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Students' Perception on Classroom Assessment Practices Employed by Faculty Members at Pangasinan State University- Bayambang Campus

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Abstract

Using the descriptive research design, this study aimed to determine the students' perception on classroom assessment employed by the faculty members of Pangasinan State University Bayambang Campus and to analyze the level of the students' perception in terms of alignment of lesson objectives, authenticity, students' awareness, transparency, and students' capabilities. Specifically, this study sought to understand the relationship between the socio-demographic profile of the students and their levels of perception on Classroom Assessment Practices on the said university. The subjects of the study are comprised of eighty (80) students from both Bachelor of Elementary Education and Bachelor of Secondary Education programs. A survey-questionnaire was used to gather the needed data. The data were statistically treated using frequency, mean and correlation. Findings revealed that the level of students' perceptions along Classroom Assessment Practices employed by faculty across alignment of objectives, authenticity, students' awareness, transparency, and students' capabilities fall under the Agree category. Moreover, students' specializations, achievements and scholarships have significant relationships to their level of perception on classroom assessment practices employed by faculty members at PSU-BC. Also, students' specializations, achievements and scholarships have no significant relationship to their over-all level of perception on classroom assessment practices employed by faculty members at PSU-BC. The variation emerging from this study indicates that teacher's assessment practices are driven by the subjects they teach. It is therefore recommended that in-service teachers enrolled in a measurement course should be encouraged to base their assessment projects on the instructional activities taking place in their own classrooms. For pre-service teachers, assessment projects should be integrated with student teaching and other practical experiences. Furthermore, it is recommended for the teachers to conduct seminars, trainings and workshops to increase awareness on student's perception on classroom assessment practices. It is highly recommended that further research should be conducted to have an in-depth study on the significant difference of all the factors in the measurement of the level of students' perception in assessment practices employed by teachers.

Keywords: students' perception, classroom assessment practices, socio-demographic profile

Introduction

Classroom assessment is one of the things that should be considered the most in education. Curriculum is changing and so are the classroom assessment practices and skills. It has been altered to fit the changes in the curriculum. Classroom assessment is truly an essential component that we should focus on in teaching and learning process (Gipps, 1990; Black and Wiliam, 1998) [1].

According to Roberts, Gerace, Mestra and Leanard (2000) assessment allows the teachers to know "what" and "how" the students think. Classroom assessment also lets the teachers to establish their knowledge about the students by knowing what they already know and what they need to know. [2]. These can be observed during the students' learning activities, where the results can be examined, and

their knowledge and skills can be tested (Navarro et.al.,2013) [3]- [4]. Assessment also allows the students to become aware of their own learning that helps them become self-motivated and self-directed learners (Cartwright et al.,2009). Dhindsa, Omar, and Waldrup (2007) note that examining students' perceptions of assessment stirs students to have an authentic and realistic assessment approach that rewards their real effort and leaning rather than measuring their luck. [5]- [6]

Classroom assessment affects students' approach to learning. Assessment paradigms have shifted from testing students' learning to assessing for students' learning (Birenbaum & Feidman, 1998, p. 92). Goodrum et al. (2005) states that assessment improves the students' learning, gives feedback on the students' progress, boosts confidence and self-esteem of the students, and develops the students' evaluation skills. They also said that effective learning occurs when there is a correspondence between the teaching, evaluation, and results.

Therefore, assessment plays a vital role in learning. [5]-[6]

Moreover, students' perceptions of assessment will affect their learning approach which will affect in turn the extent to which students are successful in their classrooms. This results in classroom assessment practices that are regarded as easy or challenging for them to do according to their perceptions.

This study explored students' perception on classroom assessment practices of faculty members. Specifically, it focused on knowing the perception in terms of alignment of lesson objectives, authenticity, students' awareness, transparency, and students' capabilities. Most of the previous research in classroom assessment practices delved in finding the perception of the teacher in terms of purposes and procedure [7], achievement and motivation of the students, [8]-[9], preferred assessment [10], and educational assessment history [11].

Statement of the Problem

This study aimed to determine the students' perception on classroom assessment practices used by faculty members of Pangasinan State University- Bayambang Campus.

