

Teachers' Lived Experiences in the Input-Output Based Classroom Management in the Higher Education Institutions (HEIs)

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Date Submitted:
August 26, 2026

Date Accepted:
September 25, 2026

Date Published:
October 19, 2026

DOI:
10.5281/zenodo.23526401

ABSTRACT

This study focused on teachers lived experiences in higher education institutions in the context of input and output-based classroom management in Colegio San Agustin, Bacolod City, Philippines. Using a descriptive-phenomenological research methodology, seven (7) teachers' participants and one (1) confirmatory, the institution's vice president, participated in telling their experiences by discussing the input and output-based classroom management challenges that have formed adjustments in the curriculum landscape. The study employed interviews, observations, and appropriate research tools for the elements of phenomenological structure to discuss the life experiences encountered by the participants; thus, descriptive-phenomenological facilitated to analyze and making use of the data in exploring the outcomes-based management as well as

the assessment practices of the teachers during these uncertain times in education. Moreover, the experiences of each participant brought forth the themes such as challenges, sub-themes that emerged, opportunities to assess their level of knowledge meets a specified set of requirements and engagement. It is relevant to the teaching and learning process. For the experiences, there are 3 sub-themes involved: discovering the students' capabilities were realized, integration in learning and teaching becomes apparent, and bridging the gaps. The conclusion revealed input and outcomes-based classroom management in an educational technique that concentrates and integrates the education system upon what all students must learn, understand, and be capable of accomplishing to level up with a desirable standard of expertise of the institution's educational landscape.

Keywords: *descriptive-phenomenological, input and output-based, and classroom management*

INTRODUCTION

In past years like the 80s and the 90s, Filipino teachers and school leaders such as College Deans, College Area Head, and School administrators were used to the traditional learning teaching methodologies, which are purely reliant on the quality of inputs such as facilities of the school, curricula, instruction material to determine the learner's performances and competencies. According to the Vice President for Academic Affairs of Colegio San Agustin, Dr. Gereon Cabarles, "No System of education is perfect, and no system will work unless teachers are committed to it." The fast-paced educational trends in higher education institutions are the basis of motivation of the researcher in writing this dissertation. Output-based education has been there for decades; however, its integration and implementation are still challenging (Adalla et al., 2022; Alonzo et al., 2023). Furthermore, Input and Output Based Education becomes very effective if there is a collaboration between teachers and learners to come up with an assessment that stimulates real-life work experiences. Recent Philippine studies likewise

emphasize the importance of aligning assessment with intended learning outcomes and using authentic and learner-centered assessment practices (Alonzo et al., 2023; de Dios & Aboy, 2023).

During this time, the traditional method of teaching assumed that good teachers, conducive rooms, state-of-the-art facilities, and advanced learning will produce employable students (Eslapor, 2017). This perspective remains relevant to current outcomes-based education, although contemporary approaches place greater emphasis on the alignment of curriculum, teaching-learning activities, assessment, learning environment, and intended outcomes rather than on educational inputs alone (Commission on Higher Education [CHED], 2025; Largoza & Fernandez, 2025).

This approach challenges educators, teachers, school leaders, and administrators to interpret and stimulate the learner's critical thinking patterns and assist students in solving problems. The school administrators, teachers, and school leaders will be the ones to engage and act as leaders, learners' facilitators rather than the conveyors of knowledge and information to adapt to the new paradigm in education. School leaders and institutional administrators should cope with the demands of society and the industry (Spady, 2017).

In Colegio San Agustin-Bacolod, I have been observing output-based classroom management in all my subjects, such as advertising, internet marketing, and product development, where students are tasked to make outputs, for instance, such as developing actual TV commercial material as if they are working in an advertising agency, developing products as if they are working on a manufacturing company, and development of a website as if they are working on a marketing digital companies and firm.

Moreover, implementing Input-Output based education in higher education institutions requires patience, hard work, and many tedious institutional objectives, program educational objectives, course outcomes, and learning outcomes to be achieved. However, teachers are committed to becoming proactive in their classroom management, from being traditional mentors to facilitators of learners that promote higher thinking skills and job ready in the real business world. The Colegio San Agustin College of Business Education and Accountancy department, with the school administration and, the school deans, area heads, has been encouraging all the faculty members to use output-based classroom management to enable the learners to experience the real business world in a classroom setting. Rubrics are in place given to all project-based work of the learners to measure their performance in such activities.

Moreover, students are divided into groups or individuals to work on a particular output. Culminating activities were organized at the end of every semester to showcase the creative works of the students. As teachers, we invited industry practitioners, school leaders, administrators, deans, and area heads to become judges or panel members to check all the outputs. In this way, the learners will be encouraged to make the best results possible to bag awards based on the rubrics given to them as the basis for criteria for judging.

This dissertation on the phenomenological study of input and output based- classroom management recognizes the significant effects and impact on learners' physical, social, mental, and spiritual well-being, specifically in higher education, and allowing teachers to impart and promote learning and conceptual skills. The researcher is inclined to support and strengthen the input and output-based classroom-based management by encouraging teachers, school leaders, deans, and area heads to work collaboratively to create more creative output-based activities for learners to enjoy. Thus, this study addressed to fill in the gaps that educators properly implement in input and output-based classroom management and to prepare students to become competitive in the world market.

