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E-PORTFOLIO: AUTHENTIC ASSESSMENT IN CATHOLIC JUNIOR HIGH SCHOOLS IN ZONE II, DIVISION OF ZAMBALES, PHILIPPINES.

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ABSTRACT

The study aimed to examine the challenges teachers encounter in using e-portfolio assessment in Social Studies in selected Private Catholic Junior High Schools in Zone II, Division of Zambales, in the school year 2020-2021. The researcher used a questionnaire to collect data from 24 teachers using a descriptive research approach. The study only examined Social Studies teachers' sexes, years of employment, and highest education. It also covered examining the challenges that teachers encounter in the use of e-portfolio assessment concerning (1) Technical Challenges, (2) Resource Challenges, (3) Legal and Ethical Challenges, and (4) Personal Challenges. The study revealed that the teacher-respondent is a typical female, a BS degree holder, and had been in the teaching service for a few numbers of years. The private teacher-respondents assessed "Agreed" Technical Challenges while "Moderately Agreed" on Resource, Legal, Ethical, and Personal Challenges, respectively. The teacher respondents preferred the use of a working portfolio. The private junior high school teacher-respondents assessed "Agreed" on the perception towards the proposed intervention to address the challenges encountered using e-portfolio assessment. There is a significant difference in the perception towards Resources, Legal and Ethical and Personal Challenges when grouped according to the length of years in the service and the significance of personal challenges when grouped according to highest educational attainment. There are no significant differences in the perceptions of technological obstacles, resource challenges, legal and ethical challenges, and personal challenges faced by teacher-respondents while using e-portfolios in Social Studies. The researcher proposes that the school administration advocate with local and national government leaders to speed up free, high-speed internet. This is important to evaluate students' e-portfolios efficiently.

Keywords: e-portfolio. Authentic assessment, catholic junior high school

INTRODUCTION

The COVID-19 pandemic is changing instructional evaluation. The Internet's massive student assessment shift and grading system changes are inevitable. Due to these developments, educators should continue high-quality evaluation (Cahapay, 2020). DepEd urged teachers to make students keep a learning portfolio to assess their progress. The student's Learning Portfolio includes self-reflections, rubric-guided performance task ratings, and self-selected top learning module outputs. Monitoring student learning and development requires collecting and recording evidence. On the other hand, teachers are still choosing online learning assessments. Some teachers and students need online education assistance for various reasons. Teachers must understand digital platforms to provide practical assessments for e-learning. The study should have also addressed instructors' concerns about online assessment. The obstacles they face may help administrators analyze the situation and support kids and educators. In light of this, this study investigates online teachers' authentic assessment issues. The study evaluated the challenges of using an E-portfolio to accurately assess online students. E-portfolios are digital portfolios. Electronic Portfolios (e-portfolios) use Information Communication Technology (ICT) to improve learning and assessment. Each new system, especially technological ones, has its own obstacles. These can be further classified: (1) technological, (2) resource, (3) legal and ethical, and (4) personal factors. Students can upload their greatest work online and check their progress at any time. This study's findings will help online schools struggling with student assessment establish a plan and intervention to give quality assessment throughout the global pandemic's paradigm shift.

RESEARCH PROBLEM

The study aimed to examine the challenges that teachers encounter in the use of e-portfolio assessment in Social Studies in selected Private Catholic Junior High Schools in Zone II, Division of Zambales in the school year 2020-2021**.** It would also propose recommendations to enhance the use of an e-portfolio in Social Studies.

OBJECTIVES OF THE RESEARCH

This study was to examine the challenges that teachers encounter in the use of e-portfolio assessment in Social Studies in selected Private Catholic Junior High Schools in Division of Zambales in the school year 2020-2021.

The study would concentrate on the challenges that teachers encounter in the use of e-

portfolio assessment in Social Studies describe as (a) Technical Challenge, (b) Resource challenges, (c) Legal and Ethical Challenges, and (d) Personal Challenges. Interventions recommended by teachers to address the challenge in e-portfolio assessment in Social Studies.

