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Research Article

Knowledge, Attitude, and Practices of English Teachers in Utilizing Integrative Performance Tasks in English

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ABSTRACT

The study “Knowledge, Attitude and Practices of English Teachers in Utilizing Integrative Performance Tasks in English” described and then analyzed the knowledge, attitude and practices of English teachers in designing and utilizing Integrative Performance Task in the New Normal Education. To achieve this aim, the researcher used a sample of 50 English Senior and Junior High School public school teachers in Talavera, Nueva Ecija. The researcher used the descriptive-correlational method of research, which utilized a researcher-made questionnaire to gather the data needed for the study. The findings showed that the majority of the teacher-respondents of Junior and Senior High Schools of Talavera, Nueva Ecija are Teacher III with previously earned units in Master's Degree who are handling Grade 10 students. Additionally, most of them are female, single, and between the ages of 23 and 29. Furthermore, the result shows that there was no significant relationship found between the profile of the respondents and their knowledge, attitude, and practices in using integrative performance tasks. Moreover, it showed that the teacher-respondents' Highest Educational Attainment and Grade Level Taught significantly correlated with their Individual Performance Commitment and Review (IPCR) ratings. Lastly, it was found to have no significant relationship between the teachers' utilization of Integrative Performance Task (IPT) in terms of their knowledge, attitude, and practices and their Individual Performance Commitment and Review (IPCR) ratings. Conclusions were drawn based on the findings of the study and recommendations were presented and offered.

Keywords: *Attitude, Integrative performance task, Knowledge, Practices*

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Introduction

"Most great learning happens in groups.

Collaboration is the stuff of growth".

-Sir Ken Robinson Ph.D.

In the New Normal, an effective education strategy necessitates the creation of new adjustment methods for all major stakeholders. It calls for a renewed collaboration among teachers to re-engage in collaborative efforts in the best interests of learners.

A child's first day of school, a watershed event for the world's youngest pupils and their parents has been postponed during the lockdown for an estimated 140 million young minds owing to COVID-19, according to UNICEF in a new report released as summer break approaches in many parts of the world (First Day of School "Indefinitely Postponed" for 140 million First-Time Students around the World – UNICEF, n.d.,).

The COVID-19 pandemic has impacted the lives of almost everyone around the globe in one way or another. It is the first really worldwide pandemic in modern history, and all people had to deal with the consequences, both individually and collectively. When examined through the lens of the educational system, the detrimental impacts of COVID-19 have been magnified in many circumstances, and these implications have been exacerbated even further in countries like the Philippines.

The educational stakeholders have come to realize and identify the medium- and long-term effects of the pandemic on teaching, learning, student experience, infrastructure, operations, and personnel in the context of the pandemic. Everything is in a vast sea of uncertainty. Scenario analysis and an awareness of each school's setting are required to meet the present difficulties they face.

Therefore, the Philippine educational system has undergone an abrupt change. Few of the significant changes are in teaching strategies, assessment procedures, and mode of instructional delivery.

The educational system was pushed to respond quickly to the new learning environment by COVID-19's abruptness, uncertainty, and unpredictability. Thus, the new need for

collaboration among teachers is not an option, it is necessary.

One of the significant recalibrations of education is the rise of Integrative Assessment which aims to bring together students' learning from several modules and/or levels into a single evaluation. Students are challenged to create connections between knowledge and learning that span numerous modules and themes in such exams, which are synoptic.

The Integrative Performance Task (IPT) was launched by the Department of Education as a new trend in assessment for learners (DepEd). This is an example of a teacher's creativity and adaptability in various learning situations, as well as collaborative efforts among teachers.

One of the problems teacher encounter at Talavera National High School during the New Normal Education is that most students fail to accomplish their performance tasks in each subject area, despite the fact that these tasks account for a substantial percentage of their grades. Therefore, it is crucial to consider new strategies in order to ease the burden on students to complete their tasks.

Thus, to address this problem, teachers from different subject areas at Talavera National High School collaborate in order to come up with a single evaluation or performance task that will measure students' learning every end of each quarter. Designing and utilizing Integrative Performance Task indeed help to ease the burden of the students for it lessen the number of the students who are not able to accomplish performance task from more than eight (8) subject areas. Thus, it will be useful to learn and understand more about this new trend in education as an innovative way of helping students learn despite the pandemic.