1. What is the socio-demographic profile of the students in terms of:
 - a. Personal Attributes
 - a.1. Sex
 - a.2. Field of Specialization
 - a.3. Achievements/Awards Received
 - a.4. Scholarship
 - a.5. GPA
 - a.6. Preferred Classroom Assessment
2. What is the level of students' perception along Classroom Assessment Practices of faculty members at Pangasinan State University- Bayambang Campus on?
 - a. Alignment of Lesson Objectives
 - b. Authenticity
 - c. Students' Awareness
 - d. Transparency
 - e. Students' Capabilities
3. Is there a significant relationship between the levels of students' perception on Classroom Assessment Practices and the socio- demographic profile of the students at Pangasinan State University- Bayambang Campus?

Methodology

The purpose of this study is to explore students' perception on classroom assessment practices of faculty members in terms of alignment of lesson objectives, authenticity, students' awareness, transparency, and students' capabilities. Therefore, to meet the goal of the study, the

descriptive-correlational method of research was used. According to Sevilla (2007), descriptive method of research uses hypothesis to answer questions concerning current status of the subjects of the study. It is correlational because it determines the relationship between two or more variables.

Subjects of the Study

This study was conducted in Pangasinan State University-Bayambang Campus Philippines. The respondents involved in the study were the eighty (80) third year Education students from different specializations which include (5) BSE-Biological Science, (5) BSE-Chemistry, (5) BSE-English, (5) BSE-Filipino, (5) BSE-MAPEH, (5)

BSE-Mathematics, (5) BSE-Physical Science, (5) BSE-Physics, (5) BSE-Social Studies, (5) BSE-TLE, (15) BEE-General Education, and (15) BEE-Pre-Elementary Education. The respondents were selected through purposive stratified random sampling technique.

Procedure

To gather the needed data for the study, a survey instrument was adapted from the study of Mussawy on classroom assessment practices. Some changes were done to match and fit the study.

The survey instrument consists of two parts: Part I: Personal Profile such as sex, Field of Specialization, Achievements/ Awards Received, Scholarship, GPA, Preferred Classroom Assessment

and Part II: Questionnaire-checklist on students' perception on Classroom Assessment Practices.

To validate the results of the study, survey data were analyzed by descriptive and inferential statistical methods to answer the research questions. Descriptive analyses including frequencies, percentages, means, and correlation were used to summarize the distribution of the data.

Data Analysis

The data gathered were collected and tabulated based on the format required in the specific problems of the study. Data were coded accordingly and entered in the Statistical Procedures for Social Sciences (SPSS) program for analysis. For the data analysis and interpretation, the following statistical tools were employed in the study.

On respondents' personal attributes such as sex, field of specialization, awards/achievements received, scholarship, grade point average, and preferred classroom assessment were determined using frequency counts and percentages.

For the respondents' level of perception on classroom assessment practices employed by faculty members of PSU-BC along alignment with lesson objects, authenticity, students' awareness,

transparency, and students' capabilities, a five-point Likert scale was used to interpret results. This scheme is shown below.

Mean Scale Value	Descriptive Equivalent
4.20 – 5.00	Strongly Agree (SA)
3.40 – 4.19	Agree (A)
2.60 – 3.39	Neutral (U)
1.80 – 2.59	Disagree (DA)
1.00 -1.79	Strongly Disagree (SD)

The Statistical Procedures for Social Sciences (SPSS) program was used in processing the data and in computing the desired statistical measure of Correlation coefficient.

Results and Discussion

This section presents the gathered data in tabular forms, analysis, and interpretation. It discusses the socio-demographic profile of the respondents and their level of perception on the classroom assessment practices employed by faculty members of PSU-BC. Moreover, it also presents the relationship between their socio-demographic profiles and their level of perceptions.

Socio-Demographic Profile of the Respondents

The profile of the respondents in terms of their sex is reflected in Table 1.

