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CURRICULUM ASSESSMENT PRACTICES AS INFLUENCE BY TEACHERS' COMPETENCE IN PANABO CITY DIVISION

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ABSTRACT

This study aimed to determine the influence of teachers' competence domains on the curriculum assessment practices of public secondary school teachers in Panabo City Division. A descriptive-correlational research design was used, involving 119 public secondary school teacher-respondents selected from a target sample of 121 drawn from a population of 173 through Yamane's Formula and simple random sampling. Data were gathered through adapted and modified survey questionnaires and analyzed using weighted mean, standard deviation, Shapiro-Wilk Test, Pearson Product-Moment Correlation, and linear regression analysis at the 0.05 level of significance. Findings revealed that teachers' competence was moderately extensive, with ethical competence as the strongest area and core competency as the weakest area. Curriculum assessment practices were also moderately extensive, with content and planning as the strongest areas, while resources/instruments was the weakest area. Shapiro-Wilk results showed that the data did not significantly deviate from normality, which supported the use of parametric tests. Results showed a direct, positive, moderate, and significant relationship between teachers' competence and curriculum assessment practices. Regression analysis further revealed that teachers' competence significantly influenced curriculum assessment practices, with professional competency as the only significant predictor. The findings suggest that strengthening teachers' professional competency, assessment literacy, instructional planning, and access to curriculum resources may improve curriculum assessment implementation in schools.

***KEYWORDS**: Teachers' Competence, Curriculum Assessment Practices, Professional Competency, Assessment Literacy, Curriculum Implementation*

INTRODUCTION

Curriculum assessment practices become weak when teachers have difficulty connecting learning standards, classroom tasks, and assessment tools. In many classrooms, ineffective assessment is seen when teachers rely on routine tests, unclear rubrics, poorly aligned activities, and limited feedback to learners. These practices may prevent teachers from accurately measuring what students know, understand, and can perform. When assessment is not properly designed and used, curriculum implementation becomes less meaningful because learning evidence is not clearly linked to instructional decisions. This concern leads to the need to examine how the domains of teachers' competence influence the curriculum assessment practices of teachers in Panabo City Division.

In South Africa, teachers continue to face problems in applying curriculum assessment practices that are aligned with competence-based learning. Wawire et al. (2026) emphasized that competence-based curriculum implementation requires teachers to use assessment practices that measure skills, performance, and practical understanding, but many teachers still struggle to translate these expectations into actual classroom assessment. This situation may result in assessment tasks that are not fully aligned with the intended competencies of the curriculum. Meanwhile, Hoadley (2023) highlighted that curriculum disruptions and policy adjustments after COVID-19 created additional pressure on teachers in managing teaching and assessment responsibilities. These concerns show that teacher competence remains important in making curriculum assessment more responsive and aligned.

In Brazil and other Latin American contexts, curriculum assessment practices are affected by problems in learning measurement and educational policy support. Ortiz et al. (2024) discussed that learning assessments remain important in identifying learning progress, yet teachers may still experience difficulty in using assessment results to improve classroom instruction. This may lead to assessment practices that focus more on recording scores than on guiding learners' improvement. Fernandes-Silva et al. (2025) emphasized that national education planning and funding priorities influence how schools implement curriculum reforms, including assessment-related practices. Thus,

ineffective curriculum assessment practices continue when teachers are expected to improve assessment quality without enough resources, training, and institutional support.

In Southeast Asia, teachers face challenges in applying curriculum assessment practices because regional standards must be adjusted to local classroom realities. Hamid et al. (2025) explained that curriculum alignment with international standards requires teachers to design assessments that match both global expectations and learners' actual abilities. However, this may become difficult when teachers lack enough preparation in adapting assessment tasks to their students' learning levels and classroom contexts. In the Philippines, limited access to continuous training and professional development may cause teachers to rely on traditional tests and struggle to apply authentic, formative, and performance-based assessment strategies. These issues show the importance of strengthening teachers' competence to improve curriculum assessment practices.

