



TEACHER CURRICULUM ASSESSMENT AS CATALYST FOR COLLABORATIVE SKILLS DEVELOPMENT AMONG TEACHERS IN DAVAO CITY DIVISION

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ABSTRACT

This study investigated the relationship between teacher curriculum assessment and professional collaborative skills among teachers in the Division of Davao City. A total of 153 teachers participated, using a descriptive-correlational research design. Validated and pilot-tested research instruments measured the extent of curriculum assessment across eight domains: assessment and evaluation, content, learning output, resources/instruments, planning, curriculum implementation, curriculum philosophy/approaches, and teaching methods. Statistical tools such as weighted mean, Pearson product-moment correlation, and multiple regression analysis were utilized to analyze the data. Results revealed that both teacher curriculum assessment and professional collaborative skills were rated as extensive. A significant positive correlation was found between the two variables, and regression analysis indicated that all eight domains of curriculum assessment significantly influenced professional collaborative skills. Among them, the domain of content showed the highest influence. The coefficient of determination ($R^2 = 0.679$) indicated that 67.90% of the variance in professional collaborative skills could be explained by the curriculum assessment domains. The findings confirm the applicability of social constructivism, social learning theory, and experiential learning theory, highlighting the importance of collaboration, modeling, and experience-based learning in curriculum assessment practices. Recommendations were provided for education officials, school leaders, teachers, and future researchers to enhance collaborative curriculum efforts.

KEYWORDS: Curriculum Assessment, Professional Collaborative Skills, Teacher Collaboration, Regression Analysis, Social Constructivism, Social Learning Theory, Experiential Learning Theory.

INTRODUCTION

This study explores the relationship between teacher curriculum assessment and the development of collaborative skills among teachers in Davao City. Curriculum assessment—through systematic reflection on teaching practices, content, and outcomes—can serve as a vital tool for enhancing collaboration among educators. Collaborative skills such as knowledge sharing, teamwork, and peer support are essential for improving teaching effectiveness and student outcomes.

Globally, teacher collaboration is widely promoted but remains difficult to implement due to heavy workloads, classroom isolation, and lack of structured time. In the Philippines, while the Department of Education encourages collaboration, teachers still face challenges such as large class sizes, administrative burdens, and limited professional development opportunities. These constraints are also evident in Davao City, where teachers report stress and limited time for meaningful collaboration and curriculum review.

Research shows that when teachers engage in curriculum assessment together, they gain deeper insights into their practices, develop innovative strategies, and improve student engagement. Schools that foster such collaboration experience improved outcomes and a more positive learning culture.

This study highlights the need for integrated programs that link curriculum assessment with collaborative skill-building, especially in local contexts like Davao City. Its findings aim to guide policymakers and school leaders in developing supportive frameworks that empower teachers and enhance the quality of education.

REVIEW OF SIGNIFICANT LITERATURE

The related literature of this study provided inputs about teacher curriculum assessment and professional collaborative skills. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable focused on in this study is teacher curriculum assessment. It has eight indicators namely; assessment and



evaluation, content, learning output, instrument/resources, planning, curriculum implementation, curriculum approaches/philosophy, and teaching methods (Mehmeti et al., 2024). Meanwhile, the dependent variable is professional collaborative skills. It has three indicators namely; knowledge negotiation, social interactions, positive interdependence (Chopra & Kauts, 2023).

Teacher Curriculum Assessment

Teacher curriculum assessment serves as a critical tool to evaluate the quality and effectiveness of curriculum content and instructional methodologies in educational systems. This assessment allows for an understanding of how well the curriculum aligns with students' needs and educational standards, which is essential in secondary education where foundational competencies and knowledge are further developed. According to Mehmeti et al (2024), curriculum assessment is integral to maintaining educational unity and ensuring that instructional goals remain consistent across classrooms. The curriculum thus not only guides educational practices but also contributes to broader goals of providing equitable and high-quality education for all students. This comprehensive approach to assessment provides insights into the curriculum's strengths and weaknesses from a teacher's perspective, which is critical for identifying potential improvements that benefit both teaching practices and student learning outcomes. The development of a curriculum assessment scale specifically tailored to teachers' insights is necessary because teachers are the primary implementers of the curriculum in secondary school classrooms. Mehmeti et al. (2024) emphasize that teachers are positioned to observe the curriculum's applicability and effectiveness daily, making them valuable contributors to its evaluation. As such, incorporating teacher feedback into curriculum assessment provides a realistic view of its usability and effectiveness. This perspective is especially relevant given that successful curriculum implementation often depends on the extent to which teachers find it applicable and adaptable to their classroom context (Dindar & Yaygın, 2019). Therefore, teacher-based curriculum assessments are essential for identifying challenges and gaps that may not be evident in the curriculum's design phase, allowing for adjustments that align more closely with classroom realities (Marsh & Willis, 2019).

