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Teachers' Perspective on the Essential Roles of Basic Education Teachers in Achieving Students' Success

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Abstract: *The objective of this study is to enhance the roles of the Basic Education faculty members in their roles as designers, assessors, and facilitators of learning. Specifically, it sought to determine their perspectives on the extent of awareness of their essential roles in achieving student success in the Kto12 curriculum; how well they perform their roles as designers, assessors, and facilitators of learning; and the challenges they encounter in responding to their roles. This study is descriptive and quantitative involving teacher-respondents from the Basic Education department of the University of Baguio, Baguio City, Philippines who have taught during the last four years of implementation of the K to 12 Program. The total enumeration was used to gather data; however, voluntary participation of faculty members was considered during the process of Reliability Testing. Informal conversations/interviews were done. Cronbach's Alpha was used to answer the problems. Likert Scale was used in the interpretation of the results. The findings reveal the "extensively" extent of awareness on basic education teachers' roles in achieving student success, linked with their practice or performance of their roles, likewise marked "extensively". The awareness of teachers on their roles monitor and guide them in the effective performance of their roles. Challenges encountered by Basic Education teachers in responding to their roles as teachers indicate the need of the teachers to be guided by the current trends, techniques, approaches and modalities to meet the students' varying requirement given the current situation that the pandemic poses. From these, the researchers propose to revisit the Faculty Evaluation Tool in response to the result of the study on the three roles of teachers; establish and sustain a regular Professional Learning Community meeting; and craft a Program Proposal concerning collaboration.*

Keywords: *assessor, curriculum exits, designer, facilitator, Professional Learning Community*

I. INTRODUCTION

Teacher's role in the education of the child is crucial. In view of the many challenges brought about by the 21st century changes, the roles of teachers are essential in meeting these challenges in the age of globalization. Indeed, the world is changing and so is teaching and learning. Thus, as teachers, it is fundamental to give a premium on the roles that teachers play to help students achieve success.

One of the most pressing issues today is the competitiveness of Kto12 graduates. It is a primordial concern of teachers to prepare these learners to become competitive in whatever curriculum exits they are faced with after they graduate from the senior high school. To respond to this existing challenge and be able to mobilize them, a need to understand how teachers respond to their essential roles in developing students' competencies should be

known, and in turn, prepare them to become globally competitive. In order to fulfill the roles of being a designer, assessor, and facilitator, teachers need to understand how these essential roles function in the teaching and learning process. Is there a clear shift in the thinking of teachers that provides a clearer significance on learning and not on teaching? As an adage says, "If you don't know exactly where you are headed, then, any road will get you there." Is it enough to just hope for the best or is there a necessity to review or revisit the process of what teachers do at present in order to have a better understanding on how to prepare learners in the future?

The focus of this study is to assess teachers' perspectives on the three essential roles that Kto12 teachers need to understand in order to gear the process of teaching and learning towards the right direction. The objective of this study is to enhance the Basic Education faculty members in their roles as designers, assessors, and facilitators of learning.

Specifically, it seeks to answer the following problems:
1. What is the extent of awareness of the basic education faculty members on their essential roles in achieving student success in the Kto12 curriculum?
2. How well do teachers perform their roles as designers, assessors, and facilitators of learning?
3. What are the challenges encountered by the Basic Education teachers in responding to their roles as designers, assessors, and facilitators of learning?

As a result, this endeavor may help teachers and school heads enhance their Professional Learning Community (PLC) as regards to the teachers' essential roles in the K to 12 program, and foremost, improve the process of teaching and learning.

II. RELATED LITERATURE

It is indicated in the 2010 secondary education curriculum the three main roles of a teacher: designer, assessor, and a facilitator of learning which follow the understanding by backward design stages (McTighe and Wiggins, 2005). These three essential roles of teachers are being followed in the planning and implementation of the K to 12 program. To look at the relevance of the roles of the basic education teachers is salient in the present curriculum, as it is the heart of education.

The basic education curriculum or the K-12 program which was started in 2015 had greater emphasis on helping every learner become globally competitive. In order to become globally competitive, the 21st century skills must have to be developed among the students under the guidance of the teacher (Schmoker, 2011). Targeting these, an avenue for competitiveness is created; thereby, being contributory to students' success.

The implementing rules and regulations of the K to 12 program aim to develop globally competitive graduates through a standards-based curriculum (RA 10533). Outcomes-based education also specifies on the guidelines to implement the "shift from competency-based standards to outcomes-based education (CMO No.46 s. 2012). To attain the standards-based or an outcomes-based education, teachers have to be effective designers, assessors, and facilitators of learning- which are among the essential roles of a teacher (McTighe and Wiggins, 2005).

