



Correlates of Extent of Readiness of ESSU Faculty after its First Year of OB Curriculum Implementation

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Article Info

Article History:

Received: 18 July 2024

Revised: 16 August 2024

Accepted: 26 September 2024

Keywords:

Outcomes-Based

Education

Readiness in Education

ESSU

Curriculum

Academics

Tertiary Education

Abstract

This was a quantitative correlational research that evaluated the preparedness of the faculty at Eastern Samar State University after the first group of graduates in the K-to-12 Basic Education Program. A total of 139 members of the faculty were selected randomly as the sample of nine different colleges, i.e., the College of Arts and Sciences, the College of Agriculture and Natural Sciences, the College of Nursing and Applied Sciences, the College of Computer Studies, the College of Technology, the College of Education, the College of Business Management and Accountancy, and the College of Criminal Justice Education. Descriptive statistics (percentages and means) were used to acquire primary data. The correlation coefficient of Pearson was used to test the relationship between the independent variables (faculty profile characteristics) and the dependent variable (perceived professional readiness). The level of significance was fixed to a $\alpha = .05$ to accept or reject the null hypotheses. The results showed that the various variables of faculty profile, including the highest level of education, teaching years, attendance in training seminars and workload did not significantly relate to the perception that teachers held about their professional readiness.

INTRODUCTION

The sector in secondary education has been taking an aggressive education reform, shifting back into an outward or focus-based education in K to 12 full implementations. Evidence, both locally and internationally indicates that this shift in paradigm comes with great benefits: it develops students with knowledge and skills needed in employability and lifelong learning, and as a result, graduates can better adapt in the employment arena after the Grade 12 school term (Harvey et al., 2006; Keup, 2004; McInnis et al., 2000). It is part of a general trend in education reform worldwide towards competency, relevance and congruence with the demands of the labor markets as opposed to rote-driven content mastery.

In the Philippines, the HEIs have also tried to adjust their strategies against such developments in fundamental education. A major business milestone was the

approval of the Republic Act No. 10533 the Enhanced Basic Education Act of 2013 which was signed by President Benigno Aquino III on May 15, 2013. The law was landmark since the Philippines had the longest pre-university unit in the whole of Asia and one of the few in the world at 10 years. The implementation of the K to 12 framework was thus not just an internal improvement but also a need to have a global alignment in education standards and competitiveness.

Nevertheless, the transition has not been all rosy. As the first crop of Senior High School (SHS) graduates approached, state universities and colleges (SUCs) were under increasing pressures due to faculties and curricula readiness, as well as to the lack of facilities (Awi et al., 2021; Puricallan, 2020; Abas & Bauyot, 2024; Yazon, 2004). This issue on institutional readiness revealed the disparity with which higher education underwent the structural reforms in basic education. It is against this background that the present study was conceptualized to perform an evaluation of the readiness levels of the Eastern Samar State University (ESSU) Main Campus especially that a year into implementation (Marasigan, 2023; Fabula, 2023). The analysis of the response of the university through personnel, curriculum and infrastructure therefore, can contribute to a critical understanding of how HEIs can fruitfully align themselves with the educational reforms at the system level and respond to the expanded basic education program demands.

Objectives

The aim of the research is to determine the level of Eastern Samar State University (ESSU) Main Campus readiness after one year of the application of the outcomes-based (OB) curriculum. Through this, the study will therefore come up with a set of insights on the alignment between faculty preparedness and institutional capacity against the requirements of curricular reform. Particularly, there are three objectives that the study addresses.

It will identify the profile traits of the faculty by highest educational attainment, years of teaching experience, attended trainings and seminars(s) and the workload at the present time. Profiling has given us a sense of the institutional resources that we have to deliver the curriculum and to identify possible disparities in professional capacity.

Second, the paper aims at studying what teachers feel about their professional preparedness to teach under the OB curriculum one year after implementation. This is especially vital considering that faculty members are the immediate reform actors and hence, their preparedness, or not, can make the difference between whether the curriculum is effective or not.

