

ASSESSMENT PRACTICES OF FACULTY MEMBERS AMONG STATE UNIVERSITIES AND COLLEGES IN EASTERN VISAYAS

ERLIE C. DELANTAR, PhD

Eastern Samar State University – Borongan City.

Abstract

This is descriptive-correlational research exploring the learning assessment methods of faculty members in State Universities and Colleges of Eastern Visayas. The respondents of the study were 305 faculty members randomly selected from six (6) State Universities in Eastern Visayas namely: Biliran Province State University, Eastern Samar State University, Eastern Visayas State University, Samar State University, Southern Leyte State University and University of Eastern Philippines. Frequency, percentage and mean were used to obtain the primary data. Spearman rho set at 0.05 level of significance was used to correlate the variables. Results of the study revealed the following: most of the respondents are middle-aged and Instructors, majority are females, have teaching experience for 5 years and below, a large number have doctoral units. The faculty members are using varied assessment methods but traditional tests which include quizzes, final exam, and midterm exam turned to be dominantly used. The profile of the respondents in terms of sex, academic rank and highest educational attainment were significantly related to their methods of assessment; and no significant relationship between the profile of the faculty in terms of age and length of teaching experience.

Keywords: assessment methods, assessment practices

INTRODUCTION

Background of the Study

There had been growing concerns with improving assessment practices in higher education across the world, considering the fact that appropriate assessment methods play a vital role in achieving the goal of education in any country. Studies on classroom assessment have come to be an essential aspect of effective teaching and learning (McMillan, Myran & Workman, 2002; Bloxham & Boyd, 2007).

The word “assessment” has taken on a variety of meanings within the educational milieu (Musial, Niemenen, Thomas, & Burke, 2009). The term can refer to the process teachers use to grade student subject assignments (Harlen, 2008), to standardized testing imposed in schools (Stiggins & Chappus, 2005), to any activity designed to collect information to be used as feedback to modify teaching and learning activities (Black & William, 2001), or to improve instruction and students’ performance (Cohen & Hill, 2000). The diverse uses have, regrettably, moved assessment away from the primary role that it should play in educational institutions – the gathering of information to improve instructional practices.

Within the context of higher education, assessment is the systematic collection and analysis of information to improve student learning and it can facilitate improvement through a variety of avenues (Stassen, 2001). Miller, Linn & Gronlund (2009) also define it as an integrated process for determining the nature and extent of student learning and development.

Assessment in higher education serves multiple purposes, such as providing information about student learning, progress, teaching quality, and ensuring the accountability of programs and institutions (Fletcher, Meyer, Anderson, Johnson & Rees, 2012). As Nenty, Adedoyin, Odili & Major (2007) explain, education should have a positive impact on the behavior of learners, and the quantity and quality of this impact can only be determined by the assessment practices in use. The most important aspect of this impact are the amount, type and level of the cognitive, affective and psychomotor skills that are developed in learners.

Alquraan (2012) emphasizes that, since well-developed assessment methods have a more positive impact on students' achievement, higher education institutions are constantly encouraged to use effective assessment methods that enhance the learning process. There are many different assessment methods used in tertiary education. When deciding which assessment method to use, both the learning outcomes and activities need to be considered so that appropriate assessment methods are aligned and used. No single assessment method is able to completely address the learning progress or achievement of students, using multiple assessments give students many opportunities to show what they know (Brookhart, 2008).

Salandanan (2012) identified nine guiding principles in the assessment of learning. One of which emphasized that results of assessments must be communicated regularly and clearly to parents. They like to know how their children are doing in school and how they can help.

The assessment practices of teachers, as implemented in higher education institutions, have a vital contribution to the demand for cultivating critical-thinking, problem-solving, and higher-order-thinking skills necessary for the adaptation and contribution to the rapidly changing information age. However, the current trends in the Philippines show that assessment is not handled properly or in accordance with actual requirements to make the students creative and proficient in learning as to the researcher's observation. All teachers must have assessment skills in order to successfully implement assessments. Teachers use various techniques in assessment, even though they may not have received appropriate training on certain aspects of classroom assessment, (Marso & Pigge) as cited in Tadesse (2009). As such, studies show that most teachers lack effective assessment knowledge and skills in their evaluation of students' academic achievements (McMillan, 2001; Adedoyin, 2012). Currently, not much is known about Philippine higher institution teachers' use of student assessment and the challenges they experience. Hence, this study is conducted.

