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Assessment Practices of Isabela Island District II Teachers in Distance Learning Modalities

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Abstract— *This study was conducted to assess the distance learning practices of selected teachers during COVID-19 Pandemic. A Descriptive Method was used and 53 teachers were selected as respondents. The findings of the study revealed there is no significant difference in the assessment practices on the distance learning modalities of teachers according to their gender and highest educational attainment. However, there is significant difference between the age of teachers and the length of teaching experience of teachers.*

Keywords— *Assessment, Practices, Teachers, Distance Learning Modalities, Isabela City.*

I. INTRODUCTION

Due to the emergence of COVID-19 in the Philippines, delivery of basic education had faced some challenges. In which to respond to these issues, the Department of Education had developed the Basic Education Learning Continuity Plan (BE- LCP).

Number 3 (b) of DepEd Order No. 12, series 2020 entitled "Adoption of the BE-LCP for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency", stipulates that BE-LCP stands on the principle of ensuring learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners.

Nevertheless, number 14 of this DepEd order further emphasizes that learning opportunities for learners may be provided through blended distance learning modalities until any prohibition by the Department of Health, the Inter-Agency Task Force, or the President for face-to-face learning in schools is lifted or relaxed. Thus, the BE-LCP recognizes the effort of the Department of Education in adopting alternative modes of learning delivery to its clienteles regardless of their ethnicity and the physical features of the area where they live. In which under the LCP, there were three (3) Learning Delivery Modalities (LDMs) that can be implemented by the schools while the face-to-face is not yet possible. These learning modalities are Distance Learning, Blended Learning, and Homeschooling. Wherein, distance learning is the main modality utilized by the elementary level in Isabela City Division where Isabela Island District II is part of. On the other hand, Number 3 of DepEd Order No. 31, series 2020 entitled "Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan" states that as DepEd pursues mastering continuity, it's miles vital for faculties to take inventory of evaluation andgrading practices that will meaningfully support learner development and respond to varied context at this time of pandemic.

Teachers then are mandated to utilize different types of assessment in order to identify the mastery level of the learners and as well the effectiveness of the teaching strategies used by the teachers in implementing the distance learning.

Furthermore, number 22 of DepEd Order 31, series 2020 says that teachers should ensure That beginners acquire remediation after they earn uncooked rankings which can be always under expectation. Therefore, immediate interventions must be given to learners who have low marks in their formative or summative assessments to prevent them from failing in any learning area at the end of the school year.

Annex A of DepEd Order 31, series 2020 had enumerated assessment strategies that the teachers can utilize in tracking the learners' mastery on the different learning competencies. These strategies are: establishing clear learning target and success criteria; eliciting useful evidences of learning; providing effective Feedback; attractive newbies in assessing and enhancing every other's work; and growing newbies' possession in their very own learning.

Observation however shows that not all teachers in Isabela Island District II are utilizing various strategies in assessing the knowledge, abilities and skills of the learners. Most of them relied on the 5-item paper and pencil test reflected on the modules that where given to the learners every week. With this practice, learners application of authentic learning is put to risk considering that learners have different abilities, interest, and learning styles.According to John Biggs, "What and the way college students analyze relies upon to a primary quantity on how they suppose they'll be assessed." [1]. There is also assessment of reartaions and practices of teachers in some part of the city [3]. Reading and Comprehension skills of some primary learners was also studied [4].

Therefore, the type of assessment task that will be given to the learners plays an important role in determining how learners will respond to the task and what learning style they will utilize. Assessment then is used not only to gather data for grading but they serve as lens in understanding the learners' weaknesses and strengths. Thus, to avoid limiting the range of knowledge and skills that can be assessed among learners, teachers should not only focus on multiple-choice questions as means of assessing learning. As the assessment results are gathered and analyzed, it expected for teachers to provide

Sherlaine Q. Tubat and Herman M. Patrimonio, "Assessment Practices of Isabela Island District II Teachers in Distance Learning Modalities," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 5, Issue 10, pp. 44-49, 2023.

intervention for those students who are lag behind. Waiting and hoping for struggling students to find their own way usually doesn't work. Younger kids may not know how to catch up, and older kids may already have low expectations for themselves. Teachers must develop a range of strategies that work with kids who aren't making it on their own [2].