In the Davao Region and Panabo City Division, curriculum assessment concerns may be seen in the weak alignment among curriculum content, instructional delivery, and required competencies. Some teachers may still depend on conventional paper-and-pencil tests even when learning competencies require performance-based, authentic, or formative assessment approaches. This may limit their ability to measure learners' higher-order thinking, practical skills, and progress across different curriculum areas. The problem becomes more serious when assessment results are not fully used to improve teaching strategies, provide feedback, or support struggling learners. For this reason, the researcher's setting needs closer attention because teachers' competence may directly influence the quality and effectiveness of curriculum assessment practices.

The research gap lies in the limited local quantitative evidence explaining how specific domains of teachers' competence influence curriculum assessment practices. Although many discussions describe problems in curriculum implementation, teacher training, and assessment alignment, fewer studies focus on measuring the direct influence of teachers' competence domains on assessment practices within the context of Panabo City Division. Methodologically, there is a need for a quantitative approach that can determine the strength and direction of the influence of teachers' competence domains on curriculum assessment practices. Empirically, the absence of localized data makes it difficult to identify which areas of teacher competence require stronger support, training, or intervention. This gap justifies the conduct of the present study because it provides evidence-based understanding of how teacher competence contributes to effective or ineffective curriculum assessment practices.

This study is anchored on the Assessment Literacy Theory of Stiggins (1991), Constructive Alignment Theory of Biggs (1996), and the Concerns-Based Adoption Model of Hall, Wallace, and Dossett (1973). Assessment Literacy Theory explains that teachers need adequate knowledge and skills to design, use, interpret, and communicate assessment results properly. Constructive Alignment Theory explains that learning outcomes, teaching activities, and assessment tasks should be clearly connected to one another. The Concerns-Based Adoption Model explains how teachers respond to the adoption and implementation of new educational programs, practices, or reforms. Together, these theories support the view that competent, assessment-literate, well-aligned, and implementation-ready teachers are expected to demonstrate stronger curriculum assessment practices.

The primary objective of this study was to examine the influence of the domains of teachers' competence on the curriculum assessment practices of public secondary school teachers in Panabo City Division. Therefore, the study sought to determine the extent of teachers' competence in terms of core competency, professional competency, ethical competence, and time management; determine the extent of curriculum assessment practices in terms of assessment and evaluation, content, learning output, resources/instruments, planning, curriculum application, curriculum philosophy, and teaching methods; evaluate the significant relationship between teachers' competence and curriculum assessment practices; and examine which domains of teachers' competence significantly influence their curriculum assessment practices.

The following hypotheses were tested at 0.05 level of significance:

H01: There is no significant relationship between teachers' competence and curriculum assessment practices.

H02: None of the domains of teachers' competence significantly influence curriculum assessment practices.

METHODOLOGY

The methodology outlined the procedures used to conduct the study, including the research design, respondents, sampling, ethical safeguards, research instrument, data gathering steps, and statistical treatment. The study utilized a quantitative descriptive-correlational research design to determine the extent of teachers' competence and curriculum

assessment practices and to examine the relationship and influence among the variables. This approach was appropriate because it allowed the researcher to measure variables through numerical data and statistical procedures without manipulating the school setting. It also supported the use of correlation and regression analysis to determine whether teachers' competence domains were significantly associated with and predictive of curriculum assessment practices.

Ethical safeguards were emphasized through adherence to approved research procedures and institutional requirements. The study established social value by addressing the need to improve curriculum delivery and assessment quality in public secondary schools in Panabo City Division. Respondents were informed of the purpose of the study, the nature of their participation, and the voluntary basis of answering the questionnaire. Measures to protect the respondents included the right to withdraw without penalty, respectful communication, and assurance that participation would not affect their employment, performance rating, or relationship with school authorities. Privacy and confidentiality were observed by keeping identities confidential, presenting data in summarized form, securing physical and digital files, and following the Data Privacy Act of 2012.

