
Teaching Support and Effectiveness of the Performance Assessments: Basis for Technical Assistance Plan

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Abstract — The study evaluated the teaching support and effectiveness of the performance assessments implemented by MAPEH Teachers in Cluster 2, Division of Pampanga, for the School Year 2024-2025. The study focused on the teachers' descriptions of the teaching support provided to them as regards, including support for assessments, technical assistance for performance assessments, and monitoring and feedback for adjustments, the effectiveness of the performance assessments adopted to assess the performance outputs of the students, and the relationship between the teaching support provided and the effectiveness of the performance assessments. From the pool of quantitative methods, descriptive-correlational research was the specific design employed in this study. It involved 20 public high schools in the cluster, with 92 MAPEH teachers. Based on the findings, the teachers' teaching support in terms of assessment support, technical assistance for performance assessments, and monitoring, evaluation, and feedback was rated to a "very great extent," as evidenced by their grand mean scores of 4.41, 4.35, and 4.19, respectively. They are convinced that performance assessments used to evaluate students' outputs are "very effective," as indicated by their composite mean score of 4.47. A strong positive association and significant relationship were found between the teaching support provided and the effectiveness of performance assessments, as evidenced by a computed r-value of 0.673 with a p-value of less than 0.05. The proposed Project A.C.T.S. aims to enhance teaching support and improve the effectiveness of performance assessment by addressing identified gaps.

Keywords: *teaching support, performance assessment, technical assistance, evaluation*

I. INTRODUCTION

Performance evaluations have become increasingly widespread as the educational landscape continues to transform. It is essential for teachers to administer these evaluations to assess their pupils' practical skills, creative abilities, and real-world application capabilities. However, these paths are not without their challenges. The non-uniform implementation, the absence of predefined rubrics, and teachers' uneasiness about their ability to make subjective judgments objective all point to the need for a more effective performance assessment system in MAPEH. Many teachers also experienced difficulties in managing time and ensuring the fair and timely release of grades reflecting their students' performance, given that, for MAPEH, a wide array of disciplines is involved in each assessment.

All of these challenges underscore the importance of investigating the utility and infrastructure, and creating support for this kind of assessment to improve teaching outcomes, student engagement, etc.

Performance assessment, often referred to as alternative or authentic assessment, involves evaluating students through task performance rather than predetermined options.

A key element of good pedagogy is the continuous assessment of students' learning. Implementing a variety of assessment techniques is necessary for effective teaching in order to determine students' needs and strengths, support lesson preparation, and provide parents and students with feedback on their progress. Rather than classifying or labeling individuals, the main goal of classroom assessment is to improve learning. According to a basic definition provided by Projectappleseed.org (2018), a nationally renowned organization that supports performance assessments, these tests should allow students to demonstrate their knowledge and abilities, especially in the area of problem-solving.

Performance assessment, according to Nitko (2014), is a learning goal that requires students to apply knowledge and abilities from multiple domains to complete a particular task or activity. According to him, performance evaluation is a learning goal that requires students to draw on knowledge and abilities from multiple sources to complete a task or action. He asserted that the performance evaluation is comprised of two components: (1) a real-world assignment that is

presented to the student, and (2) specific standards that are used to evaluate how successfully the student completed the learning target's aims. Teachers can evaluate students' competencies by administering examinations in real-world settings.

For students to comprehend the key elements of their study program, assessment criteria and standards are critical indicators. According to Fastre et al. (2019), students' understanding of evaluation criteria related to a particular learning activity is better when they are highlighted, which improves test scores and self-assessment skills.

Assessment is used to track students' development of 21st-century abilities and their progress toward learning requirements. In addition to providing a basis for assessing student performance against the curriculum's learning competencies and standards, it promotes self-reflection and individual accountability for learning. Assessments is conducted in a manner appropriate for students from diverse backgrounds and life experiences.

The assessment process is extremely important for informing and directing instructional practices. It is possible that educators would benefit from using assessment tools to determine the efficacy and appropriateness of a variety of educational tactics. Education professionals have the opportunity to receive feedback that could help them enhance their teaching methods through evaluation.

Assessment provides teachers with feedback to enhance their educational practices. It improves classroom practices and planning and consistently serves as a source of information for students, parents, and administrators. Grades were the usual means of communicating this information from a quantitative perspective. Consequently, it encourages students to be self-motivated and self-directed in pursuing their educational goals by providing them with opportunities to reflect on, track, and assess their own learning. An additional benefit is that assessment data can serve as a basis for improving both the curriculum and the programs that are offered (ARG, 2016).

Assessment is an integral component of each and every instructional activity. This assists in determining students' strengths and weaknesses regarding classroom instruction and informs daily instructional decisions. According to Pierce (2012), it offers students targeted feedback with

the goal of enhancing their learning. Therefore, educational institutions must place greater emphasis on assessment.

Assessment is a key component of teaching and learning. Despite the downsides of various evaluation methods, educators have always sought the most effective ways to assess their pupils' performance. In light of this, the implementation of performance evaluation has received support from a significant number of educational professionals.

Helping teachers modify their teaching strategies to include more complex, integrated learning activities better adapted to real-world challenges is one of the primary objectives of performance evaluation, according to Fuchs et al. (2016). Among educational institutions, performance evaluation encourages creativity and innovation among both teachers and students.

Important learning objectives, the use of higher-order thinking skills, the integration of real-world tasks and problems, the encouragement of both solo and group work, the integration of assessment into the learning process, the appropriate use of technology, and the establishment of meaningful success criteria are all components of high-quality performance evaluations. Performance evaluations can also be utilized for all other traditional classroom assessment goals, including pre-, formative, and summative assessments. Performance-based assessments are developmentally suitable for grades K–12 and relevant in postsecondary education. They can be developed and used in both conventional classroom settings and online.

