Skills of Filipino Teachers in Choosing Academic Evaluation

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Abstract

This research is titled "Skills of Filipino Teachers in Choosing Academic Evaluation." Its aim is to present the level of skills of Filipino teachers in selecting assessment methods for evaluating students based on the selected competencies for the first year of high school. From this, an academic evaluation framework can be developed that is suitable for each domain of learning.

The study used a qualitative and quantitative design, a descriptive method, and an evaluative approach to clearly present the essential findings of the study. Simple random sampling was applied in selecting the competencies. Meanwhile, the researcher developed a questionnaire to collect data. The dynamic assessment theory was used throughout the study to interpret how teachers approach assessment methods for evaluating students.

The study found that 82% of teachers selected cognitive assessments for cognitive competencies, while the remaining 18% chose psychomotor assessments for cognitive competencies. In the affective domain, the study revealed that 50% of teachers selected psychomotor assessments for affective competencies, 25% chose affective assessments, and another 25% selected cognitive assessments for affective competencies. Finally, in the psychomotor domain, 50% of teachers chose psychomotor assessments for psychomotor competencies, 17% selected affective assessments, and 33% chose cognitive assessments for psychomotor competencies. It can also be noted that teachers have a high level of skill in choosing assessments for the cognitive domain, a low level of skill in the affective domain, and an adequate level of skill in the psychomotor domain. Based on these findings, an academic evaluation framework was also developed for the affective domain.

Keywords: assessment, domain, skill, teacher

INTRODUCTION

One of the direct factors in advancing education is all the knowledge possessed by the teacher. Education becomes meaningful when students are able to apply all the lessons and knowledge, they have gained through learning effectively and properly in the future. According to the Concept of Teacher Education (2016), institutional education plays an important role in providing experiences that guide students from ignorance to knowledge. It is emphasized that education greatly contributes to shaping a student's overall knowledge, from school to life and society. Education is composed of a perspective on the state of knowledge that students acquire and how it is transferred into the successful achievement of meaningful tasks derived from learning. It is conveyed that education inherently values the different aspects of the learning process.

It is presented that the foundation of a student's learning is the ability to share knowledge by the teacher. It is stated that the teacher plays a significant role in the acceptance of knowledge by students in the classroom. As noted by the NCTE (1998) in *Quality Concerns in Secondary Education*, "The most important element in an educational program is the teacher. The teacher has a major responsibility in implementing a learning process for students." All of this is accomplished within education. It is stated that it is crucial for a country to have a significant focus on improving teachers so that students, who will eventually be public servants and leaders in the future, will acquire broad knowledge. The teacher is considered to be the medium through which the knowledge of the student is developed. This simply means that it is important for teachers to have a high level of knowledge in order to carry out tasks effectively so that meaningful knowledge is also attained by students.

The contribution of a student's learning process to the teaching methods employed by the teacher can be considered significant. It is stated that teaching is symbolized by the different models and strategies that the teacher will present in the classroom. According to Sarode (2018), teaching is not only effective through the use of tools, techniques, and strategies to enhance the skills of students but also involves a deep understanding of how students learn, how they process information, what motivates them, and what obstacles may hinder the learning process. It is emphasized that the quality of the teaching method affects all aspects of a student's learning. Teaching plays a role in achieving widespread learning that a student can attain. This simply means that teaching must be meaningful at all times because it is a foundation for the knowledge that a student will acquire.

Moreover, effective teaching is not solely dependent on a teacher's knowledge but also on their ability to adapt and respond to the dynamic needs of the students. The educational landscape is continuously evolving, and teachers must remain flexible and adaptable to new pedagogical strategies, technological advancements, and societal changes. As the world progresses, so too must the teacher's approach to education. The ability to identify students' individual needs, learning styles, and specific challenges enables teachers to develop targeted and personalized teaching strategies. By doing so, teachers are better able to foster an environment in which all students can thrive and succeed academically. Additionally, understanding the diverse backgrounds, experiences, and learning capabilities of students allows teachers to develop a more inclusive and equitable classroom setting, where every student's potential can be nurtured.