Table 1
Personal Attributes of the Respondents with
Regard Sex

Sex	Frequency (f)	Percentage (%)
Male	26	32.50
Female	54	67.50
Total	80	100.00

The table indicates that out of 80 respondents, 26 are male which is 32.50% of the population and 54 are female which is 67.50% of the population. This shows that there are more female respondents than male respondents who are third year Teacher Education students in Pangasinan State University Bayambang Campus.

Table 2 reflects the personal attributes of the respondents with regard their field of specialization.

Table 2
Personal Attributes of the Respondents with
Regard their Field of Specialization

Field of Specialization	Frequency	Percentage (%)
Biological Science	5	6.25
Chemistry	5	6.25
English	5	6.25
Filipino	5	6.25
MAPEH	5	6.25
Mathematics	5	6.25
Physical Science	5	6.25
Physics	5	6.25
Social Science	5	6.25
T.L.E.	5	6.25
General Education	15	18.75
Pre-Elementary Education	15	18.75
Total	80	100.00

The eighty (80) respondents are composed of students from Bachelor of Secondary Education (BSE) and Bachelor of Elementary Education (BEE) programs. The BSE has ten (10) fields of specialization which are the Biological Science, Chemistry, English, Filipino, MAPEH, Mathematics, Physical Science, Physics, and T.L.E. Each field of specialization is composed of five (5)

respondents that gained 6.25% of the population. The BEE has two (2) fields of specialization which are the General Education and Pre-Education. Each field of specialization has fifteen (15) respondents that garnered 18.75%.

Respondents' awards/achievements received are presented in Table 3.

Table 3
Personal Attributes of the Respondents with
Regard the Awards/Achievements Received

Award/Achievement Received	Frequency (f)	Percentage (%)
Local	48	60.00%
National	2	2.50%
Both	1	1.25%
None	29	36.25%
Total	80	100.00

Table 3 shows that 48 respondents have received a local award/achievement which is 60.00% of the population, 2 respondents have received a national award/achievement which is 2.50% of the population, 1 respondent has received both local and national award/achievement which is 1.25% of the population, and 29 respondents have not received any local or national award/achievement which is 36.25% of the population. This indicates that majority of the respondents have received an award/achievement locally.

Displayed in Table 4 are the scholarships availed by the respondents.

Table 4
Personal Attributes of the Respondents with
Regard their Scholarships

Scholarship	Frequency (f)	Percentage (%)
Academic	7	8.75%
Government	37	46.25%
Private	6	7.50%
Academic & Government	6	7.50%
Government and Private	1	1.25%
None	23	28.75%
Total	80	100.00

Table 4 presents the scholarships availed by the respondents. In can be gleaned from the table that 7 respondents were academic scholars, 37 respondents were government scholars, 6 respondents were private scholars, 6 respondents were academic and government scholars, and 1 respondent was a private and government scholar

which are 8.75%, 46.25%, 7.50%, 7.50%, 1.25%, and 28.75% of the population, respectively.

According to the study of Halili (2014), the funds of these scholarships and grants are expended in the spirit of charity and altruism for the poor and

deserving, they are nonetheless from the government and private entities. [12]

Table 5 presents the respondents' grade point average.

Table 5
Personal Attributes of the Respondents with Regard their Grade Point Average

GPA	Frequency (f)	Percentage (%)
1.00 – 1.25	0	0
1.26 – 1.50	1	1.25
1.51 – 1.75	23	28.75
1.76 – 2.00	42	52.50
2.01 – 2.25	13	16.25
2.26 – 2.50	1	1.25
2.51 – 2.75	0	0
2.76 – 3.00	0	0
Total	80	100

Analysis of the respondents' profile according to their GPA reveals that majority of the respondents have a GPA that ranges from 1.76 to 2.00 which is equivalent to 52.50% of the population. The population of the students who have a GPA that ranges from 1.51 to 1.75 follows with 28.75%. 16.25% of the population is the

respondents that have 2.01 to 2.25 GPA. Finally, 1.25% of the respondents have a GPA that ranges from 1.26 to 1.50 and 2.26 to 2.50, respectively.

Table 6 shows the respondents' preferred classroom assessment type.