Performance evaluations can affect both instructional methods and learning outcomes. It has been observed that students exhibit higher levels of enthusiasm and involvement when they are assigned project-based work rather than regular assignments. The teachers at schools that use writing portfolios and literacy-based evaluations have reported that students are making progress in their writing habits and skills (Merriam, 2012).

According to Wise (2014), "performance assessment" usually refers to important activities in the context of 21st-century skills. These activities can be either short-term, on-demand tasks or curriculum-integrated, project-based assignments that yield accurate and dependable ratings. Extended writing, research reports, presentations, artistic creations, and performances are a few

examples of products. According to anecdotal evidence and expert opinion, performance evaluation improves student engagement, higher-order skills, non-cognitive skills, and deeper learning. Performance evaluation assesses skill and mastery in competency-based learning programs, accountability testing, and badging. When included in the curriculum, either in individual classes or in extensive project-based programs, it can improve or evaluate learning.

According to Hakel (2018), the main goal of educational changes pertaining to curriculum, instruction, and assessment is performance-based assessment. According to proponents of this assessment approach, performance evaluation increases student motivation. They are better suited for evaluating particular skill sets, such as critical thinking and report writing (Lai, 2011).

Through the engagement of complex cognitive processes that require advanced thinking for problem-solving and generating alternatives in novel situations, performance assessment improves students' skills (Espinosa, 2015).

Odeh (2015) highlighted the necessity for performance-based evaluations that emphasize higher-order thinking skills as well as the importance of improving assessment instruments in educational environments. He also underlined the importance of preparing teachers to integrate higher-order thinking abilities into their methods of instruction and evaluation.

Performance exams measuring skill or ability are called alternative or authentic assessments, according to Frey and Schmitt (2011), and their grading usually requires subjective judgment.

According to Oberg (2015), performance-based assessment is the best way to link instruction and evaluation since it allows for the evaluation of students' progress, abilities, and accomplishments. According to Oberg (2010), when performance-based evaluation is characterized as authentic, it is considered an alternative assessment. Instead of using fabricated classroom issues, students must exhibit their knowledge and abilities in real-world situations in order for their performance to be accurately evaluated.

In the words of Koh et al. (2011), performance evaluations encourage students to tackle real-world or authentic challenges and analyze their knowledge and abilities more thoroughly than

standard tests. As stated by Frey et al. (2012), the existence of a meaningful, real-world task or challenge at different levels is what defines performance-based evaluation. In their book-length critique of standardized exams, Archbald and Newman (1988) contend that an assessment must have worth beyond its score or grade in order to be considered legitimate, meaning that the assessment process itself must be meaningful.

Kan and Bulut (2014) take a less critical perspective on traditional tests, considering performance evaluation as a substitute method of assessing a student's skills and knowledge.

The following are key features of performance assessments, according to Corcoran et al. (2014): requiring students to perform, create, or produce work; using higher-order thinking and problem-solving skills; using tasks that represent important instructional activities; incorporating real-world applications; and using human judgment in the evaluation process were all identified. While other elements are associated with particular types of performance assessments, these traits are typical of performance assessments in general.

Corresponding to Koh et al. (2011), in order to promote critical thinking in educational environments, classroom assessment procedures must be changed. Assessment procedures in the classroom should enhance students' understanding of 21st-century skills and encourage active learning. More challenging learning objectives are indicated by the assessments. Students must expound on their comprehension, explanations, arguments, and conclusions in more authentic, open-ended tasks like lengthy written writing that are part of these exams.

To help teachers with their lesson planning, Oberg (2018) suggested using performance evaluations as a pre-assessment substitute for traditional paper-pencil approaches. When administered in an original way, pre-assessments give teachers important information about students' past experiences, knowledge, and present abilities and interests in connection to the learning objectives of the lesson.

Performance evaluations are a means of tracking students' development. According to VanTassel-Baska (2013), performance evaluations provide students—especially exceptional students—with a basis for continuous, real-world learning.

Barber et al. (2015) asserted that performance evaluations have an impact on students at all levels in the future and lay the groundwork for problem-solving, self-directed learning, and productive teamwork in later academic pursuits.

By (a) covering the entire range of intended learning outcomes, (b) preserving the complexity of disciplinary knowledge and skills, (c) reflecting the contexts in which knowledge is applied, and (d) modifying assessment modes to enable students to demonstrate their knowledge, Shepard et al. (2016) contended that performance assessment should enhance measurement validity.

Performance evaluation, according to Brown and Hudson (2018), requires students to complete tasks that closely mimic real-world situations, usually requiring the use of productive skills like speaking or writing, reading, or a combination of these. The Common European Framework of Reference for Languages recognizes performance tasks as legitimate evaluation techniques. According to the Council of Europe (2011), performance is defined as the ability to produce language in a reasonably authentic setting, usually related to work or study.

For a variety of reasons, many educators embrace performance-based assessment. Enhancing learning is the main goal. Through meaningful and interesting tasks, performance-based assessment links review to instruction (Pierce, 2012). It promotes the use of information and abilities in situations that closely resemble actual situations (Frisby, 2011). Higher-order thinking and problem-solving skills can be engaged through performance-based evaluation that highlights both processes and products (Brown & Hudson, 2018). Furthermore, performance-based evaluations provide for flexibility in meeting the needs of each individual and provide teaching and learning insights that improve student performance (Pierce, 2012).

Performance evaluations fall into two categories: performances and products. Examples of performances include speeches, debates, dramatic performances, interviews, and poster presentations.

Test takers are frequently given tasks that are far more complicated than conventionally constructed-response items in performance assessments, which are usually intended to evaluate complex talents that are difficult to describe in terms of a single feature (Bachman, 2012). As a

result, the key is to give students real-world assignments that are engaging and connected to the curriculum's essential knowledge and abilities. Such well-crafted performance challenges offer more reliable assessments of students' aptitudes and forecasts of how they will do in actual settings. Furthermore, because it bridges the gap between what students experience in the real world and how they are evaluated, its high degree of authenticity may help achieve the intended outcomes of assessment (Delandshere & Petrosky, 2018).