This is the reason why the researcher is motivated to conduct a study that will look into the assessment practices of Isabela Island District II teachers in distance learning modalities: basis for intervention.

II. METHODOLOGY

The locale of the study is the Isabela Island District II whichis consists of five (5) schools and is headed by a public schools district supervisor. This study is limited to three (3) schools in Isabela Island District II, namely: Badjao Floating Elementary School, Panigayan Elementary School, and Lukbuton Elementary School. The selected schools are located in the Island of Malamawi, Isabela City which is about two (2) KM away from Isabela City Wharf.

The respondents of the study are the teachers of Badjao Floating Elementary School, Panigayan Elementary School, and Lukbuton Elementary School who are using distance learning as their main learning delivery modality. Among the sixty-one (61) teachers from the three (3) selected schools in Isabela Island District II, only fifty-three (53) are chosen as respondents.

A checklist questionnaire on the assessment practices of Isabela Island District II teachers in distance learning: basis for intervention was prepared in line with the suggested assessment strategies that teachers can utilize in assessing their learners under Annex A of DepEd Order No. 31, series 2020. These strategies became the criteria in analysing the extent of practice on the given assessment techniques in distance learning modalities by the teachers in Isabela Island District II.

The checklist questionnaire will be presented into two (2) parts, the background of respondents and the assessment practices of Isabela Island District II teachers in distance learning: basis for intervention, which is coded as never, seldom, sometimes, often, and always. The respondents will be asked to check the corresponding column provided for each code in order to identify the teachers' extent of assessment practices.

A five-point likert scale was used for the quantitative survey instrument as follows:

1 – Never (N). This is a rating given to statement where situation was never used or practice by the respondent.
2 – Seldom (SD). This is a rating given to statement where situation was seldom used or practice by the respondent.
3 – Sometimes (ST). This is a rating given to statement where situation was sometimes used or practice by the respondent.
4 – Often (O). This is a rating given to statement where situation was often used or practice by the respondent.
5 – Always (A). This is a rating given to statement where situation was always used or practice by the respondent.

For the interpretation of the score, the following interval scale will be used as shown in table below.

TABLE 1. Interval Scale and Interpretation

Rating	Descriptive Equivalent	Descriptive Meaning
1.00-1.50	Never (N)	Respondent never used or practice particular strategy on distance learning modalities
1.51-2.50	Seldom (SD)	Respondent seldom used or practice particular strategy on distance learning modalities
2.51-3.50	Sometimes (ST)	Respondent sometimes used or practice particular strategy on distance learning modalities
3.51-4.50	Often (O)	Respondent often used or practice particular strategy on distance learning modalities
4.51-5.00	Always (A)	Respondent always used or practice particular strategy on distance learning modalities

III. FINDINGS AND DISCUSSIONS

Demographic Profile of the Respondents

The demographic profile distribution such as gender, age, highest educational attainment, and length of teaching experience of the respondents is shown in Table 2. Data shows that only a few male respondents (7.5%) compared to female respondents (92.5%). Mostly, the respondents are from 20 to 30 years old (43.3%), followed by those aged 31 to 40 years old (35.8%), while one-fourth of them are aged 41 years old and above (20.8%). Out of 53 respondents, 5.7% respondents have at least with doctoral units (1 with a doctorate degree, 1 has completed academic requirements leading to a doctorate degree, and 1 has units in doctorate program), 7.5% are full-pledge master's degree, 30.2% completed all academic requirements leading to master's degree, 35.8% only earned units in masteral, and 20.8% purely have a baccalaureate degree. Most of the respondents have 4 to 6 years in service (37.7%), followed by those at most 3 years in service (28.3%), and the rest have at least 7 years in service (17.0% have 7 to 9 years in service; 7.5% have 10 to 12 years in service; 9.4% have 13 years or more in service).