Domain of Inquiry

This descriptive phenomenological study aimed to explore the challenges and experiences of the teachers in higher education institutions in the context of input-output-based classroom management in Colegio San Agustin, Bacolod City, Philippines.

Specifically, the study sought to answer the following questions;

1. What are the challenges encountered by the teachers in the input and out-based classroom management in a higher education institution?
2. What are the experiences of the teachers in the input and out-based classroom management in a higher education institution?
3. What is the meaning of this lived experience imbued by the participants in the input and output-based classroom management in a higher education institution?
4. What themes can be developed based on the findings of the study?
5. What recommendations can be made based on the results of the study?

Conceptual Framework

The researcher used observations to build an abstraction or describe a picture of the phenomenon being studied. It begins with detailed observations of the participants' challenges and experiences encountered, which moves towards more abstract generalizations and ideas. Based on observations, data was gathered, and an analytical data mining technique was used to analyze data and detect the pattern, then themes were formulated. The study's conceptual framework starts with observations and themes developed toward the end of the research



Figure 1. *The Bottom-Up approach in the study*

METHODS

This study employed the descriptive-phenomenological research design that would describe and provide interpretation for the experiences encountered by the participants in the higher education institution (HEI). Moreover, this research explores the lived experience and challenges encountered by the participants in implementing input and output-based classroom management that would be the basis for formulating themes in the study.

Specifically, this study utilized the Husserlian phenomenological method of investigation. This Husserlian approach proposed by Edmund Husserl aims to identify the structure of experiences encountered in input and output-based classroom management as described by the research participants. Its subject matter is the idea of phenomena, which refers to oneself, other people, objects, and events around us. It also includes reflecting our consciousness as we experience them (Cudjoe, 2023; Churchill, 2024; Moskvitin, 2024). Recent discussions of Husserlian phenomenology continue to emphasize the examination of lived experience, consciousness, intentionality, and the structures through which phenomena are experienced and described.

Furthermore, Husserl uncovered and described the fundamental structure of our life in the world, emphasizing the description of a person's experiences encountered. Thus, this study utilized the descriptive phenomenology of Husserl to describe the input and output-based classroom management and the challenges and experiences faced by the participants from the Colegio San Agustin, Bacolod City, Philippines.

Research Design

This study used a qualitative design using an in-depth interview guide. The interviewer would allow the participants to freely answer the questions to obtain the information needed. This study employed the qualitative research design that would describe and provide meaning for the challenges and experiences encountered by the participants in the input and output-based classroom management that would be the basis for the formulations of themes in the study.

Locale of the Study

This descriptive-phenomenological study was conducted in Colegio San Agustin, Bacolod, City, Philippines. The institution was a private school with thousands of students enrolled in different program curricula. These students came from the neighboring cities and provinces where the curriculum program was adjusted and appropriated in their choices. The institution existed for a decade, and thousands of graduates were already employed. The institution was supported by internal and external stakeholders.

Participants and Sampling Procedure of the Study

The participants selected in this study was based on a strategy referred to as “purposeful selection.” It was a selection process wherein particular settings, persons, or activities were intentionally selected to deliberately provide information impossibly extracted from other choices (Campbell et al., 2020; Ahmad & Wilkins, 2025). Recent methodological literature explains that purposive sampling involves deliberately selecting information-rich participants or cases based on characteristics, experiences, or knowledge relevant to the research objectives (Campbell et al., 2020; Ahmad & Wilkins, 2025). For one participant, the researcher used sampling technique analysis using crude theory to saturate the data until the number seven (7) teacher was the last participant asked and confirmed the challenges and experiences encountered.

Aside from the seven (7) main participants in this study, one (1) confirmatory validator, a vice president of the institution who was the participant, was also purposively chosen by Colegio San Agustin-Bacolod to confirm and validate the data and information provided by each participant.

The confirmatory validator could validate the challenges and experiences of the main participants in the institution where the participants are full-time and regular teachers. According to **Velasco (2021)**, to identify subjects who were included in a research study, a set of predefined characteristics known as the inclusion criteria was followed. Inclusion criteria, along with exclusion criteria, make up the selection or eligibility criteria used to rule in or out the target subjects for a research study. Clearly defining participant selection and exclusion criteria is also important in qualitative research because it helps establish the target group, support appropriate participant selection, and strengthen the rigor of the research process (Buckley, 2022; Yadav, 2022).

Inclusion Criteria	Exclusion Criteria
1. Regular Professor in the institution where the researcher conducted interviews.	1. Non-Regular Professor in the institution where the researcher conducted interviews.
2. Attendance in seminars, enhancement programs, and conferences on outcomes-based conducted by the institution	2. No Attendance in seminars, enhancement programs, and conferences on outcomes-based conducted by the institution
3. Appointed as teacher designated to handle management curriculum program for more than 3 years	3. Appointed as teacher designated to handle management curriculum program less than 3 years respectively.

