

Competency in Assessment and Reporting of Elementary Teachers about Teachers' and Pupils' Performance

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Abstract. This study aims to identify elementary school teachers' competency level in assessment and reporting based on the Philippine Professional Standards for Teachers (PPST). While it is true that previous studies have examined these areas, this study explored the relationship among the teachers' competencies, their performance in the Individual Performance Commitment and Review Form (IPCRF), and the pupils' academic performance. A descriptive-correlational research design was employed. This study involved 220 elementary school teachers selected through systematic sampling, all from the Dumaguete City Division. Ethical considerations were strictly followed, ensuring respondents' data were handled with the utmost confidentiality to protect their dignity. The findings indicated that the teachers exhibited a Very Satisfactory level of competency in assessment and reporting. However, statistical analysis revealed no significant relationship between the teachers' competency levels and their performance on the Individual Performance Commitment and Review Form (IPCRF). Moreover, no significant relationship was found between the teachers' IPCRF performance and the pupils' academic performance. These findings suggest that while teachers possess strong competencies in assessment and reporting, other factors may have influenced their performance ratings and the pupils' academic success.

Keywords: Assessment and reporting; Competency; Elementary teachers.

1.0 Introduction

Assessment is a crucial tool for measuring student performance and the effectiveness of educational practices. Teachers are vital in this process, as they closely monitor and report student outcomes through various data sources. However, many teachers exhibit only a low to average level of competency in assessment practices, indicating a gap in their training and knowledge related to creating practical assessment activities. Furthermore, teachers often lack time to develop the skills they need in this area (Suwandi, 2023; Rural, 2021; Nyanjom et al., 2020; Zamri & Hamzah, 2019).

In the 2022 results of the Program for International Student Assessment (PISA), the Philippines performed poorly, placing it among the lowest-performing countries, ranking third from the last in Science, sixth from the last in Mathematics, and finally sixth from the last in Reading. The figures all indicated a poor assessment of the performance of the Filipino students. Of course, this caused growing concern regarding the students' performance in international assessments. To resolve this concern, the Department of Education (DepEd) must take action to make the teachers skillful and ready to address the problems mentioned earlier (DepEd Order No.

42, s. 2017). To further support this, a study conducted by Soreta (2021) found that assessment and reporting received the lowest overall mean in implementing PPST.

The PPST, as outlined in the 2017 DepEd order in the previous paragraph, is the framework used to gauge the teachers' competencies in the different domains and to develop high-quality teachers who are essential in nurturing the potential of every learner. The PPST encompasses seven domains for each stage of a teacher's career. This study focuses mainly on the fifth Assessment and Reporting domain, consisting of the five specific supporting strands. While numerous studies have examined the PPST framework, the primary focus has been on teachers' competencies at the secondary level (Rural, 2021; Manigbas III & De Luna, 2024). In contrast, other research has mainly concentrated on the Content Knowledge and Pedagogy domain, as seen in the studies conducted by Sedillo (2021) and Vaño and Despojo (2024).

To fill these gaps, the researcher examined the competency level in Assessment and Reporting among elementary school teachers in the DepEd, Dumaguete Division. As an elementary school teacher, she believes the results will provide important insights to enhance teacher professional standards. The findings aim to achieve the Sustainable Development Goal SDG-4, attaining inclusive and equitable quality education, thereby promoting lifelong learning opportunities for all learners.

2.0 Methodology

2.1 Research Design

This study employed a descriptive-correlational research design. It is descriptive in nature as it aims to: (a) assess the competency of elementary school teachers based on Domain 5 of the Philippine Professional Standards for Teachers (PPST); (b) describe the teachers' profile in terms of age, sex, and teaching rank; and (c) present the performance levels of both teachers and pupils. The design is also correlational, examining the relationships among the aforementioned variables.

2.2 Research Locale

The study was conducted in the Department of Education–Dumaguete Division, located in Dumaguete City, the capital of Negros Oriental. Dumaguete is often called the “Center of Learning in the South” as it hosts twenty private schools. The division includes eighteen complete elementary schools and seven public secondary schools. This research focused on public elementary school teachers within the division, which is organized into three districts, each comprising six schools.

2.3 Research Participants

The respondents of this study consisted of 220 elementary school teachers, selected from a total population of 425 within the Department of Education–Dumaguete Division. The sample size was determined using Yamane's formula, with a margin of error set at 5%. A systematic sampling technique was employed to ensure random and representative selection of participants.

