Readiness of School Testing Coordinators in Administering DepEd's National Assessment

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ABSTRACT

This study examined the readiness of School Testing Coordinators (STCs) in administering DepEd's national assessments within the Schools Division Office of Caloocan City. Specifically, the investigation determined the profile characteristics of STCs, assessment administration practices within the division.

The study utilized an explanatory sequential mixed-methods research design. The quantitative phase employed descriptive, assessed their level of readiness across four operational domains, identified significant differences and relationships among variables, examined the predictive influence of readiness domains on overall readiness, and explored the challenges encountered during assessment implementation. The study further served as a basis for the development of a proposed capacity-building program intended to strengthen comparative, correlational, and predictive analyses using a researcher-developed readiness survey questionnaire administered to forty- eight (48) officially designated School Testing Coordinators from public elementary and secondary schools in the Schools Division Office of Caloocan City. The qualitative phase followed the quantitative analysis and utilized semi-structured interviews, open- ended responses, and document review procedures to contextualize and explain the statistical findings. Thematic analysis anchored on Braun and Clarke's framework was employed in analysing qualitative data.

Findings revealed that most School Testing Coordinators were within the mid- career stage, possessed graduate-level academic preparation, and had multiple years of operational exposure in national assessment administration. In terms of readiness,respondents demonstrated a generally high level of preparedness across the domains of regulatory knowledge readiness, operational and organizational readiness, logistical and resource readiness, and coordination and communication readiness. Among the identified domains, coordination and communication readiness obtained the highest level of assessment, while logistical and resource readiness emerged as the domain with relatively greater operational concerns. Inferential analysis further revealed that selected profile variables, particularly years of service, length of designation, and frequency of participation in national assessment trainings, significantly influenced readiness levels. Correlational findings likewise indicated significant relationships between professional exposure variables and readiness conditions. Regression analysis demonstrated that operational and organizational readiness and coordination and communication readiness significantly predicted the overall readiness of School Testing Coordinators in administering national assessments.

Qualitative findings revealed recurring operational challenges involving workload congestion, time constraints, and delayed dissemination of information, logistical limitations, resource insufficiency, and coordination pressures during national assessment periods. Despite these challenges, School Testing Coordinators demonstrated adaptive practices, procedural commitment, and collaborative strategies in sustaining assessment operations within varying institutional conditions. Triangulation of statistical findings, interview narratives, and documentary evidence further confirmed that readiness is shaped not only by individual competence but also by institutional support systems, organizational conditions, and operational resources available within schools.

Based on the findings, the study concluded that School Testing Coordinators in the Schools Division Office of Caloocan City generally exhibit a high level of readiness in administering DepEd's national assessments. However, variations in operational conditions, training exposure, and institutional support continue to influence the consistency and sustainability of assessment implementation practices. The study therefore recommends the strengthening of division-wide capacity-building programs, continuous assessment-related training, institutional support mechanisms, and operational monitoring systems to further enhance the readiness and effectiveness of School Testing Coordinators in national assessment administration.

Keywords: School Testing Coordinators, readiness, national assessments, assessment administration, operational readiness, educational assessment

INTRODUCTION

This chapter establishes the foundation of the study by presenting the central problem, its underlying context, and the key concepts necessary for understanding the investigation. It discusses the conditions and realities surrounding the readiness of School Testing Coordinators in administering DepEd's national assessments, particularly within the operational setting of the Schools Division Office of Caloocan City. Alongside the presentation of the problem, this chapter also examines relevant literature and related studies that provide theoretical, empirical, and contextual support for the research.

Moreover, the chapter presents the theoretical and conceptual frameworks that guide the direction of the study and explain the relationships among the identified variables. It likewise includes the statement of the problem, hypotheses, significance of the study, scope and delimitation, and definition of terms. Collectively, these sections provide the structural and intellectual groundwork necessary for analyzing the readiness of School Testing Coordinators and understanding how assessment practices operate within actual school and institutional conditions.

Background of the Study

Large-scale national assessments have increasingly become central to how education systems examine learner performance and guide instructional and policy decisions. Rather than serving solely as measurement tools, these assessments now function as mechanisms that inform curriculum direction, resource allocation, and accountability structures. International assessments such as the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS) have consistently revealed persistent gaps in literacy and numeracy, particularly in developing contexts. These findings suggest not only challenges in teaching and learning but also raise questions about how assessment processes are implemented and sustained within local systems (OECD, 2019; Mullis et al., 2020).

In the Philippines, the Department of Education institutionalized national assessment programs such as the Early Language, Literacy, and Numeracy Assessment (ELLNA) and the National Achievement Test (NAT) to generate evidence on learning outcomes and support system-level improvements. These tools are intended to inform decisions related to curriculum refinement, teacher development, and targeted interventions (Department of Education, 2016). However, recent national reports continue to indicate that a significant number of learners perform below expected proficiency levels, particularly in reading and mathematics (Department of Education, 2023). While these results are often attributed to instructional gaps, they also point to a less examined dimension—the consistency and quality of how assessments are administered across schools.

At the school level, the implementation of national assessments is not merely a procedural task but a structured process that requires strict adherence to protocols, coordination among personnel, and careful management of materials and data. School Testing Coordinators (STCs) assume a central role in this process. They are responsible for ensuring that test administration aligns with prescribed standards, safeguarding the integrity of test materials, and facilitating communication among

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stakeholders. In this sense, their work directly intersects with the validity and reliability of assessment results. When procedures are inconsistently applied, even well-designed assessments may fail to produce accurate representations of learner performance (Stiggins, 1991; Newton, 2018).

Department of Education Order No. 55, s. 2016, entitled *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*, further reinforces the significance of national assessments within the Philippine educational system by defining them as essential mechanisms for monitoring learner achievement, evaluating the effectiveness of curriculum delivery, and generating evidence-based information for educational planning and policy formulation. The policy outlines comprehensive standards governing assessment administration, including testing procedures, security protocols, allocation and retrieval of test materials, monitoring systems, and the designated responsibilities of testing personnel across different governance levels. More importantly, the policy explicitly identifies School Testing Coordinators as key implementers responsible for assisting school heads in ensuring the orderly and standardized conduct of assessments within schools. In practice, however, these responsibilities extend far beyond technical compliance. STCs are expected to navigate operational pressures, institutional demands, and time- sensitive coordination tasks while preserving the credibility and integrity of the assessment process. As national assessments continue to function as instruments of accountability and educational monitoring, the readiness of coordinators becomes increasingly significant in sustaining the reliability of assessment outcomes within actual school contexts.

Within the Schools Division Office of Caloocan City, these responsibilities are carried out in a context marked by operational complexity. The division encompasses a large number of public schools situated in densely populated communities where disparities in resources, infrastructure, staffing support, and administrative capacity remain evident. During national assessment periods, School Testing Coordinators are expected to maintain procedural fidelity despite these institutional realities. Such conditions create a significant ***operational gap*** in which the expected standards of assessment administration may not always correspond with the actual capacities and support systems available at the school level. In this environment, the readiness of coordinators becomes a crucial factor that may influence not only the orderly conduct of assessments but also the overall credibility, reliability, and defensibility of the results generated.

Initial observations from division-level coordination and monitoring activities further suggest the presence of a readiness gap among School Testing Coordinators. While some coordinators demonstrate systematic organization, procedural consistency, and effective coordination practices, others continue to experience recurring difficulties related to logistics management, documentation accuracy, scheduling adjustments, dissemination of instructions, and coordination with testing personnel. These variations appear to be associated with factors such as length of designation, exposure to assessment-related training, and access to institutional support mechanisms. Previous studies have likewise emphasized that operational competence in assessment implementation is often shaped by the availability of resources, clarity of procedural interpretation, and organizational preparedness within schools (Gonzales & Firestone,2014; Reyes, 2022). However, despite the recognized importance of these factors, a clear empirical gap remains regarding how they specifically influence the readiness of School Testing Coordinators within actual national assessment operations.

Existing local studies have largely concentrated on classroom-based assessment practices, teacher evaluation strategies, and learner performance outcomes, leaving the operational role of School Testing Coordinators relatively underexplored as a distinct area of inquiry (Caliwan, 2020; De la Cruz, 2019). This creates a substantial literature gap in understanding how differences in STC readiness may affect the consistency, efficiency, and procedural integrity of national assessment administration. The absence of focused investigations on coordinators' operational readiness becomes particularly critical considering that inconsistencies in implementation procedures may compromise the reliability of assessment data used for educational planning, policy formulation, and instructional decision-making. More importantly, the limited body of localized evidence restricts the development of targeted institutional interventions intended to strengthen assessment operations within school divisions.

Recent literature examining the administration of the National Achievement Test further reveals persistent implementation concerns associated with delays in testing operations, logistical constraints, inconsistent policy interpretation, communication inefficiencies, and insufficient institutional support systems. Studies likewise highlight that limited training opportunities, inadequate testing facilities, delayed dissemination of assessment feedback, and gaps in stakeholder coordination continue to affect the efficiency and reliability of large-scale assessment implementation within Philippine schools. These findings reveal another important gap between the intended standards outlined in national assessment policies and the realities encountered by personnel directly responsible for implementation at the school level. Despite the growing recognition of these operational concerns, there remains limited empirical attention devoted specifically to the readiness conditions of School Testing Coordinators who serve as frontline implementers of assessment procedures within schools.

Given these conditions, the present study emerges from the need to address the existing knowledge and operational gaps surrounding the readiness of School Testing Coordinators in administering national assessments. By examining readiness across regulatory, operational, logistical, and communication domains, the study seeks to generate a more grounded understanding of how assessment procedures are carried out within actual school environments. More importantly, the investigation aims to contribute localized evidence that may guide the Schools Division Office of Caloocan City in strengthening institutional support systems, improving assessment preparedness, and enhancing the integrity of national assessment implementation within the division.

REVIEW OF RELATED LITERATURE

Educational assessment has increasingly evolved from a purely measurement- oriented process into a complex institutional mechanism that shapes instructional decisions, accountability systems, policy formulation, and educational quality. Across contemporary educational settings, assessment is no longer viewed solely as a tool for determining learner performance; rather, it functions as a multidimensional process that influences how schools organize instructional priorities, allocate resources, monitor learning outcomes, and sustain institutional credibility. Levy-Feldman (2025) emphasized that assessment systems possess transformative influence because they affect not only learners and teachers but also administrators, policymakers, and the broader educational community. This growing recognition has intensified scholarly attention toward the operational structures supporting assessment implementation, particularly the individuals responsible for ensuring procedural consistency within schools.

Within large-scale assessment systems, the role of coordinators has become increasingly critical due to the growing technical and organizational demands associated with national testing administration. Existing studies suggest that successful assessment implementation depends not only on policy design but also on the operational readiness of personnel tasked with carrying out assessment procedures under actual institutional conditions. Hogan (2013), in examining test coordinators' perceptions of high-stakes testing programs, found that coordinators frequently encounter concerns involving test security, logistical management, scheduling, procedural monitoring, and institutional pressure associated with maintaining testing integrity. Similar operational realities are reflected in public school systems where coordinators must simultaneously navigate administrative expectations, compliance requirements, communication processes, and resource limitations during national assessment periods.

In the Philippine context, national assessments serve as important instruments for monitoring learner achievement, evaluating curriculum implementation, and guiding educational planning across governance levels. Department of Education policies governing assessment administration emphasize strict adherence to standardized procedures, ethical implementation, security protocols, and accurate reporting systems. However, literature examining educational coordination and monitoring systems reveals that operational inconsistencies, logistical difficulties, communication gaps, and uneven institutional support continue to affect implementation quality across schools. Despite the growing importance of assessment operations, much of the existing local literature remains concentrated on classroom assessment practices, teacher perceptions, and learner outcomes, leaving the readiness

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of School Testing Coordinators relatively underexplored as a specialized operational function. This creates a substantial empirical and contextual gap, particularly within highly populated school divisions such as the Schools Division Office of Caloocan City where assessment implementation occurs under complex institutional conditions. The succeeding discussions therefore examine literature and studies related to the major readiness domains investigated in the present study, namely regulatory knowledge readiness, operational and organizational readiness, logistical and resource readiness, and coordination and communication readiness.

Regulatory Knowledge Readiness

Regulatory knowledge readiness occupies a critical position in the administration of national assessments because it reflects the extent to which School Testing Coordinators understand, interpret, and operationalize assessment policies within actual school environments. In large-scale educational assessments, procedural consistency is heavily dependent on how coordinators apply testing guidelines, ethical standards, security protocols, and reporting procedures during implementation. Existing literature consistently emphasizes that even well-designed assessments may lose credibility when implementation procedures are inconsistently carried out across schools. Monteiro et al. (2021) explained that assessment systems are deeply shaped by the beliefs, interpretations, and practices of educational personnel responsible for implementation. This perspective becomes highly relevant in the context of School Testing Coordinators whose responsibilities extend beyond clerical compliance into operational decision-making, institutional coordination, and procedural enforcement during assessment administration.

Within the Philippine educational system, regulatory compliance in national assessments is guided primarily by Department of Education policies that outline detailed standards governing test administration. Department of Education Order No. 55, s. 2016, entitled *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*, identifies national assessments as mechanisms for monitoring learner achievement and generating evidence-based information for educational planning. The policy also establishes strict procedures concerning testing security, handling of materials, reporting protocols, scheduling systems, and ethical conduct expected from testing personnel. However, while the policy framework appears comprehensive at the institutional level, actual implementation within schools often becomes dependent on the readiness and interpretive capacity of coordinators assigned to manage assessment operations. This creates a regulatory gap between policy expectations and the practical realities experienced by testing personnel within school environments.

The significance of procedural readiness becomes more evident in studies examining operational challenges in assessment administration. Cuyag et al. (2025), in their systematic review of National Achievement Test implementation, identified recurring concerns involving delayed testing operations, inconsistencies in policy interpretation, communication breakdowns, and logistical constraints affecting assessment delivery. Their findings suggest that implementation problems frequently emerge not because of policy absence but because of uneven operational understanding and inconsistent procedural application among implementers. In highly populated divisions such as the Schools Division Office of Caloocan City, these challenges become more pronounced due to the scale of coordination required across schools with varying institutional capacities. Coordinators are therefore expected to maintain procedural fidelity even within contexts characterized by resource limitations, scheduling pressures, and administrative complexity.

Research on testing coordination further demonstrates that assessment administration requires a specialized form of operational competence beyond general educational management. Hogan (2013), in examining perceptions of test coordinators involved in high-stakes computer-based testing programs, found that coordinators frequently associated testing administration with heightened concerns over security, logistical organization, procedural precision, and emotional pressure related to accountability demands. Although the study was situated within a different educational context, its findings parallel the realities encountered by School Testing Coordinators in Philippine public schools where testing periods often involve compressed timelines, simultaneous administrative responsibilities, and extensive documentation requirements. The study also emphasized that coordinators'

experiences significantly shape the efficiency and reliability of assessment implementation.

The growing complexity of educational assessment systems has also transformed coordinators into key operational actors responsible for translating policies into workable institutional procedures. DataCalculus (2025) noted that testing coordinators are increasingly expected to utilize organized scheduling systems, manage testing logistics, monitor procedural compliance, and respond proactively to operational disruptions during assessments. This evolving role reflects broader changes in educational accountability systems where assessment operations are becoming more data-driven, technically regulated, and institutionally monitored. However, while operational expectations continue to expand, training opportunities and institutional support mechanisms do not always progress at the same rate. Such imbalance creates another implementation gap in which coordinators are required to perform increasingly technical responsibilities despite uneven preparation and support systems.

The issue of institutional support appears consistently across studies involving educational coordinators and school-based operational personnel. Garcia et al. (2024), in their study on ICT coordinators in public schools, revealed that coordinators frequently experienced workload congestion, insufficient preparation, lack of technical support, and conflicts between coordination duties and teaching responsibilities. While the study focused on ICT coordination rather than assessment administration, the operational conditions described remain comparable to the experiences of School Testing Coordinators who often manage testing responsibilities alongside regular teaching and administrative tasks. Such findings suggest that readiness should not be examined solely as an individual competency but also as an institutional condition shaped by organizational support, professional development opportunities, and administrative structures within schools.

A closer reading of the literature reveals that many studies continue to concentrate primarily on classroom assessment, teacher assessment practices, or learner achievement outcomes. Comparatively fewer investigations focus on the operational readiness of coordinators directly responsible for implementing large-scale assessment systems. Existing literature acknowledges the importance of assessment procedures and policy compliance, yet limited localized evidence explains how School Testing Coordinators themselves experience and operationalize these responsibilities within actual public-school environments. This creates a significant empirical gap, particularly within urban school divisions where institutional conditions may intensify operational demands during national assessment periods.

The gap becomes even more critical when considering the growing institutional reliance on national assessment results for educational planning, policy decisions, and instructional interventions. Assessment outcomes are frequently used to evaluate curriculum implementation, monitor learner achievement, and guide institutional reforms. Yet the credibility of these outcomes depends heavily on the consistency and integrity of implementation procedures carried out within schools. Any procedural inconsistency, delayed coordination, or misinterpretation of testing policies may potentially compromise the reliability of assessment data used for decision-making. Consequently, regulatory knowledge readiness should not be viewed merely as technical compliance but as a central operational requirement that directly influences the quality and defensibility of national assessment systems.

Within the Schools Division Office of Caloocan City, the issue assumes greater significance because assessment implementation occurs in schools operating under diverse institutional conditions. Variations in administrative support, personnel availability, facilities, and operational resources may influence how coordinators interpret and execute testing procedures. Despite these realities, existing studies remain insufficient in examining how regulatory knowledge readiness specifically shapes coordinators' capacity to sustain procedural integrity during national assessments. The present study therefore seeks to address this gap by investigating the regulatory readiness of School Testing Coordinators as a critical component of effective assessment administration within the division.