Third, whether a significant relationship between the profile characteristics of faculty and their perception of professional preparedness in offering the OB curriculum, exists or not. Determining a relationship of this nature is paramount since it could indicate the extent to which items like high academic credentials, professional growth or level teaching load influence readiness sensibly. A strong correlation would suggest that institutional attempts at enhancing readiness need to be more specific than generic, with specific features of the faculty development that stand out as making a difference in effective implementation.

Collectively, these aims highlight the critical focus of the study, i.e., to go beyond meeting the curricular mandates and instead look at the realities facilitating or inhibiting the realization of outcomes-based education. In this way, the research aims at emphasizing the degree to which the experience of ESSU can be seen as an indicator of the wider issues that higher education institutions encounter in trying to adapt to systemic changes.

METHODS

This chapter outlines the methods and procedures employed in the study, with particular attention to the research design, study locale, respondents, research instruments, data collection procedures, and the statistical treatments applied to analyze and interpret the data. Each component is presented to ensure transparency and to demonstrate the methodological rigor underpinning the investigation.

Research Design

The research design used was a descriptive-correlational one. This design was selected, due to the possibility not only to describe the characteristics of the faculty profile and the perceived readiness post-OB curriculum, but also to compare potential relationships between these variables. The descriptive aspect determines a profile of the respondents whereas, the correlational aspect is used to test whether there exist significant relationships between characteristics of faculty representatives and their perception on professional preparedness. Although this design lacks causal inferences that can be applied in most studies, it is able to form a foundation of critical patterns and relationships that can be used in terms of institutional policies and faculty development strategies.

Locale of the Study

The research was carried out in the Main Campus Eastern Samar State University (ESSU), which has nine academic units, which include College of Arts and Sciences, College of Agriculture and Natural Sciences, College of Nursing and Applied Sciences, College of Computer Studies, College of Technology, College of Engineering, College of Education, College of Business Management and Accountancy, and College of Criminal Justice Education. The resulting wide institutional coverages contribute to the representativeness of the data since the opinions of a wide range of disciplines and professional orientations are reflected. This inclusivity is also significant, in light of the fact that the willingness to teach according to the OB curriculum can depend upon disciplinary customs and on pedagogical and resource demands.

Respondents of the Study

The sample size was 139 respondents who were faculty members of ESSU Main Campus comprising all nine colleges. This sample is sufficient to calculate a descriptive-correlational analysis, and the sample size is sufficient as it has a sufficient statistical power that can be used to establish relevant relationships among the variables. Faculty members were sampled purposively on the basis of teaching in the first year of OB curriculum implementation to ensure their responses are first hand as a result of implementing the curriculum reform. Nevertheless, it should also be noted that the faculty readiness is also influenced by both the individual features and the institutional culture and the supporting frameworks- aspects which, however, will have to be considered in future studies as a limitation point of this study as well. Table 1 shows the number of faculty for each college and the corresponding number of respondents per college.

Table 1. Respondents of the Study

Colleges	No. of Faculty	No. of Respondents
CAS	62	40
CANS	21	14
CoNAS	14	9
CCS	15	10
CoT	13	9
CoE	30	20

CoEd	22	14
CBMA	31	20
CCJE	4	3
TOTAL	212	139

Sampling Procedure

This study used the stratified random sampling technique. The number of respondents was determined from the total number of faculty using Morgan' table. Proportional sampling was done to determine the proportional allocation for each college. The respondents were chosen randomly from each college.

Research Instruments

Data were collected using a questionnaire that was designed by a researcher. The researcher used AACUP Outcomes-Based Evaluation Instrument and of higher education institutions instrument that is used by CHED in the assessment of the following domains to build the research instrument, which were management and governance and curriculum and instruction. The first part of the questionnaire was used to get the profile details of the faculty respondents with respect to highest educational level, years of teaching experience, workload and seminars or training they underwent. The second section included the items related to the perception of the teachers about their professional readiness.

In the process of instrument validation, the researcher gave a pilot run to the faculty members of the Senior High School Department, whose responses were not included in the current study; so that the instrument could be tested on its comprehensibility, usability and administrability, and the items that were poorly understood among the target respondents could be identified.