The Teacher as a Designer

The first role of the teacher is to ensure that all standards and competencies are aligned with the DepEd's mandate as in the Curriculum Guide. Teachers need to review per subject or learning area on the horizontal and vertical articulation of the standards and competencies

making sure that they are properly implemented. Aligned and appropriate mapping of instructional plan will always be dependent on the planning process implemented by every school, inclusive of how a particular school reviews the instructional plan in response to the mandate of the Department of Education.

It is in this light that reviews yield innovations in education because changing the model of education and the increasing interconnectedness and interdependence from the global perspective of development has put unmatched demands on teacher for their professional development (Patna, 2020).

In relation to this, teachers plan lessons, modules and courses (Farani, 2018). All these point to the idea that the teacher as a designer makes sure that learning is standards-based, and is evident among the learners.

The Teacher as an Assessor

Assessment of standards and competencies is a crucial stage in the learning process. Teachers should be capable of identifying appropriate assessment strategies to target the expected standards and competencies. A pre-assessment serves as a springboard to identify weaknesses and difficulties of learners while having a better gauge of how far they have gone in the understanding of a lesson or subject; formative assessments are provided to monitor student's progress and, in the end, the summative assessments are given to check mastery.

For students to be successful in accomplishing the learning goals and targets, research has shown that the use of formative assessment has been an influential factor. Formative assessment is a tool to enable students to do well in their summative assessments (Brookhart, 2009). The relevance of formative assessments in the learning process should not be neglected but must be properly implemented to monitor progress and implement remediation if necessary.

As such, the strengthened mechanism of feedback and monitoring becomes a crucial factor in assessment as it gauges what students do not know, what students currently know, what students will know, what students expect to know, and even how learning can progress and be retained.

From this, the teachers' role is to monitor and assess the progress of the learners.

The Teacher as a Facilitator

Learner-centered classrooms support the skills needed to prepare learners for life and work. Today's learners must have to develop skills for them to become competitive in the 21st century. The focus of the Department of Education's on 4 C's (Communication, Collaboration, Critical Thinking and Creativity) and Private Education Assistance Committee's emphasis on the 7 C's (Communication, Collaboration, Critical Thinking, Creativity, ICT, Cross-cultural understanding, and Career & Life-long skills) are necessary skills to prepare students in the future. These skills are based on the study of National Associate of Colleges and Employers (NACE, 2013) on the employers' top skills/qualities they are seeking in the next graduating class and the 12 elements which are essential for designing instruction and curriculum to support children's learning (Vosniadou, 2001).

The task to oversee, assist or guide the learners becomes pivotal in the teacher's role as a facilitator of learning. As facilitators, teachers support students to do their best thinking and practice. As facilitators, they will encourage full participation of students, promote mutual understanding, and cultivate shared responsibility among students (Katoch, 2020).

From all these, it may be deduced, then, that the teachers' roles in the education of every child is crucial. In view of the many challenges brought about by the 21st century changes, the roles of teachers are essential in meeting these challenges in the age of globalization. Indeed, the world is changing and so is teaching and learning. Thus, as teachers, it is

fundamental to give a premium on the roles that teachers play to allow students achieve success.

III. METHODOLOGY

Research Design

This study is descriptive and quantitative in nature as it seeks to present the current situations of teachers in the University of Baguio, Basic Education department as regards to their roles as designers, assessors, and facilitators of learning.

Population and Locale

This was conducted at the University of Baguio, Basic Education department which comprises of the two high schools and the elementary department; among teachers who have taught during the last four years of implementation of the K to 12 Program. The teacher-respondents were those who already have the experience in implementing the program-now on its 5th year of implementation. Total enumeration was done to gather data; however, considering their voluntary participation, and other faculty members' participation during the process of Reliability Testing, only 32 respondents (R) were generated.

Instruments

Questionnaire-Checklist was prepared by the researchers to gather data. The Tool underwent validation and obtained 0.97 for the reliability of teachers based on their functions, and 0.91 for the reliability of the indicators which meant that the questionnaire has excellent internal consistency, since 0.70 is the passing mark. The teachers who participated voluntarily in the tool validation were no longer included in the population for the final gathering of data.

Informal conversations/interviews with the teachers, academic coordinators, subject heads, and assistant principals were done to supplement the data gathered, and complement areas that may be deemed necessary.

The questionnaire was based on the expected information related to the problems of the study which was validated by the experts.