Operational and Organizational Readiness

Another domain to study is the operational and organizational readiness of the STCs, it pertains to the capacity of School Testing Coordinators to effectively manage, organize, and execute the procedural requirements of national assessment administration within actual school conditions. This domain encompasses scheduling, personnel coordination, task delegation, monitoring procedures, documentation management, and the implementation of testing protocols before, during, and after assessment periods. In large-scale assessment systems, operational readiness is often regarded as the institutional mechanism that sustains procedural consistency and minimizes disruptions during implementation. Existing literature suggests that assessment systems may appear technically sound at the policy level yet encounter operational difficulties once translated into school-based execution. As educational systems continue to demand accountability, coordinators are increasingly expected to function not merely as administrative support personnel but as operational managers responsible for maintaining the integrity and continuity of assessment processes.

Studies examining assessment implementation consistently emphasize the importance of organized operational structures in ensuring reliable testing outcomes. Othman et al. (2024), in their study *"Assessment Value: A Systematic Literature Review on Assessment As, For and of Learning in School,"* explained that assessment systems perform multiple institutional functions, including accountability, instructional planning, learner monitoring, and educational evaluation. Because of these expanding functions, assessment administration now requires more than procedural compliance alone. Coordinators must organize schedules, manage personnel, oversee documentation, and sustain operational efficiency while adhering to strict timelines and standardized protocols. In practice, however, schools often encounter operational constraints that complicate the orderly execution of these responsibilities. Such realities become particularly significant in divisions with large student populations and varying institutional capacities such as the Schools Division Office of Caloocan City.

Research on educational monitoring and coordination systems further reveals that implementation difficulties frequently emerge from organizational limitations rather than the absence of policies themselves. Banaag and Salmon (2025), in their phenomenological study *"Divulging the Diverse Perspectives of School Heads and Coordinators in the Implementation of School Monitoring Evaluation and Adjustment (SMEA),"* found that school coordinators and school heads experienced recurring challenges involving resource constraints, additional workload, stress, scheduling difficulties, and operational pressures associated with monitoring systems. Their findings suggest that institutional coordination often becomes strained when personnel are expected to perform extensive operational responsibilities alongside existing teaching and administrative functions. Similar conditions may exist among School Testing Coordinators who frequently balance testing responsibilities with instructional workloads and other school assignments during national assessment periods.

The issue of workload congestion also appears prominently in studies involving educational coordinators assigned technical and administrative functions within schools. Garcia et al. (2024), in the study *"ICT Coordinatorship in Public Schools: Its Roles, Challenges, and Opportunities,"* identified operational challenges such as rushed submission of reports, interruptions in instructional duties, insufficient technical preparation, lack of equipment, and pressure associated with multiple simultaneous responsibilities. Although the study focused on ICT coordination, the operational conditions described mirror the realities often encountered by School Testing Coordinators who likewise manage compliance reports, schedules, coordination meetings, and testing procedures within compressed timelines. These findings suggest that organizational readiness should not be understood solely as an individual capability but also as a reflection of institutional structures, administrative support, and workload distribution within schools.

The increasing integration of technology and data systems into educational assessment has also intensified operational expectations placed upon coordinators. The article *"Testing Coordinator: Optimizing Test Schedules — Enhancing Test Coordination in Primary and Secondary Education"* explained that testing coordinators are now

expected to optimize testing schedules, monitor logistics, anticipate disruptions, and manage increasingly complex assessment systems using data-driven approaches.

Coordinators must simultaneously consider classroom allocations, teacher availability, testing schedules, accommodations, and compliance requirements while maintaining testing integrity across multiple operational layers. Such expectations reflect a broader institutional transition from manual assessment management toward highly coordinated and efficiency-oriented systems. However, while educational systems continue to expand operational expectations, schools do not always possess equivalent levels of infrastructure, manpower, or technical support necessary to sustain these demands effectively.

Operational readiness also becomes closely linked with institutional communication and leadership structures. Ponomarioviene et al. (2025), in their study *"Implementing Competency-Based Education Through the Personalized Monitoring of Primary Students' Progress and Assessment,"* emphasized that school operational structures significantly influence the effectiveness of educational implementation because organizational systems determine how responsibilities are distributed, monitored, and supported within schools. Their findings reinforce the idea that operational readiness is not limited to procedural competence alone but involves the existence of coherent institutional systems capable of supporting personnel responsible for implementation. In the context of national assessments, coordinators may struggle to sustain operational efficiency when institutional support mechanisms remain fragmented or inconsistent across schools.

The literature further indicates that operational inconsistencies may directly affect the reliability and fairness of assessment administration. Monteiro et al. (2021), in the study *"Assessment Conceptions and Practices: Perspectives of Primary School Teachers and Students,"* argued that assessment practices are often shaped by institutional realities and operational conditions rather than policy intentions alone. This perspective becomes especially important in understanding how School Testing Coordinators carry out assessment procedures within actual school environments characterized by staffing shortages, scheduling pressures, logistical limitations, and administrative complexity. In divisions such as Caloocan City where public schools vary considerably in terms of facilities and operational capacity, coordinators may encounter differing levels of institutional readiness that influence their ability to maintain procedural consistency during testing operations.

A critical examination of the literature reveals that while numerous studies discuss assessment systems, monitoring structures, and educational coordination, relatively few investigations focus specifically on the operational readiness of School Testing Coordinators within national assessment administration. Existing studies often emphasize classroom assessment, teacher accountability, or institutional monitoring frameworks while leaving the operational experiences of testing coordinators insufficiently explored. This creates a notable research gap, particularly in understanding how organizational conditions, workload demands, institutional support systems, and operational preparedness interact within actual school-based testing environments.

The gap becomes increasingly important because operational breakdowns during assessment administration may compromise testing efficiency, procedural reliability, and institutional credibility. Delays in scheduling, incomplete documentation, inadequate coordination, and procedural inconsistencies may affect not only the smooth conduct of assessments but also stakeholder confidence in the validity of assessment outcomes. In highly populated school divisions, even minor operational disruptions may produce broader institutional consequences due to the scale and interconnectedness of testing operations. Consequently, operational and organizational readiness should be viewed as a foundational requirement in sustaining credible and efficient national assessment systems.

Within the Schools Division Office of Caloocan City, the operational demands associated with national assessments are intensified by the realities of managing diverse public schools within densely populated communities. Coordinators are expected to maintain organized implementation despite variations in institutional support, staffing conditions, scheduling demands, and school resources. Yet despite the significance

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of these responsibilities, limited localized evidence explains how School Testing Coordinators themselves experience and manage operational readiness within such conditions. The present study therefore seeks to address this gap by examining operational and organizational readiness as a critical dimension influencing the effectiveness and consistency of national assessment administration within the division.

Logistical and Resource Readiness

Next, logistical and resource readiness refers to the ability of School Testing Coordinators to organize, secure, allocate, and manage the physical, technical, and material resources necessary for the effective administration of national assessments. This domain includes the preparation and distribution of testing materials, availability of testing rooms, management of equipment, handling of confidential documents, scheduling of testing spaces, and coordination of logistical requirements before, during, and after assessment administration. Within large-scale testing systems, logistical readiness functions as one of the most visible indicators of institutional preparedness because operational disruptions in resources and facilities may directly affect testing efficiency, procedural consistency, and assessment integrity.

Existing literature consistently identifies logistics management as one of the most challenging dimensions of assessment administration. Cuyag et al. (2025), in the study *"Assessing the Assessment: A Policy and Systematic Literature Review of Delays and Best Practices in the National Achievement Test (NAT) within the Framework of DepEd Order No. 29, s. 2017,"* revealed that logistical constraints remain among the major causes of delays and implementation difficulties in national assessments. The study highlighted recurring concerns involving transportation of testing materials, inconsistencies in procedural implementation, delayed dissemination of assessment- related information, and uneven resource distribution across schools. These findings suggest that logistical systems significantly influence the reliability and timeliness of assessment administration. In divisions such as the Schools Division Office of Caloocan City, where schools differ considerably in terms of facilities and operational support, such logistical concerns may become even more pronounced during national assessment periods.

The growing complexity of educational testing systems has also increased the demand for more organized and technology-supported resource management practices. The article *"Optimizing Test Resource Management in Education"* explained that Testing Coordinators are now expected to manage not only testing materials but also broader logistical systems involving secure storage, inventory monitoring, scheduling efficiency, and resource allocation across testing locations. The article further emphasized that manual logistical systems frequently result in inventory discrepancies, delayed distribution, and operational inefficiencies that may compromise testing schedules and procedural accuracy. Such operational realities closely resemble the conditions encountered in many public-school settings where coordinators often work within limited logistical infrastructures while simultaneously ensuring compliance with strict testing regulations.

The literature likewise reveals that resource-related limitations are not isolated to testing administration alone but are deeply connected to broader institutional inequalities affecting school operations. Levy-Feldman (2025), in the study *"The Role of Assessment in Improving Education and Promoting Educational Equity,"* argued that assessment systems cannot function effectively when institutional resources and support mechanisms remain unevenly distributed among schools. The study emphasized that educational assessment should not be examined independently from the structural realities surrounding implementation, including access to facilities, materials, and organizational support. Within the context of national assessments, this perspective becomes particularly relevant because schools operating under constrained conditions may experience greater difficulty maintaining standardized testing procedures despite the presence of formal assessment policies.

Operational studies involving school coordinators also point to recurring material and infrastructure limitations affecting institutional functions. Garcia et al. (2024), in the study *"ICT Coordinatorship in Public Schools: Its Roles,*

Challenges, and Opportunities," identified insufficient equipment, limited technological support, poor connectivity, and lack of technical resources as major barriers affecting coordinators' operational responsibilities. Although the focus of the study centered on ICT coordination, the institutional conditions described parallel many logistical realities experienced by School Testing Coordinators, particularly in schools where limited facilities and resource shortages affect operational preparedness during national assessments. Such findings suggest that logistical readiness should not be interpreted merely as physical availability of materials but as the broader institutional capacity of schools to sustain standardized operational conditions during assessment implementation.

Resource management also becomes increasingly important within data-driven and accountability-oriented educational systems. The article *"Revolutionizing Education Testing Analysis"* explained that educational assessment operations now rely heavily on accurate data systems, timely resource allocation, and coordinated logistical monitoring to sustain efficient implementation practices. Coordinators are expected to maintain organized documentation systems, monitor testing schedules, anticipate shortages, and respond immediately to operational disruptions affecting testing environments. This shift reflects a broader institutional transformation where logistical readiness is no longer confined to material preparation alone but now includes data management, operational forecasting, and institutional responsiveness. However, while expectations for operational efficiency continue to increase, many public schools continue to encounter limitations involving facilities, manpower, storage capacity, and technological infrastructure.

The literature further suggests that logistical deficiencies may directly affect procedural consistency and testing integrity. Monteiro et al. (2021), in the study *"Assessment Conceptions and Practices: Perspectives of Primary School Teachers and Students,"* emphasized that assessment implementation is often shaped by contextual realities and operational conditions within schools rather than policy intentions alone. This argument becomes especially significant in understanding how coordinators manage testing operations under conditions where resources, facilities, and institutional support vary substantially across schools. Within densely populated urban divisions such as Caloocan City, the challenge of sustaining uniform logistical standards across participating schools may place additional pressure on coordinators responsible for ensuring procedural consistency.

A closer analysis of the literature reveals that many studies continue to focus predominantly on learner outcomes, teacher assessment practices, and educational accountability systems, while comparatively limited attention is devoted to the logistical readiness of personnel implementing large-scale assessments. Existing studies acknowledge the importance of assessment procedures and institutional coordination, yet localized investigations examining how School Testing Coordinators manage resource constraints and logistical responsibilities within public-school contexts remain limited. This creates an important empirical gap in understanding how institutional conditions, operational resources, and logistical preparedness collectively influence the implementation of national assessments.

The significance of this gap becomes more apparent considering that logistical disruptions during assessment administration may produce consequences extending beyond operational inconvenience. Delayed delivery of materials, insufficient testing facilities, incomplete documentation, equipment shortages, and procedural inconsistencies may compromise the reliability, fairness, and credibility of assessment outcomes. In highly populated school divisions, even isolated logistical failures may affect broader institutional operations due to the interconnected nature of testing systems. Consequently, logistical and resource readiness should be viewed as an essential institutional requirement directly influencing the integrity and effectiveness of national assessment implementation.

Within the Schools Division Office of Caloocan City, logistical and resource readiness assumes heightened importance because schools operate under varying infrastructural and operational conditions. Coordinators are expected to maintain procedural fidelity despite differences in classroom availability, testing facilities, staffing support, storage systems, and resource access across schools. Yet despite the critical nature of these responsibilities, existing literature remains insufficient in explaining how School Testing Coordinators themselves experience and

navigate logistical readiness within actual assessment operations. The present study therefore seeks to address this gap by examining logistical and resource readiness as a vital dimension influencing the consistency, efficiency, and credibility of national assessment administration within the division.

Coordination and Communication Readiness

National assessment administration operates through interconnected systems where timing, procedural clarity, and coordinated action determine whether implementation remains orderly or becomes operationally fragmented. Within this process, School Testing Coordinators function as communication anchors responsible for connecting school personnel, division offices, testing teams, and institutional directives into a single operational flow. Their role extends beyond relaying information; they are expected to maintain continuity of instructions, clarify procedural expectations, address emerging concerns, and sustain coordination mechanisms throughout the assessment cycle. In highly regulated testing environments, communication readiness therefore becomes inseparable from institutional efficiency because even minor lapses in coordination may trigger procedural inconsistencies affecting multiple operational areas simultaneously.

Literature on educational assessment consistently demonstrates that communication systems significantly influence the effectiveness of implementation practices. Cuyag et al. (2025), in the study *"Assessing the Assessment: A Policy and Systematic Literature Review of Delays and Best Practices in the National Achievement Test (NAT) within the Framework of DepEd Order No. 29, s. 2017),"* identified delayed dissemination of information, inconsistent policy interpretation, and weak feedback systems as recurring implementation concerns affecting national assessments. The study further emphasized that breakdowns in communication frequently contribute to operational delays and procedural inconsistencies across schools. These findings become highly relevant in the context of public-school divisions where assessment implementation requires synchronized coordination among numerous personnel operating under strict timelines and standardized protocols.

The issue becomes more complex within densely populated divisions such as the Schools Division Office of Caloocan City where schools operate under varying institutional capacities and organizational structures. During national assessment periods, coordinators are expected to facilitate immediate transmission of instructions,respond to procedural clarifications, coordinate reporting requirements, and maintain communication flow despite operational pressures. In practice, however, communication systems within schools are often affected by scheduling congestion, overlapping responsibilities, delayed administrative responses, and uneven access to institutional support. Such realities create a coordination gap between expected procedural efficiency and the actual communication conditions experienced during implementation.

Studies examining institutional coordination in educational settings further reinforce the importance of collaborative communication structures. Banaag and Salmon (2025), in the phenomenological study *"Divulging the Diverse Perspectives of School Heads and Coordinators in the Implementation of School Monitoring Evaluation and Adjustment (SMEA),"* found that ineffective communication practices and limited feedback mechanisms often weakened organizational coordination within schools. Their findings revealed that coordinators frequently encountered operational misunderstandings, delayed responses, and inconsistent collaboration practices that complicated implementation processes. Similar patterns may emerge among School Testing Coordinators whose responsibilities require constant interaction with school heads, proctors, teachers, division personnel, and testing representatives before and during national assessments.

Communication readiness also involves the institutional ability to sustain organized systems for information exchange, monitoring, and operational feedback. Ponomarioviene et al. (2025), in the study *"Implementing Competency-Based Education Through the Personalized Monitoring of Primary Students' Progress and Assessment,"* emphasized that collaborative organizational structures and coordinated communication practices significantly influence the success of educational implementation systems. The study suggested that schools with

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coherent coordination systems are better positioned to sustain implementation consistency because institutional responsibilities become more clearly distributed and operational expectations more effectively understood among personnel. In assessment administration, this perspective becomes particularly important because testing operations rely heavily on synchronized communication across multiple stakeholders and procedural stages.

The growing dependence on technology-supported educational systems has likewise transformed communication expectations within assessment operations. The article *"Empowering Testing Coordinators in Primary and Secondary Education"* explained that modern Testing Coordinators are increasingly expected to oversee personnel training, facilitate procedural dissemination, monitor compliance systems, and maintain rapid operational communication during testing implementation. Coordinators are therefore no longer confined to administrative scheduling alone; they are expected to function as institutional communicators capable of sustaining operational stability in highly regulated testing environments. However, while educational systems continue to integrate digital and data-driven communication mechanisms, schools do not always possess equivalent levels of technological infrastructure and organizational responsiveness necessary to maintain seamless coordination.

Research involving educational coordinators assigned technical and operational functions also reveals recurring communication-related difficulties within school systems. Garcia et al. (2024), in the study *"ICT Coordinatorship in Public Schools: Its Roles, Challenges, and Opportunities,"* identified coordination overload, delayed reporting demands, interrupted communication flow, and limited institutional assistance as recurring operational barriers experienced by coordinators. Although the study focused on ICT coordination, the institutional conditions described strongly resemble the experiences often encountered by School Testing Coordinators who similarly navigate multiple communication channels, reporting systems, and procedural updates within compressed implementation periods. These findings suggest that communication readiness is deeply influenced by institutional support structures and organizational efficiency rather than interpersonal skills alone.