Table 6
Personal Attributes of the Respondents with Regards to their Preferred Classroom Assessment

Preferred Classroom Assessment	Frequency (f)	Percentage (%)
Traditional	8	10.00
Alternative	5	6.25
Both	65	81.25
None	2	2.50
Total	80	100

Table 6 shows that 65 respondents preferred both alternative and traditional classroom assessment which means that 81.25% of the population preferred both kinds of assessment to be used in their class. This is greater than the traditional and alternative assessments which received 10.00% and 6.25% respectively. This only shows that majority prefer both assessments to be used in their classes.

According to the study of Al Kadri et.al, (2011), different assessment methods appear to lead to different perceptions and learning approaches in assessment that might be caused by some variances in terms of cultural values. A balance between summative and formative assessment is needed to break the monotony. This can help the students concentrate and improve their performances. [13]

Level of the Students' Perception on the Classroom Assessment Practice Employed by Faculty Members of PSU-BC

Presented below on Table 2.1 are the weighted mean and the equivalent description of the respondents' level of perception along alignment of lesson objectives per question. Total weighted mean and the corresponding description is also presented.

Table 2.1.
Respondents' Level of Perception on the Classroom Assessment Practices along Alignment with the Lesson Objectives

Questions	Weighted Mean	Description
1. The tests that are given by the teacher are related to what have been discussed.	4.00	Agree
2. The activities set by our teacher contributed to the attainment of lesson objectives.	3.99	Agree
3. Assessment tasks reveal whether we have achieved the learning objectives the teacher have identified.	3.88	Agree
4. Assignments reinforce the learning objectives and prepare us for assessments.	3.65	Agree
5. The assessment method chosen must be appropriate for the desired learning outcomes being assessed.	4.16	Agree
6. The teacher gives assessment task irrelevant to lesson.	2.54	Disagree
7. The teacher develops assessment based on clearly define course objectives.	3.86	Agree
8. The teacher uses table of specifications to plan assessment.	3.74	Agree
Total	3.73	Agree

Table 2.1 shows that students' level of perception most of the respondents agree with regard the Alignment with the Lesson Objectives falls under 'Agree'. This is reflected with the total weighted mean of 3.73. This result indicates that generally, students preferred to take tests related to what the teacher had been discussing. Moreover, students perceive that the assessment method must be appropriate for the desired learning outcomes being assessed. It was also found out that students like it better when activities and assignments contribute to the attainment of lesson objectives. They also agreed that teachers should use table of specifications to ensure balance between test items.

According from the study of Alkharusi (2015), although gender doesn't affect students' perceptions on assessment tasks and study approaches; high degrees of authenticity, transparency, and diversity in assessment tasks are inclined to be related with students' adaptation of deep learning strategies. Also, high congruency degrees with planned learning and low task authenticity degree tended to be associated with shallow learning strategies [14].

Indicated below on Table 2.2 are the weighted mean per question and total weighted mean of the respondents' level of perception along authenticity with their corresponding description.

Table 2.2
Respondents' Level of Perception along Authenticity

Questions	Weighted Mean	Description
1. Assessment practices of teachers allow us to demonstrate achievement at different depths.	3.81	Agree
2. The teacher uses not only traditional paper and pen test but also authentic assessment.	4.10	Agree
3. We are required to create a "product" to show what we know and can do.	4.04	Agree
4. I appreciate assessment with relevance to real-life interests.	4.21	Strongly Agree
5. Assessment task prepares us for our future roles.	4.11	Agree
6. Assessment task can be used in finding solutions to problem.	3.94	Agree
7. The teacher uses an assessment tool which we can be peer or group to share real life experience.	4.13	Agree
8. The teacher uses assessment tasks that are relevant and can be applied in real-life situations.	4.11	Agree
Total	4.06	Agree

Presented in Table 2.2 is the mean rating of the students' level of perception along Authenticity. The total weighted mean of 4.06 revealed that most of the students agreed that assessments must be authentic. Students prefer assessment tasks with relevance to real-life applications and will prepare them for their future roles. In addition, students want to have not just paper and pen tests but also authentic assessment tasks like performance-based assessments where they can demonstrate the skills and concepts they have learned. They also agreed to have peer/group assessment for them to share real life experiences.

