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PROFESSIONAL DEVELOPMENT AND ASSESSMENT PRACTICES AMONG PRIVATE SCHOOL TEACHERS IN PANABO CITY

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ABSTRACT

This study determined the relationship between teacher professional development and teacher assessment practices among private school teachers in Panabo City. It specifically examined the extent of teacher professional development in terms of planning, executing, and evaluating, and the extent of teacher assessment practices in terms of verification assessment, facilitative assessment, praise, functionality of assessment, and structure of assessment. A quantitative descriptive-correlational research design was employed. The respondents consisted of 172 private high school teachers selected using Slovin's formula from a total population of 298. Data were gathered through adapted and validated survey questionnaires. Statistical tools used included weighted mean, Pearson product-moment correlation, and multiple regression analysis at a 0.05 level of significance. Findings revealed that both teacher professional development and teacher assessment practices were at an extensive level, indicating that these practices were oftentimes evident among teachers. A significant relationship was found between teacher professional development and teacher assessment practices, suggesting that improvements in professional development correspond to enhanced assessment practices. Moreover, the domains of planning, executing, and evaluating significantly influenced teacher assessment practices, with planning emerging as the strongest predictor. Based on the findings, it is recommended that school administrators and education officials strengthen professional development programs by focusing on structured planning, effective execution, and continuous evaluation. Teachers are also encouraged to actively engage in professional development initiatives to further improve their assessment strategies and instructional effectiveness.

KEYWORDS: *professional development; assessment practices; private school teachers; Panabo City*

INTRODUCTION

Teacher professional development and assessment practices are pivotal components in the educational landscape, directly affecting student learning outcomes and the standard of education. Teachers who get effective teacher professional development are better able to plan, implement, and evaluate instructional strategies, thereby enhancing their teaching effectiveness. Collectively, strong assessment practices enable teachers to monitor student progress, provide constructive feedback, and tailor instruction to meet diverse learning needs. The interplay between teacher professional development and assessment practices is crucial, as continuous professional growth fosters the adoption of innovative assessment methods, thereby improving students' educational experiences.

Globally, challenges persist in aligning teacher professional development with contemporary educational demands. Many educators lack access to continuous, high-quality professional development opportunities, hindering their ability to implement effective assessment strategies (Schleicher, 2020). This disconnect often results in outdated teaching methodologies that fail to cater to learners' evolving needs. Further, disparities in resource allocation contribute to inequities in access to teacher professional development, particularly in underfunded regions (OECD, 2019).

Another international concern is the variability in teachers' assessment literacy. While some educators are proficient in utilizing formative assessments to enhance learning, others rely heavily on summative assessments, which may not provide timely feedback for student improvement (Black & Wiliam, 2018). Gaps in student success and overall educational quality may result from this instability. Additionally, continuous professional development is required to successfully integrate digital assessment tools due to the swift integration of technology into education (Guskey, 2021)

In the Philippines, the Department of Education (DepEd) has recognized the need to enhance teacher professional development and assessment practices. Initiatives such as the Professional Development Program on Assessment and Emerging Literacies aim to improve teachers' competencies in these areas (Department of Education, 2021). However, challenges remain in ensuring these programs reach all educators, particularly those in remote or underserved areas.

Additionally, aligning teacher professional development programs Fulfilling the unique requirements of educators and learners is a continuous process.

A significant national issue is aligning teacher professional development with classroom realities. Teachers often struggle to translate professional development learning into effective classroom practices, particularly in assessment strategies (Gonzales, 2020). This misalignment can result in assessments that do not accurately reflect student learning or inform instructional adjustments. Further, the emphasis on high-stakes testing in the Philippine educational system may limit teachers' ability to implement formative assessments that support student growth.