Research Instrument

This study used an In-Depth Interview Guide as a research instrument to draw out significant responses from the selected participants during the semi-structured interview process.

The interview guide used has two (2) parts. Part I includes: the name of each participant on an optional basis; Age, which was written in numbers; Sex categorized into male and female; subject/course handled; teaching experience,

which was written in the number of years and; the number of loads the participants spend in the institution. Part II includes five questions that the selected participants freely answered to draw out significant responses relevant to the challenges and experiences they encountered in the input and output-based classroom management.

The interview guide used was printed and given to the teachers. Right after answering the questionnaire given out to them, the interviewer classified the participants according to their provided data in Part I. Part II data was recorded during the interview process and afterward was analyzed and interpreted, too, after thorough transcription.

Validity of the Research Instrument

The validity of the interview guide refers to whether or now not it measures what it is supposed to degree (Buschle et al., 2022; CDC, 2024). The research instrument underwent validity to eliminate the possibilities of ambiguity among the questions and to maximize the possible responses from the participants. Recent methodological literature emphasizes that interview questions should be carefully evaluated to ensure that they are clearly understood, appropriately aligned with the research purpose, and capable of eliciting relevant and meaningful responses from participants (Buschle et al., 2022; Abraham & Padmakumari, 2026).

The researcher-made interview guide was submitted to the adviser for review and revision. After the corrections were considered and acted upon, the prepared interview guide was forwarded to the panel of experts for content and face validation. The interview guide was considered valid after a selected panel of experts had checked it. Revisions were made after validation by the chosen panel of experts, wherein all of their suggestions and corrections were thoroughly incorporated. The final draft was submitted again to the said panel for approval.

Data Gathering Procedure

The following are the procedures to be conducted by the researcher to realize this study. It was adapted from Creswell and Poth (2023), who provided methodological guidance for conducting qualitative phenomenological research.

Writing the Research Questionnaire. The in-depth interview guide was constructed and printed for the teachers. It has drawn out significant themes to explain the challenges and experiences encountered by the teachers in input and output-based classroom management. This instrument underwent a thorough face, and content validation and examination on the hands of three (3) selected experts from the field.

Conducting the Interview Process. First and foremost, the researcher made sure of the safety of both researcher and participants, especially during this new normal; hence, a letter of permission to the proper authorities were sent. The researcher then set a convenient schedule with each participant to conduct the one-on-one semi-structured in-depth interview.

During the interview process, the researcher interviewed the participants individually to ensure the safety of the participant and researcher. It also set the interview atmosphere in a relaxed ambiance to elicit rich responses from the participant. The interview was recorded in a good-quality recorder and then, later on, thoroughly transcribed by the researcher.

Analyzing the Data. After conducting the one-on-one in-depth interview with the participants, the researcher transcribed the data to provide a written equivalent to the participants' elicited responses. It made the interpretation and analysis process more manageable. The researcher started coding and generating clusters of themes analyzed, reviewed the themes, and created meanings out of them to arrive at the interpretation of the data gathered.

This study used an In-Depth Interview Guide as a research instrument to draw out significant responses from the selected participants during the semi-structured interview process.

Writing a Report. Finally, the interpreted results, drawn-out meanings, and reoccurring themes were reported to the readers to provide a clear answer regarding the challenges and experiences encountered by teachers in input and output-based classroom management.

Data Analysis

The gathered data was analyzed through the six-step phenomenological reduction of Giorgi (2012). The first step was the collection of concrete descriptions of the participants' experiences. This was done through in-depth interviews. The second step was the holistic reading of the interview transcripts several times within the attitude of phenomenological reduction (Englander & Morley, 2023; Öhlén & Friberg, 2023). Recent methodological literature continues to recognize Giorgi's approach as a descriptive phenomenological method in which researchers first obtain descriptions of lived experiences and then read the complete interview transcripts to develop a sense of the whole before identifying meaning units.

This made the researchers understand the general idea of the phenomenon by assuming three positioning tasks: 1. be open as to what the data is saying; 2. bracketing out prior knowledge of the studied phenomenon to maintain the purity of the data; and 3. special sensitivity to the studied phenomenon. The third step was the determination of the meaning units of each description of the experience. The fourth step was transforming data into a free imaginative variation and more relevant expressions. The fifth step was identifying the essential structure of the transformed data to initially describe the phenomenon. And the sixth step was the discussion of the data and their interrelationships through the identified constituents (experiences of the informants) and related studies and literature.

Ethical Considerations

The participants were consulted to ensure or confirm the credibility of the description. Establishing rigor/trustworthiness, according to Ahmed (2024), trustworthiness is the truth value of a piece of research. A research project is trustworthy when it reflects the reality and ideas of the participants (Lindheim, 2022). Erdmann and Potthoff (2023) added that participant or member checking allows respondents to verify, correct, or add information to the researcher's interpretations, thereby contributing to the credibility of qualitative findings.

RESULTS AND DISCUSSION

Narratives offered insights into how the faculty and the dean in the management department strategize the input and output-based classroom management for the participants of higher education institutions. Each of them discussed their views, described their experiences and challenges encountered, how effectively they practiced a well-prepared outcome based on the new teaching and learning methodologies anchored to the curriculum program, and the opportunities for the quality education they offered.