2.4 Research Instrument

The questionnaire consisted of 3 parts, wherein Part I displayed the disclosure statement, where the teachers gave consent to the researcher to gather data/information provided that confidentiality of data would be observed. It also contained the purpose of conducting the study. Part II of the questionnaire consisted of the elementary teachers' profiles and performance in the IPCRF rating. Part III consisted of the Elementary Teachers' Level of Competency on Assessment and Reporting, in which some indicators were adopted from the study of Eraga (2021). The researcher asked permission from the author through email to utilize the research instrument. To assure the validity of this questionnaire, the researcher consulted three (3) experts to review the contents. Their feedback and recommendations were included in the final version of the questionnaire.

To test the reliability of the questionnaire, a dry run was conducted on public elementary teachers in the Division of Negros Oriental. The gathered data were treated using Cronbach's Alpha test to determine the reliability of each indicator. The results obtained for the questionnaire on the Level of Competency on PPST Domain 5 are as follows: design, selection, organization and utilization of assessment strategies=0.939; monitoring and evaluation of learners' progress and achievement=0.785; feedback to improve learning=0.859; communication of learners need(s), progress, and achievement to key stakeholders=0.701; use of assessment

data to enhance teaching and learning practices and programs=0.819. The values computed were found to be greater than 0.70, thereby proving that the items were reliable.

2.5 Data Gathering Procedure

After the design hearing, the researcher made all necessary corrections and adjustments based on the feedback from the panel members. A request letter outlining the intention to conduct the study was submitted to the Schools Division Superintendent of Dumaguete City, with the endorsement of the graduate school dean at Foundation University. The approved letter of intent was then shared with the various school heads involved in the study. During the distribution, the researcher clearly explained the study's purpose and significance to each school head. After the data collection, the researcher compiled and summarized the results and presented them to her statistician for statistical analysis and interpretation.

2.6 Data Analysis Procedure

The researcher employed several tools for data analysis. Percentages were used to illustrate the relationship between parts and the whole, particularly in the context of teacher and pupil profiles. The mean was calculated to determine the general average performance of both groups, while the weighted mean was specifically utilized to assess the competency levels of elementary teachers. The Spearman Rank Correlation Coefficient (rs) was applied to explore relationships among multiple variables. This analysis focused on several areas, including the correlation between teachers' profiles (such as age) and their competencies in the Assessment and Reporting domain, and the relationship between teachers' competency and their performance according to the IPCRF.

Additionally, it examined the connections between teacher competency and pupil performance, teachers' performance and pupil performance, and the influence of teachers' profiles (age and rank) on their competency levels. Finally, the Chi-Square test was employed to analyze the relationship between teachers' profiles (sex) and their competency, which was appropriate for nominal scale data. These statistical methods facilitated a comprehensive understanding of the relationships among the studied variables.

2.7 Ethical Considerations

All individuals involved in the study were granted the right to privacy and dignity of treatment. Any information obtained was held in strict confidentiality by the researcher. Furthermore, this study utilized AI-assisted tools to enhance the process, particularly in organizing literature and refining written content. However, all interpretations, critical analyses, and conclusions were carefully reviewed and thoughtfully constructed by the researcher to maintain academic integrity and originality. AI was a supplementary aid, ensuring efficiency while upholding ethical research standards.

3.0 Results and Discussion

3.1 Teachers' Level of Competency in Assessment and Reporting

In terms of Design, Selection, Organization, and Utilization of Assessment Strategies

Table 1 presents the level of competency of the teachers in assessment and reporting in terms of design, selection, organization, and utilization of Assessment Strategies. It reveals that generally, the teachers' level of competency is "Very High" as indicated by the value of the composite $\bar{x} = 6.47$. Furthermore, this reveals that teachers are highly proficient in assessment and reporting, particularly in designing and utilizing various assessment tools such as lesson plans, formative and summative tests, and performance tasks.

Their strong agreement with these practices indicates a high confidence and capability in integrating effective assessment strategies into their teaching. According to Govaerts et al. (2022), teachers decide on the timing and format of the assessment based on the lesson plan, ensure that the assessment content aligns with the teaching goals, choose the most suitable assessment method, and prepare assessment materials such as test questions, scoring rubrics, and other related items. In addition, these findings also reveal that teachers assess, track, and evaluate students' progress and achievements to identify their status, strengths, and weaknesses (Manigbas & De Luna, 2024).