Significance of the Study

To the students: The result of this study will provide students a better and fair assessment methods that will develop their skills according to the needs of their future workplace.

Teachers: Teachers will have a very convenient and clear assessment method to be used in a specific course. Teachers will be guided as to what and how a certain assessment method be used with efficiency and effectiveness.

To the Policy Makers: SUC Administration and Commission on Higher Education. As the trend of our education is focusing more on accountability and high stakes testing, leaders and

policy makers could use helpful insight on assessment from this study for improvement as their leadership behaviors may suggest a natural path for them to work through their teachers in their school. This may represent a meaningful and indirect impact of leadership. The outcome of this study would also benefit school administrators from a clearer, more precise and more empirically valid understanding of the ways they are likely to improve schools to assure that their efforts are not wasted.

To the Parents: Findings of this study will provide the parents with empirical data or information regarding the assessment protocol in school specially so that grading system is always in question because the parents of competing students. Parents shall also be oriented on the assessment methods and protocol used in schools.

To the Researchers: The findings of this study will serve as a reference in the area of education research particularly on assessment methods used in a school or in a university. Perhaps, a similar research can also be conducted in other regions to find out if the findings are consistent in their context.

Statement of the Problem

This study focused on investigating the assessment practices of faculty members in SUCs of Eastern Visayas and the challenges they encounter regarding assessment. Specifically, it answered the following research questions:

1. What is the profile of faculty members among SUCs in Eastern Visayas in terms of the following:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Academic Rank
 - 1.4 Length of Teaching Experience
 - 1.5 Highest Educational Attainment
2. Which assessment methods are predominantly used by the respondents?
3. What is the extent of utilization of different assessment methods used by the respondents?
4. Is there significant relationship between profile of the respondents and their methods of assessment?

Definition of Terms

Academic Rank. In this study, it categorizes the respondents as Instructor, Assistant Professor, Associate Professor, and Professor.

Age. This term categorizes respondents into five categories namely: fairly young adult, young adult, middle adult, early later years, and later years.

Assessment Method. This refers to the fifteen (15) assessments methods identified based on the researcher experience. Examples of this are quizzes, portfolio and laboratory works.

Extent of Utilization. In this study, this refers to the frequency of using the identified assessment methods

Highest Educational Attainment. This refers to the five categories namely: Baccalaureate Degree holder, with MA/MS units, MA/MS Degree holder, with Ph.D./Ed.D./DA units, and Ph.D./Ed.D./DA Degree holder.

Length of Teaching Experience. This refers to the number of years of actual teaching experience of the respondents.

Sex. It refers to physical or physiological differences between male, female and intersex bodies, including both primary characteristics (the reproductive system) and secondary sex characteristics (such as breasts and facial hair. This term is used to distinguish the participants as male or female.

REVIEW OF RELATED LITERATURE

Assessment Methods

Teaching and learning include a lot of instructional decisions to enhance and increase student learning, hence, the quality of instruction is strongly connected to the structure of information on which these instructional decisions are made (Buendicho, 2013).

Linn (2003) stated that student learning requires the use of a number of techniques or methods for measuring achievement. In order for effective teaching to take place in the classroom, teachers must use different techniques to correlate with the goals they have set for their students. If the wrong method of assessment is used, the teacher risks the appropriate measurement of their students' achievement on the learning goals for the specific unit. Teaching students in classroom ensures teachers; professional development and leads them to learn, construct, and find out new knowledge on how best students can be assessed.

Cizek (2001) emphasized that it is necessary to improve the quality of student thinking by including the learners into assessment process so they become integral part of it. Therefore, the teacher needs to encourage them to become independent learners who can take responsibility for their own learning. In this context, learners must be aware of the importance of critical thinking as learning practice. The use of formative assessment activities as a tool could achieve this (Downing and Haladyna, 2006).