A deeper reading of the literature suggests that communication failures may significantly compromise procedural integrity during assessment implementation. Monteiro et al. (2021), in the study *"Assessment Conceptions and Practices: Perspectives of Primary School Teachers and Students,"* argued that assessment practices are frequently shaped by contextual realities and institutional conditions affecting how educational procedures are interpreted and operationalized. Within national assessment systems, unclear dissemination of guidelines, inconsistent procedural interpretation, and fragmented communication channels may contribute to uneven implementation practices among schools. Such concerns become especially critical in urban public-school divisions where operational demands require rapid coordination across interconnected institutional units.

Despite the recognized importance of communication systems in educational implementation, existing studies remain largely concentrated on classroom assessment practices, educational monitoring structures, and learner outcomes. Comparatively limited literature specifically examines how School Testing Coordinators sustain communication readiness during large-scale national assessment operations. Existing investigations often discuss institutional coordination in broad terms while leaving the communication experiences and operational realities of coordinators relatively underexplored. This creates a significant empirical gap in understanding how communication systems influence procedural consistency and institutional efficiency within actual assessment environments.

The implications of this gap extend beyond administrative inconvenience. Delayed transmission of instructions, inconsistent clarification of policies, incomplete reporting systems, and communication breakdowns may affect testing schedules, procedural reliability, stakeholder coordination, and institutional confidence in assessment outcomes. Within highly populated divisions, communication disruptions may produce cascading operational effects that influence multiple schools simultaneously. Consequently, coordination and communication readiness should be understood as a strategic institutional requirement essential to preserving the continuity, efficiency, and integrity of national assessment administration.

In the Schools Division Office of Caloocan City, the demands associated with assessment coordination become intensified by the scale and diversity of participating public schools. Coordinators are expected to sustain organized communication flow despite operational complexity, scheduling pressures, and varying institutional capacities across schools. Yet despite the operational significance of these responsibilities, localized empirical evidence examining how School Testing Coordinators navigate communication systems during national assessment implementation remains limited. The present study therefore seeks to address this gap by examining coordination and communication readiness as a critical operational dimension influencing the credibility and effectiveness of assessment administration within the division.

Predictive Readiness and Assessment Implementation

Contemporary educational assessment systems no longer view readiness as a collection of isolated competencies operating independently within school environments. Recent literature increasingly frames readiness as an interconnected institutional condition shaped by the interaction of regulatory understanding, operational organization, logistical capability, and communication efficiency. Within national assessment implementation, these dimensions rarely function separately; rather, they influence one another in ways that collectively determine whether assessment administration remains stable, credible, and procedurally consistent. This emerging perspective has shifted scholarly attention toward predictive models capable of identifying which operational conditions most strongly influence successful implementation practices.

Assessment scholars have long argued that educational systems operate through interdependent institutional processes where weaknesses in one operational area may affect the stability of the entire implementation structure. Levy-Feldman (2025), in the study "The Role of Assessment in Improving Education and Promoting Educational Equity," emphasized that educational assessments function within broader institutional ecosystems shaped by organizational capacity, policy implementation, operational support, and contextual realities. The study explained that assessment quality is influenced not only by testing instruments themselves but also by the institutional readiness conditions surrounding implementation. This perspective becomes highly significant in understanding School Testing Coordinators whose responsibilities intersect simultaneously with regulatory compliance, operational management, resource allocation, and communication systems during national assessment administration.

The increasing complexity of assessment administration has also encouraged the use of predictive and data-driven approaches in examining educational operations. The article "Revolutionizing Education Testing Analysis" highlighted that testing systems now rely heavily on data analytics and predictive analysis to identify operational patterns, anticipate implementation challenges, and strengthen institutional decision- making processes. The article further explained that educational institutions increasingly examine how different operational variables interact in influencing assessment efficiency and reliability. Rather than evaluating implementation concerns separately, predictive approaches allow institutions to determine which organizational conditions exert the strongest influence on assessment effectiveness. Such perspectives support the use of regression analysis in examining how readiness domains collectively and individually shape the overall readiness of School Testing Coordinators.

The literature further suggests that predictive relationships within educational systems often emerge from the interaction of organizational, operational, and institutional variables rather than from single isolated factors. Ponomarioviene et al. (2025), in the study "Implementing Competency-Based Education Through the Personalized Monitoring of Primary Students' Progress and Assessment," emphasized that successful educational implementation depends on interconnected institutional systems involving coordination structures, monitoring practices, operational support, and organizational preparedness. Their findings imply that readiness dimensions function collectively in sustaining effective implementation processes. Within national assessments, this means that coordinators who possess strong regulatory understanding but weak logistical support or communication systems may still encounter operational difficulties affecting implementation consistency.

Research on educational coordinators likewise reveals that institutional performance is often shaped by cumulative operational conditions. Garcia et al. (2024), in the study "ICT Coordinatorship in Public Schools: Its Roles, Challenges, and Opportunities," demonstrated that workload pressures, inadequate resources, insufficient training, and fragmented institutional support collectively influenced coordinators' effectiveness in performing technical and operational responsibilities. Although the study focused on ICT coordinators, the findings remain conceptually relevant to School Testing Coordinators because both positions involve institutional coordination, compliance monitoring, technical procedures, and operational accountability. Such studies reinforce the argument that readiness domains should not be interpreted independently since institutional effectiveness often emerges from the interaction of multiple organizational conditions.

The role of predictive analysis becomes especially important within public-school systems characterized by operational diversity and institutional complexity. In divisions such as the Schools Division Office of Caloocan City, schools operate under varying conditions involving staffing structures, facilities, logistical support, administrative systems, and communication mechanisms. As a result, readiness among School Testing Coordinators may also vary according to the institutional environments in which assessment implementation occurs. Predictive approaches therefore provide a more analytical framework for understanding which readiness dimensions significantly influence coordinators' overall preparedness in administering national assessments.

Existing local literature, however, remains largely concentrated on descriptive discussions of assessment implementation, teacher assessment practices, and institutional monitoring systems. Comparatively limited studies utilize predictive models to examine how readiness domains collectively influence assessment administration within school divisions. Much of the available research discusses operational challenges independently without investigating which institutional factors significantly contribute to overall readiness conditions among assessment coordinators. This creates an important methodological and empirical gap because understanding predictive influence may provide stronger evidence for designing targeted institutional interventions and capacity- building programs.

The absence of predictive investigations also limits the ability of educational institutions to prioritize strategic improvements within assessment systems. Without identifying which readiness domains significantly influence overall preparedness, interventions may remain broad, generalized, and insufficiently responsive to actual operational needs. Predictive analysis allows educational leaders to determine whether organizational systems, regulatory understanding, logistical capacity, or communication mechanisms exert stronger influence on implementation readiness. Such information becomes highly valuable in divisions where institutional resources and professional development opportunities must be allocated strategically.

In the Schools Division Office of Caloocan City, understanding predictive readiness becomes particularly relevant because assessment implementation occurs within operationally demanding educational environments. Coordinators are expected to sustain procedural integrity despite varying institutional conditions across schools. Yet despite the significance of these operational realities, localized evidence examining which readiness domains significantly predict the overall readiness of School Testing Coordinators remains limited. The present study therefore seeks to address this gap by examining the predictive influence of the identified readiness domains on the overall readiness of School Testing Coordinators in administering national assessments.

Synthesis

The reviewed literature and studies collectively establish that the effectiveness of national assessment administration extends far beyond the technical design of assessment instruments and is deeply influenced by the readiness of personnel responsible for implementation. Across the examined sources, readiness consistently emerged as a multidimensional institutional condition shaped by regulatory understanding, operational organization, logistical capability, and communication efficiency. Existing studies emphasized that assessment systems may appear

structurally sound at the policy level yet still encounter implementation difficulties when operational realities within schools remain inadequately supported. In this regard, the literature highlights that the success of assessment administration depends not only on institutional guidelines but also on the preparedness and responsiveness of coordinators tasked to operationalize these policies within actual school environments.

The literature on regulatory knowledge readiness revealed that procedural consistency and testing integrity are closely linked to coordinators' ability to interpret and implement assessment policies accurately. Studies emphasized that implementation gaps frequently emerge from inconsistent understanding of protocols, uneven institutional support, and operational pressures experienced during testing administration. The reviewed sources further suggested that coordinators increasingly function as frontline implementers whose decisions directly influence the reliability and credibility of assessment outcomes. However, despite the recognized significance of procedural compliance, limited localized investigations specifically examined how School Testing Coordinators navigate regulatory demands within densely populated public-school divisions such as the Schools Division Office of Caloocan City.

The reviewed studies on operational and organizational readiness likewise demonstrated that assessment administration requires structured coordination systems capable of sustaining schedules, personnel management, documentation procedures, and institutional monitoring practices. Existing literature consistently identified workload congestion, administrative complexity, and organizational limitations as recurring operational concerns affecting educational coordinators. These findings suggest that assessment implementation is not solely dependent on individual competence but is also shaped by institutional conditions influencing how operational responsibilities are distributed and supported within schools. Nevertheless, available literature remains largely concentrated on broader educational coordination systems, leaving the operational readiness of School Testing Coordinators comparatively underexplored as a specialized area of assessment implementation.

The discussion on logistical and resource readiness further highlighted the importance of resource availability, facilities management, material security, and logistical coordination in maintaining efficient testing operations. The reviewed literature demonstrated that logistical deficiencies such as delayed distribution of materials, inadequate facilities, inventory inconsistencies, and limited institutional resources may compromise procedural reliability and assessment credibility. Studies also emphasized that educational assessment systems increasingly require organized logistical infrastructures capable of supporting large-scale implementation demands. Yet despite the operational significance of these concerns, localized evidence examining how School Testing Coordinators manage resource constraints and logistical pressures during national assessments remains insufficient within Philippine public-school contexts.

Similarly, the reviewed literature on coordination and communication readiness emphasized that assessment implementation depends heavily on organized communication systems and collaborative institutional structures. Existing studies revealed that delayed dissemination of instructions, fragmented coordination practices, and weak feedback mechanisms frequently contribute to operational disruptions and procedural inconsistencies. The literature further underscored that coordinators now function as communication managers responsible for sustaining operational flow among multiple stakeholders during assessment administration. However, despite the recognized role of communication systems in educational operations, relatively limited studies specifically explored how School Testing Coordinators maintain coordination readiness within actual testing environments characterized by institutional diversity and operational pressure.

The reviewed sources also demonstrated a growing scholarly shift toward predictive and integrative perspectives in understanding educational implementation systems. Rather than treating readiness domains as isolated operational factors, recent studies increasingly emphasize the interconnected nature of institutional conditions influencing assessment effectiveness. Predictive approaches and data-driven analyses were identified as important mechanisms for determining which organizational dimensions significantly influence overall implementation readiness. Despite

this emerging direction, existing local literature remains largely descriptive and seldom examines the predictive influence of readiness domains on the overall preparedness of School Testing Coordinators. This methodological gap becomes particularly important in designing evidence-based interventions and institutional support systems responsive to actual operational needs.

Taken collectively, the reviewed literature and studies establish a strong theoretical and empirical foundation for the present investigation. They reveal that while educational assessment systems continue to expand in complexity and institutional significance, limited localized evidence exists regarding the readiness conditions of School Testing Coordinators responsible for implementing national assessments within public-school divisions. More importantly, the literature points to a substantial gap in understanding how regulatory, operational, logistical, and communication readiness collectively influence assessment implementation within actual school environments. The present study therefore seeks to address these gaps by examining the readiness of School Testing Coordinators in the Schools Division Office of Caloocan City and determining how these readiness domains shape the integrity, consistency, and effectiveness of national assessment administration.

THEORETICAL FRAMEWORK

This study is anchored on Assessment Literacy Theory and Systems Theory, which are used in combination to explain how the readiness of School Testing Coordinators (STCs) operates within the broader context of national assessment implementation. Rather than treating these theories as separate explanations, the study adopts them as complementary lenses that together account for both individual competence and organizational conditions influencing assessment practices.

Assessment Literacy Theory provides the basis for understanding readiness as a function of knowledge, judgment, and procedural awareness. Early formulations of this theory focused on teachers' ability to design and interpret assessments; however, its application in system-level contexts has expanded to include individuals responsible for administering standardized tests. Within this perspective, readiness is not limited to familiarity with testing guidelines but involves the ability to apply these guidelines consistently under varying conditions. This includes understanding the purpose of assessments, maintaining test security, ensuring accurate documentation, and adhering to ethical standards such as data privacy. When these elements are not sufficiently developed, the likelihood of procedural inconsistencies increases, which may affect the credibility of assessment results (Stiggins, 1991; Brookhart, 2020).

In operational settings, assessment literacy is shaped not only by formal knowledge but also by experience and ongoing professional support. Training programs provide structured opportunities for developing competence, yet their effectiveness depends on how well they connect with actual implementation demands. Individuals who repeatedly engage in assessment processes tend to refine their understanding of procedures and develop practical strategies for addressing logistical challenges. This suggests that readiness, from an assessment literacy perspective, evolves through continuous interaction between training, experience, and situational demands. The emphasis on applied competence aligns with the realities faced by STCs, whose responsibilities extend beyond theoretical understanding to include the coordination and execution of complex assessment tasks.

While Assessment Literacy Theory explains the individual dimension of readiness, Systems Theory situates these competencies within a broader organizational context. Schools are viewed as interconnected systems in which inputs, processes, and outputs are dynamically related. In this framework, STC readiness functions as a critical input that influences how assessment processes are carried out. The quality of test administration—such as adherence to schedules, accuracy of reporting, and consistency in procedures—depends on how effectively this input is translated into practice within the system (Bertalanffy, 1968; Newton, 2018).

From a systems perspective, readiness is not solely determined by individual capability but is also shaped by

structural conditions. Availability of resources, clarity of communication channels, administrative support, and access to training all contribute to how assessment tasks are performed. Weaknesses in any of these components may disrupt the flow of processes, leading to inconsistencies that affect overall system performance. This view highlights that even when individuals possess adequate knowledge, limitations in the organizational environment can constrain effective implementation.

The relevance of Systems Theory becomes more pronounced in complex educational settings such as large urban school divisions. Variations in school conditions—such as differences in infrastructure, staffing, and workload—create uneven contexts in which STCs operate. These variations influence how assessment procedures are interpreted and executed, thereby affecting the consistency of implementation across schools. In this sense, readiness reflects the interaction between individual competence and organizational capacity rather than functioning as an isolated attribute.

Bringing these perspectives together allows for a more comprehensive understanding of STC readiness. Assessment Literacy Theory explains how knowledge and procedural competence are developed and applied, while Systems Theory accounts for how these competencies are enabled or constrained by institutional conditions. The integration of these theories suggests that readiness emerges from the alignment between what coordinators know and what the system allows them to do.

Within the framework of this study, STC profile characteristics such as experience and training exposure are understood as factors that shape readiness across multiple domains, including regulatory knowledge, operational practices, logistical management, and communication processes. These domains, in turn, influence the quality and consistency of assessment implementation. By framing readiness in this way, the study moves beyond a purely descriptive account and positions it as a dynamic construct that operates within both individual and systemic dimensions.

This integrated theoretical perspective provides a coherent basis for examining variations in readiness and for interpreting how these variations may affect the conduct of national assessments. It also supports the development of targeted interventions, as improving readiness requires not only enhancing individual competencies but also strengthening the organizational conditions that sustain effective assessment practices.

CONCEPTUAL FRAMEWORK

The present study adopts a Path Model Framework to explain the factors associated with the readiness of School Testing Coordinators (STCs) in administering DepEd's national assessments within the Schools Division Office of Caloocan City. The framework was developed in response to the growing recognition that national assessment implementation requires more than procedural compliance; it demands a combination of professional competence, organizational preparedness, and contextual responsiveness. While previous studies have primarily described the roles and responsibilities of testing coordinators, limited attention has been given to understanding the mechanisms through which individual and professional characteristics influence readiness in actual assessment settings.

The framework is grounded on the assumption that readiness is a multidimensional construct shaped by both personal and institutional factors. School Testing Coordinators occupy a critical position in ensuring that national assessments are conducted according to established standards and protocols. Their decisions and actions directly affect the fidelity of implementation, the security of assessment materials, and the reliability of generated assessment data. Consequently, understanding the determinants of readiness is essential in strengthening assessment quality and institutional accountability.

The first component of the framework consists of the profile characteristics of School Testing Coordinators. These include age, educational attainment, years of service as School Testing Coordinator, length of designation, and frequency of participation in national assessment trainings. These variables were selected because they represent

both accumulated professional experiences and opportunities for capacity development. Within educational organizations, professional competencies are often developed through continuous exposure to responsibilities, formal learning experiences, and engagement in organizational processes.

Age is included in the framework because it may reflect the accumulation of professional maturity and practical experiences acquired over time. Although age alone does not determine competence, individuals who have spent longer periods within educational institutions may have encountered a wider range of assessment-related situations. Such experiences may influence confidence, decision-making, and the ability to respond to challenges encountered during testing activities.

Educational attainment serves as another important profile variable because it represents formal academic preparation. Advanced studies often expose educators to research methodologies, educational policies, assessment principles, and leadership practices. These experiences may contribute to a deeper understanding of the theoretical and procedural requirements involved in the administration of large-scale assessments. However, the framework recognizes that academic qualifications alone do not guarantee readiness and must be examined alongside other professional factors. Years of service as School Testing Coordinator were included because assessment administration requires specialized competencies that are often developed through repeated practice. Individuals who have served longer in the role may have gained greater familiarity with testing procedures, reporting requirements, and compliance expectations. Repeated engagement in assessment activities allows coordinators to refine operational strategies and strengthen their ability to manage unexpected situations.

