

# Teachers' Performance and Learners' English Proficiency Level in the Regional Achievement Test (RAT)

Cleofe Sab Molit<sup>a</sup>, Erlinda A. Quirap<sup>b</sup>

<sup>a</sup>cleofe122281@gmail.com, <sup>b</sup>caelquirap@gmail.com

Southern de Oro Philippines College – Graduate School, Cagayan de Oro City, Philippines

---

## Abstract

Teachers' performance can have a significant impact on the proficiency levels of their pupils. The study aimed to determine the (1) teachers' performance; (2) pupils' level of English Proficiency and (3) relationship of teachers' performance towards pupils' English proficiency. The respondents were the selected thirty-eight (38) teachers and ninety-one (91) pupils from schools in Legislative I District in the Division of Cagayan de Oro City Year 2021-2022. The researcher used Universal Sampling Method; that is, all the teachers as well as their pupils that were included in the conduct of 2022 the Regional Achievement Test (RAT) were taken as respondents of this study with the total of one hundred twenty-nine (129). It employed a descriptive correctional method of research. Data were gathered through the process of documentary analysis. Statistical treatments such as mean, standard deviation, and Pearson Product Moment Correlation Coefficient were used in presenting and analyzing of data. Results showed that the majority of the teacher's Level of Performance is at Very Satisfactory Level while the majority of the pupils' level of English proficiency was at a nearly proficient level. A significant moderate positive relationship between the teachers' performance and pupils' proficiency was also registered. The researcher recommends that the teachers may continue in enhancing their knowledge and skills in teaching to have much better strategies and performance that will also benefit the pupils' proficiency.

Keywords: Performance, English Proficiency, Regional Achievement Test, Teachers

---

## 1. Introduction

Education is one of the fundamental rights that every Filipino citizen must enjoy. It gives hope for an individual to be successful in life to acquire a skill that they need in order to land a good job. In the same way, educators have vital roles to play in making the way possible for every learner to be well-equipped, well-rounded, and well-educated ready to face challenges and the real world of global competitiveness in the future.

In the regional achievement test, teachers' performance and learners' proficiency levels are both important factors that influence the outcomes of the test. Teachers' performance can have a significant impact on the proficiency levels of their students. Effective teaching strategies, classroom management skills, and the ability to provide meaningful feedback can help students to develop the skills and knowledge necessary to perform well on regional achievement tests. On the other hand, learners' proficiency is the key indicator of their academic progress and their ability to succeed in the test. Learners can also have strong foundation in the subject matter tested and are likely to perform well, while those who struggle with the material may struggle to achieve proficiency. When evaluating the results of the regional achievement test, it's important to consider both performance of the teachers and the proficiency level. When evaluating the results of a regional achievement test, it is important to consider both performance of the teacher and the proficiency level of the learners. This can help to identify areas where additional support and resources may be needed to improve outcomes for both teachers and learners.

The Department of Education (DepEd) has initiated several national policies to ensure that sustainable education goals are needed to meet. To secure the continuity of learning while also making certain the safety

and well-being of all learners, teachers, and other administrators, the education sectors established the Regional Memorandum No.033, 2020, also known as the Regional Achievement Test (RAT). This assessment test aims to identify the performance gap to design possible interventions to improve learning. Based on last year's Division Memorandum from DepEd, the RAT has the following objectives; to improve the achievement rate of the private elementary school pupils in all the learning areas; to identify the learners' strengths and weaknesses in all the learning areas; to evaluate the effectiveness of the teaching and learning process in the different learning areas; and to ensure that the competencies in the Basic Education Curriculum are covered and mastered by the pupils.

Moreover, DO 55, s. 2016 – Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program of June 30, 2016, the Department of Education (DepEd) is adopting the enclosed Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program the enclosure of this program. According to this DepEd Order, Assessment is the process of measuring learners' progress in the attainment of learning standards and 21st-century skills. The results of the various forms of assessment shall be used to quantify judgments on learners' academic performance. The national assessment of student learning is an integral part of DepEd's assessment framework. It aims to monitor the Philippine education system and schools for public accountability; assess the effectiveness and efficiency of the delivery of education services using learning outcomes as indicators; provide information that will guide decisions on instructional practices; determine if learners are meeting the learning standards of the curriculum; measure students' aptitude and occupational interest for career guidance; and assess prior learning for placement, accreditation and equivalency.