Procedure

The questionnaire was subjected to reliability testing. Cronbach's Alpha was used to answer the problems of the study, since ordinal data or ranks were gathered. The Likert Scale was used in the interpretation of the results.

Question number one is identified by the researchers based on the features of the Kto12 Curriculum. The researchers are national trainers of the Private Education Assistance Committee (PEAC) that supports the features of the Kto12 Curriculum. Question number two is formulated based on a pre-survey gathered by the researchers during the PEAC Summer INSET of Private School teachers in the region.

A letter of permission was secured from the Research and Development Center alongside the consent form for participants. The letter contained salient information about the study, the conduct of the data gathering, and the safe involvement of the participants.

Upon approval, the researchers followed the agreement indicated in the participants' consent form and the grounds for ethical consideration.

In this study, the researchers utilized descriptive statistics in dealing with the data gathered. To summarize and generalize the data gathered, a measure of central location which is the mean, was used. In determining the perception of the basic education faculty members on their essential roles in achieving student success in the Kto12 curriculum, assess the

perceived understanding of teachers in responding to their roles as designers, assessors, and facilitators of learning, each computed mean was interpreted using the table below.

Table 1
Extent of Awareness and Practice of Teachers

Arbitrary Value	Statistical Limit	Descriptive Equivalent
1	1.00 – 1.74	Unsure
2	1.75 – 2.49	Fairly
3	2.50 – 3.24	Adequately
4	3.25 – 4.00	Extensively

To determine the extent of need on the challenges encountered in responding to the roles as teachers in the basic education, the computed mean for each of the challenges was interpreted using the table below.

Table 2
Extent of Need on the Challenges Encountered

Arbitrary Value	Statistical Limit	Descriptive Equivalent
1	1.00 – 1.74	No need at all
2	1.75 – 2.49	Low level of need
3	2.50 – 3.24	Moderate level of need
4	3.25 – 4.00	High level of need

The study did not compare the differences of results of the three departments but only targeted the years of service and the academic qualifications of teachers in Basic Education. Permission to administer the questionnaires was obtained from the three principals of the university. Participation in the said endeavor was voluntary and participants reserve the right to withdraw participation or retract details any time. Confidentiality of information supplied by the participants and the anonymity of respondents (R) were respected; thus, will only be used for the benefit of achieving students' success using the Professional Learning Community (PLC) meeting strategy in the Basic Education Department for improvement, development, and strengthening of the community. No information culled out of the Questionnaire-Checklist, Informal Conversations/Interview with teachers, academic coordinators, subject heads, and assistant principals was shared with anybody outside the research team. Participants will receive a summary of the results for information or even clarification. Dissemination of results shall be used purposefully for academic involvement, particularly during Professional Learning Community meetings or collaborations.

IV. RESULTS AND DISCUSSION

The Kto12 curriculum which was started in 2012 follows the alignment framework which emphasizes on standards-based, assessment-driven, and learner-centered (RA10533, 2013). It is in this context that this study covered how teachers complied with the alignment framework specifically on their three roles as designers, assessors, and facilitators of learning. From these roles the refinement, reorganization and reconceptualization of the responses of Basic Education teachers are established.

Table 3 shows the extent of awareness of teachers in responding to their roles as designers, assessors, and facilitators of learning. The computed mean for each role was

interpreted using the descriptive equivalent in Table 1. With this, the computed mean for each role is said to be "extensively".

Table 3
Extent of awareness of Teachers

Teacher's Role	Indicators	Mean	Standard Deviation	Descriptive Equivalent
Designer	1.The identified Standards are adequately addressed.	3.81	0.3966	Extensively
	2.The MELCs are covered and prioritized.	3.72	0.5227	Extensively
	3.Additional competencies are identified.	3.69	0.5923	Extensively
	4.Essential questions are thought-provoking and arguable.	3.81	0.3966	Extensively
	5.Essential questions are framed in appropriate "student language".	3.75	0.5680	Extensively
	6.Assessments and activities are planned to show clear alignment.	3.88	0.3360	Extensively
	7.Performance Task is well formulated.	3.88	0.3360	Extensively
	8.Analytic rubric is well created.	3.78	0.4200	Extensively
	Overall	3.79	0.3321	Extensively
Assessors	1.Pre-assessment is provided	3.84	0.3689	Extensively
	2.Formative assessments are provided to determine student's areas for improvement.	3.88	0.3360	Extensively
	3.Formative assessments are properly checked and monitored	3.72	0.5811	Extensively
	4.Formative assessments are valid pieces of evidence	3.81	0.4709	Extensively
	5.Formative assessments are recorded to improve learning	3.72	0.5811	Extensively
	6.Summative assessments are derived from the competencies and standards	3.88	0.3360	Extensively
	7.Self-assessments and self-reflections are regularly implemented	3.75	0.5080	Extensively
	8.Holistic and analytic rubrics are used	3.84	0.3689	Extensively
	Overall	3.80	0.3477	Extensively
Facilitators	1.Learning activities or strategies are derived from the MELCs and planned assessments.	3.84	0.3689	Extensively
	2.Learning activities or strategies are engaging.	3.84	0.3689	Extensively
	3.Learning activities or strategies challenge students to rethink, revise ideas and work.	3.78	0.4200	Extensively
	4.Learning activities or strategies respond to individual needs, interests, and styles.	3.75	0.5080	Extensively
	5.Learning activities or strategies are organized.	3.84	0.4479	Extensively
	6.Learning activities or strategies are logically arranged.	3.75	0.5080	Extensively
	7.Learning activities or strategies are well designed.	3.78	0.4200	Extensively
	8.Learning activities or strategies are active.	3.81	0.3966	Extensively
	Overall	3.80	0.3548	Extensively

