

# 21<sup>st</sup> Century Assessment Tools Used by Filipino Teachers in the K to 12 Program in Selected Public and Private High Schools in Tanza, Cavite, Philippines

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**Abstract** –*The research assessed 100 participants’ profiles, philosophies in teaching, educational assessment, approaches to measure students’ performances, tools in assessment perceived effective and views about 21<sup>st</sup> century assessment tools used in the K-12 program. It used descriptive-correlative design to explain the problems posed. Majority of the participants were idealist teachers. Majority thought of assessment as summative while using both traditional and performance-based assessment tools. Majority thought of summative test as the most effective tool in assessing students. Their points of view in using 21<sup>st</sup> century assessment tools contradict in terms of their perceptions on the best purpose and major emphasis of assessment, teacher’s role in assessing students, and on what students must achieve in learning and the teachers’ preferred nature of test plan. While few participants favor 21<sup>st</sup> century teaching tools, most still stick to using the traditional style of assessment. The respondents’ perspectives in assessing their students led to eclecticism for their lack of consistency and firmness in sticking to the particular use of modern assessment tools. This means they do not have a single best preference of assessment tools used in judging their students’ performance. The results of the study insinuate teachers’ fear of trying the modern-day approach to assessing the so-called “millennials” as they just stick to the easier traditional assessment for as long as they have achieved their objectives in the class. However, training in making rubrics and other modern assessment tools starts during college and college mentors need to inculcate in the mind of the would-be-teachers the importance of using performance-based assessment tools to precisely give their 21<sup>st</sup> century students the appropriate evaluation that they deserve for their classroom performances.*

**Keywords** – *21<sup>st</sup> century assessment tools, eclecticism, education philosophy, effective assessment tools, performance-based assessment, traditional assessment*

## INTRODUCTION

The 21<sup>st</sup> century period connotes a time of ultra-modern approaches in solving society’s problems in technology, sciences, and even the arts. In the field of education, this period calls for a time of remarkable changes in teaching and assessing the so-called “millennials” to go with the flow of equally ultra-modern technology. Gone are the days of rote learning, drills, paper and pencil measurements, Socratic ways of discussion, and many more traditional students’ activities and teachers’ not-so-transparent style of grading their students. The dawn of the new era has ushered in new and better ways of measuring students’ performances inside and outside the classroom. Therefore, this study discussed and attempted to discover how much do 21<sup>st</sup>-century teachers – those who have graduated recently or those who have been teaching quite long enough and presently catering to the modern students – use modern approaches in assessing their students during recitation, classroom activities, and outcomes-based performances. The challenge posed in this study referred to the teachers’ personal philosophies in teaching as against the dictates of the modern times. Do 21<sup>st</sup> century teachers go beyond the traditional use of student assessment?

The education of every citizen is always the priority of government leaders who value the importance of their country’s future. Educating the 21<sup>st</sup> century learners means finding new ways to mold them to be the next managers, doctors, engineers, teachers among other professions. Institutions of learning in the elementary, secondary and tertiary levels must always come up with new ways to assess their students and the

stakeholders as well to ensure that these future leaders will be useful citizens of the country.

The Commission on Higher Education (CHED) rationalized that “it is of utmost importance that the highest standards are set in defining the objectives, components and processes of the preservice teachers’ education curriculum”[1]. Whatever training the preservice teachers obtain translates into the excellence (or inferiority) of the quality of education of their future students. As such, the teacher’s philosophy as an educator starts to develop while he or she is being mentored in college. Eventually, when the time comes for her or him to teach professionally, he or she carries with her or him the beliefs he or she has learned from her or his mentors. Along with this beliefs are the approaches, methods and techniques that this teacher will use in the classroom.

Villena and Ilanan discussed one of the roles of teachers being a decision-maker. As such, they decide on several things: what objectives should be established, the type of instructional program best achieved by the objectives, what body of information should be conveyed, the most effective approaches, methods, techniques and materials that will facilitate the attainment of the objectives, and decide on the most appropriate grouping that would best benefit the learners. The outcome of the fulfillment of these makes the teachers as evaluators of their students’ success, thus leading to their other role – as a judge of achievement [2].