Ellington (2000) presents seven golden rules to become an excellent tertiary-level teacher. One of these rules refers to the appropriate use of assessment methods. As to Linn and Miller (2005), an assessment method refers to any of a variety of procedures used to obtain information about student performance. Smimou and Dahl (2012) also states that methods of assessment are teaching practices used to judge how well a teacher has performed in class, based on various measures as determined by the teacher or the educational system.

Assessment Preferences

The traditional concept of assessment is heavily influenced by conventional theories, such as the behaviorist learning theory, objective and standardized testing (Sheppard, 2000), and testing being separated from instruction. However, in the last few decades, the shift to a constructivist learning paradigm, with the implementation of new learning environments have changed the role of assessment in education (Van de Watering, Gjibels, Dochy & Van deRijt, 2008). They are rooted in constructivist theory and intend to develop an educational setting to meet the challenge for today's educational system, making the students' learning the core issue and defining instruction as enhancing the learning process. In short, instruction and assessment are integrated. With this integration, assessment has been re-focused to encompass three distinct, but inter-related purposes for classroom assessment: (1) assessment for learning (Stiggins, 2008); (2) assessment for learning (Bennet & Gitomer, 2009); and (3) assessment as learning (Biggs, 1995).

Birenbaum (2007) investigated inter- and intra-group differences in assessment preferences among students in two academic disciplines which differ in their educational environment through examining the relationships between assessment preferences and student learning orientation and strategies. The results revealed that individual differences in assessment preferences are to a relatively large extent related to learning strategies and orientations.

In this study assessment preference is defined as inclinations, habits and customs of teachers towards conducting classroom assessment alternatives – from test planning to the reporting of test results and student grades. They are classified as assessment as learning, assessment of learning, assessment for learning, assessment for instruction and assessment to inform.

Conceptual Framework

This project study was conducted to investigate the assessment practices of faculty members in SUCs of Eastern Visayas and the challenges they encounter regarding assessment.

Figure 1 is the schematic diagram of the study. The first box shows the profile variates which includes age, sex, academic rank, length of teaching experience and highest educational attainment. These profile variables are correlated to assessment methods.

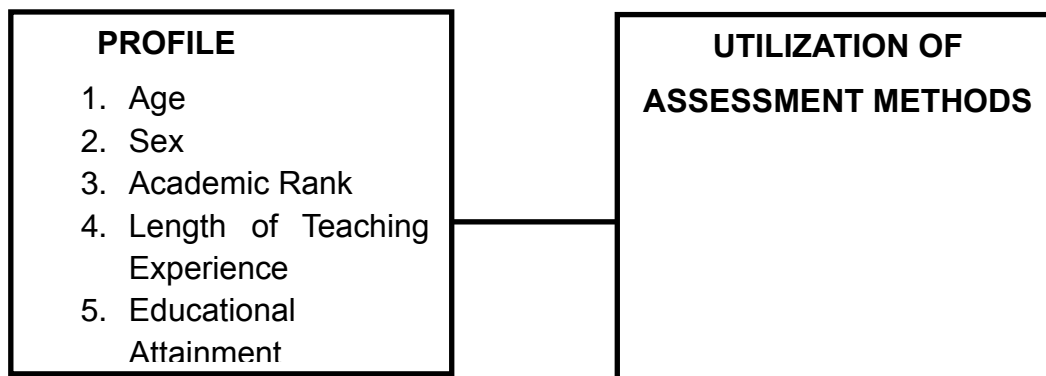


Fig. 1: The schematic diagram showing the relationship of variables used in this study

Hypothesis of the Study

The following null hypothesis were tested at 0.05 level of significance.

1. There is no significant relationship between the methods of assessment used by the respondents and their profile in terms of:

- 1.1 Age
- 1.2 Sex
- 1.3 Academic Rank
- 1.4 Length of Teaching Experience
- 1.5 Assessment to inform

METHODOLOGY

Research Design

The researcher used descriptive-correlational method of research as deemed appropriate in the study. According to Calderon and Gonzalez (2006), descriptive research involves description, recording, analysis, and interpretation of the present nature, composition, or process of phenomena concerning problems on educational results, preferences, practices, and procedures. This study utilized descriptive research since it described the conditions on the profile and extent of utilization of assessment methods among SUC faculty members in Eastern Visayas.

