

# Effectiveness of Outcomes-Based Education in Teaching Grade 8: Basis in Crafting a Guide

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## ABSTRACT

This study examined the effectiveness of Outcomes-Based Education (OBE) in teaching Grade 8 English and provided a basis for crafting an instructional guide during the academic year 2014–2015. Specifically, it described OBE in terms of objectives, approaches, content, and evaluation; assessed the extent to which these areas were attained and developed; identified instructional activities; and examined their perceived contributions to learners' competencies. A descriptive research design was employed involving 20 permanent secondary English teachers with at least three years of experience from Cluster/North III, Caloocan City, selected through purposive sampling. Data were collected through questionnaires, supplemented by informal interviews and

documentary analysis, and analyzed using frequency, percentage, weighted mean, and ranking. Findings indicated that the four areas of OBE were attained and developed to a high extent. The approach emphasized shared responsibility for learning, student-centered activities, alignment of intended learning outcomes with teaching activities and assessment tasks, and criteria-based evaluation. Teachers identified visual aids, rewards, drills, training, classroom assessments, and challenging learning tasks among the activities supporting implementation. Respondents perceived OBE activities as contributing to communication, critical thinking, creative thinking, and other Grade 8 English learning competencies. The study concluded that OBE practices addressed the identified instructional areas and contributed to improved learning competencies. Based on these findings, an instructional guide was developed to enhance OBE implementation. The study recommended clearer learning outcomes, high expectations, varied opportunities to demonstrate learning, teacher training, administrative support, and improved instructional resources to strengthen classroom instruction and support effective learning.

**Keywords:** *academic performance, English instruction, instructional guide, learning competencies, outcomes-based education, teaching effectiveness*

## INTRODUCTION

Outcomes-Based Education (OBE) is an educational approach that places intended learning outcomes at the center of curriculum planning, instructional delivery, and assessment. Rather than emphasizing the amount of subject matter covered or the time spent on classroom instruction, OBE focuses on the knowledge, skills, attitudes, and competencies that learners are expected to demonstrate upon completing their learning experiences. This approach requires educators to establish clear learning outcomes, design meaningful instructional activities, and implement assessment procedures aligned with the expected competencies. Killen (2009) emphasized the importance of organizing educational experiences around clearly defined outcomes, while Malan (2010) discussed the shift toward learner-centered and performance-oriented educational practices.

The implementation of OBE requires coherence among instructional objectives, teaching approaches, curricular content, and evaluation. Learning objectives establish the competencies students are expected to acquire; instructional approaches provide opportunities for meaningful participation and application; curricular content supplies the knowledge and experiences necessary for learning; and evaluation determines the extent to which the intended outcomes have been attained. These components must operate as interconnected elements to support effective teaching and learning. Harden (2010) highlighted the importance of learning outcomes in monitoring educational progression, while Davis (2011) discussed the role of outcomes-based strategies in organizing instructional practices.

In English language instruction, outcomes-based approaches are particularly relevant because language competence extends beyond the memorization of grammatical rules and literary concepts. Learners are expected to develop communication, comprehension, critical thinking, and creative thinking skills through meaningful interaction with spoken and written language. Classroom activities should therefore encourage active participation, independent learning, collaboration, and the practical application of acquired knowledge. Chalak and Kassaian (2010) examined the relationship between learners' motivation and attitudes toward English language learning, emphasizing the importance of considering learner-related factors in instructional planning.

The effectiveness of English instruction is also influenced by the learning environment and the instructional strategies employed by teachers. Classroom discussions, collaborative activities, drills, educational games, visual materials, and technology-supported learning experiences may encourage student engagement when appropriately aligned with intended learning outcomes. Olsen and Hunt (2010) discussed strategies for improving classroom participation and motivation, while Fawcett and Fawcett (2011) examined the use of storytelling as an instructional strategy for strengthening student interest, interaction, and learning.

Within the context of OBE, teachers are responsible for establishing appropriate expectations, selecting instructional materials, facilitating meaningful learning experiences, and providing constructive feedback. Students, in turn, are expected to participate actively and demonstrate their learning through appropriate tasks and assessments. This shared responsibility emphasizes the importance of creating an instructional environment that supports engagement, continuous improvement, and the attainment of expected competencies.