There are many considerations that the teacher takes into account during teaching. In addition to strategies, methods, and others, one of the foundations for teachers is what is called competencies. These competencies, or "learning competencies," can be found in a guide curriculum. According to Jones, Voorhees, and Paulson (2002), competencies are described as a bridge between the traditional measuring time that students can achieve and the revolution of learning. It is the combination of abilities, skills, and knowledge required to perform a specific task. This means that competencies specify the criteria that a student should achieve. Competencies serve as the foundation for the teacher's teaching. They are considered guides within teaching as to what will be discussed in the classroom. It is estimated that these competencies must be achieved for meaningful learning to occur for a student. From this, it is important for a teacher to have a high-level method and extensive skills in implementing each competency. This process is represented in the development of knowledge—the assessment. According to Hodges, Eames, and Coll (2014), assessment is considered in evaluating a student's performance in various situations, with consideration given to what is called 'hard and soft skills and other varieties of assessment. From competencies, it is necessary for a teacher to have a high level of thinking or skills in selecting the

appropriate method for assessing students' knowledge. Each activity or task must align with the underlying competencies. Through effective assessment, the students' abilities can be properly honed.

From this, it is evident that the teacher's role in education is paramount in shaping the overall learning experience for students. Beyond simply imparting knowledge, teachers must effectively integrate various teaching methods, strategies, and assessment practices to ensure that students are equipped with the necessary skills and competencies for success. This includes not only their academic development but also their ability to apply that knowledge in real-world scenarios. With an emphasis on continually improving teaching practices, fostering inclusivity, and developing competencies, the educational system can better serve students, preparing them to be the future leaders and professionals in society. It is clear that the teacher's expertise in choosing appropriate academic evaluation methods is crucial in achieving these objectives.

It is stated that there is significant development in the learning process of a student when there is a proper and well-established source of knowledge. However, learning becomes even more meaningful when attention is also given to the assessment methods used to evaluate the knowledge acquired by the student. This reflects the greater significance of the relationship between teaching and learning. This entire concept is anchored in the presentation of the level of skill of Filipino teachers in selecting academic assessments for students based on selected competencies in the City of Calamba.

There are gaps or limitations in studies related to the development of effective methods in forming competencies across different parts of the world, as the issue of how well teachers carry out assessment methods, particularly in the subject of Filipino, has yet to be addressed. This approach suggests that the development of the teacher's ability to create correct and effective assessments is key to achieving positive evaluations and effective student learning.

A research study is envisioned to begin by explaining its objectives and scope. The initial work in developing a concrete study follows a structured framework of ideas. For example, using published, reliable content as specifications that will guide the research process, drawing from local scholars. This study is anchored in Vygotsky's Sociocultural Theory of Dynamic Assessment. According to Daneshfar (2018), one of the key aspects of dynamic assessment in student learning is the relationship between evaluation and other integrations. Furthermore, it is also stated that dynamic assessment is a general evaluation that offers perceptions of overall thinking, emotional, behavioral, and interconnected aspects of each individual. In an elaborated statement on the full meaning and method of dynamic assessment, Daneshfar (2018) again referred to Feuerstein's MLE (1979) and Mardani and Tavakoli (2011),

The procedure of DA has three stages, pre-test, mediated period and post-test. The pretest is followed by the instruction phase, which the child is assisted through instruction in the specified areas, which he/she needs help as defined in the pretest. The instruction time or mediated learning experience provides the learner with related tasks and help him to think about principles and ideas involved in the tests. This era is an adequate opportunity to change the learner's performance within the child's ZPD. At the end, the same pretest is applied as a posttest to mark the final session of the whole assessment process.

It is stated that an effective method for assessing a student's knowledge level is important in providing additional knowledge, leading to a comprehensive measurement of knowledge. Dynamic assessment emphasizes that the process is cyclical—starting from initial evaluation to final assessment, which can dictate the next teaching method the teacher will implement and the use of the same assessment applied initially. In this section, the process is presented, showing the connection between each task laid out in the learning process of the student. This process is important because it clarifies and gives meaning to the

assessment methods used by the teacher for the students. It may also be the case that, aside from repeating the assessment methods as a measurement of student learning, new assessment methods may be created to evaluate the broader scope of the student's knowledge.

Additionally, one of the key aspects of a student's more comprehensive learning process is the need for strong support or guidance from the teacher. This idea is based on the concept of "scaffolding." According to Belland (2017) from Collins et al. (1989), Tzuriel (2000), van de Pol, Volman, & Beishuizen (2011), and Wood (2003), "scaffolding" is considered contingent, meaning it consists of two interpretations—iterative and interconnected, viewing the dynamic assessment of a child's performance and determining whether the support provided is sufficient and appropriate. This section presents the performance status of a student in class and whether it is excellent or not, and how this is connected to the support or assessment methods provided by the teacher. The connection between these two subjects in teaching and learning reveals how effective the teacher's method is based on the child's performance.