TABLE 2. Distribution of Respondents according to Demographic Profile

Gender	Frequency	Percentage	Rank
Male	4	7.5	2
Female	49	92.5	1
Age			
20 to 30 years old	23	43.4	1
31 to 40 years old	19	35.8	2
41 years old and above	11	20.8	3
Highest Educational Attainment			
At least with doctoral units	3	5.7	5
Master's Degree	4	7.5	4
Masteral (CAR)	16	30.2	2
Masteral Units	19	35.8	1
Baccalaureate Degree	11	20.8	3
Length of Teaching Experience			
3 years and below	15	28.3	2
4 to 6 years	20	37.7	1
7 to 9 years	9	17.0	3
10 to 12 years	4	7.5	5
13 years and above	5	9.4	4
TOTAL	**53**	**100%**	

Level of Distance Learning Modalities Practice

Tables 3 to 6 shows the mean distribution of teachers' response on the distance learning modalities according to specific areas and groupings of the demographic profile.

Sherlaine Q. Tubat and Herman M. Patrimonio, "Assessment Practices of Isabela Island District II Teachers in Distance Learning Modalities," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 5, Issue 10, pp. 44-49, 2023.

Table 3 shows the mean distribution of the teachers' response on the distance learning modalities practice according to gender.

TABLE 3. Mean Distribution of Teachers' Response on the Distance Learning Modalities Practice When Grouped According to Gender

AREA	Male		Female	
	Mean	DE	Mean	DE
Establishing clear learning target and success criteria	2.92	ST	2.45	SD
Eliciting useful evidence of learning	4.17	O	3.33	ST
Providing effective feedback	3.42	ST	2.78	ST
Engaging learners in assessing and improving each other's work	3.50	ST	3.02	ST
Increasing learners' ownership of their own learning	3.83	O	3.35	ST
Overall	**3.57**	**O**	**2.99**	**ST**

*SD-Standard Deviation; DE-Descriptive Equivalent

Data shows that on establishing clear learning targets and success criteria, males sometimes practice (mean=2.92) the situation while females seldom practice (mean=2.45) the situation. On eliciting useful evidence of learning, males often practice (mean=4.17) the situation while females sometimes (mean=3.33) practice the situation. On providing feedback, both males (mean=3.42) and females (mean=2.78) sometimes practice the situation. Similarly, both male (mean=3.50) and female (mean=3.02) sometimes practice engaging learners in assessing and improving each other's work. On increasing learners' ownership of their own learning, the male often (mean=3.83) practice the situation while the female sometimes (mean=3.35) practice the situation. Overall, males often practice (mean=3.57), and females sometimes (mean=2.99) practice the distance learning modalities.

Table 4 shows the mean distribution of the teachers' response on the distance learning modalities practice according to age groupings of teachers.

Data shows that on establishing clear learning target and success criteria, those 20 to 30 years old teachers seldom practice (mean=2.92) the situation while those teachers with at least 31 years old sometimes practice (31-40 years old has mean=2.77; 41 years old and above has mean=3.27) the situation. On eliciting useful evidence of learning, those 20 to 30 years old teachers sometimes practice (mean=3.00) the situation while those teachers with at least 31 years of age often practice (31-40 years old has mean=3.67; 41 years old and above has mean=3.76) the situation. On providing feedback, those 20 to 30 years old teachers seldom practice (mean=2.39) the situation while those teachers with at least 31 years of age sometimes practice (31-40 years old has mean=2.96; 41 years old and above has mean=3.48) the situation. On engaging learners in assessing and improving each other's work, those 20 to 40 years old teachers sometimes practice (20-30 years old has mean=2.74; 31-40 years old has mean=3.11) the situation while those teachers with at least 41 years of age often practice (mean=3.64) the situation. On increasing learners' ownership of their own learning, those 20 to 30 years old teachers sometimes practice (mean=3.04) the situation while those teachers with at least 31 years of age often practice (31-40 years old has mean=3.60; 41 years old and above has mean=3.76) the situation. Overall, those 20 to 40 years old teachers sometimes practice (20-30 years old has mean=2.61; 31-40 years old has mean=3.22) the situation while those at least 41 years old teachers often practice (mean=3.58) the distance learning modalities.

