno Integrated School is one of the secondary schools in the Division of Camarines Norte offering General Academic Strand, Accountancy, Business and Management, HUMMS, and TVL with a total of 454 Grade 12 Senior High School learners for the school year 2022-2023. Out of 454 learners, only 55 or 12.11% were employed and no graduates were engaged in business. (Source: MIS-SHS Tracer Data) This can be attributed to the traditional mindset that high school graduates are not work-ready.

In view of this gap, the researcher explored the performance of the Senior High School teachers in public secondary schools in Daet North District in the Division of Camarines Norte in the delivery of outcome-based education as a classroom practice. The researcher deemed it necessary to assess the performance of the teachers in terms of how they plan and organize their curriculum, the actual teaching-learning process, and their assessment for the school administrators to provide specific technical assistance and support not only to improve their teaching practices but also to make the learners acquired the necessary knowledge and skills and specific outcomes for them to be prepared in the world of work. Specifically, it answered the following sub-problems: 1) What is the extent of professional performance of Senior High School teachers in public secondary schools in Daet North District in the Division of Camarines Norte; 2) What is the extent of character performance of the Senior High School teachers in public secondary schools in Daet North District in the Division of Camarines Norte in the delivery of Outcome-Based Education; 3) Is there a significant relationship between the professional and character performance of the senior high school teachers in public secondary schools in Daet North District in the Division of Camarines Norte in the delivery of Outcome-Based Education; 4) What are the challenges affecting the performance of the senior high school teachers in the delivery of Outcome-Based Education; 5) What learning and development plan may be proposed to address the performance of the senior high school teachers in the delivery of the Outcome-Based Education?

2. Methodology

This study employed a descriptive-correlational research method. The descriptive method was used for it is deemed appropriate in describing the professional performance, and the character performance of the Senior High School teachers in public secondary schools in Daet North District in the Division of Camarines Norte in the delivery of Outcome-Based Education. Meanwhile, the correlation method was used to determine if a significant relationship exists between the professional and character performance of senior high school teachers in public secondary schools in Daet North District in the Division of Camarines Norte in the delivery of Outcome-Based Education. This study was composed of 51 permanent Senior High School teachers in public

secondary schools in Daet North District in the Division of Camarines Norte. Total enumeration was utilized for the study. The source of data was the survey questionnaire checklist.

The data on the performance of Senior High School teachers in public secondary schools in Daet North District in the Division of Camarines Norte in the delivery of Outcome-Based Education was analyzed using weighted mean and Pearson product-moment of correlation.

Weighted mean determined the professional performance, character performance, and challenges encountered by the Senior High School teachers in the delivery of Outcome-Based Education. Meanwhile, Pearson's product moment of correlation determined the significant relationship between the professional and character performance of senior high school teachers in public secondary schools in Daet North District in the Division of Camarines Norte in the delivery of Outcome-Based Education.

3. Results and Discussion

3.1. Extent of Professional Performance of Senior High School Teachers in Public Secondary Schools in Daet North District

The extent of professional performance of Senior High School teachers in public secondary schools in Daet North District in the Division of Camarines Norte was determined along with content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment and reporting and community linkages and professional development.

Table 1 presents the data on the extent of professional performance of Senior High School teachers in public secondary schools in the Daet North District, Division of Camarines Norte. Their performance in content knowledge and pedagogy obtained an overall weighted mean of 3.95, interpreted as very satisfactory. This means that the teachers have shown a high level of proficiency in their understanding of subject matter (content knowledge) and in their teaching methods (pedagogy).

Table 1. Extent of Professional Performance of Senior High School Teachers along Content Knowledge and Pedagogy

Indicators		Weighted Mean	Verbal Interpretation
1.	Content knowledge and its application within and across curriculum.	3.50	O
2.	Research - based knowledge and principles of teaching and learning.	3.80	VS
3.	Positive use of ICT.	4.70	O
4.	Strategies for promoting literacy and numeracy	3.50	VS
5.	Strategies for developing critical and creative thinking, as well as other higher – order thinking skills.	2.90	S
6.	Mother tongue, Filipino and English in teaching and learning.	4.32	O
7.	Classroom communication strategies.	3.90	VS
<i>Overall Weighted Mean</i>		<i>3.95</i>	<i>VS</i>
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

This suggests they effectively use their expertise and pedagogical skills to facilitate learning. This also indicates that their performance in these areas meets or exceeds the expectations set for their roles. This high rating reflects positively on the teachers' abilities to deliver quality instruction and manage their classrooms effectively, suggesting they are well-prepared and skilled in their teaching practices.