It can be considered that all the structures or models of thought described above are crucial in the development of the concept of "assessment" and how it has a broad reflection on the teacher's role in guiding the student's learning. Different assessment methods can be demonstrated effectively, showcasing the teacher's significant role in forming assessments. This will become an important guide for the teacher's skills, leading to the essential capabilities and knowledge levels of the students. The next section discusses the interpretation using specific assessment methods, which will lead to the implications for the results of the study. This includes the relationship after the overall implications, helping determine the appropriate and correct use of the assessment method as a means of effectively honing the student's knowledge.

It is expected that the teacher will have high standards in assessing a student's abilities within the teaching-learning process. It is estimated that the teacher's capacity, particularly in providing activities, plays a significant role in enhancing and developing the students' knowledge. The overall goal of the study is to present the level of skill of Filipino teachers in developing or selecting assessment methods to evaluate students based on selected competencies for the first year of high school in the City of Calamba. From this, the development of appropriate academic evaluations for the mentioned competencies will also be discussed. The following questions will guide the study to achieve its objectives: (1) What is the profile of the respondents based on: age; gender; level of education; and teaching experience? (2) What are the assessment methods used by Filipino teachers to evaluate students on selected competencies in terms of cognitive, affective, and psychomotor domains? (3) What are the implications of the assessment methods used by teachers on the level of learning achieved by students? (4) Is there a significant difference in the profiles when compared to the selection of assessment methods in measuring students' knowledge? And (5) Based on the results of the study, what academic assessments can be developed to enhance students' learning?

Methodology

This section will present the overall method or approach used in conducting the research. It outlines the different representations that underpin the study, how the data and information will be collected, and the interpretation that will be presented. This section also includes the study design. It details the various tasks that will be involved in the study to ensure credibility in the methods on which the study is based.

Research Process

The study will employ a qualitative and quantitative design, descriptive approach, and evaluative methods

to effectively present and highlight the key points of the entire study. The following designs and methods will be used in the study because it is necessary to examine and measure the data provided in response to the questions presented. From the questionnaires given to the respondents, a computation will be made on the percentage of the responses, and based on this, the qualitative design or descriptive method will be used to analyze the data. The information gathered from this process will provide solutions to the questions or issues regarding the level of proficiency of teachers in their assessment methods.

Environmental Research

This study will be conducted in the City of Calamba, Misamis Occidental. The focus of this study is on three high schools in the city: National Comprehensive High School, Liberation Institute, and Sacred Heart High School Department. Data will be collected through questionnaires, specifically targeting Filipino teachers teaching grade 7 students in junior high school. As mentioned earlier, these schools are affiliated with various agencies. The researcher observed that some assessment methods used by teachers do not always align with what they should implement in an activity. Additionally, it was revealed that the teachers' skills in assigning tasks to students that would improve their performance and capabilities were lacking. Based on the researcher's observation, it appears that each school needs the teacher's ability to select appropriate assessments, as the teacher's expertise is crucial in improving students' knowledge.

Research Respondents

The study will be conducted in both public and private schools within the City of Calamba, under the Department of Education and other private institutions in Misamis Occidental. The respondents in the study will be Filipino teachers who teach first-year high school students.

Research Instruments

The research instruments will be divided into two parts. First, the presentation of the respondents' profiles. In this part, data collection for the profile will not take much time, as it consists of just four questions: age, gender, educational attainment, and teaching experience. This part plays a significant role in the research because it can provide insights into the percentage of responses in each area that could affect the teachers' assessment methods. The second part will present the different competencies for first-year high school students in Filipino. The competencies will be categorized into three domains—cognitive, affective, and psychomotor. However, these competencies will not be grouped into a single set based on their category, but will instead be presented individually in the questionnaire. To select the competencies to be included in the questionnaire, simple random sampling will be used, as there are numerous competencies involved in the Filipino subject for first-year high school students. From the list of competencies, there will also be a list of various assessment methods for teachers to choose from.

Data Collection Method

Before distributing the questionnaires, the researcher will first seek permission from the professor of the subject for the research to send a letter to the principals of each school. After sending the letters to each school, the researcher can then distribute the questionnaires to the teachers targeted in the study. The identities of all individuals involved in the study will be kept confidential. Each participant will be assigned a unique number instead of using their name to protect their identity.

Statistical Application

Frequency Count

Computation of percentage

School = (f/total) * 100

Average/Weighted Mean = f/total number of respondents

The Average/Weighted Mean – multiply the number of respondents by 100 to get the total percentage. The total frequency percentages must add up to 1 or 100%.