Though, this new trend of education may bring more meaningful learning experiences among learning during New Normal Education, this is somehow laborious on the part of the teachers. In addition, teachers may not determine appropriate criteria for topics that may be suited to learners' levels. They may have insufficient time and knowledge about how to prepare rubrics for the Integrative Performance Task.

Furthermore, it is significant to study the knowledge, attitudes, and practices of the teachers while implementing the Integrative Performance Task during the New Normal Education. Also, the challenges and problems they encountered, such as time management, the objectivity of grading, and insufficient learning, may pave the way to formulate proper intervention to successfully implement the new trend of education in order to help students accomplish their performance tasks in different subject areas despite the pandemic.

Objectives of the Study

It was emphasized that all teachers of the DepEd should practice Integrative Performance Tasks during the New Normal set-up. Integrative Performance Task (IPT) is a product of two (2) or more competencies within or across the subject areas as this is a result of collaboration and integration in teaching. This research study sought to investigate the knowledge, attitude, and practices of English teachers in utilizing Integrative Performance Tasks in English. Specifically, it sought to:

1. determine the English teachers' profile, the English teachers' utilization of Integrative Performance Tasks (IPT) in English in terms of their knowledge, attitude, and practices, and the English teachers' Individual Performance Commitment and Review Form (IPCRF) ratings during the school year 2021-2022
2. determine if there is a significant relationship between:
 - 2.1. the profile of the teachers and their knowledge, attitude, and practices in using integrative performance tasks;
 - 2.2. the profile of the teacher-respondents and their Individual Performance Commitment and Review Form (IPCRF) ratings; and,
 - 2.3. the teachers' utilization of Integrative Performance Task (IPT) and their Individual Performance Commitment and Review Form (IPCRF) ratings
3. design an instructional sustainability plan based on the results of the study.

Methods

Research Design

According to McCombes (2020), descriptive research seeks to adequately and systematically characterize a population, circumstance, or phenomena.

This study used the descriptive type of research in describing the knowledge, attitude, and practices of English teachers in utilizing integrative performance tasks in English.

Descriptive correlational research, on the other hand, detailed the variables and the correlations that develop naturally between and among them, according to Curtis, Comiskey, and Dempsey (2016).

In this study, the researcher correlated the respondents' demographic profile and their knowledge, attitude, and practices in utilizing integrative performance tasks in English; profile of the teacher-respondents and their IPCRF ratings; and, teachers' utilization of Integrative Performance Task and their IPCRF ratings.

Sample and Sampling Procedures

The respondents in this study were the Public Junior and Senior High School English teachers of Talavera, Nueva Ecija. The researcher used the total population sampling technique, a form of purposive sampling technique in which the researcher selects the entire population with a specific set of characteristics to study (Sugiyono, 2014).

Respondents of the Study

Fifty (50) Public Junior and Senior High School English teachers took part in this study. They served as the respondents that guided the researcher through the data and information needed for this study. Moreover, this study focused on the knowledge, attitude, and practices of English teachers in utilizing integrative performance tasks in English.

Scope and Delimitation

This study focused on the knowledge, attitude, and practices of English teachers in utilizing Integrative Performance Tasks in English. In terms of knowledge, this study analysed teachers' ideas and understandings about designing and utilizing Integrative Performance

Tasks as on how they create localized and contextualized analytic and holistic rubrics. For the attitude, this research examined teacher-respondents' attitude as on how motivated they are in designing and utilizing Integrative Performance Tasks. Lastly, for the practices, this study aimed to determine respondents' practices in planning and utilizing integrative performance activities.

Research Instrument

The aim of this study was to test the hypothesis - to know the significant relationship between respondents' demographic profile and their knowledge, attitude, and practices in utilizing Integrative Performance Tasks in English; significant relationship between the profile of the teachers and their IPCR ratings; and, significant relationship between the teachers' utilization of IPT and their IPCR ratings.

The researcher used the survey method to collect data to understand the knowledge, attitude, and practices of the respondents. The researcher made a questionnaire based on the Department of Education Order no. 8, series 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program pp. 7-8 as adapted by DepEd Order No.031, s.2020 on Interim Guideline for Assessment and Grading in light of the Basic Education Learning Continuity Plan.