TABLE 4. Mean Distribution of Teachers' Response on the Distance Learning Modalities Practice When Grouped According to Age

AREA	20-30 years old		31-40 years old		41 years old and above	
	Mean	DE	Mean	DE	Mean	DE
Establishing clear learning target and success criteria	1.87	SD	2.77	ST	3.27	ST
Eliciting useful evidence of learning	3.00	ST	3.67	O	3.76	O
Providing effective feedback	2.39	SD	2.96	ST	3.48	ST
Engaging learners in assessing and improving each other's work	2.74	ST	3.11	ST	3.64	O
Increasing learners' ownership of their own learning	3.04	ST	3.60	O	3.76	O
Overall	**2.61**	**ST**	**3.22**	**ST**	**3.58**	**O**

*SD-Standard Deviation; DE-Descriptive Equivalent

Table 5 shows the mean distribution of the teachers' response on the distance learning modalities practice according to the highest educational attainment of teachers.

TABLE 5. Mean Distribution of Teachers' Response on the Distance Learning Modalities Practice When Grouped According to Highest Educational Attainment

AREA	At least with Doctoral Units			Master's Degree			Masteral (CAR)			Masteral Units			Baccalaureate Degree		
	M	SD	DE	M	SD	DE	M	SD	DE	M	SD	DE	M	SD	DE
Establishing clear learning target and success criteria	3.67	1.21	O	2.25	0.69	SD	2.14	1.33	SD	2.51	1.52	SD	2.70	1.09	ST
Eliciting useful evidence of learning	4.56	0.51	A	3.34	1.25	ST	3.40	0.95	ST	3.14	1.04	ST	3.54	0.50	O
Providing effective feedback	3.37	0.58	ST	2.25	0.88	SD	2.77	1.18	ST	2.74	1.25	ST	3.00	0.92	ST
Engaging learners in assessing and improving each other's work	3.89	0.84	O	1.92	0.84	SD	3.17	1.21	ST	2.91	1.38	ST	3.33	1.05	ST
Increasing learners' ownership of their own learning	4.33	0.58	O	2.50	1.23	SD	3.65	0.86	O	3.12	1.42	ST	3.54	0.95	ST
Overall	**4.02**	**0.64**	**O**	**2.45**	**0.88**	**SD**	**3.02**	**0.94**	**ST**	**2.89**	**1.24**	**ST**	**3.23**	**0.75**	**ST**

*M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

Teachers who earned at least units in a doctorate degree often practice the following: establishing clear learning targets and success criteria, engaging learners in assessing and improving each other's work, increasing learners' ownership of

Sherlaine Q. Tubat and Herman M. Patrimonio, "Assessment Practices of Isabela Island District II Teachers in Distance Learning Modalities," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 5, Issue 10, pp. 44-49, 2023.

their own learning. They always elicit useful evidence of learning and sometimes provide effective feedback.

Master's degree teachers sometimes elicit useful evidence of learning and seldom practice the following: establishing clear learning target and success criteria; providing effective feedback; engaging learners in assessing and improving each other's work; increasing learners' ownership of their own learning.

Teachers who completed academic requirements leading to master's degrees seldom establish clear learning targets and success criteria and often increase learners' ownership of their own learning. They sometimes practice the following: eliciting useful evidence of learning, providing effective feedback, and engaging learners in assessing and improving each other's work.

Teachers who earned units in master's degree seldom establish clear learning target and success criteria and sometimes practice the following: eliciting useful evidence of learning; providing effective feedback; engaging learners in assessing and improving each other's work; and increasing learners' ownership of their own learning.

Teachers with baccalaureate degrees often elicit useful evidence of learning and sometimes practice the following: establishing clear learning targets and success criteria; providing effective feedback; engaging learners in assessing and improving each other's work; and increasing learners' ownership of their own learning.

Overall, teachers with at least earned units in doctorate degrees often practice distance learning modalities. A full-pledge master's degree teachers seldom practice the distance learning modalities, and those with at most completed academic requirements for master's degree sometimes practice the distance learning modalities.

Table 6 shows the mean distribution of the teachers' response on the distance learning modalities practice according to the length of teaching experience of teachers.