Moreover, curriculum assessments based on teachers' perspectives reveal the alignment, or misalignment, between intended learning outcomes and actual classroom experiences. Studies show that when there is a discrepancy between the planned and implemented curriculum, it can create barriers to effective teaching and learning (Burul & Tezci, 2022). In Kosovo, where curriculum reforms emphasize competency-based approaches aimed at developing critical thinking and collaboration skills, the need for teacher-centered curriculum assessments is particularly significant (MASHt, 2018a). Mehmeti et al. (2024) highlight that a two-dimensional assessment scale, validated for reliability and consistency, can measure teachers' evaluations of curriculum quality and its impact on student-centered learning approaches. This tool can provide essential data for policymakers and curriculum designers aiming to refine instructional content and methodologies based on real-world classroom applications.

Various models of curriculum assessment underscore the importance of teacher involvement. The participant-oriented evaluation approach, advocated by Stake, Paris, and Hamilton, includes multiple stakeholders in the assessment process, which ensures a comprehensive understanding of curriculum effectiveness (Ornstein & Hunkins, 2023). This model aligns with Mehmeti et al.'s (2024) findings on the necessity of integrating teachers' perspectives into assessment processes. The collaborative nature of this approach promotes an inclusive evaluation framework that incorporates feedback from teachers, administrators, and even students, offering a holistic perspective that may contribute to more relevant and effective curriculum adjustments (Stufflebeam, 2021). Involving teachers as active participants in assessment models helps address the complexities of implementation and adapt curriculum content to students' diverse needs.

Secondary education, in particular, benefits from teacher-driven assessments that identify curriculum elements that may need adaptation to foster critical thinking, creativity, and problem-solving skills. These competencies are fundamental to preparing students for the demands of the 21st century, and assessments that capture teachers' views on curriculum relevance and efficacy can inform strategies that enhance student engagement and achievement (Macdonald, 2023). For example, in Kosovo's revised curriculum, which emphasizes interdisciplinary approaches and interactive learning methods, Mehmeti et al. (2024) highlight the necessity of teacher feedback to ensure that these innovative teaching methods translate effectively in classroom practice. Teachers are also encouraged to implement self-assessment and collaborative evaluation methods, which further support a dynamic and responsive educational environment.

The Kosovo education system has experienced extensive reforms designed to align with European educational standards, which underscores the need for rigorous curriculum assessment practices (DASH, 2021). These reforms emphasize inclusive and student-centered learning, where teachers adapt their instruction to accommodate individual student needs, learning styles, and cultural backgrounds. As teachers implement curriculum frameworks in diverse secondary classrooms, their insights into the curriculum's adaptability and inclusiveness are vital for addressing potential gaps and fostering an inclusive learning environment (MASHt, 2018b). Mehmeti et al. (2024) argue that a comprehensive curriculum assessment instrument that reflects teachers' evaluations can contribute significantly to ongoing educational reforms by providing data that supports inclusive teaching practices and culturally responsive pedagogy.



Teachers' curriculum assessments are also critical in developing assessment literacy, which has gained prominence in secondary education as schools move towards competency-based evaluation. Assessment literacy equips educators to understand and utilize assessments to support learning rather than simply measure achievement (Kilgour et al., 2020). This literacy is particularly valuable in secondary education, where formative assessments and student feedback play an increasingly central role in tracking student progress and adapting knowledge negotiation to better support learning (Carless, 2018). The integration of assessment literacy into curriculum evaluation practices enables teachers to contribute to the curriculum's continuous improvement, ensuring that assessment methods remain flexible and responsive to students' learning progressions (Willis et al., 2023).