Validity Test

The validity of the questionnaire was analyzed through content validation using expert judgement of an instrument. Content validation by expert judgment is described by Robles Garrote and Rojas (2015) as an informed opinion from individuals who have expertise in the subject or field who are considered by others as competent experts and who can provide knowledge, data, judgments, and assessments. The experts included during the content validation were one head teacher and two master teachers in English. Based on the results from expert validation, it was concluded that the scale of questionnaire for domains Knowledge, Attitude and Practices have achieved satisfactory level of content validity.

The reliability of the questionnaire, on the other hand, was examined through the use of Cronbach's Alpha. The schools included during the pilot testing were the Julia Ortiz Luis National High School with 14 teacher-respondents and Sto. Domingo National Trade School with 6 teacher-respondents. The Cronbach's alpha coefficient for the domain of Knowledge obtained was 0.731 which indicated that the set of questions in this domain was reliable and acceptable. For the domain Attitude, the Cronbach's alpha coefficient obtained was 0.767 which concluded that questions under this domain were reliable and acceptable. Lastly, for the domain Practices, the Cronbach's alpha coefficient attained was 0.760 which also indicated that the set of questions in this domain was reliable and acceptable.

Data Analysis

In this research, the descriptive method questionnaire was used to gather data from the respondents.

1. Frequency and percentage were used to determine the demographic profile of the respondents and their Individual Performance Commitment and Review Form (IP-CRF) ratings during the SY 2021-2022.
2. Weighted mean and frequency count on the other hand were utilized to assess the knowledge, attitude, and practices of Public Junior High School English teachers in utilizing Integrative Performance Task during the New Normal. For verbal interpretation of the weighted mean, the four-point Likert scale was used.
3. The Pearson r Correlational Analysis was employed to establish the relationship between the respondents' demographic profile and their knowledge, attitude, and practices in utilizing integrative performance tasks in English; significant relationship between the profile of the teacher-respondents and their IPCR ratings; and, significant relationship between the teachers' utilization of Integrative Performance Task and their IPCR ratings.

Results and Discussion

Socio-Demographic Characteristics of the Respondents

This study aimed to describe the teacher-respondents' socio-demographic characteristics in order to provide the background

information about the study's respondents. These characteristics were discussed using frequency, percentage, mean and standard deviation.

Table 1 summarizes the profile distribution of the respondents.

Table 1. Respondents' Socio-demographic Profile

PARAMETERS	FREQUENCY n = 50	PERCENTAGE %
Age		
23 – 29	28	56
30 – 36	12	24
37 – 43	3	6
44 – 50	4	8
51 – 57	3	6
Mean = 31.98 ~ 32		
SD = 8.40		
Sex		
Male	16	32
Female	34	68
Civil Status		
Single	26	52
Married	24	48
Highest Educational Attainment		
College Graduate	7	14
Earned Units in MA/MS	25	50
MA/MS Graduate	18	36
Designation		
Teacher I	13	26
Teacher II	9	18
Teacher III	21	42
Master Teacher I	6	12
Master Teacher II	1	2
Grade Level Taught		
Grade 7	11	22
Grade 8	9	18
Grade 9	11	22
Grade 10	12	24
Grade 11	2	4
Grade 12	4	8
Length of Service		
1-5	29	58
6-10	16	32
11-15	2	4
16-20	2	4
21-25	1	2

Table 1 reveals that the age of the teacher-respondents ranged from the bracket years of 23 - 29 up to 57 years old, with the mean age of approximately 32 years old (Mean = 31.98) and a standard deviation of 8.40. Most of the teacher-respondents (28 or 56%) belonged to the age group of 23-29. Twelve (24%) teacher-respondents had ages of 30-36 years old. Moreover, four (8 %) of the teacher-respondents belonged to the age group of 44 – 50 years. This was followed by groups of teacher-respondents age ranges from of 37-43 (3 or 6%) and 44-50 (3 or 6%).

Sex

Most of the teacher-respondents were females (34 or 68%) and there were only 16 (32%) who were males. The data only indicates that most of the teacher-respondents from Talavera, Nueva Ecija are dominated by female teachers. According to data from the Philippine Commission on Women, female teachers make up around 89.58% of those employed in public elementary schools and 77.06% of those employed in public secondary schools (PCW, 2014).

