Teachers' Classroom Assessment Practices and Students' Learning Behaviors: A Correlational Study in South District, Division of Tangub City

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Abstract:
Assessment process is an integral part of classroom instruction. It provides students with feedback on their performance and can be used to shape future learning interventions. In this vein, this study aims to inspect the classroom assessment practices of teachers and how those practices relate to students learning behaviors. The use of descriptive-correlational research design allows the researcher to perform both descriptive and inferential analysis on the cross-sectional survey conducted among 134 teachers and students. In the descriptive data analysis phase, it was found out that the teachers' level of assessment practices in pre-instruction was perceived as "very good" (M=3.78, SD=0.86); during instruction had an adjectival equivalent of "very good" (M=3.85, SD=0.83); and post-instruction had a descriptive interpretation of "very good" (M=3.93, SD=0.76). Moreover, students' enthusiasm for learning was verbally interpreted as "high" (M=3.45, SD=0.79), students' expectations for learning had an adjectival equivalent of "High" (M=3.85, SD=0.81), self-esteem was interpreted as "high" (M=3.57, SD=0.84), and self-efficacy had a verbal equivalent of "high" (M=3.77, SD=0.97). In addition, the relationship between teachers' assessment practices and students' learning behavior was moderately positive, r (132) =0.55, p=.012. Thus, teachers should strive to support their students in the classroom setting by providing timely feedback on performance, allowing multiple pathways of assessment and accountability system opportunities. Finally, educators need to ensure that the assessment practices are equitable for all learners.

Keywords: Assessment, Students, Teachers.

INTRODUCTION

Assessment is a method for identifying, gathering, and examining student learning to comprehend their growth over time. However, learning is evident only when there is a change in the behavior of the learners themselves. In what ways can education contribute to this? Education modifies a learner's behavior, while assessment measures both the quantity and quality of these changes. Classroom assessment is vital to effective teaching and successful learning. It acts as a crucial tool for teachers to ensure quality education. Furthermore, teachers play a key role in the actual educational process, and assessment serves as the means to enhance, observe, and define the outcomes of learning processes.

Fadzil (2021) noted that teachers generally hold a positive perspective on implementing assessment in the classroom to support student learning. Their attitude towards classroom-based assessment also affects students' learning experiences. It is believed that proficient teachers regularly assess their students regarding learning objectives and adjust their teaching methods accordingly. Assessment encompasses everything a teacher does to gauge if learning has occurred. It records not only what students know and can do but also their motivation. This shift in perspective represents a change in how assessment is perceived, moving away from the view of assessment as an isolated outcome to one where it is integrated with education and other planned classroom activities. Classroom assessment of student performance requires careful attention (Yan et al., 2021).

Conversely, some teachers still lack clarity about the concept of assessment and the implementation process due to insufficient fundamental knowledge and skills in classroom assessment (Muda, 2020). Furthermore, the researcher believes that before teachers can evaluate how well students have performed in class, they should first reflect on the reasoning behind the learning activity, review it, and identify what evidence they should aim to collect, as well as investigate other indicators of improvement in expected behaviors and attitudes that may have developed in the learners.

Thus, assessment is a method used to monitor learners' advancement in relation to learning standards and the cultivation of 21st-century skills. It promotes self-reflection and personal responsibility among students regarding their own learning and serves as a foundation for profiling student performance against the learning competencies and curriculum standards. Different types of assessments should be appropriately utilized for various learners from diverse cultural backgrounds and life experiences.

The researcher is motivated to carry out this study to evaluate the extent of teachers' classroom assessment and to explore students' learning behaviors in relation to assessment. Ultimately, the researcher believes that assessment needs to be conducted holistically and authentically as an integral part of the teaching and learning process, as student achievement in activities corresponds to performance standards. Additionally, student success is assessed based on teachers' professional judgment, which is an ethical decision-making process where teachers utilize their knowledge, skills, and experience to foster mastery in education (Ministry of Education, 2019).

