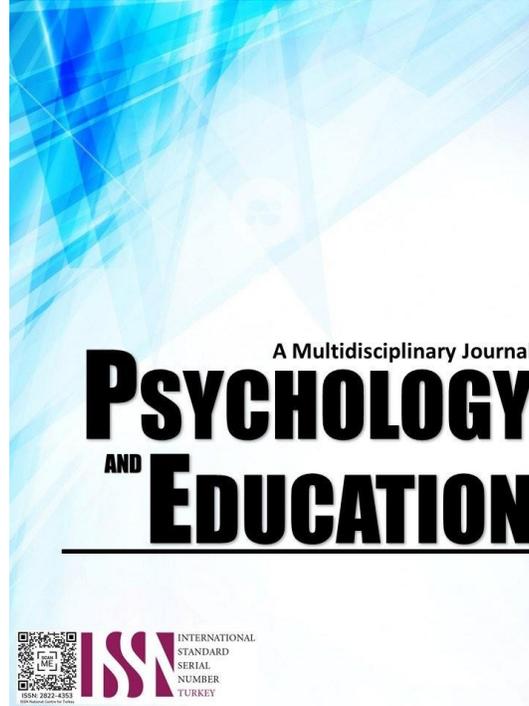


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Effectiveness of Summative Assessment as Perceived by the Secondary School Teachers

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Abstract

This study investigated the perceptions of secondary school teachers regarding the effectiveness of summative assessments, such as first quarter exams, in a particular secondary school in the division of Misamis Oriental, Region X. The study examined teachers' demographic profiles, their perceptions of the effectiveness of teaching assessments, and their self-perceived knowledge and skills in designing and implementing teacher-made first quarter assessments. A quantitative descriptive research design was employed, and a structured questionnaire was used to collect data from the respondents. The findings revealed that teachers generally held positive perceptions of the effectiveness of summative assessments, with high scores in areas like clear grading criteria, fair and equitable assessments, and effective communication of results. Teachers also demonstrated a strong commitment to continuous improvement, collaboration with colleagues, and exploration of diverse assessment strategies. However, some areas for potential improvement were identified, such as receptiveness to student feedback and heightened awareness of potential biases in assessment design. The study provides valuable insights for educators, policymakers, and stakeholders to enhance summative assessment practices and support teachers in developing effective assessment literacy and skills.

Keywords: *summative assessment, teacher perceptions, assessment effectiveness, assessment literacy, secondary education*

Introduction

In the resounding chorography of secondary education, the teachers' role stands at the front line of shaping the intellectual and personal development of students. The effectiveness of teaching practices is a vital determinant of educational outcomes, prompting a growing interest in assessing and enhancing teaching methodologies. This research aims to investigate the perceptions of secondary school teachers regarding the effectiveness of summative assessment employed in educational settings. Moreover, the study explored how teachers view the summative assessment, such as the first periodical or quarter exam, in terms of their ability to accurately measure student learning and provide useful feedback. It had also examined the extent to which teachers felt adequately trained and supported in conducting assessment.

As educational paradigms evolve and the demand for high-quality education has increased, the need to evaluate and refine teaching approaches becomes imperative. Teaching assessment, encompassing various evaluation tools and methodologies, plays a pivotal role in gauging the impact of instructional strategies on student learning outcomes. This research sought to delve into the nuanced perspectives of secondary school teachers, exploring their beliefs, experiences, and opinions concerning the summative assessment employed to evaluate their teaching effectiveness.

Understanding the perceptions of teachers is essential for several reasons. Firstly, teachers are the primary agents responsible for imparting knowledge and fostering critical thinking skills in students. Consequently, their insights into the effectiveness of teaching assessments provide valuable feedback for educational policymakers and administrators. Secondly, teacher perceptions can influence the implementation and acceptance of assessment strategies, thereby impacting the overall quality of education within secondary school settings.