Furthermore, a correlational study aimed to find out the direction and extent of the relationship between different determinants of the population under study (Calderon and Gonzales, 2006). Hence, this investigation is considered correlational study since it determined the relationship between the profile and assessment methods of the faculty members in SUCs in Eastern Visayas.

Locale of the Study

The study was conducted in six (6) SUCs in Region VIII which are as follows: Biliran Province State University (BiPSU), Eastern Samar State University (ESSU), Eastern Visayas State University (EVSU), Southern Leyte State University (SLSU), Samar State University (SSU), and University of Eastern Philippines (UEP). The universities mentioned are coming from each province of the region and were included in the study by considering the population and the faculty.

Respondents of the Study

The researcher considered one SUC in each province that has the biggest number of full-time faculty members in Eastern Visayas. A total of 305 participants of the study were required to be (1) full-time faculty member of any SUC in Eastern Visayas, (2) has taught in higher education for at least 3 years, and (3) is willing to be respondents and answer the questionnaire.

The following teachers were excluded as respondents because (1) he/she is not a full-time faculty member of any SUC in Eastern Visayas, (2) has taught in higher education for less than 3 years, and (3) is not willing to take part in the study.

Sampling Procedure

The study used the stratified proportional sampling technique which set the state universities and colleges as the stratification variable. The number of respondents was determined from the total number of population using the Slovin's formula. Proportional sampling was done to determine the proportional allocation for each SUC. The respondents were chosen randomly from each university.

Table 1: The sampling frame

SUC	Number of Faculty	Number of Respondents
Biliran Province State University	178	43
Eastern Samar State University	199	48
Eastern Visayas State University	287	69
Southern Leyte State University	122	29
Samar State University	127	30
University of Eastern Philippines	358	86
TOTAL	1,271	305

Research Instrument

The questionnaire utilized in this study was developed by the researcher. It asks on respondent's profile and assessment methods used by the respondents. This part addresses the assessment methods teachers tend to use (9 items). The different assessment methods in the questionnaire are arranged on the researcher experience in teaching and from different assessment literatures (Race, Brown, and Smith, 2005). Each item of questionnaire has five

options, which aims to determine the degree to which the listed assessment methods are being used. The options are coded and scored as follows: 1 = never, 2 = rarely, 3 = sometimes, 4 = frequently, and 5 = always.

Validation of Instrument

A pilot study was conducted at St. Mary's College in Borongan City, Eastern Samar to ensure the reliability and validity of the researcher-made instrument. To increase the validity of the questionnaires, two experts in the area from the College of Education in Eastern Samar State University were requested to review the items for clarity and relevance. The reliability of the pilot and main questionnaires was checked using Cronbach's Alpha. This method of estimating reliability is used when the items are not scored dichotomously (Mehrens & Lehmann, 1991). George and Mallery (2003) provide a standard to interpret the reliability of instruments. The standard to interpret Cronbach's Alpha reliability co-efficient is that if it is greater than 0.90 (excellent), from 0.80 to 0.89 (good), from 0.70 to 0.79 (acceptable), from 0.60 to 0.69 (questionable), from 0.50 to 0.59 (poor) and less than 0.50 (unacceptable).

The instrument showed excellent psychometric properties having a total Cronbach's alpha reliability index of .963 for all items in the questionnaire which is interpreted as excellent.

Data Gathering Procedure

The data using questionnaire was collected from the teachers after obtaining permission from the Research Director of the target universities and consent from the teachers to complete it. However, due to the pressing community quarantine in the country and the implementation of Alternative-Work Arrangement (AWA) among government employees, the researcher developed an electronic copy of the questionnaire for respondents using Google forms.

Measurement of Variables

The profile of the respondents includes age, sex, academic rank, length of teaching experience and highest educational attainment.