Achievement test is most probably the very important area of appraisal for a guidance program for the benefit of the individual. Scores on an achievement test are excellent means for evaluating educational (academic) attainments and for the individual in the concerned area of the subject covered by the test. It involves a determination of how quickly, how accurately and at what level an individual can perform the tasks taken to represent accomplishment to measure what and how individual has learn his present standard of performance. Scores of achievement test indicate the academic status of the individual learner in different subjects as a whole or individually.

In the study on teachers' performance and learners' English proficiency level in the Regional Achievement, English assessment plays a crucial role. English assessment refers to the process of evaluating and measuring the language skills and abilities of learners in the English language. English assessment can take various forms depending on the specific objectives of the study. The purpose of including English assessment in the study is to measure the learners' English language proficiency level accurately. This information can then be correlated with the teachers' performance to identify any relationship or impact between teacher quality and student achievement in English.

By analysing the assessment results, researchers can gain insights into the effectiveness of different teaching methods, instructional materials, or professional development programs for teachers. The findings can inform educational policies and interventions aimed at improving English language learning outcomes at the regional level. As to the researcher, it is reasonable to aspire for high level of performance both from teachers and learners in the regional achievement test. It is important to have high level of knowledge and pedagogical skills in the subject area as well as the ability to engage and motivate learners. They should have to be able to create supportive learning environment and differentiate instructions to meet the needs of individual learners. Additionally, they should be able to use data from the formative assessment to guide instruction and ensure that all learners are making progress towards achieving learning goals.

This study is anchored on the Individual Performance Commitment and Review Form (IPCRF) is a tool used by the Department of Education (DepEd) in the Philippines to evaluate the performance of its teachers. DepEd Order No.2, s. 2015, provides guidelines on the development and implementation of the IPCRF. According to DepEd Order No.2, the IPCRF should be based on the four domains of the DepEd Result- Base Performance Management System (RPMS).

Each of these domains has specific indicators that can be used to assess the performance of the DepEd employees. The IPCRF should be developed collaboratively between employees and this supervisor, and should include specific and measurable targets for each indicator. In addition, the IPCRF should be aligned with the DepEd's annual performance targets and should be used as a basis for the employee's performance evaluation and development plan. Overall, the best concept for the IPCRF is to ensure that is aligned with the DepEd's overall goals and objectives and that it provides a clear and comprehensive framework for assessing and improving the performance of its employees.

On the other hand, the regional achievement test are standardized assessment that measure students' knowledge and skills in specific subject within geographic region. These tests typically used to evaluate students' proficiency and to identify areas where improvement is needed. Connecting these tests with teacher performance can be controversial and challenging. Some argue that student performance on these tests is not necessarily a reflection of a teacher's effectiveness, as factors such as learner who perform poorly on this test, it may indicate that the teacher needs additional support or training in order to improve their instruction. This study is as well anchored on The National Achievement Test (NAT) held March of every year shall be the sole assessment tool that will be recognized in measuring the performance of pupils and students, attributing to the performance of individual schools, municipalities, congressional districts, schools city divisions, provinces and regions (DepEd Memorandum Nos. 7 and 266, s. 2011).

The National Achievement Test (NAT) is an annual examination administered in the Philippines to measure the knowledge and skills of elementary and secondary students in core subjects, such as Mathematics, English, Science, and Filipino. It is conducted by the Department of Education (DepEd) to assess the quality of basic education in public and private schools across the country. The NAT is a standardized test that follows a multiple-choice format, and it is designed to measure students' mastery of the knowledge, skills, and competencies specified in the national curriculum. The results of the NAT are used by the DepEd to evaluate the performance of schools and to identify areas that need improvement.

The NAT is usually administered in March or April, and the results are released in May or June. The scores of the students are used as the basis for their promotion to the next grade level, and the performance of the schools is used for ranking and accreditation purposes.

In summary, the National Achievement Test (NAT) is a standardized assessment tool the Philippine Department of Education uses the Philippine Department of Education to assess elementary and secondary students' knowledge and skills in core subjects. It is intended to assess students' mastery of the national curriculum and to serve as a benchmark for assessing the country's basic education quality. The NAT is given to all public and private schools every year, and the results are used to monitor school performance and identify areas for improvement. Overall, the NAT plays an important role in promoting accountability and transparency in the education system, as well as ensuring that students receive a quality education that prepares them for further studies or employment.