For the teacher's role as designers, it is observed that all of the computed means are interpreted to be "extensively" which makes the overall view of the teachers to be extensively, also. Specifically, Question 6 (Q6) on well-planned assessments and activities and Question 7(Q7) on a well-formulated Performance Task have the highest computed mean which may indicate that more teachers are extensively aware of Q6 and Q7 as part of the teacher's role as designers. Question 3 (Q3) on identified additional competencies has the least computed mean also indicates that there are less teachers who are extensively aware of this as compared to Q6 and Q7.

In the planning process, teachers are expected to design an instructional plan which will target the most essential learning competencies (DO 31, s.2020) and must be acquired and understood effectively by the students through appropriate assessments and activities. It is also essential to identify additional competencies which will help the students complete the assessments most especially in permitting students succeed in doing or accomplishing the Performance Task. There is also a need to consider the assessment-activities for students to experience or undergo in response to the vision, mission, and objectives of the school.

It is in this context that the implementing rules and regulations of the Kto12 program aim to develop globally competitive graduates through a standards-based curriculum (RA 10533). Outcomes-based education also specifies on the guidelines to implement the "shift from competency-based standards to outcomes-based education (CMO No.46 s. 2012). To attain the standards-based or an outcomes-based education, teachers have to be good designers, assessors, and facilitators of learning- which are among the essential roles of a teacher (McTighe and Wiggins, 2005).

Teachers as designers of learning environments as viewed by Paniagua and Istance (2018) posit that innovative pedagogies used in classrooms around the world set the stage for educators and policy makers to innovate teaching by looking at what is currently taking place in schools as potential seeds for change. Respondents mentioned that "keeping the students engaged and being prepared, and knowing the subject matter you teach" are areas that allow learners achieve the standards and competencies of the subject. In addition, according to the responses, articulation of the most essential topics to be learned by learners is achieved when teachers "model what you expect students to achieve and when they actively engage."

From the decision-making stage which the system has to manage, it is fundamental to re-appropriate previously effective means or lesson delivery to a flexible and dynamic setup. Ergo, the changing times require ever-evolving pedagogies to guarantee that parallel tasks or learning experiences are selected, sequenced, and created in meeting the demands brought about by the times but still permitting learners to yield the same levels of achievement, and warranted meeting of the standards and competencies thereof.

For the teacher's role as assessors, it is observed that all the computed means are also interpreted to be extensively which makes the overall view of the teachers to be "extensively" also. Specifically, Question 2 (Q2) on formative assessments to determine student's areas for improvement and Q6 on summative assessments have the highest computed mean which may indicate that more teachers are extensively aware of Q2 and Q6 as part of the teacher's role as assessors. Q3 on checking and monitoring formative assessments and Question 5 (Q5) on recording formative assessments to improve learning have the least computed mean which may also indicate that there are lesser teachers who are extensively aware of this compared with the Q2 and Q6.

It is in this context that Brookhart and Moss (2009) emphasized the importance of formative assessment. The quality of formative assessments and how teachers and students engage in making sure that the acquisition of learning goals has been achieved. Teachers' skill on observation, providing clear feedback, and building a repertoire of strategies in reaching out to the students are also essential elements, not to be discounted. They also added that formative assessments benefit students in terms of achievement, understanding, and control over their own learning and motivation. Thus, as formative assessments are ongoing feedback, they become opportunities for learners to practice and moments of teachers to reflect on the teaching that they do.