The most basic method will be applied in the computation to determine whether the skill level of the teachers in selecting assessment methods for each domain of learning is low or high. The data presentation will consist of three domains of learning, with each domain containing various competencies. Specific data will be provided on how many selected each competency, and the total computation will highlight the percentage obtained for each domain.

Marking Method

The assessment method will be in the form of a 'checklist' based on what is most commonly done by teachers in the classroom. There will be a horizontal listing of competencies and vertical options of different types of assessments. The competencies will be presented freely in the questionnaire without being tied to a specific domain. By selecting which assessment method a teacher uses for each competency, it will be possible to indicate whether the teachers have low or high levels of expertise in selecting or creating assessments.

Data Analysis

Simple random sampling will be used in this study due to the large number of competencies in the curriculum guide for grade seven in high school. This will allow the focus to be limited to a few competencies in the study. After selecting the competencies for the study, part of the data analysis will involve determining which domain each competency belongs to. Once the domain of each competency is identified, the next step will be to determine the response or chosen assessment method for each competency by the teachers. A computation will be made for the percentage of each assessment method chosen. From this, it will be possible to determine the frequency of each assessment method used by teachers for each competency. After presenting the percentages, the competencies within the same category of each domain will be interpreted to better organize the data and provide an explanation. This will show whether the teachers' skills in selecting assessment methods are at a high or low level according to each domain of learning.

RESULTS AND DISCUSSION

This section presents the data collected by the researcher, including their interpretation and analysis. It also provides answers based on the research questions and emphasizes the overall goal of determining the teachers' level of proficiency in selecting assessment methods to measure students' abilities and knowledge.

Profile of the Respondents

Table 1: Age

Age	Percentage
20-24	55%

25-29	18%
30-39	18%
40-49	0%
50 and above	9%
Total	100%

Table 2: Gender

Gender	Percentage
Male	18%
Female	82%
Total	100%

Table 3: Educational Attainment

Educational Attainment	Percentage
Bachelor's Degree	100%
Master's Degree	0%
Doctorate	0%
Total	100%

Table 4: Teaching Experience

Teaching Experience	Percentage
1-3	64%
4-9	27%
10 and above	9%
Total	100%

Method of Selecting Assessment

Table 5: Cognitive

Cognitive		
Tool	**Learning Competencies**	**Percentage**
Cognitive	14	82%
Psychomotr	3	18%
Total	17	100%

Table 6: Affective

Afektib		
Tool	**Learning Competencies**	**Percentage**
Psychomotor	2	50%
Affective	1	25%
Cognitive	1	25%
Total	4	100%

Table 7: Psychomotor

Psychomotor		
Tool	**Learning Competencies**	**Percentage**
Psychomotor	3	50%
Affective	1	17%
Cognitive	2	33%
Total	6	100%

Implications of the Teachers' Chosen Assessments

Cognitive Domain

The cognitive domain table indicates that teachers predominantly choose cognitive assessment methods, with 14 out of 17 competencies being evaluated through cognitive approaches. This preference suggests that teachers possess a high level of proficiency in selecting assessment methods that accurately measure students' knowledge and cognitive abilities. Cognitive assessments, which accounted for 82% of the total choices, are essential in evaluating students' academic performance, as they focus on intellectual development and understanding. The study highlights that cognitive methods are favored because they directly align with assessing students' academic progress and their ability to recall, analyze, and apply learned material.

Furthermore, while psychomotor assessments were selected for three competencies, their relatively low frequency compared to cognitive assessments suggests that teachers prioritize measuring knowledge acquisition over physical skills or hands-on tasks in the classroom. This preference underscores the importance of cognitive learning in shaping students' overall academic performance. According to Finn et al. (2014), cognitive proficiency is a strong predictor of academic success and contributes to the development of essential cognitive abilities. Teachers' proficiency in selecting cognitive assessments ensures that students are gaining not only knowledge but also the necessary skills to apply that knowledge in real-life scenarios. Thus, the teachers' focus on cognitive assessments reflects an understanding of their significance in promoting comprehensive student development.

Affective Domain

The affective domain table reveals that teachers' proficiency in selecting appropriate assessment methods for measuring students' affective awareness is notably low, with only 25% of the total competencies being assessed effectively within this domain. Among the four competencies, two were assessed using psychomotor methods, one with affective methods, and another with cognitive methods. This suggests that teachers may not be fully equipped with the necessary knowledge or strategies to assess the emotional and attitudinal development of their students. The relatively low usage of affective assessments could be attributed to a lack of specialized training, such as seminars or workshops, that focus on evaluating students' emotional engagement and attitudes in the classroom. Without the proper tools to measure affective competencies, teachers may inadvertently overlook a crucial aspect of student development that can significantly influence overall learning outcomes.