The pilot run was used to test the instrument by getting feedback and using this to make adjustments. When the requisite scientific rigor and research protocol were met, copies of the final instrument were spread to the target respondents.

Data Collection Method

A permission letter, cover letter, informed consent documents from the College Deans was secured to allow the researcher to administer the survey questionnaire and to obtain some pertinent documents that are helpful in corroborating the answers of the respondents. Upon approval of the request, the researcher distributed the questionnaire to the respondents. Retrieval was done right after the questionnaires were answered.

Measurement of Variables

The Educational Attainment of the faculty were categorized and coded as follows:

Table 2. Educational Attainment and Assigned Codes

Description	Code
Doctoral Degree	5
With Doctoral Units	4
Master's Degree	3
With Master's Units	2
Baccalaureate Degree	1

For Teaching Experience of faculty, the category and code below will be used:

Table 3. Years of Teaching Experience and Assigned Codes

No. of years of teaching experience	Code
36 and above	5

26 -35	4
16 - 25	3
06 - 15	2
5 and below	1

For Relevant Trainings/seminars attended of faculty, the following categories will be employed:

Table 4. Relevant Trainings and Seminars (in Hours) and Assigned Codes

Trainings and Seminars (No. of hours of relevant training)	Code
33 hours and above	5
25 to 32 hours	4
13 to 24 hours	3
12 hours and below	2
No training	1

The Workload of faculty will have the following categories:

Table 5. Teaching Workload (in Units) and Assigned Codes

Workload	Code
21 units and above	5
16 units to 20 units	4
11 units to 15 units	3
7 units to 10 units	2
6 units and below	1

The Extent of Readiness of the Faculty based on their perception will be categorized and coded as follows:

Table 6. Scale, Weight, and Descriptive Equivalent

Scale	Weight	Description
4.30 - 5.00	5	Very Great Extent
3.50 - 4.29	4	Great Extent
2.60 - 3.49	3	Moderate Extent
1.80 - 2.59	2	Less Extent
1:00 -1.79	1	No Extent

Analysis of Data

To determine the profile characteristics of faculty and their professional readiness, frequency and mean was used. To establish if there is significant relationship between the profile characteristics of the faculty and their perception on their professional readiness, Spearman Rank Order Correlation was used. The level of significance was set at .05 for rejecting and accepting the null hypotheses.

RESULTS AND DISCUSSION

This chapter presents the findings of the study on readiness of Eastern Samar State University after its first year of OB Curriculum implementation.

Highest Educational Attainment. Table 2 reflects the profile of the 139 faculty respondents of Eastern Samar State University Main Campus. It shows that, 12 or 9% are faculty with doctorate degree, 27 or 19 % with doctoral units, 55 or 39% with master's degree, 44 or 32% with master's units, and 2 or 1% have not yet started or have just started their post graduate studies.

Table 7. Faculty Profile of Eastern Samar State University in terms Educational Qualification

Faculty Profile	Frequency (N=139)	Percentage
Highest Educational attainment		
Doctoral Degree	12	9
With Doctoral Units	27	19
Master's Degree	55	39
With Master's Units	44	32
Baccalaureate Degree	2	1
Total	139	100

Result showed that majority of the faculty in this study have earned post graduate education and met the minimum qualification standard for faculty of SUCs (CMO 52 s. 2007) which implies that these faculty are ready to embrace any development in education.

Teaching Experience of the Faculty. The profile of the faculty in terms of teaching experience is reflected in table 3. It can be gleaned from the table that, out of 139 respondents, there were only 2 or 1% have teaching experience of 36 years and above, 21 or 15% have 26 to 35 years of teaching experience, 59 or 43% for 16 to 25 years, 40 or 29% for 6 to 15 years, and 3 or 2% have teaching experience for 5 years and below.