Table 2 presents the extent of professional performance of Senior High School teachers in the learning environment. As shown in the table, the learning environment obtained an overall weighted mean of 3.83,

interpreted as "very satisfactory. "This means that the teachers have demonstrated a high level of performance in establishing and maintaining a positive and productive learning environment. With a score in the "very satisfactory" range, their performance is notably strong, suggesting that they excel in creating conditions that support student learning and engagement.

Moreover, this high rating reflects that teachers are successful in setting up an environment that is conducive to learning. This includes effectively organizing physical spaces, fostering a supportive classroom climate, implementing strategies that enhance student participation and motivation, and engaging students with clear success criteria and feedback to improve understanding and encourage proactive learning, this was affirmed in the study of Boud & Dawson (2021).

Table 2. Extent of Professional Performance of Senior High School Teachers along Learning Environment

Indicators		Weighted Mean	Verbal Interpretation
1.	Learner safety and security.	4.40	O
2.	Fair learning environment.	4.20	O
3.	Management of classroom structure and activities.	2.90	S
4.	Support for learner participation.	3.40	VS
5.	Promotion of purposive learning.	3.70	O
6.	Management of learner behavior.	3.36	VS
<i>Overall Weighted Mean</i>		<i>3.83</i>	<i>V/S</i>
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

Table 3 presents the extent of the professional performance of Senior High School teachers in diversity of learners. The overall weighted mean is 3.64, interpreted as "very satisfactory." The finding implies that teachers are performing well in addressing and supporting the diverse needs of their students.

Table 3. Extent of Professional Performance of Senior High School Teachers along Diversity of Learners

Indicators		Weighted Mean	Verbal Interpretation
1.	Learners' gender, needs, strengths, interests, and experiences.	2.90	S
2.	Learners' linguistic, cultural, socio – economic and religious backgrounds.	4.20	O
3.	Learners with disabilities, giftedness, and talents.	3.40	VS
4.	Learners in difficult circumstances.	3.52	VS
5.	Learners from indigenous groups.	4.20	O
<i>Overall Weighted Mean</i>		<i>3.64</i>	<i>V/S</i>
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

This suggests that their strategies and practices are effectively meeting the requirements of a varied student population, although there might still be some areas for further enhancement.

Table 4 presents the extent of professional performance of Senior High School teachers in curriculum and planning. The overall weighted mean is 3.23, interpreted as "satisfactory." This means that the performance of senior high school teachers in these areas meets basic expectations but may not exceed them. This indicates

a need for further enhancement in curriculum design and planning to improve effectiveness and better support student learning. The finding suggests that while teachers meet basic curriculum and planning requirements, there is significant room for improvement. The satisfactory rating indicates a need for enhanced curriculum design, targeted professional development, and additional support. Schools should focus on refining planning processes, incorporating feedback, and providing resources to improve teaching strategies and better address students' diverse needs.

Table 4. Extent of Professional Performance of Senior High School Teachers along Curriculum Planning

Indicators		Weighted Mean	Verbal Interpretation
1.	Panning and management of teaching and learning process.	3.20	S
2.	Learning outcomes aligned with learning competencies.	3.20	S
3.	Relevance and responsiveness of learning programs.	3.50	VS
4.	Professional collaboration to enrich teaching practice.	2.76	S
5.	Teaching and learning resources including ICT.	3.50	VS
<i>Overall Weighted Mean</i>		3.23	S
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

Overall, the finding suggests a solid foundation in curriculum and planning but highlights the need for continued improvement to achieve higher standards and better support student success.

Table 5 presents the extent of professional performance of Senior High School teachers in assessment and reporting. The overall weighted mean is 3.72, interpreted as "very satisfactory." The finding shows that teachers excel in assessment and reporting, effectively supporting student learning with strong, well-implemented practices. This high rating reflects successful feedback, outcome measurement, and instructional guidance, aligning with educational standards. While performance is very satisfactory, it encourages ongoing refinement and serves as a model for other teaching areas.