Thus, appropriate assessment is dedicated to ensuring learners' success as they transition from guided learning to demonstrating knowledge, understanding, and skills independently, enabling them to apply this knowledge effectively in future situations. From this perspective, assessment promotes the development of learners' higher-order thinking and skills necessary for the 21st century.

RELATED LITERATURE

In DepEd Order No. 8, s. 2015 titled "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program," it emphasizes that classroom assessment is a crucial component of curriculum implementation. It enables teachers to monitor and evaluate students' development and modify instruction as needed. Classroom assessments provide information to learners, their parents, and guardians regarding their progress.

Classroom Assessment is a continuous process of identifying, collecting, organizing, and interpreting both quantitative and qualitative data about what learners understand and can accomplish. Teachers should utilize assessment methods in the classroom that align with curriculum standards. It is essential for teachers to communicate the lesson objectives to learners, encouraging them to strive to meet or surpass the expectations. The teacher gives prompt feedback to students concerning their learning progress. Classroom assessment also evaluates the competencies attained by the learners.

Classroom assessment aims to support students' success in relation to the learning standards. The learning standards include content standards, performance standards, and competencies articulated in the curriculum.

Students are evaluated in the classroom through various processes and measures appropriate to the learning competencies derived from the K to 12 curricula. Some of these methods may serve both formative and summative assessments, which have distinct purposes. Learners may be assessed individually or as part of a group.

Individual formative assessment allows students to independently demonstrate what has been learned or mastered through various activities, such as quizzes, written tasks, performances, models, and electronic presentations. Collaborative formative assessment (peer assessment) encourages students to assist one another in their learning. Activities such as discussions, role-play, games, and other group tasks can also be utilized as performance-based formative assessments where students enhance each other's learning.

Formative assessment can be incorporated into all components of a lesson. Typically, every lesson consists of three phases: before the lesson, the lesson itself, and after the lesson. The formative assessment administered in each phase serves unique purposes.

A. Before the Lesson
Conducting a formative assessment prior to the lesson provides the teacher insight into the students' understanding of a particular topic before direct instruction begins. It assists teachers in gauging the students' grasp of concepts and their ability to apply them. This assessment supplies the basis for instructional decisions, such as whether to proceed to a new lesson or to clarify prior knowledge.

B. During the Lesson Proper
Implementing a formative assessment during the lesson enables teachers to assess students' progress in relation to the desired learning competencies. It also helps educators determine the effectiveness of their instructional strategies. Comparing the results of formative assessments conducted during the lesson with those from before the lesson can highlight improvements in conceptual understanding and application. Based on this information, the teacher can decide whether to review, re-teach, provide remediation, or enrich the lesson, and ultimately determine when to transition to the next lesson.

C. After the Lesson
Administering a formative assessment after the lesson evaluates whether the learning objectives were met. It also allows the teacher to assess the effectiveness of their instruction. Students who need further support or enrichment should be assisted by the teacher using suitable teaching methods.

Lucero (2020) carried out a study on the "Association Between Assessment and Student Learning," highlighting that assessment plays a vital role in the educational process, aimed at gathering, interpreting, and analyzing student performance. The effectiveness of learning is directly influenced by the quality of assessment practices implemented in the classroom. Various purposes for assessment exist that target multiple aspects of educational growth; however, the primary objectives are to enhance student learning and establish accountability measures for learning at both classroom and school levels. In practical assessment, employing suitable assessment strategies is crucial. Various methods can be used to influence student learning outcomes, yet educators typically rely on a limited number of strategies that foster significant learning. Thus, having a solid grasp of and the ability to utilize diverse assessment strategies for learning is essential in the classroom. It is vital for educators to comprehend the connection between assessment and learning. Additionally, students must be involved in their learning journey within a challenging yet supportive environment. The assessment methods and strategies should facilitate a connection between theoretical knowledge and real-life applications. Assessment should aim to enhance student learning and must therefore be woven into the daily teaching and learning practices within the classroom.