Age categories was taken from the book Gaerlan (2009) as cited by Apilado (2017) and was categorized according to the following:

<u>Scale</u>	<u>Category</u>	<u>Description</u>
5	61 and above	Later Years
4	51 – 60	Early Later Years
3	41 – 50	Middle
2	31 – 40	Young adult
1	21 – 30	Fairly Young Adult

Sex was categorized as:

Scale	Description
1	Male
2	Female

On the **academic rank** of the respondents, the following categories were scaled and described as follows:

Scale	Description
1	Lecturer
2	Instructor
3	Assistant Professor
4	Associate Professor
5	Professor

The **length of teaching experience** was described as:

Scale	Description
1	10 years and below
2	11 - 20 years
3	21 – 30 years
4	31 – 40 years
5	41 years and above

On **highest educational attainment** of the respondents, the following categories were scaled and described as follows:

Scale	Description
1	Baccalaureate Degree Holder
2	with MA/MS units
3	MA/MS Degree Holder
4	with PhD/EdD/DA units
5	PhD/EdD/DA Degree Holder

To measure the **extent of utilization of assessment methods** predominantly used by teachers, the following scale was used:

Scale	Range	Frequency	Description
5	4.50 – 5.00	Always	Used 81% - 100%
4	3.50 – 4.49	Frequently	Used 61% - 80%
3	2.50 – 3.49	Sometimes	Used 41% - 60%
2	1.50 – 2.49	Rarely	Used 21% - 40%
1	1.00 – 1.49	Never	Used 0% - 20%

Data Analysis

The data were coded, entered and analyzed using R-commander. The statistical tools below were used in trying to answer the objectives of the study. The Alpha (α) value for test of significant relationships and differences were set at 0.05 level of significance.

Frequency Count and Percentage. These descriptive statistical tools were utilized to describe the profile of the respondents in terms of age, sex, academic rank, length of teaching experience and educational attainment. Likewise, assessment methods predominantly used by the respondents were analyzed using frequency count and percentage.

Mean was used to measure the extent of utilization of assessment methods and the challenges they encounter regarding assessment. The mean values were then ranked to compare the distances between the means.

Spearman-Rank-Order Correlation (ρ). Since the data on profile and assessment methods are ordinal, Spearman rho was utilized to determine if there is significant relationship between the profile of the respondents and assessment methods

Ethical Consideration

This study followed the appropriate research ethics guidelines. Consent from participants was provided along with the google forms, and a permit was ensured when using their given data.

Potential Risks and Discomforts. One of the risks that the participants will anticipate is the possible recrimination of their negative opinions and experiences about assessment practices. It will be emphasized, however, that the responses of the participants will be highly confidential with only the researcher and adviser having access to the data, and that the no individual name will be cited in quotation(s) but instead, pseudonym will be assigned for the quotations that will be used in study. The participants will be assured that these data cannot be used in any legal actions against them.

Confidentiality. Every effort was made to ensure confidentiality of any identifying information that is obtained in connection with this study. Writing of their names on the completed surveys was clearly emphasized to be optional.

Participation and Withdrawal. The respondents can choose whether to be in the study or not. If he/she volunteers to be in this study, she may withdraw at any time without consequences of any kind.

RESULTS AND DISCUSSION

This portion discusses the results of the study on the learning assessment methods of faculty members of State Universities and Colleges in Eastern Visayas.

Profile Characteristics of SUC Faculty in Eastern Visayas

Table 2 presents the data on profile of the respondents in terms of age, sex, Academic rank, length of teaching experience and highest educational qualification.

Age. Of the 305 respondents of the study, ninety-nine or 32.46% are middle-aged, 88 or 28.85% are young adult, 57 or 18.69% are on their early later years while 53 or 17.38% are fairly young adult and only 8 or 2.62% are on their later years.

The result showed that majority of the faculty are young which implies that they are closer to students' ages and can often relate better, they know the latest devices, teaching techniques and have more energy.

Sex. A majority or 53.77% are females and 46.23% are males. This result implies that more teachers help strengthen gender equality. Evidence suggests that female teachers may increase girl's test scores, heighten their aspirations and lower their likelihood of being subject to violence (Tani. 2019).

Academic Rank. The profile of the respondents in terms of academic rank is also reflected in Table 2. Of the 305 respondents, 150 or 49.18% are instructors, 106 or 34.75% are Assistant professors while 43 or 14.10% are Associate Professors and only 6 or 1.97% are Professors. This result implies that administrators from higher education sector in Eastern Visayas shall provide opportunities for their Instructors to earn more points for NBC 461 Evaluation as the only tool for the promotion of SUC faculty members.