## 2. Methodology

The study used documentary analysis to determine teacher's performance and learners' proficiency levels in the regional achievement test of the Legislative I District Division of Cagayan de Oro City. Data collection was to analyze the results of the data. The descriptive correlational research process was used in this study to obtain information concerning the status and phenomena to describe "what exists" concerning the variables or conditions related to the study. It is used to determine the significant relationship between teachers' performance and learners' English proficiency level in the Regional Achievement Test (RAT) at the Grade 6 level. This was analyzed and interpreted to describe the assessment result. The idea behind this style of research is to get the frequencies, averages, and other statistical calculations. The data was collected, recorded, and tabulated data and treated with the utmost confidentiality.

The percentage commonly used method for expressing the relative frequency of survey responses and other data to answer the frequency of values is through the of percentages. A percentage reflects the proportion of scores reflected on the gathered data. The population into a frequency or relative frequency distribution, the mode is easy to find because it is the value that occurs most often which answers; the standard deviation measures the dispersion of a data set relative to its mean. It is calculated as the square root of the variance. Also, Pearson's Product Moment Correlation Coefficient was used to establish the correlation between two variables.

### 3. Results and Discussion

**Problem 1.** What is the level of teacher's performance rating based on:

- 1.1 Content, Knowledge, and Pedagogy;
- 1.2 Learning Environment;
- 1.3 Diversity of Learners, Curriculum and Planning and Assessment and Reporting; and
- 1.4 Community Linkages and Professional Engagement and Personal Growth and Professional Development

**Table 1**

Overall Teachers' Performance

Variables	Mean	SD	Interpretation
Teachers' Content Knowledge and Pedagogy	3.87	0.76	Very Satisfactory
Learning Environment	3.76	0.72	Very Satisfactory
Diversity of Learners, Curriculum and Planning & Assessment and Reporting	3.95	0.79	Very Satisfactory
Community Linkages and Professional Engagement & Personal Growth and Professional Development	4.67	0.76	Outstanding
<b>Overall Mean</b>	<b>4.06</b>	<b>0.76</b>	<b>Very Satisfactory</b>

Legend: 4.500-5.000 Outstanding      3.500 – 4.999 Very Satisfactory      2.500 – 3.499 Satisfactory  
 1.500 – 2.499 Unsatisfactory      Below 1.499 Poor

Table 1 presents the overall level of teachers' performance. It registered an overall 4.06 with SD=0.76 and interpreted as Very Satisfactory. This means that the teachers were able to perform their tasks, duties, and responsibilities at very satisfactorily level. To stay current with the newest trends, instructional methods, and educational methodologies, instructors nowadays must constantly advance their professional selves. Undoubtedly, staying current and relevant is essential to meeting the educational demands of students and assisting them in realizing their full potential. The phrase teacher performance refers to the observable effects of this training and development—or lack thereof—in the classroom. In other words, it is a combination of behaviors, attitudes, and actions in the teaching-learning environment that leads to pupils meeting their academic objectives. Based on the table provided, the highest-rated area of teachers' performance is in the category of Community Linkages and Professional Engagement & Personal Growth and Professional Development, with a mean score of 4.67 and a standard deviation of 0.76. This indicates that the teachers are highly engaged with their communities, actively pursuing professional development opportunities, and continuously growing and improving as professionals. This is an outstanding performance that is highly commendable and demonstrates the teachers' commitment to their profession.

On the other hand, the lowest-rated area of teachers' performance is not explicitly mentioned in the table provided. However, we can see that the overall mean score of 4.06 suggests that there is still room for improvement in some areas. It is essential to note that the overall mean score is still rated as very satisfactory, which means that the teachers' performance is generally good.

To identify the specific area where there might be room for improvement, it would be helpful to look at the individual scores of each teacher in each category and identify areas where some teachers scored lower. By doing this, specific areas of weakness can be identified, and appropriate measures can be put in place to address them. To elaborate further, while the overall mean score of 4.06 indicates a very satisfactory performance by the teachers, it is essential to remember that this is more than average. There could be individual teachers who may have scored lower in specific areas. Identifying these areas and providing support to improve performance can benefit both the teachers and their students. For instance, the category of Learning Environment has a mean score of 3.76, which is still very satisfactory but slightly lower than the other categories. This suggests that there may be some areas where teachers can improve their classroom management and create a more conducive learning environment for their students. Similarly, the category of Content Knowledge and Pedagogy has a mean score of 3.87, indicating that there may be room for improvement in teacher training and professional development in this area.