METHODOLOGY

A descriptive-correlational method is appropriate for this research proposal since it would show the relationship between students' perceived challenges in using e-portfolios in Social Studies and their academic performance. The expected outcome is the developed intervention that would address the challenges. The survey questionnaire developed by the researcher was based on the study of Hafizan Mat Som entitled "Soman Investigation Of E-Portfolio Implementation in the Malaysian Skills Training Programme (MSTP)." The instrument was tested on twenty-four (24) Junior High School teachers teaching Social Studies in the selected Catholic School in Zambales. The first part comprised the challenges in teaching History lessons in terms of the Technical Challenges (10 items), Resource Challenges (7 items), and Legal and Ethical Challenges (10 items). The respondents answered on a Likert Scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). The second part of the questionnaire contains strategies to overcome challenges in the use of e-portfolio assessment in Social Studies. Responses are within the Likert Scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). After the validation of the research instrument, the approval of the administration of the research instrument to the respondents was sought from the school superintendent of the Diocese of Iba Educational Foundation, Inc. (DIEFI) and the Principals of Catholic Private high schools in Zone 2.

The statistical treatment of this study was descriptive statistical tools such as frequency, percentage, and mean distribution. For inferential statistics, Pearson r and chi-square were used. All the data gathered through the instruments would be encoded, tallied, tabulated, analyzed, and interpreted accordingly. Cronbach's Alpha Test of Reliability was used for this study. The researchers personally administered the survey checklist to the respondents. The objective of the esearchh study was explained, and the anonymity of their responses was assured to them. The data collected from the survey checklist were analyzed, interpreted, and summarized accordingly. Descriptive statistics was applied in data computation, analysis, and interpretation.

RESULTS AND DISCUSSION

Table 1 shows the frequency and percentage distribution of the teacher-respondents profile of sex, length of years in service, and highest educational attainment respectively.

Table 1

Frequency and Percentage Distribution of the Teacher-respondents Profile

N=24

Profile		Frequency (f)	Percentage (%)
Sex	Male	9	37.50
	Female	15	62.50
	Total	**24**	**100.00**
Length of Years in Service **Mean=3.8 or 4 years**	<1 year	5	20.80
	1-5 years	16	66.70
	6-10 years	2	8.30
	> 20 years	1	4.20
	Total	**24**	**100.00**
Highest Educational Attainment	BS Degree	14	58.30
	BS Degree with MA Units	9	37.50
	MS Degree with Doctoral Units	1	4.20
	Total	**24**	**100.00**

Out of twenty-four teacher respondents, the majority are females, with 15 or equivalent to 62.50%, while only 9 or 37.50% are male teacher respondents. The data clearly demonstrate on the superiority and dominance of the female teachers. Most of the teacher-respondents had been in the teaching service for 1-5 years, with 16 or 66.70%' 5 or 20.80% with less than a year in the service; 2 or 8.20% with 6-10 years and only one or equivalent to 4.20% with 20 years or more in the teaching service. This further indicates that majority of the private junior high school teachers are still neophyte in the teaching profession. The computed mean years in the teaching services was 3.8 or 4 years in the service. The majority of the teacher-respondents, with 14 or equivalent to 58.30%, have BS degrees; 9, or 37.50%, have bachelor's Degrees with master units of education; and only 1 or 4.20% have master's degrees with Doctoral units of education. The data clearly indicates that the private school teacher-respondents are graduates

of bachelor's degree. Table 2 shows the perception of the teacher-respondents on the challenges encountered in the use of e-portfolio assessment in social studies as to Technical Challenges.

Table 2

Perception of the teacher-respondents on the challenges encountered in the use of e-portfolio assessment in Social Studies as to Technical Challenges