Looney et al (2017) also cites that the significant role in student learning has been increasingly recognized over the last three decades, not only of the impact of externally conducted accountability and high-stakes certification examinations but also the need for quality classroom assessment in teacher practice. This means that while there are explorable

areas in search of the good and effective pedagogical or methodical aspect of the teaching and learning process focusing on the assessment itself, it is vital that the quest of increasing feedbacking mechanisms is reinforced through constant practice. It is an eventual expectation to view assessment as the gathering of sufficient data from learners by teachers to create and make sound judgment for the learning of the students and the furtherance of the teachers.

For the teacher's role as facilitators, it is observed that all the computed means are also interpreted to be "extensively" which makes the overall view of the teachers to be "extensively" also. It is quite interesting to note that Question 1 (Q1) on learning activities which were derived from MELCs and planned assessments, Q2 on engaging activities or strategies, and Q5 on organized activities or strategies have the same computed mean and are the highest which may indicate that more teachers are extensively aware of Q1, Q2, and Q5 as parts of the teachers' role as facilitators. Question 4 (Q4) on strategies which respond to individual needs, interest, and styles and Q6 on logically arranged learning activities or strategies have the least computed mean which may also indicate that there are only a few teachers who are extensively aware of this compared to other indicators. Tomlinson (2000), on her book on the Differentiated Classroom explained that it is the responsibility of the teacher to be persistent in seeking effective approaches for students who need help, using an extensive repertoire of strategies, and soliciting additional resources from the school. She also added that the importance of teacher's professional responsibility to know the special needs of students, know how to be flexible in terms of individual differences, consider different pathways to learning to be able to effectively implement a healthy learning atmosphere should be encompassed.

Indeed, the role of teachers as facilitators paves the way for the promotion of high levels of collaboration among learners, and mutual respect which may aid in the creation of a conducive environment fit for independent or self-regulated learning and cross-curricular education.

With this, the teachers are said to be responsive in their roles as designers, assessors, and facilitators of learning. Teachers are extensively aware on how to be compliant with the mandates of the Department of Education and extensively aware on the alignment framework of the Kto12 curriculum.

Table 4 shows the extent of practice or performance of teachers in responding to their roles as designers, assessors, and facilitators of learning. Table 1 was also utilized in the interpretation of the computed mean. With this, the extent of practice of the teachers in responding to the three roles is said to be "extensively".

Table 4

Extent of Practice or Performance of Teachers

Teacher's Role	Indicators	Mean	Standard Deviation	Descriptive Equivalent
Designer	1.Alignment of learning plan from the identified standards to the Most Essential Learning Competencies (MELCs).	3.91	0.2961	Extensively
	2.The most essential topics and competencies are prioritized.	3.91	0.2961	Extensively
	3.Inclusion of the development of school's objectives and other equally-significant constituents.	3.72	0.4568	Extensively
	4.Formulate an essential question to be asked in class to determine the level of students' enduring understanding.	3.75	0.4399	Extensively
	5.Asks thought-provoking, age-appropriate and arguable essential questions.	3.78	0.4200	Extensively
	6.Prepares assessments and activities according to the alignment framework.	3.91	0.2961	Extensively
	7.Presents the students' performance task at the beginning	3.81	0.4709	Extensively

	of the quarter in GRASPS form.			
	8.Presents the analytic rubric at the beginning of the quarter based on what the students are expected to transfer.	3.84	0.3689	Extensively
	Overall	3.83	0.2800	Extensively
Assessors	1.Creates a situation where students can respond to the standards and the 21st century skills.	3.66	0.4826	Extensively
	2.Provides assessments for students to develop the school's core values and school's objectives.	3.75	0.4399	Extensively
	3.Provides assessments that develop student's MELCs and understanding of the standards.	3.84	0.3689	Extensively
	4.Develops assessments that would challenge students to think critically, and ask questions for understanding.	3.81	0.3966	Extensively
	5.Employs varied assessment tools that would gauge students' progress, mastery, and achievement.	3.72	0.4568	Extensively
	6.Maintains a feedback mechanism that would process students' questions, comments, and difficulty.	3.81	0.3966	Extensively
	7.Uses and maximize my consultation time to address students' concerns and problems.	3.78	0.4200	Extensively
	8.Uses holistic and analytic rubrics in evaluating my students' outputs, written works, performance tasks, and portfolio.	3.88	0.3360	Extensively
	Overall	3.78	0.2822	Extensively
Facilitators	1.Knowledgeable of the subjects I am teaching.	3.59	0.4990	Extensively
	2.Integrates real-life situations to my lessons, and in other fields or discipline.	3.94	0.2459	Extensively
	3.Provides learning strategies and reading resources that would help students understand the lesson.	3.88	0.3360	Extensively
	4.Equips student with varied learning resources for understanding, experience and explore the big essential ideas and facts.	3.78	0.4200	Extensively
	5.Provides learning activities or strategies which respond to individual needs, interests, and styles.	3.84	0.3689	Extensively
	6.Presents lesson logically from explore, firm-up, deepen, and to transfer of learning.	3.78	0.4200	Extensively
	7.Designs learning activities or strategies to help students' self-regulation.	3.81	0.3966	Extensively
	8. Creates an interactive and fun learning environment.	3.88	0.3366	Extensively
	Overall	3.81	0.2750	Extensively