TABLE 6. Mean Distribution of Teachers' Response on the Distance Learning Modalities Practice When Grouped According to

Variable	3 years and below			4-6 years			7-9 years			10-12 years			13 years and above		
	M	SD	DE	M	SD	DE	M	SD	DE	M	SD	DE	M	SD	DE
Establishing clear learning target and success criteria	2.20	1.19	SD	2.25	1.13	SD	2.67	1.62	ST	2.92	1.34	ST	3.60	1.67	O
Eliciting useful evidence of learning	3.33	0.82	ST	3.00	0.94	ST	3.93	1.00	O	3.58	0.50	O	4.07	0.93	O
Providing effective feedback	2.64	0.95	ST	2.42	1.05	SD	3.15	1.23	ST	3.50	0.58	ST	3.87	1.17	O
Engaging learners in assessing and improving each other's work	3.13	1.23	ST	2.48	1.18	SD	3.44	1.20	ST	3.67	0.47	O	3.93	1.23	O
Increasing learners' ownership of their own learning	3.49	1.25	ST	2.83	1.13	ST	3.85	0.67	O	4.08	0.69	O	3.93	1.36	O
Overall	**2.96**	**0.91**	**ST**	**2.60**	**1.00**	**ST**	**3.41**	**1.02**	**ST**	**3.55**	**0.43**	**O**	**3.88**	**1.16**	**O**

*M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

Teachers with at most 3 years in teaching seldom establish clear learning targets and success criteria. They sometimes practice the following: elicit useful evidence of learning; providing effective feedback; engaging learners in assessing and improving each other's work; and increasing learners' ownership of their own learning.

Teachers with 4 to 6 years of teaching experience sometimes elicit useful evidence of learning and increase learners' ownership of their own learning. They were seldom establishing clear learning targets and success criteria, provide effective feedback and engage learners in assessing and improving each other's work.

Teachers with 7 to 9 years of teaching experience often elicit useful evidence of learning and increase learners' ownership of their own learning while sometimes practice the following: establishing clear learning target and success criteria; providing effective feedback; and engaging learners in assessing and improving each other's work.

Teachers with at least 10 years of teaching experience often practice the following: eliciting useful evidence of learning; providing effective feedback; engaging learners in assessing and improving each other's work; and increasing learners' ownership of their own learning. In establishing clear learning targets and success criteria, those teachers with 10 to 12 years of teaching experience sometimes practice this situation, while those teachers with at least 13 years of teaching experience often practice this situation.

Difference Between Some Demographic Profile

Gender

Tables 7 to 10 show the computed statistical inference and its interpretations between some demographic profiles of teachers.

Table 7 shows the computed *t*-value and *p*-value of the responses of teachers on distance learning modalities practice according to gender.

TABLE 7. Computed t-Value (t-Test) and p-Value of Teachers' Response on the Distance Learning Modalities When Grouped According to Gender

Area	*t*-Value	*p*-Value	Interpretation
Establishing clear learning target and success criteria	0.673	0.504	Not Significant
Eliciting useful evidence of learning	1.733	0.089	Not Significant
Providing effective feedback	1.113	0.271	Not Significant
Engaging learners in assessing and improving each other's work	0.743	0.461	Not Significant
Increasing learners' ownership of their own learning	0.790	0.433	Not Significant
Overall	**1.092**	**0.280**	Not Significant

Using student t-test for two independent samples and with 95% confidence level, the p-value on all areas is greater than 0.05 which fall outside the rejection area shows no statistical difference between male and female in all specific practice of the following: Establishing clear learning target and success

criteria; Eliciting useful evidence of learning; Providing effective feedback; Engaging learners in assessing and improving each other's work; and Increasing learners' ownership of their own learning. Generally, there was no significant difference between males and females in the practice of distance learning modalities.

Age Group

Table 8 shows the computed *F*-value and *p*-value of the responses of teachers on distance learning modalities practice according to age groupings.

