

PROFESSIONAL LEARNING ENGAGEMENT AND INSTRUCTIONAL DELIVERY ON CLASSROOM ASSESSMENT PRACTICES OF PUBLIC SCHOOL TEACHER

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ABSTRACT

This study examined the relationship between professional learning engagement, instructional delivery and classroom assessment practices of public school teachers. Specifically, it determined the teachers' level of professional learning engagement (thematic knowledge, learning environment, educational technology and research base), instructional delivery (teaching strategy, mastery of subject matter, classroom management and instructional assessment), and classroom assessment practices (formative assessment and summative assessment), and the significant relationships and predictive strength among these variables. Descriptive-correlational research design was employed, involving 250 teachers selected through random sampling at the Maramag Districts I, II, and III, Division of Bukidnon, Philippines. Data were collected using validated questionnaires and analyzed using mean, Pearson's correlation coefficient and multiple regression analysis. Results revealed that teachers are highly engaged in professional learning with thematic knowledge and learning environment having the highest ratings. It also revealed that teachers are highly proficient in all aspects of instructional delivery particularly in teaching strategy, mastery of subject matter, classroom management and instructional assessment. In classroom assessment, it was found out that teachers highly practiced summative and formative assessments. Correlation results showed strong positive relationships on both professional learning engagement, with educational technology obtaining the highest correlation, and instructional delivery, with mastery of the subject matter yielding the highest correlation, towards classroom assessment practices. Multiple regression analysis confirmed mastery of the subject matter, teaching strategy, and classroom management of instructional delivery are significant predictors of classroom assessment practices. The result highlights the importance of professional learning engagement, instructional delivery and classroom assessment practices of teachers to enhance the learner's overall performance.

Keyword: professional learning engagement, instructional delivery, classroom assessment practices, subject matter, classroom management

1. INTRODUCTION

Teaching is a contextual process that involves the interaction of teachers, learners, and subject matter within a specific learning environment. The effectiveness of teaching is influenced by the conditions in which instruction occurs, including the strategies used by teachers and the ways student learning is assessed. Teaching is not merely the transmission of knowledge but a structured interaction between teachers and students in which instructional decisions are continuously made during the learning process. Because classroom situations are dynamic, teachers must exercise professional judgment and

adapt their instructional approaches to address students' need and learning progress. (Acar-Erdol, T., & Yıldızlı, H., 2018).

A crucial component of the teaching-learning process is classroom assessment, which refers to the systematic collection and interpretation of evidence about student learning to inform instructional decisions. (Acar-Erdol, T., & Yıldızlı, H., 2018). categorizes classroom assessment into three types: assessment of learning, assessment for learning, and assessment as learning. Assessment of learning focuses on measuring students' academic performance through summative evaluations such as tests and grades.

Assessment for learning emphasizes formative assessment practices that provide feedback to guide instruction and support student improvement. Meanwhile, assessment as learning encourages students to participate actively in evaluating their own learning through reflection and self-monitoring. These approaches highlight the role of assessment not only as a measurement tool but also as an integral component of effective instructional practice.

Teacher may improve teaching skills if they are pursuing continuing professional development, this is supported the study concluded by Hafeez (2021) that teachers' training is additional factor for teachers' professional growth, and it may develop students' academic achievements and interests. And supported by the study of Mohamed et.al (2024) that teachers' professional development programs impact students' performance. Some of teachers are not participating in personal and professional growth due to lack of funding support from the school and even from the government that leads to inefficient teaching and may stick on the entry position level.

The effectiveness of classroom assessment is closely connected to instructional delivery, which refers to the methods and strategies teachers use to facilitate learning in the classroom. Effective instructional delivery requires alignment between learning objectives, teaching strategies, and assessment practices to ensure that evaluation accurately reflects students' learning outcomes. When instructional delivery is well planned and responsive to learners' needs, it promotes student engagement, motivation, and academic achievement (Darling-Hammond et al., 2017). Conversely, poorly designed assessments or misalignment between instruction and evaluation may produce unreliable results that do not accurately represent student learning.