Civil Status

Table 1 presents the distribution of the teacher-respondents according to their civil status. The table shows that most of the teacher-respondents were single (26 or 52%), while there were only 24 (48%) who were married. The result, moreover, supports the finding of PSA (2020) that the median ages of married men and women in the Philippines in 2020 were 27 and 29, respectively. Since 2019, the average age of marriages in the Philippines had been consistent. To be precise, men who were married had a median age of 29 while women were 27.

Highest Educational Attainment

As shown in Table 1, half (25 or 50%) of the teacher-respondents already earned units in Master's degree. This was followed by group of teacher-respondents whose highest educational attainment was Bachelor's degree (18 or 36%). There were only seven (14%) teacher-respondents who graduated Master's degree and no teacher-respondents attained a

Doctorate degree. Accordingly, Vural (2021) stated that one of the most important advantages of pursuing an advanced degree is an expanded base of knowledge, information, and practical applications. He also cited the important part of the overall Master's degree experiences, giving you access to other viewpoints on the same subject matter, as well as enabling you to consider different rationale and to become familiar with the teaching strategies and pedagogies, vital elements of higher education.

Grade Level Taught

The table shows that majority of the teacher-respondents (12 or 24%) handled Grade 10 students. This was followed by groups of teacher-respondents who handled Grade 7 students (11 or 22%) and Grade 9 students (11 or 22%). Moreover, nine (18%) of teacher-respondents were Grade 8 teachers and four (8%) teacher-respondents were Grade 12 teachers. Lastly, only two (4%) of the teacher-respondents handled Grade 11 students.

Designation

As shown in Table 1, twenty-one (42%) of the teacher-respondents were Teacher III. Thirteen (26%) of teacher-respondents were Teacher I. Nine (18%) of the teacher-respondents were designated as Teacher II. Moreover, six (12%) of the teacher-respondents were Master Teacher I. Lastly, only one (2%) teacher-respondent was designated as Master Teacher II. The bulk of the respondents were Teacher III primarily because most of them are already on their way of finishing their masters which was a major point in the ranking system of DepEd to be promoted and reclassified.

Length of Service in Public School

Table 1 shows the distribution of the teacher-respondents according to Length of Service in Public School. It shows that teacher-respondents whose been teaching for 1-5 years are 29 or 58%, while 16 or 32% are teaching from 6-10 years, 2 or 4% from 11-15 years and 2 or 4% from 16-20. On the other hand, there was 1 or 2% whose been teaching for 21-25 years. It can be deduced that most of the

teacher-respondents were new to the teaching profession. Table 1 shows that most of the respondents' age ranges from 23-29 (28 or 56%)

that supports the result that most of the teacher-respondents have been teaching for 1-5 years (29 or 58%).

Table 2. English Teachers' Utilization of Integrative Performance Tasks (IPT) in English

PARAMETERS	MEAN	SD	DESCRIPTION
Knowledge			
1. I am aware and I can understand the inclusion of Education Order no. 8, series 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, pp 7-8 as adapted by DepEd Order No.031, s.2020 on Interim Guideline for Assessment and Grading in light of the Basic Education Learning Continuity Plan.	3.38	0.60	Always
2. I have a mastery of the steps and procedures for planning and designing the Integrative Performance Task.	3.24	0.59	Often
3. I base my planning and designing of Integrative Performance-task on the Most Essential Competencies (MELCS) of the subject.	3.36	0.69	Always
4. I can relate the integrative performance tasks to students' real-life scenario.	3.50	0.68	Always
5. I can contextualize the integrative performance activities based on the student's environmental setting.	3.34	0.66	Always
6. I believe that learners are active participants in their learning journeys, and knowledge is constructed via experiences.	3.62	0.70	Always
7. My colleagues and I design the performance task using the GRASP (Goal, Role, Audience, Situation, Product, and Standards) model.	3.14	0.61	Often
8. I identify other skills and concepts that are needed in the IPT and agree on who/what subject area will teach and integrate them into the teaching-learning process.	3.32	0.62	Always
9. I have a difficulty in planning the specific rubrics and criteria for the integrative teaching-learning process.	2.56	0.79	Often
10. I need to learn more about how to construct holistic and analytic rubrics.	3.42	0.70	Always
Pooled Mean	3.29	0.66	Always
Attitudes			
1. I am able to motivate myself while designing and planning the Integrative Performance Tasks.	3.44	0.61	Always
2. I make disagreements conversations with my co-teachers if the integrative task is not attainable and realistic.	2.46	0.84	Seldom
3. I listen to parents' and students' feedback on the assigned tasks given to them.	3.24	0.77	Often
4. I feel pressured to do things I would not normally do like utilizing integrative performance tasks.	2.46	0.73	Seldom
5. Due to the laborious design of Integrative Performance Tasks, I have lack of time management for other related works and activities.	2.52	0.74	Often

