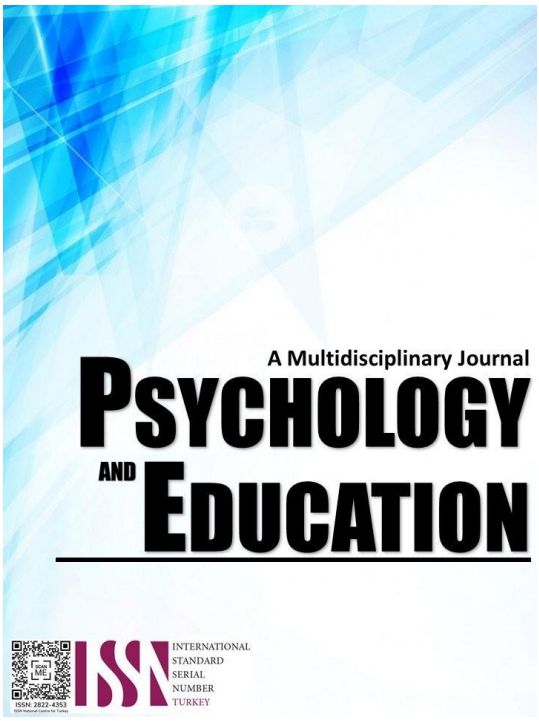
PERCEPTION OF TEACHERS ON THE REGIONAL ASSESSMENT INSTRUMENTS AND ITS IMPACT TO THE ACADEMIC RATINGS OF LEARNERS



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Research Article

Perception of Teachers on the Regional Assessment Instruments and its Impact to the Academic Ratings of Learners

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Abstract

This study examines teachers' perceptions of regional assessment instruments and their impact on students' academic performance, focusing on schools in Region X and Region XII, including Halapitan National High School, Pangantucan National High School, Kimanait National High School, and Salama National High School. Using a quantitative approach, data were gathered from surveys distributed to educators. The results revealed no statistically significant direct impact of regional assessment instruments on academic ratings, as shown by the Friedman test ($\chi^2 = 2.68$, $p = 0.101$) and the Durbin-Conover test (Statistic = 1.66, $p = 0.102$). However, a significant positive correlation was found between teachers' perceptions of the instruments and academic ratings, with a Pearson's r value of 0.623 ($p < 0.001$), indicating that favorable perceptions are associated with higher student ratings. Demographic factors such as sex, age, years of teaching experience, and subject taught also significantly influenced teachers' perceptions and their perceived impact on academic ratings ($p < 0.05$). Teachers' views ranged from recognizing the instruments as valuable for enhancing instructional strategies to concerns about their alignment with curriculum standards. These findings highlight the need for professional development programs to improve teachers' understanding and utilization of regional assessments. The study recommends policy adjustments to ensure these tools are effectively aligned with educational goals and provide actionable insights for improving student performance. Further research is suggested to explore the long-term impact of professional development and contextual factors influencing the use of regional assessments.

Keywords: *teacher perception, regional assessment, academic performance, learner outcomes, assessment impact*

Introduction

The academic performance of learners is influenced by various factors, including assessment practices and teachers' perceptions of these assessments. Teachers play a critical role in interpreting and implementing assessment tools, which can significantly impact student outcomes. This study seeks to explore teachers' perceptions of regional assessment instruments and their impact on students' academic performance, focusing on the unique challenges posed by their implementation. Understanding these perceptions is essential to enhancing the alignment of assessment practices with educational objectives.

Teachers' perceptions of regional assessment instruments significantly shape their instructional practices and influence how students engage with the learning material. When teachers view these tools as fair and relevant, they are more likely to integrate them effectively into their teaching, promoting student achievement (Skinner & Pitzer, 2013). Positive teacher perceptions can also create a supportive learning environment, fostering student engagement and motivation (Thapa et al., 2013). Conversely, negative perceptions may hinder the adoption of assessment practices, limiting their potential to improve student outcomes (Finn & Zimmer, 2013).

Regional assessments aim to standardize student learning outcomes and provide benchmarks for evaluating academic performance across various contexts. However, implementing these assessments presents unique challenges, such as ensuring alignment with curricular standards, addressing teacher readiness, and overcoming potential biases in their design and application. Teachers often encounter difficulties in interpreting the purpose of these assessments, integrating them into their teaching strategies, and addressing disparities in their application (Mercer & Dörnyei, 2020). These challenges highlight the need for professional development initiatives that equip teachers with the skills and knowledge to utilize assessment instruments effectively (Linnenbrink & Pintrich, 2003).