Length of Teaching Experience. The profile of the respondents in terms of teaching experience is also reflected in Table 2. It can be gleaned from the table that of the 305 respondents, there were 81 or 26.56% who have 6 to 10 years of teaching experience, 64 or 20.98% have 16 to 20 years, 59 or 19.34% for 5 years and below, 34 or 11.14% for 21 to 25 years, 33 or 10.82% for 11 to 15 years, 10 or 6.23% for 26 to 30 years and only 15 or 4.92% for 31 years and above. This result means that the respondents of this study were dominated by those faculty members who are still young in the service.

Table 2: Frequency distribution on profile of the respondents

Age	Frequency (n=305)	%
30 years old and below (fairly young adult)	53	17.38
31 – 40 years old (young adult)	88	28.85
41 – 50 years old (middle)	99	32.46
51 – 60 years old (early later years)	57	18.69
61 years old and above (later years)	8	2.62
Sex		
Male	141	46.23

Female	164	53.77
Academic Rank		
Instructor	150	49.18
Assistant Professor	106	34.75
Associate Professor	43	14.10
Professor	6	1.97
Length of Teaching Experience		
5 years and below	59	19.34
6 – 10 years	81	26.56
11 – 15 years	33	10.82
16 – 20 years	64	20.98
21 – 25 years	34	11.15
26 – 30 years	19	6.23
31 years and above	15	4.92
Highest Educational Attainment		
BS Degree	12	3.93
With MA/MS units	58	19.02
MA/MS Degree	58	19.02
With PhD/EdD/DA units	111	36.39
Ph.D/Ed.D/DA Degree	66	21.64

Similar findings were revealed in the study of Madriaga (2018) that most of the SUC faculty members in Region VIII have teaching experience of 15 years and below.

Highest Educational Attainment. Table 2 presents the profile of the respondents in terms of their highest educational attainment. It can be seen in the table that 111 or 36.39% are faculty who have doctoral units as their highest educational attainment while 66 or 21.64% are full-fledged doctorate degree holders. Fifty-eight or 19.02% have master's units and the same number are MA/MS degree holders. Only 12 or 3.93% of the respondents are bachelor's degree holders. Majority of the faculty in this study have earned post graduate education and met the minimum qualification standards for faculty of SUCs (CMO 52 s. 2007) which implies that this faculty are ready to embrace the development in education.

On Assessment Methods Predominantly Used by the Respondents

Considering the highest frequency in each assessment method shown in table 3, most teachers use quizzes (50.5%), midterm exam (77%), final exam (79%) most of the time. Group works (41.3%), presentations (40%) oral questions (42.3%), project works (33.8%), portfolio (32.8%) and self-assessment (34.4%) are used frequently. In addition, 36.7%, 38.7% and 36.7% of the teachers sometimes use research reports, seminars and peer assessment respectively. Though there is an attempt to use a variety of assessment methods, still most teachers depend on the typical written assessment methods.

From the descriptive data on Table 3, it indicates that most of the teachers are very much dependent on the usual written or traditional assessment methods. This implies that teachers prefer pencil-and-paper tests. But using paper-and-pencil assessment methods is not enough to

see the competency and performance of a student because of the weakness they have. Frank and Barzilai (2004) also remarked that traditional assessment in most courses of the higher education is mainly based on paper-and-pencil tests. Even if the traditional forms of assessment are time and cost effective and the measurement is consistent, they have been criticized for promoting a surface approach to learning (Luyegu, 2009 as cited by Sewagega, 2019).