It is also worth noting that the category of Diversity of Learners, Curriculum and Planning & Assessment and Reporting has a very high mean score of 3.95, indicating that the teachers are doing an excellent job in designing and implementing curriculum that are diverse and inclusive to meet the needs of all students. This is a great accomplishment that should be celebrated.

In summary, while the teachers' overall performance is very satisfactory, there are areas where they can continue to improve. Identifying specific areas of weakness and providing targeted support can help ensure that all students receive the best possible education. Teachers performed very well in terms of their activities on community linkages and professional development and in dealing with stakeholders professionally. This is a positive character as there are challenges or plans that cannot be easily materialize knowing the school budget is already tight and allotted to specific needs and expenses. Plans or problems dealing with learning environment that arises during the middle or towards the end of the school year are sometimes difficult to pursuit. With the teacher's initiative on tapping individuals, alumni and volunteers with the assistance and guidance of school heads problems, plans and challenges is surely addressed knowing that when the stakeholders understand the good purpose and intentions of the teachers and the school, they will surely not hesitate in lending their hands and resources.

Simply said, a teacher's actions or actions in the classroom have a significant impact on how well children learn. Hence, the enormous impact that a teacher's performance has on pupils' academic success or failure cannot be overstated. It's crucial to develop and keep trained teachers in order to deliver high-quality instruction in schools, particularly in basic settings. The effectiveness of teachers is measured by student achievement, which is impacted by pay, the workplace, and employee motivation. The effectiveness of teachers can result in high-caliber students, which makes attending a high-caliber secondary school simple. High-achieving pupils can be produced by an effective and efficient teaching and learning process (Merlo, 2022 & Oco, 2022).

**Problem 2.** What is Learner's English Proficiency Level in the Regional Achievement Test (RAT) of the Grade VI pupils of the Legislative I District?

Table 2 presents the learners' English proficiency level based on regional achievement test. Data revealed that 46.67% of the pupils were at nearly proficient level while 53.33% of the learners are at low proficient level. This implies that the proficiency level of the pupils was at low proficient level. This means that the scores of the pupils obtained from the regional achievement test was at low level. Thus, it is important for the teachers and parents to have a collaborative set of activities that can help the pupils in improving their achievement level in English. An achievement exam evaluates newly acquired information or abilities. Standardized tests, like the NAT or National Achievement Test, are the most popular kind of accomplishment test.

**Table 2**  
*Learners' English Proficiency Level*

Level of Proficiency	Frequency	Percentage
Highly Proficient	0	0.00%
Proficient	0	0.00%
Nearly Proficient	42	46.67%
Low Proficient	48	53.33%
Not Proficient	0	0.00%
<b>Total</b>	<b>90</b>	<b>100.00%</b>

Note: 4.21 – 5.00 Highly Proficient 3.41 – 4.20 Proficient 2.61 – 3.40 Nearly Proficient 1.81 – 2.60 Low Proficient  
 1.00 – 1.80 Not Proficient

The National Achievement Test (NAT) in English measures students' proficiency and understanding of various aspects of the English language. The test aims to assess students' knowledge, skills, and competencies in English language usage, comprehension, and communication. The specific areas covered in the English section of the NAT may include Vocabulary and Word Usage: The test may assess students' knowledge of vocabulary, including word meanings, synonyms, antonyms, idioms, and phrases. It may also evaluate their ability to use words appropriately in different contexts.

Grammar and Syntax: The NAT can include questions related to grammar rules, sentence structure, verb tenses, subject-verb agreement, pronouns, articles, prepositions, and other grammatical concepts. Students may be tested on their understanding of sentence formation and their ability to identify and correct grammatical errors; Reading Comprehension: The test may include reading passages of various genres, such as fiction, non-fiction, poetry, or informational texts. Students are assessed on their ability to understand and interpret the meaning of the text, make inferences, identify main ideas, analyse supporting details, and draw conclusions; Writing Skills: The NAT may evaluate students' writing skills, including their ability to write grammatically correct sentences, paragraphs, and essays. Students may be asked to express their ideas, opinions, or arguments in a coherent and organized manner. Writing tasks may assess spelling, punctuation, sentence structure, vocabulary usage, and overall composition; Listening Comprehension: The English section of the NAT may include listening exercises where students listen to spoken passages, dialogues, or conversations and answer questions based on the information they have heard. This assesses their ability to understand spoken English, follow instructions, and comprehend the content accurately. It's important to note that the specific content and format of the NAT may vary depending on the country, educational system, and the grade level being assessed. The test is designed to provide insights into students' English language proficiency and inform educational policies, curriculum development, and instructional practices.