Table 8. Faculty Profile of the Respondents in terms of Teaching Experience

Faculty Profile	Frequency (N=139)	Percentage
Teaching Experience of Faculty (Years)		
36 and above	2	1
26 – 35	21	15
16 – 25	59	43
06 – 15	40	29
5 and below	3	2
Total	139	100

The findings show that most faculty members who participated in this research have a teaching experience of 25 years or less and only a small proportion of them have an experience of 36 years and above. As a result, the sample of respondents consists mostly of comparatively young faculty. These results suggest that new faculty should undergo continuous improvement in their professional self-development to promote more effective teaching.

Since most of the investigations that explore the link between teaching competence and age are based on student ratings of faculty, the results of studies that concentrate on instructors at early careers point to a progressive rise in teacher ratings with the experience. According to McKeachie (1983), faculty in the first two years of teaching always received the lowest average rating by the students. On the other hand, Centra and Creech (1976) found that teachers with their third year to twelfth years in the teaching field recorded the highest ratings.

Relevant Training and Seminars Attended. Table 4 shows the involvement of the respondents in training and seminar on the implementation of OBE. Among the 139 respondents, 35 (25%), attended 33 or more hours of training, 29 (21%), attended 25 to 32 hours of training, 30 (22%), attended 13 to 24 hours of training, and 5 (3) have not attended any training or seminar on OBE.

The results also suggest that most of the respondents in this study have low levels of activity regarding the participation of OBE training and seminars. In this regard, administrators of higher-education in Eastern Visayas ought to support the pursuit of knowledge and competencies by instructors and faculty hence empowering them to meet the dynamic diversity of the learners. In the modern generation, students need teachers not only knowledgeable in the field of their work but also with interdisciplinary skills (Queensland College of Teachers, 2012).

Table 9. Faculty Profile of the Respondents in terms Trainings and Seminars Attended

Faculty Profile	Frequency (N=139)	Percentage
Relevant Trainings and Seminar (Hours)		
33 and above	35	25
25 – 32	29	21
13 – 24	30	22
12 and below	40	29
No training	5	3
Total	139	100

This claim was supported by Darling-Hammond & Bransford (2007), that teachers should be prepared to handle situations inside and outside the classrooms that will effectively promote change and solve conflicts in the present times. Moreover, teachers should not only be locally competitive but globally as well (Cheng, 2009; Townsend, 2011; Sjøen, 2023).

Faculty Workload. For faculty workload, Table 5 shows that of the 139 respondents, 50 or 36% have workload of 21 units and above, 40 or 29% for 16 units to 20 units, 43 or 31% for 11 units to 15 units, 6 or 4% for 7 units to 10 units, and no one from the respondents has a load of six (6) units and below. These results on faculty workload signify that most of the faculty of SUCs in region VIII carry the prescribed regular workload of 21 units.

Table 10. Faculty Profile of the Respondents in terms of workload

Faculty Profile	Frequency (N=305)	Percentage
Workload (Units)		
21 and above	50	36
16 – 20	40	29
11 – 15	43	31
07 – 10	6	4
6 and below	0	0
Total	139	100

Teacher's Perception on their Professional Readiness

Based on the respondents' responses reflected in Table 6 pertaining to their perception on the extent of their readiness to teach after the first year of OB implementation, all indicators got a mean ranging from 4.17 to 4.50 and an overall mean of 4.28 which has an interpretation of "great extent ". Item "I learned positive personal values from my education "got the highest mean rating of 4.50 and interpreted as very great extent.

Table 11. Teacher's Perception on their readiness to teach in terms of Educational Qualification

Indicators	Mean	Interpretation
I am ready for teaching in college for students coming from the Senior High School because of my educational qualification.		
I learned positive personal values from my education.	4.17	<i>Great Extent</i>
I know how to recognize the uniqueness and individuality of my students.	4.50	<i>Very Great Extent</i>
I am committed to equality and accommodate diversity among my students.	4.25	<i>Great Extent</i>
I improved the quality of my professional knowledge.	4.17	<i>Great Extent</i>
	4.33	<i>Very Great Extent</i>
Overall Mean	4.28	<i>Great Extent</i>

Table 7 shows the perception of the faculty respondents of this study. It is shown in the table that the mean average ranges from 4.17 to 4.41, the lowest is the item "I develop personal preparation plans to mitigate the impact of the OB implementation" and the highest is item "I can accept feedback from my peers and my students and build this into my teaching", and, "I can help to organize the school exchanges in cooperation with relevant resource persons and institutions". The overall mean rating is 4.30 which is interpreted as very great extent.