Oducado (2018), in her article titled "A Theoretical Framework for the Role of Classroom Assessment in Motivating Student Effort and Achievement," concluded that during a classroom assessment event, a teacher conveys information to students via assignments, activities, and feedback on their performance, and students react based on their interpretations of these learning experiences and their perceived ability to complete the tasks. The concept of the classroom assessment environment provides a framework that combines individual (students) and collective (a class with a single teacher) elements of effort and achievement into one theoretical model. The notion of the classroom assessment event presents a way to understand how curriculum, instructional activities, and assessments influence student effort and achievement.

According to Dixon (2019), assessment entails forming judgments about students based on established rules or standards. It encompasses tests where scores are awarded according to authoritative criteria, but it can also involve subjective judgments influenced by personal opinions and feelings. Additionally, assessment is the procedure through which evidence of student achievement is gathered and evaluated. This evidence can take numerous forms, ranging from traditional closed-book exams to practical projects in real-world settings.

RELATED STUDIES

A study conducted by Hidaya Mohd Fadzil in 2021 on classroom assessment found that teachers hold a favorable perspective on the use of assessment in the classroom to support student learning. Their attitudes toward classroom-based assessment also affect students' learning.

Moralista and Oducado (2020), in their research on teacher training and professionalism, recommended that ongoing support and training should be provided to all educators to facilitate continual learning for all students, as their competence can influence student learning behaviors.

Khamlichi et al. (2022) investigated how attitudes toward assessment affect learning strategies and found that although students generally view the integration of assessment with what they learn positively, the reliance on traditional assessment methods by teachers adversely affects young students' learning strategies. Furthermore, the study advocates for the adoption of more informal assessment methods that take into account the diverse abilities of students, incorporating their input through discussions and information regarding tasks and assessment forms to shift the perception of assessment away from notions of success and failure.

Smith and Johnson (2020) explored the effects of formative assessment on the learning behaviors of students in higher education. Formative assessment, which includes ongoing feedback and evaluation during the learning process, informs both teaching and learning activities. In this research, the authors likely conducted empirical studies to analyze the influence of formative assessment practices on various facets of students' learning behaviors, including engagement, motivation, and self-regulation. They may have gathered data from higher education students through surveys, interviews, or observational methods to evaluate their experiences with formative assessment and its effects on their learning approaches and outcomes. The results of this study carry significant implications for educational practitioners and policymakers aiming to improve teaching and learning methods in higher education through the effective use of formative assessment strategies. By understanding how formative assessment impacts students' learning behaviors, educators can customize their instructional methods to provide better support for student learning and academic achievement.

Wang's (2020) research examines student learning behaviors within Malaysian secondary education. Student learning behaviors comprise a variety of cognitive, metacognitive, and socio-emotional strategies and actions that facilitate learning. In this study, Wang likely carried out empirical research to investigate the different learning behaviors exhibited by secondary school students in Malaysia. Data may have been collected using surveys, interviews, or observational methods to evaluate students' study habits, class engagement, interactions with peers and teachers, and approaches to learning tasks. By assessing these learning behaviors, the research seeks to offer insights into the factors affecting students' learning experiences and academic performance in Malaysian secondary schools. The findings of this study hold relevance for educators, policymakers, and stakeholders looking to improve teaching and learning practices, as well as curriculum development and educational policies, to better support student learning and success in the Malaysian secondary education system.

Garcia's (2019) study investigates how different assessment methods affect student learning behaviors in classrooms across the Philippines. The methods used for assessment significantly influence students' learning strategies and their engagement with course content. In this research, Garcia presumably carries out empirical investigations to determine how various assessment techniques, such as conventional exams, project-based evaluations, and peer assessments, impact students' learning behaviors, which include their study routines, motivation levels, and participation in class activities. Data may be gathered from students in Philippine classrooms through surveys, interviews, or observational techniques to explore their views and experiences with several assessment methods. The outcomes of this research add to our knowledge of how effective different assessment strategies are in fostering positive learning behaviors among students in the Philippine educational setting, thereby guiding educational practices and policies focused on improving student learning results.