The informants of this study were the eight (8) purposively chosen teachers in the Higher Education Institutions (HEIs). All teachers were teaching management subjects and using the outcome-based curriculum. For this study, the faculty were assigned pseudonyms to ensure their anonymity as participants. They were named Teacher one, two, three, four, five, six, seven, and eight.

Teachers' Challenges in the Input and Output-Based Classroom Management

The main attention of this take a look at become to know the challenges encountered by the teachers in input and output classroom management in their classes. Several views are offered, and the commonalities are themed: an opportunity to assess their level of knowledge, meet a specified set of requirements, and engage and be relevant to the teaching and learning process.

Opportunity to Assess Their Level of Knowledge. Most of the participants deemed that the input and output-based management curriculum program is an opportunity to assess their level of knowledge, especially during this time when it is needed in the teaching and learning process. According to teacher one, the institution and its curriculum need to have outcomes based and to keep up with a fast-changing pace of educational trends in the higher education institution. They must be equipped with such opportunities to assess their level of knowledge, or else they will be left behind in the strategies used in the classroom. Teacher, one said that output-based

management is good classroom management because the students can assess their knowledge and skills when submitting an actual output or project. Also, the teacher has the basis for giving students grades based on the student's essential participation and output.

Teacher five agreed that in output-based classroom management, the teacher acts as the facilitator/moderator to achieve daily goals; the teacher should have a welcoming attitude and start the class immediately. The teacher should establish the rules in the classroom and share the plan clearly with the students for each class meeting; in teaching lessons, there must be a discussion between the teacher and the students through questions and answer to involve them, ask interesting questions to develop high-thinking skills of the students, value the students' inputs, respect them and be fair in applying the classroom rules to them to gain their trust and respect too.

Teacher six also supported that in input and output-based classroom management, students will be allowed to practice their skills in planning and strategies, which would motivate them to do more research.

Teacher four shared his experience that, as a teacher, output-based classroom management focuses on students' skill sets and abilities. Effective classroom management keeps the students organized and focused and supervises collaboration.

Based on the experiences and challenges, it can be gleaned that working in a higher education institution, teachers must expect to have multiple roles to attain 100% objectives in the course outcomes. Teachers' function does not only evolve in the instruction but also in crafting varied activities anchored to the program's goals. Teachers must exercise classroom management; effective classroom management keeps the students organized and focused and supervises collaboration.

The challenges on the input and output-based classroom management were supported by the study of Genelza (2022), Outcomes-Based Education (OBE) encompasses the learning, awareness, abilities, and viewpoints that students should learn to attain their success and satisfying life cycles as human beings, members of society, and at employment. According to him, this paper is not purposed to negate the system nor to agree with the sets of standards embedded in this kind of system in Philippine education but to establish awareness of how this system works. But suppose OBE is a miracle cure in the Philippines (or a plague to the country). In that case, Filipinos must play their part to achieve the ideal goals since they are the ones who are greatly affected either way.

Moreover, in the foreign studies context, the study of Katawazai, R. (2021), Outcome-based Education is currently of much potential in the global educational landscape. therefore, the modern-day look at aimed to investigate the attitudes of Afghan lecturers towards the recent paradigm shift in the educational system of Afghanistan. The researcher used a questionnaire responded to by 120 lecturers and interviewed 7 outcome-based education experts and Afghan lecturers. The quantitative findings reveal that teachers have positive attitudes towards outcome-based education and are ready and willing to implement the approach by mentioning some key challenges. However, the results also show that implementing this approach is currently at a low level of practice. The qualitative findings reveal that; content-based curriculum, teaching, learning, and assessment policies, the lack of basic infrastructure and info-structure, lack of facilities, and teachers' workload are among the critical challenges to implementing this approach. The results will help the Ministry of Higher Education and Higher Education Development Program develop applicable policies and emphasize this recent paradigm shift by addressing the key challenges to ensure efficacy during implementation.

Meet a Specified Set of Requirements. Getting into the input and output-based classroom management. Just like what Teacher two mentioned, After the program, marketing students must meet a specified set of requirements (Program Outcome). This is stated when creating the course syllabi. Teacher two further said that, as a result, I consider the end goal (outcomes) while developing lessons, tasks, and assessments and when lecturing and organizing other classroom activities. Everything I do in the classroom should ultimately guide the student toward the course's outcomes. She explained that, when using input and output-based classroom management in teaching, one has to deliver the teaching and learning process efficiently.

Teacher two explained that input and output-based classroom settings are preferable because they produce a clear expectation of the best outcomes. Both teachers and students will be able to comprehend what is required during the course. Students can list all the knowledge and skills needed to achieve this result.

While Teacher two viewed that input and output-based classroom settings are meant to be a student-centered learning model and do not specify a specific method of instruction, it left me free to teach using methods that helped me recognize the diversity among my students through various teaching and assessment techniques.

Furthermore, teacher seven explained that output-based education or project-based classroom management establishes higher-order thinking skills in the students as they are required to translate the inputs and the concepts into outputs and utilize them in a real-life setting.