This finding aligns with the work of Kini & Podolsky (2016), who argue that teaching experience has a multifaceted impact on student outcomes. Their study demonstrates that as teachers gain more experience, students not only achieve higher scores on standardized tests but also benefit in broader and less easily quantifiable ways, such as improved readiness to learn and engage with future instruction. This suggests that teacher experience contributes to both measurable academic performance and the cultivation of long-term learning capacities. However, while the study underscores the value of experience, it is also important to critically consider contextual factors such as professional development opportunities, institutional support, and classroom conditions that may mediate the relationship between teacher experience and student success.

Table 12. Teacher's Perception on their readiness to teach in terms of Teaching Experience

Indicators	Mean	Interpretation
I can evaluate the learning outcomes of my teaching.		
I develop personal preparation plans to mitigate the impact of the OBE implementation.	4.24	<i>Great Extent</i>
I can plan and structure the teaching and learning process.	4.17	<i>Great Extent</i>
I can accept feedback from my peers and my students and build this into my teaching.	4.25	<i>Great Extent</i>
I can help to organize the school exchanges in cooperation with relevant resource persons and institutions.	4.41	<i>Very Great Extent</i>
	4.41	<i>Very Great Extent</i>

Overall Mean	4.30	Very Great Extent
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Table 8 presents the perceptions of faculty respondents regarding their participation in relevant trainings and seminars. The mean scores, ranging from 3.67 to 4.17, indicate that respondents generally perceived these professional development activities to a *great extent*. The highest-rated item, “*I am ready for teaching in college for students coming from the Senior High School because I am equipped with necessary teaching skills*,” reflects faculty members’ confidence in their preparedness to handle the transition of students from senior high school to higher education. In contrast, the lowest-rated item, “*Trainings and seminars presented useful examples of teaching resources*,” suggests that while the trainings may have enhanced pedagogical readiness, they were perceived as less effective in providing concrete, practical teaching materials. This contrast highlights a critical gap: although faculty feel more equipped in terms of general teaching competencies, there remains a need for trainings and seminars to offer more actionable resources that can be directly applied in classroom practice.

Table 13. Teacher’s Perception on their readiness in terms of Relevant Trainings and Seminars Attended

Indicators	Mean	Interpretation
I am ready for teaching in college for students coming from the Senior High School because I am equipped with necessary teaching skills	4.17	<i>Great Extent</i>
My attendance to Trainings and Seminars has helped me to understand the principles of OBE	3.81	<i>Great Extent</i>
My attendance to Trainings and Seminars furnished me with OB implementation strategies	3.73	<i>Great Extent</i>
Trainings and seminars presented useful examples of teaching resources	3.66	<i>Great Extent</i>
Trainings and seminars have emphasis on classroom practices	3.67	<i>Great Extent</i>
Overall Mean	3.81	<i>Great Extent</i>

Table 9 presents the respondents’ perceptions of their workload. The mean scores range from 2.27 to 3.66, with interpretations varying from *less extent* to *great extent*. The overall mean of 2.77, which falls under the *less extent* category, indicates that respondents generally perceive their workload demands as relatively low. While this suggests that faculty may not be overburdened, the interpretation requires caution. A lower perceived workload could imply that teaching assignments and responsibilities are manageable, potentially allowing faculty to focus on improving instructional quality and engaging in professional development. However, it might also signal underutilization of faculty expertise or insufficient allocation of academic responsibilities, which could affect institutional productivity and student learning outcomes. Therefore, this finding should be critically examined in relation to institutional policies, distribution of tasks, and expectations placed on faculty members.