The respondents of the study were public secondary school teachers from Panabo City Division. The computed sample size was 121 teachers from a total population of 173 public secondary school teachers using Yamane's Formula; however, only 119 responses were retrieved because some respondents were unable to submit completed questionnaires due to personal reasons. The respondents were selected through simple random sampling, giving every qualified member of the population an equal chance of being included in the study. The inclusion criteria covered teachers who were currently teaching in public secondary schools under Panabo City Division and were involved in curriculum implementation, classroom assessment, preparation of learning tasks, and evaluation of student performance. Their responses provided the basis for analyzing teachers' competence and curriculum assessment practices.

The researcher used an adapted and modified survey questionnaire to suit the current investigation. The first part measured teachers' competence based on the work of Güven et al. (2022), covering core competency, professional competency, ethical competence, and time management. This instrument obtained a Cronbach's alpha coefficient of 0.816, which was described as good and indicated acceptable reliability. The second part measured curriculum assessment practices based on the ideas of Yan and Pastore (2022), covering assessment and evaluation, content, learning output, resources/instruments, planning, curriculum application, curriculum philosophy, and teaching methods. This instrument obtained a Cronbach's alpha coefficient of 0.966, which was described as excellent and indicated very high internal consistency. Both instruments used a 5-point Likert scale.

The data gathering procedure began with the acquisition of ethical clearance from the Graduate School RMC-Research Ethics Committee on August 19, 2025. The researcher then secured an endorsement from the Dean of the Graduate School at The Rizal Memorial Colleges, Inc., Davao City on August 23, 2025, followed by permission from the Schools Division Superintendent of Panabo City, which was acquired on October 6, 2025. After division approval, the researcher sought permission from the principals of the selected schools. The actual conduct of the study was carried out from November 12 to 30, 2025. The questionnaires were administered through online and face-to-face modes to accommodate respondent availability and personal circumstances.

After collecting the completed survey questionnaires, the researcher counted, sorted, checked, and encoded the retrieved responses in Microsoft Excel according to the domains of teachers' competence and curriculum assessment practices. Weighted mean and standard deviation were used to describe the extent and consistency of responses across the study variables. Shapiro-Wilk Test was conducted to determine whether the data met the assumption of normality, and the results supported the use of parametric procedures. Pearson Product-Moment Correlation was used to determine the relationship between teachers' competence and curriculum assessment practices. Linear Regression Analysis was used to identify which domains of teachers' competence significantly influenced curriculum assessment practices.

RESULTS AND DISCUSSION

Teachers' Competence. The results showed that teachers' competence in public secondary schools in Panabo City was moderately extensive overall (M = 3.33, SD = 0.311), meaning the competence domains were sometimes demonstrated in school practice. Among the domains, ethical competence obtained the highest mean (M = 3.49, SD = 0.353), interpreted as extensive, while core competency had the lowest mean (M = 3.18, SD = 0.424), interpreted as moderately extensive. This pattern suggests that teachers demonstrated stronger ethical practices than basic

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instructional preparation and delivery. The result implies the need to strengthen teachers' foundational instructional skills while maintaining ethical professional behavior.

Table 1. Extent of Teachers' Competence in Public Secondary Schools in Panabo City

Indicators	Mean	SD	Descriptive Equivalent
Core Competency	3.18	0.424	Moderately Extensive
Professional Competency	3.36	0.413	Moderately Extensive
Ethical Competence	3.49	0.353	Extensive
Time Management	3.32	0.543	Moderately Extensive
Overall	***3.33***	***0.311***	***Moderately Extensive***

In specific domains, professional competency was moderately extensive (M = 3.36, SD = 0.413), indicating that teachers sometimes demonstrated professional teaching practices such as using instructional aids, answering questions, giving class work, and providing feedback. Time management was also moderately extensive (M = 3.32, SD = 0.543), showing that the organization of teaching time, consultation, and timely completion of academic responsibilities needed continued improvement. The moderately extensive level of core competency suggests that teachers needed further support in course preparation, delivery, reading materials, and clarity of instruction. Overall, the findings indicate that teacher competence was present but not yet consistently strong across all domains.

