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## Research Article

### Implementation of Authentic Assessment among Social Studies Teachers in The Private Catholic Schools during Covid-19 Pandemic

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#### ABSTRACT

This research investigated the struggles faced by educators in implementing Authentic Assessment at Private Catholic Educational Institutes within the Diocese of Iba during the 2022-2023 school year, specifically in the 3rd Quarter period. A descriptive research method using a survey questionnaire was employed to gather data from 101 Social Studies teachers. The findings indicated that the majority of respondents were female, single, college-educated, and had been teaching for over five years. The respondents expressed confidence in their knowledge of implementing Authentic Assessment during the COVID-19 pandemic. Visual and kinesthetic methods were frequently used, with responses indicating these were employed "often," while verbal and written methods were used "sometimes." The teachers disagreed on the challenges they faced in implementing Authentic Assessment. No significant differences were found in the level of awareness on Authentic Assessment based on demographic variables such as sex, civil status, highest educational attainment, or years of teaching. However, there were significant differences in the frequency of using various assessment methods, particularly between visual, verbal, kinesthetic, and written methods. The study also highlighted significant differences in the challenges experienced based on the highest educational attainment. The researcher proposed an intervention program to address these challenges, recommending strategies such as improved report preparation, collaboration with parents and local government units, the provision of hands-on activities for students, and teacher workshops for mastery of assessment techniques. Future research is encouraged to replicate the study for a deeper and broader understanding of the challenges and practices related to Authentic Assessment.

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## Introduction

The COVID-19 pandemic has created the most severe disruption to global education systems in history, forcing more than 1.6 billion learners in over 190 countries out of school at the peak of the crisis. The pandemic has brought to light already-existing challenges to education that have not been adequately addressed for far too long. It has highlighted alarming inequalities within and across countries that must be tackled urgently in order to guarantee everyone's right to education as stated by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020).

COVID-19 has disrupted most of the industries in the world. Education is the only industry that is completely transferred to online mode in most countries around the world. Online learning was the best solution for continuing education during the pandemic. According to Huber and Helm (2020), different actors at various levels of the education system have different responsibilities. Research could and should contribute to the current debate about schooling by providing relevant information from its knowledge base and generating new knowledge where needed and when possible.

E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools. New protocols for distance learning, online or otherwise, require teachers to rapidly change their practices, including daily tasks, responsibilities, and accountabilities. Teachers may be asked to develop new alternative and varied approaches to monitor children's learning (from assessing to remediating learning losses) during the COVID crisis, according to UNICEF East Asia and Pacific Regional Office (2020). Learning can be done online through various platforms. In education, assessment is very crucial both online

and offline. Given that there is currently a pandemic that does not allow face-to-face learning, to make it effective, assessments must be active and authentic in online education (Sutadji et al., 2020).

When it comes to assessments, supporting student learning means focusing on feedback instead of a score or grade. It means helping students to see assessments as learning tools that have an integral role in the learning process, rather than as evaluation devices that mark the end of learning. It means making clear to students that the primary purpose of assessments is to verify what they've learned and to identify any learning problems so we can work together to remedy those problems. According to Guskey (2020), assessment or evaluation in the process of teaching and learning activities, online or offline, absolutely must be done to measure the success of a learning system run by a teacher. Assessment is a process resulting in learning that begins with planning, implementation, and evaluation or assessment.

Hence, the researcher conducted this study to appraise the struggles of the Private Schools' Social Studies teachers and to give recommendations on how to overcome those challenges.