Table 1. Competency in Assessment and Reporting in terms of Design, Selection, Organization, and Utilization of Assessment Strategies (n = 220)

Indicators		$\bar{x}$	VD	CE
1.	Prepare lesson plans/modified dlls highlighting appropriate use of formative assessment strategies	6.67	SA	VH
2.	Develop summative tests with TOS reviewed by superior	6.56	SA	VH
3.	Develop diagnostic tests with TOS reviewed by superior	6.55	SA	VH
4.	Develop summative tests with sample accomplished questionnaire/ answer sheets	6.54	SA	VH
5.	Accomplished sample questionnaire/ answer sheets	6.53	SA	VH
6.	Prepare pre-assessment using informal assessment strategies (signal and action response, anticipation guide, ponder and pass, etc.)	6.44	SA	VH
7.	Develop summative tests with TOS reviewed by Master Teacher or School Head	6.39	SA	VH
8.	Develop performance tasks with sample accomplished rubrics	6.33	SA	VH
9.	Develop performance tasks with rubrics reviewed by superior	6.22	SA	VH
Composite		6.47	SA	VH
Legend:	Scale	Verbal Description (VD)		Competence Equivalent (CE)
	6.15 – 7.00	Strongly Agree (SA)		Very High (VH)
	5.29 – 6.14	Agree (A)		High (H)
	4.43 – 5.28	Somewhat Agree (SoA)		Somewhat High (SoH)
	3.57 – 4.42	Neither Agree nor Disagree (NAD)		Moderate (M)
	2.71 – 3.56	Somewhat Disagree (SoD)		Somewhat Low (SoL)
	1.85 – 2.70	Disagree (D)		Low (L)
	1.00 – 1.84	Strongly Disagree (SD)		Very Low (VL)

Although teachers show strong competency in assessment, the slightly lower ratings for specific indicators suggest there may be room for improvement in reviewing performance task rubrics. This implies that while teachers are skilled, further support or collaboration could enhance their abilities to create and evaluate performance task rubrics even more effectively. Subagio et al. (2024) state that collaborative academic supervision enhances teacher performance by fostering shared responsibility and professional development. Activities like peer observations and joint lesson planning can significantly improve teachers' skills in creating and evaluating performance task rubrics. This highlights the significance of tracking academic progress and maintaining professional skills to improve teachers' effectiveness (Dewi & Singh, 2022).

In terms of Monitoring and Evaluation of Learners' Progress and Achievement

Table 2 shows the competency level of teachers in assessment and reporting in terms of monitoring and evaluating learners' progress and achievement. Overall, data reveal that the teachers' level of competency in assessment and reporting in terms of monitoring and evaluating learners' progress and achievement is "Very High" with a composite $\bar{x}$ = 6.48. The results indicate that teachers are highly skilled in monitoring and evaluating students' progress, effectively managing tasks such as recording grades, preparing progress charts, and creating assessment tools.

Table 2. Competency in Assessment and Reporting in terms of Monitoring and Evaluation of Learners' Progress and Achievement (n = 220)

Indicators		$\bar{x}$	VD	CE
1.	Provide summary of learner's quarterly grades, consolidation of grades in all learning areas, report on promotion and learning progress and achievement	6.72	SA	VH
2.	Prepare daily learning log, class record, progress chart, checklist, and anecdotal record	6.70	SA	VH
3.	Formulate formative/summative assessment tools with TOS and frequency of errors with identified least mastered skills	6.60	SA	VH
4.	Provide compilation of learner's written work with summary of results and with signature of parents	6.21	SA	VH
5.	Provide compilation of learner's performance task with summary of results and with signature of parents	6.18	SA	VH
Composite		6.48	SA	VH
Legend:	Scale	Verbal Description (VD)		Competence Equivalent (CE)
	6.15 – 7.00	Strongly Agree (SA)		Very High (VH)
	5.29 – 6.14	Agree (A)		High (H)
	4.43 – 5.28	Somewhat Agree (SoA)		Somewhat High (SoH)
	3.57 – 4.42	Neither Agree nor Disagree (NAD)		Moderate (M)
	2.71 – 3.56	Somewhat Disagree (SoD)		Somewhat Low (SoL)
	1.85 – 2.70	Disagree (D)		Low (L)
	1.00 – 1.84	Strongly Disagree (SD)		Very Low (VL)

The results indicate that teachers are highly skilled in monitoring and evaluating students' progress, effectively managing tasks such as recording grades, preparing progress charts, and creating assessment tools. This contradicts the findings of Manigbas and De Luna (2024) wherein teachers were moderately competent in giving attention and importance in diagnosing and evaluating learners' needs, progress, and achievement. According to Depositario and Espiritu (2024), teachers reliably kept precise records of students' grades and performance levels. They were observed diligently tracking and documenting academic progress, ensuring that grading and assessment records were comprehensive and accurately reflected each student's achievements.