Curriculum Assessment Practices. Curriculum assessment practices of teachers were also moderately extensive overall (M = 3.35, SD = 0.291), showing that assessment-related practices were sometimes evident among public secondary school teachers. Content and planning obtained the highest means (M = 3.43), both interpreted as extensive, while resources/instruments had the lowest mean (M = 3.19), interpreted as moderately extensive. This suggests that teachers were stronger in organizing curriculum content and planning, but weaker in the availability and use of assessment resources and instruments. The result emphasizes the need to improve access to appropriate teaching materials, assessment tools, rubrics, and performance-based instruments.

Table 2. Curriculum Assessment Practices of Teachers in Public Secondary Schools in Panabo City

Indicators	Mean	SD	Descriptive Equivalent
Assessment and Evaluation	3.39	0.373	Moderately Extensive
Content	3.43	0.366	Extensive
Learning Output	3.35	0.409	Moderately Extensive
Resources/Instruments	3.19	0.446	Moderately Extensive
Planning	3.43	0.487	Extensive
Curriculum Application	3.24	0.373	Moderately Extensive
Curriculum Philosophy	3.42	0.449	Extensive
Teaching Methods	3.41	0.415	Extensive
Overall	***3.35***	***0.291***	***Moderately Extensive***

The results further showed that assessment and evaluation, learning output, and curriculum application were moderately extensive, suggesting that teachers sometimes aligned assessment activities with learning outcomes and curriculum expectations. Curriculum philosophy and teaching methods were extensive, indicating that teachers oftentimes recognized learner-centered curriculum principles and compatible methodologies. However, the lower rating for resources/instruments points to the need for improved assessment materials, updated textbooks, adequate teaching tools, and stronger knowledge in the use of instructional resources. These findings show that curriculum assessment practices may improve when teachers are provided with resources and training that support more meaningful assessment implementation.

Shapiro-Wilk Test. The Shapiro-Wilk Test was conducted to determine whether the study variables followed a normal distribution. Teachers' competence obtained a Shapiro-Wilk value of W = 0.982 with p = 0.123, while curriculum assessment practices obtained W = 0.992 with p = 0.736. Since both p-values were greater than 0.05, the data did not significantly deviate from normality. Therefore, the use of Pearson Product-Moment Correlation and Linear Regression Analysis was appropriate for testing the relationship and influence among the variables.

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Table 3. Shapiro-Wilk Test Result for Key Study Variables

Variables	W	p-value	Interpretation
Teachers' Competence	0.982	0.123	Normally Distributed
Curriculum Assessment Practices	0.992	0.736	Normally Distributed

Relationship Between Variables. The correlation result showed a direct, positive, moderate, and significant relationship between teachers' competence and curriculum assessment practices ($r = 0.590$, $p < .001$). This means that higher levels of teachers' competence were associated with stronger curriculum assessment practices. The result suggests that teachers who demonstrate stronger core competency, professional competency, ethical competence, and time management are more likely to apply better assessment-related practices. Therefore, the null hypothesis stating that there is no significant relationship between teachers' competence and curriculum assessment practices was rejected.

Table 4. Relationship Between Teachers' Competence and Curriculum Assessment Practices

Variables	r-value	df	p-value	Decision
Teachers' Competence and Curriculum Assessment Practices	0.590	117	< .001	Reject H0

Influence of Teachers' Competence. Regression analysis revealed that teachers' competence significantly influenced curriculum assessment practices. The overall model had $R = 0.719$, $R^2 = 0.517$, adjusted $R^2 = 0.500$, $F(4, 114) = 30.5$, and $p < .001$, indicating that the domains of teachers' competence explained 51.7 percent of the variance in curriculum assessment practices. Among the predictors, professional competency was the only significant predictor (estimate = 0.5231, $p < .001$). Core competency, ethical competence, and time management did not significantly predict curriculum assessment practices. This means that professional teaching skills had the strongest practical contribution to improving curriculum assessment practices among the teacher-respondents.