At the local level, specifically in Panabo City, similar challenges are evident. Studies have shown that while teachers participate in professional learning communities, there is a need for more targeted support in implementing effective assessment practices (Necanor & Zamora, 2024). This gap suggests that current teacher professional development programs may not sufficiently address the practical aspects of classroom assessment, leading to a reliance on traditional methods that may not fully capture student learning.

Also, research indicates that school leadership is vital in facilitating effective educator specialized growth and assessment practices. In Panabo City, supportive leadership behaviors, such as resource allocation and fostering collaborative learning communities, have been linked to improved professional development outcomes (Ramos & Bauyot, 2024). However, inconsistencies in leadership support can hinder the consistent application of effective assessment practices across schools. Despite ongoing efforts to enhance teacher professional development and assessment practices in Panabo City, a significant gap persists in their practical application. Teachers often struggle to implement assessment strategies that provide meaningful feedback and promote student learning. This gap highlights the need for more contextualized and practice-oriented professional development programs that directly address the challenges teachers face in their unique classroom settings.

Addressing these issues is of paramount importance. In addition to improving student results and teaching quality, effective teacher professional development and evaluation techniques also contribute to the community's general growth. Educational institutions may promote a culture of excellence in learning and on-going growth by providing instructors with the skills and information they need.

While strides have been made at international, national, and local levels to improve teacher professional development and assessment practices, significant challenges persist. A concerted effort is required to bridge the gap between professional development initiatives and classroom application, ensuring that teachers are well-equipped to meet their students' evolving needs.

THE STUDY'S OBJECTIVES

The purpose of this study was to find out the relationship between teacher professional development and assessment practices. Specifically, it sought to:

1. Determine the extent of teacher professional development in terms of:
    - 1.1 Planning;
    - 1.2. Executing, and
    - 1.3. Evaluating.
2. Determine the extent of teacher assessment practices in terms of:
    - 2.1. Verification feedback;
    - 2.2. Facilitative feedback;
    - 2.3. Praise;
    - 2.4. Functionality of feedback;
    - 2.5. Structure of feedback; and
    - 2.6. Negative feedback system.
3. Establish whether there is a significant relationship between the teacher's professional development and their assessment practices.
4. Identify which of the domains of the teacher professional development significantly influence assessment practices.

METHODOLOGY

This chapter presents the study's methodological framework. It outlines the research design, the respondents who provided the data, and the instruments used for data collection. It also describes the procedures undertaken to ensure accurate, reliable, and ethical data collection, as well as the techniques used to analyze the data and answer the research questions. The major sections of this chapter include research design, ethical considerations, research respondents, research instruments, data-gathering procedures, and data analysis.

Method Used

This study employed a quantitative research approach, specifically utilizing a descriptive correlational design. Quantitative research involves the systematic collection and statistical analysis of numerical data to examine relationships between variables (Apuke, 2017). This approach is essential in studies seeking to measure specific phenomena objectively, making it suitable for investigating the relationship between Teacher Professional Development and Teacher Assessment Practices. The use of a descriptive correlational design allows for the identification and analysis of patterns without directly manipulating variables, thereby ensuring the integrity of naturally occurring data (Davis, 2021).

A descriptive research design focuses on observing and summarizing the characteristics of variables as they naturally exist, without the researcher's intervention (Korrapati, 2016). This study aims to describe the extent of teacher professional development in terms of planning, executing, and evaluating, as well as the extent of teacher assessment practices, including verification assessment, facilitative Assessment, praise, functionality of Assessment, and structure of Assessment. The correlational aspect of this study investigates whether a significant relationship exists between these two variables, assessing whether variations in professional development influence assessment practices.

Sources of Data

The respondents of this study were drawn from the total population of 298 high school teachers employed in private schools within Panabo City. To determine the appropriate sample size, Slovin's formula was used, where N represents the total population and e denotes the margin of error. Using a 5% margin of error, the computed sample size was 172 respondents, ensuring reliable results while maintaining feasibility in terms of time and resources. Slovin's formula is widely used in quantitative research because it allows researchers to calculate representative sample sizes for a given confidence level and margin of error (Tejada & Punzalan, 2019).