In an epoch marked by educational reforms and advancements, this research sought to shed light on the experiences of secondary school teachers in the field of teaching assessment. By unraveling the intricacies of teacher perceptions, the study aspired to provide actionable insights for educational practitioners, policymakers, and researchers aiming to foster a more effective and responsive educational system.

This research aimed to gather the perceptions of teachers on the effectiveness of summative assessment in a particular secondary school in the division of Misamis Oriental. Another thing that this study had looked forward to was to determine the significant difference on the effectiveness of summative assessment as perceived by the secondary school teachers when grouped according to their profile. The findings of this research were expected to contribute to the ongoing discourse on effective summative assessment practices, informing educational stakeholders about the strengths and limitations of current methodologies. It has also contributed to a better understanding of the strengths and weaknesses of current summative assessment practices in secondary schools and might inform recommendations for improvements in summative assessment.

The researchers anchored this study from their meaningful experiences as teachers in the field of education where they had encountered different challenges while implementing the summative assessment in their conducive classrooms. They have applied various ways to achieve the goals of quality education but were not determined what summative assessment appeared most common, most efficient

and most effective in the teaching-learning process.

Therefore, this study would be significant and unique as it would rely on the results obtained from the respondents, providing practical and informative insights for all secondary schools, the Department of Education, school leaders, teachers, parents, students, stakeholders, and future researchers as a point of reference. Thus, the researchers had conducted this research with a keen interest in gathering the necessary data that would shed light on the most impactful educational assessments in a particular secondary school in the division of Misamis Oriental. By analyzing these findings, it was anticipated that comprehensive insights would emerge, guiding educators, policymakers, and stakeholders towards refining teaching strategies and enhancing the overall learning experience. This study aimed not only to identify the most effective approaches but also to provide actionable recommendations that could uplift the standards of education and contributed to the continuous improvement of summative assessment practices within the secondary school system.

Research Questions

This study determined the perceptions of the respondents on the effectiveness of summative assessment in a particular secondary school in the division of Misamis Oriental, Region X. It also sought the following questions:

1. What is the demographic profile of the teachers in terms of:
 - 1.1. Sex
 - 1.2. Age
 - 1.3. Subject taught
 - 1.4. Number of years teaching
2. What are the perceptions of teachers on the effectiveness of summative assessment in secondary schools?
3. How do the respondents perceive their knowledge and skills on their teacher-made first quarter assessment?
4. Is there a significant difference in the effectiveness of summative assessment as perceived by the secondary school teachers when grouped according to their profile?

Methodology

Research Design

The method of this research was based on the quantitative type of data needed using descriptive research design. Descriptive research design aimed to systematically obtain information to describe a phenomenon, situation, or population. More specifically, it helped answer the what, when, where, and how questions regarding the research problem rather than the why. This is the best way to collect and gather data from the respondents regarding the effectiveness of summative assessment in a particular secondary school in the division of Misamis Oriental.

Respondents

The respondents of the study were the selected secondary school teachers in a particular secondary school in the division of Misamis Oriental. The researchers will use a probability sampling technique, employing simple random sampling to select the respondents by obtaining a percentage in each department within the specific secondary school.

Instruments

The structured questionnaire was lifted from the study conducted by Joyce L. Ndalichako entitled Secondary School Teachers' Perceptions of Assessment International Journal of Information and Education Technology. Based on the result as reflected in the study, it was then interpreted as valid and reliable.

A four-point likert scale was adapted, and the following range was used for interpretation:

Table 1. *Likert Scale Interpretation for Perceptions of Teachers on the Effectiveness of the First Quarter Assessment*

<i>Point Score</i>	<i>Descriptive Rating</i>	<i>Interpretation</i>
4	Strongly Agree	Highly Effective
3	Agree	Effective
2	Disagree	Ineffective
1	Strongly Disagree	Highly Ineffective

Procedure

The researchers were able to ask approval and permission from the Dean of the Graduate School to conduct the study as partial fulfillment of the requirements of the subject School Leadership with the subject code EDAD 311. The researchers also had sent a letter to the Schools Division Superintendent to ask for permission to conduct the study. A letter of consent was served to the respondents before the administration of the questionnaire. After the retrieval, the collected data were tallied, computed, analyzed, and interpreted using the statistical tools, frequency, weighted mean and analysis of variance.