Educational assessment is the documenting of measurable activities of the students. It is the process of measuring knowledge, skills, attitudes and beliefs. It is also a tool or method of obtaining information from tests or other sources about the achievement or abilities of individuals [3]. Various assessment tools that teachers can use for their students are categorized into initial, formative, summative and diagnostic assessment; objective and subjective assessments, referencing (criterion or norm); informal or formal assessments; and internal or external assessments [4].

Allen (2004) citing Irvine and Cowley (2013) mentioned that the 21<sup>st</sup> century society is a “knowledge-based society [3].” This is a concept where people are engaged in lifelong learning, and where “they share innovations and expertise within a community of experts and non-experts in the spirit of apprenticeship.” Therefore, the teachers must come up with activities that will have meaning to the students. These activities must reflect what they do at home, work, or in the society. The students must be able to

learn 21<sup>st</sup> century skills that will be of great value to them for their future. The teachers then must be able to use 21<sup>st</sup> century tools that will help them correctly assess their students’ cognitive, affective and psychomotor skills.

Since the 21<sup>st</sup> century education involves technology, more challenges arise as students perform their classroom tasks as required by their teachers. The students should not be assessed according to their performances in school but according to the mastery they have gained from their learning. Intel asserts that in the new century. Assessments should not only be used for students’ performances but also for the employers, the people in the community and other sectors who are considered stakeholders in the field of education

Overall, assessments used in the 21<sup>st</sup> century teaching depart from the conventional assessments. The use of modern assessments will bring great impacts especially on the future of the students. Every activity performed in the class using precise measurements will be valued in the future when students become professionals, especially if the tasks performed by these students relate to their future goals [5].

## OBJECTIVES OF THE STUDY

The present study determined the kinds of assessment tools that the present K to 12 secondary school teachers had been using in their classes. Specifically, it gathered the profile of the respondents in terms of a) age b) sex c) educational background and e) number of years in service; found out the respondents’ philosophical view of a teacher and a learner; differentiated between male and female teachers in terms of philosophical views; defined classroom assessment according to their understanding; found out assessment approaches the respondents use to measure their students’ performances; find out type of assessment tools the respondents perceive as effective inside the classroom; find out their viewpoints about the best purpose and major emphasis of a 21<sup>st</sup> century assessment; and present a proposed action plan that can be drawn based on the results of the study.

## METHODS

### Research Design

The present research used the descriptive survey and correlation method to answer the objectives of the study.

### Instruments

Inspired by Cajigal and Mantuano's *Assessment of Learning* [4], the researcher made a three-page questionnaire based on the objectives of the study which was used to answer the questions that were sought in the present study. Face validation was used where an expert in Education was asked to look at the items in the questionnaire if these can validly measure the issue being posed in the present study.

### Participants of the Study

The present study used 100 teachers from various junior high schools in the town of Tanza, Cavite, Philippines. This study is an initial investigation of the researcher to find out K to 12 teachers' use of 21<sup>st</sup> century assessment tools. For this purpose, he only selected 100 participants to be his basis for a next round of research.

Data gathering procedure was done using a three-page questionnaire. The participants were asked informally in the streets if they are willing to answer the questionnaire which was shown to them first and was asked to read. If they said yes, the researcher gives out the questionnaire. If they answered negatively, the researcher respects their decision. The researcher made it a policy before the start of data collection that giving out the questionnaire will not be mandatory.

Ethically, the research questionnaire did not have an item asking for their name so as to protect their identity. The ethical considerations in conducting a sociological research were strictly followed with due respect to the participants [6].

### Sampling Method

Purposive method was used in choosing the respondent schools while random sampling was used in selecting the 100 participants. No technique was utilized to determine how many respondents per school were asked to participate. Rather, the researcher purposely decided to engage any high school teachers who are currently involved with Grades 7 to 10 students for as long as the target 100 participants are achieved.

### Statistical Analysis

Mean and standard deviation were used to get the average of the respondents' answers. Spearman rho was used to find out the ranking of the respondents best tools used in the class. Finally, the two-sampled t-test was used to determine the difference between the male and female respondents about their perceptions on what a teacher and a student should be like.