Teachers' ability to implement effective instructional delivery and classroom assessment practices is often strengthened through professional learning engagement. Professional learning engagement refers to teachers' active participation in professional development activities that enhance their pedagogical knowledge, instructional skills, and assessment literacy. These professional development opportunities may include workshops, collaborative learning communities, mentoring, and training programs designed to support

continuous improvement in teaching practice. Research indicates that sustained and collaborative professional learning experiences enable teachers to improve instructional strategies and apply more effective assessment practices in their classrooms (Darling-Hammond et al., 2017).

Conducting about this research will help in bridging the gap between teacher development and improved learners' outcome. It will identify effective, tailored professional development strategies, enhances teacher competence in assessment, and informs policy to foster collaborative, evidenced-based teaching environment.

1.1.Statement of the Problem

This study aimed to examine the relationship between professional learning engagement and instructional delivery on classroom assessment practices of public school teachers in the Division of Bukidnon for the School Year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the level of professional learning engagement of teachers in terms of:
 - a. thematic knowledge;
 - b. learning environment;
 - c. educational technology; and
 - d. research base.
2. What is the level of instructional delivery of teachers in the following aspects;
 - a. teaching strategy;
 - b. mastery of the subject matter;
 - c. classroom management; and
 - d. instructional assessment.
3. What is the level of classroom assessment practices of public school teachers in the following areas:
 - a. formative assessment; and
 - b. summative assessment;
4. Is there a significant relationship between the professional learning engagement and the

instructional delivery on the classroom assessment practices of public school teachers?

5. Which variables best predicts the classroom assessment practices of teachers?

1.2. Hypotheses of the Study

For the guidance of the analysis of findings of the study and for the statistical testing purpose, the following hypothesis is to be tested at 0.005 level of significance:

H₀₁: There is no significance relationship between the classroom assessment practices of teachers and;

- a. Professional learning engagement
- b. Instructional Delivery

H₀₂: There are no variables that predict the classroom assessment practices of teachers.

2.METHODOLOGY

This section deals with the methods and procedures employed in the study, which include the research design, the respondents, and locale of the study, variable measures and scoring instruments, data gathering procedure, and the corresponding statistics techniques used in attaining the objectives of the study.

2.1. Research Design

This study employed a descriptive-correlational research design. The descriptive method was used to determine the level of professional learning engagement, their level of instructional delivery and classroom assessment practices. The correlational component was employed to examine the relationships among these variables, specifically between teachers' professional learning, instructional delivery and classroom assessment practices of public school teachers. Furthermore, it investigated the extent to which professional learning engagement and instructional delivery predicted the classroom assessment practices.

This design was deemed appropriate as the study sought to describe existing conditions and determine relationships among variables.

2.2. Locale of the Study

The study was conducted at selected schools in the Department of Education (DepEd) Division of

Bukidnon, Maramag District I, II, and III, located in the Municipality of Maramag, Province of Bukidnon, Region X (Northern Mindanao), Philippines. The study focused specifically for two hundred-fifty (250) public elementary school teachers within the municipality for the school year 2025-2026. The approach allowed for a detailed examination of the learning style of the teachers. The gathered insights that are relevant only to the local educational but, also to a broader discussion on learning style of teachers and effectiveness in the Philippines. Furthermore, the Maramag Districts is characterized by a mix of socio-economic backgrounds among its teachers, which may influence their professional learning engagement, instructional delivery and classroom assessment practices.

2.3. Research Instruments

This study utilized a structured survey questionnaire designed to gather the necessary data related to the variables under investigation. The professional learning engagement of teachers was measured using an adapted instrument developed by Ayoobi, et.al (2016). It consisted of four (4) components: thematic knowledge, learning environment, educational technology, and research base. The instrument obtained a Cronbach's alpha coefficient of 0.974. Responses were measured using a 5-point Likert scale.

To interpret the level of professional learning engagement of teachers, the weighted mean of each indicator was computed and interpreted using the scale below:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Engaged
4	3.51-4.50	Agree	Engaged
3	2.51-3.50	Neutral	Moderately Engaged
2	1.51-2.50	Disagree	Less Engaged
1	1.00-1.50	Strongly Disagree	Not Engaged

The instructional delivery of teachers was measured using an adapted instrument developed by Radjuni (2021). This survey questionnaire consisted of four (4) components: teaching

strategy, mastery of the subject matter, classroom management, and instructional assessment. The instrument reported a Cronbach's alpha of 0.945. Responses were measured using a 5-point Likert scale.