The results and discussions were then presented to the invited panel of research specialists for improvement and finalization. The final output would be submitted to the Class Professor and to the office of the CU Graduate School.

Results and Discussion

This section presents the data, analysis, interpretation, and discussion of the profile of the students and their response to the survey. The data were analyzed and interpreted according to the order in the statement of the problem in the introduction.

1. What is the demographic profile of the teachers in terms of: sex, age, subject taught, and number of years teaching

Table 2 presents a comprehensive breakdown of respondents categorized by sex, age, subject taught, and their tenure in teaching. Among the total sample population, 74% of respondents are female, while 26% are male.

Regarding age groups, the majority of respondents, constituting 32%, fall within the 26 to 30 age bracket, while the lowest representation, 13%, comes from the 31-35 age group.

In terms of subjects taught, English and Science emerge as the primary areas, with 24% and 21% of respondents specializing in these respective fields.

When examining tenure, 42% of respondents have been teaching between 4 to 8 years, whereas the fewest respondents fall within the category of teaching for 3 years and below.

Table 2. Frequency Distribution of Teacher Respondents

<i>Profile</i>	<i>Total (N=100)</i>	<i>Percentage</i>
<i>Sex</i>		
Male	26	26
Female	74	74
<i>Age</i>		
26-30	32	32
31-35	13	13
36-40	30	30
41 & above	25	25
<i>Subject Taught</i>		
English	24	24
Math	18	18
Science	21	21
Filipino	12	12
AP	2	2
MAPEH	7	7
TLE	16	16
<i>Number of Years Teaching</i>		
3 years & below	12	12
4-8 years	46	46
9-13 years	17	17
14 years & above	25	25

The demographic profile of the respondents in a study on the effectiveness of teaching assessments, particularly concerning sex, age, subject taught, and years of teaching experience, holds significant implications for understanding pedagogical dynamics and the perception of assessment tools.

Research by Uttl et al. (2017) found potential gender bias in student evaluations of teaching, with female instructors receiving lower ratings compared to male instructors. Understanding that 74% of respondents in this study are female may prompt a closer examination of potential gender biases in how teaching assessments are perceived or conducted. Study by Centra (2003) suggested that teaching effectiveness might be positively correlated with years of experience. However, the majority of respondents (32%) in the 26-30 age bracket might indicate a cohort with relatively less teaching experience. This demographic composition could influence the perception of teaching assessments and their effectiveness, potentially highlighting differing viewpoints based on experience levels.

Different subjects may necessitate varying assessment approaches. Research by McMillan (2007) emphasizes the importance of aligning assessment strategies with the subject matter. The prevalence of respondents teaching English (24%) and Science (21%) could imply the need for tailored assessment tools or strategies for these specific subjects.

Understanding the demographic composition of respondents allows for more targeted assessment design. For instance, considering potential gender biases might prompt the development of more equitable assessment methods. Additionally, recognizing the cohort with relatively fewer years of teaching experience may underscore the need for tailored professional development programs to support newer educators in utilizing assessments effectively.

The demographic profile revealed in the study on teaching assessments' effectiveness offers valuable insights into potential biases, the need for subject-specific assessment approaches, and the importance of supporting educators at different experience levels in understanding and implementing effective assessment strategies.

2. What are the perceptions of teachers on the effectiveness of the first quarter assessments in the secondary schools?

This set of indicators represents various dimensions of an assessment method, likely a first-quarter exam, and the mean scores indicate how respondents perceive each indicator's alignment with effective assessment practices.

The average mean score across all indicators is 3.410, suggesting a generally positive perception of the assessment's quality and alignment with best practices. Several indicators received scores above this average, indicating particular strengths. These include aspects like providing clear grading criteria (3.53), ensuring fairness and equal opportunities (3.55), effectively communicating results to stakeholders (3.51), and respecting student privacy and confidentiality (3.4). These higher-rated indicators suggest strengths in clarity, fairness, communication, and ethical considerations within the assessment method.