Inclusion criteria were established to ensure that the respondents selected for this study possess relevant experiences aligned with the research objectives. Specifically, participants were required to be full-time high school teachers currently employed in private schools within Panabo City. Further, teachers with at least three years of teaching experience were included in the study, as this threshold reflects sufficient exposure to both professional development programs and classroom assessment practices. Research suggests that teachers with several years of experience are more likely to engage in reflective practices, apply varied assessment techniques, and have participated in institutional professional development activities than novice teachers (Komba & Mwakabenga, 2021).

The purposive selection based on these inclusion criteria ensured that the respondents could provide meaningful insights into the relationship between professional development and assessment practices. By limiting participation to teachers with 3 or more years of service, the study minimized variability arising from limited classroom exposure, thereby enhancing the validity of the findings. Also, focusing on private school teachers in Panabo City provides a localized understanding of how professional development initiatives are linked to assessment practices, contributing valuable knowledge to both the local and national education contexts. As Creswell and Creswell (2018) emphasize, careful consideration of sampling procedures and criteria strengthens the credibility of quantitative studies by ensuring that the sample adequately represents the target population.

Data Gathering Instrument

The primary data collection instrument was a structured questionnaire designed to measure both teacher professional development and assessment practices. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire used in this undertaking was divided into two sets. The first set focused on the extent of teacher professional development. The second set focused on the extent of teacher assessment practices.

The teacher professional development questionnaire was adapted from Shakuna et al. (2019). The instrument consisted of 13 items. It had three indicators, namely: planning (1-5), executing (1-4), and evaluating (1-4).

The teacher professional development questionnaire underwent pilot testing to ensure its items were reliable and clear. Using Cronbach's alpha, the instrument yielded a reliability coefficient of 0.93, suggesting that the items possess relatively high internal consistency. This implies that the questions aligned under the indicators of planning, executing, and evaluating are consistent in measuring the intended construct and can be confidently used to gather accurate data from the respondents. A high reliability score further indicates that the respondents interpreted the items similarly, thereby reducing measurement error and strengthening the validity of the findings derived from this instrument. Below was the grading scale for the extent of teacher professional development.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The teacher's professional development is always evident.
3.40 - 4.19	Extensive	The teacher's professional development is often evident.
2.60 - 3.39	Moderately Extensive	The teacher's professional development is occasionally evident.
1.80 - 2.59	Less Extensive	The teacher's professional development is seldom evident.
1.00 – 1.79	Not Extensive	The teacher professional development is never evident.

The teacher's assessment practices questionnaire was adapted from Caro-Cahilig & Cabanero (2024). The instrument consisted of 28 items. It had three indicators, namely: verification assessment (1-6), facilitative Assessment (1-7), praise (1-5), functionality of Assessment (1-6), and structure of Assessment (1-4).

The teacher's assessment practices questionnaire underwent pilot testing. It yielded a Cronbach's alpha of 0.95, indicating excellent internal consistency across the 28 items for verification assessment, facilitative Assessment, praise, functionality of Assessment, and structure of Assessment. This result implies that the instrument is reliable in capturing teachers' assessment practices, ensuring that responses yield dependable, consistent data. The high reliability also indicates that the items are well-structured and comprehensive in addressing different aspects of Assessment, thereby enhancing the credibility of the study's results and supporting its overall methodological rigor. Below was the grading scale for the extent of teacher professional development.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The teacher's assessment practices are always evident.
3.40 - 4.19	Extensive	The teacher's assessment practices are often evident.
2.60 - 3.39	Moderately Extensive	The teacher's assessment practices are occasionally evident.
1.80 - 2.59	Less Extensive	The teacher's assessment practices are seldom evident.
1.00 – 1.79	Not Extensive	The teacher's assessment practices are never evident.