TABLE 8. Computed F-Value (ANOVA) and p-Value of Teachers' Response on the Distance Learning Modalities When Grouped According to Age

Area	*F*-Value	*p*-Value	Interpretation
Establishing clear learning target and success criteria	5.766	0.006	Significant
Eliciting useful evidence of learning	4.028	0.024	Significant
Providing effective feedback	4.34	0.018	Significant
Engaging learners in assessing and improving each other's work	2.063	0.138	Not Significant
Increasing learners' ownership of their own learning	1.948	0.153	Not Significant
Overall	**4.365**	**0.018**	Significant

Using One-Way Analysis of Variance (ANOVA) and with a 95% confidence level, there was no significant difference between teachers' age groups on engaging learners in assessing and improving each other's work and increasing learners' ownership of their own learning. However, a significant difference exists between the age group of teachers on establishing clear learning targets and success criteria, eliciting useful evidence of learning, and providing effective feedback. Generally, there was a significant difference among the age group of teachers on the practice of distance learning modalities.

Based from Table 4, those older teacher tends to establish clear learning and success criteria, elicit useful evidence of learning, and provide effective feedback compared to younger teachers. Generally, those older teachers tend to practice the distance learning modalities than those younger teachers.

Highest Educational Attainment

Table 9 shows the computed *F*-value and *p*-value of the responses of teachers on distance learning modalities practice according to the highest educational attainment of teachers.

TABLE 9. Computed F-Value (ANOVA) and p-Value of Teachers' Response on the Distance Learning Modalities When Grouped According to Highest Educational Attainment

Variable	*F*-Value	*p*-Value	Interpretation
Establishing clear learning target and success criteria	0.961	0.437	Not Significant
Eliciting useful evidence of learning	1.634	0.181	Not Significant
Providing effective feedback	0.783	0.542	Not Significant
Engaging learners in assessing and improving each other's work	1.476	0.224	Not Significant
Increasing learners' ownership of their own learning	1.656	0.176	Not Significant
Overall	**1.238**	**0.308**	Not Significant

Using One-Way Analysis of Variance (ANOVA) and with 95% confidence level, the p-value on all areas is greater than 0.05 which fall outside the rejection area shows no statistical difference between the highest educational attainment of teachers in all specific practice of the following: Establishing clear learning target and success criteria; Eliciting useful evidence of learning; Providing effective feedback; Engaging learners in assessing and improving each other's work; and Increasing learners' ownership of their own learning. Generally, there was no significant difference between the highest educational attainment of teachers on the practice of distance learning modalities.

Length of Service

Table 10 shows the computed *F*-value and *p*-value of the responses of teachers on distance learning modalities practice according to the length of teaching experience of teachers.

TABLE 10. Computed F-Value (ANOVA) and p-Value of Teachers' Response on the Distance Learning Modalities When Grouped According to Length of Teaching Experience

Variable	*F*-Value	*p*-Value	Interpretation
Establishing clear learning target and success criteria	1.408	0.246	Not Significant
Eliciting useful evidence of learning	2.547	0.051	Not Significant
Providing effective feedback	2.765	0.038	Significant
Engaging learners in assessing and improving each other's work	2.421	0.061	Not Significant
Increasing learners' ownership of their own learning	2.392	0.064	Not Significant
Overall	**2.618**	**0.046**	Significant

Using One-Way Analysis of Variance (ANOVA) and with 95% confidence level, there was no significant difference between the length of teaching experience of teachers on the practice of the following such as: Establishing clear learning target and success criteria; Eliciting useful evidence of learning; Engaging learners in assessing and improving each other's work; and Increasing learners' ownership of their own learning. However, a significant difference between the length of teaching experience of teachers on providing effective feedback. Based on Table 4.5, teachers' experience in teaching provides intensive applications of providing effective feedback, except for those teachers with teaching experience from 4 to 6 years show less practice on the situation. Generally, there was no significant difference between the length of teaching experience of teachers on the practice of distance learning modalities.

IV. Conclusions

Based on the findings enumerated in this study with the corresponding hypotheses, the following was concluded:

Not enough evidenced has been established to reject the hypotheses on the differences between gender and educational attainment. Thus, there are no significant differences in the assessment practices on the distance learning modalities of teachers in Isabela Island District II, Isabela Schools Division. However, there is enough evidence for not rejecting the null hypotheses on the differences between the age of teachers and between the length of teaching experience of teachers. Thus,

an *F*-value of 4.365 shows that those younger tend to practice less compared to those older teachers. Moreover, an F-value 2.618 shows that those with less teaching experience practices slightly lesser than those with more experience in teaching.

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