Specifically, the researcher sought to answer the following questions:

1. What are the teacher-respondents' profile in terms of:
  - 1.1. Sex;
  - 1.2. Civil Status;
  - 1.3. Highest Educational Attainment; and
  - 1.4. Years of Teaching?
2. How is the level of level of teachers' knowledge in Authentic Assessment be described?
3. What is the level of frequency of application on the Authentic Assessment in Social Studies be described in terms of the following methods:
  - 3.1. Verbal Methods;

- 3.2. Visual Methods;
- 3.3. Kinesthetic Methods; and
- 3.4. Written Methods?
4. How is the assessment towards the conduct of authentic assessment during the distance learning be described?
5. What are the challenges experienced by the teacher-respondents while implementing authentic assessment?
6. Is there a significant difference on the level of teachers' knowledge in the implementation of authentic assessment when grouped according to profile of the respondents?
7. Is there a significant difference on the level of frequency of application on the Authentic Assessment in Social Studies?
8. Is there a significant difference on the perception towards the conduct of authentic assessment during the distance learning when grouped according to profile of the respondents?
9. Is there a significant difference on the perception towards challenges experienced in the used of authentic assessment when grouped according to profile of the respondents?
10. What intervention program can be proposed based on the results?

## Methodology

This study will employ a mixed-methods research design, combining both qualitative and quantitative approaches to provide a comprehensive analysis of the challenges faced by Private Schools' Social Studies teachers during the COVID-19 pandemic. The methodology is structured into three main phases: data collection, data analysis, and reporting of findings.

### 1. Research Design

The study adopts a cross-sectional research design to examine the challenges faced by Social Studies teachers in private schools during the COVID-19 pandemic. A combination of surveys and interviews will be used to collect both quantitative and qualitative data, allowing for a more nuanced understanding of the experiences and perspectives of the teachers.

### 2. Participants

The target population for this study will include Social Studies teachers from private schools in [location]. A purposive sampling technique will be employed to select teachers who have actively engaged in online teaching during the pandemic. The sample will consist of 50-70 Social Studies teachers from various private schools of different sizes and demographic backgrounds.

- Inclusion Criteria:
  - Teachers who have taught Social Studies during the pandemic.
  - Teachers who have used online learning platforms to deliver their lessons.
  - Teachers from private schools that have transitioned to online learning due to the pandemic.
- Exclusion Criteria:
  - Teachers who have not used online platforms for teaching.
  - Teachers from public schools or other educational sectors.

### 3. Data Collection

Data will be collected through two primary methods: surveys and semi-structured interviews.

- Surveys: A structured questionnaire will be developed to assess the challenges and experiences of Social Studies teachers with online learning. The survey will include both closed-ended and Likert-scale questions, which will focus on:
  - The technological challenges faced by teachers.
  - The impact of the pandemic on their teaching practices.
  - Teachers' perceptions of student engagement and learning outcomes.
  - The effectiveness of e-learning tools and platforms.
  - Teachers' professional development needs during the pandemic.

The survey will be distributed electronically to all participants via email or online survey platforms (e.g., Google Forms or Survey-Monkey). It will take approximately 15-20 minutes to complete.

- Interviews: In-depth, semi-structured interviews will be conducted with a subset of 10-15 teachers to gain deeper insights into the specific challenges they faced during the transition to online learning. These interviews will explore:
  - Personal experiences with online teaching and assessment.
  - Strategies used to engage students and adapt teaching materials.
  - Emotional and psychological impacts of the pandemic on their professional lives.
  - Recommendations for improving online teaching practices and assessment methods.

Interviews will be conducted remotely via video conferencing software (e.g., Zoom) and recorded for transcription.

#### 4. Data Analysis

Data will be analyzed using both quantitative and qualitative methods.

- Quantitative Analysis: The survey data will be analyzed using descriptive statistics to identify the common challenges and trends among Social Studies teachers. The analysis will focus on frequencies, means, and standard deviations to quantify the most prominent challenges in online teaching and learning.
  - Software Tools: SPSS or Microsoft Excel will be used for statistical analysis.
- Qualitative Analysis: The interview data will be transcribed and analyzed using thematic analysis. Thematic analysis will help identify recurring themes, patterns, and insights from the teachers' narratives,

focusing on their lived experiences, coping strategies, and recommendations for overcoming challenges.

- Software Tools: NVivo or manual coding techniques will be used to organize and categorize the qualitative data.

#### 5. Ethical Considerations

Ethical approval will be obtained from the relevant institutional review board (IRB) or ethics committee before the commencement of the study. The research will adhere to ethical guidelines to ensure participant confidentiality and informed consent.