	Technical Challenges	Weighted Mean	Qualitative Interpretation	Rank
1	Lack of knowledge that e-portfolio could be used as an alternate storage method.	3.42	Agree	10
2	Lack of users' proficiency in computers and IT also contributes to the difficulties in deploying the system.	3.54	Agree	7.5
3	The lack of technical assistance to overcome issues such as software and hardware failure.	3.54	Agree	7.5
4	The Internet lines were unstable and unable to cater for many users at one time	4.13	Agree	1
5	The limited availability of computers on the campus meant not many users could be accommodated.	3.83	Agree	2
6	Institution is not providing adequate software and hardware to ensure the system's continuance.	3.50	Agree	9
7	Lack of improvement of internet capability so as to improve the processes during online deployment will be smoothly executed.	3.67	Agree	4
8	Lack of first- hand experience operating the E-portfolio to students and teachers wherein they could acquire new knowledge and computer application and Internet technology skills.	3.63	Agree	5.5
9	Lack of "free-license" or open-source software which is preferable to reduce the cost incurred in an institution.	3.63	Agree	5.5
10	Lack of users' proficiency in computers and IT which could also contributes to the difficulties in deploying the system.	3.71	Agree	3
	Overall Weighted Mean	**3.66**	**Agree**	

The teacher-respondents assessed "Agreed" on all indicators, particularly on #4, "The Internet lines were unstable and unable to cater for many users at one time," manifested in the high mean value of 4.13 and ranked first. In contrast, on indicator # 1, "Lack of knowledge that e-portfolio could be used as an alternate storage method," with a low mean value of 3.42 and ranked 10th. Overall, the perception towards challenges encountered in using e-portfolio assessment in Social Studies as to Technical Challenges with the mean value of 3.66 interpreted as "Agreed."

The irregular internet connection poses technological issues for computer users, including e-portfolio assessment. Teachers need help analyzing students' e-portfolios due to unpredictable Internet lines. Students and professors had few technological issues but needed help acquiring knowledge and understanding the process. However, lecturers needed help to moderate the E-portfolio. The study recommends employing process E-portfolios in teacher education to promote learning (Nor et al., 2012). Table 3 shows the perception of the teacher-respondents on the challenges encountered in the use of e-portfolio assessment in Social Studies as to Resources Challenges.

Table 3

Perception of the teacher-respondents on the challenges encountered in the use of e-portfolio assessment in Social Studies as to Resources Challenges

	Resources Challenges	Weighted Mean	Qualitative Interpretation	Rank
1	Institution management provides less support for the implementation due to lack of exposure to the system's significance to the learning process.	3.42	Agree	2
2	Instructors are lacking in competence to operate the system have influenced the motivation of the students to continue engaging with the application.	3.33	Moderately Agree	5.5
3	The administrator of the system is remote and was unable to provide face-to-face explanation to the users.	3.38	Moderately Agree	3.5
4	Lack of engagement of instructor with the student to provide support and assistance.	3.17	Moderately Agree	7
5	Lack of peer mentoring to encourage students to keep engaging with the system.	3.38	Moderately Agree	3.5
6	Lack of system administration and management to organize a workshop and training prior to implementation.	3.33	Moderately Agree	5.5
7	Lack of practical (hands-on) training as a prerequisite before developing an E-portfolio artifact to develop the students' process of reflection. .	3.58	Agree	1
	Overall Weighted Mean	**3.37**	**Moderately Agree**	

Overall, the perception towards challenges encountered in the use of e-portfolio assessment in Social Studies as to Resources Challenges with the mean value of 3.37 interpreted as "Moderately Agreed." The respondents' moderate agreement on the lack of practical (hands-on) training before building an E-portfolio artifact to develop students' reflection process is

noted.

Before integrating e-portfolios into education, their purpose and role as a tool for learning outcomes must be clarified. Along with the shared understanding above, schools should create e-portfolio policy exemplars that are compatible with and integrated into existing school policies (Paige et al., 2018).

Table 4 shows the perception of the teacher-respondents on the challenges encountered in the use of e-portfolio assessment in Social Studies as to Legal and Ethical Challenges.