The observable behaviors that pupils create are the main focus of assessments that use performance-based criteria. The question is whether the student performs well, not whether they can complete the work (Gregoire, 2017). Students most likely know how to behave and have mastered the fundamental skills required to complete the activity in order to demonstrate this strong performance (Miller 2011).

Students have the chance to attain their maximum level of knowledge through performance-based evaluation, which takes place over a specific time period (Baker, 2016). In contrast to conventional testing methods, performance assessment's authenticity makes the assignment appealing to students because it is grounded in real-world scenarios (Jorgensen, 2014). Because of these characteristics, students find performance evaluation to be an interesting experience.

However, a number of educational scholars suggest that performance-based evaluation need to be viewed as a learning process as much as a means of evaluating students' comprehension. When teaching students concepts, they must explain and share how they understand the material and how they approach issues (Morrison et al., 2012).

One of the ongoing issues in educational institutions is classroom assessment. New school evaluation procedures have been modified throughout time to meet the demands of the constantly evolving curriculum.

According to Navarro (2011), performance evaluation is a methodical and rational way to learn about students' abilities and knowledge. Such data can be obtained by assessing students' knowledge and abilities, observing them while they are engaged in learning activities, or looking at the outcomes of those activities.

Measureable, visible, and well-defined performance criteria, descriptive scoring rubrics, a variety of sample behaviors assessed by many judges, and documenting assessment outcomes are all ways to increase the validity and reliability of performance evaluations (Stiggins, 2015).

According to research, a key component of any subject area should be teaching students how and where to apply knowledge. Additionally, when given the task of organizing facts around key concepts and actively constructing their understanding of those concepts in a variety of contexts, students show higher levels of engagement and learning. Students are forced to organize and apply knowledge through performance evaluation, which encourages this kind of learning.

Performance evaluations can be a useful teaching tool, according to emerging research, but only if teachers are given the necessary guidance and assistance. Performance evaluations on student accomplishment are not a novel approach. Good teachers have long used research projects, written assignments, experiments, and observations to assess and track their pupils' development. The systematic move away from multiple-choice examinations for evaluating instruction and accountability and toward school-wide performance assessments is what makes the current reform initiative special (Schön, 2011).

Performance assessment proponents contend that evaluation and instruction should work together to create a cohesive whole that fosters student-teacher cooperation, active learning, critical thinking, and cross-disciplinary comprehension. They contend that performance evaluations are beneficial in the classroom.

A three-year nationwide study on the effects of performance evaluations on instruction and learning was carried out by Baron (2011). Sixteen American schools participated in the study. Because of national, state, district, or school-level assessment programs, these schools were creating and utilizing performance evaluations. According to the results, reviews have had a minor impact on the curricula that teachers implement in their classrooms, but they have occasionally had a significant impact on instruction and teacher roles.

According to Cartwright (2016), performance evaluations have had a big influence on instruction. Teachers employ a variety of teaching tactics that are based on performance

assessments created by their states, districts, and educational institutions. Nonetheless, their ability to test the assessments is mostly what determines how well their efforts turn out.

Because students' choices of artifacts to include in a portfolio offer a practical way to demonstrate mastery of a set of skills, applied knowledge, and attitudes, Adeyemi's (2015) empirical study links authentic and portfolio evaluations to performance assessments. As a result, a portfolio also offers a way to evaluate the quality of courses or interactions with peers or students, as well as to reflect on and critique one's own work.

In their empirical study, Frey and Schmitt (2011) found that some teachers consider writing projects, such essays, to be among the most popular ways to evaluate student performance in the classroom. Written tests that are subjectively graded and intended to gauge competence or ability might be categorized as performance-based.

Using standardized and performance-based evaluations, Kim, VanTassel-Baska, Bracken, Feng, and Stambaugh (2014) discovered markers of scientific reasoning and conceptual comprehension in the elementary grades.

In a study on the effectiveness of portfolio-based and authentic assessment in learning MAPEH, Adeyemi (2015) found that both forms of evaluation are associated with students' academic achievement and that they help teachers and students make formative use of assessment data.

Hallam et al. (2017) empirically studied the effects of outcomes-driven authentic assessment on classroom quality. Their study suggests that an authentic assessment approach, which includes performance assessments embedded within the curriculum, may positively impact classroom language and literacy environment and student outcomes.

The impacts of teacher experience and the use of rubrics in performance evaluations were studied by Kan and Bulut (2014). In this study, 17 teachers, both with and without a rubric, rated the responses of eighth-grade students who were given a performance task. Teacher scores on the performance evaluation were variable since it was initially assessed without a rubric. The teachers' ratings were more consistent when the exams were scored using a rubric a few weeks later, which

supports the use of rubrics for performance assessment grading. Another observed result was that teachers with more years of experience tend to give performance tasks a higher score than teachers without as much experience.

According to Back and Hwang (2015), the educational values of teaching and learning activities in South Korean schools are positively impacted by performance evaluation. According to their findings, students' intellectual capacities in areas like success, learning attitude, creativity, and questioning ability are all improved by performance evaluation.

Several studies found that performance challenges were difficult to implement in Turkey's elementary and secondary schools. The majority of educators find them difficult to understand and think they have no bearing on student assessments. According to them, assignments take too long and don't improve students' performance on the high school admission exams that all eighth-graders must take (Anıl & Acar, 2019).

Arı (2011) came to the conclusion that most teachers struggled to come up with performance assessment subjects because they wanted their pupils to complete assignments that were relevant, productive, and authentic. When students were working on performance tasks in the classroom, he commented on the challenges in managing the classroom. Inequality was also seen by the teachers in his study, who saw that responsible pupils had to put in more effort than the others during group projects.