Curricular content and evaluation are equally important in outcomes-based instruction. Learning materials and activities must correspond to the expected competencies and provide opportunities for learners to demonstrate progressively more complex skills. Assessment procedures should likewise measure the intended outcomes through appropriate classroom tasks, examinations, performance activities, and other evaluation methods. Santos (2008) discussed educational assessment and evaluation, while Salandanan (2009) addressed teaching methods that may support the organization and delivery of instructional activities.

Despite the recognized importance of outcomes-based instruction, its implementation may vary according to teachers' instructional practices, available resources, and classroom conditions. Establishing intended learning outcomes does not necessarily ensure that teaching strategies, learning activities, and assessment procedures are consistently aligned with those outcomes. Consequently, examining teachers' experiences and perceptions provides a basis for identifying instructional practices and areas requiring improvement.

Against this background, the present study examined the effectiveness of Outcomes-Based Education in teaching Grade 8 English in Cluster/North III, Caloocan City, Metro Manila, during the academic year 2014–2015. The investigation focused on the extent to which OBE was attained and developed in terms of objectives, approaches, content, and evaluation, as well as the instructional activities undertaken and their perceived contributions to students' English learning competencies.

### Theoretical and Conceptual Foundations

The study was informed by educational perspectives emphasizing active learning, meaningful experiences, and the development of competencies through interaction with the learning environment. The original dissertation discussed the educational philosophy of John Dewey, particularly the view that learning develops through experience and participation in meaningful activities. It also considered Jean Piaget's perspective on knowledge development through interaction with people, objects, and the surrounding environment. These perspectives provided a conceptual foundation for instructional approaches that encourage students to participate actively in constructing and applying knowledge.

The principles of OBE further supported the study's emphasis on clearly defined learning outcomes and the alignment of instructional practices with expected competencies. Killen (2009) discussed outcomes-based education in relation to its guiding principles, while Malan (2010) examined the educational paradigm associated with outcomes-oriented instruction. These perspectives informed the investigation of instructional objectives, approaches, content, and evaluation as interconnected components of teaching effectiveness.

In addition, the study recognized the importance of classroom participation, motivation, and instructional strategies in supporting language learning. The work of Olsen and Hunt (2010) concerning participation and motivation, together with the findings of Chalak and Kassaian (2010) on attitudes toward English language learning, provided relevant perspectives for understanding the instructional activities examined in the study.

Collectively, these theoretical and conceptual considerations supported the examination of OBE as an approach emphasizing learner participation, purposeful instructional planning, appropriate assessment, and the development of expected learning competencies. However, the present investigation focused on teachers' reported instructional practices and perceptions rather than experimentally testing the theoretical relationships.

### Conceptual Framework of the Study

The conceptual framework of the study was organized using an Input–Process–Output (IPO) paradigm, as illustrated in Figure 1. The framework presented the relationship among the instructional areas examined, the procedures used to gather information, and the proposed instructional guide developed from the findings.

The **input** component consisted of four areas: the description of OBE in terms of objectives, approaches, content, and evaluation; the extent of attainment and development of these areas; the activities undertaken in implementing OBE; and the perceived contributions of these activities to improving Grade 8 English learning competencies.

The **process** component involved the utilization of three data-gathering instruments: questionnaires, interviews, and documentary analysis. These instruments were used to obtain information from participating teachers concerning their instructional practices, experiences, and assessments of OBE implementation.