Table 4

Perception of the teacher-respondents on the challenges encountered in the use of e-portfolio assessment in Social Studies as to Legal and Ethical Challenges

	Legal and Ethical Challenges	Weighted Mean	Qualitative Interpretation	Rank
1	Lack of information on measures to ensure that data uploaded is kept safe.	3.38	Moderately Agree	2
2	Lack of involvement of teachers and administration and information technology specialist in discussing the legal issues on the use of the system.	3.33	Moderately Agree	3.5
3	Lack of guidance to its learners about the risk of making e-portfolio information widely available.	3.29	Moderately Agree	5
4	Lack of clear and well publicized rules and sanctions for inappropriate publication by learners.	3.25	Moderately Agree	6.5
5	Lack of knowledge about laws (Intellectual Property rights) that seeks to protect works of human creativity and the rights of the creators and owners, whilst allowing public access.	3.13	Moderately Agree	10
6	Less knowledge on the responsibilities (Data protection) of those who determine the gathering and processing of personal information and the rights of those who are the subject of that information.	3.21	Moderately Agree	8
7	Lack of awareness in avoiding problems in instances such as when students include the work of classmates or in their own e-portfolios.	3.17	Moderately Agree	9

8	Lack of knowledge on implications of student e-portfolios containing material that might bring charges such as plagiarism or defamation when published, or leave authors open to the possibility of 'identity theft'.	3.25	Moderately Agree	6.5
9	Lack of clear guidelines on content that would work-out as soon as possible along with suitable policy on the action to be taken if rules are breached.	3.33	Moderately Agree	3.5
10	Lack of briefing on student plagiarism, its avoidance and detection.	3.46	Agree	1
	Overall Weighted Mean	**3.28**	**Moderately Agree**	

The teacher-respondents assessed "Agreed," particularly on indicator #7, "Lack of briefing on student plagiarism, its avoidance and detection," manifested in a high mean value of 3.46 and ranked first while on indicator # 5, "Lack of knowledge about laws (Intellectual Property rights) that seeks to protect works of human creativity and the rights of the creators and owners, whilst allowing public access," with the low mean value of 3.13 interpreted as "Moderately Agreed" and ranked 10th. Overall, the perception towards challenges encountered in the use of e-portfolio assessment in Social Studies as to Legal and Ethical Challenges with the mean value of 3.28 interpreted as "Moderately Agreed."

Data show moderate agreement that pupils lack plagiarism orientation, avoidance, and detection. As online modalities grow more adaptive, e-portfolios raise ethical problems concerning privacy, confidentiality, and data security across professions (Fisher & Hill, 2017). Students' ethical e-portfolio data use readiness has yet to be discovered. According to the "Data Privacy Act of 2012," the state protects the right to privacy and communication while promoting innovation and progress through free information flow.

Table 5 shows the perception of the teacher-respondents on the challenges encountered in the use of e-portfolio assessment in Social Studies as to Personal Challenges.

Table 5

Perception of the teacher-respondents on the challenges encountered in the use of e-portfolio assessment in Social Studies as to Personal Challenges

	Personal Challenges	Weighted Mean	Qualitative Interpretation	Rank
1	Lack of support program as a guideline throughout the implementation process of e-portfolio.	3.29	Moderately Agree	3
2	Lack of teacher's engagement with the student to provide support and assistance.	3.17	Moderately Agree	7
3	Lack of encouragement from the management which is necessary to emphasize the importance of the system to the users.	3.29	Moderately Agree	3
4	Lack of Holistic assistance and support of all parties.	4.21	Strongly Agree	1
5	Lack of mentors that will influence the motivation of the students to use the system.	3.29	Moderately Agree	3
6	Lack of encouragement from the management to emphasize the importance of the system to the users.	3.21	Moderately Agree	5.5
7	Poor attitudes of users who are unwilling to accept new opportunities.	3.21	Moderately Agree	5.5
	Overall Weighted Mean	**3.38**	**Moderately Agree**	

The teacher-respondents assessed "Strongly Agreed," particularly on indicator #4, "Lack of Holistic assistance and support of all parties," manifested on a high mean value of 4.21 and ranked first, while on indicator # 2, "Lack of teacher's engagement with the student to provide support and assistance," with the low mean value of 3.17 interpreted as "Moderately Agreed" and ranked 10th. Overall, the perception towards challenges encountered in the use of

e-portfolio assessment in Social Studies as to Personal Challenges with the mean value of 3.38 interpreted as "Moderately Agreed."

Sipacio's (2015) study mentioned Khan's (2012) study on the e-portfolio as a learning monitoring tool, which found validity and reliability issues, interrupted Internet connections, negative participant attitudes, time constraints, workload, and ethical issues.