Table 5. Extent of Professional Performance of Senior High School Teachers along Assessment and Reporting

Indicators		Weighted Mean	Verbal Interpretation
1.	Design selection, organization, and utilization of assessment strategies.	3.28	S
2.	Monitoring and evaluation of learner progress and achievement.	3.90	VS
3.	Feedback to improve learning.	4.10	VS
4.	Communication of learner need, progress, and achievement to key stakeholders.	3.60	VS
5.	Use of assessment data to enhance teaching and learning practices and programs.	3.70	VS
<i>Overall Weighted Mean</i>		3.72	VS
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

Continuous professional development should focus on further enhancing these skills to meet evolving educational needs.

Table 6 presents the extent of professional performance of Senior High School teachers in community linkages and professional development. The overall weighted mean is 3.49, interpreted as "very satisfactory".

Table 6. Extent of Professional Performance of Senior High School Teachers along Community Linkages and Professional Development

Indicators		Weighted Mean	Verbal Interpretation
1.	Establishment of learning environments that are responsive to community contexts.	4.00	VS
2.	Engagement of parents and the wider school community in the educative process.	2.70	S
3.	Professional ethics and adherence to legal requirements.	4.60	O
4.	School policies and procedures.	2.66	S
<i>Overall Weighted Mean</i>		<i>3.49</i>	<i>VS</i>
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

The finding highlights that strong community linkages and ongoing professional development are essential for effective OBE implementation. Effective community engagement aligns education with real-world needs, while professional development helps teachers enhance their skills to support OBE goals. Positive performance in these areas suggests that teachers are successfully integrating community feedback, which improves the relevance and effectiveness of OBE, creating a more supportive and responsive learning environment. The findings show that teachers are successfully engaging in teaching reforms essential for refining OBE practices, as confirmed by Guangya et al. (2019). Continuous professional development and strong community linkages enhance the relevance and effectiveness of outcome-based curricula. Ongoing improvements in these areas will further boost OBE implementation and ensure educational practices surpass the required standards.

3.2. Extent of Character Performance of the Senior High School Teachers

The extent of character performance of the Senior High School teachers in public secondary schools in Daet North District in the Division of Camarines Norte in the delivery of Outcome-Based Education was determined along with self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation.

Table 7 presents the character performance of Senior High School teachers in self-management. The overall weighted mean is 4.01, interpreted as "very satisfactory". The finding indicates that teachers are highly effective in setting personal goals, managing time, and aligning with professional standards.

Table 7. Extent of Character Performance of Senior High School Teachers along Self-Management

Indicators		Weighted Mean	Verbal Interpretation
1.	Sets personal goals and directions, needs, and development	4.70	O
2.	Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals.	4.56	O
3.	Display emotional maturity and enthusiasms for and is challenged by higher goals.	4.50	O
4.	Prioritizes work tasks and schedules (Gantt Charts, checklist, etc.) to achieve goals.	2.40	U
5.	Sets high quality, challenging, realistic goals for self and others.	3.90	VS
<i>Overall Weighted Mean</i>		<i>4.01</i>	<i>VS</i>
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

This strong self-management supports OBE by helping teachers align their objectives with educational outcomes, design goal-oriented lessons, and adapt teaching methods to meet desired outcomes. Their ability to prioritize tasks and manage time contributes to impactful teaching, enhancing student learning and achievement. Maintaining these skills through ongoing professional development will further strengthen OBE implementation and address emerging challenges.

Table 8 presents the character performance of Senior High School teachers in professionalism and ethics. The overall weighted mean is 4.58, interpreted as "outstanding. In the context of outcome-based education (OBE), the outstanding rating in professionalism and ethics among senior high school teachers has significant implications. This high level of performance reflects a strong adherence to ethical standards and a high degree of professionalism, which are crucial for the effective implementation of OBE.

Teachers who exhibit high professionalism and ethical standards build trust with students, parents, and colleagues. This trust is essential for creating a supportive learning environment, which aligns well with OBE's focus on student-centered learning and achieving specific outcomes.