To interpret the level of instructional delivery, the weighted mean of each indicator was computed and interpreted using the scale below:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Proficient
4	3.51-4.50	Agree	Proficient
3	2.51-3.50	Moderately Agree	Moderately Proficient
2	1.51-2.50	Disagree	Less Proficient
1	1.00-1.50	Strongly Disagree	Not Proficient

The classroom assessment practices of teachers were measured using an adapted instrument developed by Bustos (2023). This survey questionnaire consisted of two (2) components: formative assessment and summative assessment. The instrument demonstrated a Cronbach's alpha of 0.998. Responses were measured using a 5-point Likert scale.

To interpret the level of classroom assessment practices of teachers, the weighted mean of each indicator was computed and interpreted using the scale below:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Practiced
4	3.51-4.50	Agree	Moderately Practiced
3	2.51-3.50	Undecided	Slightly Practice
2	1.51-2.50	Disagree	Less Practiced
1	1.00-1.50	Strongly Disagree	Not Practiced

2.4. Data Gathering Procedure

Prior to the conduct of the study, the researcher formally sought permission from the district supervisors of Maramag Districts I, II, and III. Upon approval, communication letters were forwarded to the respective school principals/school head of the selected schools. After securing their authorization, informed consent was obtained from the identified teacher-participants. Following the approval and consent process, the survey questionnaires were administered through Google Forms to ensure efficiency in data collection and to minimize disruption of classes and regular school activities. Clear instructions were provided to the respondents to guide them in answering the questionnaire. The researcher strictly observed ethical standards throughout the data collection process. Confidentiality and anonymity of the respondents were ensured, and all information gathered was used solely for academic purposes. Participation was voluntary, and respondents were informed that they may withdraw from the study at any time without penalty. After the completion of data collection, the responses were systematically organized, coded, tabulated, and prepared for appropriate statistical analysis.

2.5. Statistical Techniques Used

The data were summarized, translated, and analyzed using the following statistical tools:

Descriptive statistic specifically mean was used to determine the level of professional learning engagement of teachers in terms of thematic knowledge, learning environment, educational technology, and research base; the level of instructional delivery of teachers in terms of teaching strategy, mastery of the subject matter, classroom management, and instructional assessment; and the level of classroom assessment practices of teachers in terms of formative assessment and summative assessment.

To determine the significant relationship between professional learning engagement, instructional delivery, and classroom assessment practices. Pearson's Product-Moment Correlation Coefficient was employed. Statistical analyses were performed using the Statistical Package for the Social Sciences (SPSS), and a p-value of 0.05 was set as the level of significance.

Furthermore, multiple regression analysis was utilized to identify which variables significantly predicted classroom assessment practices and to determine the strongest predictor among the components of professional learning engagement and the factors of instructional delivery.

3. RESULTS AND DISCUSSION

Professional Learning Engagement

Table 1 shows that among the indicators, thematic knowledge and learning environment both obtained the highest and the same mean of 4.73, followed by educational technology with a mean of 4.66. Research base obtained mean of 4.36.

Table 1. Summary of the level of Teachers' Professional Learning Engagement

Variables	Mean	Descriptive Rating	Qualitative Interpretation
Thematic Knowledge	4.73	Strongly Agree	Highly Engaged
Learning Environment	4.73	Strongly Agree	Highly Engaged
Educational Technology	4.66	Strongly Agree	Highly Engaged
Research Base	4.36	Agree	Engaged
Overall Mean	4.62	Strongly Agree	Highly Engaged

The findings imply that the teachers demonstrate a generally high level of thematic knowledge, learning environment and educational technology. Research base received lower mean but still positive ratings. This pattern suggests that the respondents are most highly engaged towards professional learning. The overall mean confirms that professional learning engagement is a clear strength among the teachers and may contribute to their effectiveness in the classroom and workplace.

The pursuit of professional growth is widely recognized as the cornerstone of effective teaching. Within the Philippine public school

system, this growth is often facilitated through "Professional Learning Engagement," which encompasses everything from formal graduate studies to school-based in-service training (INSET). Camral and Sumayo (2025) argue that these learning opportunities are not just optional extras but are essential for maintaining a teacher's "pedagogical edge." Their research highlights that teacher who immerse themselves in continuous learning are better equipped to handle the shifting demands of the modern classroom. Specifically, they found that active participation in training leads to a noticeable increase in a teacher's ability to explain complex concepts and manage diverse student needs.