Despite the teachers showing strong overall competency, the slightly lower rating for compiling learners' written and performance tasks and securing parent signatures suggests that this area might require more focus. It could reflect a need for better communication or follow-up with parents to ensure all necessary forms are completed, further strengthening the monitoring process. This signifies that effective communication strategies can help close this gap and strengthen the bonds between parents and teachers. As education becomes increasingly complex and the student body more diverse, teachers and parents must foster a deeper understanding and stronger connections (Graham-Clay, 2024). In other words, enhancing communication and follow-up with parents about students' assignments can strengthen monitoring efforts and improve students' academic performance (Maman et al., 2024).

In terms of Feedback to Improve Learning

Table 3 shows the teachers' competency level in assessment and reporting regarding feedback to improve learning. Synthesizing the results, the data depict that the teachers' level of competency in assessment and reporting regarding feedback to improve learning is "Very High" with a composite $\bar{x} = 6.34$. The data show that teachers can provide feedback to learners, including formative, summative, descriptive, and deep feedback, as well as non-verbal cues, to support their learning and progress, ranging from 6.25 to 6.47.

Table 3. Competency in Assessment and Reporting in terms of Feedback to Improve Learning (n = 220)

Indicators		$\bar{x}$	VD	CE
1.	Provide formative feedback among learners	6.47	SA	VH
2.	Provide summative feedback among learners	6.46	SA	VH
3.	Provide descriptive feedback among learners	6.29	SA	VH
4.	Provide deep feedback among learners	6.25	SA	VH
5.	Provide non-verbal cues as feedback	6.25	SA	VH
Composite		6.34	SA	VH
Legend:	Scale	Verbal Description (VD)		Competence Equivalent (CE)
	6.15 – 7.00	Strongly Agree (SA)		Very High (VH)
	5.29 – 6.14	Agree (A)		High (H)
	4.43 – 5.28	Somewhat Agree (SoA)		Somewhat High (SoH)
	3.57 – 4.42	Neither Agree nor Disagree (NAD)		Moderate (M)
	2.71 – 3.56	Somewhat Disagree (SoD)		Somewhat Low (SoL)
	1.85 – 2.70	Disagree (D)		Low (L)
	1.00 – 1.84	Strongly Disagree (SD)		Very Low (VL)

Indeed, the teachers can provide various types of feedback to support learners' progress. This feedback helps to identify mistakes, improve the quality of the text, and encourage strategies for advancement, especially in language learning situations (Charalampous & Δάρρα, 2024). Daka (2019) reported that feedback bridges the gap between current performance and the intended goals and must be viewed as a chance for students to learn and be nurtured, whether expressed verbally, in writing, or through gestures.

Despite the overall high ratings, certain areas, such as providing deep feedback to students and using non-verbal cues to support their learning, received slightly lower scores. This contradicts the findings of Jacinta et al. (2022), which indicate that teachers employed a range of nonverbal cues during classroom interactions. This suggests that while teachers are generally effective in their feedback practices, there may be opportunities to further enhance their use of these specific strategies. Improving in these areas could foster a deeper level of student engagement and support their learning in more personalized ways. Additionally, teachers who effectively utilize non-verbal cues can enhance the educational experience, promoting engagement, understanding, and strong teacher-student relationships (Khuman & Lokmanya College of Commerce, 2024).

In terms of Communication of Learner Needs, Progress, and Achievement to Key Stakeholders

Table 4 reveals teachers' competency levels in assessment and reporting, specifically in communicating learner needs, progress, and achievement to key stakeholders. The data reveal that teachers demonstrate a "Very High" level of competency in this area, with a composite $\bar{x}$ = 6.48.

Table 4. *Competency in Assessment and Reporting in terms of Communication of Learner Needs, Progress, and Achievement to Key Stakeholders (n=220)*

Indicators		$\bar{x}$	VD	CE
1.	Conduct personal dialogue with parents or guardians	6.70	SA	VH
2.	Conduct/join general assembly/forum	6.57	SA	VH
3.	Utilize documentation and communication tools such as learner's needs, progress and achievement cardex and parent or guardian communication cardex	6.50	SA	VH
4.	Conduct group consultation with fellow teachers, school administrators, parents/guardians, school personnel or staff, industry partners, and community officials.	6.46	SA	VH
5.	Conduct Home Visitation	6.15	SA	VH
Composite		6.48	SA	VH
Legend:	Scale	Verbal Description (VD)		Competence Equivalent (CE)
	6.15 – 7.00	Strongly Agree (SA)		Very High (VH)
	5.29 – 6.14	Agree (A)		High (H)
	4.43 – 5.28	Somewhat Agree (SoA)		Somewhat High (SoH)
	3.57 – 4.42	Neither Agree nor Disagree (NAD)		Moderate (M)
	2.71 – 3.56	Somewhat Disagree (SoD)		Somewhat Low (SoL)
	1.85 – 2.70	Disagree (D)		Low (L)
	1.00 – 1.84	Strongly Disagree (SD)		Very Low (VL)