Table 8. Extent of Character Performance of Senior High School Teachers along Professionalism and Ethics

Indicators		Weighted Mean	Verbal Interpretation
1.	Demonstrates the values and behavior in the Norms and conduct and Ethical Standards for public officials and employees (RA 6713).	4.80	O
2.	Practices ethical and professional behavior and conduct considering the impact of his/her actions and behavior.	4.70	O
3.	Maintain professional image, being trustworthy, regularity of attendance and punctuality, good grooming and communication.	4.90	O
4.	Makes personal sacrifices to meet the organization's needs.	4.60	O
5.	Act with sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	3.90	VS
<i>Overall Weighted Mean</i>		<i>4.58</i>	<i>O</i>
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

It also contributes to the integrity of the educational process. Teachers who uphold these values are likely to ensure that all instructional practices and assessments are fair, transparent, and aligned with OBE goals. This ensures that learning activities are designed and implemented in a manner that genuinely supports students in meeting the predetermined outcomes.

Moreover, teachers with outstanding professionalism and ethics serve as role models for students. Their behavior sets a standard for students to follow, which can enhance student engagement and motivation. In the OBE framework, where student performance is closely linked to teacher guidance and support, this modeling can positively influence students' commitment to achieving learning outcomes. They are more likely to engage in reflective practices, seek continuous improvement, and adhere to best practices, all of which are critical for the successful implementation of OBE.

Table 9 presents the character performance of Senior High School teachers in result focus. The overall weighted mean is 3.86, interpreted as very satisfactory. The finding implies that senior high school teachers are generally effective in aligning their efforts with desired educational outcomes, a key principle in outcome-based education (OBE). This rating indicates that teachers are successfully concentrating on achieving specific learning goals and making progress in this area.

Table 9. Extent of Character Performance of Senior High School Teachers along Result Focus

Indicators		Weighted Mean	Verbal Interpretation
1.	Achieves results with optimal use of time and resources most of the time.	3.80	VS
2.	Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs.	3.30	S
3.	Delivers error-free outputs most of the time by confirming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms usefulness/acceptability and completeness with no supervision required.	3.70	VS
4.	Expresses a desire to do better and may express frustration at waster or inefficiency. May focus on new or more precise ways of meeting goals set.	4.20	O
5.	Makes specific changes in the system or in own work methods to improve performance.	4.30	O
<i>Overall Weighted Mean</i>		<i>3.86</i>	<i>VS</i>
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

However, while the rating reflects strong performance, it also suggests that there might be room for further enhancement. For OBE to be fully effective, teachers must consistently focus on refining their strategies and practices to better meet learning outcomes.

Table 10 presents the character performance of Senior High School teachers in teamwork. The overall weighted mean is 4.34, interpreted as outstanding. This means that the performance of senior high school teachers in the delivery of outcome-based education along with teamwork was outstanding specifically as to willingness to do his/her share of responsibility, promoting collaboration and removing barriers to teamwork and goal accomplishment across the organization, applying negotiation principles in arriving at win-win agreements, driving consensus and learn ownership decisions, and works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.

Table 10. Extent of Character Performance of Senior High School Teachers along Teamwork

Indicators		Weighted Mean	Verbal Interpretation
1.	Willingly does his/her share of responsibility	4.60	O
2.	Promote Collaboration and removes barriers to teamwork and goal accomplishment across the organization.	4.70	O
3.	Applies negotiations principles in arriving at win – win agreements.	3.90	O
4.	Drives consensus and learn ownership decisions	3.90	VS
5.	Works constructively collaborative with other and across organizations to accomplish organization goals and objective.	4.00	VS
<i>Overall Weighted Mean</i>		<i>4.34</i>	<i>O</i>
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

These findings were corroborated by Alata (2019) that successful OBE implementation requires clear school goals and a collaborative faculty with expertise in their subjects and pedagogy.

Table 11 presents the character performance of Senior High School teachers in service orientation. The overall weighted mean is 3.82, interpreted as very satisfactory. The finding suggests that while teachers are generally effective in prioritizing the needs of students and stakeholders, there is still room for improvement given the quantitative data. In the context of outcome-based education (OBE), strong service orientation is

crucial for aligning teaching practices with students' needs and because of its beneficial effects on student achievement.

A high level of service orientation ensures that teachers are responsive to student feedback, adapt their methods to meet diverse needs, and contribute positively to the overall educational environment.

Table 11. Extent of Character Performance of Senior High School Teachers along Service Orientation

Indicators		Weighted Mean	Verbal Interpretation
1.	Can explain and articulate organizational directions, issues and problems.	3.40	VS
2.	Takes personal responsibility for dealing with and/or connecting customer service and concerns.	3.80	VS
3.	Initiates activities that promote advocacy for men and women empowerment.	3.50	VS
4.	Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions.	4.70	O
5.	Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	3.70	VS
<i>Overall Weighted Mean</i>		<i>3.82</i>	<i>VS</i>
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

Enhancing this aspect can further support OBE by ensuring that instructional strategies are more closely tailored to achieving desired educational outcomes and improving student success and achievement as affirmed in the study of (Akir et al., 2012).