As noted by Brett, Smith, Price, and Huitt (2003), emotional and affective development plays a critical role in shaping a student's learning experiences across all domains. When teachers fail to assess students' emotional responses or fail to create opportunities for them to express their feelings about classroom experiences, it may result in a lack of motivation and disengagement from learning activities. This gap in

assessing affective awareness can undermine students' intrinsic motivation, which is vital for fostering a positive and productive learning environment. Therefore, it is essential for teachers to develop a higher level of proficiency in selecting and implementing assessments that address students' affective domain. Schools and educational institutions should prioritize training educators in affective assessment methods to help ensure that emotional development is integrated into the broader educational process, ultimately supporting students' overall growth and academic success.

Psychomotor Domain

The psychomotor domain table reveals that teachers' proficiency in selecting appropriate assessment methods for measuring students' psychomotor competencies is moderate, with a proficiency percentage of 50%. Out of the six competencies, three were assessed using psychomotor methods, one with affective methods, and two with cognitive methods. This indicates that while teachers are adequately utilizing psychomotor methods to assess certain competencies, there is room for improvement in how they select and apply assessment strategies across all psychomotor competencies. The moderate proficiency in selecting psychomotor assessments suggests that teachers may not always be fully confident in applying these methods or may need additional support and training to integrate psychomotor assessments more effectively into their teaching practices. This gap in proficiency underscores the importance of professional development opportunities that focus on enhancing teachers' understanding and implementation of psychomotor assessments.

The psychomotor domain is critical as it evaluates students' ability to apply learned skills and knowledge in practical, real-world contexts. Yatimah (2020) emphasizes that psychomotor assessments are closely linked to students' ability to demonstrate skills and abilities after engaging in learning experiences. These assessments are inherently connected to both cognitive and affective domains, as they require students to apply what they have learned in a physical or practical manner while also considering their emotional and cognitive engagement with the task. Given this connection, teachers should strive to strengthen their proficiency in designing and implementing assessments that not only test cognitive knowledge but also foster students' development of practical skills. By improving their ability to assess psychomotor competencies, teachers can ensure that students are not only retaining theoretical knowledge but also developing the necessary skills to apply this knowledge in real-world scenarios, enhancing their overall learning outcomes.

Significant Differences in Profile and the Choice of Assessment Methods

There is no significant difference between the profiles of the respondents and the methods they choose for assessing students' knowledge.

Academic Assessment Development in the Affective Domain

The innovative activity to be conducted focuses on the development of an academic evaluation in the affective domain. This involves the introduction of a new form of assessment that directly addresses the emotional and attitudinal aspects of students' learning. The affective domain is considered extremely important as it serves as a foundation for the overall learning process of students. Morris (2009), citing Roosevelt, stated, "To educate a person in mind and not in morals is to educate a menace to society." This powerful statement highlights that emotions have a significant impact on the learning process. Emotions affect how students display their behavior, interactions, and engagement in class. Consequently, students'

emotional responses to learning materials, tasks, and activities are crucial in determining how they internalize and apply the knowledge they acquire. The affective domain, which includes aspects such as motivation, attitude, values, and emotions, plays a key role in determining the success of students' learning experiences.

Despite its importance, many scholars assert that among the three domains of learning—cognitive, psychomotor, and affective—the affective domain is the least utilized when assessing students' learning outcomes. Cognitive assessments often dominate the educational landscape, leaving emotional and attitudinal development relatively underexplored in standard academic evaluations. However, emotional engagement and motivation are closely linked to a student's ability to process and retain information. Studies have shown that students who are emotionally invested in the learning process tend to perform better academically, as they demonstrate greater enthusiasm, persistence, and a deeper understanding of the subject matter. Therefore, the affective domain needs to be integrated more thoroughly into educational assessments, enabling a holistic approach to student development.

From this understanding, the researcher developed an idea to assign a strategy or method that can be applied in the classroom as an academic assessment in the affective domain. The use of affective assessment is relatively quick and does not require a long duration to implement in class, unlike cognitive and psychomotor assessments. It can be embedded seamlessly within the classroom setting, providing teachers with a tool to gauge students' emotional responses, engagement, and attitudes without significantly disrupting the flow of instruction. The assessment method primarily targets subjects such as literature and language. This means the developed strategy can be used in literature and language discussions, where students' emotional responses to texts and their ability to express these emotions can be evaluated. As a result, it becomes a powerful way for teachers to better understand how students connect with the material on an emotional level, which in turn affects their overall learning experience.