The results indicate that teachers effectively engage in personal dialogues with parents or guardians, participate in general assemblies or forums, and utilize various communication tools such as learner progress reports and parent or guardian communication logs. Furthermore, teachers conduct group consultations with colleagues, school administrators, parents, school staff, industry partners, and community officials. The results indicate that teachers are highly competent in communicating learner needs, progress, and achievement to key stakeholders, reflecting strong collaboration with parents, guardians, and the broader school community. These results agree with Manigbas and De Luna's (2024) study, which disclosed that teachers promptly convey students' needs, progress, and achievements to important stakeholders, including parents or guardians, fellow teachers, and others involved. This effective communication enhances the support network around students, fostering a more engaged and informed environment for their academic growth. Also, this means that teachers can effectively communicate with students, parents, and stakeholders about the learners' performance and the needs that must be addressed (Pamon & Oco, 2024).

However, the lower rating for home visitation suggests that while teachers excel in communicating with stakeholders, home visits may be challenging for them. Nurdyansyah and Nyong (2020) note that teachers do not endorse home visit activities due to insufficient support from parents and challenges in coordinating schedules. This indicates that while teachers value family engagement, home visits may not always be practical, and exploring alternative ways to connect with parents could be beneficial. This contrasts with the study of Pascual (2021), who posited that teachers, students, and stakeholders agree that home visitation is essential for establishing partnerships among teachers, students, and parents and supporting academic performance. Moreover, this finding contrasts with the observation of Ilhan et al. (2019), which underscores that home visitation plays a crucial role in strengthening the teacher-student relationship and enhancing family engagement in education.

In terms of Use of Assessment Data to Enhance Teaching and Learning Practices and Programs

Table 5 illustrates the teachers' competency in using assessment data to enhance teaching and learning practices and programs. Overall, the data indicate that teachers demonstrate a "Very High" level of competency with a composite $\bar{x}$ = 6.46. Teachers can create a valuable and impactful learning experience for students to use in their future pursuits. This involves adapting teaching methods or content based on an analysis of assessment data, using this data to pinpoint students' strengths and weaknesses in understanding key concepts, guiding students to reflect on their progress and set learning objectives, and planning targeted interventions to tackle specific learning challenges revealed through assessment analysis. The high rating demonstrates that teachers are proficient in leveraging assessment data to enhance instructional effectiveness and student learning. By analyzing this data, they can tailor their lessons to meet students' needs better, identify areas for improvement, and help students set personal learning goals.

Table 5. *Competency in Assessment and Reporting in Terms of Use of Assessment Data to Enhance Teaching and Learning Practices and Programs (n = 220)*

Indicators		$\bar{x}$	VD	CE
1.	Provide learners with a rich and meaningful learning experience that they can apply in their future endeavors	6.55	SA	VH
2.	Modify teaching strategies or content decisions based on the analysis of learner's assessment data	6.51	SA	VH
3.	Use assessment data to identify strengths and weaknesses in learner's understanding of core concepts in a learning area	6.50	SA	VH
4.	Teach learner to examine his or her own data and set learning goals	6.39	SA	VH
5.	Plan interventions designed to address specific learning issues identified through the interpretation of assessment data	6.37	SA	VH
Composite		6.46	SA	VH
Legend:	Scale	Verbal Description (VD)	Competence Equivalent (CE)	
	6.15 – 7.00	Strongly Agree (SA)	Very High (VH)	
	5.29 – 6.14	Agree (A)	High (H)	
	4.43 – 5.28	Somewhat Agree (SoA)	Somewhat High (SoH)	
	3.57 – 4.42	Neither Agree nor Disagree (NAD)	Moderate (M)	
	2.71 – 3.56	Somewhat Disagree (SoD)	Somewhat Low (SoL)	
	1.85 – 2.70	Disagree (D)	Low (L)	
	1.00 – 1.84	Strongly Disagree (SD)	Very Low (VL)	

This finding parallels the study of Manigbas and De Luna (2024) in which teachers analyze students' assessment results to enhance their teaching and learning processes. They use assessment data to develop targeted learning interventions and diverse activities or programs that cater to students' needs. Also, teachers create diverse instructional strategies based on their students' assessment data to meet specific classroom needs. However, this contradicts the study by Jawuor (2020), which states that although they use data to identify weak learners and update parents, their ability to leverage data for significant change effectively is still limited. Thus, data must enable teachers to make informed decisions that enhance pupils' academic performance and a data-driven approach that enhances the overall learning experience, ensuring that teaching is more targeted and effective in preparing them for their future.