Length of designation is also considered a relevant variable because it reflects the duration of continuous exposure to the responsibilities of testing coordination. Unlike years of service in education, length of designation focuses specifically on the coordinator role itself. Prolonged designation may facilitate the development of procedural expertise, institutional memory, and professional networks that support effective assessment implementation.

The frequency of participation in national assessment trainings is included because professional learning opportunities remain among the most direct mechanisms for strengthening readiness. Trainings provide coordinators with updated policy information, procedural guidance, and opportunities to clarify implementation concerns. Exposure to training programs may therefore contribute significantly to improved readiness across multiple competency areas.

The second major component of the framework is represented by the readiness domains. These domains function as the central explanatory variables of the study because they capture the specific competencies required for effective assessment administration. Rather than viewing readiness as a single attribute, the study conceptualizes readiness as a combination of interconnected dimensions that collectively influence performance during national assessments.

The first readiness domain is Regulatory Knowledge Readiness. This domain refers to the coordinator's understanding of DepEd policies, testing guidelines, ethical standards, and legal requirements governing assessment administration. Compliance with these policies is essential because national assessments operate under strict regulations designed to protect the integrity and validity of testing procedures. Coordinators who possess strong regulatory knowledge are more likely to implement protocols accurately and avoid procedural violations.

The second readiness domain is Operational and Organizational Readiness. This dimension pertains to the ability to organize testing schedules, manage personnel assignments, prepare documentation, and oversee assessment-related activities. Effective operational management ensures that assessment procedures are implemented efficiently and consistently across testing sites. Weaknesses in operational readiness may result in delays, confusion, and procedural inconsistencies during administration.

The third readiness domain is Logistical Resource Readiness. This domain focuses on the availability, allocation, and management of resources necessary for assessment implementation. Such resources include testing rooms,

materials, equipment, manpower, and other logistical requirements. National assessments often involve complex coordination of resources, making logistical preparedness a critical component of successful implementation.

The fourth readiness domain is Coordination and Communication Readiness. Assessment administration requires collaboration among school heads, teachers, proctors, division offices, learners, and other stakeholders. Effective communication facilitates the timely dissemination of instructions, clarification of policies, and resolution of implementation concerns. Consequently, coordinators who demonstrate strong communication and coordination skills may be better positioned to manage assessment activities effectively.

The framework proposes that these readiness domains collectively influence the overall readiness of School Testing Coordinators. Readiness is viewed as the result of interactions among multiple competencies rather than the product of a single factor. A coordinator may possess extensive policy knowledge yet encounter implementation difficulties due to limited logistical resources or weak communication systems. Therefore, overall readiness emerges from the combined functioning of all readiness dimensions.

A key feature of the framework is its recognition of direct relationships between profile characteristics and readiness. Professional experiences, educational qualifications, and training exposure may contribute directly to preparedness by increasing knowledge, confidence, and procedural competence. These direct pathways acknowledge that individual characteristics can independently influence readiness regardless of organizational conditions.

The framework likewise recognizes indirect relationships among variables. Profile characteristics may influence readiness domains, which subsequently affect overall readiness. For example, frequent participation in training programs may enhance regulatory knowledge and operational competence, which in turn contribute to higher readiness levels. These indirect pathways reflect the developmental processes through which competencies are acquired and strengthened over time.

The predictive dimension of the framework is further supported by Human Capital Theory (Becker, 1964), Experiential Learning Theory (Kolb, 1984), and Systems Theory (Bertalanffy, 1968). Human Capital Theory posits that professional competencies are developed through investments in education, training, and accumulated experiences. Within the context of national assessment administration, School Testing Coordinators acquire readiness through continuous exposure to assessment-related responsibilities, professional development opportunities, and institutional learning experiences. Experiential Learning Theory complements this perspective by explaining that readiness evolves through repeated engagement in authentic operational situations. Through actual participation in assessment implementation, coordinators gradually refine their procedural knowledge, decision-making capabilities, problem-solving skills, and operational judgment. Meanwhile, Systems Theory suggests that readiness is not produced by a single competency but emerges from the interaction of interconnected organizational components. Regulatory compliance, operational management, logistical support, and communication systems function collectively to influence assessment implementation. These theoretical perspectives provide the conceptual justification for examining the readiness domains as significant predictors of the overall readiness of School Testing Coordinators.

Beyond its predictive assumptions, the framework is further informed by Systems Theory, which views educational organizations as interconnected systems composed of multiple interacting components. Within this perspective, assessment implementation is not solely dependent on individual capability but also on the interaction among policies, resources, communication mechanisms, and organizational support structures.

Readiness therefore emerges from the coordinated functioning of these interconnected elements rather than from isolated competencies.

Assessment Literacy Theory also provides an important theoretical foundation for the framework. This theory emphasizes the importance of understanding assessment principles, procedures, and purposes in ensuring effective

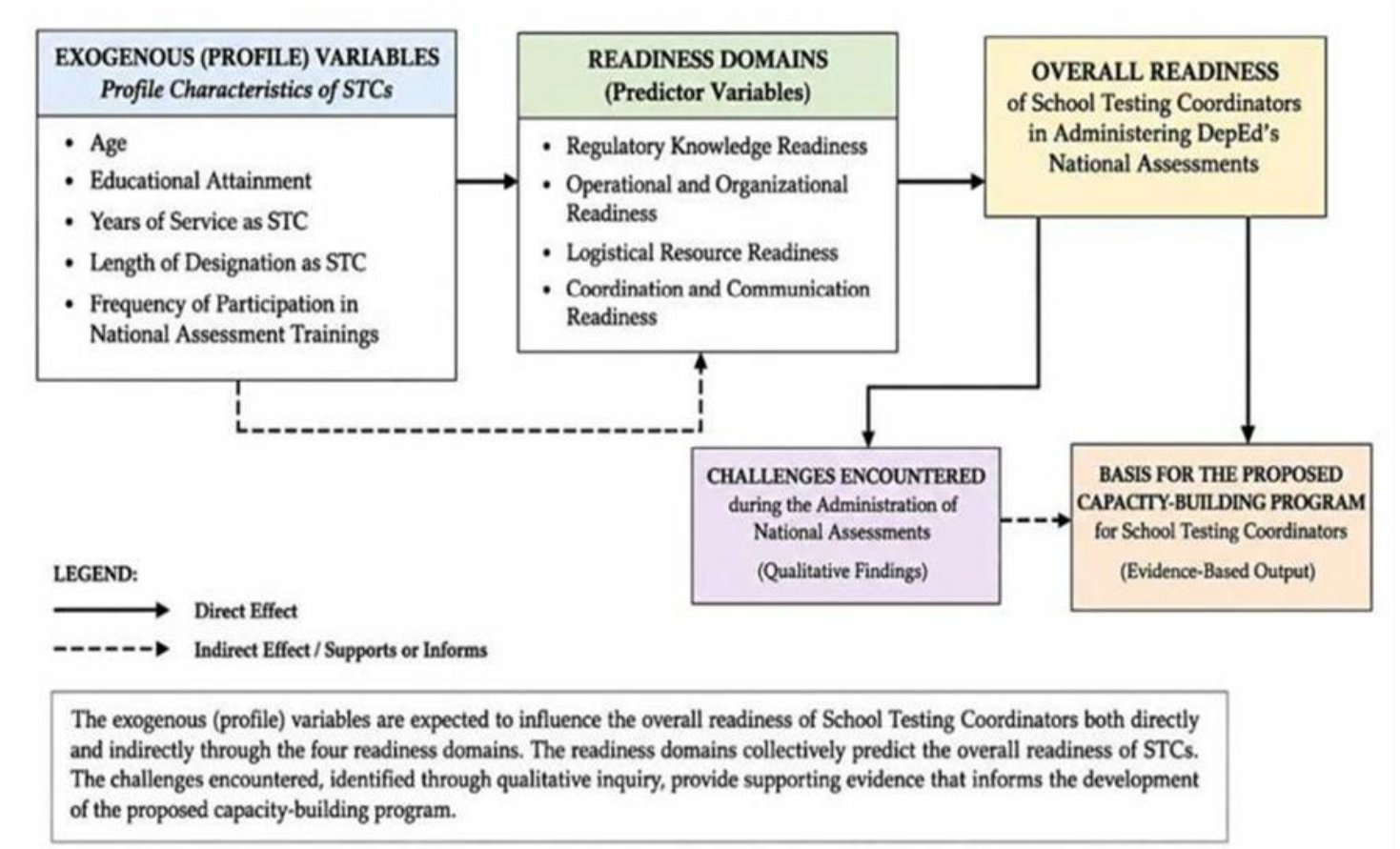
implementation. The theory supports the argument that coordinators who possess stronger assessment knowledge are more likely to demonstrate higher levels of readiness and procedural fidelity during national assessments.

The framework additionally acknowledges the role of contextual challenges encountered by School Testing Coordinators. While readiness domains measure preparedness, actual implementation often reveals barriers that may affect performance. Challenges related to logistics, communication, policy interpretation, workload, and resource availability provide valuable insights into the realities of assessment administration. These experiences help explain quantitative findings and contribute to a deeper understanding of readiness in practice.

The final component of the framework is the proposed capacity-building program. The program is envisioned as an evidence-based intervention developed from the study's findings. By identifying areas of strength and weakness across readiness domains, the framework provides a basis for designing targeted professional development initiatives intended to strengthen assessment implementation and support School Testing Coordinators in fulfilling their responsibilities effectively.

Overall, the conceptual framework presents readiness as a dynamic and developmental construct shaped by the interaction of individual characteristics,professional experiences, organizational conditions, and assessment-specific competencies. Through the proposed path model, the study seeks not only to describe the readiness of School Testing Coordinators but also to explain the factors associated with readiness and generate evidence-based recommendations for improving the administration of national assessments within the Schools Division Office of Caloocan City.

Figure 1. Conceptual Path Model of School Testing Coordinators' Readiness in Administering DepEd's National Assessments



Statement of the Problem

This study aims to determine the level of readiness of School Testing Coordinators in administering DepEd's national assessments in the Schools Division Office of Caloocan City.

Specifically, the study seeks to answer the following questions:

1. What is the profile of School Testing Coordinators in terms of:

1.1. age,

1.2. educational attainment,

1.3. years of service as School Testing Coordinator,

1.4. length of designation, and

1.5. frequency of participation in national assessment trainings?

2. What is the level of readiness of School Testing Coordinators in administering DepEd's national assessments in terms of:

2.1. regulatory knowledge readiness,

2.2. operational and organizational readiness,

2.3. logistical resource readiness, and

2.4. coordination and communication readiness?

3. Is there a significant difference in the level of readiness of School Testing Coordinators when grouped according to their profile variables?

4. Is there a significant relationship between the profile variables of School Testing Coordinators and their level of readiness in administering DepEd's national assessments?

5. What challenges do School Testing Coordinators encounter in the preparation for and actual administration of DepEd's national assessments?

6. Which readiness domains significantly predict the overall readiness of School Testing Coordinators in administering national assessments?

Hypothesis

Null Hypothesis 1 (H_{01}):

There is no significant difference in the level of readiness of School Testing Coordinators when grouped according to their profile variables in terms of age, educational attainment, years of service as School Testing Coordinator, length of designation, and frequency of participation in national assessment trainings.

Null Hypothesis 2 (H_{02}):

There is no significant relationship between the profile variables of School Testing Coordinators and their level of

readiness in administering DepEd's national assessments.

Null Hypothesis 3 (H_o3):

There is no significant predictive influence of the readiness domains on the overall readiness of School Testing Coordinators.

Significance of the Study

The findings of this study are expected to provide meaningful contributions to various stakeholders involved in the planning, implementation, and improvement of national assessment administration. Specifically, this study will be beneficial to the following:

Department of Education (DepEd). The results of this study will serve as an empirical basis for refining national assessment policies, implementation guidelines, and monitoring mechanisms. By identifying readiness gaps and operational challenges encountered by School Testing Coordinators, DepEd may strengthen institutional support systems and enhance compliance with standardized assessment procedures across school divisions.

Bureau of Education Assessment (BEA). The findings will provide BEA with data-driven inputs in designing targeted technical assistance programs and training modules for School Testing Coordinators. These inputs may help improve procedural fidelity, documentation accuracy, and ethical compliance in the administration of national assessments.

Schools Division Office (SDO) Administrators. Division-level administrators may use the results of the study to identify priority areas for capacity-building interventions and to develop localized policies and programs responsive to the specific operational needs of STCs within SDO Caloocan City.

School Heads and Division Testing Coordinators. The study will serve as a reference in strengthening school-based support mechanisms, improving coordination strategies, and allocating resources necessary to enhance the readiness of STCs and ensure effective assessment implementation.

School Testing Coordinators (STCs). The findings will provide STCs with an objective basis for self-assessment, professional reflection, and identification of personal development needs, enabling them to improve their competencies in administering national assessments.

Future Researchers. This study will contribute to the body of literature on assessment readiness and serve as a reference for future researchers who may wish to explore related variables, contexts, or comparative studies across different school divisions.

Scope and Delimitation

This study was undertaken to examine the readiness of School Testing Coordinators (STCs) in administering DepEd's national assessments within the Schools Division Office (SDO) of Caloocan City during the most recent school year in which national assessments were conducted. The investigation was anchored on the premise that School Testing Coordinators serve as key implementers in ensuring procedural integrity, policy compliance, operational efficiency, and organizational coordination throughout the assessment process. Consequently, the study focused on determining the extent to which STCs are prepared to perform these responsibilities within the context of public elementary and secondary schools under the division.

The study specifically examined readiness through four interrelated domains: Regulatory Knowledge Readiness, Operational and Organizational Readiness, Logistical Resource Readiness, and Coordination and Communication

Readiness. These domains were selected because they represent the core competencies consistently identified in both assessment governance literature and national assessment implementation guidelines. The investigation further explored the influence of selected profile characteristics, namely age, educational attainment, years of service as School Testing Coordinator, length of designation, and frequency of participation in national assessment trainings. Through descriptive, comparative, correlational, and predictive analyses, the study sought to identify the factors associated with readiness and determine which readiness domains significantly contribute to the overall readiness of School Testing Coordinators.

The participants of the study consisted exclusively of officially designated School Testing Coordinators from public elementary and secondary schools within SDO Caloocan City. To ensure that respondents possessed sufficient operational exposure to assessment administration, only those who had served as School Testing Coordinators for at least two consecutive years and had participated in at least one complete cycle of national assessment administration were included in the study. Although census sampling was initially intended, the final dataset consisted of forty- eight (48) qualified respondents who satisfied the inclusion criteria and completed the required data collection procedures. While the final number represents a reduction from the initially identified population, the resulting sample remained adequate for the statistical procedures employed and provided substantial representation of coordinators actively engaged in national assessment implementation within the division.

The scope of the investigation was intentionally confined to the readiness of School Testing Coordinators and the operational challenges associated with the administration of national assessments. The study did not examine learner achievement outcomes, school performance indicators, classroom assessment practices, instructional quality, teacher effectiveness, or broader organizational performance measures. Although these variables may influence assessment implementation, they fall beyond the immediate responsibilities and operational functions of School Testing Coordinators and were therefore excluded from the present investigation.

A methodological limitation of the study involves the use of self-reported readiness measures. Readiness was primarily assessed through respondents' perceptions of their competencies, experiences, and implementation practices. While self-assessment provides valuable insights into professional preparedness, it may be influenced by personal judgment, social desirability tendencies, recall bias, or differences in individual interpretation of survey indicators. Consequently, readiness ratings should not be interpreted as direct measures of actual performance but rather as informed assessments of perceived preparedness within specific operational contexts.

Recognizing this limitation, the study deliberately employed methodological triangulation to strengthen the credibility of the findings. Quantitative survey results were complemented by qualitative narratives, documentary evidence, coding procedures, thematic analysis, and cross-validation of emerging findings. Rather than relying exclusively on numerical ratings, the investigation examined the convergence of evidence across multiple sources. This approach allowed the researcher to verify patterns identified in the quantitative phase and to explore the contextual realities underlying the statistical results. As a result, readiness was interpreted not merely as a self-reported condition but as a construct supported by operational experiences, documented practices, and recurring themes emerging from participants' accounts.

Another limitation relates to the predictive model developed in the study. While the regression analysis identified readiness domains that significantly predict overall readiness, the model was intentionally restricted to the variables included in the conceptual framework. Organizational factors such as leadership practices, institutional culture, resource allocation policies, school size, administrative support systems, and external policy conditions were not included in the analysis. It is therefore possible that additional variables beyond those examined in the study may also contribute to variations in readiness among School Testing Coordinators.

The qualitative component of the study likewise focused on understanding the challenges encountered by School Testing Coordinators within the context of national assessment administration. Although every effort was made to

capture diverse perspectives, the findings represent the experiences and perceptions of participants during a specific implementation period. As with most qualitative investigations, the identified themes should be understood as contextually situated interpretations rather than universal representations of all testing coordinators across different educational settings.

The study is further bounded by its geographical and institutional context. The findings reflect the operational realities, organizational structures, administrative systems, resource conditions, training opportunities, and assessment practices existing within the Schools Division Office of Caloocan City during the conduct of the investigation. As a highly urbanized school division, SDO Caloocan City operates within a unique administrative and operational environment that may differ substantially from those of other divisions in terms of school size, personnel deployment, resource availability, institutional support systems, leadership practices, and local implementation mechanisms for national assessments. Consequently, the readiness conditions, implementation experiences, and operational challenges identified in this study should be interpreted within the specific context in which they were observed.