This research suggests that teachers teach best and the students will significantly improve when the learning environment is conducive for learning, provided with the integration of educational technology and thematic learning that supports and develop the student's knowledge, skills and attitude. Research by Decrepito and Martir (2025) highlighted that a positive learning environment and effective instructional strategies are significantly related to students' academic performance, indicating the vital role of supportive classroom conditions in the learning process. The classroom is an environment that can be used as optimally as possible in achieving learning objectives. The classroom is also a room where the room is used as a place by an educational institution to channel knowledge through the teaching and learning process in order to achieve the objectives of the learning that has been carried out. Structuring a good classroom setting will have a positive impact on the learning process.

Instructional Delivery of Teachers

Table 2 shows that the classroom management obtained a higher mean of 4.74, followed by the teaching strategy with a mean of 4.73, instructional assessment obtained a mean of 4.71 and subject matter obtained a mean score of 4.69. This pattern shows that the respondents are more highly proficient.

Table 2. Summary of the level of teachers Instructional Delivery

Variables	Mean	Descriptive Rating	Qualitative Interpretation
Teaching Strategy	4.73	Strongly Agree	Highly Proficient
Subject Matter	4.69	Strongly Agree	Highly Proficient
Classroom Management	4.64	Strongly Agree	Highly Proficient
Instructional Assessment	4.71	Strongly Agree	Highly Proficient
Overall Mean	4.72	Strongly Agree	Highly Proficient

The results show that the four domains obtained a high mean, and interpreted as a highly proficient. This indicates that teachers show an expertise who consistently demonstrated a deep, sophisticated understanding of teaching and learning. Translating to exceptional student outcomes.

In this research suggest that if professional learning is the "input," then instructional delivery is the "output." It is the moment where a teacher's knowledge meets the students' curiosity. However, delivering a lesson effectively requires more than just knowing the subject matter; it requires a supportive environment. Oliva and Bautista (2025) bring an important perspective to this discussion by highlighting the role of "Instructional Leadership." They found that the guidance provided by Master Teachers and school heads acts as a bridge. When school leaders provide active mentoring, teachers feel more supported in trying out the new methods they learned during their professional development sessions.

The practical side of this delivery is further explored by Loquias (2026), who connects training directly to classroom performance. According to this study, teachers who are frequently engaged in professional learning programs are more organized in their lesson planning and more engaging during their actual teaching. This indicates that professional development has a "trickle-down effect"—the better a teacher understands their craft, the more smoothly their lessons flow. To ensure this flow remains effective, Poulou, Reddy, and Dudek

(2023) suggest that "observation" is a vital tool. By having a peer or supervisor watch a lesson and provide structured feedback, teachers can identify their "blind spots." This process turns the act of teaching into a constant cycle of improvement, where every lesson delivered is slightly better than the last.

Classroom Assessment Practices

Table 3 shows that the two domains, classroom assessment obtained the highest mean of 4.73 and formative assessment with the mean of 4.68. This pattern shows that the respondents are strongest in evaluating student performance.

Table 3. Summary of the level of Classroom Assessment Practices

Variables	Mean	Descriptive Rating	Qualitative Interpretation
Formative Assessment	4.60	Strongly Agree	Highly Practiced
Summative Assessment	4.73	Strongly Agree	Highly Practiced
Overall Mean	4.70	Strongly Agree	Highly Practiced

The data revealed that the teachers possess a highly practiced level of teaching and evaluating the students' performance. It indicates that teachers who goes beyond mere grading to use assessment as a dynamic, continuous, and student-centered tool.

The final, and perhaps most critical, stage of this process is classroom assessment. Assessment is no longer just about giving a grade at the end of a unit; it is about checking for understanding every single day. Boström and Palm (2019) emphasize that "formative assessment"—the quick checks and feedback provided during a lesson—is a skill that must be practiced. Their research shows that teachers who undergo specific training in this area are much better at spotting when a student is struggling and adjusting their teaching on the spot to help that student catch up.