## RESULTS AND DISCUSSION

### Profile of the Respondents

Table 1 reveals that in the field of teaching, women teachers still rule over male teachers in terms of population; thus, showing the teaching profession as women's territory more than men's [7]. In the Philippines, recent data shows that there were 90 percent female teachers as compared to only 10 percent male teachers [8].

Table 1. Respondents' sex

Sex	No. of Respondents	Percentage (%)
Female	66	66
Male	34	34
<b>Total</b>	<b>100</b>	<b>100</b>

Table 2 reveals a majority of young teachers whose ages range from 21 to 30 years old. These respondents are expected to be well-acquainted to modern teaching methods and to the new DepEd Program of the K to 12. These are those who have received instructions in college about the CHED policy of the Outcomes-Based Education (OBE) that promotes the best use of real-world and authentic materials in teaching.

According to the Department of Education data, in the school year 2018-2019 a total of 74,886 teachers have been hired to fill in the lack of teachers in the public school. These are young professionals born in the year bracket 1981-1996. They are those who are the so-called millennials or the Generation Y group [9].

Table 2. Respondents' age

Age	Male	Female	Percentage (%)
21-30	22	47	69
31-40	8	13	21
41-50	4	6	10
<b>Total</b>	<b>34</b>	<b>66</b>	<b>100</b>

The participants that were surveyed had been in teaching service from one year to 20 years. However, based on Table 3, majority of the participants were new or had been teaching for just a decade. Only 14 percent belongs to bracket 11-20 years' service.

According to a 2010 research, teaching experience and years in service is strongest during the first few years of teaching; after this period, marginal returns diminish. The author followed up by quoting findings from existing researches showing that on the average, "brand new teachers are less effective than those with

some experience under their belts (Clotfelter, Ladd, and Vigdor 2007a, 2007b; Harris and Sass 2007; Kane, Rockoff, and Staiger 2006; Ladd 2008; Sass 2007)” [10]

Table 3. Respondents’ years in teaching service

Years in Service	Male	Female	Percentage (%)
1-10	31	55	86
11-20	3	11	14
<b>Total</b>	<b>34</b>	<b>66</b>	<b>100</b>

Table 4 explains the educational attainment of the participants where majority are college degree holders who are either licensed or non-licensed while 16 percent have units in Masters in Education. Only four percent in the group has PhD degrees.

Table 4. Respondents’ educational attainment

Educational Attainment	Male	Female	Percentage (%)
BSE Coll. Grad.	22	40	66
Coll. Grad. with Prof. Educ.	6	1	7
BSE Coll. Grad. with units in MAEd. only	1	15	16
Coll. Grad. with Prof. Educ. & with MAEd, units	1	4	5
Finished MAEd. units and writing thesis	2	2	4
MAEd. Graduate	1	1	2
With PhD units	1	3	4
<b>TOTAL</b>	<b>34</b>	<b>66</b>	<b>100</b>

### Respondents’ Philosophical Views

Teachers must be able to understand what they do in the classroom and why they do it. For these to be accomplished, teachers must be aware of their philosophical views in teaching since true professionals “know not only what they are to do but also are aware of the principles and reasons for acting” [11].

Table 5 reveals the philosophical views of the respondents about what a teacher should be like. Most of the male respondents are either idealists (10%) or eclectic (10%) while the female respondents were also either idealists (13%) or eclectic (27%). Overall, 37

percent of the respondents were eclectic or have mixed philosophies about what a teacher should be like. Among the eclectic participants, majority were females.

Is there an importance of eclecticism in education? First, eclecticism is a fusion of all good ideas found in various philosophies. A teacher may draw upon multiple theories to be able to have a variety of approaches, methods and techniques in teaching. While eclecticism or those who adhere to it are being criticized for their lack of precise decision and inconsistency in thinking, however, the old adage “There is unity in diversity” can be applied especially when a teacher knows how to harmonize conflicting ideologies and make them as one complete approach, method or technique [12].