Table 5. Influence of Teachers' Competence on Curriculum Assessment Practices

Predictor	Estimate	SE	t-value	p-value	Decision
Core Competency	-0.0464	0.0489	-0.949	0.345	Not Significant
Professional Competency	0.5231	0.0583	8.969	< .001	Significant
Ethical Competence	0.0399	0.0600	0.664	0.508	Not Significant
Time Management	-0.0177	0.0461	-0.384	0.702	Not Significant

Model Fit: $R = 0.719$; $R^2 = 0.517$; Adjusted $R^2 = 0.500$; $F = 30.5$; $df1 = 4$; $df2 = 114$; $p < .001$. These findings indicate that the overall regression model was statistically significant and that professional competency was the key competence domain influencing curriculum assessment practices.

CONCLUSIONS

The study concludes that teachers' competence in public secondary schools in Panabo City Division is moderately extensive, meaning it is sometimes demonstrated in school practice. Teachers have acceptable competence, but their practices are not yet consistently strong in all areas. Ethical competence is the stronger area, while core competency needs more improvement. This means that teachers often show ethical practices, but they still need improvement in basic instructional preparation and delivery.

The study also concludes that curriculum assessment practices are moderately extensive, meaning these practices are sometimes observed among teachers. Teachers perform curriculum assessment tasks, but these are not yet regularly and strongly practiced. Content and planning are stronger areas, while resources/instruments need more attention. This shows that teachers are stronger in organizing curriculum content and planning, but need more support in using adequate materials, tools, and instruments for assessment.

There is a direct, positive, and moderate relationship between teachers' competence and curriculum assessment practices. Therefore, the null hypothesis stating that there is no significant relationship between the variables is rejected. This means that teachers with stronger competence tend to demonstrate better curriculum assessment practices. The result suggests that improving teacher competence may also improve curriculum assessment implementation.

Teachers' competence has a direct, significant, and moderate influence on curriculum assessment practices; thus, the null hypothesis stating that there is no significant influence is rejected. However, the interpretation is limited because only professional competency shows a significant effect, while core competency, ethical competence, and time management do not directly predict curriculum assessment practices. This means that professional teaching skills have the strongest practical contribution to curriculum assessment practices. Overall, the study emphasizes the need to strengthen teachers' professional competency as a key pathway for improving assessment quality.

RECOMMENDATIONS

The study recommends that DepEd officials strengthen policy support for teacher competence and curriculum assessment practices through clear school-level guidelines and monitoring systems. They may provide more training focused on professional competency, assessment literacy, instructional planning, and proper use of curriculum resources. They may also support future studies in other divisions to determine whether similar findings occur in different school contexts.

School heads may create school-based programs that help teachers improve professional competency, especially in assessment preparation, feedback-giving, and learner support. They may also ensure that teachers have enough instructional resources, assessment tools, and time for collaborative curriculum planning. Moreover, they may monitor how curriculum assessment policies are implemented in actual classroom practice.

Teachers may continue improving their professional skills by joining trainings, peer coaching, and collaborative planning activities. They may give more attention to aligning lessons, assessments, and learning outcomes to make curriculum assessment more meaningful. They may also reflect on their own practices to identify areas that need improvement, especially in using resources and applying assessment strategies.

Future researchers may conduct similar studies using different respondents, such as elementary teachers, private school teachers, or teachers from other divisions. They may also use qualitative or mixed-methods designs to explore deeper reasons behind teachers' curriculum assessment practices. In addition, future studies may include other variables that could affect curriculum assessment, such as school support, teaching load, training exposure, and availability of instructional materials.

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