Table 6 shows the Perception of the teacher-respondents on the suggested intervention to address the challenges in the use of e-portfolio assessment in Social Studies.

Table 6

Perception of the teacher-respondents on the suggested intervention to address the challenges in the use of e-portfolio assessment in Social Studies

Indicators	Weighted Mean	Qualitative Interpretation	Rank
1. The objectives and the processes of an E-portfolio must be clear and understandable.	4.04	Agree	17.5
2. Involve several stakeholders (e.g., faculty, administration, students, etc.) in the process.	4.04	Agree	17.5
3. Holistic assistance and support of all parties in implementing e-portfolio.	4.08	Agree	15.5
4. Training and workshops to enhance understanding and boost user's motivation.	4.17	Agree	9.5
5. The fundamental infrastructure is important to maintain the survival of the system.	4.13	Agree	12.5
6. Software, tools and guide materials must be sufficiently provided and taught.	4.21	Strongly Agree	6
7. A cost-efficient expenditure throughout the implementation and maintenance.	3.96	Agree	20
8. A support program must be planned as a guideline throughout the implementation process.	4.08	Agree	15.5
9. Provide appropriate faculty support, including training and technology.	4.25	Strongly Agree	3
10. Be clear about the purpose for using e-portfolio	4.29	Strongly Agree	2
11. For those groups that resist using e-portfolios, meet with them individually to explain the benefits and provide individual demonstrations.	4.21	Strongly Agree	6
12. Have a coordinator available to resistant faculty and others.	4.21	Strongly Agree	6

13. Develop a portfolio system that would be used even if the technology aspect disappeared.	4.13	Agree	12.5
14. When implementing, start with smaller steps that will provide a firm foundation for the larger steps ahead.	4.17	Agree	9.5
15. Add value to pupils' learning by developing their reflection skills, practicing their narrative, and writing skills and increasing their motivation and engagement,	4.33	Strongly Agree	1
16. Assist parental involvement and understanding of children's progress and monitor and evaluate the pupils' progress.	4.21	Strongly Agree	6
17. Decide the types of portfolios to be used (e.g. process and showcase portfolio).	4.21	Strongly Agree	6
18. Cultivate interaction/collaboration/dialogue/feedback to that promote life-long learning in various educational environments.	4.00	Agree	19
19. Develop an evaluation procedure of e-portfolio which promotes deeper reflection and may offer valuable information to the teacher for future application.	4.13	Agree	12.5
20. Specify a collection process (what to include, how to select, when to collect) to show the criteria on the selection of the activities that will be included in the e-portfolios.	4.13	Agree	12.5
Overall Weighted Mean	**4.15**	**Agree**	

The private junior high school teacher-respondents assessed "Strongly Agreed," particularly on indicator 15, "Add value to pupils' learning by developing their reflection skills, practicing their narrative and writing skills and increasing their motivation and engagement," manifested in the high computed mean value of 4.33 and ranked first while on indicator 7, "A cost-efficient expenditure throughout the implementation and maintenance, "with the lowest mean value of 3.96 interpreted as "Agreed" and ranked 20th. The computed overall weighted mean on the responses towards suggested intervention to address the challenges in using e-portfolio assessment in Social Studies was 4.15 with a qualitative interpretation of "Agreed."

The data clearly demonstrate the strong agreement of the junior high school teacher respondents on providing intensified instruction among the students to develop an-in-depth values by developing their reflection skills, practicing their narrative and writing skills, and increasing their motivation and engagement.

Table 7 shows the Summary Table on Analysis of Variance to test differences on the challenges on the use of e-portfolio when grouped according to profile variables.