Using the two-sampled t-test for two groups (male and female), the mean was calculated where  $t = -9.33$ . Using 0.05 alpha level, the calculated t-value is less than the computed t of 1.99. Therefore,  $p < 0.05$  at 95% level of confidence using 75 degrees of freedom. Result shows that there is no significant difference between the overall philosophy of the male and female respondents toward their perception of what a teacher should be. The null hypothesis is therefore accepted.

Table 5. Respondents’ philosophy of what a teacher should be like

Philosophical Stand	Male	Female	Percentage (%)
Idealist	10	13	23
Realist	3	8	11
Pragmatist	4	10	14
Perennialist	-	1	1
Progressivist	3	5	8
Social Reconstructionist	4	2	6
Eclecticist	10	27	37
<b>TOTAL</b>	<b>34</b>	<b>66</b>	<b>100</b>

$t = -9.33$  using 0.05 alpha level; the calculated value is less than the tabular t of 1.99. Therefore,  $p < 0.05$  at 95% level of confidence using 75 degrees of freedom.

**Conclusion:** Both male and female respondents think the same about what a typical teacher should be like.

### Respondents’ Definition of Classroom Assessment

There are three different concepts of classroom assessment – traditional, alternative, and authentic. The fourth one is a wide-ranging view or combinations of the three which a classroom teacher may employ to assess her or his students. A traditional assessment is the use of pen and paper objective tests. Then, an alternative assessment is a combination of pen and

paper and tests such as performance tests, projects, portfolios, journals and the likes. Meanwhile, an authentic assessment makes use of simulation methods where the teacher brings into the classroom the real life situation that people of varying backgrounds and professions usually do. In other words, this could be objective tests that reflect real-life situations or alternative methods that are parallel to what we experience in real life [13].

In the present research, both male (15%) and female (29%) respondents answered that they use the alternative assessment inside the class. It is noticeable however that while some male respondents also use authentic assessment (14%), some female respondents are eclectic (20%) which means they use the two kinds of assessment inside their classrooms. None of the respondents answered that they are using the traditional one. Table 7 reveals the results of the study.

Table 7. Respondents' concept of classroom assessment

Concept of Assessment	Male	Female	Percentage (%)
Alternative	15	29	44
Authentic	14	17	31
Mix (Eclectic)	5	20	25
<b>TOTAL</b>	<b>34</b>	<b>66</b>	<b>100</b>

### Respondents' Assessment Approaches (Tools) Used to Measure Students' Performances

Table 8 reveals the respondents' assessment tools that they mostly use in the class. Among the tools listed, the ten assessment tools that they mostly used are: (1) pen and paper assessment (69%) (2) quiz (59%) (3) classroom activities (57%) (4) examinations (55%) (5) group presentation (54%) (6) long test (53%) (7) giving questions (48%) (8) real-world performance (46%) (9) asking for feedbacks (44%) and (10) projects (42%).

Cajigal and Mantuano(2014:28-34) maintain that pen and paper assessment and quizzes together with other pen and paper assessments such as examinations, long tests and projects rightfully belong to traditional assessment types which are very indirect since the learners concentrate more on the cognitive level sans the use of affective and psychomotor [4]. Therefore, these assessment tools can be attributed to philosophies such as idealism, realism, perennialism and essentialism. Idealism and realism both use the lecture method where the students' role is being plain listeners while the teacher does the talking about 70 percent of the time in the class. To a perennialist, the teacher spends more

time teaching about concepts and explaining how these concepts are meaningful to students. The teacher's assessment in this case will lead again to a paper and pencil activity since the teacher did the talking most of the time and the only way to check if the students learned is by giving quizzes or tests. Meanwhile, in essentialism, the teacher focuses heavily on achievement test scores as a means of evaluating students' progress [14].

While DepEd and CHED advocate the use of constructivism as a means to produce student-centered learning, the present research reveals that classroom activities, group presentation, giving questions, real-world performance and asking for feedbacks which are categorized as belonging to authentic assessment type that are constructivist in nature are not the participants' best choices in assessing their students. Instead, the findings reveal that most of the respondents are still comfortable with using the traditional assessment methods. It only means that even the new breed of teachers (see Tables 1 and 2) choose to use traditional over authentic assessment. Table 8 reveals the results of the respondents' chosen assessment tools used in the class.