Furthermore, while the Department of Education, through the Regional Guidelines on the Conduct of the Regional Assessment Test (RST) pursuant to DepEd Order No. 29 s. 2017, provides a policy framework for regional assessments, the success of such programs largely depends on their implementation. Ensuring clarity in the objectives, fairness in the administration, and inclusivity in design remains critical. Addressing these factors can enhance the practical relevance of regional assessments in achieving their intended educational outcomes.

Research has established that effective assessment practices, including clear communication of expectations and constructive feedback, significantly contribute to improving student performance (Christenson et al., 2013). However, the relationship between regional assessments and academic outcomes remains complex, warranting further investigation. By examining teachers' perceptions, this study aims to identify barriers to effective implementation and propose strategies to maximize the impact of regional assessments on learners' academic performance.

Research Questions

The general objective of this study is to assess the perception of teachers on the regional assessment instruments and examine its impact on the academic ratings of learners. It aimed to identify the factors that influence teachers' perceptions and analyze how these perceptions correlate with students' academic performance. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the teachers participating in the study in terms of:
    1.1 sex;
    1.2 age; and
    1.3 years of teaching experience?
2. What are the key factors that influence teachers' perceptions of the regional assessment instruments?
    2.1 effectiveness of the assessment tools;
    2.2 clarity and comprehensiveness of the assessment tools; and
    2.3 relevance of the assessment instruments to curriculum goals?
3. What is the impact of regional assessment instruments on the academic ratings of learners?
4. Is there a significant of the relationship between the teachers' perceptions and the learners' academic ratings?
5. Is there a significant of the teachers' demographic profile in relation to their perceptions of the regional assessment instruments and the academic rating of learners?

Methodology

Research Design

This study employs a quantitative research design to examine and analyze teachers' perceptions of regional assessment instruments and their relationship to students' academic performance. A descriptive-correlational method is used to collect and analyze numerical data that represent teachers' perceptions and learners' academic ratings.

The descriptive aspect of the study seeks to determine the demographic profile of teachers and identify the key factors influencing their perceptions of assessment tools. Meanwhile, the correlational aspect aims to establish whether a significant relationship exists between teachers' perceptions and learners' academic performance.

Data will be gathered using structured survey questionnaires to quantify teachers' perceptions, while students' academic ratings will be analyzed using statistical methods such as Pearson's correlation coefficient and regression analysis. The use of a quantitative approach ensures objectivity, reliability, and generalizability in identifying patterns and relationships between variables.

Respondents

The researchers selected schools in Region X and Region XII—Halapitan National High School, Pangantucan National High School, Kimanait National High School, and Salama National High School—based on their diverse teaching environments, mix of urban and rural settings, and accessibility to Regional Assessment instruments. Using purposive random sampling, teachers with direct experience using these assessments were identified as the target population. From a list provided by school administrators, respondents were randomly selected to ensure representation across subjects, grade levels, and years of teaching experience. This approach ensured that the sample reflected diverse perspectives while maintaining relevance to the study's focus on the implementation of Regional Assessment instruments.

Table 1. *Distribution of Respondents by school.*

Name of School	*Number of Participants*
Halapitan National High School	20
Pangantucan National High School	20
Kimanait National High School	15
Salama National High School	15
TOTAL	70

Instrument

The research instrument used in this study is a researcher-made questionnaire. It was validated by three research experts from Halapitan National High School, ensuring the relevance and clarity of the items. To assess reliability, a pilot test was conducted with 30 teachers from the same school, who were not part of the study's respondents. The Cronbach's Alpha coefficient was 0.85, indicating high reliability. This confirms that the questionnaire is both valid and reliable for data collection in this study.

Procedure

The data collection methods in this study were meticulously planned to uphold the reliability and validity of the findings. Structured surveys were employed to gather comprehensive insights, including participants' demographic profiles, perceptions of regional assessment instruments, and their impact on academic ratings. These methods were purposefully chosen to complement one another, providing a well-rounded understanding of the research topic. Consistent and clear protocols were implemented throughout the data

collection process to maintain uniformity, while participants were encouraged to share their thoughts openly. The entire process was conducted ethically, with careful consideration of participants' time and comfort, ensuring that the data collected was both thorough and representative.