Table 3: Frequency on use of different assessment methods

Assessment Methods	The degree to which the assessment method is being used									
	Always		Frequently		Sometimes		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
Quizzes	154	50.5	101	33.1	36	11.8	14	4.6	0	0
Midterm Exam	235	77.0	28	9.2	38	12.5	4	1.3	0	0
Final Exam	241	79.0	36	11.8	24	7.9	4	1.3	0	0
Group Works	70	23.0	126	41.3	79	25.9	30	9.8	0	0
Presentations	86	28.2	122	40.0	78	25.6	16	5.2	3	1.0
Individual Assignments	127	41.6	97	31.8	67	22.0	11	3.6	3	1.0
Oral Questions	96	31.5	129	42.3	53	17.4	20	6.6	7	2.3
Research Reports	45	14.8	68	22.3	112	36.7	72	23.6	8	2.6
Seminars	11	3.6	54	17.7	118	38.7	103	33.8	19	6.2
Project works	59	19.3	103	33.8	102	33.4	38	12.5	3	1.0
Performance task	116	38.0	115	37.7	48	15.7	26	8.5	0	0
Portfolio	47	15.4	100	32.8	100	32.8	41	13.4	17	5.6
Self-assessment	71	23.3	105	34.4	79	25.9	30	9.8	20	6.6
Peer assessment	51	16.7	62	20.3	112	36.7	66	21.6	14	4.6
Laboratory works	94	30.8	54	17.7	63	20.7	45	14.8	49	16.1

Extent of Utilization of Different Assessment Methods Used by the Respondents

As shown in Table 4, the mean values of the assessment methods used are arranged in descending order. Final Exam and Midterm Exam have means that are interpreted as always used by the teachers. Included in the top 10 assessment methods used by the teachers are quizzes, individual assignments, performance task, oral questions, presentations, group works, projects and self-assessment. These assessment methods have means that are interpreted as frequently used by teachers

Meanwhile, it can be noted in the table that alternative assessments (seminar, research, peer assessment, laboratory, and portfolio) are not commonly used by teachers. However, if the teachers use different alternative assessment methods, there is a tendency to enhance the competency of students in their learning. According to Dogan (2013), the general purposes of alternative assessments are to motivate in students' work over time, and show the best work of students in a specific area. It is then a challenge to SUC teachers to incorporate performance-based assessments into their standardized tests or adding vehicles such as student portfolios and presentations as additional measures of student understanding (Giron, 2012). These

rigorous multiple forms of assessment require students to apply what they're learning to real world tasks.

Table 4: Assessment methods used by teachers in descending order

Rank	Assessment Methods	Mean	Interpretation
1	Final Exam	4.69	Always
2	Midterm Exam	4.62	Always
3	Quizzes	4.30	Frequently
4	Individual Assignments	4.10	Frequently
5	Performance task	4.05	Frequently
6	Oral Questions	3.94	Frequently
7	Presentation	3.89	Frequently
8	Group Works	3.77	Frequently
9.5	Project	3.58	Frequently
9.5	Self-assessment	3.58	Frequently
11	Portfolio	3.39	Sometimes
12	Laboratory	3.32	Sometimes
13.5	Peer Assessment	3.23	Sometimes
13.5	Research	3.23	Sometimes
15	Seminars	2.79	Sometimes

Relationship between Profiles of the Respondents and their Methods of Assessment

Shown in Table 5 is the relationship between profile of the respondents and their methods of assessment. The predictive variables which are sex (.000), academic rank (.000) and educational attainment (.012) are significantly related to their methods of assessment while age (.745) and length of teaching experience (.817) are not significantly related to their methods of assessment. The null hypothesis that says: There is no significant relationship between the profiles of the respondents and their methods of assessment is accepted at least in age and length of teaching experience, while it is rejected in terms of sex, academic rank and educational attainment. Therefore, the methods of assessment used by faculty members in Eastern Visayas are significantly related to their sex, academic rank and educational attainment. However, age, and length of teaching experience are not significantly related to their assessment methods.

This is in conformity with the result of the study of Gonzales (2012) which revealed that there was significant difference between male and female in the assessment methods they used in classroom.

Table 5: Test of relationship between profile of the respondents and their methods of assessment

Predictive Variables	Criterion Variables	r-value	p-value	Interpretation
Age	Methods of assessment	.204	.745	Not significant
Sex		.899	.000	Significant
Academic rank		.745	.000	Significant
Length of teaching experience		.212	.817	Not significant
Educational Attainment		.890	.012	Significant

Level of significance is .05

SUMMARY, CONCLUSION, AND RECOMMENDATION

This portion summarizes the nature, the procedures, and the findings of the study. It further presents relevant conclusions drawn from them and recommendations.