Table 8. Respondents' assessment tools mostly used in the class

Assessment Tools	Male	Female	Percentage (%)
Pen and paper test	31	38	69
Classroom activities	18	39	57
Term paper	4	6	10
Quiz	18	41	59
Real-world performance	15	31	46
Book report	7	5	12
Essay	12	25	37
Giving question	15	33	48
Reflection paper	10	22	32
Long test	18	35	53
Asking for feedbacks	14	30	44
Journal writing	8	11	19
Examination	17	38	55
Mastery of course content	10	25	35
Group presentation	17	37	54
Project	13	29	42
Functioning knowledge	10	12	22
Peer assessment	13	22	35
Ranking	7	10	17

### Perceived Effective Assessment Tools According to Male and Female Respondents

In Table 9, the respondents perceived that the following assessment tools are effective to use in the

class. Five, mostly chosen by male teachers were the following: first choice was the traditional type of assessment (mean = 4.64 with an sd = 0.95). Second is formative type (mean = 3.57; sd = 1.03). Third choice was criterion-referenced (mean = 3.50; sd = 2.50). Fourth choice was holistic evaluation (mean = 3.40; sd = 2.24). The fifth choice of the male teachers was norm-referenced assessment (mean = 3.19; sd = 0.26).

The female teachers had their own five choices as well. Ranked first was traditional type (mean = 4.29 and sd = 1.58). Second choice was decontextualized evaluation (mean = 4.00; sd = 0.50). Third was summative assessment (mean = 3.60; sd = 1.33). Fourth choice was norm-referenced (mean = 3.40; sd = 0.64). Finally, the fifth choice of the female teachers was contextualized evaluation (mean = 3.35; sd = 1.92)

Overall, both male and female teachers perceive that traditional assessment is effective above other assessments (t-value = 1.53 and p-value = 0.129). Both sexes also preferred the norm-reference assessment (t-value = -1.260; p-value = 0.211).

Reference [4] quoted Law and Eckes (1995) (2014:28) when they stated that traditional assessments are single-occasion tests which measure what learners can do at a particular time. Ubiña-Balagtas and Dacanaysimply stated that traditional assessments refer to the use of pen-and-paper objective test [13]. As discussed in this research, a pen and paper activity may include quizzes, long tests, unit tests, final examination and other tests that are indirect since the students just sit down to choose the correct answer in the test paper. As per DepEd Curriculum for High School (2013)and CHED Implementation Handbook (2013), the pen and paper assessment is no longer the main output of teaching [15], [16]. Rather, the Outcomes-based Education (OBE) that is a process was mandated to be adopted in every classroom for instruction. Spady, the father of OBE defines it as a “comprehensive approach to organizing and operating an education system that is focused on and defined by the successful demonstrations of learning sought from each student” [17]. The word outcome was given importance by Spady who describes it as “clear learning results that we want students to demonstrate at the end of significant learning experiences... and are actions and performances that embody and reflect learners’ competence in using content, information, ideas and tools successfully.” This means that it is expected of a 21<sup>st</sup> century teachers to come up with an outcome that is meaningful to the students. These outcomes should be

authentic and what students expect to learn in the class which they can eventually practice outside the school.

Therefore, the findings in the present research shows that the respondents’ choice (traditional) is poles apart with the DepEd and CHED mandated assessment tools (authentic assessment). This could mean that at present, teachers may still be injecting the traditional type of assessment to their students. However, looking at the choices of male and female respondents, it can be realized based on the present research that while the male respondents prefer authentic assessments more than traditional (they chose holistic evaluation, criterion-referenced evaluation and formative evaluations that all lead to authentic assessments which are CHED and DepEd recommended), the female respondents on the other hand were more traditional (they chose norm-referenced, summative assessment and decontextualized evaluations which are not CHED- or DepEd-recommended assessment tools). This means that the male respondents are more K to 12 ready since they select OBE approach in assessing their students while the female respondents find traditional assessment more convenient for them even if the education department orders them to switch to a more modern style of assessing their students. Table 9 reveals the results of the study.