The **output** component was an instructional guide intended to enhance the teaching of English using OBE. The guide was developed on the basis of the identified instructional practices, areas of concern, and teachers' perceived contributions of outcomes-based activities to learning competencies

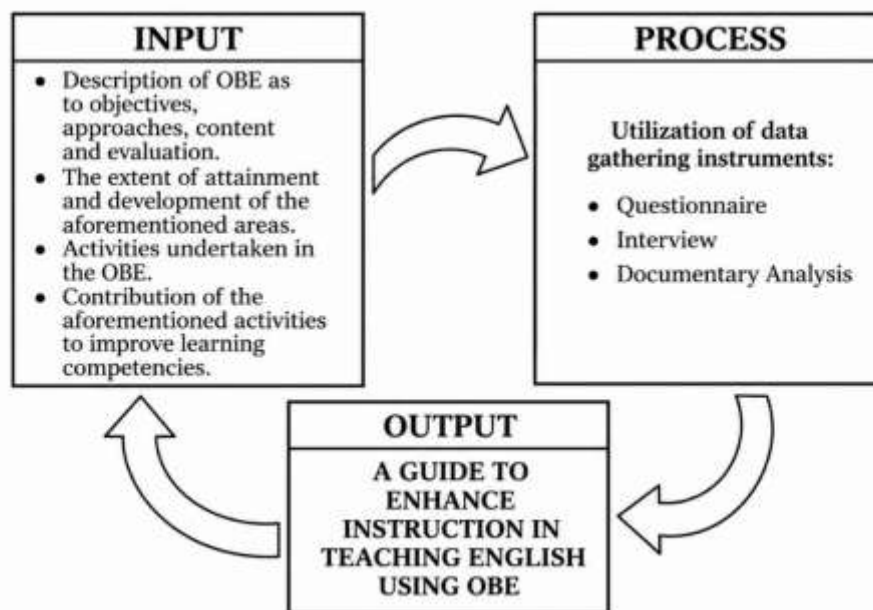


Figure 1. *Input–Process–Output Paradigm of the Study*

As presented in Figure 1, the framework illustrates how information concerning the implementation of OBE was gathered and utilized in developing an instructional guide. The input identified the instructional dimensions and activities under investigation, the process described the procedures for collecting relevant information, and the output represented the proposed instructional resource.

The framework served as an organizational guide for the descriptive investigation. It did not represent an experimental model or establish a causal relationship between the implementation of OBE and improvements in student achievement. Rather, it demonstrated how the findings obtained from teachers' responses could inform recommendations for strengthening Grade 8 English instruction.

### Research Objectives and Significance

The primary objective of the study was to examine the effectiveness of Outcomes-Based Education in teaching Grade 8 English as a basis for crafting an instructional guide. Specifically, the investigation sought to describe OBE in terms of objectives, approaches, content, and evaluation; determine the extent to which these areas were attained and developed; identify the instructional activities undertaken to address the identified areas; and examine the perceived contributions of these activities to students' English learning competencies.

The study was conducted among 20 permanent secondary English teachers in Cluster/North III, Caloocan City, Metro Manila, during the academic year 2014–2015. By examining teachers' experiences and assessments, the investigation sought to provide a context-specific understanding of how outcomes-based principles were implemented in Grade 8 English classrooms.

The significance of the study lies in its contribution to instructional planning, classroom management, curriculum implementation, and teacher development. The findings provided information concerning instructional practices that may support the alignment of learning objectives, teaching strategies, curricular content, and evaluation procedures. They also served as the basis for formulating recommendations relevant to teachers, learners, parents, school administrators, and other education stakeholders.

Furthermore, the instructional guide developed from the findings was intended to assist teachers in strengthening outcomes-based English instruction through clearer learning objectives, varied instructional strategies, appropriate assessment methods, and continuous professional development. The guide was proposed as a practical instructional resource and was not subjected to a separate experimental evaluation in the original study.

Because the investigation employed a descriptive research design and relied primarily on teachers' reported practices and perceptions, its findings should not be interpreted as direct evidence of causal improvements in students' academic performance. Nevertheless, the study provides a foundation for further research involving broader respondent groups, direct measures of learning outcomes, and systematic evaluation of instructional guides designed to support the implementation of Outcomes-Based Education.

## **METHODS**

### **Research Design**

This study employed a descriptive research design to determine the effectiveness of Outcomes-Based Education (OBE) in teaching Grade 8 English as a basis for developing an instructional guide. The descriptive method was appropriate because the investigation examined existing instructional practices, determined the extent to which identified areas of OBE had been attained and developed, and assessed teachers' perceptions of the contributions of outcomes-based activities to students' learning competencies. No experimental intervention was introduced.