Data Analysis

The demographic profile of the teachers in terms of age, sex, years in teaching, and position will be analyzed using frequency and percentage. This will provide a summary of the distribution of respondents based on their demographic characteristics.

Mean and standard deviation (SD) will be used to analyze the key factors influencing teachers' perceptions of the regional assessment instruments, including effectiveness, clarity, comprehensiveness, and relevance. This will determine the average level of perception and the variability of responses across these factors.

Analysis of Variance (ANOVA) will be used to examine the impact of regional assessment instruments on the academic ratings of learners. This statistical test will identify if there are significant differences in learners' academic ratings based on the use of regional assessment instruments.

Pearson's correlation coefficient will be used to analyze the relationship between teachers' perceptions of regional assessment instruments and learners' academic ratings. This will determine the strength and direction of the relationship between these variables.

Paired sample t-test will be used to assess the significance of teachers' demographic profile in relation to their perceptions of the regional assessment instruments and the academic ratings of learners. This will identify whether teachers' demographic factors significantly influence their perceptions and the corresponding academic ratings of students.

Ethical Considerations

When conducting this research on assessment practices and teachers' perceptions, the researchers prioritized ethical standards and respect for all participants. Strategies were implemented to reduce response biases, including the use of anonymous surveys, ensuring that participants' identities could not be linked to their responses. All participating teachers were fully informed about the study's purpose, their voluntary participation, and their right to withdraw at any time without any consequences. To maintain confidentiality, personal information was excluded or anonymized in the analysis and reporting of data. The survey and interview questions were carefully designed to avoid bias or leading phrasing, ensuring that the responses authentically represented participants' perspectives. The researchers also fostered a trusting and respectful environment by emphasizing transparency and minimizing any potential discomfort or stress for participants throughout the study.

Results and Discussion

Table 2 shows the demographic profile of the teachers participating in the study in terms of Sex.

Table 2. *Respondents' Profile according to Sex*

Sex	*Frequency*	*Percent*
Male	26	37.143
Female	44	62.857
Total	70	100

Table 2 shows the sex distribution of the respondents in the study, with a total of 70 participants. Among them, 26 respondents (37.14%) are male, while 44 respondents (62.86%) are female. This indicates that the majority of the respondents are female, comprising nearly two-thirds of the total participants.

The higher percentage of female respondents could suggest greater participation or representation of females in the population being studied. This sex imbalance may also reflect the demographic composition of the group being surveyed or a tendency for females to be more actively engaged in activities or studies related to the research topic. Understanding this gender distribution is essential, as it may influence the findings and interpretations of the study. Any gender-related differences in the variables under investigation should be carefully considered and analyzed to ensure a comprehensive understanding of the results.

Table 3 shows the demographic profile of the teachers participating in the study in terms of Age.

Table 3. *Respondents' Profile according to Age*

Age	*Frequency*	*Percent*
Under 25	7	10.00
25-34	31	44.286
35-44	25	35.714
45-54	5	7.143
55 and above	2	2.857
Total	70	100

Table 3 shows the age distribution of the respondents. The majority of the respondents belong to the 25-34 age group, comprising 31

individuals (44.29%), followed by the 35-44 age group, which includes 25 respondents (35.71%). These two groups combined account for nearly 80% of the total respondents, indicating that most participants are in their early to mid-adult stages.

The under 25 age group accounts for 7 respondents (10.00%), representing younger teachers who may still be adapting to professional standards and practices. The 45-54 age group includes 5 respondents (7.14%), while the 55 and above age group is the least represented, with only 2 respondents (2.86%), suggesting fewer participants nearing retirement age.

This distribution highlights that the study predominantly captures the perceptions of early and mid-career teachers, who likely have varying levels of familiarity and experience with the assessment instruments being examined. The limited representation of older age groups may reflect their smaller proportion in the teaching workforce or reduced participation in the study. Age-related differences in teaching experience and professional development opportunities could influence the respondents' perceptions and should be considered when analyzing the findings.

Table 4 shows the demographic profile of the teachers participating in the study in terms of Years of Teaching Experience.