For the teacher's role as designers, it is observed that all the computed means are interpreted to be "extensively" which makes the overall view of the teachers to be "extensively" also. Question 1 (Q1) on alignment with standards, Q2 on alignment with MELCs, and Q6 on alignment with assessments and activities have the highest computed mean which is 3.91. This may indicate that more teachers are extensively practicing or performing Q1, Q2, and Q6 as part of the teacher's role as designers. Q3 on the inclusion of the development of school's objectives and other equally significant constituents have the least computed mean which may also indicate that there are less teachers who are extensively practicing it compared with the other indicators. It is quite interesting to see that the computed mean for practicing the said indicators is higher than their respective indicators when it comes to their perception. The first role of the teacher is to make sure that all standards and competencies are aligned with the DepEd's mandate as in the Curriculum Guide. Teachers need to review per subject or learning area on the horizontal and vertical articulation of the standards and competencies making sure that they are properly implemented. Curriculum map, as a part of the bases of the course and other subjects for a learning area may be drawn as input to regularly see the end in mind.

To confirm from the responses provided, respondent 1 said that "following the specific learning course used by the school"; Respondent 2 (R2) mentioned that "use of MELCs or curriculum guides, curriculum maps and integration of values"; Respondent 3 (R3) also said that "I consider my syllabus that is aligned in our curriculum and the K12 curriculum" are considerations made to plan out class activities and even ensure alignment of assessments to the goal in teaching the course, nature of the course, and the role of the course in attaining the mission of the university.

It is very clear that aligned and appropriate mapping of instructional plan will always be dependent on the planning process implemented by every school, inclusive of how a particular school reviews the instructional plan in response to the mandate of the Department of Education. But aside from a well-crafted instructional design plan in response to the standards and competencies, it is also recommended that teachers should review the curriculum map and the instructional plan in response to the vision, mission, objectives, and core values of the school. It needs to be practiced in the teaching-learning process to be able to realize the fulfillment of school or university goals. As regards the alignment framework strengthened by the Private Education Assistance Committee or PEAC, teachers are expected to check and evaluate continuity and connection between and among elements and features of the course and the curriculum, in total. Revisiting the competencies and standards and making them above the minimum mean considering the vision, mission, goals, and objectives of the institution.

For the teacher's role as assessors, it is observed that all the computed means are also interpreted to be "extensively" which makes the overall view of the teachers to be "extensively" also. Specifically, Q8 has the highest computed mean which may indicate that more teachers are extensively practicing Question 8 (Q8) as part of the teacher's role as assessors followed by Q4. Q5 has the least computed mean which may also indicate that there are lesser teachers who are extensively practicing it compared with the other indicators. It has been a practice of the basic education department to craft a summative assessment using a holistic and analytic rubric in evaluating the Performance Task of the learners. DO 8, s. 2015 on Policy Guidelines on Classroom Assessment and Rating System and DO 31, s. 2020 on Interim Guidelines for Assessment and Grading in the light of basic education clearly emphasizes the importance of rubrics in the evaluation of students' product, performance, or summative output.

From the responses, it may also be reaffirmed: Respondent 4 (R4) "close monitoring, proper feedbacking, and giving appropriate activities"; Respondent 5 (R5) "The MELCs should align with the assessments…providing feedback, giving appropriate scaffold"; and R7 "integration and checking if assessments are aligned to the goal in teaching the course, nature of the course, and the role of the course in attaining the mission of the institution". The alignment and assurance of continuous feedback mechanisms alongside the attainment of the university's vision-mission statements are areas that are reflective of the sound selection, sequencing, and sending out of assessments among learners as provided by the teachers.