Table 9. Respondents’ ranking of the most effective type of tools used in the class

Assessment Tools	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Traditional	4.64	0.95	4.29	1.58	1.530	0.129
Authentic	1.36	0.41	1.77	1.71	-1.803	0.074
Summative	2.29	0.49	3.60	1.33	-6.112	0.000
Formative	3.57	1.03	2.86	1.51	3.075	0.003
Norm-referenced	3.19	0.26	3.40	0.64	-1.260	0.211
Criterion-referenced	3.50	2.50	3.27	1.40	0.931	0.354
Decontextualized	3.00	0.00	4.00	0.50	-6.388	0.000
Contextualized	3.08	2.41	3.35	1.92	-1.012	0.314
Holistic	3.40	2.24	2.45	1.81	3.711	0.000
Analytic	2.88	0.86	3.00	0.59	-0.636	0.526

### Respondents’ Viewpoints on Best Purpose of a 21<sup>st</sup> Century Assessment

Table 10 reveals that regarding the best purpose of a 21<sup>st</sup> century assessment, 62 percent believes the best purpose is to see to it that students apply their classroom activities in the community. A total of 26 percent think otherwise while 12 percent believes in both viewpoints.

The respondents believe in classroom activities that are community-based which means activities that are

authentic and outcomes-based. Basing on the respondents' ranking of the most effective tools used in the class (Table 9), the male respondents' answers are congruent to their choice of the best purpose of assessment. However, the female respondents' viewpoint is incongruent or unrelated to their choice of the most effective assessment tools used in the class.

Table 10. Respondents' viewpoints about the best purpose of 21<sup>st</sup> century assessment

Best Purpose of 21 <sup>st</sup> Century Assessment	Male	Female	Percentage (%)
Check cognitive skills of students through pen and paper	11	15	26
See to it that students apply their classroom activities in the community	21	41	62
Both	2	10	12
<b>TOTAL</b>	<b>34</b>	<b>66</b>	<b>100</b>

### Respondents' Viewpoints on Major Emphasis of a 21<sup>st</sup> Century Assessment

Table 11 reveals that 62 percent of the respondents view the major emphasis of a 21<sup>st</sup> century assessment as based on what the students can do whether inside or outside the classroom that will allow them to be skillful in their craft. Only 27 percent views the major emphasis on what the students should know inside the class that will lead them to a good job. Meanwhile, 11 percent of the respondents believe in both emphases. Again it can be seen that the male respondents' answer is more congruent to their choice of tools used in assessing their students while the female respondents' answer is incongruent. In both Tables 10 and 11, the female responses were incongruent to the assessment tools that they believe to be the best in the classroom. It could be that the female respondents accept the admonition of DepEd and CHED to be more constructivist as per the 2013 curriculum guide. However, they do not apply this in the class to their students because of their personal beliefs about the goodness perhaps and the convenience of paper and pen assessment tools than the more authentic types of assessment. This has something to do with their personal philosophies as teachers and how they look at their learners according to their point of view of them (see Tables 5 and 6).

Table 11. Respondents' Viewpoints about the Major Emphasis of 21<sup>st</sup> Century Assessment

Major Emphasis of 21 <sup>st</sup> Century Assessment	Male	Female	Percentage (%)
What the students should know inside the class that will lead them to a good job	11	16	27
What the students can do whether inside or outside the classroom that will allow them to be skillful in their craft	21	41	62
Both	2	9	11
<b>TOTAL</b>	<b>34</b>	<b>66</b>	<b>100</b>

### Synthesis

The present research found out through survey and statistical tests that while majority of the respondents were young and new in the teaching field, their philosophy as a teacher can be either idealist or eclectic. This means that these respondents have either traditional philosophy or a mix of both traditional and modern that leads to eclectic thinking. These respondents also perceive themselves as teachers who are traditional or eclectic. About their students, the result is the same where the respondents perceive their students either in the traditional or eclectic way. In terms of classroom assessment, the respondents use alternative assessments followed by authentic assessments in the class. It was also found out in the present research that the respondents mostly rate their students' performance through a.) paper and pencil, b.) quiz, c.) classroom activities, d.) examination and e.) group presentation. Looking at the result, most of the respondents use traditional assessment methods. Both male and female respondents perceive traditional assessment as the most effective above other assessments and norm reference assessment as the second best. Finally, both male and female respondents think that the best purpose of assessment is more authentic than traditional, which is a contradiction to their choice of assessment tools, techniques and methods. Likewise, both respondents think that the major emphasis of a 21<sup>st</sup> century assessment leads to a more authentic one than the traditional assessment.