Achieving a certain grade level typically involves organized teaching, such as classroom instruction or training, and achievement tests are designed to measure the skills and information acquired in that grade level. Aptitude tests and achievement tests are frequently contrasted. Achievement tests are testing whose results are frequently used to measure a student's readiness for a certain level of training. High achievement scores typically show that a student has acquired a degree of mastery of grade-level material and is ready for further education. On the other hand, low accomplishment scores may point to the necessity for additional remediation or retaking a grade level (Cherry, 2022).

In the case of the regional Achievement Test (RAT) it aims: To increase the achievement rate of public elementary school learners in all subject areas; To pinpoint learners' areas of strength and weakness; To assess the efficiency of the teaching and learning process in each subject area; And To guarantee that learners have learned and mastered the competencies in the Basic Education Curriculum. Thus, it is important to conduct achievement test to check the learners progress and educational outcomes and further teachers' views and knowledge on aspects that needs improvement and what remedial activities to be done.

**Problem 3.** Is there significant relationship between Teacher's Performance for SY 2021- 2022 and English Proficiency Level based on RAT of the Grade VI pupils of the Legislative I District?

**Table 3**

*Test Correlation on Teachers' performance and Learners' English Proficiency*

Teachers' Performance		Learners' Proficiency		r-value	p-value	Decision
Mean	SD	Mean	SD			
4.06	0.76	2.47	0.59	0.563*	0.011	Reject Ho

Table 3 Test Correlation on Teachers' performance and Learners' English Proficiency. Teachers' overall performance registered the Mean of 4.06 with SD=0.76 and interpreted as Very Satisfactory. Learners' English proficiency registered an overall Mean of 2.47 with SD of 0.59 and interpreted as Low proficient. Moreover, its computed r-value of 0.563 with computed p-value of 0.011 is interpreted as moderate positive relationship is lowed that the p-critical value at 0.05 level of significance. This implies that significant correlation was registered and that teachers' performance is relevant to the learners' level of proficiency in English. Thus, the null hypothesis of no significant relationship is rejected.

This means that the teachers' plays pivotal role in this English or proficiency of the learners. It can be gleaned from the table that the teachers' performance is much higher than that of the learners. Teachers' performance is not solely based on how they teach their students and the strategies they are using. It involves various factors and indicators that do not only involve with the learners. Being a teacher today is not just about teaching but a teacher needs to be a jack of all trades, or they need to be innovative and resourceful as they have various tasks and assignments to perform. But teachers should also not forget that their main job is to teach the learners.

Thus, they should investigate best strategies and activities to help the learners and assist them in their struggles This might come in a variety of forms, like assisting with schoolwork, going to school functions and parent-teacher conferences, taking part in decision-making processes, or speaking to the child's teacher frequently. A key element in ensuring that children's education is successful is parental engagement. Children are more likely to perform well in school and develop socially and emotionally when their parents are involved in their education.

According to Llego (2022) in the Philippines, parental involvement in education is low due to poverty, the high cost of school, and a lack of understanding of the value of education. Any educational system needs parental involvement to be successful. It has been demonstrated to raise educational standards, lower truancy, and dropout rates, and raise student achievement. Parental participation is important, and the Philippine government has taken action to promote it. Still, more work needs to be done. The Department of Education (DepEd) has to better inform parents about the value of education for the future of their children. It must also guarantee that parents are aware of the tools at their disposal to support the academic success of their children.

Furthermore, to identify potential weaknesses in teachers' performance and correlate them with students' English proficiency levels, it is important to consider the following factors; Teaching Methods and Strategies: If teachers primarily employ traditional lecture-based teaching methods without incorporating interactive and engaging activities, students may struggle to develop strong language skills. Lack of varied instructional strategies and insufficient opportunities for active participation and language practice can hinder students' English proficiency. Language Instruction and Practice: If teachers do not provide adequate language instruction, including grammar, vocabulary, and pronunciation, students may face difficulties in understanding and using English effectively. Inadequate practice opportunities, such as limited speaking or writing exercises, can also impact students' language development; Assessment and Feedback: If teachers do

not provide timely and constructive feedback on students' language skills, students may not receive the necessary guidance to improve. Inadequate assessment methods that do not accurately measure students' English proficiency levels may lead to a lack of targeted instruction and support; Professional Development: If teachers do not have access to ongoing professional development opportunities or are not encouraged to enhance their English language teaching skills, it may limit their ability to effectively deliver instruction and support students' language learning.