Table 4. *Respondents' Profile according to Years of Teaching Experience.*

Highest Educational Level	*Frequency*	*Percent*
Less than 5 years	16	22.857
5-10 years	32	45.714
11-15 years	16	22.857
More than 15 years	2	8.571
Total	70	100

Table 4 shows the distribution of respondents based on their teaching experience. The data reveals that the majority of the respondents, 32 teachers (45.71%), have 5-10 years of teaching experience, indicating that a significant portion of participants are in the early to mid-stage of their teaching careers.

Both the less than 5 years and 11-15 years groups account for an equal number of respondents, with 16 teachers (22.86%) each. This suggests a balanced representation of novice teachers and those with more advanced experience in the profession. Meanwhile, the more than 15 years group represents the smallest proportion, with only 2 respondents (8.57%), reflecting fewer veteran teachers in the study.

The results highlight that the respondents' perceptions of the regional assessment instruments are predominantly shaped by teachers with moderate teaching experience. Those with less than 5 years or 11-15 years bring contrasting perspectives as relatively new educators versus seasoned professionals, respectively. The limited number of respondents with more than 15 years may point to a smaller population of veteran teachers or a reduced interest in participating in such studies among this demographic.

This distribution is significant, as teaching experience may play a critical role in how respondents perceive the effectiveness and impact of regional assessment instruments on learners' academic ratings. Teachers with more years in service may have developed a deeper understanding of assessment practices, while newer teachers may approach the tools with fresh perspectives but less familiarity. These factors should be carefully examined in analyzing the findings to ensure that the influence of teaching experience on perceptions is well understood.

Table 5 shows the key factors that influence teachers' perceptions of the regional assessment instruments.

Table 5. *Key factors that influence teachers' perceptions of the regional assessment instruments*

Key Factors	*Mean*	*SD*
1. Clarity And Comprehensiveness of the Assessment	3.45	0.641
2. Relevance of the Assessment	3.40	0.570
3. Effectiveness of the Assessment Tool	3.51	0.621

Table 5 presents descriptive statistics on teachers' perceptions of regional assessment instruments, focusing on three factors: clarity and comprehensiveness, relevance, and effectiveness. The mean scores indicate that teachers rate the "Effectiveness of the Assessment Tool" highest (mean = 3.51), followed by "Clarity and Comprehensiveness" (mean = 3.45), and "Relevance of the Assessment" (mean = 3.4). The standard deviations for these factors range from 0.57 to 0.641, indicating moderate variability in responses. Notably, the relevance of the assessment has the lowest mean and standard deviation, suggesting more agreement among teachers but slightly lower perceptions of its importance compared to effectiveness and clarity.

These findings align with existing literature emphasizing the importance of clarity and comprehensiveness in assessment tools. For instance, Bailey and Jakicic (2012) highlight that clear and comprehensive assessments promote efficiency for teachers and equity for students, facilitating effective teaching and learning processes.

Furthermore, the moderate variability in responses, as indicated by the standard deviations, underscores the need for consistent assessment practices. Brookhart (2017) emphasizes that classroom assessment practices significantly influence student learning and achievement, suggesting that variability in teacher perceptions could impact the effectiveness of these assessments.

The slightly lower mean score for the relevance of assessments suggests that teachers may perceive a misalignment between assessment content and academic objectives. This perception is critical, as the validity and reliability of classroom assessments are paramount in ensuring that they accurately measure student learning outcomes.

In conclusion, while teachers generally view the assessment tools as effective and clear, there is an indication that enhancing the relevance of these tools to align more closely with academic goals could further improve their perceptions and utilization. Addressing these aspects may lead to more effective teaching strategies and improved student outcomes.

Table 6 shows the Impact of Regional Assessment instruments on the academic ratings of learners.

Table 6. *Impact of Regional Assessment instruments on the academic ratings of learners*

Friedman	*x2*	*df*	*P*
Perception of Regional Assessment Instruments – Impact of Academic Ratings	2.68	1	0.101

Pairwise Comparison (Durbin-Conover)	*x2*	*df*	*p*
Perception of Regional Assessment Instruments – Impact of Academic Ratings	2.68	1	0.101

Table 6 presents the results of the Friedman test, a non-parametric repeated-measures ANOVA, indicating no statistically significant impact of regional assessment instruments on academic ratings ($\chi^2 = 2.68$, $p = 101$). The pairwise comparison using the Durbin-Conover test also shows a non-significant result (Statistic = 1.66, $p = 102$), as the p-value exceeds the conventional threshold of 0.05. These findings suggest that teachers' perceptions of regional assessment instruments do not significantly influence academic ratings.