PARAMETERS	MEAN	SD	DESCRIPTION
6. I usually make a short-cut plan while designing the integrative task due to a lack of time.	2.82	0.66	Often
7. I feel irritated whenever students did not get the directions for the integrative performance activities assigned to them.	2.36	0.75	Seldom
8. I believe that designing, implementing, and evaluating integrative performance tasks are time-consuming.	2.52	0.84	Often
9. I believe that learners must be given flexibility in the accomplishments of the performance tasks to consider the time and resources available to them.	3.40	0.73	Always
10. Providing timely, constructive, and meaningful feedback is an excellent practice, however, due to the bulk of work, I hardly execute and choose to do other related works.	3.06	0.79	Often
Pooled Mean	2.83	0.75	Often
Practices			
1. I map the integrative performance activities based on the Most Essential Learning Competencies (MELCS).	3.48	0.68	Always
2. I collaboratively design and implement performance tasks that integrate two or more competencies within or across the subject areas.	3.42	0.57	Always
3. I usually make a rush in doing my scoring tools like rubrics.	2.56	0.76	Often
4. I make an individual plan and execute it through teaching to highlight the needed concepts and skills/cover all the prescribed competencies for the quarter.	3.24	0.66	Often
5. My co-teachers and I apply the GRASP (Role, Audience, Situation, Product, and Standards) model while planning and implementing the IPT.	3.24	0.56	Often
6. My co-teachers and I brainstorm and come up with two (2) integrated MELCS using one authentic integrative task.	3.24	0.52	Often
7. My co-teachers and I brainstorm and come up with three (3) or more integrated MELCS using one authentic integrative task.	3.20	0.49	Often
8. I have difficulty concentrating on my school work and activities because of designing and planning the integrative performance tasks.	2.50	0.76	Seldom
9. I choose to watch video tutorials and read articles for correct strategies in designing and applying integrative performance tasks rather than collaborating with my co-teachers.	2.66	0.82	Often
10. I present the authentic (localized, contextualized) IPT to the learners and parents before the start of classes for them to be able to internalize and prepare for the activity.	3.24	0.65	Often
Pooled Mean	3.08	0.69	Often

Legend: 1.00 – 1.75 Never; 1.76 – 2.50 Seldom; 2.51 – 3.25 Often; 3.26 – 4.00 Always

Knowledge

The English teacher-respondents' utilization of Integrative Performance Tasks (IPT) in English in terms of knowledge as shown in Table 2 was described as "Always" with a pooled mean of 3.29 and standard deviation of 0.66. The tabulated data shows that the top one statement in utilizing Integrative Performance Tasks IPT in terms of knowledge is statement no. 6 "I believe that learners are active participants in their learning journeys, and knowledge is constructed via experiences."

This finding implied that in Integrative Performance Task (IPT), students are required to create an output from the integration of varied learning competencies from different learning areas. Thus, it is indeed important that the teachers should create or design integrative performance assessments based on students' real life experiences. Based on the study of Kurt (2021), the findings adhere to the theory of Constructivism which asserts that learning is an active process in which the learner uses sensory input to construct meaning out of experiences.

Attitude

The English teacher-respondents' utilization of Integrative Performance Tasks (IPT) in English in terms of attitude as shown in Table 2 was described as "Often" with a pooled mean of 2.83 and standard deviation of 0.75. This finding implied that in terms of their attitude, the teacher-respondents frequently utilize Integrative Performance Task in the teaching-learning process. Moreover, the tabulated data shows that the top one statement in utilizing Integrative Performance Tasks IPT in terms of attitude is statement no. 1 "I am able to motivate myself

while designing and planning the Integrative Performance Tasks." (\bar{x} = 3.44, SD = 0.61) Always. According to Fajardo (2022), Integrative Performance Task (IPT) is an innovation with collaboration as it involves creative efforts as well as cooperation among teachers from several subject areas. Teachers should come up in one performance task that covers different subject areas suited to various competencies.