Other research looks on how students feel about performance evaluations. Güven and Demirçelik (2013), for example, discovered that students thought performance tasks enhanced their creativity and gave them useful abilities. Güven and Demirçelik recommended that teachers prioritize guidance when creating performance homework based on their findings. Teachers should be more mindful of ethical principles, students should be informed about resources, and parents and students should receive clear and accessible instructions regarding performance homework.

Performance evaluations have been extensively studied by scholars from throughout the world. Important factors to take into account in task-based performance evaluation were examined by Kim (2014). In order to design fair and valid examinations for students, she stressed the significance of purpose, task authenticity, and the creation of scoring standards.

This is consistent with the results of Hudson and Brown (2018), who examined and contrasted several language assessment options before concluding with a discussion of the use of a range of assessments taking decision-making, feedback, and curriculum into account. Teachers' roles as supervisors and decision-makers in assessment were highlighted in their study.

Brooks (2016) investigated the opinions of adult ESL learners about performance-based evaluation. She discovered that their opinions of performance-based evaluation were more positive than those of testing and involvement. According to the four evaluation types, presentations were ranked top, followed by portfolios, exams, and participation. According to the majority of students in this survey, performance-based assessments gave them the chance to learn.

The quality of students' learning, attitudes, and interests are all positively impacted by performance evaluation, according to empirical research. Performance-based evaluation, according to Baxter and Glaser (2016), not only helps students' thinking and reasoning skills grow in the classroom but also gives teachers input on how to make the learning environment better. In a similar vein, Biondi (2011) discovered that performance-based evaluation is a reliable and fair way to gauge students' development.

In light of the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) Millennium Development Goal (MDG) of universal primary education, recent developments in Philippine education present new obstacles for academics working to raise the country's literacy rate. "One of the most important conditions for overcoming social injustice and reducing social disparities in any country and is also a condition for strengthening economic growth" is equalisation of educational possibilities (UNESCO, 2018).

Schools must evaluate assessment and grading procedures that will most effectively promote learner development and adapt to a variety of circumstances at this time as DepEd works to ensure learning continuity.

According to Aquino (2016), routine procedures, classroom management, motivation, students' skills and interests, and the quality of the education can all have an impact on how well kids perform academically.

According to Saliot (2011), learner reinforcement-involvement was the least prevalent competency, whereas communication with the learners was the most prevalent. Physical factors were the least successful, while cerebral factors were the most prominent. The factors influencing students' academic achievement and the skills of college instructors showed a reasonable association. According to Barnuevo et al. (2012), there is no discernible correlation between students' academic achievement in English, science, technology, and mathematics and the instructional competencies of the teachers. Examining how various instructional competencies impact students' academic success may help to explain this.

According to Lansangan et al. (2015), there is no meaningful correlation between students' academic achievement and school-related factors, teachers, or students themselves.

According to De Leon-Abao (2014), students' understanding and critical thinking skills are greatly aided by the instructional competence of their teachers. Given the importance of reading for both academic and extracurricular performance, reading teaching ought to be current in order to prepare children for successful social interactions.

According to Fernandez's (2013) research, there was no meaningful correlation exists between teachers' competence and learners' performance in the competency-based examination under the five learning strands.

The study aimed to determine the level of teaching support and implementation of performance assessments among MAPEH teachers. Furthermore, the results from this study will be helpful to teachers, school heads, and policymakers regarding performance assessment in MAPEH. This work was a foundation for developing more effective performance assessment teaching strategies, supports, and policies. Therefore, the study will attempt to assess the teaching support and effectiveness of the performance assessments adopted by the MAPEH Teachers in Cluster 2, Division of Pampanga.

Conceptual Framework

Figure 1 presents the study's paradigm, based on the reviewed literature. The Input included the assessment of teaching support for MAPEH Teachers, as well as the assessment of MAPEH Teachers on the effectiveness of student performance.

The process involved developing the questionnaire and applying statistical analysis and techniques to compare and assess MAPEH teachers' responses regarding additional teaching support for their performance assessment.

Finally, the Output proposed a sustainability assistance plan based on the study's results to help the MAPEH teachers optimize their skills in providing performance assessments.