However, some indicators received slightly lower scores compared to the average, such as ensuring standardized administration for validity and reliability (3.27) and designing to minimize test anxiety impact (3.3). These lower-rated indicators might signify potential areas for improvement in terms of standardized administration and strategies to alleviate test anxiety.

Table 3. Mean Distribution of Teachers Perceptions on the Effectiveness of the First Quarter Assessment

<i>Indicators</i>	<i>Mean</i>
<i>The first quarter exam...</i>	
1. Aligns with the learning objectives and standards for the unit or course.	3.58
2. Provides a comprehensive overview of students' understanding of the content covered.	3.37
3. Includes a variety of question types to measure different levels of understanding, such as multiple choice, short answer, and essay questions.	3.43
4. Allows students to demonstrate their knowledge and skills in a clear and organized manner.	3.32
5. Provides clear and specific criteria for grading and evaluation.	3.53
6. Administered under fair and consistent conditions for all students.	3.37
7. The results are used to inform instructional decisions and provide feedback to students.	3.45
8. Accurately reflects the students' learning and growth over the course of the unit or term.	3.33
9. The results are communicated effectively to students, parents, and other stakeholders.	3.42
10. Is reflective of the overall goals and objectives of the overall curriculum.	3.35
11. Is fair and unbiased, providing equal opportunities for all students to demonstrate their learning.	3.55
12. Provides a comprehensive overview of student learning at the end of a unit or course.	3.53
13. Accurately measures the knowledge and skills that were taught and emphasized during instruction.	3.35
14. Provides clear and specific criteria for evaluating student performance.	3.43
15. Allows for differentiation to accommodate diverse student needs and abilities.	3.4
16. Provides actionable data for teachers to inform instructional decisions.	3.33
17. Includes opportunities for students to demonstrate their understanding through real-world applications or performance tasks.	3.38
18. Is administered in a controlled and standardized manner to ensure validity and reliability.	3.27
19. Includes clear instructions and examples to guide students through the assessment tasks.	3.51
20. Is designed to minimize the impact of test anxiety on student performance.	3.3
21. Provides opportunities for students to showcase their creativity and critical thinking skills.	3.4
22. Is aligned with the grading policy and practices of the educational institution.	3.41
23. Includes a balance of formative and summative assessment components to support ongoing learning and feedback.	3.35
24. Results are communicated effectively to students, parents, and other stakeholders.	3.51
25. Respects student privacy and confidentiality in the handling of assessment data.	3.4
26. Allows for student self-assessment and reflection on their own learning.	3.37
27. Is designed to measure both content knowledge and essential skills such as problem-solving and analysis.	3.43
28. Promotes a positive and supportive learning environment, encouraging students to do their best.	3.43
General Average	3.410

Research by Seipp (1991) suggests that test anxiety can negatively impact performance. If teachers perceive that the assessment design doesn't effectively mitigate test anxiety (as indicated by the slightly lower score in this area), it may necessitate strategies to alleviate stress and create a more conducive testing environment. This could involve providing more guidance, implementing relaxation techniques, or diversifying assessment formats to reduce anxiety-inducing elements. The indicator related to standardized administration receiving a lower score may prompt considerations akin to those highlighted by studies on assessment reliability and validity (Downing, 2006). Teachers' perceptions here may suggest a need for more standardized procedures in assessment administration to ensure consistency, validity, and reliability in evaluating student performance.

The higher-rated indicators regarding clear grading criteria and effective communication of results align with studies emphasizing the importance of transparent assessment practices (e.g., Wiliam & Thompson, 2007). Teachers' positive perceptions in these areas could encourage further emphasis on transparent communication with students and stakeholders regarding assessment expectations, grading

criteria, and feedback mechanisms. Teachers' perceptions of quarterly assessments, as highlighted in the interpretation, suggest a need to address test anxiety, enhance standardization, improve communication and transparency, and emphasize fairness. Insights from established studies on assessment practices can guide educators in refining assessment strategies to create a more supportive and effective learning environment for their students.