On the other hand, although Q5 is extensively practiced, it was observed to be the least in terms of assessment practices of teachers in the basic education. It is recommended that teachers should employ varied assessment tools that would gauge students' progress, mastery, and achievement. This was emphasized by the series of In-Service Training for private school teachers implemented by the Philippine Education Assistance Committee. Brookhart and Moss (2009) mentioned that for students to be successful in accomplishing the learning goals and targets, research has shown that the use of formative assessment has been an influential factor. Formative assessment is a tool to enable students to do well in their summative assessments. The relevance of formative assessments in the learning process

should not be neglected but must be properly implemented to monitor progress and implement remediation if necessary.

Re-appropriation may be done to meet the flexible learning environment that DepEd and PEAC are both targeting in consonance with the changing and metamorphosing needs and demands of the educational setup brought about by the pandemic. Explorable applications and systems give the platforms or avenues in developing and strengthening delivery and in turn supplement and complement the students' level of achievement, given the limitations of the current setting.

Assessment of standards and competencies is a crucial stage in the learning process. Teachers should be capable of identifying appropriate assessment strategies to target the expected standards and competencies. A pre-assessment serves as a springboard to identify weaknesses and difficulties of learners while having a better gauge of how far they have gone in the understanding of a lesson or subject; formative assessments are provided to monitor student's progress and, in the end, the summative assessments are given to check mastery.

For the teacher's role as facilitators, it is observed that all the computed means are also interpreted to be "extensively" which makes the overall view of the teachers to be "extensively" also. Q2 on integration of lessons in real-life situations and in other fields has the highest computed mean which may indicate that more teachers are extensively practicing Q2 as part of the teacher's role as facilitators. Q1 on the knowledge of teachers of the subjects handling has the least computed mean which may also indicate that there are a few teachers who are extensively aware of this compared with the other indicators.

Responses such as Respondent 9 (R9) "I plan the class activities in a manner where there is a mixture of group and individual activity so that they can appreciate the lessons in both aspects, and I also make sure that the activities are closely-related to what they would be expecting in the real-world aspect"; and R12 "I plan the activities based on my learners and their capabilities of doing the tasks with specific samples" may be reflections of considering the learners and can still be strengthened by providing more tasks that truly develop self-regulation and group interaction and collaboration.

Learner-centered classrooms support the skills needed to prepare learners for life and work. Today's learners must fully understand the essence of what they are learning in relation to real-life scenarios for them to be motivated to learn, and eventually meet the eventual goal of the Kto12 curriculum of allowing learners to be ready to face or enter any of the four (4) exits upon graduation. Today's learners must also develop the skills to become competitive in the 21st century. Department of Education's 4 C's (Communication, Collaboration, Critical Thinking and Creativity) and Private Education Assistance Committee 7 C's (Communication, Collaboration, Critical Thinking, Creativity, ICT, Cross-cultural understanding, and Career & Life-long skills) are necessary skills to prepare students in the future. These skills are based on the study of National Associate of Colleges and Employers (NACE, 2013) on the employers' top skills/qualities they are seeking in the next graduating class and the 12 elements which are essential for designing instruction and curriculum to support children's learning (Vosniadou, 2001).

As to the knowledge of teachers of the subjects handling being the least in the indicators on the role of teachers as facilitators of learning, basic education department should not be ignored but be seriously dealt with accordingly because this will greatly affect how students learn, and how vast their knowledge would become. An in-depth review and updating of knowledge are substantial in encompassing essential areas that must be handed down to the learners. As the adage says, you cannot give what you do not have. It is still very beneficial for the school to upgrade the competencies of teachers in terms of the needed knowledge and skills in teaching the subject. This may be made real by actively participating in professional engagements, trainings, seminars, and even going for post graduate studies.

Table 5 shows the challenges encountered in responding to the roles of teachers in basic education. It can be seen that all the computed mean was interpreted to be a high level of need. Thus, all the following areas are seen by teachers to be highly needed in overcoming the challenges encountered in responding to their roles as designers, assessors, and facilitators of learning

Table 5
Extent of Need on the Challenges Encountered

Challenges	Mean	Standard Deviation	Descriptive Equivalent
Course-related workshops and education conferences or seminars	3.66	0.5453	High level of need
Observation visits to other schools and participation in a network of teachers formed specifically for the professional development of teachers	3.56	0.5644	High level of need
Individual or collaborative research on a topic of interest professionally	3.63	0.5536	High level of need
Mentoring and/or peer observation and coaching in research and in teaching, as part of a formal school arrangement	3.69	0.5351	High level of need
Flexible instructional delivery of content and performance standards, and the most essential learning competencies covering the main subject	3.66	0.7007	High level of need
Student assessment practices	3.66	0.6530	High level of need
Knowledge and understanding of the main subject or field	3.38	0.9755	High level of need
Knowledge and understanding of instructional practices of the main subject or field	3.50	0.8032	High level of need
ICT Skills for teaching	3.59	0.6148	High level of need
Student and parents' counseling and feedback	3.63	0.6599	High level of need
Managing online classes	3.56	0.7594	High level of need
Managing Learning Management System	3.59	0.8370	High level of need
Module/Book writing	3.47	0.8418	High level of need
University Required Documents & Protocols	3.41	0.7976	High level of need