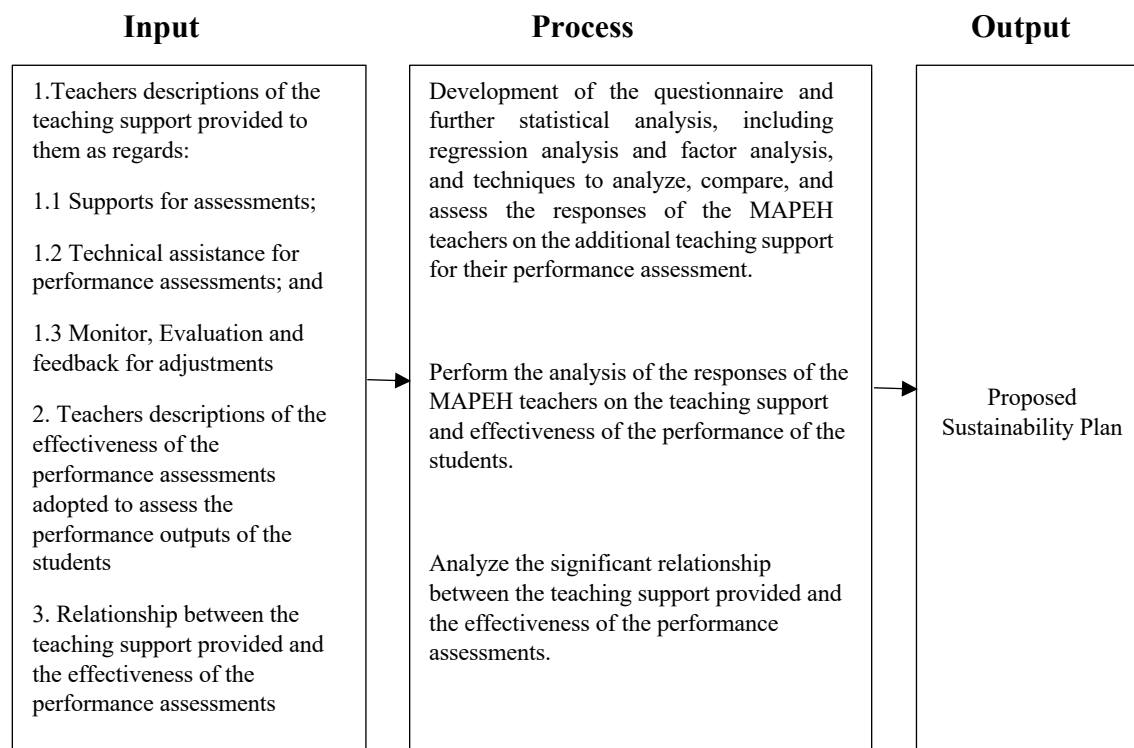


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The study evaluated the teaching support and effectiveness of the performance assessments used by MAPEH Teachers in Cluster 2, Division of Pampanga.

Specifically, the study answered the following questions:

1. How do the respondents describe the teaching support provided to them as regards:
 - 1.1 Supports for assessments;
 - 1.2 Sustainability assistance for performance assessments; and
 - 1.3 Monitor, evaluation, and feedback for adjustments?
2. How do the respondents describe the effectiveness of the performance assessments adopted to assess the performance outputs of the students?
3. Is there a significant relationship between the teaching support provided and the effectiveness of the performance assessments?
4. Based on the study's findings, what enhanced sustainability plan may be developed?

Hypothesis

The study is based on the alternative hypothesis that there is a significant relationship between the teaching support provided and the effectiveness of the performance assessments.

Significance of the Study

This study would be of great help to the following:

School Administrators. Administrators can have a better understanding of how to use various performance evaluation styles to enhance student learning by using the data. Administrators may also utilize the data to inform more targeted sustainability support and development plans aimed at enhancing teachers' competencies.

MAPEH Teachers. The data from this study is helpful for the professional development of the MAPEH teachers, especially when the other teaching support in performance assessment was identified. This study would serve as a starting point in determining what actions need to be taken to enhance the teaching effectiveness and practices in the performance assessment of the MAPEH teachers.

Students. The result of this study would be that students fill their learning needs by having teachers guide them on how they would do their performance assessments.

Future Researchers. The study's results can be used as a reference for future studies. It may serve as baseline information for more investigative studies, similar in content to the present study, about performance assessment evaluations in different learning areas.

Scope and Delimitation

The study evaluated the teaching support and effectiveness of the performance assessments implemented by MAPEH Teachers in Cluster 2, Division of Pampanga, for the School Year 2024-2025.

The study focused on the teachers' descriptions of the teaching support provided to them as regards, including support for assessments, sustainability for performance assessments, and monitoring and feedback for adjustments, the effectiveness of the performance assessments

adopted to assess the performance outputs of the students, and the relationship between the teaching support provided and the effectiveness of the performance assessments. Lastly, the study's output was a sustainability plan.

Definition of Terms

The following terms were defined operationally:

Effectiveness. In this study, effectiveness will be measured by evaluating the extent to which specific teaching practices, interventions, or performance assessments improve student performance and engagement, as indicated by quantitative scores, qualitative feedback, or observed behavioral changes in learning outcomes.

Performance Assessment. This study defines performance assessment as the evaluation of students through designated assignments or problem-solving activities that measure their practical comprehension and skills in a subject. It is conducted based on criteria including task completion, work quality, problem-solving skills, and the congruence of the output with the learning objectives.

Teacher Competence. This study will evaluate teacher competence by assessing performance in lesson design, instructional delivery, classroom management, and student evaluation. Competence will be assessed through observation, peer and supervisor assessments, and student performance results linked to the teacher's teaching techniques.

II. METHODOLOGY

This chapter elaborates on the research design, study participants, research instruments, data collection, and data analysis.

Research Design

Considering the focus of this research, the research was firmly guided by the quantitative research method. The heart of the quantitative method lies in having a result from the computation and system analysis through a guided scientific approach. Its goal is to develop or even employ models before the actual measurement.

It is also considered an iterative process, where evidence is evaluated, and interpretations are provided through the numeric presentation of findings and figures. Daniel (2016) mentioned that the quantitative statistical method makes the results reliable because it uses systematic and standardized processes to complete the research.

From the pool of quantitative methods, descriptive-correlational research was the specific design employed in this study. It focused on explaining the examined phenomenon, including its conditions and causes. From the perspective of Baraceros (2016), descriptive-correlational research is primarily concerned with providing a simple description of the topics undertaken by the researcher.

The study evaluated the teaching support and effectiveness of the performance assessments implemented by MAPEH Teachers in Cluster 2, Division of Pampanga, for the School Year 2024-2025.

Respondents

The study was confined to Cluster 2 of the Pampanga Division. It involved 20 public high schools in the cluster during the School Year 2024-2025. Ninety-two (92) MAPEH teachers were

involved in the study. The respondents were selected through total enumeration, as the population is manageable. Table 1 shows the distribution of the respondents.

TABLE 1
DISTRIBUTION OF THE RESPONDENTS OF THE STUDY

Cluster II	MAPEH Teachers
School 1	8
School 2	6
School 3	1
School 4	1
School 5	12
School 6	2
School 7	13
School 8	5
School 9	7
School 10	4
School 11	2
School 12	4
School 13	7
School 14	5
School 15	1
School 16	8
School 17	1
School 18	1
School 19	2
School 20	2
Total	92

Instruments

The following were used for data collection:

The MAPEH Performance Assessment Effectiveness Survey questionnaire was administered by the researcher. It was the primary tool for assessing the effectiveness of the performance assessments adopted by the MAPEH Teachers.