The instruments in this study were contextualized to achieve the study's purpose. The researcher integrated all the comments and suggestions from the adviser, panel members, and expert validators to refine the tools and achieve construct validity.

Sampling Technique

The study employed stratified random sampling to ensure respondents were adequately represented across private high schools in Panabo City. The total population consisted of approximately three hundred (300) private high school teachers. Using Slovin's formula with a 5% margin of error, a sample size of one hundred seventy-two (172) teachers was determined. Stratified random sampling was considered appropriate because it allowed the population to be grouped by private school, ensuring proportional representation from each institution and minimizing sampling bias (Etikan & Bala, 2017; Taherdoost, 2016).

This approach was particularly suitable for the present study because it enabled the researcher to capture diverse perspectives from teachers across different private schools while maintaining a balanced and representative sample. By dividing the population into strata and randomly selecting participants within each group, the study ensured that variations in teaching environments, professional development opportunities, and assessment practices were reflected in the data. This method enhanced the generalizability and reliability of the findings within the context of private high schools in Panabo City.

The use of stratified random sampling was further supported by the application of specific inclusion and exclusion criteria. Participants were required to be currently employed as private high school teachers in Panabo City, to have at least 1 year of teaching experience, to be actively engaged in classroom instruction, and to consent to participate in the study voluntarily. Teachers on leave during the data collection period, part-time instructors without regular teaching loads, and those not directly involved in classroom assessment were excluded to maintain the data's relevance and accuracy.

The sampling technique ensured that the study obtained comprehensive and credible information from a representative group of respondents. This strengthened the validity and reliability of the findings regarding the relationship between teacher professional development and teacher assessment practices among private school teachers.

Procedure of the Study

The data-gathering procedure for this study follows a systematic, ethically guided approach to ensure the accuracy, reliability, and integrity of the research results. The procedure includes securing the ethics compliance certificate, obtaining the endorsement letter from the dean, requesting the permit to conduct the study from the Schools Division Superintendent (SDS), sending letters to the school principals, and validating the research instruments before administering the questionnaires. The data collection is conducted among respondents in the Division of Panabo City.

Statistical Treatment

For a comprehensive interpretation and analysis of the data, the following statistical tools were employed:

To answer the first two statements of the problem, the weighted mean was employed. These tools determined the extent of teacher professional development, as well as the extent of teacher assessment practices. The mean provided a measure of the central tendency of responses, indicating the general level of agreement or extent of implementation of each indicator among the respondents.

In addition, the standard deviation was utilized to measure the variability or dispersion of the responses. This statistical tool described how spread out the responses were from the mean, indicating the consistency or homogeneity of the respondents' perceptions. A lower standard deviation implied that responses were closely clustered around the mean, suggesting agreement among respondents, while a higher standard deviation indicated greater variability in responses.

For the third problem, which aimed to establish whether there was a significant relationship between teacher professional development and teacher assessment practices, the Pearson product-moment correlation coefficient (r) was utilized. This inferential statistical tool was appropriate since it measured the strength and direction of the linear relationship between two continuous variables. A significant correlation indicated that professional development activities were associated with the extent of assessment practices among teachers.

To address the fourth problem, which sought to determine which domains of teacher professional development significantly influenced assessment practices, multiple linear regression analysis was employed.

This technique was used to assess the predictive power of planning, executing, and evaluating on teacher assessment practices. Regression analysis allowed the identification of which among the domains had the most significant effect on teacher assessment practices.

Ethical Consideration

The ethical considerations for this study were anchored in the fundamental principles of research ethics: respect for persons, beneficence, and justice. Conducted in the private schools of Panabo City, the study involved teachers as key respondents. Thus, it was essential to ensure that the dignity, rights, and welfare of these professionals were upheld throughout the research process.