Table 14. Teacher’s Perception on their readiness in terms of Workload

Indicators	Mean	Interpretation
My workload is reasonable and appropriate.	2.28	<i>Less Extent</i>
	2.27	<i>Less Extent</i>

My Workload in major subject as a whole is not too much compared to my study points. Evaluation of OBE subjects has supported me as a learner and enhanced my personal development. Evaluation of OBE courses in major subject has corresponded well with my own perceptions of my achievement level. I appreciate the students' views and opinions on issues being studied in my class.	3.66	<i>Great Extent</i>
	2.32	<i>Less Extent</i>
	3.36	<i>Moderate Extent</i>
Overall Mean	2.77	Moderate Extent

These results highlight the faculty's generally positive attitude toward their readiness for the implementation of the new curriculum. The respondents expressed confidence in their preparedness, citing appropriate qualifications, institutional support from university leadership, and the necessary skills to deliver the program effectively. While this perception underscores a strong sense of professional competence and institutional backing, it is important to critically assess whether perceived readiness fully translates into actual capacity during implementation. Faculty confidence, although valuable, may sometimes mask gaps in ongoing training, access to updated teaching resources, or adaptability to unforeseen challenges in practice. Thus, while the findings suggest a favorable disposition toward the new curriculum, sustained professional development and continuous institutional support will be essential to ensure that this readiness is both genuine and sustainable over time.

Relationship between the Profile Characteristics of the Faculty and their Perception on their Professional Readiness

The current research tested the relationship between the profile characteristics in the faculty such as workload, highest level of academic credential, teaching experience and the attendance of a relevant training session and seminar with the faculty perceptions of professional preparedness after one year of curriculum implementation.

Table 10 suggests that the correlation between workload ($r = -0.016$; $p = 0.850$), highest academic attainment ($r = 0.007$; $p = 0.930$), teaching experience ($r = 0.007$; $p = 0.932$), and attendance in relevant trainings and seminars ($r = 0.114$; $p = 0.183$) and faculty perception of professional readiness at the end of the As a result, the null hypothesis which stated that the perceptions of professional readiness by faculty are not correlated with the profile characteristics could not be rejected.

Table 15. Relationship between the faculty profile of Easter and their perceived professional readiness

Faculty Profile (Independent Variable)	Dependent Variable	Index of Correlation	p-value	Interpretation
Workload	Perception of faculty on their professional readiness	- 0.016	0.850	Not Significant
Highest Educational Attainment		0.007	0.930	Not Significant
Teaching Experience		0.007	0.932	Not significant
Trainings and Seminars		0.114	0.183	Not Significant

It can be seen from Table 11 that the workload has no significant correlation with the perception of the faculty as to their readiness to teach after first year of OB

curriculum implementation. This result was opposite to the findings of Ananthakumarl (2022) that there is a significant negative relationship between teachers' understanding and readiness with the level of workload among 260 primary teachers in the district of Kerian in Malaysia. Perhaps the difference in the findings of both studies lies in the level of education of the respondents of each study. This study uses college students while the other uses primary pupils.

Highest educational attainment as well, showed no significant correlation with the perception of faculty respondents as to their readiness to teach after first year of OB curriculum implementation (Martin et al., 2019; Ondimu, 2018; Momanyi & Rop, 2019). This implies that, the readiness of the faculty respondents to teach the new OB curriculum has nothing to do with their level of education. For the teaching experience of the faculty, result showed no significant correlation with their perception in their readiness to teach after the first year of OB curriculum implementation. This means that these faculty are ready to teach the new OB curriculum despite of being young in the service.

The poor trainings and seminars ($r = .114$, $p = .183$) of the faculty showed no significant relationship with the perceived readiness of the faculty. This result is contrary to the findings of Wiese (2011) that the trained teachers were more comfortable in using interactive teaching methods and in explaining sensitive issues to their students in HIV/AIDS classes. Moreover, Chege (2014) reiterated that among the factors that hindered teachers' readiness and confidence in using ICTs in schools were lack of expertise with ICT, lack of knowledge on how to evaluate the use and the role play by ICT in teaching and learning, insufficient knowledge of appropriate software, insufficient knowledge on how to use ICT equipment, and lack of confidence in using ICT which implies that a faculty training program is needed to enhance their knowledge and familiarity to ICT resources.