Part I was the extent of Teaching Support. Responses were gathered from MAPEH teachers regarding the extent of teaching support they provided, specifically in terms of assessments, sustainability for performance assessments, and monitoring and feedback for adjustments.

Part II was the Effectiveness of Performance Assessment. This is the portion that elicited responses from the MAPEH teachers regarding the effectiveness of the performance assessments used to evaluate students' performance outputs in distance-delivered instruction.

The MAPEH Performance Assessment Effectiveness Survey was administered to the participants. Content validation of the survey questionnaires was conducted by the research adviser and a panel of experts, including a Senior Education Program Supervisor in charge of MAPEH, a Research Professor from the Graduate School, and a District/Cluster Coordinator in charge of MAPEH. Their comments, corrections, and suggestions on the questionnaire's content were greatly appreciated and incorporated into the final draft. The reliability of the questionnaire was assessed through Cronbach's Alpha to ensure the consistency of the items. Higher Cronbach's Alpha scores mean higher reliability on the questionnaire.

Data Collection

The data collection procedure started with an approval letter from the School's Division Superintendent of the City Division of Pampanga, granting permission to conduct the research in the requested Integrated Schools. With the consent of the School's Division Superintendent, the researcher personally distributed the questionnaires to the identified study participants.

The researcher observed ethical norms while conducting this research. The research objectives were discussed with the participants, and their consent to participate was obtained. The distribution and retrieval of the questionnaire were based on the availability of participants, with the assistance of their respective school heads. The results of the survey questionnaires were tallied, tabulated, analyzed, and interpreted using appropriate statistical tools.

Statistical Treatment of Data

The data and information gathered were tabulated, encoded, and statistically analyzed using the Statistical Package for the Social Sciences (SPSS). The following statistical tools were utilized.

1. The weighted mean was used to determine the extent of the teaching support provided to the performance assessments of the teachers adopted in the MAPEH Teachers. The following were used as the basis for the interpretation:

Likert Scale	Verbal Interpretations	Range of the Weighted Mean
4	Very Great Extent	3.25 -4.00
3	Great Extent	2.50-3.24
2	Fair Extent	1.75-2.49
1	Least Extent	1.00-1.74.

2. Weighted mean, to determine the effectiveness of the performance assessments adopted to assess the performance outputs of the students. The following were used as a basis for the interpretation:

Scale	Mean Range	Interpretations
4	3.51-4.00	Very Effective
3	2.51-3.50	Effective
2	1.51-2.50	Somewhat Effective
1	1.00-1.50	Not Effective

3. Pearson r, to determine the significant relationship between the teaching support provided and the effectiveness of the performance assessments.

III. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data obtained from the questionnaires, aiming to answer the specific questions raised in Chapter 1.

1. Descriptions of Teachers' Teaching Support

Table 2 presents the descriptions of teachers' teaching support in terms of support for assessment. Based on the findings, the respondents assessed the assessment support as "very great extent," as evidenced by the grand mean score of 4.35. This reveals that teachers have strong school support in planning and implementing assessment practices.

Additionally, among the indicators, the statement "Teachers are encouraged to align assessment with learning outcomes" was rated as "very great extent," with the highest weighted mean score of 4.55. This means that the school emphasizes the alignment between assessment

strategies and the intended learning outcomes to ensure that these strategies measure student learning outcomes accurately.

Conversely, the statement “Time allotted for preparing assessment is sufficient” obtained the least weighted mean score of 4.18, though it is still interpreted to a “very great extent,”. This implies that the time allotment in test preparation may be adequate, but it may seem to require more flexibility and refinement that would benefit teachers.

The results of this study also align with those of the OECD (2019), which identified time constraints as a common challenge in preparing an assessment, despite the presence of sustainability and administrative support.

This result supports the findings of OECD (2019), which noted that while teachers often receive sustainability and administrative support, time constraints remain a common challenge in assessment preparation. Adequate time is crucial for teachers to construct valid, reliable, and meaningful assessment tools.

TABLE 2
DESCRIPTIONS OF TEACHERS’ TEACHING SUPPORT IN TERMS OF SUPPORT FOR ASSESSMENTS

Statements	Mean	SD	DR
1. The school provides adequate resources to conduct assessments effectively.	4.27	0.67	Very Great Extent
2. Teachers are encouraged to align assessments with learning outcomes.	4.55	0.54	Very Great Extent
3. The school promotes the use of diverse assessment tools.	4.48	0.61	Very Great Extent
4. Time allotted for preparing assessments is sufficient.	4.18	0.93	Very Great Extent
5. Teachers receive support to accommodate student diversity in assessments.	4.27	0.87	Very Great Extent
Grand Mean	4.35	0.59	Very Great Extent

Table 3 describes MAPEH teachers' support for sustainability in performance assessments. As shown in the table, the respondents rated "very great extent" for the sustainability assistance assessment in the performance assessment, as evidenced by the grand mean score of 4.19. This shows that teachers have strong support in sustainability and technology, especially in implementing performance-based assessments.

Among the indicators, the statement "Sustainability support is provided promptly when conducting performance assessments" registered the highest weighted mean score of 4.30. This implies that teachers receive timely assistance whenever they encounter challenges during assessment implementation. Moreover, prompt sustainability support is essential, especially for those who rely on digital platforms and technology-enhanced assessment tools. This reduces instructional disruptions and improves teachers' confidence in using performance-based assessments.