What could be the reason for the inconsistent answers of the respondents? These respondents who are classroom teachers from various public high schools

were trained to implement the 21<sup>st</sup> century classroom using approaches, methods and techniques that are constructivist in nature. However, while it is the present policy of the Department of Education for the teachers to follow the K to 12 approach in teaching, these teachers also have their personal philosophies which they bring with them and apply in the class to their students. In other words, the teachers may be asked to follow the DepEd instruction, yet in the classroom, they still insist using what to them corresponds to their personal philosophies which has an effect on the way they assess their students in the classroom.

### **Proposed Action Plan Based on the Results of the Study**

Having found out the assessment tools being used by the 21<sup>st</sup> century teachers, this research presents an action plan that could be used by the principals, head teachers and department chairs in their schools. Action plans are usually formulated to be able to find out the present concerns of the stakeholders. It includes the objectives in education of every member of the stake – from the teachers, students, and down to the administrators. Even the instructional materials are examined to be able to see the strategies used by the teachers to their students.

The action plan serves as a recommendation for the stakeholders within the school to improve their program. This research is about assessment tools used by the teachers inside the classroom. Based on the objectives, activities and educational resources, the present researcher recommends what the teachers, students, teachers' instructional materials and the administrators can do to improve their school.

In the action plan, the teachers and students and the materials and resources they use inside the classroom are K to 12 oriented which is based on the Outcomes-based Education (OBE) approach that is best for 21<sup>st</sup> century learners. According to the proposed action plan, the success indicators of using and believing in 21<sup>st</sup> century strategies will help produce a paradigm shift that can serve as a model to other schools in the country.

At the moment, the K to 12 Program is still in the infancy stage but it is good that the K to 12 Basic Education Curriculum provides a pattern that the 21<sup>st</sup> century teachers and administrators can use for the modern students.

Table 12 shows the action plan proposed by the present research based on the findings in assessment used by the K to 12 respondents (see Appendix).

### **CONCLUSION AND RECOMMENDATION**

The Philippines' 21<sup>st</sup> century K to 12 program aims to improve the basic education in the country by promoting learning that will showcase the students' mastery in their choice of field. However, based on the findings of the present research, the respondents were mostly traditionalists in assessing their students or eclectic who are those whose views are a mix of several philosophies.

Being such, these respondents who are professional teachers must be careful in using the right assessment tools in a 21<sup>st</sup> century classroom. Otherwise, a wrong assessment for the correct activity may affect the performances of these learners in their classes; hence, their performances will suffer. Also, the teachers will not be able to measure what needs to be measured if they will just stick to paper-and-pencil tests or summative evaluations that are indirect performances that discourage students' oral participation and mastery. While the study used 100 selected participants, the findings in this research is not enough ground for saying that it is a reflection of what assessment tools most of the teachers in the Philippines use. However, the issues discussed in the present research deserve to be seriously considered by the members of the stake especially the teachers, educators and administrators. Hence, the teachers must continuously attend trainings, seminars and conferences that give worthy information about using the right assessment tools in a constructivist class. On the other hand, the administrators must continue supporting their faculty members by giving them all that they necessarily need inside the classroom. Particularly, the administrators must be aware of the rigors of the K to 12 program in the country. They may even do some benchmarking in neighboring countries and even in the advanced countries like Japan, the USA and in Europe. In this way, they will be able to realize that indeed, there are recent trends in education that must be applied in the country. In the end, all of the stakeholders must realize the importance of being at par in providing quality education with the rest of the world.