3. How do the respondents perceive their knowledge and skills on their teacher-made first quarter assessment?

The presented indicators encompass a teacher's self-perception regarding various facets of assessment design, implementation, and openness to improvement. The average mean score across all indicators stands at 3.6045, signifying a predominantly positive self-assessment of assessment-related competencies and attitudes.

Notably high scores in indicators like valuing collaboration with colleagues (3.75), seeking professional development opportunities (3.72), and dedication to continuous improvement (3.71) reflect a strong inclination toward growth, openness to new methods, and collaboration to enhance assessment practices.

High scores in indicators related to experimenting with different assessment types (3.76) and interest in exploring new strategies (3.7) suggest a proactive attitude toward exploring innovative assessment methods to better cater to students' needs and enhance assessment validity. Positive scores in understanding the significance of clear criteria (3.59) and commitment to align assessments with curriculum standards (3.53) indicate a conscious effort towards transparency, alignment, and clarity in assessment practices.

However, some indicators scored slightly lower compared to the average. While still positive, scores related to being receptive to student feedback (3.49) and awareness of potential biases in assessment design (3.42) suggest potential areas where further emphasis on feedback incorporation and bias mitigation might be beneficial. Overall, the teacher's self-perception portrays a strong commitment to continuous improvement, collaboration, and exploration of diverse assessment strategies. The slightly lower scores in certain areas might suggest opportunities for increased receptiveness to feedback and heightened awareness of potential biases in assessment design.

Table 4. Mean Distribution of Teachers' Perceptions on Their Knowledge and Skills on Their Teacher-Made First Quarter Assessment

<i>Indicators</i>	<i>Mean</i>
<i>The first quarter exam...</i>	
1. I feel confident in my ability to design assessments that align with the learning objectives and accurately measure student understanding.	3.6
2. I believe that my assessment design effectively captures the diverse range of student abilities and provides valuable insights into their progress.	3.4
3. I am open to feedback and reflection on my assessment practices, and I continuously seek opportunities to improve my assessment design and implementation.	3.69
4. I recognize the importance of creating fair and equitable assessments that support all students in demonstrating their learning.	3.68
5. I am interested in exploring new assessment strategies and techniques to better meet the needs of my students and enhance the validity of my assessments.	3.7
6. I value collaboration with colleagues to share best practices in assessment design and to collectively improve our assessment practices.	3.75
7. I am committed to ensuring that my assessments are aligned with the curriculum standards and reflect the depth of student learning	3.53
8. I strive to create assessments that provide meaningful feedback to students and inform my instructional decisions.	3.55
9. I am aware of the potential biases in assessment design and work to mitigate them to ensure fairness for all students.	3.42
10. I seek professional development opportunities to enhance my assessment literacy and refine my assessment practices	3.72
11. I am open to experimenting with different types of assessments to better capture student learning and growth.	3.76
12. I recognize the importance of using a variety of assessment methods to accommodate diverse learning styles and preferences.	3.72
13. I am mindful of the balance between formative and summative assessments to support ongoing student progress and evaluation.	3.5
14. I am dedicated to creating assessments that challenge students to think critically and apply their knowledge in meaningful ways.	3.52
15. I am receptive to student feedback on assessments and use it to inform my future assessment design and implementation.	3.49
16. I understand the significance of clear and transparent assessment criteria for students to understand expectations and criteria for success.	3.59
17. I am committed to fostering a positive assessment culture that encourages student engagement and ownership of their learning.	3.53
18. I recognize the value of using assessment data to inform my instructional planning and differentiate my teaching to meet student needs.	3.58
19. I am open to peer observation and feedback on my assessment practices to gain new perspectives and insights.	3.65
20. I am dedicated to continuous improvement in my assessment practices to better serve the diverse needs of my students.	3.71
General Average	3.6045

Teachers' positive self-assessment in assessment skills and knowledge presents pivotal avenues for advancement in educational practices. Acknowledging the need for ongoing professional development aligns with studies emphasizing continual learning as key to refining assessment literacy (Black and Wiliam, 2009). Encouraging collaborative environments among educators can foster the exchange of best practices, improving assessment techniques collectively (Stiggins, 2008).