Social Value. This research held high social value, as it aimed to enhance the professional growth of teachers and the quality of their assessment practices. By analyzing how teacher professional development in planning, executing, and evaluating correlated with assessment strategies such as verification assessment, facilitative feedback, praise, structure, and functionality, the study aimed to improve teaching efficacy and learner outcomes. The findings informed the training needs of teachers and provided actionable insights for school leaders and policymakers in the private schools of Panabo City, contributing to better student achievement and more equitable educational experiences.

Informed Consent. Participation in this study was entirely voluntary. All teacher-respondents were provided with an informed consent form detailing the purpose of the research, the procedures involved, possible risks and benefits, and their right to withdraw at any time without penalty. The consent emphasized that data would be treated with confidentiality and anonymity. Before any data collection began, the researcher secured written consent from participants, ensuring that they understood their role and rights in the study.

Vulnerability of Research Respondents. Although teachers were generally not considered a vulnerable population, the study acknowledged their professional and institutional context, which might have made them feel compelled to participate. To mitigate this, participants were assured that their involvement was voluntary and that their responses would not affect their employment, evaluation, or relationship with school heads or DepEd officials. The study was designed to prevent any undue stress, pressure, or coercion.

Privacy and Confidentiality. To ensure privacy and compliance with the Data Privacy Act of 2012 (RA 10173), all personal and institutional identifiers were removed or anonymized during data analysis and reporting. Data were securely stored in password-protected digital files, and physical copies were kept in locked storage. Only the researcher and authorized individuals, such as the research adviser or statistician, had access to the data. All information was reported in aggregate form to protect the identities of individual respondents.

Risk, Benefits and Safety. This study posed minimal risk to respondents. However, the researcher remained sensitive to any potential discomfort related to professional self-assessment or feedback practices. Benefits included a deeper understanding of professional growth areas, which could lead to more targeted training and improved classroom performance. Teachers found personal and professional value in reflecting on their development and assessment strategies. The research process avoided harm by maintaining respect, dignity, and a safe research environment.

Justice. The principle of justice was upheld by ensuring fair participant selection. Teachers from various private schools in Panabo City were given equal opportunity to participate, regardless of school classification, years of service, or professional rank. No group was overburdened or excluded without valid reason. The study's findings were shared with local educational leaders to help ensure that the resulting professional development interventions were equally accessible and beneficial across schools.

Transparency. Transparency was observed throughout the research process. The purpose, process, and use of the findings were communicated clearly to the participants through a consent form and a
brief orientation. After the study, the results were disseminated to participating schools and stakeholders in an accessible format, such as summary reports or school briefings, to ensure respondents understood how their input contributed to educational insights.

Qualification of the Researcher. The researcher holds a Bachelor of Science in Information Technology (BSIT) from Davao del Norte State College. She also earned units in Secondary Education at North Davao Colleges, Inc., with a major in Social Studies. In addition, she holds a Teaching Methodologies I certification and possesses National Certificates (NC II) in Computer Systems Servicing (CSS) and Bread and Pastry Production (BPP) from TESDA.

The researcher has completed academic coursework in educational research and Assessment and has attended seminars, training sessions, and colloquia on teaching strategies, assessment practices, and research methodologies. She has also gained teaching experience in a private school setting, which provided practical exposure to classroom instruction and Assessment.

To ensure adherence to ethical protocols, the researcher sought guidance and approval from the Research Monitoring Committee (RMC) Research Ethics Committee. The research was conducted under the supervision of a licensed academic adviser. Throughout the study, the researcher maintained professional conduct, safeguarded participants' rights, and ensured objectivity in the research process.

Conflict of Interest. There were no financial or professional conflicts of interest in this study. However, the researcher, being a teacher from the same locale, acknowledged the possibility of perceived bias. To address this, data analysis was conducted impartially, and the researcher's professional relationships did not influence data interpretation or reporting. Clear communication was established to reassure participants that their responses remained anonymous and bjective.