This outcome aligns with prior research indicating that benchmark assessments may not directly affect student achievement. For instance, Whittle et al. (2018) explored teachers' perceptions of their influence on student academic performance and found that while teachers believe they impact student outcomes, external assessments alone may not directly translate to improved academic performance.

Furthermore, a study by Pollock (2015) examined teachers' perceptions of factors influencing student achievement and highlighted that while assessments are essential, their effectiveness depends on various contextual factors, including implementation strategies and alignment with instructional practices.

The implication is that while regional assessments are perceived as effective or clear to some degree, they may not have a direct or measurable impact on academic performance ratings. This result highlights the need to re-evaluate how these assessments align with educational outcomes and their practical relevance to academic success. Further research may explore other factors, such as implementation strategies or the integration of assessments into instructional practices, that could enhance their impact on academic ratings. Additionally, considering teachers' perceptions and their influence on assessment effectiveness is crucial, as educators' beliefs can significantly affect student outcomes. (Gardner & Galanouli, 2016)

Table 7 shows the relationship between the teachers' perceptions and the learners' academic ratings.

Table 7. *Relationship between the teachers' perceptions and the learners' academic ratings*

Pearson's Correlations	*Pearson's r*	*p*
Teacher's Perception – Impact of Academic Ratings of Learners	0.623	<.001

Table 7 presents a significant positive relationship between teachers' perceptions and learners' academic ratings. The Pearson's r value of 0.623 indicates a moderate to strong correlation, and the p-value less than 0.001 suggests that this relationship is highly unlikely to be due to chance. This finding implies that teachers who perceive their students positively tend to rate them higher academically, and vice versa.

This outcome aligns with prior research indicating that teacher perceptions can significantly influence student outcomes. For instance, a study by Baker et al. (2015) found that teachers rated students with stronger social skills and fewer inattentive symptoms as having better preacademic skills than their peers.

Similarly, a study by Pollock (2015) examined teachers' perceptions of factors influencing student achievement and highlighted that while assessments are essential, their effectiveness depends on various contextual factors, including implementation strategies and alignment with instructional practices.

Furthermore, research by Whittle et al. (2018) explored teachers' perceptions of their influence on student academic performance and found that while teachers believe they impact student outcomes, external assessments alone may not directly translate to improved academic performance.

These studies underscore the importance of teacher perceptions in shaping academic outcomes. Teachers' beliefs and expectations can influence their interactions with students, which in turn affects student motivation, engagement, and achievement. Therefore, fostering positive teacher perceptions and aligning them with effective instructional practices is crucial for enhancing student academic performance.

Table 8 shows the teachers' demographic profile in relation to their perceptions of the regional assessment instruments and the academic rating of learners

Table 8. *Teachers' demographic profile in relation to their perceptions of the regional assessment instruments and the academic rating of learners*

Paired Sample T-test	*statistics*	*df*	*p*
Sex - Perception Of Regional Assessment Instruments	-18.7	69	< .001
Sex - Impact On Academic Ratings	-18.9	69	< .001
Age - Perception Of Regional Assessment Instruments	-7.77	69	< .001
Age - Impact On Academic Ratings	-7.59	69	< .001
Years Of Teaching Experience - Perception Of Regional Assessment Instruments	-10.9	69	< .001
Years Of Teaching Experience - Impact On Academic Ratings	-10.16	69	< .001

Note: H_a μ Measure 1 - Measure 2 ≠ 0

Table 8 presents paired samples t-test results indicating significant differences in teachers' perceptions of regional assessment instruments and their impact on academic ratings based on demographic factors such as sex, age, and years of teaching experience. Specifically, males, older teachers, more experienced teachers, and teachers of certain subjects tend to have lower perceptions of these instruments and their impact. These findings suggest potential biases and disparities in the design and administration of regional assessments, highlighting the need for targeted professional development, equitable assessment practices, and further investigation into the factors influencing teacher perceptions.