Supporting teachers in exploring innovative assessment methods tailored to diverse learning styles can optimize assessment effectiveness, in line with research advocating experimentation with new strategies (Wiliam, 2010). Emphasizing transparent assessment criteria and alignment with standards ensures clarity and enhances student performance, echoing recommendations for clear expectations and alignment with established standards (Popham, 2009).

Furthermore, prioritizing the incorporation of student feedback and raising awareness of biases in assessment design serve as vital areas for improvement, aligning with recommendations to fortify assessment practices and promote equitable evaluation processes (Brookhart, 2013). Overall, fostering a culture of continual learning, collaboration, innovation, transparency, feedback incorporation, and bias mitigation stands to enrich assessment methodologies, ultimately benefiting student learning outcomes.

4. Is there a significant difference in the effectiveness of first quarter assessments as perceived by the secondary school teachers when grouped according to their profile?

To test if there is a significant relation between the effectiveness of first quarter assessments as perceived by the secondary school teachers and their profile namely: age, subject taught, and numbers of years teaching, the F-test or the One-way Analysis of Variance (ANOVA), using the level of significance of 0.05 was done.

Meanwhile, to test if there is a significant relation between the effectiveness of first quarter assessments as perceived by the secondary school teachers and their age, the T-test, using the level of significance of 0.05 was done.

Sex

The result of the T-test presented in Table 5 shows that the significant difference between the effectiveness of first quarter assessments as perceived by the secondary school and their sex is 0.245 which is above the set level of significance of 0.05, interpreted as not having significant variance.

Table 5. *T-Test Between Teachers' Perceptions on the Effectiveness of the First Quarter Assessments and Their Sex*

Sex	Mean	SD	df	t stat	p-value	Interpretation
Male	3.5	0.44344239	39	1.17984514	0.24520876	Not Significant
Female	3.38095238	0.41671722				

The lack of significant variance between teachers' perceptions of assessment effectiveness and their sex, as indicated by the non-significant difference of 0.245 above the set level of significance, suggests that there's no substantial relationship between gender and how teachers perceive the effectiveness of first quarter assessment. Studies by Swygert and Petrosko (2002) emphasize that while there might be differences in teaching styles or preferences between genders, these distinctions do not significantly impact teachers' abilities or perceptions regarding assessment practices.

Additionally, research by Marsh and Hau (2003) highlights that gender does not inherently correlate with teaching effectiveness or assessment competency. Therefore, this lack of significance between sex and assessment perceptions implies that gender may not be a defining factor in how teachers assess their own skills and knowledge in assessment practices.

Age

The result of the one-way ANOVA presented in Table 6 shows that the significant difference between the effectiveness of first quarter assessments as perceived by the secondary school and their age is 0.030 which is below the set level of significance of 0.05, interpreted as having significant variance.

Table 6. *Analysis of Variance (ANOVA) Between Teachers' Perceptions on the Effectiveness of the First Quarter Assessments and Their Age*

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.56826299	3	0.52275433	3.08500709	0.03091402	2.6993926
Within Groups	16.2671962	96	0.16944996			
Total	17.8354592	99				

The significant difference between teachers' age and their perceptions of first-quarter assessment effectiveness, indicated by the p-value of 0.030 below the set significance level, suggests a potential correlation between age and how teachers perceive assessment practices. Studies by VanTassel-Baska et al. (2009) indicate that teachers with varying levels of experience and age might approach

assessments differently, possibly due to differences in pedagogical approaches and evolving perspectives over time.

Additionally, research by Klassen and Chiu (2010) suggests that as teachers gain experience over the years, their assessment practices may evolve, impacting how they perceive assessment effectiveness. Therefore, this significant relationship between age and assessment perceptions implies that age might play a role in shaping teachers' perspectives on the effectiveness of assessment methodologies, potentially influencing their approaches to evaluations and feedback strategies as they progress in their careers.