This "assessment literacy" is a theme that runs through the works of Camral and Sumayo (2025) and Dimaranan and Chua (2020) as well. They agree that a teacher's ability to grade fairly and accurately is linked to their overall pedagogical competence. Furthermore, the National Research Council (2001) and Ruiz-Primo (2016) point out that when teachers are well-trained in assessment, they don't just use tests to "rank" students. Instead, they use the results to figure out what they need to re-teach. This turns assessment into a tool for learning rather than just a tool for documentation. In essence, the literature suggests that when a teacher is engaged in learning and delivers instruction effectively, their assessment practices naturally become more student-centered and meaningful.

Professional Learning Engagement fuels teachers' development, which enhances their Instructional Delivery making it more polished, interactive, and adaptable. In turn, these effective teaching approaches improve Classroom Assessment Practices, allowing precise tracking of student progress and informed adjustments to instruction. For public school teachers, this interconnected cycle is vital for tackling today's educational challenges and maximizing student success.

Correlation of Variables

Table 4 presents the relationship between classroom assessment practices and the independent variables (professional learning engagement obtained a correlation coefficient of 0.731 and instructional delivery obtained a correlation coefficient of 0.809). All correlation coefficients were significant at the 0.01 level, which means that there is a statistically significant relationship between each independent variable and classroom assessment practices.

Table 4. Relationship between Professional Learning Engagement and Instructional Delivery and Classroom Assessment Practices of Teachers

Independent Variables	Correlation Coefficient	Significance
A. PROFESSIONAL LEARNING ENGAGEMENT	0.731	0.000**
Thematic Knowledge	0.635	0.000**

Learning Environment	0.680	0.000**
Educational Technology	0.695	0.000**
Research Base	0.477	0.000**
B. INSTRUCTIONAL DELIVERY	0.809	0.000**
Teaching Strategy	0.669	0.000**
Subject Matter	0.795	0.000**
Classroom Management	0.760	0.000**
Instructional Assessment	0.761	0.000**
Ns-Not significant	*=significant at the 0.05 level	**=significant at the 0.01 level

The results show that professional learning engagement and instructional delivery are both significantly related to classroom assessment practices. Teacher development and teaching methods are directly intertwined with how teachers measure student success.

These results are consistent with the findings of Camral and Sumayo (2025) who argue that these learning opportunities are not just optional extras but are essential for maintaining a teacher's "pedagogical edge." Their research highlights that teacher who immerse themselves in continuous learning are better equipped to handle the shifting demands of the modern classroom. Specifically, they found that active participation in training leads to a noticeable increase in a teacher's ability to explain complex concepts and manage diverse student needs. Oliva and Bautista (2025) bring an important perspective to this discussion by highlighting the role of "Instructional Leadership." They found that the guidance provided by Master Teachers and school heads acts as a bridge. When school leaders provide active mentoring, teachers feel more supported in trying out the new methods they learned during their professional development sessions.

The high level of professional learning engagement and the highly proficient instructional delivery of teachers found in this study are consistent with earlier evidence that collaborative professional learning structures, such as professional learning communities, significantly enhance instructional delivery in

basic education. Ampuyas, Abellana and Orongan (2025) reported that collaborative leadership, collective learning and shared practice within PLCs have strong association with effective instructional delivery, particularly in instructional design and classroom interaction. This convergence of findings suggests that when teachers are embedded in robust professional learning environments, they are more likely to implement evidence-based instructional strategies and aligned classroom assessment practices.

Mahendra, Dewi and Wahyuni (2021), Formative assessment should take into account the formative assessment cycles suggested by McCharty (2017), as referenced in Mahendra, Dewi, and Wahyuni (2021), since planning is one of the crucial steps in the assessment process. Furthermore, the National Research Council (2001) and Ruiz-Primo (2016) point out that when teachers are well-trained in assessment, they don't just use tests to "rank" students. Instead, they use the results to figure out what they need to re-teach. This turns assessment into a tool for learning rather than just a tool for documentation.

Regression of Variables

Table 5 presents the regression analysis showing the predictors of classroom assessment practices. Among the predictors, subject matter obtained the highest standardized beta of 0.80, followed by classroom management with a standardized beta of 0.223, and lastly, teaching strategy with a standardized beta of 0.174. The model has an R² value of 0.667, indicating that 66.7 percent of the variation in classroom assessment practices is explained by the predictors included in the model.