Table 12 presents the character performance of Senior High School teachers in innovation. The overall weighted mean is 3.74, interpreted as very satisfactory.

Table 12. Extent of character performance of Senior High School Teachers along Innovation

Indicators		Weighted Mean	Verbal Interpretation
1.	Examine the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things.	3.02	S
2.	Demonstrates an ability to think “beyond the box”. Continuously focuses on improving personal productivity to create higher value and results.	3.20	S
3.	Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	4.10	VS
4.	Translate creative thinking into tangible changes and solutions that improve the work unit and organization.	4.70	O
5.	Uses indigenous method to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	3.70	VS
<i>Overall Weighted Mean</i>		<i>3.74</i>	<i>VS</i>
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Outstanding (O)		
3.40 – 4.19	Very Satisfactory (VS)		
2.60 – 3.39	Satisfactory (S)		
1.80 – 2.59	Unsatisfactory (U)		
1.00 – 1.79	Poor (P)		

This finding suggests that teachers are effectively employing creative approaches and generating new ideas, thereby supporting outcome-based education (OBE) by aligning learning experiences with desired outcomes. However, there remains an opportunity for growth.

To further enhance innovation, school administrators should implement targeted interventions aimed at equipping teachers with the tools and resources necessary to adapt to evolving educational needs. By refining instructional strategies and fostering a culture of continuous improvement, these efforts can lead to even more effective OBE outcomes, as emphasized by Piquero (2023). Investing in professional development and collaborative opportunities will empower teachers to embrace innovative practices that can ultimately elevate student learning and success.

3.3. Relationship between the Extent of Professional Performance and Character Performance of the Senior High School Teachers

The variables considered in the professional performance have no significant relationship in the indicated variables of character performance except for assessment and reporting and teamwork ($r=.369$, $p\text{-value}=.008$) at 0.01 significant level; and diversity of learners and service orientation ($r=.309$, $p\text{-value}=.029$) at 0.05 significant level.

The correlation coefficients are both positive, indicating a positive correlation between the variables considered such as assessment and reporting and teamwork as well as diversity of learners and service orientation. Other variables on professional performance and character performance are not significantly correlated since the obtained $p\text{-values}$ are greater than 0.05 ($p\text{-values}>0.05$) significant level. Thus, the hypothesis will not be rejected, except for assessment and reporting against teamwork and diversity of learners against service orientation.

Table 13. Test for Significant Relationship between the Extent of Professional Performance and Character Performance of the Senior High School Teachers

Professional Performance	Character Performance											
	Self-Management		Professionalism and Ethics		Result Focus		Teamwork		Service Orientation		Innovation	
	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
Content Knowledge and Pedagogy	.030	.836	.031	.832	.045	.758	-.137	.344	-.021	.885	.156	.279
Learning Environment	.031	.833	-.219	.127	.005	.973	.230	.107	-.142	.324	.098	.498
Diversity of Learners	.234	.102	.041	.779	.093	.522	.122	.399	.309*	.029	.011	.939
Curriculum Planning	.094	.514	-.203	.158	.036	.803	-.082	.572	-.026	.857	.070	.627
Assessment and Reporting	.078	.590	-.274	.054	.109	.452	.369**	.008	-.052	.721	.133	.356
Community Linkages and Professional Development	.016	.910	-.051	.726	.147	.308	.109	.452	.041	.778	.093	.521

*Correlation is significant @ 0.05 level

**Correlation is significant @ 0.01 level

This further suggests that professional performance and character performance may operate as relatively independent aspects of a teacher's development. Teachers can excel in areas like content knowledge and pedagogy, learning environment, curriculum planning and community linkages, and professional development without necessarily demonstrating equal strengths in character performance such as self-management, professionalism and ethics, result focus, and innovation.

3.4. Challenges Affecting the Performance of the Senior High School Teachers in the Delivery of Outcome-Based Education

Table 14 presents the challenges affecting the performance of senior high school teachers in the delivery of outcome-based education.