Finally, teacher seven also emphasized that an output-based classroom setting is a contemporary teaching and learning system that bridges lessons found in learning materials and how they have been translated into real-life experiences. The learners are being challenged to become resourceful, creative, and innovative.

The utterances of the participants supported by the study of Tungpalan (2021) said the prevailing typology set up by the fee on better training (CHED) and the advent of results-based schooling (OBE) have created numerous demands and challenges for higher education in the Philippines. The consequences of this study indicate a terrific deal of know-how and revel in in implementing OBE among the faculty members of the College of Computing and Information Communication Technology at Isabela State University Cauayan Campus. The faculty members are well-versed in the application and practice of OBE. They will continue to contribute to the realization of the goals of OBE by practice.

Thus, educators worldwide are exploring new approaches to improve education, including curriculum review, training systems, and assessment methods to meet international expectations. This leads to a change from conventional content-based education to output-based education (Mistamiruddin & Nasri, 2024; Xu et al., 2024).

Engaging and Relevant to the Teaching and Learning Process

Teacher one said that input and output-based in classroom management when utilized as she uttered: There are a lot of advantages in the OBE classroom setting. One of the advantages is the process of evaluation. Evaluation is based on rubrics, and the student's grade is based on the items found in the rubrics about their output. Another is the student has something to work on and not just listen to a teacher in a regular classroom setup. Further, the student may try to improve his skills when unsatisfied with the output he could submit. Furthermore, the OBE classroom setup will reduce the absences and boredom of students.

Teacher one further explained that the disadvantages will happen when students fail to submit an output since it usually is given a higher grade than the usual quiz or written exams. Also, students have to perform themselves and, should their skills not be as good as others, they may not get better grades. Lastly, it may be costly to students.

Teacher, one viewed that input and output-based as a tool to be used in classroom management. Our students are getting younger, and teachers are getting older. We have to bridge the gap. The students are used to exposing themselves in animation and in doing things. They are very active. The traditional way of teaching is already boring to the generation x,y, and z.

Teacher one mentioned that students enjoy the most when you give them tasks and let them show their creativity. Students enjoy MICE organization to implementation, mise' en place till actual cooking and introduction of the various non-alcoholic and alcoholic beverages to natural concoctions.

Based on the utterances, teachers' effective classroom control is meant to provide college students with greater possibilities to learn everything a teacher does to organize students, space, time, and materials so students can learn. Students should be able to reach their maximum potential, allowing them to develop appropriate conduct patterns. instructors must address sudden activities and feature the potential to govern pupil conduct using effective lecture room control strategies. effective lecture room management and superb study room weather production are vital dreams for all teachers.

The views of the participants were supported by the study of Rawley (2021) provides a critical review of the outcomes-based education (OBE) and outcome-based curriculum (OBC) for practitioners in higher education, especially policy designers and implementers, academicians, instructional designers, reviewers, or re-designers of curriculum, curriculum developers and institutions implementing the OBE and OBC. OBE is a student-centered learning philosophy that focuses on empirically measuring student performance. It goes beyond mere tinkering with traditional structures and methods; it constitutes a paradigm shift in educational philosophy and practice. In this context, educational institutions have started moving towards the Outcome-Based Education (OBE) system, learning analytics for better outcomes. OBE demands the departure from Teaching to Learning, Teacher-Centered Approach to Students-Centered Approach, and a Content-Focused Outcome Focused. Teachers are thus facilitators of learning, who create and sustain an effective learning environment for effective implementation of the curriculum and the assessment of learning and to monitor and improve students' learning. Various implementation and assessment issues have been experienced worldwide in implementing the outcome-based approach in the higher education system.

Teachers' Experiences in Utilizing Input and Output-Based in Classroom Management

Varied experiences were described by teachers in detail. Some have experienced difficulty in delivering their lessons, while others find it easy and exciting.

This study described the teachers' experiences in input and output classroom management in their classes. Several occasions are offered, and the commonalities are themed: discovering the students' capabilities were realized, integration in learning and teaching becomes clear, bridging the gaps.

Discovering the Capabilities of the Students was Realized. Teacher three elaborated that I had the chance to discover the capabilities of my students and realized that they can be empowered by allowing them to show what they are capable of doing, which will be a big help in boosting their morale and motivation to do better;

Teacher three added that, based on my observations, my students showed much creativity and empowerment. They were allowed to show what they could do at a young age. Those experiences will eventually help them when they finally meet the real world.

Teacher three mentioned that the advantages would be that since they are given a chance to do what is expected, they do things independently and show their creativity. She added, "I am always surprised at how they usually come up with good ideas."

Teacher two explained that input and output-based classroom settings are preferable because they produce a clear expectation of the best outcomes. Both teachers and students will be able to comprehend what is required during the course. Students could list all the knowledge and skills needed to achieve this result.

Teachers must deepen their knowledge to provide better inputs to the student's learning process. It is essential to embrace new teaching styles along the higher education institution's instruction agenda, look for positives, develop skills, and be visionary about the objectives and goals based on the programs handled. Every teacher can try to change their negative emotions into positive ones.