Table 5. Regression Analysis of Professional Learning Engagement, Instructional Delivery and Classroom Assessment Practices

Variables	B	St. Error	β	t	Sig.
Constant	0.572	0.191		2.989	0.003
Instructional Delivery					
Subject Matter	0.478	0.076	0.480	6.280	0.000
Teaching Strategy	0.174	0.054	0.174	3.233	0.001
Classroom Management	0.226	0.077	0.223	2.933	0.004

R=0.819^c R₂=0.667 F-value=164.9 Pro =0.000

The regression results that subject matter, teaching strategy and classroom management from instructional delivery are significant predictors of classroom assessment practices. Showing that the mastery of the subject matter has the strongest contribution, showing that teachers make to the educational process, acting as the catalyst for high-quality instruction and improved student outcomes. It is not merely the possession of knowledge, but the ability to structure, transform, and connect that knowledge in ways that make it accessible, engaging, and accurate for learners.

The regression result is supported by the literature that instructional delivery was the strategic process of implementing curriculum, using diverse methods to engage students, and applying pedagogical skills to communicate content effectively. It brings lesson plans to life through modeling, active learning, technology integration, and differentiation, aiming to turn abstract concepts into tangible, mastery-level understanding for students. Expertise is crucial for effective delivery of instruction and for ensuring that students build accurate and meaningful knowledge. Research on thematic learning has shown that subject matter integration, when properly implemented, results in improved understanding of core concepts, suggesting that teachers' mastery supports integrated and connected learning (Syahrul et al., 2025).

The most effective strategy that teachers' use to benefit student's learning in the classroom is to encourage them to link their experience in learning in the past to the new knowledge in the present through the class discussion and help them come up with new ideas that benefit them in their real-life Problem Solving (Akpan & Beard, 2016). This strategy can help students build self-confidence and encourage them to broaden their knowledge and facilitate their learning. Teaching strategies can also align with the idealism methodology that is asked on Socratic dialogue stimulating students' critical thinking. The teacher's role is as a guide for students in the classroom to facilitate their curiosity in learning according to the research of Abulhul, Z. (2021).

4. CONCLUSION

Based on the findings of the study, the following conclusions were formulated:

1. Teachers with high professional learning engagement scored highest in thematic approaches and learning environments, but lowest in educational technology and research-based practices. This reflects their active, deliberate, and ongoing pursuit of professional development, evolving from mere passive participation to profound application, teamwork, and self-reflection.
2. Teachers' instructional delivery rated high overall, led by classroom management, teaching strategies, instructional assessment, and subject matter expertise. This indicates they intentionally apply evidence-based methods to actively engage students, promote content mastery, and cultivate critical thinking.
3. Classroom assessment practices emerged as the highest-rated domain overall, signaling teachers' intentional, ongoing, and student-centered approaches that closely align with learning objectives to boost achievement.
4. There is a significant strong positive relationship that exist between classroom assessment practices and both professional learning engagement and instructional delivery, confirming their direct impact.
5. Mastery of the subject matter, teaching strategy, and classroom assessment practices from instructional delivery are significant predictors of classroom assessment practices, with subject matter and classroom management as top influencers.

5. RECOMMENDATION

Based on the conclusions of the study, the following recommendations are offered:

1. Teachers are encouraged to participate in professional learning engagement like seminars and INSET for them to improved professional learning that will help them attain the standard of teaching learning process.
2. School leaders may encourage teachers to provide a sustainability plan of their teaching style inside the classroom setting to provide a meaningful learning process.

3. School administrators may conduct an observation plan for their teacher's assessment practices to ensure the accuracy of the learners' data.

4. Professional development facilitators may design sessions highlighting how professional learning engagement and instructional delivery achieved classroom assessment practices, enabling teachers to apply these links in daily practice.

5. Curriculum designers act as a bridge between educational standards, theory, and practical classroom application they are encourage not just to aligned with learning goals but are also engaging and effective.

6. Future researchers may build on this study as a foundation, conducting related research on professional learning engagement and instructional delivery on classroom assessment practices. For the betterment of the public school teachers in their daily learning process that will give impact the students' performance.

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