As education systems shift towards more dynamic, formative, and student-centered assessment practices, teacher curriculum assessments provide critical data on the efficacy of these changes. In contexts like Kosovo, where the education system is still adapting to reforms, Mehmeti et al. (2024) suggest that teacher feedback on assessment practices can identify areas that may need further development to align with international standards. This feedback loop between curriculum design and classroom practice is essential in secondary education, where assessments must support learning growth rather than merely serve as accountability measures. Therefore, incorporating teacher feedback on curriculum assessment is an invaluable strategy for fostering a responsive and effective educational system that continually adapts to the evolving needs of students and society.

STATEMENT OF THE PROBLEM

This study determined the relationship between the teacher curriculum assessment and professional collaborative skills development. More specifically, it sought to answer the following questions:

1. What is the extent of teacher curriculum assessment in terms of:
 - 1.1. Assessment and Evaluation;
 - 1.2. Content;
 - 1.3. Learning Output;
 - 1.4. Resources/ Instruments;
 - 1.5. Planning;
 - 1.6. Curriculum Application;
 - 1.7. Curriculum Philosophy; and
 - 1.8. Teaching Methods?
2. What is the extent of teacher professional collaborative skills in terms of:
 - 2.1. Knowledge Negotiation;
 - 2.2. Social Interaction, and
 - 2.3 Positive Interdependence?
3. Is there a significant relationship between the teacher curriculum assessment and professional collaborative skills development?
4. Which of the domains of the teacher curriculum assessment significantly influence professional collaborative skills development?

METHODOLOGY

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure, and data analysis employed in this investigation.

Research Design

This study employed a quantitative research approach, specifically a descriptive correlational design, to examine the relationship between teacher curriculum assessment and the development of professional collaborative skills. Quantitative research involves the systematic collection and analysis of numerical data to identify patterns, relationships, or trends among variables (Creswell & Creswell, 2018). By using a quantitative approach, the study enables a clear, objective examination of the data, allowing for precise measurements of variables and the use of statistical tools to interpret the results (Apuke, 2017). This approach is particularly useful for studies seeking to describe and quantify variables within an educational setting, such as the extent of curriculum assessment practices and the collaborative skills exhibited by teachers. A descriptive correlational design was selected to observe and measure the relationship between the independent variable (teacher curriculum assessment) and the dependent variable (professional collaborative skills) as they naturally occur, without manipulation. Descriptive research provides a snapshot of the current state of these variables, while correlational methods allow for an examination of the strength and direction of their relationship (Davis, 2021). This design is suitable for studies in which the primary goal is to determine if a significant association exists between variables rather than establishing causality (Kabir, 2016).

The application of a descriptive correlational design supports the study's objective of assessing potential relationships between curriculum assessment and collaborative skills across multiple participants, which strengthens the generalizability



of the findings (Babbie, 2020). By exploring the naturally occurring associations between these two educational factors, this research design aids in identifying areas that could benefit from targeted interventions or policy adjustments. Such insights can then inform future strategies for curriculum development and professional skill-building initiatives within educational institutions, as emphasized in the work of Salkind (2019).

RESULTS AND DISCUSSION

This chapter presents the results of the study. These are the findings of the problems in the previous chapter. These are presented both in textual and tabular form.

The Extent of Teacher Curriculum Assessment in terms of Assessment and Evaluation

Table 1 reflects the extent of teacher curriculum assessment in terms of assessment and evaluation. It shows that the overall mean is 4.02, at an extensive level. This means that the teacher curriculum assessment in terms of assessment and evaluation is oftentimes evident. It can be gleaned from the data that all statements reveal an extensive result. Of these, the three items that have the highest mean score are as follows: the extent to which the assessment is consistent with learning outcomes (4.06), the extent to which assessment supports the development of students' self-assessment skills (4.03), and the extent to which contemporary approaches to assessment are envisioned (4.01). These items prove that the teacher curriculum assessment in terms of assessment and evaluation is oftentimes evident.

