

Competency of Senior High School Teachers in Assessment and Reporting in Goa District, Philippines

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ABSTRACT

This study investigated the competency of teachers in assessment and reporting. This involved the forty-five Senior High School teachers in the public secondary schools in the Department of Education (DepEd), Division of Camarines Sur, Goa District, Philippines. A survey questionnaire was utilized to gather data from the respondents on which strands and indicators were rooted in the Philippine Professional Standards for Teachers (PPST). The study results showed that teachers possessed a Moderately High Level of Competency in all strands along with assessment and reporting. The results further revealed a significant difference between teachers' competency and demographic profiles when they are grouped according to their educational attainment and status of employment. It recommends that teachers should engage in professional development to continuously increase their knowledge and improve their teaching competencies to do better in their teaching profession.

Keywords:

Teachers' Competency; Assessment and Reporting; Professional development programs; Philippine Professional Standards for Teachers

INTRODUCTION

Histories proved the sacredness and worth of the teacher and teaching process. Modifications in the Philippine Educational System brought by Republic Act No. 10533 known as the "Enhanced Basic Education Act of 2013" aim to transform the quality of education in the Philippines to cope with rapid changes and competitive environment brought about by global frameworks by adding two years in K-12 curriculum known as Senior High School which consisted of different tracks and strands that include GAS, TVL, HUMSS, STEM, Arts and Design and Sports Track. Lengthening the years of basic education aims to decongest and enhance the educational setting by providing sufficient time to master the concept and skills, to develop lifelong learners, to produce holistically developed graduates, equipped with 21st-century skills, prepared for tertiary education, middle-level skills development through National Certificates (NCs), employment and entrepreneurship (Republic Act No. 10533; Magno & Piosang, 2016). Hence, the Department of Education needs competent teachers who are equipped and assume the challenges brought by this educational reform (DepEd Order No. 42, s.2017). Teachers' competency speaks of their knowledge, skills, and attitude when delivering their duties and responsibilities (Zabala and Adelante, 2018). It simply means that teachers play a critical role in teaching and improve his/her quality through their competency to develop and produce learners as nation builders.

In the teaching and learning process, classroom assessment is one of the significant elements in assessing and evaluating the learning progress of the students, the delivery of curriculum instructions, and the quality and accountability of the institutions as a whole (Rural, 2021). It simply means that it provides valid, reliable, and actual information on students' learning progress and performance in classroom instruction (Manigbas and De Luna, 2023). Likewise, classroom assessment is

emphasized in the policy of the Department of Education to be used in identifying the strengths, and weaknesses of the students in classroom instruction that helps teachers acquire empirical data as a basis for providing learning opportunities or interventions to help students achieve intended learning outcomes (DepEd Order No. 08 s. 2015). Hence, assessment is viewed as a highly crucial phase of the teaching and learning process.

However, Tawalbeh and Ismail (2014) confirmed that teachers' competency related to review/assessment was rarely or not demonstrated. The results further revealed that teachers have low performance in utilizing varied assessment tools, keeping accurate records, analyzing students' performance and giving feedback, and developing and implementing appropriate activities based on assessment results to promote learning. Additionally, Yamtim and Wongwanich (2014) stressed that most of the teachers had low or poor levels of classroom assessment literacy. The study results further showed that teachers possessed low levels of utilizing assessment outcomes for decision making, communicating assessment outcomes, and others. It was supported by the study of Nyanjom, Yambo, and Ongunya (2020) which highlighted that a large number of teachers possessed a low level to average level of competency in assessment. The findings indicated that teachers have insufficient knowledge of the preparation of assessment activities. Insufficient professional development sessions of teachers in learning assessment was one of the reasons emphasized that contributed to this concern which was confirmed by the study of Morallo and Abay (2019) who stressed that professional development training aligned with assessment and reporting had a weighted mean of 3.29 which was verbally interpreted as strongly needed. Hence, it is deemed important to enhance teachers' capability in classroom assessment to have good quality classroom assessment practices (Looney et al., 2018).

Increasing interest in classroom assessment is imperative for teachers because education has an economic value that contributes to the growth of the country (Rural, 2021). Hence, the researchers conducted this study because it was timely and relevant to identify the level of teachers' competency in assessment and reporting to yield actual data and results that serve as inputs in creating the framework of teachers' development programs to augment and provide teachers an in-depth understanding on assessment methods and practices.