The correlation between these potential weaknesses in teachers' performance and students' English proficiency levels can manifest in several ways; Limited Language Acquisition: If teachers are not employing effective instructional methods or providing sufficient language practice, students may have difficulty acquiring the necessary language skills. This can lead to lower English proficiency levels among students; Gaps in Language Knowledge: If teachers are not adequately addressing grammar, vocabulary, or pronunciation aspects, students may have gaps in their language knowledge. This can impact their overall language comprehension and expression abilities; Lack of Speaking and Writing Proficiency: Insufficient opportunities for speaking and writing practice can result in limited fluency and coherence in students' spoken and written English. Students may struggle to express their thoughts and ideas effectively; Lower Language Confidence: If students do not receive regular feedback and encouragement from teachers, their confidence in using English may be affected. This can lead to hesitancy and reduced motivation to actively engage in English language activities.

Addressing these weaknesses requires a comprehensive approach that includes; Professional Development: Providing teachers with opportunities for ongoing professional development, workshops, and training focused on effective language instruction and assessment strategies can enhance their teaching skills; Student-Centered Approaches: Encouraging teachers to adopt student-centered instructional approaches that incorporate interactive activities, meaningful practice, and authentic language use can support students' language development.; Formative Assessment: Promoting the use of formative assessment techniques that provide timely and specific feedback to students can guide their language learning progress. Teachers can adapt their instruction based on individual student needs; Collaboration and Support: Encouraging collaboration among teachers, sharing best practices, and providing support through mentoring or peer observation can contribute to professional growth and improvement. By addressing these weaknesses and providing support for teachers' professional development, schools can work towards improving students' English proficiency levels and creating a conducive learning environment for language acquisition.

#### 4. Conclusions and Recommendations

From the study, the following conclusions have been drawn:

1. The teachers' performance was at a very satisfactory level and they were performing well in terms of Community Linkages and Professional Engagement and Personal Growth and Professional Development. Teachers should perform their duties and responsibilities in full and continue to better themselves for the purpose of better performance and educational outcomes.

2. Pupils' English proficiency was at nearly proficient level which means that remedial activities, interventions and even activities at home needs to be monitored by the teachers and parents so that what is learned at school will be re-enforced or reviewed at home.

3. Teachers' performance was significantly correlated to their pupils' English proficiency. It noted a moderate positive relationship level. Therefore, teachers' performance is relevant to the pupils' learning outcomes like in their English proficiency and that it should be given emphasis and attention.

On the basis of the results of the study, the following are the recommendations:

1. The teachers should continue to enhance their knowledge and skills in making sure that learning environment provided for the pupils is inspiring and can motivate them to have much better performance leading to reaching personal and organizational goals and objectives. Teachers are urged to always give their best efforts during the teaching and learning process, as well as in observing the progress and performance of the pupils.

2. Pupils need to take their studies seriously by studying their lessons at school at home more often rather than giving more time to their gadgets and other extra activities. Teachers and parents may develop consistent communication lines for the follow-up and monitoring of the pupils' progress and activities at school and at home.

3. The teacher's performance is relevant to the pupils' English proficiency level, therefore it must be continuously improved, monitored, and evaluated as to its alignment with the needs of the pupils. The data suggest that the teachers are performing well in their roles, and are particularly effective in building community linkages, engaging in professional development, and achieving personal growth. These areas of strength can serve as models for further improvement in areas where performance is less strong.