According to Aquino (2009), as cited in the original dissertation, descriptive research examines the current status of a phenomenon and its observable characteristics. The investigation focused on four principal dimensions of OBE implementation: objectives, approaches, content, and evaluation. It also identified activities undertaken by teachers to address these dimensions and their perceived contributions to Grade 8 English learning competencies. Responses were summarized through descriptive statistics, and the findings informed the development of the instructional guide.

### **Research Setting and Respondents**

The study was conducted in Cluster/North III, Caloocan City, Metro Manila, Philippines, during academic year 2014–2015. The participants were 20 permanent secondary English teachers with at least three years of teaching experience. These respondents were selected because their professional responsibilities involved planning, implementing, and evaluating English instruction.

The teachers supplied information on the extent of attainment and development of OBE objectives, approaches, content, and evaluation. They also assessed classroom activities and their perceived contributions to Grade 8 English learning competencies. The study therefore describes the perceptions and professional observations of participating teachers rather than directly measuring student learning gains.

### **Sampling Technique**

Purposive sampling was used to select respondents according to characteristics relevant to the study. Eligibility was based on permanent employment as a secondary English teacher, a minimum of three years of teaching experience, and service within the identified district. All 20 respondents described in the dissertation met these criteria.

This non-probability approach allowed the researcher to obtain information from teachers familiar with the instructional setting. Because participants were not selected randomly, the findings are interpreted within the context of the participating teachers and should not be treated as statistically representative of all secondary English teachers.

### **Research Instruments**

The principal data-gathering instrument was a questionnaire supplemented by unstructured interviews and documentary analysis. The questionnaire consisted of three parts. Part 1 assessed the extent of attainment and development of OBE in terms of objectives, approaches, content, and evaluation. Part 2 identified the activities undertaken to address these areas and support Grade 8 English learning competencies. Part 3 examined teachers' perceptions of the contributions of these activities to students' learning competencies.

Some questionnaire statements used five response categories to quantify teachers' assessments. Unstructured interviews were conducted personally and informally to clarify questionnaire responses that appeared unclear, confusing, or doubtful. Documentary analysis involved reviewing written documents and memoranda concerning curriculum implementation, particularly OBE, to support the description and interpretation of the instructional framework.

### **Construction and Validation of the Research Instrument**

The questionnaire was constructed following a review of literature and studies concerning OBE, instructional objectives, teaching approaches, curriculum content, assessment, and learning competencies. The researcher selected variables and indicators corresponding to the research questions and designed statements relevant to the outcomes-based teaching and learning paradigm.

As reported in the dissertation, the questionnaire was pretested among public school English teachers enrolled in a master's program majoring in English. The dissertation identifies this pretesting as part of instrument validation but does not provide a numerical reliability coefficient or a separate statistical validity estimate in its methodological account.

### **Data-Gathering Procedure**

The researcher sought approval from the Division Office before administering the questionnaire. Following approval, the instrument was personally distributed to the target respondents, with assistance from colleagues and the cooperation of participating teachers. Respondents completed items according to their experiences and perceptions of outcomes-based instruction.

The dissertation reports that all administered questionnaires were retrieved, representing a 100% retrieval rate among the 20 respondents. Completed questionnaires were organized according to the research questions and OBE dimensions. Informal interviews were used where clarification was necessary, and relevant curriculum documents and memoranda were examined as supplementary sources. The resulting information was organized for descriptive statistical analysis and for the development of the proposed guide.

### **Statistical Treatment of Data**

The questionnaire data were analyzed using frequency, percentage distribution, weighted mean, and ranking. Frequency identified the number of responses in each category, while percentage distribution expressed those responses relative to the number of respondents. Percentage was computed as  $P = (f / n) \times 100$ , where  $P$  is percentage,  $f$  is frequency, and  $n$  is the number of respondents.

The weighted mean was used to determine the extent to which OBE objectives, approaches, content, and evaluation had been attained and developed. It was calculated as  $WM = \Sigma(wf) / N$ , where  $w$  represents the response weight,  $f$  the corresponding response frequency, and  $N$  the number of respondents. A five-point Likert scale was applied to interpret the weighted means as shown in Table 1.