While the study provides substantial evidence regarding the readiness of School Testing Coordinators within the division, it does not claim universal applicability across all educational settings. Rather than pursuing broad statistical generalization, the investigation sought to generate contextually grounded evidence capable of explaining readiness within a specific institutional environment. The findings therefore possess greater analytical and practical transferability than statistical generalizability. Educational leaders, policymakers, and assessment practitioners from divisions with comparable organizational structures and assessment systems may find the results relevant and informative; however, variations in contextual conditions should be carefully considered before applying the findings to other educational jurisdictions. Future studies involving multiple school divisions, larger respondent populations, and cross-regional comparisons may further strengthen the external validity and broader applicability of the proposed readiness framework.

Nevertheless, the value of the study does not rest on statistical generalization alone. The findings provide context-rich evidence regarding the readiness of School Testing Coordinators within a highly urbanized public-school setting and contribute to the growing body of literature on assessment administration, educational accountability, and implementation readiness. The results may therefore offer analytical insights, practical implications, and transferable lessons for educational leaders, policymakers, and assessment practitioners operating in comparable institutional environments.

Despite these limitations, the study provides a comprehensive examination of School Testing Coordinators' readiness by integrating quantitative and qualitative evidence, examining both predictive and contextual dimensions of readiness, and situating the findings within the operational realities of national assessment administration. The identified limitations do not diminish the significance of the study; rather, they establish the boundaries within which the findings should be interpreted and provide directions for future investigations seeking to further expand the understanding of assessment readiness in educational settings.

Definition of Terms

Capacity-Building Program – A structured set of professional development interventions proposed by the study based on identified readiness gaps to enhance the competencies of School Testing Coordinators.

Coordination and Communication Readiness – The effectiveness of an STC in coordinating with school heads, division testing coordinators, teachers, and stakeholders and in maintaining communication channels before, during, and after assessment administration.

Data Privacy Compliance – Adherence to Republic Act No. 10173 (Data Privacy Act of 2012) in safeguarding examinee information, test results, and assessment records.

Frequency of Participation in National Assessment Trainings – The number of times the respondent has attended formal training, orientation, or briefing activities related to DepEd national assessment administration within the last three years.

Length of Designation – The number of continuous years the respondent has been currently designated as School Testing Coordinator at the time of data collection.

Logistical Resource Readiness – The adequacy and utilization of physical facilities, manpower, testing materials, and logistical support necessary for proper assessment administration.

National Assessments – Standardized, DepEd-mandated large-scale tests such as the Early Language, Literacy, and Numeracy Assessment (ELLNA) and the National Achievement Test (NAT) administered to measure learner achievement.

Operational and Organizational Readiness – The ability of an STC to manage testing personnel, scheduling, documentation, test security procedures, and reporting requirements in accordance with DepEd policies.

Readiness – The degree to which School Testing Coordinators are prepared in terms of regulatory knowledge, operational competence, logistical resource utilization, and coordination and communication capacity to administer DepEd's national assessments effectively.

Regulatory Knowledge Readiness – The extent of an STC's understanding of DepEd policies, legal mandates, ethical standards, and technical guidelines governing the administration of national assessments.

School Testing Coordinator (STC) – The school personnel officially designated by the school head and the Schools Division Office to supervise, coordinate, and ensure the proper administration of DepEd's national assessments.

Years of Service as School Testing Coordinator – The total cumulative number of years the respondent has served as School Testing Coordinator, whether continuous or intermittent, across any school assignment.

METHODOLOGY

This chapter describes the approach used in this study after providing background information and reviewing relevant literature. The research design, data gathering strategies, and data analysis procedures are all covered in detail.

Research Design

The present study utilized an explanatory sequential mixed-methods research design in examining the readiness of School Testing Coordinators (STCs) in administering DepEd's national assessments within the Schools Division Office of Caloocan City. This methodological approach was deemed appropriate because the investigation required both measurable evidence and contextual understanding in analyzing the operational readiness of coordinators. The study began with the collection and analysis of quantitative data to establish observable patterns and statistical relationships among the identified variables. This was subsequently followed by a qualitative phase intended to deepen, clarify, and interpret the quantitative findings through the actual experiences and perspectives of School Testing Coordinators involved in national assessment implementation.

The decision to employ an explanatory sequential approach stemmed from the recognition that readiness in assessment administration cannot be fully understood through numerical indicators alone. While statistical procedures are capable of identifying levels of readiness, relationships among variables, and predictive influences, they do not entirely capture the institutional realities, procedural pressures, and operational circumstances

encountered by coordinators during assessment periods.

The qualitative phase therefore became essential in providing a more grounded understanding of how readiness is experienced, sustained, and challenged within actual public-school environments. Through this sequence, the study moved from broad quantitative patterns toward more nuanced interpretations rooted in the lived realities of assessment implementation.

In the quantitative phase, the study gathered numerical data using a structured readiness survey questionnaire administered to officially designated School Testing Coordinators in the Schools Division Office of Caloocan City. The quantitative component incorporated descriptive, comparative, correlational, and predictive analyses to comprehensively examine the identified variables. Frequency count and percentage distribution were utilized to describe the respondents' demographic profile. Weighted mean and standard deviation were employed to determine the level and consistency of readiness across the domains of regulatory knowledge, operational and organizational readiness, logistical and resource readiness, and coordination and communication readiness. Inferential analyses were likewise conducted to determine whether significant differences and relationships existed among the variables. Pearson Product– Moment Correlation Coefficient was used to examine associations, while regression analysis was employed to identify which readiness domains significantly influence the overall readiness of School Testing Coordinators. The inclusion of predictive analysis strengthened the investigation by allowing the study to determine the extent to which the identified readiness domains contribute to assessment preparedness.

The qualitative phase was conducted after the quantitative analysis to further explain and contextualize the statistical results. Data were gathered through semi-structured interviews and open-ended responses focusing on the participants' experiences, operational challenges, coordination practices, and institutional realities encountered during national assessment administration. Rather than functioning as a separate inquiry, the qualitative component served as an explanatory extension of the quantitative findings by clarifying why certain readiness conditions emerged and how coordinators navigated actual implementation demands within their schools. This phase allowed the study to capture dimensions of assessment readiness that are often difficult to quantify, including institutional pressures, communication dynamics, logistical concerns, and procedural adjustments during testing operations.

Qualitative data were analyzed using thematic analysis anchored on the framework of Braun and Clarke (2006). The analysis involved repeated reading of responses, identification of meaningful statements, initial coding, clustering of related responses, development of themes, and refinement of thematic categories. Through this analytical process, the researcher was able to identify recurring operational experiences and institutional patterns that helped explain the quantitative findings. The use of thematic analysis enabled the study to organize participants' narratives into coherent themes reflective of the realities surrounding national assessment implementation within the division.

Integration of findings occurred during the interpretation stage, where quantitative results and qualitative insights were examined collectively to generate a more comprehensive understanding of School Testing Coordinators' readiness. Statistical findings were interpreted alongside participants' narratives and operational experiences to provide deeper explanation and contextual meaning to the identified trends and relationships. This integrative process strengthened the analytical depth of the study by ensuring that numerical evidence was supported by experiential insights derived from actual assessment implementation contexts.

Creswell and Plano Clark (2018) explained that explanatory sequential mixed- methods designs are particularly useful in studies where quantitative findings require further explanation through qualitative exploration. In a similar manner, Braun and Clarke (2006) emphasized that thematic analysis provides a systematic yet flexible approach for identifying meaningful patterns within qualitative data. Guided by these methodological principles, the present study adopted an explanatory sequential design to examine assessment readiness not merely as a measurable condition but as a multidimensional operational phenomenon shaped by institutional structures, procedural expectations, and contextual realities within public-school settings.

Overall, the use of an explanatory sequential mixed-methods design enabled the study to combine statistical rigor with contextual depth in examining the readiness of School Testing Coordinators. By integrating quantitative analysis with qualitative interpretation, the research provided a more comprehensive and evidence-based understanding of how regulatory, operational, logistical, and communication factors influence national assessment administration within the Schools Division Office of Caloocan City.

Research Locale

The study will be conducted in the Schools Division Office (SDO) of Caloocan City, one of the largest and most densely populated public school divisions in the National Capital Region (NCR). SDO Caloocan City supervises numerous public elementary and secondary schools that cater to a large and diverse learner population. Each school designates a School Testing Coordinator (STC) who is responsible for the administration of DepEd's national assessments.

SDO Caloocan City was selected as the locale of the study due to its complex operational environment characterized by high student enrollment, varying levels of facility adequacy, and diverse administrative support systems. These conditions present distinct challenges in the conduct of large-scale national assessments, making the division an appropriate and information-rich setting for examining the readiness of School Testing Coordinators.

Furthermore, the researcher's professional engagement within the division provides access to relevant institutional contexts and operational realities that facilitate accurate data collection and contextual interpretation of findings. The results derived from this locale are expected to provide localized insights that may guide division-level capacity-building initiatives and serve as reference for similar urban school divisions.

Participants of the Study

The participants of the study consisted of officially designated School Testing Coordinators (STCs) assigned to public elementary and secondary schools within the Schools Division Office of Caloocan City during the most recent school year in which DepEd national assessments were administered. These participants were selected because they directly perform responsibilities related to the planning, coordination, monitoring, and implementation of national assessments within their respective schools. Their operational involvement in assessment administration makes them the most appropriate source of data in examining the readiness conditions, institutional experiences, and implementation realities associated with large-scale educational assessments.

The study focused specifically on School Testing Coordinators because they occupy a central operational role in sustaining the procedural integrity of national assessments. Their responsibilities include dissemination of testing guidelines, coordination with school personnel and division offices, management of testing materials, documentation of assessment procedures, monitoring of testing compliance, and submission of assessment reports. Given the complexity of these functions, the experiences and readiness levels of coordinators provide important institutional insights regarding how national assessments are operationalized within actual public-school environments.

To ensure that the respondents possessed sufficient operational exposure and direct experience in assessment implementation, specific inclusion criteria were established in the selection of participants. First, participants must be officially designated as School Testing Coordinators by the school head and/or the Schools Division Office at the time of the study. This requirement ensured that the respondents actively performed functions directly associated with national assessment administration. Second, participants must have served in the position for at least two consecutive years prior to data collection. This criterion was applied to ensure that respondents had adequate familiarity with testing procedures, operational demands, institutional coordination, and assessment-related responsibilities within school settings. Lastly, participants must have participated in at least one complete cycle of national assessment administration such as the Early Language, Literacy, and Numeracy Assessment (ELLNA),

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National Achievement Test (NAT) Grade 6, or National Achievement Test (NAT) Grade 12. The inclusion criteria ensured that all respondents possessed actual field-based experience directly relevant to the objectives of the investigation.

Conversely, school personnel who were newly designated as School Testing Coordinators and had not yet participated in a complete national assessment cycle were excluded from the study. This exclusion criterion was implemented to avoid gathering data from respondents with limited operational exposure to assessment administration procedures. Since the study examined readiness within actual implementation contexts, participants with insufficient assessment experience may not have been able to provide comprehensive responses regarding operational realities and institutional challenges associated with national assessment administration.

For the quantitative phase, the study utilized a census sampling approach. Rather than selecting only a portion of the population, all School Testing Coordinators who satisfied the established inclusion criteria were invited to participate in the investigation. The use of census sampling was considered appropriate because the target population of qualified School Testing Coordinators within the division was relatively limited and accessible. This approach allowed the researcher to maximize participant representation and obtain broader institutional perspectives regarding assessment readiness within the Schools Division Office of Caloocan City.

Based on records secured during the conduct of the study, a total of forty-eight (48) qualified School Testing Coordinators participated in the quantitative phase. Since the study targeted all available STCs who met the inclusion criteria, the obtained number of respondents already represented the accessible population of qualified coordinators within the division during the data collection period. Although no formal statistical sampling computation such as Raosoft or Slovin's Formula was employed, the use of census sampling strengthened the comprehensiveness of the investigation because all eligible participants were included rather than selected through probabilistic procedures. In this context, the focus of the study was not on estimating population parameters through random selection but on obtaining complete institutional representation from the available population of qualified coordinators.

The final number of respondents should not be interpreted as a limitation arising from participant attrition but rather as a consequence of the deliberate application of the study's inclusion criteria. While a larger number of School Testing Coordinators may have initially been identified across the division, only those who satisfied the established qualifications and possessed adequate operational exposure to national assessment administration were considered eligible for participation. The study prioritized the relevance and quality of participants' experiences over numerical representation alone. Consequently, the forty-eight (48) qualified respondents constituted the actual accessible population of School Testing Coordinators capable of providing valid and experience-based information regarding assessment readiness. This methodological decision strengthened the internal validity of the study by ensuring that all respondents possessed direct and sustained engagement in national assessment implementation.

The adequacy of the forty-eight (48) respondents was further supported by the nature of the explanatory sequential mixed-methods design employed in the study. Mixed-method investigations prioritize not only numerical representation but also contextual depth and operational relevance of participants' experiences. More importantly, the respondents represented coordinators who possessed direct and sustained involvement in national assessment administration, thereby providing data grounded on actual institutional practice rather than hypothetical understanding. The retrieved responses were likewise considered sufficient in generating recurring operational patterns, institutional concerns, and readiness trends relevant to the objectives of the investigation.

Although no formal sample size computation was employed due to the use of census sampling, the adequacy of the respondent pool was further supported by the consistency of the quantitative findings and the convergence of evidence generated during the qualitative phase. The recurring patterns observed across survey responses, interview narratives, and documentary evidence suggested that the collected data were sufficient to address the objectives of

the study. In explanatory sequential mixed- method investigations, adequacy is evaluated not solely on the basis of numerical size but also on the richness, relevance, and explanatory capacity of the information obtained from participants who possess direct experience with the phenomenon under investigation.

For the qualitative phase, purposive sampling was utilized in selecting participants who could provide rich, experience-based insights regarding national assessment implementation. Participants for the qualitative component were identified from among the quantitative respondents based on the depth, clarity, and relevance of their responses related to operational challenges, logistical concerns, coordination practices, and institutional support systems encountered during assessment administration. This approach allowed the researcher to obtain more contextualized explanations of the quantitative findings and deeper understanding of the operational realities experienced by School Testing Coordinators.

The qualitative phase continued until data saturation was achieved. Saturation was observed when participants' responses began to reveal recurring patterns, similar operational experiences, and repetitive institutional concerns with minimal emergence of new insights. This indicated that the collected qualitative data were already sufficient to explain and contextualize the quantitative findings of the study. The integration of quantitative and qualitative participant data therefore enabled the study to generate a more comprehensive and grounded understanding of School Testing Coordinators' readiness in administering national assessments within the Schools Division Office of Caloocan City.

Research Instrument

This study utilized three complementary research instruments designed to generate both quantitative and qualitative data aligned with the objectives and Statement of the Problem of the investigation. The combination of these instruments enabled the researcher to examine the readiness of School Testing Coordinators (STCs) not only through measurable indicators but also through operational experiences, institutional practices, and documentary evidence associated with the administration of DepEd national assessments within the Schools Division Office of Caloocan City. The integration of survey responses, interview narratives, and documentary records further strengthened the depth, credibility, and triangulation of the study findings.

The primary quantitative instrument employed in the study was the Structured Readiness Survey Questionnaire, a researcher-developed instrument utilizing a 4- point Likert scale format. The questionnaire was specifically designed to measure the readiness of School Testing Coordinators and gather profile-related variables necessary for the descriptive, comparative, correlational, and predictive analyses of the study. This instrument addressed Statements of the Problem 1, 2, 3, 4, and 6.

The questionnaire consisted of two major sections. Section A, referred to as the STC Profile Sheet, gathered demographic and professional information including age, educational attainment, years of service as School Testing Coordinator, length of designation, and frequency of participation in national assessment trainings. These variables served as the independent variables of the study and were utilized in examining differences, relationships, and predictive influences associated with readiness levels.

Section B, known as the STC Readiness Scale, measured the respondents' level of readiness across four identified operational domains, namely regulatory knowledge readiness, operational and organizational readiness, logistical and resource readiness, and coordination and communication readiness. The items were measured using a 4-point Likert scale ranging from 1 (Not Ready) to 4 (Fully Ready). These domains directly addressed Statement of the Problem 2 and served as the principal indicators in determining the readiness of School Testing Coordinators in administering national assessments. The instrument generated the quantitative data necessary for determining readiness levels, examining significant differences, identifying relationships among variables, and analyzing the predictive influence of the readiness domains on overall readiness.

The second instrument utilized in the study was the Semi-Structured Interview Guide, which consisted of open-ended questions intended to gather qualitative data related to the experiences and operational realities encountered by School Testing Coordinators during national assessment administration. This instrument primarily addressed Statement of the Problem 5 and explored the challenges experienced before, during, and after assessment implementation, including institutional support systems, operational barriers, coordination concerns, and suggested interventions for improving assessment administration practices.

Unlike highly structured surveys, the semi-structured interview format allowed flexibility in probing participant responses, clarifying emerging concerns, and exploring operational experiences beyond numerical indicators. This approach enabled the study to capture contextual realities and institutional conditions that may not be fully reflected through quantitative data alone. The qualitative responses therefore enriched the interpretation of the statistical findings by providing deeper insights into the operational experiences of School Testing Coordinators.