Summary of Teachers' Level of Competency in Assessment and Reporting

Table 6 presents the competency level of teachers in assessment and reporting. The data indicate that overall, teachers demonstrate a "Very High" level of competency with a composite $\bar{x}$ = 6.45.

Table 6. *Summary of Teachers' Level of Competency in Assessment and Reporting (n = 220)*

Indicators		$\bar{x}$	VD	CE
1.	Design, Selection, Organization, and Utilization	6.47	SA	VH
2.	Monitoring and Evaluation of Learners' Progress and Achievement	6.48	SA	VH
3.	Feedback to Improve Learning	6.34	SA	VH
4.	Communication of Learner Needs, Progress, and Achievement to Key Stakeholders	6.48	SA	VH
5.	Use of Assessment Data to Enhance Teaching and Learning Practices and Programs	6.46	SA	VH
Composite		6.45	SA	VH
Legend:	Scale	Verbal Description (VD)	Competence Equivalent (CE)	
	6.15 – 7.00	Strongly Agree (SA)	Very High (VH)	
	5.29 – 6.14	Agree (A)	High (H)	
	4.43 – 5.28	Somewhat Agree (SoA)	Somewhat High (SoH)	
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	2.71 – 3.56	Somewhat Disagree (SoD)	Somewhat Low (SoL)	
	1.85 – 2.70	Disagree (D)	Low (L)	
	1.00 – 1.84	Strongly Disagree (SD)	Very Low (VL)	

The results show that teachers are skillful in using assessments to support student learning and communication. Similar results were also discovered in the study of Pamon and Oco (2024), as teachers achieved the highest level of knowledge and understanding regarding assessment and reporting. This enables them to effectively communicate with students, parents, and stakeholders about learners' performance and the needs that require attention. Furthermore, their capacity to create practical assessments, track progress, offer feedback, and communicate with stakeholders contributes to a more supportive and adaptive learning environment. This competency guarantees that teaching methods are consistently enhanced, improving student learning outcomes. The study of Zamri and Hamzah (2019) highlighted that teachers who demonstrate competence in assessment enable students to improve their performance and inspire them to succeed.

3.2 Teachers' Performance

Table 7 presents the teachers' performance based on their IPCRF ratings. The results show that, overall, the teachers' performance is categorized as "Very Satisfactory," with an average rating of 4.37. Most teachers fall within the "Very Satisfactory" range, scoring between 3.50 and 4.99. Additionally, 7.27% of the teachers achieved an "Outstanding" rating, while 0.46% were rated "Satisfactory."

Table 7. Teachers' Performance based on IPCRF (n = 220)

Rating	Verbal Equivalent	f	%	$\bar{x}$
4.500 – 5.000	Outstanding	16	7.27	4.37
3.500 – 4.499	Very Satisfactory	203	92.27	
2.500 – 3.499	Satisfactory	1	0.46	
Total		220	100.00	

The results indicate that most teachers are performing at a "Very Satisfactory" level, reflecting strong overall effectiveness. This is an acceptable rating based on DepEd Order No. 2, s. 2015. Moreover, this implies that teachers are reaching annual performance levels that exceed their established standards. On the other hand, a small percentage of the teachers achieved an "Outstanding" rating, highlighting excellence, while only one was rated "Satisfactory." This contradicts the findings of Elamparo and Rafanan (2023), wherein more teachers were rated Outstanding in their IPCRF rating. This indicates that most teachers meet expectations, with room for some to excel further. According to Brown (2021), evaluating teacher performance involves more than just assessment; continuous feedback and support systems are essential elements of effective evaluation processes.

3.3 Academic Performance of Pupils

Table 8 presents the class average of the pupils' academic performance per teacher-adviser. The results show that the majority of pupils have performed at a "Very Satisfactory" level, with an average rating of 85.30%. Additionally, 5.46% of the pupils achieved an "Outstanding" performance, while 33.18% were rated "Satisfactory."

Table 8. Academic Performance of Pupils

Rating	Verbal Description	f	%	$\bar{x}$
90%-100%	Outstanding	12	5.46	85.30
85% - 89%	Very Satisfactory	135	61.36	
80% - 84%	Satisfactory	73	33.18	
Total		220	100.00	

This suggests that while many pupils are doing well, a significant number may still need additional support to reach higher levels of performance. There are underlying factors that should be considered to improve academic performance. Masud et al. (2019) emphasize that increasing teacher and parent involvement in the students' study time can help improve academic performance. Furthermore, the results provide foundational insights for school administrators and teachers to develop a comprehensive program aimed at improving the academic performance of public elementary school students (Aguirre & Legaspi, 2020). Above all, despite these assertions, teachers should recognize that each pupil is unique and deserves personalized attention and differentiated instruction to improve learning outcomes. Pamon and Oco (2024) stated that students' academic performance not only serves as a pathway to advancing to higher levels of education but also reflects their successes or challenges.