METHODS

Research Design

The investigation utilized the descriptive survey method developed by Von Dalan and Mayer in 1986, aiming to gather comprehensive descriptions of existing phenomena to validate current conditions and practices or to devise plans for their enhancement. This research design is particularly beneficial when the researcher needs to manage the interrelationships among multiple variables while describing the actual context and nature of the situation at the time of the study.

Research Setting

Tangub is a 4th class component city located in Misamis Occidental, Philippines, with a population of 68,389 as of 2020. The city's name derives from the Subanen word "Tangkub," which translates to a rice container. This name arose from a misunderstanding by Spanish soldiers who misinterpreted a local event. Tangub grew through trade, where agricultural goods stimulated commerce and drew in settlers, including Chinese traders. In 1929, it gained municipal status through an executive order from American Governor-General Dwight Davis, separating it from Misamis (now known as Ozamiz City). Initially comprising the area that is now Bonifacio, the municipality once changed its name to "Regidor" before ultimately returning to Tangub.

Research Respondents

The participants in the study consisted of high school teachers and students from the Division of Tangub City. The study did not employ a sampling method for the teacher participants; however, a Stratified Random Sample was applied for the student participants. The G Power Calculator was utilized to ascertain the suitable sample size for the students. With a medium effect size, it indicated that a total of 134 student respondents were required.

Research Instrument

This research employed a questionnaire as its method for collecting data. The items within the questionnaire aim to assess teachers' practices in classroom evaluation concerning students' learning behaviors. The questionnaire is organized into two sections. The first section includes two parts: Part I outlines the demographic details of teachers, including their age, years of teaching experience, and attended in-service training. Part II focuses on teachers' assessment practices in the classroom, covering assessments conducted before instruction, during instruction, and after instruction. This section identifies and examines various assessment tools. The second section addresses students' learning behaviors, specifically in relation to their enthusiasm for learning, expectations regarding learning, self-esteem, and self-efficacy.

Instrument Validity

Based on readings from various sources relevant to the study and a literature review, the researcher developed the initial version of the questionnaire. This draft was pre-tested among the teachers at Medina College. The researcher revised any items that appeared unclear or ambiguous. This process aimed to determine the validity and reliability of the data collection tools. The final version of the questionnaire was produced after receiving feedback and suggestions from her adviser and panel members.

Data-Gathering Procedure

This research study utilized two methods to structure and enhance the investigation: a questionnaire and observational interviews. The researcher personally administered the questionnaire to the participants. Observational interviews were conducted to gain direct insights related to the study. Therefore, interviews were undertaken with certain subjects to clarify misunderstandings regarding the data gathered through the questionnaire.

Ethical Considerations

The study adhered to strict ethical research protocols, including informed consent, confidentiality, and voluntary involvement. The participants were specifically explained to and their anonymity and responses guaranteed confidentiality. They had the freedom to withdraw at any time without facing any penalty. Prior approval was given by the School Division Office before the data was collected, and everything was done in

a fair and transparent manner in accordance with honesty and accuracy in reporting. The findings were used only for academic purposes, upholding research ethical standards (NESH, 2021).

Statistical Treatment

The researcher employed various statistical tools to analyze the data collected in the study. Provided that normality and homogeneity of variance tests were met, parametric measures were utilized for statistical inferences.

1. Mean and Standard Deviation were applied to assess the level of evaluation and identify student learning needs.

2. Pearson Product Moment Correlation Coefficient was used to explore the significant relationship between the independent variable and the dependent variables.

RESULTS AND DISCUSSION

Table 1 - Teachers' Assessment Practices

Subscales	Mean	SD	Interpretation	Rank
Pre-Instruction	3.78	0.86	Very Good	3
During Instruction	3.85	0.83	Very Good	2
Post-Instruction	3.93	0.76	Very Good	1

Table 1 reveals the assessment practices of teachers across three phases: pre-instruction, during instruction, and post-instruction. The analysis presented below indicates that the level of assessment practices by teachers in the pre-instruction phase was viewed as "very good" (M=3.78, SD=0.86); during instruction was also rated "very good" (M=3.85, SD=0.83); and post-instruction received a descriptive rating of "very good" (M=3.93, SD=0.76). When arranged by weighted mean, post-instruction assessment was ranked highest, followed by during instruction, with pre-instruction being ranked last.