On the other hand, the statement "Digital tools for performance assessments are readily available" obtained the least weighted mean score of 4.09, though still verbally interpreted to a "very great extent." These findings suggest that there may still be constraints related to the availability of these devices or internet connectivity. Similar observations were made by Magno and Piosang (2016), who found that access to assessment technologies in Philippine schools varies depending on resource availability and school capacity.

TABLE 3
DESCRIPTIONS OF MAPEH TEACHERS' TEACHING SUPPORT IN TERMS OF SUSTAINABILITY ASSISTANCE FOR PERFORMANCE ASSESSMENTS

Statements	Mean	SD	DR
1. Sustainability support is provided promptly when conducting performance assessments.	4.30	0.72	Very Great Extent
2. Teachers have access to training sessions for performance-based assessments.	4.24	0.79	Very Great Extent
3. Digital tools for performance assessments are readily available.	4.09	0.75	Very Great Extent
4. IT personnel are accessible to assist with sustainability challenges during assessments.	4.15	0.85	Very Great Extent
5. Guidelines on using technology for performance assessments are clear and accessible.	4.18	0.69	Very Great Extent
Grand Mean	4.19	0.64	Very Great Extent

Table 4 displays the descriptions of teachers' teaching support in terms of monitoring, evaluation, and feedback. As seen from the table, the teaching support relative to monitoring, evaluation, and feedback is assessed as "very great extent," as supported by the grand mean score of 4.41. The findings denote that monitoring and evaluation mechanisms are highly supportive of their instructional practices. This reflects a school culture that values continuous improvement and collaboration, which are essential for teachers' professional growth and learner achievement.

Consequently, among the indicators, the statement "Teachers are given opportunities to adjust based on monitoring results" registered the composite mean score of 4.58. This solidifies

the belief that the results of monitoring and evaluation are not merely used for compliance but rather serve as a reference for instructional adjustments.

On the other hand, the statement “ Feedback focuses on improving teaching strategies and practices” achieved the least weighted mean score of 4.18, although still interpreted to a “very great extent.” There is a direct link between specific instructional strategies and classroom practices, and feedback is generally important to redefine teaching improvement. According to the **Organisation for Economic Co-operation and Development (2019)**, constructive feedback enhances instructional competence and engagement in continuous professional development.

TABLE 4
DESCRIPTIONS OF TEACHERS’ TEACHING SUPPORT IN TERMS OF
MONITORING, EVALUATION, AND FEEDBACK

Statements	Mean	SD	DR
1. Monitoring and Evaluation results are shared promptly with teachers.	4.30	0.62	Very Great Extent
2. Feedback focuses on improving teaching strategies and practices.	4.18	0.62	Very Great Extent
3. Teachers are given opportunities to adjust based on monitoring results.	4.58	0.58	Very Great Extent
4. Monitoring and Evaluation focuses on both challenges and areas of success.	4.45	0.61	Very Great Extent
5. Feedback is constructive and aimed at fostering professional growth.	4.55	0.54	Very Great Extent
Grand Mean	4.41	0.57	Very Great Extent

2. Teachers' Descriptions of the Effectiveness of the Performance Assessments Adopted to Assess the Performance Outputs of the Students

Table 5 reveals the teachers' descriptions of the effectiveness of the performance assessment used to evaluate students' performance outputs. Based on the findings, the performance assessment was rated as "very effective," as supported by a grand mean score of 4.47. This implies that performance assessments are appropriate and aligned with the instructional goals of the teachers, including the learners' needs.

Correspondingly, among the indicators, the statement "Students are given sufficient time to complete the performance tasks effectively" generated the highest weighted mean score of 4.61. This means that the key strength of the performance assessment practices relies on the adequacy of time allocated for students. This allows them to execute their skills and show their creativity without time pressure. Therefore, providing ample time is of paramount importance for any related performance-based assessment. The findings of this study lend support to Wiggins's (2014) argument that authentic assessments require learners to be given sufficient timeframes to produce quality outputs reflective of real-world applications.

However, the assertion that "The assessments are fair and accommodate students with varied learning styles and abilities" had the lowest weighted mean score of 4.36, yet it was still considered "very effective." "The assessments are fair and accommodate students with varied learning styles and abilities." The findings suggest that educators need to enhance their approaches to diverse education to effectively cater to students from a range of backgrounds. This is necessary to ensure that children are adequately served. There is a possibility that educators would prefer additional support in developing performance activities that effectively address the various learning requirements and readiness levels of their students. Black and William (2009) underlined the need to provide students with feedback that is not only explicit but also constructive to improve students' overall performance.

TABLE 5
TEACHERS' DESCRIPTIONS OF THE EFFECTIVENESS OF THE PERFORMANCE ASSESSMENTS

Statements	Mean	SD	DR
1. The performance assessments accurately reflect students' understanding of the subject matter.	4.42	0.67	Very Effective
2. The criteria for evaluating student performance outputs are clear and transparent.	4.42	0.56	Very Effective
3. The performance assessments encourage the development of critical thinking and problem-solving skills.	4.45	0.61	Very Effective
4. The assessments provide students with opportunities to apply knowledge in real-life situations.	4.45	0.61	Very Effective
5. The performance outputs assessed are aligned with the learning competencies and objectives.	4.58	0.58	Very Effective
6. The feedback provided through performance assessments helps students improve their outputs.	4.42	0.56	Very Effective
7. Performance assessments motivate students to engage actively in the learning process.	4.48	0.55	Very Effective
8. The assessments are fair and cater to students with diverse learning styles and abilities.	4.36	0.57	Very Effective
9. Students are given sufficient time to complete performance tasks effectively.	4.61	0.51	Very Effective
10. The assessments promote collaboration and teamwork among students.	4.47	0.48	Very Effective
Grand Mean	4.47	0.57	Very Effective

3. Relationship between the Teaching Support Provided and the Effectiveness of the Performance Assessments

The relationship between the teaching support provided and the effectiveness of the performance evaluations is outlined in Table 6. The computed r-value of 0.6731 indicates a substantial positive relationship between instructional support and performance measurement effectiveness. This is demonstrated by the table showing the correlation results. To put it another way, educators who provide stronger support for instructional, sustainability, and monitoring purposes are more likely to conduct more effective performance assessments and accurately evaluate student outcomes.