Adequacy of Facilities. The research was conducted using adequate facilities available within private schools in Panabo City. Questionnaires were distributed physically or via Google Forms, and responses were analyzed using statistical software such as SPSS. All data was stored securely, with proper documentation and access controls to prevent data breaches. ICT facilities were maximized to facilitate efficient data collection and analysis.

Community Involvement. The study involved educational stakeholders, including school principals and curriculum heads, to ensure the research was relevant and acceptable. Their involvement began at the permission stage and continued through the dissemination of findings. Through school briefings or presentations, the research outcomes were shared with the community, providing opportunities for feedback and practical application of the recommendations within school improvement plans.

Results

The findings revealed that teacher professional development was **extensive** (M = 4.02, SD = .803), indicating that teachers often engage in professional development activities related to planning, executing, and evaluating instruction. Among the domains, **planning** obtained the highest mean (M = 4.03), followed by **evaluating** (M = 4.02) and **executing** (M = 4.01). This suggests that teachers are highly supported in preparing instructional plans, selecting appropriate strategies, developing classroom questions, and designing assessment-related activities.

Likewise, teacher assessment practices were found to be **extensive** (M = 4.04, SD = .820). Among the assessment domains, **facilitative assessment** ranked highest (M = 4.06), followed by **functionality assessment** (M = 4.04), **praise** (M = 4.03), **verification assessment** (M = 4.02), and **structure of assessment** (M = 4.01). These results indicate that teachers frequently use assessment practices that guide learners, provide constructive feedback, identify learning gaps, and support student improvement.

The correlation analysis showed a significant positive relationship between teacher professional development and teacher assessment practices ($r = .738$, $p = .001$). This means that teachers who demonstrate higher levels of professional development also tend to practice more effective assessment strategies. Regression analysis further revealed that teacher professional development significantly influenced assessment practices ($R = .921$, $R^2 = .848$, $F = 312.02$, $p = .002$), explaining **84.80% of the variance** in assessment practices.

Among the professional development domains, **planning** had the strongest influence on assessment practices (B = .235, p = .000), followed by **executing** (B = .123, p = .001) and **evaluating** (B = .115, p = .004). This implies that improving teachers' planning skills contributes most strongly to the enhancement of their assessment practices. Overall, the findings suggest that sustained and well-structured professional development programs are essential in strengthening teachers' capacity to design, implement, and use assessment practices effectively for improved learner outcomes.

Summary

The study's primary goal was to ascertain the importance of the connection between teacher professional development and teacher assessment practices. The study was conducted among selected private school teachers in Panabo City, with one hundred seventy-two (172) respondents. A descriptive correlational research design was employed using adopted and validated research instruments that underwent pilot testing before administration. The data were analyzed using weighted means, Pearson product-moment correlation, and multiple regression, with hypotheses tested at the 0.05 level of significance.

1. The results showed that there was a significant amount of planning, carrying out, and assessing professional development for teachers. This indicates that professional development activities among teachers were often evident, suggesting that teachers consistently engaged in structured programs that enhanced their instructional planning, classroom implementation, and evaluation practices. The result implies that teachers actively participated in professional growth opportunities that strengthened their competencies and supported continuous improvement in their teaching practices.
2. The results also demonstrated the scope of teacher assessment procedures in terms of facilitative assessment, verification assessment, Praise, functionality of assessment, and structure of assessment was also extensive. This suggests that teachers regularly implemented diverse and effective assessment strategies in their classrooms. The result indicates that teachers provided meaningful, structured, and supportive feedback that promoted student learning, engagement, and academic improvement.
3. The study discovered a strong correlation between teacher assessment procedures and professional growth. This indicates that higher levels of professional development engagement were associated with stronger, more effective assessment practices among teachers. The result implies that teachers who actively participated in professional development were better able to design and implement appropriate assessment strategies that respond to students' learning needs.
4. The results showed that teacher assessment procedures were greatly impacted by all three areas of teacher professional development: planning, carrying out, and evaluating. The null hypotheses, which claimed that there is no meaningful connection between teacher professional development and assessment practices and that none of the domains had a substantial impact on assessment practices, were therefore disproved. This suggests that every area of professional development is essential to improving teachers' assessment skills, highlighting the significance of ongoing, all-encompassing professional learning.