Table 1. *Five-Point Likert Scale for Interpreting the Extent of Attainment and Development of Outcomes-Based Education*

| Numerical Weight | Range     | Verbal Interpretation | Rating |
|------------------|-----------|-----------------------|--------|
| 5                | 4.50–5.00 | Very High Extent      | VHE    |
| 4                | 3.50–4.49 | High Extent           | HE     |
| 3                | 2.50–3.49 | Moderate Extent       | ME     |
| 2                | 1.50–2.49 | Low Extent            | LE     |
| 1                | 1.00–1.49 | Very Low Extent       | VLE    |

Ranking was used to arrange instructional activities and response categories according to their perceived degree of importance. Together, these descriptive procedures supported the interpretation of teachers' assessments and provided evidence for developing the proposed instructional guide.

### Development of the Instructional Guide

The instructional guide constituted the intended output of the investigation. Its development followed the input-process-output paradigm presented in the dissertation. Inputs comprised the description of OBE in terms of objectives, approaches, content, and evaluation; the extent of attainment and development of these dimensions; the instructional activities undertaken; and their perceived contributions to Grade 8 English learning competencies.

The process consisted of gathering and analyzing information through the questionnaire, unstructured interviews, and documentary analysis. The output was a guide intended to enhance instruction in teaching English using OBE. The guide was informed by the identified instructional practices and needs, particularly the alignment of intended outcomes, teaching and learning activities, and evaluation procedures. The dissertation does not report a separate experimental test of the guide's effectiveness.

## RESULTS AND DISCUSSION

The findings are based on responses from 20 permanent secondary English teachers in Cluster/North III, Caloocan City, during academic year 2014–2015. The weighted means, frequencies, and percentages below are drawn from the ten original tables in Chapter 4 of the dissertation. Multiple-response percentages are calculated using 20 respondents.

### Extent of Attainment and Development of Outcomes-Based Education

Table 2. *Summary of OBE attainment and development*

| Area       | Average weighted mean | Interpretation |
|------------|-----------------------|----------------|
| Objectives | 4.25                  | High Extent    |
| Approaches | 4.34                  | High Extent    |
| Content    | 4.23                  | High Extent    |
| Evaluation | 4.29                  | High Extent    |

All four areas were rated at a high extent. Approaches received the highest average weighted mean (4.34), followed by evaluation (4.29), objectives (4.25), and content (4.23). These results reflect teachers' assessments of implementation rather than experimentally verified effects on achievement.

For objectives, holistic development and motivating students toward higher expectations both obtained 4.30, while preparation for life and work received 4.25. Monitoring learner progress and fostering authentic assessment each received 4.20. These responses emphasized clear developmental aims alongside monitoring and evaluation.

In approaches, collaborative work was rated highest (4.60, Very High Extent), followed by learner-centered instruction (4.40) and integration of learning areas (4.30). The respondents emphasized group

interaction and opportunities for students to participate actively. For content, activities demonstrating learners' competencies were highest (4.40), followed by activities identifying strengths and weaknesses (4.30). These results indicate a preference for applied, performance-oriented learning experiences.

For evaluation, sequencing learning outcomes from simple to complex, with different paths for students requiring additional time, was rated 4.95 (Very High Extent). Activities and seatwork received 4.40; standards-based assessment and portfolios each received 4.10. Attention to how much and how well students had learned received 3.90. The pattern suggests a need to strengthen the evidence used to assess demonstrated competencies.