This outcome aligns with prior research indicating that teacher demographics can influence perceptions of assessment tools and their impact on student outcomes. For instance, a study by Baker et al. (2015) found that teachers' ratings of students' academic competence were influenced by their perceptions, which in turn affected student outcomes. The study highlighted that thoughtful use of assessments to guide instruction appeared to improve the precision of teachers' ratings of students' academic competence, improve student outcomes, and reduce potential teacher biases about children from higher-poverty families.

Similarly, research by Tourangeau et al. (2014) examined how student racial-cultural markers shape teacher perceptions and found that teachers' assessments were influenced by students' racial and cultural backgrounds, leading to disparities in academic ratings. This study underscores the importance of addressing biases in teacher assessments to ensure equitable academic evaluations.

Furthermore, a study by Egalite and Kisida (2017) explored how teacher-student demographic match affects academic perceptions and attitudes. The research indicated that demographic similarities between teachers and students can influence teachers' perceptions of student abilities, potentially leading to biases in academic ratings.

These studies underscore the importance of addressing demographic influences on teacher perceptions to promote equitable assessment practices. Implementing professional development programs that raise awareness of potential biases and providing training on objective assessment methods can help mitigate these disparities. Additionally, fostering a diverse teaching workforce and promoting cultural competence among educators are crucial steps toward ensuring fair and accurate academic evaluations for all students.

Conclusion

The study found a significant positive correlation between teachers' perceptions of regional assessment instruments and students' academic ratings (Pearson's $r = 0.623$, $p < 0.001$), suggesting that teachers who view these assessments favorably tend to rate students higher academically. However, despite these positive perceptions, statistical analysis (Friedman test: $\chi^2 = 2.68$, $p = 0.101$) revealed no significant impact of regional assessments on student academic performance. While teachers generally perceive these tools as effective and clear (mean = 3.51 and 3.45, respectively), these perceptions do not directly translate into measurable improvements in student outcomes.

Demographic factors, such as sex, age, and years of teaching experience, were found to influence teachers' perceptions of assessment instruments. Male, older, and more experienced teachers reported lower perceptions, suggesting potential biases that may affect how they view the effectiveness of these tools. Additionally, while the assessments were rated positively in terms of effectiveness and clarity, their relevance to academic outcomes received the lowest mean score (3.4). This highlights the need for better alignment between assessment instruments and curriculum goals to enhance their impact on student learning.

Overall, while regional assessments are perceived as valuable, their direct effect on academic performance remains unclear. The findings suggest the need to refine assessment design, ensuring stronger alignment with educational objectives and addressing potential biases among teachers. Further research is recommended to enhance the effectiveness of regional assessments in improving

student outcomes.

To improve the alignment and effectiveness of regional assessment instruments, continuous professional development may be encouraged to enhance teachers' understanding of assessment design and its intended impact on academic ratings. A deeper comprehension of these tools can help integrate them more effectively into teaching practices, ensuring that they contribute meaningfully to student learning. Additionally, regular feedback mechanisms should be established to refine the assessments based on teachers' experiences and insights.

The findings highlight the need to review and refine regional assessment instruments to better align them with academic goals and student outcomes. While assessments are generally perceived as effective, their direct impact on academic ratings remains insignificant. Ensuring that these tools are practical, relevant, and responsive to both teachers' and students' needs will enhance their usefulness in educational settings. Involving educators in the development and evaluation of assessments can lead to more effective implementation and greater acceptance.

A more inclusive and equitable approach to assessment design is necessary to address potential biases related to teacher demographics. Since perceptions of assessment instruments vary based on experience, age, and gender, ensuring that these tools accommodate diverse teaching perspectives will improve their credibility and effectiveness. Efforts may be made to create assessment instruments that are clear, comprehensive, and aligned with the curriculum while remaining adaptable to different teaching contexts.

Further research may explore additional factors influencing the effectiveness of regional assessments. Investigating teacher training, instructional integration of assessments, and their alignment with educational standards can provide deeper insights into optimizing these tools for greater academic impact. Longitudinal studies may also help determine how assessments influence student performance over time.

Finally, fostering collaboration among teachers, administrators, and policymakers is essential for improving assessment practices. Open discussions and shared decision-making can ensure that regional assessments are continuously refined based on empirical evidence and educator feedback. By strengthening the connection between assessment tools and instructional goals, their overall effectiveness in supporting academic achievement can be enhanced.

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