Additionally, teaching support plays a critical role in improving teachers' assessment practices. Support mechanisms can help teachers design and implement authentic, learner-centered performance tasks.

The findings of Darling-Hammond et al. (2020), who underscored that school support systems have a major influence on teachers' capacity to adopt successful teaching and assessment methods, are in accordance with this conclusion. This result corresponds with the findings of all of the aforementioned researchers. When teachers receive support, they are better able to conduct performance evaluations that encourage higher-order thinking skills.

TABLE 6
RELATIONSHIP BETWEEN THE TEACHING SUPPORT PROVIDED AND THE EFFECTIVENESS OF THE PERFORMANCE ASSESSMENTS

Variables	r-value	Strength of Relationship	p-value	Interpretation
Teaching Support Provided and Effectiveness of Performance Assessments	0.6731	Strong Positive Correlation	< 0.05	Significant Relationship

4. Proposed Enhanced Sustainability Plan

Project A.C.T.S. (Assessment Capacity and Teaching Support Enhancement Plan)

I. Rationale

Based on the quantitative results, teaching support and performance assessment practices are being implemented to a “very great extent” and are very effective.” However, several indicators registered the least weighted mean scores within their respective domains. These indicators necessitate targeted enhancement to further strengthen assessment quality and sustainability. By addressing these areas, strong support systems will be maintained, and effectiveness assessment strategies and learning outcomes will be continuously improved. This Project A.C.T.S. aims to enhance teaching support and improve the effectiveness of performance assessment by addressing identified gaps.

II. Work Plan

Key Result Area	Specific Objective	Activities	Persons Involved	Timeline	Expected Output
Assessment Preparation Time	To improve flexibility and efficiency in assessment preparation	• Review assessment scheduling policies • Integrate collaborative assessment planning during INSET/LAC	School Heads, Teachers, LAC Leaders	Q1–Q2	Improved time management strategies for assessment preparation

Digital Assessment Resources	To increase access to digital tools for performance assessments	• Inventory of available ICT resources • Prioritize acquisition/utilization of digital assessment tools	School ICT Coordinator, Admin, Teachers	Q1–Q3	Increased availability and use of digital assessment tools
Quality of Instructional Feedback	To strengthen feedback focused on teaching strategies	• Conduct coaching sessions on formative and instructional feedback • Use feedback templates aligned with PPST	School Heads, Instructional Leaders	Q2	More specific, actionable, and instructional feedback
Inclusive Performance Assessments	To enhance fairness and responsiveness to diverse learners	• Training on differentiated and universal design for assessment • Peer review of performance tasks	Teachers, Master Teachers	Q2–Q4	More inclusive and learner-responsive performance tasks

III. Monitoring and Evaluation

Indicator	Tool	Responsible Persons	Time Frame
Adequacy of assessment preparation time	Teacher survey, LAC reports	School Heads, LAC Leaders	Quarterly
Availability of digital tools	ICT inventory checklist	ICT Coordinator	Semi-annual
Quality of feedback practices	Classroom observation notes, coaching logs	School Heads	Quarterly
Inclusivity of performance tasks	Assessment rubric review	Master Teachers	End of school year

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions drawn, and recommendations offered.

Summary of Findings

Based on the analysis and interpretation of data, the following were the summary of findings:

1. The teachers' teaching support in terms of support for assessments, sustainability assistance for performance assessments, and monitoring, evaluation, and feedback were rated to a "very great extent," as evidenced by their grand mean scores of 4.41, 4.35, and 4.19, respectively.

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2. The teachers are convinced that performance assessments used to evaluate students' outputs are "very effective," as indicated by their composite mean score of 4.47.
 3. There was a strong positive association and significant relationship found between the teaching support provided and the performance assessment effectiveness, as evidenced by the computed r-value of 0.673 with a p-value of less than 0.05.
 4. The proposed Project A.C.T.S. aims to enhance teaching support and improve the effectiveness of performance assessment by addressing identified gaps.

Conclusions

Based on the summary of findings, the following conclusions were drawn:

1. The teachers are well-supported with strong and consistent teaching support across all three dimensions, which contributes to an organized and quality-assured assessment process within the school.
2. The teachers can confidently measure learning competencies and learning outcomes because the performance-based tasks are appropriate and relevant and align with instructional objectives.
3. When teachers receive a higher level of teaching support, their performance assessments effectiveness are enhanced, leading to an improved overall instructional quality.
4. The proposed Project A.C.T.S aims to maintain strong support systems, and effectiveness assessment strategies to improve teaching quality and learning outcomes.

Recommendations

Given the preceding conclusions, the following recommendations are offered:

1. School administrators may lead and initiate a school-based implementation of guidelines on preparation assessment tools to provide teachers with greater flexibility in preparing quality-assured assessments. Moreover, additional funding on ICT infrastructure and training for digital assessment may be prioritized to further support performance and technology-based assessment.
2. School Heads are also encouraged to conduct school learning action cells focusing on the differentiated assessment strategies and inclusive performance tasks to cater to diverse learners' needs.
3. Teachers are encouraged to continuously improve their assessment practices by integrating feedback and collaboration with peers to help them translate evaluation results into concrete classroom improvement.
4. The proposed Project A.C.T.S. may be adopted at the school-level to monitor and evaluate its effectiveness and relevance.
5. Future researchers are encouraged to conduct qualitative or mixed-methods studies to provide in-depth analysis into teachers' lived experiences relative to teaching support and assessment practices.

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