Summary

This study explored the learning assessment practices of faculty members in State Universities and Colleges of Eastern Visayas and the challenges they encountered regarding assessment. This was conducted in the main campus of six (6) SUCs in Region VIII which are as follows: Biliran Province State University (BiPSU), Eastern Samar State University (ESSU), Eastern Visayas State University (EVSU), Samar State University (SSU), Southern Leyte State State University (SLSU) and University of Eastern Philippines (UEP). A total of three hundred five (305) faculty members from different SUCs in Eastern Visayas were the respondents. They were randomly selected using stratified random sampling technique. The researcher utilized questionnaire which asked the profile and assessment methods used by the respondents. It was developed by the researcher and was pilot-tested at St. Mary's College in Borongan City, Eastern Samar to ensure the reliability and validity and resulted an excellent reliability coefficient.

Before the conduct of the study, the researcher sought permission from the Research Director of the target Universities and due to the pressing community quarantine in the country and the implementation of Alternative-Work Arrangement (AWA) among government employees, the researcher used Google forms in the collection of data.

This study aimed to answer the following: to identify the profile of faculty members among SUCs in Eastern Visayas in terms of age, sex, academic rank, length of teaching experience and highest educational attainment; to determine the extent of utilization of assessment methods predominantly used by the respondents; and to test if there is significant relationship between profile of the respondents and their methods of assessment. Study.

The profile characteristics of 305 SUC faculty members in Eastern Visayas in showed that 99 or 32.46% are middle-aged, 88 or 28.85% are young adult, 57 or 18.69% are on their early later

years while 53 or 17.38% are fairly young adult and only 8 or 2.62% are on their later years; 53.77% are females and 46.23% are males;

150 or 49.18% are instructors, 106 or 34.75% are Assistant professors while 43 or 14.10% are Associate Professors and only 6 or 1.97% are Professors; 81 or 26.56% have 6 to 10 years of teaching experience, 64 or 20.98% have 16 to 20 years, 59 or 19.34% for 5 years and below, 34 or 11.14% for 21 to 25 years, 33 or 10.82% for 11 to 15 years, 10 or 6.23% for 26 to 30 years and only 15 or 4.92% for 31 years and above; 111 or 36.39% are faculty who have doctoral units as their highest educational attainment while 66 or 21.64% are full-fledged doctorate degree holders, 58 or 19.02% have master's units; 12 or 3.93 are Bachelor's Degree holders.

On assessment method predominantly used by teachers, most teachers use quizzes (50.5%), midterm exam (77%), final exam (79%) most of the time. Group works (41.3%), Presentations (40%) Oral questions (42.3%), project works (33.8%), Portfolio (32.8%) and self-assessment (34.4%) are used frequently. In addition, 36.7%, 38.7% and 36.7% of the teachers sometimes use research reports. When arranged in descending order from the mean, top 3 assessment methods used by teachers are final exam. Midterm exam and quizzes.

For the relationship between profile of the respondents and their methods of assessment, sex (.000), academic rank (.000) and educational attainment (.012) are significantly related to their methods of assessment while age (.745) and length of teaching experience (.817) are not significantly related to their methods of assessment.

Conclusions

1. As to the profile of the respondents, most of the respondents are middle-age and Instructors, majority are females, have teaching experience for 5 years and below, a large number have doctoral units.
2. The faculty members are using the varied assessment methods but traditional tests which include quizzes, final exam, and midterm exam turned to be dominantly used.
3. The relationship between the profile of the teachers in terms of sex, academic rank and highest educational attainment are significant while no significant relationship exists between age and length of teaching experience.

Recommendations

1. The assessment practices that are implemented in higher education institutions should be in line with the real world of work; that is, they should consider real-life situations and it should be practical. Appropriate feedback should be given to students for every assessment.
2. Teachers should be committed to using various assessment methods, which help students to be creative, effective and knowledgeable.
3. Further studies focusing on assessment methods used in online or distance learning should be conducted to investigate the effectiveness of assessment methods used by teachers

during pandemic and to reshape the assessment component of curriculum using flexible learning management system.

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