METHOD

This study employed a descriptive-comparative research design. This research design helped the researcher investigate the competency level of the teachers along with assessment and reporting. It described the study variables and compared them to conclude their significant differences when they are grouped according to their demographic characteristics such as age, sex, educational attainment, civil status, length of service, status of employment, and number of training attended. The participants of this study were the 45 Senior High School teachers in selected public secondary schools in Goa District, Division of Camarines Sur, Philippines. Moreover, this study used a survey questionnaire consisting of modified indicators rooted in the Philippine Professional Standard for Teachers which is categorized into six strands such as 1] Design, selection, organization, and utilization of assessment strategies; 2] Monitoring and evaluation of learner progress and achievement; 3] Use of feedback to improve learning; 4] Communication of learner needs, progress and achievements

to key stakeholders; 5] Use of assessment data to enhance teaching and learning practices, and: 6] Assessment Ethical Considerations. This survey questionnaire underwent face and content validity by the four experts in educational assessment. The researchers strictly observed the ethical considerations during the conduct of this study. Prior to the distribution of the survey questionnaire, informed consent was secured from the participants to ensure their voluntary participation in the study. Also, the researchers strictly followed the minimum health protocols to ensure the health and safety of the participants. Confidentiality and anonymity of the answers were maintained throughout the study process. The respondents were given ample time to answer the survey with the assistance of the researchers. Afterward, the collected data was statistically treated using Frequency and Percentage Distribution, Weighted Mean, and One Way- Analysis of Variance (ANOVA). Furthermore, to maintain the integrity of the respondent schools and to avoid bias, average weighted means of the entire population were utilized.

RESULTS AND DISCUSSION

This section provides the empirical results generated in this study to answer the study objectives.

1. Profile of the respondents

Table 1 presents the demographic profiles of the Senior High School teachers in Goa District, Philippines. Based on the data sources, the majority of the teachers are male (25 or 55.56%) while the rest are females (20 or 44.44%). Most of them belong to age brackets of 26-30 (14 or 31.11%); 31-35 (10 or 22.22%); and 41-45 (8 or 17.78). In addition, most of them are married which had 27 or 60.00%; single which got 17 or 37.78% and widow, 1 or 2.22%. Moreover, the data further revealed that most of the teachers' highest educational attainment was a bachelor's degree with MA/MS units (23 or 51.11%) and almost all have less than 3 years of teaching experience which obtained 22 or 48.89%. Results further showed that the majority of teachers have attended at least one (1) in-service training which bagged 17 or 37.78%.

Table 1. Demographic profiles of the Senior High School Teachers

Indicators	f	%
Sex		
Male	25	55.56
Female	20	44.44
Age		
20-25	5	11.11
26-30	14	31.11
31-35	10	22.22
36-40	7	15.56
41-45	8	17.78
46-50	1	2.22
Civil status		
Single	17	37.78
Married	27	60.00
Widow	1	2.22
Educational Attainment		
Bachelor's Degree	17	37.78
Bachelor's Degree with MA/MS units	23	51.11
Master's Degree	1	2.22
Master's Degree with Doctoral units	3	6.67

Indicators	f	%
Doctoral Degree	1	2.22
Employment status		
Permanent	35	77.78
Probationary	10	22.22
Length in service		
Less than 3 years	22	48.89
3 to less than 6 years	15	33.33
6 to less than 9 years	4	8.89
9 to less than 12 years	1	2.22
12 years and above	3	6.67
Number of training attended		
0	6	13.33
1	17	37.78
2	13	28.89
3	6	13.33
4 and above	3	6.67

The study results contrasted the findings of National Center for Education Statistics (NCES) (2023) and McGrath and Bergen (2017), who opined that majority of public school teachers or 77% were female while 23% were male in the academic year 2020-2021 and male teachers are facing “extinction” in the teaching profession.