- Informed Consent: Participants will be fully informed about the purpose of the study, the procedures involved, and their right to withdraw at any time without penalty. Written consent will be obtained from all participants before data collection.
- Confidentiality: All data collected will be treated with strict confidentiality. Participants' identities will be anonymized, and any personally identifiable information will be removed from the final analysis.
- Data Storage: All survey responses and interview recordings will be stored securely in digital format, accessible only to the research team, and will be retained for a period of [time] in compliance with data protection laws.

### Result and Discussion

#### 1. Profile Distribution of the Respondents

The frequency and percentage distributions on the respondents' profile variables of sex, civil status, highest educational attainment and length of years in service is shown in Table 2.

Table 2. Frequency and Percentage Distributions on Respondents' Profile N=101

Profile Variables		Frequency (f)	Percent (%)
Sex	Male	41	40.6
	Female	60	59.4
	<b>Total</b>	<b>101</b>	<b>100.0</b>
Civil Status	Single	80	79.2
	Married	21	20.8
	<b>Total</b>	<b>101</b>	<b>100.0</b>

Profile Variables		Frequency (f)	Percent (%)
Highest Educational Attainment	College Graduate	52	51.5
	with Masteral Units	40	39.6
	Masteral Graduate	9	8.9
<b>Total</b>		<b>101</b>	<b>100.0</b>
Length of Years in the Service <b>Mean=6.81</b> <b>years</b>	1-5 years	69	68.3
	6 - 10 years	5	5.0
	11- 15 years	2	2.0
	16 - 20 years	22	21.8
	21 -25 years	3	3.0
<b>Total</b>		<b>101</b>	<b>100.0</b>

**1.1. Sex.** The majority of the respondents are females, with 60, or 59.40%, while 41, or 40.60%, are males. This is ascribed to the fact that teaching nowadays is often considered a woman's world, due to the traits often associated with women, such as patience, a motherly approach to pupils, and high commitment to the teaching profession. This finding is similar to the study of Guskey (2020), which suggested that females are more equipped and suited for teaching jobs as they tend to show more support and care for children than males. Likewise, Sholihah (2021) averred that her study was dominated by female teacher-respondents.

**1.2. Civil Status.** Out of one hundred and one (101) respondents, majority are still single with 80 or equivalent to 79.20% while 21 or 20.80% are married. The data implies that the respondent's preference to remain bachelor in status. This further indicates that settling marriage is not yet their priority. They are not yet emotionally, psychologically, and financially ready to handle marital and family responsibilities.

**1.3. Highest Educational Attainment.** or 39.60%, have obtained master's units of education; and 9, or 8.90%, are master's

graduates. The data suggest that the majority of the respondents teaching in private schools have attained a college education as a prerequisite for teaching. The small number of those who have attained graduate studies is noted, as according to Barber and de Meester (2014), there is a positive connection between professional development and teacher efficacy, engagement, and retention. Additionally, the findings of the study revealed that professional development programs influence teacher efficacy, engagement, and retention.

**1.4. Length of Years in the Service.** Majority of the respondents with 69 or 68.30% had been in the teaching services for 1-5 years; 22 or 21.80%, with 16-20 years; 5 or 5.00%, 6-10 years' 3 or 3.005, 21-25 years and 2 or 3.00%, with 11-15 years in the service. The computed mean length of years in the service was 6.81 years. The data clearly suggest on their commitment and dedication to stay in the teaching profession. They considered teaching as the noblest profession. According to the respondents, they will remain in the teaching profession until the age of retirement and have no plans to leave teaching. Teaching is their passion, life, career, and vocation (Cabigao et al., 2018).

2. Table 8. Summary Table on the responses towards Level of Frequency on the application of various Authentic Assessment

Level of Frequency on the application of various Authentic Assessment	Overall Weighted Mean	Qualitative Interpretation	Rank
1 Visual	3.34	Often	1
2 Verbal	2.92	Sometimes	4
3 Kinesthetic	2.93	Sometimes	3
4 Written	3.19	Sometimes	2
Grand Mean	3.09	Sometimes	

Table 8 shows the Summary Table on the responses towards Level of Frequency on the application of various Authentic Assessment.