The findings of this study imply that teachers are highly engaged in implementing assessment practices that are aligned with learning goals and that encourage student involvement in the assessment process. The frequent use of contemporary approaches and the provision of adequate assessment tools reflect a strong emphasis on improving the quality and relevance of assessment strategies within schools. This suggests that teachers play an active role in ensuring that assessment practices are not only reflective of student learning outcomes but also supportive of student growth and autonomy.

Table 1. The Extent of Teacher Curriculum Assessment in terms of Assessment and Evaluation

No	Assessment and Evaluation	Mean	Descriptive Equivalent
<i>At school...</i>			
1	Contemporary approaches to assessment are envisioned (such as portfolio, self-assessment, performance appraisal, etc.).	4.01	Extensive
2	Assessment is consistent with learning outcomes	4.06	Extensive
3	Assessment supports the development of students' self-assessment skills.	4.03	Extensive
4	The assessment instruments provided for assessment are adequate.	4.00	Extensive
Overall		4.02	Extensive

The findings of this study align with the research of Sharma et al. (2020) and Roberts and Bell (2021), who emphasized the value of contemporary approaches to assessment such as portfolios, performance-based tasks, and self-assessments. The frequent use of these techniques among the teacher-respondents indicates an evolving perspective on curriculum assessment that moves beyond traditional testing. These approaches provide a more holistic view of student learning and encourage students to engage with the material in meaningful, real-world contexts. Teachers' reported practices reflect a deliberate effort to integrate modern evaluation methods that support both individual student growth and comprehensive curriculum delivery.

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of the data, the conclusions drawn from the findings, and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between teacher curriculum assessment and professional collaborative skills. The study was conducted with the selected teachers from the Division of Davao City. There were one hundred fifty-three (153) teachers who participated in this study. A descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted mean, Pearson product moment correlation, and regression analysis were statistical tools used in analyzing the data. The hypotheses in this study were tested at a 0.05 level of significance.



The major findings of the study were the following: the extent of the teacher curriculum assessment of the teachers is extensive. Meanwhile, the extent of the professional collaborative skills of the teachers is also extensive. It was found that there is a significant relationship between teacher curriculum assessment and the professional collaborative skills of teachers. The hypotheses of no significant relationship between teacher curriculum assessment and professional collaborative skills of teachers and none of the domains of teacher curriculum assessment significantly influence the professional collaborative skills of teachers were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered: The extent of teacher curriculum assessment is extensive, which implies that it is oftentimes evident. All dimensions of teacher curriculum assessment which include assessment and evaluation, content, learning output, instrument/resources, planning, curriculum implementation, curriculum approaches/philosophy, and teaching methods, are at an extensive level, which means it is oftentimes evident. Meanwhile, the extent of professional collaborative skills is also extensive, which means that it is oftentimes evident. All dimensions of professional collaborative skills are oftentimes evident. Both variables call for all school members to work hand in hand to strengthen the existing status of the teacher curriculum assessment and professional collaborative skills of teachers.

Based on the findings, teacher curriculum assessment, and professional collaborative skills are correlated. Also, teacher curriculum assessment significantly influences professional collaborative skills. All domains of teacher curriculum assessment, namely, assessment and evaluation, content, and multicultural awareness significantly influence professional collaborative skills by registering a p-value of .010 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the eight domains of teacher curriculum assessment, professional collaborative skills also increases.

Recommendations

Based on the study's conclusions, the following recommendations are made:

For DepEd Officials:

Institutionalize collaborative curriculum assessment in professional development programs. Integrate inter-school collaboration, mentoring, and peer review systems into national policies. Support professional learning communities through funding and regular curriculum review sessions.

For School Principals:

Foster a school culture that promotes collaborative curriculum planning and evaluation. Lead initiatives such as Learning Action Cells (LACs), peer coaching, and inter-departmental meetings to enhance teachers' teamwork and professional growth.

For Teachers:

Engage actively in collaborative curriculum assessment, peer discussions, and resource sharing. Participate in professional development on assessment literacy and teaching strategies to improve curriculum delivery and strengthen collaborative skills.

For Future Researchers:

Explore targeted interventions and qualitative approaches to understand collaborative curriculum assessment practices. Extend research to other school types and regions for broader applicability.

Overall, strengthening curriculum assessment and collaboration at all education levels supports teacher empowerment and improves student outcomes.

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