2. Teachers’ Competency in Assessment and Reporting

Table 2 presents the results of the 55-item test administered to the 45 Senior High School teachers from the selected public secondary schools in Goa District, Philippines who served as the study respondents. The study findings showed that the majority of Senior High School Teachers perceived themselves as Moderately highly competent in all indicators of assessment and reporting. The grand weighted mean of all indicators was 4.10 interpreted as Moderately High Level of Competency. The study results imply that teachers are moderately competent in designing and developing assessment tools, utilizing assessment strategies, monitoring and evaluating learners’ progress and achievement, use of feedback to improve learning, communicating learners’ needs, use of assessment data to improve teaching and learning process, and assessment ethical considerations. The results further suggest that Senior High School Teachers need to attend professional development training aligned with assessment and reporting to continuously improve their knowledge and skills toward assessment methods and practices because teachers are mandated to be competent enough in all facets of the teaching and learning process to accommodate learners’ needs and diversity to address learning gaps gearing towards holistic development associated with 21st-century skills (Morallo and Abay, 2019; DepEd Order No. 42, s. 2017; Republic Act No. 10533).

Elaborately, in terms of designing, selecting, organizing, and utilizing assessment strategies, the majority of the respondents confirmed that they selected appropriate assessment methods that suit assessing students’ learning achievement obtaining a weighted mean of 4.36. The results further revealed that most of the respondents organized the assessment results using application tools (i.e. MS Excel), and they used assessment methods that motivated and enriched students’ learning experiences that got weighted means of 4.47, and 4.24 respectively. The grand weighted mean in this strand was 4.16 which is verbally interpreted as ‘Moderately High Level of Competency’. The results imply that Senior High School teachers in Goa District, Philippines have sufficient knowledge in developing, selecting, organizing, and

utilizing assessment methods to properly assess the learning of the students. This finding is related to Obaob and Moneva (2014) who opined that the validity of the assessment tool is influenced by teacher competence. Also, the art of questioning, teacher methodology, styles, and techniques may link to their instructional objectives as the basis for creating their assessment tool. Indeed, the creation of valid and appropriate assessments is manifested in teachers' teaching performance and teaching competence. However, teachers should engage in professional development training to continuously widen their knowledge in developing, selecting, organizing, and utilizing assessment methods and reporting to accommodate learning challenges and diversity to ensure students' learning development during the teaching and learning process. In fact, DepEd (2021) launched the "professional development program on assessment and emerging literacies with a focus on PISA" that participated by teacher-participants all over the Philippines. This program aimed to improve the assessment strategies, methods, and content knowledge of teachers in Mathematics, Science, and Reading. It also trains the teachers to ensure the alignment of classroom practices towards emerging literacies to improve the quality of basic education in the country. Hence, DepEd emphasized that this professional development program will give teachers the tools to improve their assessment practices, methods, and strategies while also giving them the confidence to think creatively about how to use them in the classroom.

Table 2. Competency of Senior High School Teachers in Assessment and Reporting

Strands	Average Weighted Mean	Verbal Interpretation
Design, selection, organization, and utilization of assessment strategies	4.16	Moderately High Level of Competency
Monitoring and evaluation of learner needs, progress, and achievement	4.0	Moderately High Level of Competency
Use of Feedback to improve learning	4.10	Moderately High Level of Competency
Communication of learner needs, progress and achievements to key stakeholders	3.98	Moderately High Level of Competency
Use of assessment data to enhance teaching and learning practices	4.10	Moderately High Level of Competency
Assessment Ethical Considerations	4.0	Moderately High Level of Competency
Grand Weighted Mean	4.10	Moderately High Level of Competency

Legend: 4.20-5.00 High, 3.40-4.19- Moderately High, 2.60-3.39- Average, 1.80-2.50- Low, 0 – 1.79- No level

Along with monitoring and evaluation of learners' needs, progress, and achievement, most of the teachers opined that they diagnose students' difficulty throughout the teaching and learning process, consistently monitor, and constantly evaluate students' learners' progress and achievement got weighted means of 4.27, 4.09 and 4.02 respectively while they provide advice on and mentor colleagues in the effective analysis of learner's attainment data had 3.64 as weighted mean. The overall weighted mean in this strand was 4.0 which is verbally interpreted as 'Moderately High Level of Competency'. The results imply that teachers are moderately competent in

giving attention and importance in diagnosing and evaluating learners' needs, progress, and achievement. It simply means that teachers are aware of the importance of diagnosing and evaluating learner's needs, progress, and achievement for decision-making to enhance their classroom instructions. The results further imply that teachers diagnose, monitor, and evaluate the learners' progress and achievement to determine their current status, and their strengths and weaknesses to be used in designing suited assessment methods and practices to accommodate their needs towards learning. These results were backed up by the study of Vaccaro and Sabella (2018) which emphasized that monitoring students' progress provides a positive impact on learning. Also, Padagas (2019) postulated that the diversity of the students must be considered to ensure learning. Therefore, teachers need to monitor the progress of the learners and should consider their diversity before planning and preparing varied assessment methods to appropriately determine their diverse needs and to convert learning challenges into positive learning results.