3.4 Relationship between the Teachers' Level of Competency and IPCRF Performance

Table 9 indicates the data that found the relationship between the competency level of teachers in five areas and their IPCRF performance. Using Spearman's Rank Order Correlation, the findings show that all p-values exceed the significance level (0.05). These results will not warrant the rejection of the null hypothesis. This means that the following areas of teachers' competence are not significantly related to their IPCRF performance: design, selection, organization, and utilization ($p = 0.240$); monitoring and evaluation of learners' progress and achievement ($p = 0.218$); feedback to improve learning ($p = 0.907$); communication of learner needs, progress, and achievement to key stakeholders ($p = 0.416$); and use of assessment data to enhance teaching and learning practices and programs ($p = 0.985$).

Table 9. Relationship between the Teachers' Level of Competency and IPCRF Performance ($n = 220$)

Variables Correlated to IPCRF Performance	r_s	p	Decision	Remark
1. Design, Selection, Organization, and Utilization	.08	.240	Fail to reject H_{o1}	Not significant
2. Monitoring and Evaluation of Learners' Progress and Achievement	.10	.218	Fail to reject H_{o1}	Not significant
3. Feedback to Improve Learning	.00	.907	Fail to reject H_{o1}	Not significant
4. Communication of Learner Needs, Progress, and Achievement to Key Stakeholders	.05	.416	Fail to reject H_{o1}	Not significant
5. Use of Assessment Data to Enhance Teaching and Learning Practices and Programs	.00	.985	Fail to reject H_{o1}	Not significant
Overall	.05	.460	Fail to reject H_{o1}	Not significant

Spearman's rho at the 0.05 level of significance

The result of the study implies that a teacher's competency in certain areas may not directly impact his or her performance evaluation, highlighting that other factors could be influencing their IPCRF ratings. This finding contradicts the study of Evangelio and Escote (2024), as they revealed that there was a significant relationship between teachers' level of competency in assessment and their Individual Performance Commitment Review Form (IPCRF) performance, indicating that higher competence correlates with better performance ratings for both beginning and seasoned teachers. Conversely, a study by Iskanto (2022) indicated that teacher competency accounted for a portion of the variance in performance, while the remaining variance was influenced by factors that had not been investigated. Another research showed a positive relationship between competence and performance, but also emphasized the role of personal characteristics, indicating that multiple factors influence performance outcomes (Mustikasari et al., 2024).

3.5 Relationship between the Teachers' Level of Competency and Pupils' Academic Performance

Table 10 shows no significant relationship between the teachers' level of competency and pupils' academic performance, as the p -value of 0.055 leads to the acceptance of the null hypothesis. Using Spearman's rho Test, the results revealed" ($p = 0.245 > \alpha = 0.05$) for design, selection, organization, and utilization, ($p = 0.119 > \alpha = 0.05$) for monitoring and evaluation of learners' progress and achievement, ($p = 0.051 > \alpha = 0.05$) communication of learner needs, progress, and achievement to key stakeholders, ($p = 0.364 > \alpha = 0.05$) use of assessment data to enhance teaching and learning practices and programs.

Table 10. Relationship between the Teachers' Level of Competency and Pupils' Academic Performance ($n = 220$)

Variables Correlated to Pupils' Performance	r_s	p	Decision	Remark
1. Design, Selection, Organization, and Utilization	.079	.245	Fail to reject H_{o2}	Not significant
2. Monitoring and Evaluation of Learners' Progress and Achievement	.105	.119	Fail to reject H_{o2}	Not significant
3. Feedback to Improve Learning	.157	.020	Reject H_{o2}	Significant
4. Communication of Learner Needs, Progress, and Achievement to Key Stakeholders	.132	.051	Fail to reject H_{o2}	Not significant
5. Use of Assessment Data to Enhance Teaching and Learning Practices and Programs	.061	.364	Fail to reject H_{o2}	Not significant
Overall	.129	.055	Fail to reject H_{o2}	Not significant

Spearman's rho at the 0.05 level of significance

This means there is no direct association between the teachers' level of competency in Assessment and Reporting and pupils' academic performance. According to Mardiah (2024), teachers' competency assessments offer insights into teaching effectiveness but do not always align with student performance results. Also, it indicates that while teachers' grading standards can influence students' self-perception and motivation, the impact of these assessments on academic outcomes is nuanced and may not solely depend on teacher competency. However, the study conducted by Nyanjom et al. (2020a) contradicts the current finding as they claimed a significant positive correlation between the teachers' assessment competency and the pupils' academic performance. They also disclosed that teachers help their pupils reach high standards and lay the groundwork for guiding further learning.