### Instructional Activities, Teaching Strategies, and Motivation

Table 3. *Activities and strategies reported by teachers*

| Category    | Activity                    | f  | %  |
|-------------|-----------------------------|----|----|
| Instruction | Group dynamics              | 17 | 85 |
| Instruction | Independent learning        | 13 | 65 |
| Instruction | Learning activity sheets    | 11 | 55 |
| Instruction | Task-oriented activities    | 9  | 45 |
| Instruction | E-learning                  | 8  | 40 |
| Strategies  | Collaborative learning      | 12 | 60 |
| Strategies  | Student-centered approaches | 11 | 55 |
| Strategies  | Inquiry-based learning      | 6  | 30 |
| Strategies  | Laboratory experiments      | 2  | 10 |
| Motivation  | Colorful visual aids        | 13 | 65 |
| Motivation  | Praise and rewards          | 11 | 55 |
| Motivation  | Drills, games, exercises    | 10 | 50 |
| Motivation  | Humor                       | 7  | 35 |
| Motivation  | Movie/video clips           | 4  | 20 |

Note. Multiple responses were allowed; percentages do not sum to 100%. Values follow the original Chapter 4 Tables 5–7. Some dissertation narrative statements differ from the tabulated values.

Group dynamics was reported by 17 teachers (85%), followed by independent learning (13, 65%) and learning activity sheets (11, 55%). Interviews nevertheless indicated that some students relied heavily on group leaders, highlighting the importance of individual accountability during collaborative activities. Collaborative learning (12, 60%) and student-centered approaches (11, 55%) were the most frequently reported teaching strategies. Inquiry-based learning (6, 30%) and laboratory experiments (2, 10%) were less common.

Colorful visual aids (13, 65%) led the motivational practices, followed by praise and rewards (11, 55%) and drills, games, and exercises (10, 50%). The findings show teachers' reported use of accessible visual and participatory approaches to encourage interest in English lessons.

### Professional Development and Evaluation Tools

Table 4. *Teacher-development activities and evaluation tools*

| Category    | Activity or tool                | f  | %  |
|-------------|---------------------------------|----|----|
| Development | Seminars and training           | 16 | 80 |
| Development | Academic clubs or organizations | 13 | 65 |
| Development | School program involvement      | 12 | 60 |
| Development | Intervention programs           | 5  | 25 |

|             |                              |    |    |
|-------------|------------------------------|----|----|
| Development | Graduate studies             | 3  | 15 |
| Evaluation  | Quizzes and examinations     | 17 | 85 |
| Evaluation  | Homework and assignments     | 13 | 65 |
| Evaluation  | Projects and written reports | 9  | 45 |
| Evaluation  | Oral presentations           | 5  | 25 |
| Evaluation  | Checking class attendance    | 2  | 10 |

Note. Multiple responses were allowed. Values follow the original Chapter 4 Tables 8–9. The dissertation summary differs from Table 9 on attendance checking; Table 9 reports 2 teachers (10%).

Seminars and training were the most frequently reported professional-development activity (16, 80%), followed by academic organizations (13, 65%) and school programs (12, 60%). Interview comments described the cost of some seminars as a constraint. These findings point to the value of institutional support for continuing professional learning.

Quizzes and examinations were used by 17 teachers (85%), followed by homework and assignments (13, 65%). Projects and written reports were reported by 9 teachers (45%), while oral presentations were reported by 5 (25%). This pattern indicates that conventional assessment tools were more common than some performance-based alternatives.

### Perceived Contributions to Grade 8 English Competencies

Table 5. *Activities perceived to contribute to English learning competencies*

| Perceived contribution or supporting activity                     | f  | %   |
|-------------------------------------------------------------------|----|-----|
| Communication and critical/creative thinking through varied tasks | 20 | 100 |
| Assessment results and feedback                                   | 20 | 100 |
| Higher-order thinking tasks demonstrating mastery                 | 20 | 100 |
| Classroom activities for overall development                      | 19 | 95  |
| Challenging tasks beyond memorization                             | 18 | 90  |
| Continuous teacher improvement through seminars                   | 16 | 80  |
| Reteaching lessons needing clarification                          | 16 | 80  |
| Remedial classes                                                  | 15 | 75  |
| Technology use in teaching                                        | 14 | 70  |
| Teacher training to implement OBE                                 | 11 | 55  |

Note. Multiple responses were allowed. Source: original Chapter 4 Table 10. Percentages represent teachers' endorsements, not measured student achievement gains.