The findings of this study are corroborated by various scholars who have explored teachers' assessment practices. Mariano (2019) indicated that teachers are more accustomed to post-instruction assessments due to their routine of administering tests after instruction. Furthermore, teachers often overlook the significance of implementing pre-instruction assessment strategies, which could assist in evaluating learners' capabilities. Additionally, Garcia (2018) noted that pre-instruction and during instruction assessments are frequently disregarded by teachers, who believe they take too much time. However, the researcher posits that these strategies can help shorten instruction time and yield more accurate assessments to identify learners' learning gaps.

Moreover, Brown (2017) asserted that instructional assessment can be advantageous as it fosters lifelong learning skills in students. The researcher also concluded that pre-instruction and during instruction assessments can contribute to the establishment of dynamic classrooms founded on empathy, value addition, and the enhancement of teaching practices. Furthermore, they minimize generic assessments and allow for the development of personalized assessment strategies that center on individual learning needs.

Finally, research indicates that integrating pre-instruction and during instruction assessment strategies can cultivate classrooms that prioritize deeper learning over superficial understanding. In addition, these assessment strategies promote a collaborative learning environment where teachers and students strive together to enhance individual performance, ultimately leading to an overall improvement in the class's performance as learners become more engaged and interested in effective learning.

Table 2 - Students' Learning Behaviors

Subscales	Mean	SD	Interpretation	Rank
Enthusiasm for Learning	3.45	0.79	High	4

Expectations for Learning	3.85	0.81	High	1
Self-Esteem	3.57	0.84	High	3
Self-Efficacy	3.77	0.97	High	2

Table 2 examines the learning behaviors of students categorized into four dimensions: enthusiasm for learning, expectations for learning, self-esteem, and self-efficacy. The tabulated data shows that students' enthusiasm for learning was rated as "high" (M=3.45, SD=0.79), expectations for learning were described as "high" (M=3.85, SD=0.81), self-esteem was assessed as "high" (M=3.57, SD=0.84), and self-efficacy was similarly rated as "high" (M=3.77, SD=0.97).

The analysis results reveal that the construct with the highest rank was expectations for learning, followed by self-efficacy, self-esteem, and lastly enthusiasm for learning. Moreover, it is evident that all four constructs achieved a high average, suggesting positive student engagement regarding each dimension. This reflects optimism in student behavior within educational settings and is likely to create a sturdy foundation for academic success. Consequently, one can infer that students have encountered motivating and engaging teaching practices.

When contextualized with prior studies on student learning behavior, this research aligns with the findings of Cournet et al. (2019). Their study indicated that students maintain a positive attitude toward academic pursuits and demonstrates comparable results concerning enthusiasm for learning, expectations for achievement, and self-efficacy. Thus, it is clear that the data gathered in this study can serve as a benchmark for assessing student behavior as they navigate their academic environments.

Conversely, the research conducted by Marindo et al. (2018) contradicts the findings presented in this study. Their investigation suggested that although students show strong engagement in academic tasks, a significant degree of apathy exists within them. It was observed that many students had weak relationships with teachers, which could negatively influence the learning atmosphere. Therefore, further research is necessary to explore how student behavior can be enhanced to improve their overall success during their educational journey. Additionally, it is crucial for administrators and educators to be aware of the cognitive development levels of each student, enabling them to effectively design programs or initiatives aimed at optimizing learning experiences.

In summary, the findings of this study highlight the importance of a multifaceted approach to student behavior. Schools and districts could utilize this to create innovative and effective strategies for enhancing student engagement. Furthermore, it is essential that these strategies are customized to address each student's personal, emotional, psychological, and environmental needs to guarantee academic success. Additionally, research has indicated that strong character-building practices can significantly contribute to students' overall well-being and academic excellence.