Marzano (2012) noted that the 21st century students will develop responsibility on their own learning. They will be able to evaluate their progress, measure their scores on assessment and record it on their own. [15].

Weighted mean per question and total weighted mean under students' awareness are shown in Table 2.3. It also shows the equivalent description.

Table 2.3
Respondents' Level of Perception along Students' Awareness

Questions	Weighted Mean	Description
1. I am involved in planning about what assessment type will be used to assess our learning.	3.31	Neutral
2. When authentic assessment is used, I am involved in making the rubric.	3.35	Neutral
3. I am aware on how I am being evaluated.	3.83	Agree
4. I am aware that my teacher gives both formative and summative assessment.	3.84	Agree
5. I know how a particular assessment will be marked.	3.63	Agree
6. My teacher lends time for the consultation hours about my queries on assessment test he/she administer.	3.44	Agree
7. The teacher makes a review schedule for examination.	3.45	Agree
8. The teacher communicates performance assessment criteria to students in advance.	3.68	Agree
Total	3.56	Agree

Exhibited in Table 2.3 are the students' level of perception with regards to the classroom assessment practices of faculty members along Students' Awareness. It can be inferred from the result that students should be aware on how they are being evaluated. This was validated from the total

weighted mean of 3.56, which falls under the scale of 'Agree'. Most of them perceived that it is just right to be aware on when and how teachers will give assessments, whether summative or formative. They also agreed that teachers must communicate assessment criteria in advance. Some of them are

neutral when it comes to being involved in the planning and making of rubrics.

Tillema (2014) reported that student involvement in assessment is paramount in raising students' interest and motivation for taking an active part in the advancement of their learning achievements [16].

Table 2.4. presents the weighted mean per question and total weighted mean of the respondents' level of perception along transparency with the equivalent description.

Table 2.4.
Respondents' Level of Perception along Transparency

Questions	Weighted Mean	Description
1. We understand what was required for us to succeed in the task set for us to do.	3.88	Agree
2. The teacher gives a clear task description and so we know what we are expected to do.	3.88	Agree
3. The teacher provides a clear set of criteria and standards.	3.95	Agree
4. The teacher uses model exemplars to show what a good quality piece of work looks like.	3.76	Agree
5. We know the level of performance we need to attain.	3.84	Agree
6. The teacher protects the students' confidentiality with regard to test scores.	3.80	Agree
7. The teacher incorporates extra credit activities in the calculation of grades.	3.48	Agree
8. The teacher weighs differently our projects, exams, homework, etc. when assigning semester grades.	3.70	Agree
Total	3.78	Agree

Denoted in Table 2.5 is the level of students' perceptions with regards to transparency of classroom assessments which showed that generally, students agreed that teachers should provide a clear set of data and standards for them to know what they are expected to do and what are required of them to succeed in the given task. This result was derived from the total weighted mean of 3.78, under the level of 'Agree'. Moreover, they prefer to know the level of performance they need to attain as most of them agreed that teachers should provide what a

good quality piece of work looks like. Furthermore, they also agreed that teachers should protect students' confidentiality with regards to test scores.

The findings above seem to echo the work of Gao (2012) which showed that students felt a strong connection between planned learning and adequate transparency concerning assessment purpose and forms. [17].

Respondents' level of perception along students' capabilities are tabulated in Table 2.5.

Table 2.5
Respondents' Level of Perception along Students' Capabilities

Questions	Weighted Mean	Description
1. The teacher considered the different multiple intelligences of the students.	3.86	Agree
2. I am given an assessment task that suits my ability.	3.51	Agree
3. The assessment task can be completed within our available time period.	3.50	Agree
4. When I am confused about an assessment task, I am given another way to answer it.	3.35	Neutral
5. When assessment task is quite complex, we are allowed to do the task by group.	3.70	Agree
6. The teacher allows sufficient time for information to be process.	3.65	Agree
7. The teacher uses assessment result when making decisions (e.g. placement, promotion) about individual students.	3.64	Agree
8. The teacher uses an assessment tool only measures our cognitive domain.	2.80	Neutral
Total	3.50	Agree