The utterance of the participants was supported by the study of Spady, 1994; Tenedero & Pacadaljen (2021) Outcomes-based education means focusing and organizing everything in an academic device round what's essential for all students so that you can do efficiently on the cease of their studying stories. this indicates it starts with a clear picture of what is necessary for the student so that you can do, then organizing curriculum, training, and evaluation to ensure this getting to know ultimately occurs. Learning experiences in an OBE curriculum are outcomes of precise learning results that students demonstrate at the end. They are the desired learning results from students which occur during or after significant learning experiences.

Integration in Learning and Teaching Becomes Clear

Teacher four mentioned that I apply learning by doing as part of their experiential learning. It helps the students to be creative and use problem-solving skills and collaboration. Furthermore, Flexibility to embrace and accept changes and work them out for a better and more effective teaching strategy.

Added by the teacher one that there were lots of experiences. Teacher, one said I was learning with my students, it was fun, and I saw that my students were enjoying it too.

Teacher one also added that I apply learning by doing as part of their experiential learning. It helps the students to be creative and use problem-solving skills and collaboration.

Teacher, one explained that input and output-based are appropriate; on the other hand, classroom management benefits the teachers and the students because teachers will monitor if students are working on the assignments. They will be able to know if they have performed well or if they still have to improve their output. This also helps students become critical of their output and enhance it. Learners can also use the skills learned in school for future employment or business endeavors.

With high academic expectations, teachers are equipped with the strategies and approaches based on the guide or the competencies required; likewise, students must meet all the specified requirements for a high academic performance score. High expectations of students regarding their level of achievement mean supplying help for paintings at a correctly tough degree. most instructors might need to try this anyway, but a few are skillful in spelling out more clearly what is being aimed for. Despite the difficulties, they see challenging work as necessary, purposeful, and worthwhile. They aim high and live with the challenges of doing so. With some experience in teaching, high expectations can be transmitted to students in all sorts of little ways. These can include skillful classroom management and considerable emphasis on the detail of what is essential. these elements need to be interwoven, so they may be recurring as part of a instructor's style. Fortunately, other skills and strategies can be used to keep students involved.

The participants' experiences supported by the study of Barrios (2021) were utilized to gather data through a survey, interview, and Focus Group Discussions. Participants in this study were composed of the academic heads and faculty of HEIs in Aklan. The study results in support the idea that there are extensive, if not outstanding, practices of implementing the CHED-OBE curriculum standards in the HEIs in Aklan and that certain specific outcomes have created good impacts on the educational outcomes of the schools. Despite these, more accurate identifications of the glaring gaps in the more successful implementation can be traced down to the bottom sector of the whole OBE picture, limited participation of the stakeholders in the development of the institution's PEOs and VMGs, systems of teaching, and learning activities, outcomes-driven assessments and overloading of teachers vis a vis bigger class sizes, lack of training /skill of teachers, support of the administration, resources gap evaluation and continuous quality improvement of OBE implementation. Also, the understanding derived from the weaknesses and strengths and the gaps in the curriculum implementations so that institutions could adopt sound OBE program interventions to improve the performance of the OBE curriculum. The result of this study will be utilized by the teachers and curriculum planners. Leaders in the higher education institutions in the province of Aklan to enhance their implementation mechanisms of OBE and also a guide for those who attempt to transition academic programs from the conventional one to the OBE mode.

Bridging the Gap

The participant as confirmatory of this study, and the Vice President of the institution mentioned that when OBE was introduced by Commission on Higher Education (CHED) in Higher education Institutions through CMO 46, 2. 2012, many private HEIs were very much apprehensive because it was intertwined with typology- based quality assurance and discussion on it was somewhat confusing. However, though OBE has existed for many decades through various seminars and training, its integration into learning and teaching is well-defined.

Furthermore, he said that, as an administrator, the significant integration of OBE in the classroom starts with the OBE syllabus. A well-prepared OBE syllabus clearly outlines all the things that would be done by the teacher in the school. Intensive training should be implemented so that teachers can produce viable OBE syllabi. Classroom management through Deans and Program heads should be closely done by them in the first few years of OBE implementation. On the other hand, all aspects of teaching and learning should be looked into to reflect the true nature of OBE (curriculum mapping, coming up with rubrics, and so on). Thus, getting into OBE requires hard work, patience, and a lot of tedious preparations.

Moreover, the vice president stated that having periodic classroom observations by the Deans or by the program heads, institutional objectives, program educational objectives, course outcomes, and learning outcomes can be monitored. This should be done vis-a-vis the syllabus prepared by the teachers. This could help teachers and students realize educational objectives and learning outcomes.

In his end view, “the target of OBE is to provide students with learning experiences that would help them be ready for the outside world. Specifically, the workplace.” Thus, a well-placed OBE classroom would arm students with the necessary skills to make them effective and productive members of the workplace. It is needed, therefore, to come up with assessments that simulate real work experiences.