In sum, it can be assumed that there is nothing wrong with traditional assessments. In the same manner, there is no major concern with being eclectic even if some education philosophers perceive them as inconsistent thinkers. After all, eclecticism is common in many fields of study. However, a caveat is given by the present research: that in adhering to a certain education philosophy, the teacher must be able to translate this into positive judgment of the students' performances that will lead to their success. If the

learners are assessed correctly using the right assessment tools, these students will become masters of their own crafts, quality professionals, and eventually useful citizens of their country.

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APPENDIX

Table 12. Proposed action plan for education stakeholders based on the findings of the present research

<b>Proposed Action Plan for Education Stakeholders</b>					
<b>Stakeholder/Area</b>	<b>Present Concern (Based on the Present Research)</b>	<b>Objectives</b>	<b>Activities</b>	<b>Educational Resources</b>	<b>Success Indicator</b>
<b>Teacher</b>	More traditionalist and eclectic in terms of philosophy	Teacher objectives must be based on a more constructivist approach based on K to 12 instruction	Activities must be more meaningful that are real-world based on what learners will do after graduating	Since most of the respondents were eclectic, the resources can vary provided that majority of these resources follow the K to 12 approved resources	Classroom teaching becomes lively; students will be more excited to participate; result of student grades will be higher than when they engage in summative tests
	Assessment tools preferred are more traditional than formative	Teacher assessments must be more formative using rubrics than using pen and paper that uses table of specifications (TOS)	Teacher activities must be based on criteria, not leading their students to a competition with one another but towards competing with themselves	Modern approaches, methods and techniques and activities that are task-based that can be found in websites or the Curriculum Guide for K to 12	While making rubrics per activity requires much thinking, using a rubric is advantageous to the students; for the teachers, grading the students is easier and more unbiased
<b>Student</b>	If the teacher is more traditional, then the students also receive traditionalist teaching leading to a traditionalist assessment	Student objectives must coincide with the present K to 12 Curriculum Guide that is more constructivist and less summative in assessment	Student activities must be based on real-life situations that can be brought for role play inside the school so that they can realize and discover what they can do or see their strengths and weaknesses; also, activities must be discovery, integrative and inquiry-based	Student educational resources must be real world and not based on books most of the time; aside from e-learning, students may be allowed to use Facebook as a modern resource for communication; the Youtube can also be used in the class for viewing educational lessons and topics best for classroom group discussions	Students will be more participative, more active, more expressive and will be able to get better in their communication skills
<b>Administration</b>	Presently, based on several researches, administrative support always gets the lowest rating; this is an	Administration objectives must be centered on the success of their teachers and students; the teachers must be	Activities of the administration must center on improving the teachers and their students because the more their	Administrators must be able to update themselves to the needs of the times; therefore, they must decide immediately to	Teachers gain higher learning because they are motivated to earn high degree of learning Students win in

	indication of teachers' sentiments on how the administration supports them and the school	allowed to continue their studies so that they can feel their success in their profession; the students must be allowed to join in division, regional, national and international contests	faculty and the students are successful, the better they will give their all in teaching their students and the better for the students to learn a lot from their teachers	consider the best educational resources, especially those that are 21 <sup>st</sup> century oriented if they want to be judged by the community as a school worth learning for the students	contests, and are proud of their alma mater There is a good relationship between the administrators and the faculty The school becomes a model to other schools
<b>Instructional Materials Developers</b>	Presently instructional materials in high school are eclectic, meaning the teacher uses a combination of traditional (textbooks, reference books etc.) and non-traditional instructional materials	The objective of using instructional material is to help teachers to teach a lesson easily since using a material in the class is time-saving.  The objective of using instructional material for students is to help them understand the lesson better and to encourage discussions among themselves with the teacher.	During activities, students must be encouraged by the teachers to bring authentic materials that are more aligned to the K to 12 Program in the Philippines. These materials must coincide with the constructivist classroom atmosphere	Best educational resources for 21 <sup>st</sup> century learners should be the Internet especially those that are educational; the social media is a modern tool that the students can relate to; while the teachers have an eclectic view in teaching, they should use a combination of educational resources that they think will suit their teaching in the classroom	Use of modern strategies is an indicator of teachers' adherence to 21 <sup>st</sup> century teaching; students' interest in the materials used in the activities is an indication of success inside the classroom during teaching learning process