Displayed in Table 2.5 is the total weighted mean of 3.50 with regards to the level of students' perception of classroom assessment practices along Students' Capabilities. This indicates that in general, students agreed that teachers should consider students' different capabilities, taking into account their different multiple intelligences, learning styles and abilities when giving assessment tasks. Teachers should not only use an assessment tool that will only measure students' cognitive ability but should also use tool that will hone them holistically. They also prefer to work in groups when the task is quite

difficult; adequate wait time to process the information is also perceived to be helpful.

The dissertation of Atim (2013) revealed that students usually have one goal to reach but they have different ways of achieving it. This suggests that a student performs a task based on the way in which he or she finds more fitting to his/her learning style in order to reach the main goal. Findings further showed that every now and then, students should be grouped according to their abilities and suitable tasks be customized to fit each group [18].

Relationship between the Respondents' Socio-demographic Profile and their Level of Perception on Classroom Assessment Practices Employed by Faculty Member in PSU-BC

Table 3
Respondents' Socio-demographic Profile and their Level of Perception on Classroom Assessment Practices Employed by Faculty Members of PSU-BC

Profile Variables	Statistical Variables	Level of Students' Perception on Classroom Assessment Practices of Faculty Members of PSU-BC					
		Alignment with Lesson Objectives	Authenticity	Students' Awareness	Transparency	Students' Capabilities	Total
Sex	Phi-Coefficient	0.286	0.161	0.134	0.131	0.145	0.066
	p-value	0.088	0.556	0.695	0.501	0.642	0.839
Specialization	R	0.715	0.559	0.836**	0.670*	0.837**	0.577
	p-value	0.163	0.839	0.008	0.031	0.008	0.225
Achievements/ Awards Received	Phi-Coefficient	0.539**	0.732**	0.227	0.289	0.491*	0.260
	p-value	0.006	0.000	0.903	0.312	0.023	0.490
Scholarship	Phi-Coefficient	0.402	0.572*	0.441	0.422	0.599*	0.408
	p-value	0.608	0.037	0.441	0.163	0.018	0.206
GPA	Spearman rho	0.013	0.099	0.198	0.196	0.178	0.193
	p-value	0.908	0.384	0.078	0.081	0.114	0.086
Preferred Classroom Assessment	R	0.666	0.647	0.802	0.750	0.678	0.244
	p-value	0.951	0.945	0.775	0.804	0.964	0.574

Presented in Table 3 is the relationship between the respondents' socio-demographic profile and their level of perception on classroom assessment practices employed by faculty members of PSU-BC.

- -1.0 to -0.7 strong negative association.
- -0.7 to -0.3 weak negative association.
- -0.3 to +0.3 little or no association.
- +0.3 to +0.7 weak positive association.
- +0.7 to +1.0 strong positive association.

Displayed in Table 3 are the statistical measures obtained after data were processed through the SPSS program. Phi-coefficient and Spearman Rho are the statistical tools used to determine the correlation of variables.

The Phi-coefficient indicates that there is no significant relationship between the sex of the respondents and their level of perceptions on classroom assessment practices employed by teachers. Therefore, male and female students have equal perceptions on the classroom assessment practices employed by teachers. But the work of Wambagu, Barmao and Ng'eno (2013) indicates that male student-teachers had a more positive perception on teaching practice assessment as compared to their female counterpart [19].

Students' field of specialization was found to have strong positive associations with their level of perceptions on classroom assessment practices employed by teachers in terms of students' awareness and capabilities. This is evidenced by the obtained

correlation coefficients of 0.836** and 0.837**, respectively; while a weak positive association was found between field of specialization and the learners' level of perceptions on classroom assessment practices employed by teachers in terms of transparency. This is supported by the obtained correlation coefficient of 0.670*. This means that students coming from different fields of specialization are well-informed of what assessment type is being given, how they are being evaluated and what do their respective specializations require of them.