On the other hand, there is a significant relationship between the teachers' level of competency and pupils' academic performance regarding feedback to improve learning ($p = 0.020 < \alpha = 0.05$). This suggests that teachers' ability to provide effective feedback is crucial in improving student outcomes. In this regard, Masantiah et al. (2020) noted that teacher feedback is essential for students to reach their learning goals and to close the gap

between their current performance or understanding and the desired outcome. Moreover, according to Madigan and Kim (2021), teachers' feedback plays a vital role in education because it significantly affects student success.

3.6 Relationship between the Teachers' Profile and Competency

Table 11 illustrates the relationship between the teachers' profile and their level of competency. It can be noted that all p-values are greater than the level of significance (0.05). This finding does not allow the rejection of the null hypothesis.

Table 11. Relationship between the Teachers' Profile and Competency (n = 220)

Variables	Computed Value	p	Decision	Remark
Sex and Overall Level of Competencies	$r_{pbi} = .06$	.355	Fail to reject H_{03}	Not significant
Age and Overall Level of Competencies	$r_s = .07$	.289	Fail to reject H_{03}	Not significant
Rank and Overall Level of Competencies	$r_s = .02$	.720	Fail to reject H_{03}	Not significant

Spearman's rho at 0.05 level of significance

This means that the teachers' profiles in terms of sex, age, and rank in teaching are not considered as primary determinants of their level of competency. This indicates that while sociodemographic factors may provide some insights into teaching profiles, their impact on competencies is minimal. This finding aligns with the research by Manigbas and De Luna (2024), which indicates that age does not correlate with competency levels in this context. According to Awuah et al. (2024), demographic factors such as gender did not significantly impact teachers' assessment beliefs and practices. Additionally, Caingcoy et al. (2021) found no significant differences in teachers' competencies based on their current positions.

Furthermore, this result agrees with Radjuni (2021), who stated that teachers' profiles do not significantly influence their competency in assessment, which suggests that factors other than their profile may be more impactful in shaping their effectiveness. Acosta and Cajas (2023) state that institutional support and educational policies are crucial in shaping teachers' assessment practices. Stratan (2023) also stressed that training programs focused on assessment competencies are essential for improving teachers' effectiveness regardless of their initial profiles.

3.7 Relationship between the Teachers' IPCRF Performance and Pupils' Academic Performance

Table 12 reveals no significant relationship ($p = 0.385 > \alpha 0.05$) between the teachers' IPCRF performance and their pupils' academic performance. The p-value of 0.385, greater than the significance level of 0.05, indicates that the teachers' performance as assessed by the IPCRF does not significantly impact their pupils' academic performance.

Table 12. Relationship between the Teachers' IPCRF Performance and Pupils' Academic Performance (n = 220)

Variables	r	p	Decision	Remark
IPCRF performance and Pupils' Academic Performance	.05	.385	Fail to reject H_{04}	Not significant

Pearson's r is at the 0.05 level of significance

These results suggest that academic performance is not solely dependent on how well teachers perform in specific areas measured by the IPCRF. Cadag (2024) articulated that while the Individual Performance Commitment and Review Form (IPCRF) assesses teacher performance, it does not directly influence pupils' achievement. Furthermore, he added that other factors beyond the teachers' performance ratings may play a more significant role in affecting student outcomes. Pupils will excel if they are intrinsically motivated and engaged, regardless of their teacher is effectiveness. Also, several factors can impact pupils' academic performance, including peer influences, sexual orientation and traits, family backgrounds and connections, income, and others (Estrada & Gumban, 2024).

4.0 Conclusion

Effective teaching involves a multifaceted approach that extends beyond traditional performance evaluations. While current assessments indicate high competency in assessment and reporting, they do not necessarily correlate with pupils' academic performance. This discrepancy underscores the importance of exploring additional factors contributing to pupils' success, including instructional strategies, engagement, home

environment, and curriculum design. The findings call for reevaluating existing assessment tools, as they may not adequately reflect the actual impact of teaching on learning outcomes. To address this issue, a more holistic evaluation framework is essential, one that encompasses teacher competency, classroom engagement, pedagogical flexibility, and learner-centered outcomes. By implementing a comprehensive program aimed at enhancing the academic performance of elementary students, schools can better align teacher effectiveness with meaningful pupils' achievement.

5.0 Contributions of Authors

The authors confirm their equal contribution to every part of this research. All authors reviewed and approved the final version of this paper.

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7.0 Conflict of Interests

This study has no conflict of interest of any sort.

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