Table 3 – Relationship between Teachers' Classroom Assessment Practices and Students' Learning Behavior

Variables	r-value	p-value	Strength of Association
Teachers' Assessment practices and Students' Learning Behaviors	.55	p=.012	Moderately Positive Correlation

Table 3 showcases the bivariate analysis of the independent and dependent variables. The correlation between teachers' assessment practices and students' learning behaviors was moderately positive, r(132)=0.55, p=.012. This result is statistically significant. It suggests that there is a reciprocal association between these two variables. Given these results, one can conclude that teachers' assessment practices influence students' learning behaviors and vice versa. As teachers adopt more interactive and engaging assessment methods, the

greater the effect on students' positive learning behaviors. Additionally, the data revealed a moderate connection between improved student performance in the classroom and the effective use of assessment tools by teachers. This implies that actively evaluating students' comprehension through diverse modalities enhances teaching and learning outcomes across various age groups. Therefore, endorsing various assessment types may enhance teaching efficiency while fostering a better educational atmosphere both in schools and other pertinent educational environments.

The results of this study also align with earlier research related to this topic. As noted by Durambao (2018), there was considerable evidence showing that when teachers' assessment practices were aligned with suggested pedagogical strategies, a distinct relationship formed between these activities and student performance. This further reinforces the conclusion drawn from findings of other studies aimed at similar objectives. Additional research should be undertaken to investigate novel methods for ongoing assessments that might yield deeper insights into how students' cognitive processes evolve over time while engaging with specific subjects or topics. This would aid in developing more effective instructional strategies for teachers to enhance all students' comprehension and learning abilities, regardless of their age or skill level.

Conversely, Regor et al. (2021) contradicted the findings of this study. They contend that despite methodological variations, the current studies share a common assumption about assessment and instruction practices, where teachers undertake both functions independently. To further evaluate the implications of these assumptions, researchers ought to vary the interplay between assessment and instructional activities through experimental research designs. Additionally, empirically examined models illustrating how teachers utilize assessment data in classroom contexts could be developed to gain a better understanding of learning processes and instructional design. Such studies could explore how teachers incorporate student performance information into their decision-making when crafting lesson plans or delivering individualized support to students struggling with specific concepts or subjects.

In conclusion, the researchers emphasize the necessity for further exploration into how assessment and instructional activities affect student learning. This could be accomplished through various approaches including teacher interviews, classroom observations, and curriculum document analyses. Furthermore, surveys conducted with school staff or students might yield additional insights on these issues. Engaging in such research initiatives will enable us to pinpoint effective strategies for better integrating assessment and instructional processes within our existing educational frameworks.

CONCLUSIONS AND RECOMMENDATIONS
Conclusion
The findings of the study indicated that there is a positive correlation between teachers' assessment methods and students' passion and anticipations for learning, as well as their self-worth and belief in their abilities. The results imply that modifications in teachers' assessment approaches can positively influence students' learning behaviors. Therefore, educators should foster a learning atmosphere that motivates students to establish personal goals and strive to achieve them. In addition, teachers should aim to assist their students within the classroom by delivering prompt feedback on their performance and providing various assessment methods and accountability opportunities. Lastly, it is essential for educators to ensure that their assessment practices are fair and equitable for all learners.

Recommendation
School leaders should create professional development programs for teachers to enhance their understanding of contemporary assessment practices and their effects on learning behaviors. Educators must establish clear protocols for the development, implementation, and close monitoring of varied assessment strategies in schools to ensure that all students have equitable access to learning opportunities. Additionally, teachers should introduce feedback mechanisms that foster self-reflection and motivate students to set learning objectives based on their individual strengths and weaknesses while adhering to curriculum standards across school districts. Furthermore, future researchers should utilize qualitative methodologies to facilitate a more in-depth exploration of the experiences and verbal expressions of the participants in the study.

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