The most observed scenario where teachers are challenged is on mentoring and/or peer observation and coaching in research and in teaching, as part of a formal school arrangement. It is indeed the most pressing challenge of the university to produce research as it is one of the trifocal functions of a teacher aside from the area of instruction and extension. Teachers are encouraged by the Department of Education and the Commission of Higher Education to conduct a school- based action research as part of their performance appraisal (Ulla et al., 2017). It is also a requirement of any accrediting agency that every institution should produce research for continuous quality assurance (CMO 52, s. 2016).

Other most observed challenges which the basic education should also prioritize are on course-related workshops and education conferences or seminars, flexible instructional delivery of content and performance standards, and most essential learning competencies covering the main subject, and on student assessment practices. Regarding the course-related workshops and trainings, it was also the most observed indicator in Table 4 that teachers need to practice. It is recommended that basic education should consider this area of development

in the planning of in-service training for teachers or provide opportunities for teachers to improve their competence in the subject or course they are teaching. As regards the challenge on the implementation of flexible instructional delivery of standards and competencies and on student assessment practices, it is also recommended that teachers engage themselves in attending seminars and trainings online in relation with the identified challenges like the In-Service Training sponsored by PEAC on flexible instructional delivery and assessment.

These capacitate teachers not only in their delivery of instruction but also in addressing and accommodating learners' needs.

This finding may corroborate with Ozgenel and Mert (2019) that assert that teachers' performance at the school level directly contributes to the school's effectiveness by achieving their respective educational objectives or targets.

Teachers' roles in the education of every child are crucial. In view of the many challenges brought about by the 21st century changes, the roles of teachers are essential in meeting these challenges in the age of globalization. Indeed, the world is changing and so is teaching and learning. Thus, as teachers, it is fundamental to give a premium on the roles that teachers play to allow students achieve success. Teachers with the support of the school should not stop finding ways to better improve the craft of teachers for continuous quality improvement of the Philippine educational system.

In addition, internalization may also be set forth to find benchmarks and avenues for institutional and instructional growth and development. Gearing up in the new normal requires hurdling more quality assurance mechanisms and flexible modalities for institutions to create a better normal.

From all these, it is foreseen as a success when alignment not only of the curriculum's features but also of the stakeholders is observed, strengthened, and practiced.

V. CONCLUSION AND RECOMMENDATION

Conclusion

Based on the findings of the undertaking, the "extensively" extent of awareness of basic education teachers on their roles in achieving student success in the Kto12 Curriculum Program is connected or linked with their practice or performance of their roles as teachers in achieving student success.

Challenges encountered by basic education teachers in responding to their roles as teachers in the basic education and their professional needs provide high level of need on current trends, techniques, approaches and modalities to meet students' peculiar, dynamic and varying needs given the current situation that the pandemic poses.

Recommendation

From the mentioned conclusions, the researchers would like to propose an agenda based on the salient findings of this study to help teachers enhance their roles in achieving student success through Professional Learning Community as a strategy.

The researchers would like to propose the following agenda:

1. Revisit the Faculty Evaluation Tool in response to the result of the study on the three roles of a teacher. The corroborated results and/or findings may strengthen and reinforce perception of faculty members on their roles and the actual tasks or functions they are performing.
2. School administrators must design a monitoring and evaluation plan to assess and evaluate the instructional delivery of teachers especially in response to the result of the study on the three roles of a teacher. This plan will specifically assess the mechanism of the designed instructional delivery plan, the process of assessment, and pedagogical approaches

implemented by teachers and complied with the alignment principle of the Kto12 framework of the Department of Education.
3. Establish and sustain a regular Professional Learning Community meeting among Basic Education teachers in response to the challenges of the K to 12 Curriculum specifically on the mentioned roles of a teacher. A possible collaboration between and among faculty members from the three basic education departments may also be done to observe, imitate and share best practices.
4. Craft a Program Proposal concerning collaboration of the Basic Education Department in response to curriculum planning and implementation to achieve students' success. Program Proposal from the three schools under the Basic Education Program that covers the foreseen process of collaboration among the basic education faculty members may be planned, executed, monitored, and evaluated.

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