Assessed "Often" for Visual Method which obtained an overall weighted mean of (3.34) and ranked 1<sup>st</sup>; and Written Method, (3.19) and ranked 2<sup>nd</sup>. Assessed "Sometimes" on Kinesthetic, (2.93); and Verbal, (2.92) and ranked 3<sup>rd</sup> and 4<sup>th</sup> respectively. The computed grand mean on the responses towards Level of Frequency on the application of various Authentic Assessment was 3.09 with qualitative interpretation of "Sometimes".

The individuals who prefer this style of learning are those who learn through seeing things. They prefer to see information & instructions and may forget information

that has only been heard. According to Roell (2019), with the ability to visualize, visual learners tend to see pictures and images when they remember things and may use mind maps. They have a predisposition for writing, drawing, imagining, and prefer to create their own notes and to read for themselves. They have an inclination to see a concept as a whole rather than individual parts. They benefit from seeing the aims and objectives of learning sessions or from understanding the purpose of the session. Relying heavily on their senses and enjoying working in groups

where they observe non-verbal cues from colleagues, they learn through role play and watching others perform or demonstrate a skill. Moreover, they also tend to have good control over sign language.

As stated by Gandomkar, Tay, Brennan, and Mello-Thoms (2017), while visual learners tend to be good at spelling, they may forget names. Preferring a less formal setting to learn, a traditional classroom environment may not be highly beneficial to them. They are usually organized and observant but can be distracted by the movement of others when they are trying to concentrate. With a tendency to daydream while reading, they are likely to visualize what they are hearing. Visual learners tend to be fascinated with color and have the ability to understand complex maps, graphs, and charts. Hence, they may use color coding, diagrams, and symbols to revise and help recall or rewrite pieces of text or other information in their own style.

**Perception of the respondents towards challenges experienced by the teacher-respondents while implementing authentic assessment**

Table 10 shows the perception of the respondents towards challenges experienced by the teacher-respondents while implementing authentic assessment.

Table 10. Perception of the respondents towards challenges experienced by the teacher- respondents while implementing authentic assessment

N=101

Challenges experienced by the teacher- respondents while implementing authentic assessment	Weighted Mean	Qualitative Interpretation	Rank
1 Lack of support from the school administration and parents.	1.92	Disagree	10
2 Overwhelming documentation.	2.97	Agree	1

Challenges experienced by the teacher- respondents while implementing authentic assessment		Weighted Mean	Qualitative Interpretation	Rank
3	Burdening teaching hours.	2.41	Disagree	6
4	Too many school activities on the weekends.	2.19	Disagree	9
5	Lack of training in authentic assessment.	2.48	Disagree	5
6	Lack of resources such as Laptops/Computer.	2.37	Disagree	7
7	Insufficient/unstable internet connectivity.	2.78	Agree	3
8	Problem of tracking students' attendance	2.79	Agree	2
9	Lack of technical knowledge	2.26	Disagree	8
10	Lack of Computer Literacy of Students	2.57	Agree	4
<b>Overall Weighted Mean</b>		<b>2.47</b>	<b>Disagree</b>	

The respondents assessed "Agree" on challenges experienced as to overwhelming of documentation manifested on the high mean value of 2.97 and ranked 1<sup>st</sup> while on the challenge experienced as to the lack of support from the school administration and parents manifested on the mean value of 1.92 interpreted as "Disagree" and ranked 10<sup>th</sup>. The computed overall weighted mean on the assessment towards challenges experienced by the teacher-respondents while implementing authentic assessment was 2.47 with qualitative interpretation of "Disagreed".

The data clearly demonstrate the challenges confronting teachers in preparing voluminous reports and paperwork in addition to producing modules, checking, and grading individual students' outputs, which follow objective criteria, and preparing instructional materials. Authentic assessment has the outstanding ability to make a long-lasting impact by providing learners with opportunities to assess their skills in new and relevant situations. It also prepares them for how they would be assessed in their professional lives and shows them the relevance of course content, not just inside the classroom but also in real-life situations (Shaw, 2019).