The above findings support the study of Keaikitse (2012) which stated that content area is essential in teachers' classroom assessment practices. This means that it remains imperative for educators to reorganize their assessment training by considering the students' needs from different content areas as its ground. [20].

As per the results of the conducted correlation analysis through phi-coefficient, the variable achievements/awards received has weak positive association with the students' level of perception on classroom assessment practices in terms alignment with lesson objectives as well as students' capabilities with obtained correlation coefficient of 0.539** and 0.491*, respectively. Also, results show that students' achievements/awards have a relationship with regards to their level of perceptions on classroom assessment practices employed by teachers in terms of authenticity. This is from the obtained correlation coefficient of 0.732** which shows a strong positive correlation between the two. These results mean that students who have received awards/achievements in the past tend to perceive assessment practices to be more authentic, relevant and can cater to students' different abilities.

Another variable of interest in this study is the relationship of students' scholarship and their level of perception on classroom assessment practices employed by teachers. When statistically correlated, it was found out that scholarship has weak positive association with the students' level of perception on classroom assessment practices in terms of authenticity and students' capabilities. It is indicated by 0.572* and 0.599* correlation coefficient of the two variables, respectively. It can be deduced that students who have scholarships agreed that assessment practices should consider students' diversity and should allow them to demonstrate their learning authentically.

However, the findings above differ from the report of ASCD (2003) which stated that assessment types have no solid relations with the student goal orientation, but the relationship of assessment type and academic stakes to student attitudes. When stakes are attached to learning experiences, students prefer assessment formats that they are familiar with like paper-and-pen tests or other forms of traditional assessment [21].

Lastly, using phi-coefficient, the profile variable students' preferred classroom assessment has no significant relationship with their level of perceptions on classroom assessment practices of teachers.

However, the findings above differ from the study of Alkharusi (2015) which stated that classroom assessment task perceptions might be directly related with the nature of content of the subject area in a specific grade level as well as the overall classroom atmosphere which varies by gender of the class [14].

Conclusion

The following conclusions were formed based on the results gathered and calculated:

1. There are more female third year Teacher Education students in Pangasinan State University Bayambang Campus than male. Most of them received local awards and are government scholars. Majority of the respondents had an average academic performance and preferred both traditional and alternative assessments to be used in their classes.
2. The level of students' perceptions along Classroom Assessment Practices employed by faculty across alignment of objectives, authenticity, students' awareness, transparency, and students' capabilities was found that students have positive attitudes towards the said classroom practices that was evidenced by the obtained weighted mean which falls under Agree category.
3. The students' specializations, achievements and scholarships have significant relationships to their level of perception on classroom assessment practices employed by faculty members of PSU-BC.
4. The students' specializations, achievements and scholarships have no significant relationships to their over-all level of perception on classroom assessment practices employed by faculty members of PSU-BC.

Recommendations

Based on the above findings and conclusions made, the following recommendations are offered for possible courses of action.

1. The researchers recommend that in conducting classroom assessment, the teacher should not only focus on a specific content area but should also consider the use of interdisciplinary approach.
2. The assessment practices should not only focus on the cognitive domain but also on affective and psychomotor. The teachers should also consider the diversity of the students in the assessment processes that they will conduct.
3. The researchers recommend that students should be oriented on assessment practices and on appropriate study skills in order to facilitate their increased learning right from their entry level to universities.
4. The researchers recommend that in-service teachers enrolled in a measurement course should be encouraged to base their assessment projects on the instructional activities taking place in their own classrooms. For pre-service teachers, assessment projects should be integrated with student teaching and other practical experiences. Furthermore, it is recommended that teachers conduct seminars, trainings and workshops to increase awareness on students' perception on classroom assessment practices.
5. The further researches should conduct an in-depth study of the significant difference of all the factors in the measurement of levels of the students' perception in the assessment practices employed by the teachers.
6. The teachers should increase the involvement of students in the assessment process, relate assessment task to the real-life situations of the students and accommodate study diversity in the course assessments.
7. Further studies like the present research be conducted to include more respondents to have more responsive results.
8. Further researches should also be conducted to identify other factors which affect students' perceptions on classroom assessment practices used by teachers.

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