Subject Taught

The result of the one-way ANOVA presented in Table 7 shows that the significant difference between the effectiveness of first quarter assessments as perceived by the secondary school and their subject taught is 0.775 which is above the set level of significance of 0.05, interpreted as having no significant variance.

Table 7. Analysis of Variance (ANOVA) Between Teachers' Perceptions on the Effectiveness of the first Quarter Assessments and Their Subject Taught

ANOVA						
Source of Variat.	SS	df	MS	F	P-value	F crit
Between Groups	0.74570695	7	0.10652956	0.57348519	0.77575747	2.11076851
Within Groups	17.0897522	92	0.18575818			
Total	17.8354592	99				

The lack of significant variance between teachers' perceptions of first-quarter assessment effectiveness and the subject they teach, as indicated by the p-value of 0.775 above the set significance level, suggests that there might not be a substantial relationship between the subject taught and how teachers perceive assessment practices. Research by Brookhart (2013) indicates that while different subjects might require varied assessment approaches, teachers' perceptions of assessment effectiveness are not strictly bound by the subject they teach.

Moreover, studies by Klenowski (2009) highlight that effective assessment practices should be adaptable across various subjects, emphasizing the importance of assessment strategies that cater to diverse content areas. Therefore, this lack of significance between the subject taught and assessment perceptions implies that while subjects may differ in content, their impact on how teachers perceive assessment effectiveness might not be statistically significant, emphasizing the need for adaptable and effective assessment practices applicable across diverse subjects.

Number of Years Teaching

The result of the one-way ANOVA presented in Table 8 shows that the significant difference between the effectiveness of first quarter assessments as perceived by the secondary school and their number of years teaching is 0.178 which is above the set level of significance of 0.05, interpreted as having not significant variance.

Table 8. Analysis of Variance (ANOVA) Between Perceptions on the Effectiveness of the First Quarter Assessment And their Number of Years in Teaching

ANOVA						
Source of Variat.	SS	df	MS	F	P-value	F crit
Between Groups	0.88491758	3	0.29497253	1.67058747	0.17846557	2.6993926
Within Groups	16.9505416	96	0.17656814			
Total	17.8354592	99				

The absence of significant variance between teachers' perceptions of first-quarter assessment effectiveness and their years of teaching, as shown by the p-value of 0.178 above the set significance level, suggests that there might not be a substantial relationship between years of teaching experience and how teachers perceive assessment practices. Research by Darling-Hammond et al. (2017) indicates that while experience can impact teaching approaches, its direct correlation with assessment perceptions might not be definitive.

Additionally, studies by Hattie and Timperley (2007) highlight that the impact of teaching experience on assessment practices can vary widely based on the teacher's capacity for reflection and professional growth. Therefore, this lack of significance between years of teaching and assessment perceptions implies that while experience might influence teaching practices, it might not significantly affect how teachers perceive the effectiveness of assessment methodologies, emphasizing the need for ongoing professional development and reflective practices to refine assessment strategies regardless of experience level.

Conclusions

Based on the results and discussion, the researchers conclude that the study on teaching assessments' effectiveness provides valuable insights into various aspects, including potential biases, the need for subject-specific assessment approaches, and the importance of supporting educators at different experience levels. Teachers' perceptions, particularly regarding quarterly assessments, point towards areas that require attention, such as addressing test anxiety, enhancing standardization, improving communication and transparency, and emphasizing fairness. The findings also reveal a significant difference in the perceived effectiveness of first-quarter assessments among secondary school teachers based on age, while no significant differences were observed based on sex, subject taught, and number of years in teaching.

The overall commitment to continuous improvement, collaboration, and exploration of diverse assessment strategies among teachers suggests a positive attitude. However, the slightly lower scores in certain areas indicate opportunities for increased receptiveness to feedback and heightened awareness of potential biases in assessment design.

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