The use of authentic assessment requires students to apply what they have learned in a new circumstance or situation, typically one that mirrors what would be expected of them in their discipline or field. Shaw (2019) also stated that when teachers prepare authentic assessments, they should remember that such assessments may require more time for both

facilitators and students. These assessments should align with learning objectives or competencies. Tolero and Echaure (2021) further noted that when identifying a relevant task for learning objectives, instructors should start by considering the verb in the objective. This provides an idea of the actions students should be able to perform. Essential performance criteria help frame what successful performance looks like. Without them, it is difficult to assess students' work fairly and consistently. Instructors can create or develop rubrics to help evaluate fairly and consistently.

When using new computer technologies for designing, administering, and scoring assessments, teachers can save time and focus more on the teaching and learning process. However, new technologies have their own benefits and drawbacks, so teachers should not limit themselves to using a single type of assessment method but rather should apply and use a synthesis of various assessment methods.

In a similar manner, the study by Koksall, Nazlı, Benli, Gencel, and Kaplan (2021) highlighted the following findings: (1) teachers believe that authentic assessment is one of the most effective forms of assessment, as it reflects students' learning, achievement, motivation, and behaviors in classroom activities. It enables learners to understand their skills through task completion, allowing teachers to evaluate the best abilities of each student during the learning process.

The study identified three types of authentic assessment: performance assessment, portfolio assessment, and project assessment.

Teachers favored these methods because they allowed students to perform in real settings, actively develop their knowledge, and demonstrate their true abilities in understanding lessons. Additionally, the data revealed that project assessment significantly improved students' language skills. In other words, project assessment was considered the second-best assessment method by teachers, following performance assessment.

### 6. Test of Differences on the perception towards Level of Awareness on Authentic Assessment when grouped according to profile variables.

Table 11. Analysis of Variance to test differences on the perception towards Level of Awareness on Authentic Assessment when grouped according to profile variables

Sources of Variations		SS	df	MS	Sig.	Decision
Sex	Between Groups	.001	1	.001	.938	Accept Ho Not Significant
	Within Groups	12.901	99	.130		
	Total	12.902	100			
Civil Status	Between Groups	.010	1	.010	.779	Accept Ho Not Significant
	Within Groups	12.892	99	.130		
	Total	12.902	100			
Highest Educational Attainment	Between Groups	.904	3	.301	.069	Accept Ho Not Significant
	Within Groups	11.998	97	.124		
	Total	12.902	100			
Years of Teaching	Between Groups	.356	4	.089	.606	Accept Ho Not Significant
	Total					

The data clearly demonstrate parallelism and congruency among private school Social Studies teacher-respondents in their level of awareness regarding the use of authentic assessment. This could be attributed to their attendance at seminars and workshops for the dissemination of information and guidance, in addition to the issuance of Department Orders and Memorandum Orders.

The study by Fox, Freeman, Hughes, and Murphy (2017) investigated the impact of teachers' age, experience, and gender on the integration of ICT in language teaching and learning. Their findings suggest that female teachers may require additional support and training to effectively use ICT in their instruction. Computer literacy is particularly important for implementing authentic assessment, especially

The computed Sig. values for sex (0.938); civil status, (0.779); highest educational attainment, (0.069); and years of teaching, (0.606) which all are higher than 0.05 alpha level of significance, therefore the null hypothesis is accepted hence there is no significant difference on the perception towards Level of Awareness on Authentic Assessment when grouped according to profile variables of sex, civil status, highest educational attainment and years of teaching respectively.

Table 11 shows the Analysis of Variance to test differences on the perception towards Level of Awareness on Authentic Assessment when grouped according to profile variables.

for teachers who have been in the profession for a long time and may not be accustomed to modern technology.

Guilbault (2019) further emphasized that authentic assessment involves tasks and tools designed to evaluate a student's ability to think critically, solve problems, and apply knowledge in real-world contexts.

critically and creatively while engaged in solving relevant and contextualized problems. They emphasized that teachers need to ensure that the design and execution of assessment is align with the learning expectations and competencies, and would yield valid information about learner progress.