The third instrument employed in the study was the Document Review Checklist, which served as a supplementary validation tool supporting both the quantitative and qualitative components of the investigation. The checklist was utilized to verify selected school-based assessment documents relevant to the administration of national assessments, including accomplishment reports, incident reports, orientation attendance sheets, testing schedules, packing lists, and return forms. The use of documentary evidence enabled the researcher to validate actual operational practices and procedural compliance within participating schools.

The inclusion of documentary review strengthened the credibility and trustworthiness of the study by triangulating survey responses, interview narratives, and institutional records. Through this process, the researcher was able to compare reported practices with available documentary evidence, thereby generating a more grounded and comprehensive understanding of assessment readiness and implementation practices within the Schools Division Office of Caloocan City.

Instrument Validation and Reliability Testing

To ensure the validity, clarity, and appropriateness of the research instruments, the Structured Readiness Survey Questionnaire underwent a systematic validation process prior to its actual administration. The validation procedure aimed to determine whether the items included in the instrument appropriately reflected the objectives, readiness domains, and operational realities associated with the administration of DepEd national assessments. The validators evaluated the instrument in terms of clarity of statements, relevance of indicators, alignment with the Statement of the Problem, language appropriateness, content adequacy, and contextual suitability within the actual assessment environment.

The research instrument was evaluated by three validators with relevant expertise in educational management, educational research, language education, and statistical analysis. Validators 1 and 2 focused on content validation, conceptual alignment, language clarity, and operational appropriateness of the instrument. Meanwhile, Validator 3 examined the statistical structure of the questionnaire, including the alignment of the indicators with the identified variables and the suitability of the instrument for descriptive, correlational, and predictive analyses.

The validators utilized a three-point evaluation scale in assessing the research instrument. A rating of 3 indicated “Very Applicable,” 2 corresponded to “Applicable,” and 1 represented “Not Applicable at all.” The validation process focused on determining whether the indicators sufficiently represented the multidimensional readiness of School Testing Coordinators in administering national assessments.

Assigned Points Numerical Range Interpretation

3	3.00 – 2.50	Very Applicable
2	2.49 – 2.00	Applicable
1	1.99 – 1.00	Not Applicable at All

The validators observed that the questionnaire demonstrated strong alignment with DepEd national assessment policies, operational testing procedures, and the actual responsibilities of School Testing Coordinators during assessment administration. The identified readiness domains—regulatory knowledge readiness, operational and organizational readiness, logistical and resource readiness, and coordination and communication readiness—were likewise considered theoretically coherent and operationally appropriate indicators of assessment readiness.

Several recommendations were also provided during the validation process to improve the overall structure and clarity of the instrument. Among the suggestions included clarifying overlapping profile variables, refining wording precision in selected indicators, improving operational alignment of logistical statements, and strengthening the contextual relevance of some survey items. All comments and recommendations were carefully reviewed and incorporated into the revised version of the questionnaire prior to pilot testing and actual administration as shown below.

Area Evaluated	Validators' Observations	Action Taken
Structure and Clarity of the Instrument	Some profile variables and survey statements required clearer wording, distinction, and organization.	Variables and selected statements were revised and clarified for consistency and precision.
Readiness Indicators and Operational Alignment	Indicators appropriately reflected DepEd assessment policies, testing procedures, operational practices, and contextual adjustments.	Indicators were retained with minor refinements and communication systems were strengthened.
Statistical and Qualitative Alignment	Variables, indicators, and open-ended questions were aligned with the planned analyses and capable of generating contextual insights. Statistical structure was appropriate.	Indicators were retained and qualitative questions were maintained for triangulation purposes.

Following content validation, the revised questionnaire underwent pilot testing to determine the reliability and internal consistency of the instrument. The pilot test was conducted among selected school personnel and coordinators who were not included in the actual respondents of the study. Responses gathered during the pilot-testing phase were analyzed using Cronbach's alpha coefficient to measure the internal consistency of the items included in each readiness domain as shown below.

Readiness Domain	Number of Items	Cronbach's Alpha	Interpretation
Regulatory Knowledge Readiness	10	0.871	Very Good Reliability
Operational and Organizational Readiness	10	0.893	Very Good Reliability
Logistical and Resource Readiness	10	0.865	Very Good Reliability
Coordination and Communication Readiness	10	0.901	Excellent Reliability
Overall Instrument	**40**	**0.883**	**Very Good Reliability**

Legend: 0.90 – 1.00 = Excellent Reliability, 0.80 – 0.89 = Very Good Reliability, 0.70 –0.79 = Acceptable Reliability

The computed Cronbach's alpha coefficients indicate that the research instrument demonstrated very good to excellent internal consistency across all readiness domains. These results suggest that the questionnaire items consistently measured the constructs associated with the readiness of School Testing Coordinators in administering DepEd national assessments. The strong reliability results further support the suitability and dependability of the instrument for the actual conduct of the study.

Overall, the validation and reliability-testing procedures strengthened the methodological rigor of the investigation by ensuring that the research instruments possessed acceptable levels of content validity, contextual relevance,

construct alignment, and internal consistency. Through expert evaluation, pilot testing, and reliability analysis, the researcher was able to enhance the credibility and trustworthiness of the data-gathering process utilized in the study.

Sampling Technique

The study employed a census sampling technique for the quantitative phase of the investigation. Census sampling involves the inclusion of all members of the target population who satisfy the established inclusion criteria of the study. In this research, all officially designated School Testing Coordinators (STCs) assigned to public elementary and secondary schools under the Schools Division Office of Caloocan City who met the qualifications established by the researcher were invited to participate in the investigation.

The use of census sampling was considered appropriate because the target population of School Testing Coordinators within the division was finite, identifiable, and operationally accessible during the conduct of the study. Unlike broader educational investigations requiring probabilistic sampling procedures, the present study focused on a specialized institutional group directly involved in the administration of DepEd national assessments. Since School Testing Coordinators perform highly specific operational functions related to testing implementation, the inclusion of all qualified participants enabled the researcher to obtain broader institutional representation and minimize the exclusion of operational perspectives relevant to the objectives of the investigation.

Initially, the researcher intended to secure a larger number of respondents from the officially designated School Testing Coordinators within the Schools Division Office of Caloocan City. However, after the application of the inclusion and exclusion criteria, only respondents who possessed sufficient operational exposure and direct experience in national assessment administration were retained in the final participant pool. Specifically, respondents were required to have served as School Testing Coordinators for at least two consecutive years and must have participated in at least one complete national assessment cycle such as the Early Language, Literacy, and Numeracy Assessment (ELLNA), National Achievement Test (NAT) Grade 6, or National Achievement Test (NAT) Grade 12. Several initially identified personnel were excluded because they were newly designated coordinators or had limited direct involvement in assessment administration during the period covered by the study.

As a result, a total of forty-eight (48) qualified School Testing Coordinators served as the actual respondents of the quantitative phase of the study. Since the investigation utilized census sampling, the forty-eight respondents already represented the complete accessible population of qualified School Testing Coordinators who satisfied the inclusion criteria during the conduct of the research. In this context, the study no longer required probabilistic sample size computation procedures such as Slovin's Formula or Raosoft calculation because the intention of the study was not to derive a representative subset from a large population but to include the entire accessible group of qualified coordinators within the division.

Although the respondent size may appear numerically smaller compared to large-scale survey investigations, the adequacy of the forty-eight respondents was considered methodologically acceptable due to the specialized nature of the participants and the explanatory sequential mixed-methods design employed in the study. Existing mixed-methods literature emphasizes that adequacy in operational and institutional investigations is not determined solely by numerical quantity but by participant relevance, experiential depth, and contextual appropriateness. Since all respondents possessed direct operational involvement in national assessment administration, the gathered data generated institutionally grounded and operationally relevant findings necessary for the descriptive, comparative, correlational, and predictive analyses utilized in the investigation.

Moreover, the inclusion of all qualified School Testing Coordinators strengthened the representativeness of the findings within the Schools Division Office of Caloocan City. The use of census sampling minimized sampling bias and allowed the investigation to capture variations in readiness associated with operational experience, institutional support, logistical conditions, and training exposure across participating schools. This

comprehensive inclusion further enhanced the contextual reliability and applicability of the findings within the division as illustrated below.

Category	Frequency	Percentage
Qualified School Testing Coordinators (Actual Respondents)	48	100%
Total Accessible Population	48	100%

The illustration above presents the distribution of the actual respondents included in the quantitative phase of the study. A total of forty-eight (48) qualified School Testing Coordinators participated in the investigation, representing the complete accessible population of coordinators who satisfied the established inclusion criteria during the conduct of the study. The inclusion of all qualified participants strengthened the comprehensiveness of the investigation and ensured that the findings reflected the operational realities experienced by School Testing Coordinators involved in the administration of national assessments within the Schools Division Office of Caloocan City.

Qualitative Phase

For the qualitative phase, purposive sampling was employed to select participants capable of providing rich, relevant, and experience-based explanations of the quantitative findings. Participants for the qualitative component were identified from among the forty-eight quantitative respondents based on the depth, clarity, and relevance of their responses related to operational challenges, institutional support systems, logistical concerns, and communication practices encountered during national assessment administration.

Rather than selecting participants randomly, purposive sampling enabled the researcher to focus on respondents who possessed substantial operational experiences and could articulate the realities surrounding assessment implementation within actual school environments. Semi-structured interviews and open-ended responses were utilized to gather qualitative data intended to explain, contextualize, and deepen the interpretation of the statistical findings generated during the quantitative phase.

A total of seven (7) School Testing Coordinators participated in the qualitative phase of the investigation. The adequacy of the qualitative sample was guided by the principle of data saturation or meaning saturation, wherein participant responses began to reveal recurring operational experiences, repetitive institutional concerns, and similar implementation realities with minimal emergence of new insights or themes. As the analysis progressed, the responses demonstrated consistent patterns related to logistical challenges, coordination concerns, procedural implementation, and institutional support systems, indicating that sufficient qualitative depth had already been achieved as shown below.

Qualitative Participants	Frequency
Selected School Testing Coordinators	7
Total Qualitative Participants	**7**

The seven participants selected for the qualitative phase provided detailed operational narratives related to the administration of national assessments within their respective schools. Their responses generated contextual insights regarding procedural challenges, communication systems, logistical realities, institutional support mechanisms, and implementation practices encountered during assessment administration. The recurring nature of these responses indicated that the level of saturation had already been reached, thereby supporting the adequacy of the qualitative sample utilized in the study.

Data Gathering Procedure

The data gathering procedure of the study will be conducted in three major phases: pre-implementation, during

implementation, and post-implementation.

Pre-Implementation Phase

Prior to the actual conduct of the study, the researcher first secured the necessary approvals from the thesis adviser and the Dean of the Graduate School to ensure that the study adhered to the academic and institutional requirements of the university. Following this, formal communication letters were prepared and transmitted to the Office of the Schools Division Superintendent of the Schools Division Office (SDO) of Caloocan City requesting permission to conduct the study within the identified public schools. This process was necessary to establish institutional coordination and ensure that the conduct of the research aligned with existing division protocols and ethical standards governing educational research activities.

Simultaneously, the researcher finalized all research instruments to be utilized in the study, including the Structured Readiness Survey Questionnaire, Semi-Structured Interview Guide, and Document Review Checklist. The development of these instruments was guided by the study's objectives, conceptual framework, and identified readiness domains. To establish content validity and ensure that the instruments accurately reflected the variables being measured, the tools were submitted to experts in educational management, research, and assessment administration for evaluation. Their comments and recommendations were carefully reviewed and incorporated to improve the clarity, relevance, and alignment of the instruments with the objectives of the study.

After the validation process, revisions were made accordingly before the survey questionnaire underwent pilot testing involving respondents with characteristics similar to the target participants. The pilot testing phase was conducted to determine the reliability and internal consistency of the instrument through Cronbach's alpha computation. This process ensured that the questionnaire items consistently measured the intended constructs and reduced the possibility of ambiguity or inconsistency during actual data gathering.

In preparation for ethical compliance, informed consent forms and ethical disclosure statements were prepared and distributed to prospective participants. These documents clearly explained the purpose of the study, voluntary nature of participation, confidentiality of responses, and protection of personal information in accordance with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. The researcher also identified and screened qualified participants based on the established inclusion criteria to ensure that only individuals directly involved in national assessment administration participated in the study.

During-Implementation Phase

Upon approval from the concerned offices and completion of preparatory requirements, the researcher proceeded with the actual data gathering phase. The Structured Readiness Survey Questionnaire was distributed to qualified School Testing Coordinators through face-to-face distribution and electronic platforms, depending on the accessibility and availability of the respondents. Clear instructions regarding the completion of the instrument were provided to ensure accuracy and consistency in responses. Respondents were also given sufficient time to answer the questionnaire to minimize response pressure and improve the quality of data gathered.

After the distribution process, the researcher collected the accomplished survey questionnaires within the agreed timeframe. Follow-up coordination and monitoring were conducted to ensure a satisfactory retrieval rate while maintaining professional and ethical communication with participants. The researcher carefully reviewed all returned questionnaires to verify completeness and consistency of responses prior to encoding and statistical treatment.

To enrich the quantitative findings and capture deeper contextual insights, semi- structured interviews were conducted with selected School Testing Coordinators. The interviews focused on the actual challenges encountered during assessment preparation and administration, as well as the support systems and mechanisms needed to

strengthen readiness. This phase allowed participants to share experiences beyond measurable indicators, thereby providing a more grounded understanding of assessment implementation realities within the Schools Division Office of Caloocan City.

In addition to surveys and interviews, the researcher utilized the Document Review Checklist to examine selected assessment-related documents from participating schools. These included schedules, monitoring forms, coordination documents, and other materials relevant to the conduct of national assessments. The purpose of document review was to validate existing practices and supplement both quantitative and qualitative findings through documentary evidence.

All collected data were subsequently encoded, organized, and stored in a secured database accessible only to the researcher. Proper data management procedures were observed to maintain confidentiality, accuracy, and integrity of the gathered information throughout the analysis process.

Post-Implementation Phase

Following data collection, the researcher proceeded with the tabulation, organization, and statistical analysis of the quantitative data using appropriate statistical tools aligned with the Statement of the Problem. Frequency counts and percentage distributions were utilized to describe the profile of respondents, while weighted mean and standard deviation were employed to determine the level and variability of readiness across the identified domains. To ensure the appropriateness of inferential statistical procedures, tests of normality were also conducted prior to further analysis.

Subsequently, inferential statistical analyses such as independent samples t-test and one-way analysis of variance (ANOVA) were performed to determine whether significant differences existed in the readiness of School Testing Coordinators when grouped according to selected profile variables. Correlation and regression analyses were likewise conducted to examine the strength of relationships and predictive influence among readiness domains and overall readiness. These analyses enabled the study to move beyond descriptive interpretation and provide a more analytical understanding of the factors associated with readiness in national assessment administration.

For the qualitative component, interview responses were transcribed, reviewed, and analyzed using Colaizzi's phenomenological method. Significant statements were extracted and organized into categories and emergent themes to identify recurring experiences, operational challenges, and support needs encountered by School Testing Coordinators. This analytical process allowed the researcher to capture the lived experiences of participants while ensuring systematic interpretation of qualitative data.

Finally, the quantitative and qualitative findings were integrated to generate a more comprehensive interpretation of readiness and assessment implementation practices. The integration of findings served as the basis for the development of an evidence-based capacity-building program intended to strengthen the competencies and operational support systems of School Testing Coordinators. The researcher then prepared the final interpretation of results, conclusions, and recommendations consistent with the objectives and findings of the study.

Statistical Treatment of Data

The following statistical tools and qualitative analysis procedures were employed to analyze the data gathered in the study. The selection of these methods was guided by the nature of the variables, the explanatory sequential mixed-methods design of the investigation, and the specific objectives of each Statement of the Problem. Both descriptive and inferential statistical procedures were utilized to analyze the quantitative data, while systematic qualitative procedures were employed to interpret the operational experiences and contextual realities shared by the participants. The integration of quantitative and qualitative analyses enabled the study to generate a more comprehensive, context-sensitive, and evidence-based understanding of the readiness of School Testing

Coordinators in administering DepEd national assessments.

The statistical treatments utilized in the study were aligned with the explanatory sequential mixed-methods design, particularly in examining descriptive, comparative, correlational, and predictive dimensions of readiness. The inclusion of correlational and regression analyses supported the predictive component of the study by determining the extent to which the identified readiness domains significantly influenced the overall readiness of School Testing Coordinators. The use of predictive statistical procedures was likewise considered appropriate for the conceptual framework and analytical structure of the investigation because the study aimed not only to describe readiness conditions but also to determine which readiness domains contribute significantly to overall assessment preparedness. In this regard, the statistical treatments employed in the study remained consistent with the predictive orientation of the proposed model as shown below.

Statement of the Problem	Data Type	Statistical Tool / Analysis
SOP 1 – Profile of School Testing Coordinators	Quantitative	Frequency count and percentage distribution
SOP 2 – Level of Readiness of School Testing Coordinators	Quantitative	Weighted mean and standard deviation
SOP 3 – Significant Difference in Readiness When Grouped According to Profile Variables	Quantitative	Independent Samples t-test and One-Way Analysis of Variance (ANOVA)
SOP 4 – Significant Relationship Between Profile Variables and Readiness	Quantitative	Pearson Product–Moment Correlation Coefficient
SOP 5 – Challenges Encountered and Proposed Capacity-Building Program	Qualitative	Thematic analysis using coding, categorization, theme generation, and peer validation
SOP 6 – Predictive Influence of Readiness Domains on Overall Readiness	Quantitative	Multiple Linear Regression Analysis

For Statement of the Problem 1, frequency count and percentage distribution were utilized to describe the demographic and professional profile of the respondents in terms of age, educational attainment, years of service as School Testing Coordinator, length of designation, and frequency of participation in national assessment trainings. These statistical measures provided a descriptive overview of the characteristics of the respondents included in the investigation.