Practices

In terms of practices, the English teacher-respondents' utilization of Integrative Performance Tasks (IPT) in English as shown in Table 2 was described as "Often" with a pooled mean of 3.08 and standard deviation of 0.69. This finding implied that in terms of their practices, the teacher-respondents frequently utilize Integrative Performance Task in the teaching-learning process. Moreover, the tabulated data shows that the top one statement in utilizing Integrative Performance Tasks IPT in terms of practices is statement no. 1 "I map the integrative performance activities based on the Most Essential Learning Competencies (MELCS)" Always.

This finding adheres to the steps/process for designing and utilizing Integrative Performance Task. Integrative Tasks are a product of two or more learning competencies within or across subject areas. Likewise, it is a result of collaboration and integration in learning. According to the guidelines, teachers should map the IPT from the content standards and performance standards or MELCS that can be integrated into other subjects after collaborating with teachers from other subject areas by medium or interrelated competencies (DepEd Order no. 31, s. 2020).

Table 3. English Teachers' Individual Performance Commitment and Review (IPCR) Rating During the School Year 2021-2022

RATING	DESCRIPTION	FREQUENCY n= 50	PERCENTAGE %
4.50 – 5.00	Outstanding	28	56
3.50 – 4.49	Very Satisfactory	22	44

Table 3 shows the distribution of the teacher-respondents according to Performance Rating. It shows that teacher-respondents

garnered an Outstanding performance with a frequency of 28 or 56%, followed by 22 or 44% as Very Satisfactory. This implies that majority

of the teacher-respondents attained an Outstanding Performance Rating during the School Year 2022-2023. According to Magulod (2017), the outstanding rating of the teachers indicates

their competence in developing networks and building alliances to achieve the school's vision, mission, and goals.

Table 4. Relationship between the Profile of the Teachers and Their Knowledge, Attitude, and Practices in Using Integrative Performance Tasks

SOCIO-DEMOGRAPHIC CHARACTERISTICS	INTEGRATIVE PERFORMANCE TASKS		
	Knowledge	Attitude	Practices
Age	-.058 ^{ns}	-.048 ^{ns}	-.240 ^{ns}
Sex	.150 ^{ns}	.034 ^{ns}	-.017 ^{ns}
Civil Status	.138 ^{ns}	-.052 ^{ns}	.159 ^{ns}
Highest Educational Attainment	.078 ^{ns}	.087 ^{ns}	-.097 ^{ns}
Grade Level Handled	-.016 ^{ns}	.052 ^{ns}	.034 ^{ns}
Designation	-.014 ^{ns}	.024 ^{ns}	.025 ^{ns}
Length of Service	.206 ^{ns}	.137 ^{ns}	.167 ^{ns}

Legend: ^{ns} correlation is **not significant** at 0.05 level (2-tailed)

Table 4 illustrates that there was no significant relationship found between the profile of the respondents and their knowledge, attitude, and practices in using integrative performance tasks because the p-values are higher than 0.05, therefore, the null hypothesis is accepted. It can be deduced that these factors do not directly influence the teacher-respondents' utilization of

Integrative Performance Task in the New Normal education. Based on the study of Mofreh, Salem, Lian, Khairani, and Napeah (2021), the demographic profiling of teachers' beliefs and practices indicated that demographic characteristics had no significant relationship with the teachers' beliefs about teaching and the practice.

Table 5. Relationship between the Profile of the Teacher-Respondents and Their IPCR Ratings

SOCIO-DEMOGRAPHIC CHARACTERISTICS	IPCR	
	r	p-value
Age	-.049 ^{ns}	.735
Sex	-.096 ^{ns}	.506
Civil Status	-.002 ^{ns}	.988
Highest Educational Attainment	.406**	.003
Grade Level Handled	.377**	.007
Designation	.060 ^{ns}	.678
Length of Service	.196 ^{ns}	.173

Legend: ^{ns} correlation is **not significant** at 0.05 level (2-tailed)

** correlation is **highly significant** at 0.01 level (2-tailed)

Table 5 illustrates that there was a significant relationship between the teacher-respondents' Highest Educational Attainment and their Individual Performance Commitment and Review (IPCR) ratings which obtained r (.406) and p-value of (.003). In addition, the result found in terms of teacher-respondents' Grade Level Taught had a r (.377) and a p-value (.007) which indicated that there is also a

significant relationship in terms of Grade Level Taught and the Individual Performance Commitment and Review (IPCR) ratings.