In the context of utilization of feedback to improve learning, teachers motivate learners to reflect and monitor their learning growth as a strategy for providing timely, accurate, and constructive feedback to improve their performance; provide timely feedback to improve learners' performance; use positive feedback to improve student's learning; and, monitor students' learning outcomes and highlight students' progress that obtained 4.36, 4.33, 4.29 and 4.24 respectively. Also, teachers used parent conferences and meetings as strategies to inform them about the progress and achievement of their learners. The results revealed that teachers provide adequate feedback to their students to improve their performance. These results imply that teachers demonstrated value for feedback. They give ample time to provide feedback by relaying the learner's progress to both parents and students and solicit parents' support and cooperation to improve the learner's performance. It was strengthened by the study of Mamoon-Al-Bashir, Kabir, and Rahman (2016) that feedback has great importance in improving learning experiences because it provides quality information to students about their learning, and gives opportunities to continuously improve their learning experiences. Hence, teachers should accentuate modern ways of feedback to assist the students in augmenting their learning experiences. Also, the University of South Carolina (n.d) stressed that feedback must be positive or neutral to encourage students' engagement and progress to foster and nurture students' learning while negative feedback can discourage students in the teaching and learning process.

Relative to the communication of learner needs, progress, and achievements to key stakeholders, the results of the study showed that teachers communicate promptly the learners' needs, progress, and achievements to key stakeholders, such as parents or guardians, teachers, and other stakeholders that got 4.29 as weighted mean. However, collaborating with their colleagues to share a wide variety of assessment methods that ensure effective communication of learner needs, progress, and achievement was their lowest priority and had a weighted mean of 3.71. The results entail that communicating learner's needs, progress, and achievement to the key stakeholders is an essential part of the teaching-learning process. These stakeholders include teachers, parents, LGUs, and other institutions. In public schools, teachers are required to disseminate the information to the parents through the conduct of Homeroom PTA meetings, General PTA meetings, and convocations every after the end of the quarter to inform them about the status of their learners and to acknowledge their needs, progress, and achievements. On the other hand, teachers

should have intensive collaboration with their professional colleagues to provide them with a wide avenue of learning opportunities to share and acquire knowledge from their peers' professional experiences. These findings coincide with the general policy of DepEd Order No. 54 s. 2009 that the Parents-Teachers Association (PTA) shall serve as a support group and as a significant partner of the school to promote the welfare of the students and ensure the full cooperation of parents. Also, the Parents-Teachers Association (PTA) should coordinate with community members that include Local Government Units (LGUs), civic organizations, and other stakeholders) to foster unity and cooperation. Likewise, the American University School of Education (2020) highlighted that Parent-Teacher communication has benefits to the learners because parental involvement can enhance students' learning achievements. And, Lara and Saracostti (2019) opined that parents' involvement is related to learners' academic achievement. It simply means that parents who have high and medium school involvement had children with high academic achievement compared to those parents who have low school involvement. Hence, parents' involvement fosters learners' academic development.

Moreover, along with the utilization of assessment data to enhance teaching and learning practices, the findings revealed that the majority of the teachers used the assessment data of the students to improve their teaching and learning practices and they work collaboratively with their colleagues to analyze and utilize assessment data to modify practices and programs to further support learners' progress and achievement that both gained 4.20 as weighted mean. However, leading their colleagues to explore, design, and implement effective practices and programs using information derived from assessment data possessed the lowest weighted mean of 3.89. The results revealed that teachers reflect on the student's assessment results to improve their teaching and learning process. It can be inferred that teachers utilize students' assessment data to be the basis of formulating learning interventions and varied learning activities or programs suited to the student's needs. Also, to provide them with a healthy and conducive learning environment for them to be encouraged and motivated to participate in all classroom activities. It accords with the study of Summers (2023) that teachers design varied instructional decisions based on their student's assessment data to address their specific needs in the classroom. This assessment data helps teachers to formulate sound instructional decisions to augment students' academic achievements. However, study findings further inferred that teachers have inadequate collaboration with their peers to improve their assessment practices which could affect the learning of the students. Schleifer, Rinehart, and Yanisch (2017) stressed that the collaboration of teachers improves student learning because using student assessment results collaboratively may increase the effectiveness of data-driven school improvement initiatives.