All 20 teachers (100%) endorsed three activities: developing communication and critical/creative thinking through varied tasks, providing assessment feedback, and practicing higher-order thinking skills. Nineteen (95%) endorsed classroom exercises for overall development, and 18 (90%) endorsed challenging tasks beyond memorization. These perceptions align with OBE's emphasis on demonstrated learning, feedback, and active engagement. However, the study did not report a student pretest–posttest comparison or an independent assessment of learning gains.

### **Development of the Instructional Guide**

The findings served as the basis for the dissertation's proposed guide to enhance Grade 8 English instruction using OBE. Its recommendations addressed learners, parents, teachers, and school administrators. Learners were encouraged to practice English and join relevant activities; parents were encouraged to support assignments and communicate with teachers; teachers were encouraged to pursue professional development, differentiate activities, and use suitable teaching methods and technology; and administrators were encouraged to provide recognition, instructional resources, and training opportunities.

Overall, the results describe high teacher ratings of the four OBE areas, frequent collaborative learning activities, continued reliance on quizzes and examinations, and strong endorsement of feedback and higher-order thinking. The instructional guide translates these descriptive findings into practical recommendations. The study's descriptive, teacher-reported evidence does not establish a causal improvement in student achievement.

### **CONCLUSION**

This study examined Outcomes-Based Education (OBE) in Grade 8 English instruction in terms of objectives, approaches, content, and evaluation, drawing on the responses of 20 secondary English teachers in Cluster/North III, Caloocan City, during the academic year 2014–2015. The findings indicated that all four areas were attained and developed to a high extent, reflecting the respondents' favorable assessments of outcomes-oriented instructional practices. The study identified activities undertaken to address these areas, including collaborative and independent learning tasks, motivational practices, teacher-development activities, and classroom evaluation tools.

The findings further indicated that teachers perceived outcomes-based activities as contributing to the development of Grade 8 English learning competencies, particularly communication, critical and creative thinking, and higher-order thinking skills. These perceived contributions were associated with opportunities to engage in challenging tasks, demonstrate learning, and receive assessment feedback. Because the research used a descriptive design and relied primarily on teachers' responses, these findings should be interpreted as reported practices and perceptions rather than direct evidence of causal improvement in student achievement.

On the basis of the findings, the study formulated an instructional guide intended to enhance English instruction through OBE. The guide translates the identified areas of concern and instructional practices into recommendations for learners, teachers, parents, and school administrators. Its proposed value lies in supporting clearer learning outcomes, more purposeful teaching and assessment, and coordinated assistance for classroom implementation; the dissertation did not report an experimental evaluation of the guide.

### **Recommendations**

Teachers are encouraged to establish specific, clearly communicated learning outcomes and maintain high expectations for all learners while recognizing differences in learning pace and the support required to attain the intended competencies. Instructional activities should be aligned with these outcomes and provide varied opportunities for students to demonstrate learning through appropriate individual, collaborative, and performance-based tasks. A classroom environment conducive to participation, practice, feedback, and mastery should also be maintained.

Curriculum designers and teachers should plan learning experiences that respond to the needs of learners and the wider community. Curriculum content, teaching activities, and assessment tasks should be organized around the competencies students are expected to demonstrate. Greater attention may be given to varied assessment methods and activities that encourage application, communication, and higher-order thinking beyond memorization.

School administrators are encouraged to provide continuing support for OBE implementation, including regularly scheduled seminars and professional development, assistance in resolving instructional difficulties, and the resources needed to deliver appropriate learning activities. The instructional guide developed from the study may be adopted or adapted where suitable, with its implementation monitored and evaluated to determine its usefulness in actual classroom settings.

Local government units and other education stakeholders may support implementation by allocating resources for necessary instructional equipment, materials, and the maintenance or improvement of facilities, including computer or speech laboratories, e-learning spaces, and audio-visual rooms, where feasible. Such support can expand teachers' options for delivering learning experiences suited to the intended outcomes.

Future studies may examine OBE implementation using a larger and more varied respondent group and direct measures of students' English learning competencies. Evaluating the proposed instructional guide through classroom implementation and systematic assessment would help establish its practical effectiveness beyond the perceptions documented in the present descriptive study.

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