As can be seen from the table, the indicator with the highest rating competency of the teachers with a mean score of 4.80 is interpreted as strongly agree. This means that the senior high school teachers in the locale of the study strongly agree that the topmost challenge are competency of the teacher which greatly affects the delivery of outcome-based education. This implies that if the teachers have no technical know-how of outcome-based education chances are they were not able to develop the knowledge and skills of the students, thus, affecting their learning outcomes.

Table 14. Challenges Affecting the Performance of Senior High School Teachers in the Delivery of Outcome-Based Education

Indicators		WM	Int.
1.	Assessment strategies	4.40	A
2.	Competency of the teachers	4.80	SA
3.	English language competency	4.00	A
4.	Student preferred learning styles	3.80	A
5.	Curriculum planning and design	3.90	A
6.	Physical Plant and Facilities of the school	2.80	N
7.	Learning objectives based on level of complexity	3.90	A
8.	Availability of learning resources and materials	4.40	A
9.	Expertise of the learning facilitators as to subject content	4.50	SA
10.	Teaching strategies and approaches employed by the learning facilitators	3.80	A
Overall Weighted Mean		4.03	A
Rating Scale: Descriptive Interpretation:			
4.20 – 5.00		Strongly Agree (SA)	
3.40 – 4.19		Agree (A)	
2.60 – 3.39		Neutral (N)	
1.80 – 2.59		Disagree (D)	
1.00 – 1.79		Strongly Disagree (SD)	

Meanwhile, the indicator with the lowest rating was the physical plant and facilities of the school with a mean score of 2.80 interpreted as neutral. This implies that despite the very commendable and high rating of the teachers' professional and character competencies and their corresponding performance they can still encounter challenges that can greatly affect and are directly related to their obtained performance at school. This can be attributed to the teacher's workload given the assigned tasks to them aside from their teaching loads which can affect instructional time.

In summary, the topmost challenges affecting the performance of the senior high school teachers in the delivery of Outcome-Based Education were the competency of the teachers and the expertise of the learning facilitators as to subject content with a mean score of 4.80 and 4.40 interpreted as strongly agree respectively.

3.5. Learning and Development Plan to Address the Performance of the Senior High School Teachers

Learning and development plans for senior high school teachers, with a focus on outcome-based education (OBE), are crucial for enhancing educational effectiveness and achieving desired student outcomes. Table 15 shows the learning and development of a plan to address the performance of the senior high school teachers in the delivery of outcome-based education. The plan is based on the following findings: as to the extent of professional performance of the senior high school teachers along content and pedagogy, learning environment, diversity of learners, curriculum planning, assessment and reporting, and community linkages and professional development was very satisfactory.

Table 15. Learning and Development Plan

Priority Strands	Learning and Development Intervention	Timeline	Funding Source	Persons Involved
Extent of professional performance of Senior High School Teachers				
a. Content Knowledge and Pedagogy				
➤ Strategies for developing critical and creative thinking, as well as other higher-order thinking skills (2.90-satisfactory)	Problem-Based Learning (PBL) ➤ Activity: Present real-world problems relevant to the curriculum. Divide teachers into small groups to collaboratively explore solutions. ➤ Objective: Encourage critical analysis, problem-solving, and teamwork	SY 2024-2028	School MOOE	SDS ASDS CID EPS PSDS School Heads Teachers
	Design Thinking Workshops ➤ Activity: Conduct workshops where teachers identify a challenge in their teaching practice, brainstorm innovative solutions, and prototype them. ➤ Objective: Foster creativity and iterative problem-solving skills.	InSeT Yearly Schedule		
		and		
	Innovative Assessment Techniques ➤ Activity: Explore alternative assessment methods, such as portfolios, presentations, or peer evaluations, to encourage higher-order thinking. ➤ Objective: Encourage creativity and critical evaluation of work.	School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month		
b. Learning Environment				
➤ Management of classroom structure and activities (2.90-satisfactory)	Effective Lesson Planning Workshops ➤ Activity: Conduct workshops on designing structured lesson plans that incorporate clear objectives, instructional strategies, and assessment methods. ➤ Objective: Help teachers create well-organized lessons that promote engagement and facilitate effective learning.	SY 2024-2028	School MOOE	SDS ASDS CID EPS PSDS School Heads Teachers
	Use of Technology in Classroom Management ➤ Activity: Introduce tools and apps that can help streamline classroom management (e.g., attendance tracking, behavior monitoring). ➤ Objective: Equip teachers with technology solutions that facilitate efficient classroom organization and communication.	InSeT Yearly Schedule		
		and		
		School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month		
c. Diversity of Learners				
➤ Learners’ gender, needs, strengths, interests, and experiences (2.90 -satisfactory)	Inclusive Teaching Strategies Workshop ➤ Activity: Conduct a workshop on inclusive teaching practices that address diverse gender identities and learning needs. Include	SY 2024-2028	School MOOE	SDS ASDS