It is also noted that the development of an assessment in the affective domain involves multiple considerations. While it may not directly influence the grade given to students, it serves as a critical basis for the teacher in creating activities and tasks in the classroom. According to Givens (n.d.), "These types of assessments will not determine the grades we give students' work, but they can determine the instructional moves we make to help students develop dispositions that lead to academic success." This suggests that the development of affective assessments serves as a guide for the teacher in planning instructions that will enhance students' abilities and knowledge. Such assessments inform the teacher about students' emotional engagement, which can then shape future instructional strategies. For instance, if a student demonstrates strong emotional engagement with a particular text, the teacher might explore deeper connections with that subject matter or use similar themes in future lessons to further stimulate interest.

Moreover, Harrow (n.d.) stated, "The desire to move is commanded by attitude. Thus, if the learner has no desire to move, then he will get nothing." This observation emphasizes the critical role of emotional readiness in learning. If students lack motivation or interest in a subject, their academic performance is likely to be hindered. Therefore, the development of assessments in the affective domain is not just about measuring emotional reactions but also about fostering motivation and attitude that will enhance learning across all domains. These assessments guide teachers in shaping classroom activities that evoke emotional responses and stimulate deeper cognitive and psychomotor engagement.

The assessments developed in the affective domain are connected to the cognitive and psychomotor domains as a continuation after the emotional assessment. These assessments set the direction for future

lessons or tasks based on the students' understanding, feelings, and reactions to prior discussions or activities. In other words, the emotional responses captured through affective assessments provide insights into how students are processing information and interacting with it on a deeper level. This alignment between the three domains ensures that students' emotional, cognitive, and physical development progresses in a complementary manner, leading to more comprehensive learning outcomes.

As an initial presentation, the assessment method in the affective domain for literature is in the form of a continuation, expressed verbally, using various types of emotions in the linking process. In literature classes, students might be asked to verbalize their emotional responses to a piece of writing, identifying how the text resonated with them personally. This allows teachers to assess the depth of the students' emotional engagement with the text and provide feedback that encourages further exploration. Meanwhile, the assessment in the affective domain for language involves anchoring the affective taxonomy: receiving, responding, valuing, organization, and characterization, which will be executed in a written format. This method helps assess how students emotionally process and relate to the language, from their initial exposure to the content to how they internalize and apply it in their own communication. By employing the affective taxonomy, teachers can gain valuable insights into how students value the material, respond to it emotionally, and how they integrate those emotions into their understanding and usage of language. Overall, this assessment in the affective domain measures the knowledge and learning acquired based on the feelings or emotions of the students and the intensity of their understanding of the entire lesson or discussion. As such, it serves as a powerful tool in promoting emotional intelligence in the classroom, allowing both students and teachers to better understand the emotional underpinnings of the learning process. Incorporating affective assessments ensures that students' emotional and attitudinal development is given due importance, ultimately fostering a more holistic and effective educational experience. By focusing on emotions and attitudes alongside cognitive knowledge, education becomes not just a transfer of information but a transformative process that shapes students into well-rounded individuals capable of critical thinking, emotional intelligence, and positive social contributions.

Conclusion

In conclusion, this study highlights the importance of providing teachers with extensive training, particularly through workshops or seminars, on selecting appropriate assessment methods, especially in the affective domain. Often overlooked in the classroom, the affective domain plays a crucial role in shaping students' learning experiences, yet teachers may lack the necessary knowledge or skills to integrate emotional and attitudinal assessments. Professional development initiatives can bridge this gap, equipping teachers with the strategies needed to effectively incorporate affective assessments, which will enhance their understanding of students' emotional engagement and motivation in learning.

Additionally, the study emphasizes that assessment choices should be based on a solid understanding of various methods tailored to specific teaching contexts and student needs. While cognitive and psychomotor assessments are commonly used, the affective domain often remains underutilized. Teachers may opt for easier, more conventional assessments due to familiarity or time constraints, but these risks missing crucial insights into students' emotional and motivational development. By prioritizing professional development on affective assessments, schools can foster a more holistic approach that not only measures academic achievement but also nurtures students' emotional intelligence, ensuring a well-rounded educational experience.

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