The result supports the claim of Abarro (2018) in terms of Highest Education Attainment, that teacher's work performance is influenced by their highest educational level. Moreover, as cited by Gacusan and Calangi (2022), it was discovered that teachers' educational

backgrounds significantly impacted how well they performed at work. Moreover, in terms of Grade Level Handled by the teacher-respondents, based on the results on tables 1 and 3, most of the them are handling grade 10

students (12 or 24%), and most of them have an Outstanding IPCR rating (28 or 56%), which can be inferred that respondents handling higher year are more likely to have higher IPCR ratings.

Table 6. Relationship between the Teachers' Utilization of Integrative Performance Task (IPT) and their Individual Performance Commitment and Review (IPCR) Ratings

INTEGRATIVE PERFORMANCE TASKS	IPCR	
	r	p-value
Knowledge	.088 ^{ns}	.542
Attitudes	.197 ^{ns}	.171
Practices	-.203 ^{ns}	.158

Legend: ^{ns} correlation is **not significant** at 0.05 level (2-tailed)

Table 6 illustrates that there was no significant relationship between the teachers' utilization of Integrative Performance Task (IPT) in terms of their knowledge, attitude, and practices and their Individual Performance Commitment and Review (IPCR) ratings. The p-values are higher than 0.05; therefore, the null hypothesis was accepted.

In terms of Knowledge, according to the study of Metin (2013), teachers are not able to assess students' performance appropriately and they have insufficient knowledge about performance assessment. To give the students the grades they deserved, it is crucial to evaluate the performance tasks they prepared objectively and have knowledge of how to interpret them into grades. For the domain Attitude, similarly, based on the study of Metin (2013), with regards to teachers' attitude in utilizing integrative performance assessments, teachers take a long time to assess students and choose the inappropriate determination of performance task. The majority of teachers claim that the greatest challenge they encounter is the necessity of taking a lot of time to evaluate performance tasks while they are being carried out. Lastly for the domain Practices, based on the result found by Metin (2013) when it comes to teachers practices in using integrative performance assessments, teachers are not able to prepare performance tasks for different subjects. The teachers showed that they typically favor performance tasks that focus on related features.

Conclusion and Recommendations

Majority of the teacher-respondents of Junior and Senior High Schools of Talavera, Nueva Ecija are Teacher III with previously earned units in Master's Degree who are handling Grade 10 students. Additionally, most of them are female, single, and between the ages of 23 and 29. The teacher-respondents, in addition have an Outstanding Individual Performance Commitment and Review (IPCR) rating during the School Year 2021-2022.

Most of the teachers always believe that learners are active participants in their learning journeys, and knowledge is constructed via experiences. The teachers are often able to motivate themselves while designing and planning the Integrative Performance Tasks. Moreover, they often map the integrative performance activities based on the Most Essential Learning Competencies (MELCS). In terms of the relationship between the teachers' profile and their knowledge, attitude and practices in using integrative performance task, it is found to have no significant correlation between the two. In terms of teachers' profile, only the Highest Educational Attainment and Grade Level handled are associated with their Individual Performance Commitment and Review (IPCR) ratings. Lastly, the knowledge, attitude, and practices of the teachers in utilizing Integrative Performance Task (IPT) in the New Normal Education do not posit any relationship with their Individual Performance Commitment and Review Form (IPCRF) ratings.

In line with the implementation of Department of Education Order no. 8, series 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program pp. 7-8 as adapted by DepEd Order No.031, s.2020 on Interim Guideline for Assessment and Grading in light of the Basic Education Learning Continuity Plan., it recognizes that instructional planning is essential to successful teaching and learning in the New Normal Education. The principles outlined in the aforementioned memorandum order allow teachers to reflect on how to properly and creatively plan, design, and implement Integrative Performance Task (IPT). Based on the findings, it led to the development of plan that it is recommended to be implemented for all teachers of Junior and Senior High School in order to appropriately and effectively design and implement Integrative Performance Task (IPT).

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