## REFERENCES

- Alberta Spring Education (2017) Engagements. <https://cbe.ab.ca/>
- Benz, S. A. (2018). The effect of behavior within a word-problem intervention for students with mathematical difficulties. <https://repositories.lib.utexas.edu/>
- Adlaw, John Lester L. (2022). ICT Literacy Skills and Teaching Performance Unpublished Research. Cagayan de Oro City, Philippines
- Ares, Nieve V. (2022). Multiple Intelligence and Performance of Elementary Pupils in Math, English and Science. Unpublished Research. Misamis Oriental, Philippines
- Bates, Tony. (2020). What is the difference between competencies, skills and learning outcomes – and does it matter? <https://www.tonybates.ca/>
- Baylosis, Jaypee. (2018). Enhanced Basic Education Program. <https://www.slideshare.net/>
- Bouslog, Michelle. (2022). Effective Teaching Strategies Used in Today's Classrooms. <https://www.graduateprogram.org/>
- Cherry, Kendra. (2022). Achievement Tests. How Achievement Tests Measure What People Have Learned. <https://www.verywellmind.com/>
- Chung, C.J. (2021). A predictive study of learner satisfaction and outcomes in face-to-face, satellite broadcast, and live video-streaming learning environments. *The Internet and Higher Education*, 13(4), pp.248-257.
- Cobb, B. (2017). Multiple Learning Theories. *International Journal of Mathematical Education* July 2001(4):513-524. DOI:10.1080/002073901100382777
- Students' strategies and difficulties.
- DepEd Order No. 12s.2020 "Adoption Of The Basic Education Learning Continuity Plan For School Year 2020- 2021. [www.deped.gov.ph](http://www.deped.gov.ph)
- Department of Education (2020). Guidelines on the use of Most Essential Learning Competencies (MELCs) <https://common.deped.gov.ph/melc-guidelines> Retrieved 29 October 2021
- DepEd Order No.31.s., / DepEd Order N0.12 2020 "Interim Guidelines for Assessment For the Assessment of the Grading in Light of the Basic Education Learning Continuity Plan
- DO 55, s. 2016 – Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program | Department of Education ([deped.gov.ph](http://deped.gov.ph))
- Edu, Birdie. (2021). Professional Code Of Ethics For Teachers. <https://edubirdie.com/>
- Enriquez, Roberta K. (2021). The Use of MELCs in the Normal and its impact on learning of the learned

- competencies in core subjects. Unpublished Thesis. Cagayan de Oro City, Philippines
- Evans et al. (2017). Numerical skills and the numerate environment: Affordances and demands. *Adults Learning Mathematics*. 12; 1: 17-26
- Everett. 2017. Numbers and the making of us: Counting and the course of human cultures. Cambridge, MA: Harvard University Press. *Canadian Journal of Linguistics/Revue Canadienne De Linguistique*, 65(2), 314-317.
- Guskey et. al (2020). Retrieved from <https://www.edweek.org/education/opinion/assessment-and-grading-in-the-midst-of-a-pandemic/2020/04>
- K to 12 English Curriculum Guide, May 2016. [www.deped.gov.ph](http://www.deped.gov.ph)
- Llego, Mark Anthony. (2022). The Importance of Parental Involvement in Education. <https://www.teacherph.com/>
- Massimo, Nardo (2017), The Implementation of Modular Distance Learning in the Philippine Secondary School Modular Instruction Enhances Learner Autonomy
- Mateo, J. (2020). Retrieved from One News. [ph:https://www.onenews.ph](https://www.onenews.ph)
- Most Essential Learning Competencies (MELCs) K-12, SY 2022-2023. [www.deped.gov.ph](http://www.deped.gov.ph)
- Merlo, Andrea. (2022). How Teachers Can Improve Their Performance in the Classroom. <https://www.teacheracademy.eu/>
- Oco, Richard M. (2022). Leadership Styles of School Heads and Its Relationship to School Performance. *Global Scientific Journals*. EOI : 10.11216/gsj.2022.01.57744
- Overview of Student Learning Outcome Assessments in the Philippines
- Pompea, Stephen M., Constance E. Walker. (2017). The importance of pedagogical content knowledge in curriculum development for illumination engineering," *Proc. SPIE 10452, 14th Conference on Education and Training in Optics and Photonics: ETOP*. <https://doi.org/10.1117/12.2270022>
- Ramdani, Zulmi., Andi Amri, Deni Hadian , Jaka Warsihna , Zulfikri Anas, Susi Susanti (2022). Students Diversity and the Implementation of Adaptive Learning and Assessment A Systematic Literature Review. <http://creativecommons.org/licenses/by-nc/4.0/>
- R.A No.10533 Enhanced Basic Education Act of 2013
- R.A No. 9155 Governance Of Basic Education Act of 2001
- Regional Achievement Test (RAT) for Grades 1-6 ([google.com](http://google.com))
- Torres, Paulina. (2021). Stakeholder's Involvement to School-Initiated Activities of District I Secondary Schools: Basis for Enhanced Community Partnership Program of Activities. <https://ijisrt.com/>