Conclusions

1. The results led to the conclusion that planning, carrying out, and assessing teacher professional development was regularly performed and integrated into teachers' daily work routines. This suggests that teachers had developed a sustained commitment to improving their instructional competencies through continuous learning. This conclusion aligns with Donald Super's developmental theory, which posits that professional growth is a continuous and evolving process shaped by experience and self-concept. As teachers progressed in their careers, they became more intentional in engaging in professional development activities that enhanced their teaching effectiveness, particularly in Planning and evaluating instruction.
2. It was also concluded that teacher assessment practices were systematically integrated into classroom instruction, reflecting a structured and purposeful approach to evaluating student learning. This indicates that teachers were able to internalize and apply assessment strategies as part of their daily teaching responsibilities. This conclusion is supported by adult learning theory, particularly the work of Sharan B. Merriam, which emphasizes that adult learners apply knowledge that is relevant and immediately useful to their professional context. Teachers, as adult learners, translated their professional learning experiences into practical assessment strategies that supported student understanding and engagement.
3. The study further concluded that teacher professional development serves as a foundational factor in shaping and strengthening teacher assessment practices. This implies that professional learning is not isolated but directly contributes to how teachers design, implement, and refine their assessment approaches. Malcolm Knowles' andragogy theory, which emphasizes that adults learn best when they perceive the connection between what they have learned and practical activities, is consistent with this result. Teachers who engaged in meaningful professional development were more likely to adopt effective and responsive assessment practices that addressed learners' needs.
4. Lastly, it was determined that every area of teacher professional development had a unique but related function in improving teacher assessment procedures. Professional development must be comprehensive and continuous to produce meaningful improvements in assessment. The conclusion supports the combined perspectives of developmental and adult learning theories, which assert that professional competence develops through experience, reflection, and application. As teachers continuously engaged in these domains, they refined their assessment practices, leading to improved instructional quality and more effective learning outcomes.

Recommendations

The following suggestions are made in view of the facts and conclusions mentioned above::

For Higher Officials, it is recommended to continue prioritizing and strengthening teacher professional development programs. Given the significant relationship between teacher professional development and teacher assessment practices, policymakers should ensure that structured and targeted professional learning opportunities are accessible to all educators. This includes providing resources for workshops, seminars, and training sessions that enhance teachers' skills in Planning, executing, and evaluating instruction, as well as in designing effective assessment practices.

School principals are encouraged to actively facilitate professional development and foster a culture of collaborative learning within their schools. Principals should provide mentoring, coaching, and opportunities for peer observation to enable teachers to refine their instructional and assessment strategies. Additionally, school leaders should monitor and evaluate the effectiveness of professional development initiatives, ensuring that teachers can apply the knowledge and skills gained to improve classroom practices.

Teachers are recommended to actively engage in professional development opportunities and continuously apply the skills they acquire to enhance their assessment practices. By focusing on facilitative assessment, verification assessment, structured assessment, functionality, and Praise, teachers can improve students' understanding, motivation, and overall learning outcomes. It is also recommended that teachers regularly reflect on their assessment strategies, seek peer feedback, and adopt innovative approaches to ensure assessments are meaningful, accurate, and supportive of students' growth.

For future researchers, They are encouraged to broaden their study by investigating additional variables that may impact teacher assessment procedures, such as instructional technology integration, teacher collaboration, and student-centered strategies. Researchers may also consider conducting longitudinal studies to examine the long-term impact of professional development on teacher effectiveness and student achievement. Further studies can examine contextual factors across divisions, regions, and educational levels to provide broader insights into the relationship between professional development and assessment practices.

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