For Statement of the Problem 2, weighted mean and standard deviation were employed to determine the level and variability of readiness of School Testing Coordinators across the identified readiness domains, namely regulatory knowledge readiness, operational and organizational readiness, logistical and resource readiness, and coordination and communication readiness. The weighted mean was used to determine the extent of readiness demonstrated by the respondents, while the standard deviation measured the consistency or dispersion of responses across the identified indicators.

For Statement of the Problem 3, inferential statistical procedures were utilized to determine whether significant differences existed in the level of readiness when respondents were grouped according to their profile variables. Independent Samples t- test was applied for variables consisting of two groups, while One-Way Analysis of Variance (ANOVA) was employed for variables consisting of more than two groups. These statistical procedures enabled the researcher to examine whether variations in readiness levels were associated with differences in demographic and professional characteristics among the respondents.

For Statement of the Problem 4, the Pearson Product–Moment Correlation Coefficient (Pearson r) was employed to determine the presence and strength of significant relationships between the profile variables and the readiness of School Testing Coordinators. This statistical tool measured the direction and magnitude of relationships among

the identified variables and determined whether the observed associations were statistically significant.

For Statement of the Problem 6, Multiple Linear Regression Analysis was utilized to determine which readiness domains significantly predict the overall readiness of School Testing Coordinators in administering national assessments. Regression analysis enabled the study to move beyond simple association by examining the combined and individual influence of the identified readiness domains on overall readiness. This analytical procedure strengthened the predictive dimension of the study by identifying which operational domains exerted significant influence on assessment preparedness within actual school contexts. The use of regression analysis was considered methodologically aligned with the predictive component of the conceptual framework and the explanatory sequential mixed-methods design employed in the investigation.

Prior to conducting inferential statistical analyses, the Shapiro–Wilk Test of Normality was employed to determine whether the quantitative data satisfied the assumptions of normal distribution. The results of the normality test guided the selection of appropriate statistical procedures and determined the suitability of applying parametric tests such as t-test, ANOVA, Pearson correlation, and regression analysis. This procedure strengthened the statistical rigor of the investigation by ensuring that the assumptions required for inferential analyses were properly examined before the actual computation of results.

All inferential statistical analyses were interpreted using a 0.05 level of significance. This criterion served as the basis for determining whether the observed differences, relationships, and predictive influences among variables were statistically significant. Decisions regarding the acceptance or rejection of the null hypotheses were likewise anchored on this established significance level.

For the qualitative component of the study, thematic analysis was employed to systematically analyze the responses gathered from semi-structured interviews and open-ended questions. The analysis began with data familiarization, wherein the researcher repeatedly reviewed the responses to gain deeper understanding of the participants' operational experiences and institutional realities related to national assessment administration. This was followed by the coding stage, where significant statements, recurring ideas, operational concerns, and implementation experiences were identified and assigned initial codes.

After coding, similar responses were grouped into broader categories according to shared operational patterns, institutional conditions, and implementation concerns encountered by the participants. From these categories, themes and subthemes were generated to represent the recurring experiences associated with assessment readiness, coordination practices, logistical challenges, procedural implementation, and institutional support systems. Theme generation focused not only on identifying repetitive responses but also on interpreting the deeper operational meanings reflected in the participants' narratives.

To strengthen the credibility and trustworthiness of the qualitative findings, peer validation procedures were conducted during the analysis process. Selected coded responses, thematic categories, and emerging themes were reviewed by research peers and academic advisers to ensure consistency, coherence, and alignment between the participants' narratives and the resulting interpretations. This procedure minimized researcher bias and strengthened the dependability of the qualitative findings.

Credibility procedures were likewise observed throughout the qualitative analysis process. These included prolonged engagement with the data, repeated review of participant responses, triangulation of interview narratives with quantitative findings and documentary evidence, and verification of thematic consistency across participant accounts. The interpretation of results in the study was therefore not based solely on statistical findings but was triangulated through quantitative data, qualitative responses, and documentary observations gathered during the investigation. This triangulation process strengthened the validity, contextual grounding, and interpretive depth of the findings by ensuring that statistical trends were supported and explained by actual operational experiences and institutional evidence derived from the participants and school records.

Overall, the integration of statistical analyses, thematic interpretation, documentary validation, peer review, and triangulation procedures enhanced the methodological rigor of the study and allowed the investigation to generate a more comprehensive understanding of the readiness of School Testing Coordinators within the Schools Division Office of Caloocan City.

Ethical Considerations

Ethical standards will be strictly observed throughout all phases of the study to ensure the protection of the rights, welfare, and confidentiality of the participants. Prior to data collection, informed consent will be secured from all respondents by providing them with clear information regarding the purpose of the study, the procedures involved, and their right to decline or withdraw participation at any time without any form of penalty. Participation in the study will be entirely voluntary, and no coercion will be employed in any stage of the research process.

Confidentiality and anonymity of the respondents will be upheld by excluding personal identifiers from data analysis and reporting. Codes will be used in place of names to ensure that individual responses cannot be traced to specific participants. All data gathered will be handled in accordance with Republic Act No. 10173, or the Data Privacy Act of 2012, to safeguard personal and sensitive information. Furthermore, the study will ensure that no form of physical, psychological, or professional harm will be inflicted upon the participants. All data will be reported honestly and accurately, and the findings will be utilized solely for academic and research purposes to maintain transparency and integrity in the conduct of the study.

RESULTS

This chapter presents the results, analysis, and interpretation of the data gathered in the study. It focuses on determining the readiness of school testing coordinators in administering DepEd's national assessment.

Profile of the Respondents

Age was examined not merely as a demographic characteristic but as a professional condition that may influence how School Testing Coordinators (STCs) navigate the procedural, organizational, and operational demands associated with the administration of DepEd national assessments. Within highly structured assessment environments where precision, accountability, confidentiality, and coordination are simultaneously required, age often reflects accumulated institutional exposure, professional maturity, and familiarity with operational protocols. In the context of the Schools Division Office of Caloocan City, where national assessment implementation occurs within densely populated and operationally demanding school environments, age may indirectly shape how coordinators interpret directives, respond to logistical concerns, and sustain procedural consistency during assessment administration.

Table 1 Profile of School Testing Coordinators in Terms of Age

Age Group	Frequency	Percentage
20–29 years old	6	12%
30–39 years old	11	23%
40–49 years old	22	46%
50 years old and above	9	19%
Total	**48**	**100%**

Table 1 shows that most School Testing Coordinators belong to the 40–49 age group, comprising twenty-two (22) respondents or 46% of the total participants. This was followed by respondents aged 30–39 years old with eleven (11) respondents or 23%, while coordinators aged 50 years old and above accounted for nine (9) respondents or

19% of the population. The smallest representation came from the 20– 29 age bracket, with only six (6) respondents or 12%.

The distribution suggests that the role of School Testing Coordinator is largely occupied by individuals situated within the mid-career and advanced-career stages of professional service. Within the operational realities of national assessment administration, this pattern may reflect institutional preference for personnel who already possess substantial exposure to school processes, organizational systems, and accountability mechanisms. The conduct of national assessments requires careful coordination of testing materials, adherence to procedural guidelines, management of unforeseen operational concerns, and maintenance of testing integrity—responsibilities often entrusted to personnel with demonstrated administrative reliability and professional experience.

The limited representation of younger coordinators may indicate that early-career teachers are still undergoing adjustment to broader institutional responsibilities before being assigned to assessment leadership roles. This observation does not necessarily imply a lack of capability among younger personnel; rather, it highlights the operational sensitivity of the position, where immediate procedural judgment and institutional familiarity are essential. In contrast, the presence of coordinators aged 50 years old and above reflects continued institutional reliance on experienced personnel whose accumulated exposure contributes to procedural continuity and operational stability during assessment implementation.

From a contextual perspective, the age distribution observed in the study reflects the administrative realities within public schools in the Schools Division Office of Caloocan City. In large and operationally demanding school settings, assessment coordination responsibilities are often delegated to personnel who have already developed familiarity with DepEd systems, reporting mechanisms, and school-level implementation structures. This operational tendency may explain why the majority of respondents belong to age groups associated with longer professional exposure and broader institutional involvement.

The findings also suggest that age functions less as an isolated demographic characteristic and more as an indirect indicator of accumulated professional experience. In assessment administration, repeated exposure to operational procedures may contribute to the development of procedural judgment, anticipatory decision-making, and organizational confidence. Coordinators who have participated in multiple testing cycles may become more capable of anticipating logistical concerns, interpreting procedural guidelines, and responding to implementation challenges with greater efficiency.

Ultimately, age was examined not merely as a demographic characteristic but as a professional condition that may influence how School Testing Coordinators (STCs) navigate the procedural, organizational, and operational demands associated with the administration of DepEd national assessments. Within highly structured assessment environments where precision, accountability, confidentiality, and coordination are simultaneously required, age often reflects accumulated institutional exposure, professional maturity, and familiarity with operational protocols. In the context of the Schools Division Office of Caloocan City, where national assessment implementation occurs within densely populated and operationally demanding school environments, age may indirectly shape how coordinators interpret directives, respond to logistical concerns, and sustain procedural consistency during assessment administration.

Table 2. Qualitative Responses on the Influence of Experience in Assessment Administration

Respondent	Interview Excerpt
Respondent 23	"Mas nagiging confident na ako sa pag-handle ng national assessments dahil ilang taon ko na rin itong ginagawa. Mas kabisado ko na ang proseso at mas mabilis ko na na-aaddress ang mga problema."
Respondent 14	"Over the years, I have become more systematic in handling national assessments. I now

	anticipate possible issues and prepare solutions in advance, which makes the process smoother and more organized."
Respondent 32	"Sa experience ko, habang tumatagal, mas nagiging madali na i-manage ang testing. Hindi na ako masyadong kinakabahan kasi alam ko na kung ano ang gagawin, especially kapag may unexpected situations."

The qualitative responses presented in Table 2 deepen the interpretation of the quantitative findings by illustrating how operational experience gradually shapes readiness among School Testing Coordinators. Across the narratives, respondents consistently described a progression from initial uncertainty toward procedural familiarity and organizational confidence. Rather than portraying experience as a passive accumulation of years in service, the participants framed it as an active learning process developed through repeated engagement with actual testing situations.

A recurring insight among the respondents is the development of anticipatory judgment. Coordinators explained that prolonged involvement in assessment administration enabled them to become more systematic in organizing procedures, identifying possible operational disruptions, and preparing immediate responses to emerging concerns. Such observations suggest that readiness is strengthened not merely through formal orientation but through continuous immersion in the practical realities of assessment implementation.

The responses likewise reveal that operational confidence develops through repeated exposure to institutional processes. As coordinators become more familiar with testing protocols, reporting systems, and implementation procedures, they gradually develop the capacity to respond to unexpected situations with less hesitation and greater procedural control. This indicates that readiness involves not only technical knowledge but also situational adaptability developed through experience.

The qualitative findings support the experiential learning perspective of Kolb (1984), which explains that professional competence evolves through continuous interaction between experience, reflection, and application. Within the context of national assessment administration, coordinators appear to strengthen their readiness through repeated operational engagement, allowing them to refine decision-making practices and procedural management over time.

The findings further align with the observations of Gonzales and Firestone (2014), who emphasized that personnel involved in large-scale educational assessments often rely heavily on accumulated institutional experience in sustaining procedural consistency and operational efficiency. Similarly, Reyes (2022) observed that coordinators with longer exposure to assessment implementation tend to demonstrate stronger organizational confidence and improved procedural management during high-stakes testing activities.

Taken together, the quantitative and qualitative findings suggest that age, when viewed alongside operational exposure and institutional experience, may contribute to the development of procedural confidence, organizational familiarity, and implementation readiness among School Testing Coordinators.

The triangulation of statistical distribution and participant narratives therefore strengthens the interpretation that sustained engagement in assessment administration gradually shapes how coordinators manage the complexities of national testing operations within the Schools Division Office of Caloocan City.

Educational Attainment

Educational attainment was examined in the study as a professional characteristic that may influence the readiness of School Testing Coordinators in administering national assessments. Within educational institutions, advanced academic preparation often contributes to broader understanding of organizational systems, research-based practices, educational policies, and assessment-related procedures.

In operational contexts where assessment implementation requires procedural accuracy, technical documentation, institutional coordination, and decision-making under structured guidelines, educational attainment may shape how coordinators interpret responsibilities and respond to implementation demands.

Table 3 Profile of School Testing Coordinators in Terms of Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	14	29%
Master's Degree	26	54%
Doctoral Degree	8	17%
Total	**48**	**100%**

Table 3 shows that the majority of School Testing Coordinators possess a Master's Degree, comprising twenty-six (26) respondents or 54% of the total population. This was followed by respondents holding Bachelor's Degrees with fourteen (14) respondents or 29%, while eight (8) respondents or 17% had already earned Doctoral Degrees.

The distribution indicates that most coordinators possess graduate-level academic preparation beyond undergraduate education. This pattern may reflect the increasing professional demands associated with educational leadership and school- based operational functions within public-school systems. In many school environments, personnel assigned to assessment-related responsibilities are often those who have demonstrated not only teaching competence but also continued professional engagement through graduate studies and advanced academic training.

The predominance of respondents with Master's Degrees suggests that School Testing Coordinators are generally positioned within a professional environment that values continuous learning and career advancement. Graduate education may contribute to stronger familiarity with educational policies, organizational systems, research processes, and administrative procedures, all of which are relevant in the conduct of national assessments. Within high-stakes testing environments where procedural accuracy and institutional accountability are required, advanced educational preparation may strengthen coordinators' capacity to interpret guidelines, organize operational processes, and address implementation concerns systematically.

At the same time, the presence of coordinators holding Doctoral Degrees reflects the participation of highly experienced and academically advanced personnel in national assessment administration. Their involvement may contribute to stronger institutional leadership, policy interpretation, and procedural monitoring during assessment implementation. Conversely, respondents whose highest educational attainment is a Bachelor's Degree still represent a substantial portion of the population, indicating that readiness in assessment administration is not determined solely by academic credentials but may also be influenced by operational exposure, institutional support, and actual implementation experience.

From a theoretical perspective, the findings may be viewed through Human Capital Theory proposed by Becker (1964), which explains that investments in education and professional development contribute to the enhancement of individual competencies, organizational effectiveness, and professional performance. Applied within the context of national assessment administration, higher educational attainment may strengthen coordinators' analytical skills, organizational understanding, and procedural decision-making capacities necessary in managing assessment operations. The findings likewise align with the experiential and organizational perspectives discussed in the study's conceptual framework, wherein professional characteristics interact with institutional demands to shape operational readiness. Educational attainment may therefore function as one of several professional inputs influencing how coordinators manage procedural responsibilities and respond to operational complexities during national assessments.

Related literature further supports these observations. Gonzales and Firestone (2014) emphasized that personnel

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involved in large-scale educational assessment systems often rely on both institutional experience and professional preparation in sustaining procedural integrity and operational efficiency. Similarly, Reyes (2022) observed that school personnel with advanced academic preparation tend to demonstrate stronger confidence in handling assessment-related responsibilities, particularly in areas involving documentation, organizational coordination, and procedural implementation.

The findings also resonate with the observations of Ponomarioviene et al. (2025), whose study on educational implementation systems highlighted the importance of professional competence and organizational preparedness in sustaining effective assessment operations. Their findings suggested that educational personnel possessing stronger academic and professional preparation are often better positioned to navigate institutional demands and maintain procedural consistency during implementation processes.

Although educational attainment may contribute to professional readiness, the findings of the study suggest that academic preparation alone does not automatically guarantee operational effectiveness in assessment administration. Rather, readiness appears to emerge from the interaction between educational preparation, institutional experience, operational exposure, and contextual familiarity with assessment systems.

This indicates that national assessment readiness should be viewed as a multidimensional institutional condition shaped by both formal professional preparation and actual implementation experiences.

Table 4 Qualitative Responses on the Influence of Educational Preparation on STC Readiness

Respondent	Interview Excerpt
Respondent 11	"Malaking tulong ang graduate studies ko kasi mas naging organized ako sa documentation at pag-handle ng reports during assessment administration."
Respondent 27	"Through further studies, mas naintindihan ko yung importance ng accuracy and compliance sa testing procedures. Mas naging careful ako sa implementation."
Respondent 35	"Hindi lang experience ang mahalaga. Yung additional learning from seminars and graduate school nakatulong din para mas maintindihan ko ang buong proseso ng national assessments."

The qualitative responses presented in Table 4 further enrich the interpretation of the quantitative findings by illustrating how educational preparation contributes to coordinators' professional confidence and procedural understanding. Participants described graduate education not merely as an academic requirement but as a process that strengthened organizational thinking, documentation practices, procedural awareness, and operational discipline during national assessment administration.

Across the responses, a recurring pattern emerges regarding the role of advanced learning in improving coordinators' ability to manage assessment responsibilities systematically. Respondents emphasized that graduate studies and professional development activities enhanced their understanding of procedural accuracy, compliance requirements, and institutional accountability associated with national assessments. These experiences appear to contribute to stronger organizational awareness and more deliberate implementation practices within testing operations.

The narratives likewise suggest that educational attainment complements operational experience rather than replacing it. Participants recognized that while actual testing exposure remains essential in developing readiness, academic preparation provides additional conceptual understanding and professional perspective that support more organized and reflective implementation practices. This observation reinforces the idea that readiness in assessment administration develops through the interaction of formal learning, institutional engagement, and practical experience.