	discussions on bias and stereotypes. ➤ Objective: Equip teachers with strategies to create an inclusive environment that respects and accommodates all learners.	InSeT Yearly Schedule and School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month		CID EPS PSDS School Heads Teachers
	Personalized Learning Plans ➤ Activity: Guide teachers in developing personalized learning plans for students, incorporating their individual needs, interests, and strengths. ➤ Objective: Enhance differentiation in the classroom, ensuring that all students receive tailored support.			
d. Curriculum Planning				
➤ Professional collaboration to enrich teaching practice (2.76- satisfactory)	Collaborative Lesson Planning ➤ Activity: Organize regular meetings where teachers work together to design interdisciplinary lessons, sharing ideas and resources. ➤ Objective: Enhance creativity and innovation in lesson planning by leveraging the collective expertise of the group.	SY 2024-2028 InSeT Yearly Schedule and School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month	School MOOE	SDS ASDS CID EPS PSDS School Heads Teachers
	Inclusive Curriculum Development ➤ Activity: Focus on strategies for developing an inclusive curriculum that addresses diverse learner needs. ➤ Objective: Identify strategies for making curricula inclusive.			
e. Assessment and Reporting				
➤ 1.Design, selection, organization, and utilization of assessment strategies (3.28 - satisfactory)	Incorporating Technology in Assessment ➤ Objectives: Explore digital tools that facilitate assessment and data collection. Create a technology-enhanced assessment plan.	SY 2024-2028 InSeT Yearly Schedule and School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month	School MOOE	SDS ASDS CID EPS PSDS School Heads Teachers
	Designing Authentic Assessments ➤ Objectives: Understand the characteristics of authentic assessments. Create an authentic assessment that aligns with real-world applications of learning.			
f. Community Linkages and Professional Development				

➤ Engagement of parents and the wider school community in the educative process	Effective Communication Skills: Training in communicating learning outcomes and expectations clearly to students and parents, ensuring transparency and understanding of educational goals.			
Extent of character performance of Senior High School Teachers				
a. Self-management				
➤ Prioritizes work tasks and schedules (Gantt Charts, checklist, etc.) to achieve goals (2.40- unsatisfactory)	Workshops on Time Management Techniques: ➤ Provide workshops that introduce various time management strategies. Stress Management Workshops: ➤ Organize workshops that include techniques for managing stress and maintaining work-life balance, emphasizing the importance of prioritization.	SY 2024-2028 InSeT Yearly Schedule and School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month	School MOOE	SDS ASDS CID EPS PSDS School Heads Teachers
b. Professionalism and Ethics				
➤ Acts with sense of urgency and responsibility to meet the organization’s needs, improve system and help others improve their effectiveness.	Leadership Development Programs: ➤ Offer programs that cultivate leadership skills, emphasizing the importance of being proactive and taking initiative to improve systems and support others. Goal-Setting Workshops: ➤ Facilitate workshops focused on setting personal and team goals that reflect organizational needs, emphasizing accountability in achieving those goals.	SY 2024-2028 InSeT Yearly Schedule and School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month	School MOOE	SDS ASDS CID EPS PSDS School Heads Teachers
c. Result Focus				
➤ Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs. (3.30- Satisfactory)	Training on Effective Work Processes: ➤ Provide workshops on proven work methodologies that focus on minimizing waste and increasing efficiency in educational settings. Quality Assurance Workshops: ➤ Conduct sessions on quality assurance practices, teaching teachers how to implement checks and balances that prevent mistakes and ensure high standards.	SY 2024-2028 InSeT Yearly Schedule and School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month	School MOOE	SDS ASDS CID EPS PSDS School Heads Teachers
d. Teamwork				
➤ Drives consensus and learn ownership decisions (3.90- Very Satisfactory)	Team-Building Activities: ➤ Organize team-building exercises that promote trust and collaboration, helping teachers	SY 2024-2028 InSeT Yearly Schedule	School	SDS