The findings of this study revealed no significant correlation between the independent and dependent variables. Thus, this study fails to reject the null hypothesis which stated that there is no significant relationship between the profile of the faculty in terms of workload, highest educational attainment, teaching experience, and attendance in trainings and seminars on OBE and their perception on their professional readiness to teach after first year of OB curriculum implementation. These results contradict to the findings of Scherer et al. (2023) that readiness to teach was greatly influenced by factors such as highest educational level, length of teaching experience, and observation on other lessons.

Faculty Readiness for OBE: Beyond Perceptions Toward Institutional Realitie

analysis. - have to be written in an academic form, paragraph format, no markdown. The results of the study indicate that the Eastern Samar State University faculty members mostly believe that they are moderately to highly prepared to adopt the outcomes-based (OB) curriculum. Such perception of readiness must, however, be subjected to critical context. Educational readiness is not a fixed state but a dynamic experience that is shaped by experience, institutional resources, the capacity to obtain appropriate training, and the availability of instructional materials.

Despite the fact that most of the faculty respondents have postgraduate degrees and are teachers with several years of experience, the research also indicates a low rate of attendance in OBE-related trainings and seminars. This implies that there is a gap between what is perceived to be readiness and what is really happening in terms of professional development to support curriculum reform (Day & Smethem, 2009; Avidov-Ungar & Arviv-Elyashiv, 2020; Gibson & Brooks, 2012). Previous literature stresses that the successful realization of the curricular innovation depends not only on the confidence of the teacher but also the accessibility of specific and practical training (Darling-, Hammond & Bransford, 2007; Cheng, 2009). This is supported by

the relatively low ratings of training which provided useful examples of teaching resources, which suggests that professional development might not be responsive to immediate classroom needs of faculty.

Analysis Need formal style, no markdown, keep structure, paragraphs same. We should also note that the workload was not significantly correlated with readiness. Though literature (e.g., Ananthakumarl, 2022) depicts the negative correlation between the burdensome workload and the teacher preparedness, the situation in ESSU suggests the contrary. That might be so since institutional norms govern routine teaching loads and make such expectations normal (Timperley & Robinson, 2000). This, though, should not be interpreted as meaning that workload does not contribute to readiness. Instead, it emphasizes the need to explore the coping mechanisms of faculty with workloads through such strategies as co-teaching with colleagues, flexible pedagogy, or prioritization of instruction (Damiani & Drelick, 2024).

It is also noteworthy that the relationship between highest educational attainment and readiness is not significant. Even though postgraduate qualifications are required to meet CHED requirements, these do not necessarily mean they are prepared to deploy OBE (Hapinat, 2023). The results are also consistent with the recent study (Scherer et al., 2023) that indicates that experience, flexibility, and access to professional education might hold more value than the formal one. Therefore, institutions must not only use faculty qualification as the measure of readiness but must place building continuous capability as a strategic priority (AlMalki & Durugbo, 2023; Toma, 2010).

Lastly, the research also brings out a bigger implication on institutions of higher learning that are implementing curricular reforms. Faculty readiness should be viewed in its entirety and all subjective perceptions and objective indicators of teaching quality, student learning, and curriculum alignment should be considered. Institutional support must therefore go beyond the provision of qualifications and workloads and be a culture of reflective practice, innovation and continuous professional growth.

CONCLUSION

The Based on the conditions under which this study was conducted and the foregoing findings, conclusion and recommendations were drawn. As to the profile characteristics, majority of the faculty are master's degree holder, most of them have teaching experience in the university for more than 6 years, a large number have admitted that they have not attended trainings and seminars on OBE, and majority of them have a maximum faculty workload of 21 units. The faculty of Eastern Samar State University main campus perceived a moderate to great extent of professional readiness after the first year of OB curriculum implementation. The relationship between the profile of the faculty in terms of workload, highest educational attainment, teaching experience, and relevant trainings and seminars attended and their perception on their professional readiness have no significant relationship.

Recommendations

For an evident and sustained readiness of the faculty in the main campus of Eastern Samar State University, the administration has to provide trainings and seminars for faculty on OBE principles and implementation.

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