For students to be prepared for the outside world, educators in higher institution education are effective, and teachers go out of their way to maximize a well-placed OBE classroom, which makes the learning process excellent. Teachers must know what they want students to learn and be able to do. Teachers must understand that learning takes place if they are armed with the input-output based, the level to which they want the students to develop a competitive, and the indicators of success when students have achieved learning goals or targets. Good teachers work to help students connect key concepts and ideas learned across disciplines and see their relevance in the students' lives. They strive to make learning holistic and valuable. Deep learning occurs when students can negotiate life's challenges with knowledge and skills. Teachers with less skill tend to keep learning isolated across disciplines with little attempt to connect ideas or make valuable learning.

The gaps were supported by the discussion of (Spady, 1994, cited by Baliber 2021) and CHED MEMO (CMO) N0. 46, s. 2012, in his study, “Outcomes-based Education (OBE) was an approach focused on organizing an educational system of what is essential for the students" successful learning at the end of their learning experience. The approach specifies markers, which should serve as bases for actions and procedures that schools should undertake to ensure proper institution-wide implementation of OBE (Spady, 1994).

The OBE comes through the competency-based learning standards, and outcomes-based quality assurance monitoring and evaluation are spelled out under the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 46, s. 2012.

The outcomes provide details against which the curriculum graduates can be measured to facilitate the quality-assurance process. This fact emphasizes the need to accordingly align all aspects of educational processes and systems to the expected outcomes that all students shall proficiently exhibit at the end of the curriculum and that outputs should not be viewed synonymously with grades or only curricular completion but rather authentic demonstrations of expected competencies as a result of significant learning experiences. Thus, in crafting the OBE course syllabus, it can be surmised that implementing OBE calls for consistency across preferred results of education, coaching and gaining knowledge of activities, and assessment strategies and practices (Macayan, 2017, cited by Baliber, 2021).

Presentation of Categories and Themes

Challenges on the input and output-based	Opportunity to assess their level of knowledge	Meet a specified set of requirements	Engaging and relevant to the teaching and learning process
The main focus of this study was to know the challenges encountered by the teachers in input and output classroom management in their classes.	Teacher 1 Curriculum to have outcomes-based --keep up with a fast-changing pace of educational trends in the higher education institution	Teacher 4 - marketing students must meet a specified set of requirements (Program Outcome). - Developing lessons, tasks,	Teacher 2 - Input and output-based classroom management are a lot of advantages - process of evaluation is based on rubrics - the grade of the student is based on the items found in the rubrics about their output

Several views are offered, and the commonalities are themed: an opportunity to assess their level of knowledge, meet a specified set of requirements, and engage and be relevant to the teaching and learning process.

--equipped with such opportunities to assess the level of knowledge
 --left behind for the strategies used in the classroom.
 -students have the opportunity to assess their level of knowledge and skills
 --students submit an actual output or project
 Teacher 3
 -teacher has the basis for giving grades to students based on the actual participation and output of the student
 -teacher acts as the facilitator/moderator. to achieve daily goals
 -have a 'welcoming' attitude and start the class right away.
 =establish the rules in the classroom
 -Share the plan clearly with the students for each class meeting
 -there must be a discussion between the teacher and the students
 -develop high-thinking skills in the students, value the students' inputs,
 -to gain their trust and respect

assessments, and other classroom activities.

- Classroom guide the student toward the course's outcomes.”
- In input and output-based classroom management, one has to deliver the teaching and learning process efficiently.

Teacher 6

- input and output-based classroom settings are preferable
- produce a clear expectation of the best outcomes
- comprehend what is required of them during the course
- students can list all the knowledge and skills needed to achieve

- the student has something to work on and not just listen to a teacher in a regular classroom set -up.
- Improve his skills when he is unsatisfied with the output he can submit.
- Classroom setup will reduce the absences and boredom of students.

Teacher 4

- input and output-based as a tool to be used in classroom management.
- Students are getting younger, and teachers are getting older.
- Students are used to exposing themselves to animation and doing things.

Presentation of Categories and Themes

Experiences on the input and output-based	Discovering the Capabilities of the Students was Realized	Integration in Learning and Teaching Becomes Clear	Bridging the Gap
* Varied experiences were described by teachers in detail. Some have experienced difficulty in delivering their lessons, while others find it easy and exciting. * This study described the teachers' experiences in input and output classroom management in their classes. Several incidents are offered, and the commonalities are themed: discovering the students' capabilities were realized, integration in learning and teaching becomes apparent, and bridging the gaps.	Teacher 3 - discover the capabilities of students and realize - an opportunity to show what they are capable of doing, which will be a big help in boosting their morale and motivation to do better; - students have shown much creativity and are empowered - and given a chance to show what they can do at a young age - experience for them which will eventually help them when they finally meet the real world. Teacher 4 - they do things on their own and show their creativity. - Always surprised at how they usually come up with good ideas. Teacher 2 - produce a clear expectation of the best outcomes. - Teachers and students will be able to comprehend what is required during the course. - Students can list all the knowledge and	Teacher 2 apply learning by doing as part of their experiential learning helps the students to be creative and use problem-solving skills and collaboration. Flexibility to embrace and accept changes and work them out for a better and more effective teaching strategy. Teacher 5 -there were lots of experiences. -learning with my students -fun, and I saw that my students are enjoying it too. -input and output-based are appropriate, -very helpful to the teachers and the students - -monitor if students are working on the assignments -know if they have performed well or if they still have to -improve their output. - students to become critical of their output and enhance their output.	Confirmatory -through CMO 46, 2. 2012, many private HEIs were very much apprehensive because it was intertwined with typology-based quality assurance -seminars and training, even though OBE already been existing for many decades, -integration in learning and teaching are well defined - syllabus would clearly outline - requires hard work, patience, and a lot of tedious preparations institutional objectives, program educational objectives, course outcomes, and learning outcomes can be monitored - help teachers and students in the realization of educational objectives and learning outcomes - provide students with learning experiences that would help them be ready for the outside world -arm students with the necessary skills that would make them effective and productive members of the workplace - come up with assessments that simulate real work experiences