According to the study by Barber and de Meester (2014), assessment provides significant benefits to the teaching-learning process.



Authentic assessment methods, such as videos, information booklets, infographics, and wikis, can encourage active student learning, improve achievement, and foster the development of graduate attributes. However, it is acknowledged that authentic assessment poses some challenges that facilitators need to overcome.

To address these challenges, it is essential for instructors intending to use authentic assessment to have a clear plan of what they want to achieve. This requires the development of clear guidelines for students, a comprehensive knowledge and understanding of the various

steps involved, and the use of a general template with clear steps and guidelines. Such templates can assist lecturers from different disciplines in effectively incorporating methods of authentic assessment into their teaching.

### 7. Test of Differences on the dimensions towards Level of Frequency on the application of various Authentic Assessment

Table 12 shows the Analysis of Variance to test differences on the dimensions towards Level of Frequency on the application of various Authentic Assessment.

Table 12. Analysis of Variance to test differences on the dimensions towards Level of Frequency on the application of various Authentic Assessment

Anova: Single Factor						
Groups	Count	Sum	Average	Variance		
Visual Method	101	337.25	3.339109	0.21573		
Verbal Method	101	295.25	2.923267	0.318428		
Kinesthetic Method	101	295.5	2.925743	0.379431		
Written Method	101	322	3.188119	0.166757		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	12.76609	3	4.255363	15.75555	1.06E-09	2.627214
Within Groups	108.0347	400	0.270087			
Total	120.8007	403				

### Decision: Reject null Hypothesis: There is significant difference on the dimensions towards Level of Frequency on the application of various Authentic Assessment

The computed F-value of 15.75555 which is greater than F critical value of 2.627214 using 0.05 alpha level of significance, therefore the null hypothesis is rejected hence there is significant difference on the perception towards dimensions on the Level of frequency on the application of various Authentic Assessment as to visual method, verbal method, kinesthetic method and written method respectively.

Figure 3 shows the Mean Plot to determine where the differences lie on the perception towards dimensions on the Level of frequency on

the application of various Authentic Assessment. Based on the graph, the difference was noted in the Visual Method manifested on the high alpha value of 3.3391 compared to other authentic assessment method as to verbal, kinesthetic and written method.

### 8. Test of Differences on the dimensions towards how often on the application of various Authentic Assessment

Table 13 shows the Analysis of Variance to test differences on the dimensions towards how often on the application of various Authentic Assessment when grouped according to profile variables.

Table 13. Analysis of Variance to test differences on the dimensions towards how often on the application of various Authentic Assessment when grouped according to profile variables

Sources of Variations		SS	df	MS	Sig.	Decision
Sex	Between Groups	.964	1	.964	.013	<b>Reject Ho Significant</b>
	Within Groups	14.843	99	.150		
	Total	15.807	100			
Civil Status	Between Groups	.242	1	.242	.218	Accept Ho Not Significant
	Within Groups	15.565	99	.157		
	Total	15.807	100			
Highest Educational Attainment	Between Groups	.364	3	.121	.518	Accept Ho Not Significant
	Within Groups	15.443	97	.159		
	Total	15.807	100			
Years on Service	Between Groups	.428	4	.107	.616	Accept Ho Not Significant
	Within Groups	15.379	96	.160		
	Total	15.807	100			

The computed Sig. values civil status, (0.218); highest educational attainment, (0.518); and years of teaching, (0.616) which are higher than 0.05 alpha level of significance, therefore the null hypothesis is accepted hence there is no significant difference on the perception on the dimensions towards how often on the application of various Authentic Assessment when grouped according to profile civil status, highest educational attainment, years in the service profile variable respectively.

On the other hand, the computed Sig. value for sex, (0.013) which is lower than 0.05 alpha level of significance, therefore the null hypothesis is rejected hence there is significant difference on the perception towards on the dimensions towards how often on the application of various Authentic Assessment when grouped according to sex profile variables. According to Dhal (2021), feminization of the teaching profession through increasingly high numbers of women entering the profession is potentially being perpetuated through a cycle of expectation that girls and boys are introduced to at an early age, shaping their attitudes towards viable careers.

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