Table 7

Summary Table on Analysis of Variance

Profile Variables	Technical Challenges		Resource Challenges		Legal and Ethical Challenges		Personal Challenges	
	Sig.	**Decision**	**Sig.**	**Decision**	**Sig.**	**Decision**	**Sig.**	**Decision**
Sex	0.765	Accept Ho	0.961	Accept Ho	0.535	Accept Ho	0.236	Accept Ho
Length of Years in the Service	0.087	Accept Ho	0.005	**Reject Ho**	**0.002**	**Reject Ho**	**0.000**	**Reject Ho**
Highest Educational Attainment of Mother	0545	Accept Ho	0.856	Accept Ho	0.083	Accept Ho	**0.045**	**Reject Ho**

For Technical Challenges, there is no significant difference when grouped according to sex (0.765), length of years in the service (0.087), and highest educational attainment (0.545), all of which are higher than 5% significant level.

There is no significant difference for resource challenges when grouped according to sex (0.961) and highest educational attainment (0.856), which are higher than the 5% significant level. However, the significance of the length of years in the service (0.005) is lower than the 5% significance level.

There is no significant difference for Legal and Ethical Challenges when grouped according to sex (0.535) and highest educational attainment (0.083), which are higher than a 5% significant level. However, the significance of the length of years in the service (0.002) is lower than the 5% significance level.

For Personal Challenges, there is no significant difference when grouped according to sex (0.236), which is higher than the 5% significant level. However, there is significance in the length of years in the service (0.000) and highest educational attainment (0.045), respectively, which are lower than the 5% significance level.

Lack of portfolio information and talks centered on themes rather than learning made student progress portfolio analysis difficult, according to Muganda and Kabate (2013). The pros outweighed the cons of a student progress portfolio. Improving students' and teachers' SPP

knowledge, grading student progress portfolios, and routinely evaluating tutors' and students' SPP experiences should improve students' learning-to-learn skills.Table 8 shows the Analysis of Variance to test significant difference on the perceived challenges encountered by the teacher-respondents in the use of e- portfolio in Social Studies.

Table 8

Analysis of Variance to test significant difference on the perceived challenges encountered by the teacher-respondents in the use of e- portfolio in Social Studies

Sources of Variations		SS	df	MS	F	Sig.	Decision
Technical Challenges	Between Groups	2.586	3	0.862	1.106	0.351	Accept Ho Not Significant
Resource Challenges	Within Groups	71.715	92	0.780			
Legal and Ethical Challenges	Total	74.301	95				
Personal Challenges							

There is a significant difference in the dimensions towards perceived challenges encountered by the teacher-respondents in the use of e-portfolio in Social Studies as to Technical challenges, Resource challenges, Legal and Ethical challenges, and personal challenges manifested on the computed Sig. or P-value of 0.351 which is higher than 5% significant level; therefore the null hypothesis is accepted.

Students are becoming more technology savvy, expecting faculty and administrators to function comfortably within the digital world (Rhodes, 2011). Because of the impact on the performance of the E-learning interaction, questions about the user's aptitude and expertise in ICT, including hardware and software, have been raised (Yasak & Alias, 2015). As a result,

this difficulty must be met by providing adequate aid and support. Training in this application, engagement, and support from practitioners, administrators, or peers is critical for users to achieve the goals set.

CONCLUSION

The researcher concluded from the investigation summary that the teacher-respondent is a typical female educator. The teacher-respondent has a bachelor's degree and moderate teaching experience. The study's private teachers scored Technical Challenges "Agreed," Resource, Legal, Ethical, and Personal Challenges "Moderately Agreed." The study's private junior high school teachers agreed with the recommended solution to solve e-portfolio evaluation difficulties. When grouped by years of service and maximum educational attainment, resources, legal and ethical, and personal challenges differ significantly. Teacher-respondents agree on many elements of e-portfolio challenges in Social Studies. These elements include technical, resource, legal, ethical, and personal problems.

RECOMMENDATIONS

Based on the summary of the investigations and conclusions, the researcher advised the school management to lobby local and national government leaders to expedite the installation of free and fast internet services for student e-portfolio assessment. To accommodate simultaneous teachers using e-portfolio assessment, schools need to keep buying more computers. A faculty capacity program may improve e-portfolio assessment skills. The school may conduct virtual training for students on anti-intellectual property rights law, plagiarism, etc., crimes that students may commit, and the school management is encouraged to provide more support for equipment and training on e-portfolio assessment. To confirm the findings, future researchers will duplicate the study with more depth and scope.

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