skills needed to
achieve this
result.

Insights

Based on the findings, the following insights were drawn:

Input and Outcomes-based classroom management is an educational technique that concentrates and integrates the education system upon what all students must learn, understand, and be capable of accomplishing to level up with a desirable standard of expertise.

As viewed by the teachers in their instruction, the usage was very beneficial in augmenting the instruction poured into the class. Presenting informative and relevant instruction from the curriculum program agenda enables them to improve their teaching and learning effectiveness and efficiency. Moreover, they can teach students higher thinking order skills with outcomes-based instructional tools and class activities. Other teachers who experienced input and output-based classroom management have positive student responses and appreciate teachers and learners in the context of instruction in higher education institution curricula.

Students must be trained as responsible persons and mature citizens and obtain new knowledge and skills. Offering opportunities for the level of expertise and generating confidence among students in the institution and the context in which they live, and act is also part of forming responsible individuals. In this notion, Outcomes-based Education is beneficial based on the findings of the study of the Philippine System. Either way, it depends on how teachers feel it is applied in instruction. It is noteworthy that teachers favor input and output-based classroom management.

CONCLUSION

Based on the findings on the challenges and experiences of teachers in higher education institutions, in the content of input and output-based classroom management, two (2) significant themes emerged. These themes include Teachers' challenges in input and output-based classroom management and experiences of teachers in input and output-based classroom management. Under the first emergent theme, there were three sub-themes yielded. These were the following: an opportunity to assess their level of knowledge, meet a specified set of requirements, and engage and be relevant to the teaching and learning process. While under the second emergent theme, three sub-themes transpired, including the discovery of the student's capabilities, integration in learning and teaching becoming clear, and bridging the gaps.

These challenges and experiences of the teachers in the higher education institution serve as a positive and robust guide to enhance their knowledge and expertise in the context of curriculum instruction, thus, the effectiveness of the teaching and learning technique.

Teachers' views about teaching that well-prepared classroom management are essential in a higher education institution. As central participants in classroom interactions, students and teachers naturally have strong opinions about managing learning and surrounding behaviors effectively. With this in mind and because the researcher believes that teacher-participant are fully equipped with the knowledge and skills of strategies and approaches based on the curriculum objectives is not to be the detriment of teaching and teacher education. The Colegio San Agustin's aim was to further define teachers' perspectives on how educators create quality learning environments as well as imposing them in various disciplinary interventions, their perceptions of hard college students, and their experience of efficacy for study room management to inform both policy and practice in the management curriculum program. Thus, effectiveness in their classroom management provided consistent outcomes that effective classroom managers build positive results with their students, manage their classrooms by establishing clear boundaries and high expectations, and engage students in their learning.

Recommendations

In light of the findings and insights arrived at in this study, the following recommendations are forwarded:

It is recommended that the institutions focus on implementing, preparing, and crafting the syllabi, especially on constructive alignment, because this could be essential in successfully attaining outcomes-based learning experiences.

Along with teaching methods, the faculty members will employ varied teaching-learning activities in the implementation of input and output-based classroom management; thus, the learning experience depends on the teaching-learning methodologies being used.

Teachers will be monitored for teaching-learning activities that will be appropriate to the learning needs of the learners, such as brainstorming, interactive learning, and research-based approach to bridge the gap in the teaching and learning process.

The Colegio San Agustin, Bacolod should provide more enhancement programs and conferences to teachers on the utilization of output-based classroom management that will further increase the quality of teaching in the classroom.

The vice president, deans, and program chair encourage all teachers to positively adapt the mandated changes of the approaches in the curriculum in their instruction to engage students in further developing critical thinking skills. Since the curriculum is well defined towards student development, performance levels would be more competent, organized, and proficient through input and output-based classroom management.

Full implementation of input and output-based classroom management will require teachers to be able to contextualize the principles of the outcomes-based to suit their particular situation. Every education system is flawed and only works if teachers are committed. Therefore, every responsible teacher, lecturer, instructor, or professor must equip him or herself with more knowledge regarding input and output-based classroom management through more readings, seminars, and continuing professional education.

Results from the descriptive-phenomenological study show that teachers have a positive view of the input and output-based in classroom management and perceive they teach much from the varied teaching and learning activities experience. However, this is limited to this study. If more teachers apply this framework, further comparative studies can be made on teachers' views and perception.

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