	learn to work together more effectively.	and	MOOE	ASDS CID EPS PSDS School Heads Teachers
	Facilitation Skills Development: ➤ Provide training in facilitation techniques to help teachers guide discussions and ensure that all voices are heard during decision-making.	School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month		
e. Service Orientation				
➤ Can explain and articulate organizational directions, issues and problems. (3.40- Very Satisfactory)	Critical Thinking and Problem-Solving Training: ➤ Provide training that enhances critical thinking skills, enabling teachers to analyze organizational issues and articulate solutions effectively.	SY 2024-2028 InSeT Yearly Schedule and	School MOOE	SDS ASDS CID EPS PSDS School Heads Teachers
	Stakeholder Engagement Workshops: ➤ Facilitate workshops on engaging different stakeholders (students, parents, administration) in discussions about organizational challenges and directions.	School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month		
f. Innovation				
➤ Examine the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (3.02- Satisfactory)	Root Cause Analysis Training: ➤ Provide workshops on root cause analysis techniques (e.g., the 5 Whys, Fishbone Diagram) to help teachers systematically identify underlying issues.	SY 2024-2028 InSeT Yearly Schedule and	School MOOE	SDS ASDS CID EPS PSDS School Heads Teachers
	Design Thinking Workshops: ➤ Offer training on design thinking principles, encouraging teachers to develop innovative solutions by empathizing with stakeholders and iterating on ideas.	School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month		
Challenges				
➤ Competency of the teachers (4.80- Strongly Agree)	Professional Development Workshops: ➤ Offer workshops on pedagogical strategies, classroom management, and subject-specific content to build teachers' instructional competencies.	SY 2024-2028 InSeT Yearly Schedule and	School MOOE	SDS ASDS CID EPS PSDS School Heads Teachers
➤ Expertise of the learning facilitators as to subject content (4.50- Strongly Agree)	Research and Best Practices Sharing: ➤ Create forums or discussion groups where teachers can present research findings or best practices related to their subject content.	School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month		

Relatively, as to the extent of character performance of the senior high school teachers along with self-management, professionalism, and ethics, results from focus, teamwork, service orientation, and innovation were very satisfactory. Moreover, senior high school teachers encountered challenges affecting their professional and character performance in the delivery of outcome-based education.

The study highlights the need for targeted learning and development interventions to enhance senior high school teachers' professional and character performance in outcome-based education (OBE). These interventions should focus on aligning teachers' skills and qualities with OBE principles, ultimately improving their effectiveness in teaching and boosting student achievement.

4. Conclusion and Recommendations

Based on the findings of the study, the following conclusions were arrived at: 1) The professional performances of senior high school teachers were descriptively interpreted as very satisfactory; 2) The extent of character performance of the senior high school teachers along self-management, professionalism and ethics, result focus, teamwork, service orientation and innovation were rated as very satisfactory; 3) There is significant relationship between the professional and character performance of the senior high school teachers in public secondary schools in Daet North District in the Division of Camarines Norte in the delivery of Outcome-Based Education except for assessment and reporting against teamwork and diversity of learners against service orientation; 4) The senior high school teachers encountered challenges affecting their performance in the delivery of Outcome-Based Education; 5) The proposed learning and development program will address the performance of the senior high school teachers in the delivery of the Outcome-Based Education.

The following recommendations for the area of research and development are hereby given: 1) The school heads may conduct learning and development interventions or activities to improve or enhance the professional performance of the senior high school teachers in the delivery of outcome-based education; 2) The school heads may conduct learning and development interventions or activities to improve the character performance of the senior high school teachers in the delivery of outcome-based education; 3) The school may develop targeted training programs that specifically address the areas of assessment and reporting. This could include workshops on best practices for evaluating diverse learners and fostering teamwork in educational settings; 4) The school head may establish a mentorship program where experienced teachers can support their peers in enhancing their assessment skills and understanding of diverse learner needs. This could help in building a more cohesive approach to service orientation; 5) The proposed development plan may be adopted to improve or enhance the professional and character performance of Senior High School Teachers in the locale of this study. 6) Senior high school teachers may be encouraged to pursue graduate studies for their personal and professional growth and development; 7) The proposed learning and development plan may be subjected to review and or evaluation by the higher office for their modification and possible improvement.

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