Furthermore, along with assessment ethical considerations, most of the teachers keep students' assessment data with the utmost confidentiality and utilize assessment results as a basis in assigning students' grades that got 4.33 and 4.29 respectively. Teachers further exhibited that they keep assessment materials secured and they do announce assessments to make students' prepared before taking paper-and-pencil tests as well as performance-based tests. These findings insinuate that teachers give importance and high value to assessment ethical considerations. They utilize assessment results in assigning grades otherwise it may cause bias and partiality. It was supported by the study findings of Guskey and Link (2018) which

confirm that teachers at all grade levels based students' grades primarily on evidence of their learning. Also, Davis (2021) found that it is ethical practice in assessment when teachers consider student's efforts when determining students' grades.

As presented in Table 3, the results revealed that teachers' competency in assessment and reporting has significant differences when they are grouped according to their educational attainment (p -value = 0.009) and status of employment (p -value = 0.045) hence, rejecting the null hypothesis of this study. In contrast, there are no significant differences in teachers' competency according to their age, sex, civil status, number of training attended, and length of service.

Table 3. Significant differences in the teachers' competency which grouped according to their demographic characteristics

	Indicators	Mean Competency	p -value
Age	20-25	3.48	0.751
	26-30	3.41	
	31-35	3.41	
	36-40	3.62	
	41-45	3.62	
	46-50	3.40	
Sex	Male	3.53	0.389
	Female	3.43	
Educational Attainment	Doctoral Degree	3.68	0.009
	Master's degree with PhD units	3.32	
	Master's Degree	2.97	
	Bachelor's Degree with MS/MA units	3.71	
	Bachelor's Degree	3.97	
Civil Status	Single	3.49	0.196
	Married	3.46	
	Widow	4.18	
Status of Employment	Permanent	3.39	0.045
	Probationary	3.80	
Number of trainings attended	None	3.70	0.265
	One	3.38	
	Two	3.61	
	Three	3.44	
	More than 3	3.28	
	Length of Service		
Length in service	Less than 3 years	3.59	0.425
	3 to less than 6 years	3.42	
	6 to less than 9 years	3.27	
	9 to less than 12 years	3.74	
	12 years and above	3.33	

The results revealed that teachers' educational attainment is related to their competency in assessment and reporting. Hence, the teacher should engage in professional development by enrolling in graduate programs (i.e. Master's degree, or Doctoral degree) to increase their knowledge in the field. Vural and Başaran (2021) emphasized that pursuing graduate programs helped the teachers for personal and professional development. Also, it facilitates the increase in knowledge and teaching performance. Thus, the quality of teaching will be realized through the provision of adequate training and technical assistance (Roberto and Madrigal, 2018). Moreover,

the results under the status of employment, teachers under probationary status have a moderate level of competency (3.80) while those who are permanent have an average level of competency (3.39). Results imply that probationary teachers possess a higher level of competency than permanent status. The probationary teachers are dedicated, highly committed, and have high regard for their teaching profession compared to permanent teachers which contrasted the study findings of Roberto & Madrigal (2018) which emphasized that permanent teachers have higher teaching performance than probationary teachers because the latter (probationary teachers) experience challenges in teaching. The result is strengthened by the Division Memorandum No. 112 s. 2020, the mere fact that every year probationary teachers must renew their appointment as teachers based on their year-end performance therefore, it can be concluded that they have to be dedicated to continuously showing and improving their teaching competencies to impress and be recommended by the School Head to renew their appointment as Senior High School teachers.

CONCLUSION

Based on the study findings, it can be deduced that Senior High School teachers in selected public secondary schools in Goa District, Philippines were Moderately Competent in all strands of assessment and reporting hence, they need to participate and engage in advanced education (i.e. Master's degree or Doctoral degree) and different trainings to continuously augment their competency in assessment and reporting. Furthermore, quantitative data shows that there is a significant difference between teachers' competency and demographic characteristics when they are grouped according to their educational attainment ($p=0.009$) and status of employment ($p=0.045$). Therefore, it can be concluded that Senior High School teachers have different teaching competencies which directly related to their educational attainment and status of employment except for age, sex, civil status, number of training attended, and length of service.

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