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The integration of the quantitative and qualitative findings therefore suggests that educational attainment may contribute to the development of procedural awareness, organizational competence, and professional confidence among School Testing Coordinators. However, the findings also indicate that effective readiness in national assessment administration is ultimately shaped through the combined influence of academic preparation, operational experience, institutional exposure, and continuous professional learning within actual school contexts.

Years of Service as School Testing Coordinator

Years of service as a School Testing Coordinator (STC) was examined in the study as an experiential variable associated with sustained involvement in the administration of national assessments. Unlike general teaching experience, this characteristic specifically reflects repeated exposure to assessment protocols, procedural implementation, coordination responsibilities, reporting requirements, and operational decision-making associated with large-scale educational testing. Within the context of national assessment administration, years of service may influence how coordinators develop procedural familiarity, organizational confidence, and operational adaptability in managing assessment-related responsibilities across multiple testing cycles.

Table 5 Profile of School Testing Coordinators in Terms of Years of Service as STC

Years of Service as STC	Frequency	Percentage
1–7 years	40	83%
8–14 years	5	10%
15–21 years	2	4%
22–28 years	1	2%
Total	48	100%

Table 5 shows that the overwhelming majority of School Testing Coordinators belong to the 1–7 years category, comprising forty (40) respondents or 83% of the total population. Respondents with 8–14 years of service accounted for five (5) respondents or 10%, while only two (2) respondents or 4% belonged to the 15–21 years category. The least represented group consisted of coordinators with 22–28 years of service, with only one (1) respondent or 2%.

The distribution suggests that most School Testing Coordinators within the Schools Division Office of Caloocan City are still within the early stages of their tenure as assessment coordinators. Although these respondents already possess direct exposure to national assessment administration, the findings indicate that a large portion of the coordinators are still in the process of strengthening deeper operational familiarity and long-term procedural expertise associated with the role.

This pattern may reflect the operational realities within public-school systems where assessment coordination responsibilities are often reassigned, redistributed, or rotated among qualified personnel depending on institutional needs and administrative decisions. While such practice may provide broader leadership exposure among school personnel, it may also limit the accumulation of long-term specialization in national assessment administration. Consequently, schools may experience varying levels of procedural familiarity and operational consistency depending on the experience level of assigned coordinators.

At the same time, the presence of respondents with extended years of service suggests the existence of experienced coordinators whose sustained involvement in assessment operations contributes to procedural continuity and institutional memory within the division. Their long-term exposure may strengthen schools' ability to manage operational concerns, maintain compliance with assessment protocols, and provide guidance to less experienced coordinators during implementation periods.

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From an institutional perspective, the concentration of respondents within the early years of service highlights the continuing need for structured professional support systems within the division. Since national assessment administration involves technical procedures, logistical coordination, documentation requirements, and communication responsibilities, coordinators with shorter tenure may still require continuous mentoring, operational guidance, and institutional reinforcement to strengthen procedural confidence and implementation consistency.

The findings may also be interpreted through Kolb's Experiential Learning Theory (1984), which explains that professional competence develops through repeated engagement with actual operational experiences. Within the context of assessment administration, coordinators gradually refine their understanding of procedures, strengthen decision-making practices, and develop operational judgment through sustained participation in testing activities. This perspective supports the idea that readiness evolves progressively through continuous exposure rather than emerging immediately upon assignment to the position.

Similarly, Human Capital Theory proposed by Becker (1964) suggests that competencies and professional effectiveness are strengthened through accumulated experience and continuous engagement in specialized functions. In the context of School Testing Coordinators, years of service may contribute to the enhancement of organizational familiarity, procedural efficiency, and operational responsiveness necessary for effective assessment administration.

The findings further align with the observations of Gonzales and Firestone (2014), who emphasized that sustained exposure to educational assessment systems contributes significantly to procedural confidence and implementation consistency among assessment personnel. Reyes (2022) likewise noted that coordinators with longer operational experience often demonstrate stronger anticipatory decision-making, improved organizational management, and greater familiarity with institutional assessment procedures.

Table 6 Qualitative Responses on the Influence of Years of Service on STC Readiness

Respondent	Interview Excerpt
Respondent 43	"Noong bago pa lang ako bilang STC, medyo nahihirapan ako sa proseso. Pero habang tumatagal, mas nagiging familiar ako at mas mabilis ko nang naipapatupad ang mga procedures."
Respondent 5	"With more years of experience, I have learned to anticipate possible problems during testing and prepare solutions ahead of time."
Respondent 10	"Sa una, overwhelming talaga ang pagiging STC, pero habang paulit-ulit mo siyang ginagawa, nagiging routine na lang at mas nagiging organized ka."

The qualitative responses presented in Table 6 further deepen the interpretation of the quantitative findings by illustrating how operational readiness gradually develops through repeated exposure to national assessment administration. Across the participants' narratives, a consistent progression emerges—from initial uncertainty and procedural difficulty toward familiarity, confidence, and organizational control.

Respondents described their early experiences as challenging and overwhelming, particularly in managing documentation, procedural requirements, and operational coordination during assessment implementation. However, continuous involvement in testing activities gradually enabled them to internalize procedures, improve organizational practices, and respond more confidently to implementation concerns. These observations suggest that readiness is not acquired instantaneously but is progressively strengthened through sustained operational engagement.

A notable pattern observed in the narratives is the transition from reactive to anticipatory management practices. More experienced coordinators explained that prolonged exposure to assessment administration allowed them to

foresee possible operational disruptions and prepare corresponding interventions before problems escalated. This shift reflects a deeper level of procedural competence wherein coordinators no longer merely follow instructions but actively manage and stabilize implementation processes within their schools.

The responses likewise reveal that repetition contributes significantly to procedural ease and organizational familiarity. Tasks initially perceived as highly technical and stressful gradually became more manageable as coordinators repeatedly encountered similar operational conditions across multiple assessment cycles. This suggests that experiential learning contributes not only to technical familiarity but also to cognitive efficiency and situational adaptability in handling assessment responsibilities.

The qualitative findings reinforce Kolb's Experiential Learning Theory, which emphasizes that competence develops through continuous cycles of experience, reflection, and practical application. Within the context of national assessment administration, repeated operational exposure appears to strengthen coordinators' ability to refine decision-making, maintain procedural consistency, and respond effectively to institutional demands.

Overall, the integration of quantitative distribution and qualitative narratives suggests that years of service as School Testing Coordinator plays a significant role in shaping operational readiness, procedural confidence, and implementation competence. However, the concentration of coordinators within the early years of service also highlights the importance of sustained institutional support systems, mentoring mechanisms, and continuous capability-building programs to strengthen assessment readiness across schools within the Schools Division Office of Caloocan City.

Length of Designation

Length of designation refers to the number of years a School Testing Coordinator (STC) has continuously served in the same role within a particular school assignment. Unlike total years of service, which generally reflect accumulated operational exposure, length of designation specifically captures the degree of institutional familiarity, contextual adaptation, and continuity of coordination developed within a specific school environment. In the administration of national assessments, where coordination systems, organizational routines, communication structures, and institutional workflows vary across schools, prolonged designation may contribute to smoother implementation and stronger operational stability.

Table 7 Profile of School Testing Coordinators in Terms of Length of Designation as STC

Length of Designation	Frequency	Percentage
1–7 years	41	85%
8–14 years	5	10%
15–21 years	2	5%
22–28 years	0	0%
Total	48	100%

Table 7 reveals that the overwhelming majority of School Testing Coordinators have served within their present designation for 1–7 years, comprising forty-one (41) respondents or 85% of the total population. Five (5) respondents or 10% belonged to the 8–14 years category, while only two (2) respondents or 5% reported designation periods ranging from 15–21 years. No respondent reported designation extending beyond twenty-two years.

The findings indicate that most coordinators possess relatively short to moderate periods of continuous designation within their current school assignments. This pattern suggests that long-term continuity in assessment coordination assignments is relatively limited within the Schools Division Office of Caloocan City. Such distribution may reflect institutional practices involving reassignment, redistribution of administrative responsibilities, or rotational

designation among qualified school personnel.

From an operational perspective, length of designation influences readiness differently from general years of service. While accumulated experience contributes to procedural familiarity, prolonged designation within the same institutional setting may strengthen coordinators' understanding of school-specific systems, communication channels, organizational culture, and internal workflows. Coordinators who remain longer within the same assignment may develop stronger familiarity with logistical routines, stakeholder coordination patterns, documentation systems, and implementation practices unique to their school environment.

The concentration of respondents within shorter designation periods may therefore suggest that many coordinators are still in the process of fully adapting to the operational context of their present assignments. During the early years of designation, coordinators may devote considerable effort toward understanding institutional routines, building communication networks, and familiarizing themselves with school-specific implementation procedures before achieving higher levels of operational fluency and procedural efficiency.

At the same time, shorter designation periods may contribute to variations in implementation practices across schools. Since national assessment administration relies heavily on coordination, communication, and procedural continuity, frequent reassignment of coordinators may interrupt the gradual development of context-specific expertise within individual school settings. In this regard, continuity of designation becomes significant not merely as a measure of tenure but as an indicator of institutional stability and contextual familiarity during assessment implementation.

The findings may be viewed through Organizational Learning Theory, which explains that operational effectiveness is strengthened when individuals continuously interact with specific institutional systems over extended periods of time. Sustained exposure to a particular organizational environment enables personnel to internalize routines, anticipate institutional needs, and develop efficient coordination mechanisms. Within the context of national assessment administration, prolonged designation may therefore contribute to stronger contextual readiness by allowing coordinators to develop deeper understanding of school-level operational dynamics.

The findings also align with Human Capital Theory proposed by Becker (1964), which emphasizes that competence develops through continuous accumulation of role- specific knowledge and experience. In the case of School Testing Coordinators, continuity of designation may strengthen practical understanding of institutional procedures, stakeholder relationships, and implementation systems necessary for effective assessment administration.

Related studies likewise support these observations. Gonzales and Firestone (2014) emphasized that procedural consistency within assessment systems is often strengthened by sustained operational familiarity and institutional continuity among assessment personnel. Similarly, Reyes (2022) observed that school-based coordinators who remain longer in the same operational environment tend to demonstrate stronger coordination efficiency, communication stability, and organizational adaptability during high-stakes educational activities.

The findings also resonate with the observations of Banaag and Salmon (2025), whose study highlighted the importance of institutional familiarity and collaborative coordination systems in strengthening educational implementation processes. Their findings suggested that personnel who develop prolonged engagement within a specific institutional setting are often better positioned to navigate operational demands and sustain procedural consistency during implementation activities.

Table 8 Qualitative Responses on the Influence of Length of Designation on STC Readiness

Respondent	Interview Excerpt
Respondent 2	"Mas naging madali ang trabaho ko bilang STC nung tumagal na ako sa parehong school kasi kabisado ko na ang sistema at mga tao."

Respondent 38	"Staying longer in one school helped me build better coordination with teachers and administrators, which made test administration more efficient."
Respondent 20	"Kapag bago ka pa lang sa school, medyo nangangapa ka pa. Pero habang tumatagal, mas nagiging smooth ang proseso dahil alam mo na ang flow."

The qualitative responses presented in Table 8 provide deeper insight into how continuity of designation contributes to operational readiness within actual school contexts. Participants consistently emphasized that prolonged assignment within the same school gradually strengthened procedural familiarity, organizational ease, and coordination efficiency during assessment administration.

A recurring pattern observed in the narratives is the transition from adjustment toward operational fluency. Respondents described an initial stage characterized by uncertainty and continuous adaptation, particularly in understanding school-specific workflows, coordination systems, and institutional expectations. However, as coordinators remained longer within the same assignment, procedures became more predictable and implementation tasks more manageable.

The responses further highlight the importance of institutional relationships in sustaining effective assessment operations. Coordinators explained that prolonged designation enabled them to establish stronger working relationships with teachers, administrators, and support personnel. These relationships subsequently improved communication flow, facilitated coordination processes, and reduced operational delays during testing periods. Such findings suggest that readiness in assessment administration extends beyond technical knowledge and also involves relational familiarity within institutional environments.

Another important insight emerging from the narratives is the role of contextual understanding in improving implementation efficiency. Respondents emphasized that familiarity with school routines, personnel behavior, logistical systems, and operational flow allowed them to anticipate needs and coordinate activities more effectively. This indicates that readiness develops not only through procedural repetition but also through continuous immersion within a particular institutional context.

The qualitative findings reinforce Organizational Learning Theory by illustrating how sustained interaction within a specific organizational environment contributes to procedural familiarity and operational competence. Repeated engagement with institutional systems appears to strengthen coordinators' ability to navigate implementation demands, maintain communication efficiency, and manage assessment operations with greater confidence and consistency.

Taken together, the quantitative and qualitative findings suggest that length of designation plays an important role in strengthening contextual readiness among School Testing Coordinators. While reassignment practices may broaden personnel exposure across schools, maintaining a reasonable degree of continuity within designation appears essential in developing institutional familiarity, coordination stability, and procedural consistency during national assessment administration. These findings therefore highlight the importance of balanced personnel management strategies that support both professional exposure and operational continuity within the Schools Division Office of Caloocan City.

Frequency of Participation in National Assessment Trainings

Participation in national assessment trainings was examined in the study as an indicator of professional exposure to updated policies, procedural standards, implementation protocols, and operational expectations associated with DepEd national assessments. Unlike operational experience, which develops through repeated engagement in assessment activities, training provides structured opportunities for School Testing Coordinators (STCs) to strengthen procedural understanding, clarify implementation guidelines, and align institutional practices with

current assessment policies. Within large-scale testing environments where procedural consistency and policy compliance are essential, training participation becomes an important mechanism for sustaining standardized assessment implementation across schools.

Table 9			
Profile of School Testing Coordinators in Terms Cycles Handled	of Number	of	National Assessment
Number of Assessment Cycles Handled	Frequency		Percentage
0–1 cycle	10		20%
2–3 cycles	19		40%
4–5 cycles	7		15%
5 cycles and above	12		25%
Total	48		100%

Table 9 shows that the largest proportion of School Testing Coordinators have handled two to three national assessment cycles, comprising nineteen (19) respondents or 40% of the total population. This was followed by coordinators who had managed five or more assessment cycles with twelve (12) respondents or 25%. Meanwhile, ten (10) respondents or 20% reported handling only zero to one assessment cycle, while seven (7) respondents or 15% had experienced four to five cycles.

The findings suggest that most coordinators possess at least moderate operational exposure to national assessment administration. Repeated participation in assessment cycles may contribute to greater familiarity with procedural routines, testing schedules, documentation requirements, and logistical coordination processes. Through continuous exposure, coordinators gradually develop practical understanding of operational demands and implementation expectations associated with national testing activities.

However, while operational exposure appears relatively present among respondents, a more critical pattern emerges when examining formal training participation. The findings indicate that actual opportunities for structured professional reinforcement remain considerably limited among many coordinators.

Table 10 Profile of School Testing Coordinators in Terms of Frequency of Trainings Attended

Trainings Attended	**Frequency**	**Percentage**
0–2 trainings	39	81%
3–5 trainings	7	15%
6–8 trainings	1	2%
9–11 trainings	1	2%
Total	**48**	**100%**

Table 10 reveals that a substantial majority of School Testing Coordinators attended only zero to two national assessment trainings, comprising thirty-nine (39) respondents or 81% of the population. Only seven (7) respondents or 15% reported attending three to five trainings, while merely one (1) respondent each or 2% participated in six to eight and nine to eleven training activities, respectively.

The findings indicate that although many coordinators possess operational exposure through repeated assessment cycles, opportunities for continuous formal capability-building remain limited. This disparity between operational experience and structured training participation highlights an important dimension of readiness within national assessment administration. While repeated exposure may strengthen procedural familiarity and practical

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adaptability, limited training participation may affect coordinators' access to updated policies, revised implementation guidelines, and standardized procedural expectations issued by the Department of Education.

From an operational standpoint, the findings suggest the possibility of uneven implementation practices across schools when structured training opportunities are insufficient. Coordinators who rely primarily on accumulated experience may gradually develop individualized approaches based on prior implementation patterns rather than consistently updated standards. In highly regulated assessment environments where procedural consistency, confidentiality, and reporting accuracy are critical, variations in procedural interpretation may potentially affect implementation uniformity across participating schools.

The findings also imply that readiness in assessment administration should not be viewed solely as a product of repeated operational engagement. While experience contributes to familiarity and procedural efficiency, training functions as a reinforcing mechanism that ensures alignment with current institutional standards and updated implementation expectations. In this regard, training serves not merely as additional exposure but as a standardization process that strengthens consistency, procedural accuracy, and institutional compliance among coordinators.

The results may be interpreted through Human Capital Theory proposed by Becker (1964), which explains that professional competence is strengthened through continuous investment in knowledge, training, and capability development. Within the context of national assessment administration, participation in structured trainings may enhance coordinators' procedural understanding, policy interpretation skills, and implementation confidence necessary for effective testing operations.

The findings also align with Organizational Learning Theory, which emphasizes that institutional effectiveness depends on the continuous acquisition, sharing, and reinforcement of organizational knowledge. When training participation becomes limited, coordinators may rely heavily on experiential adaptation rather than collectively standardized implementation practices. Consequently, operational consistency across schools may become dependent on individual interpretation rather than reinforced institutional alignment.

Related studies further support these observations. Gonzales and Firestone (2014) emphasized that continuous professional reinforcement and procedural training are essential in maintaining consistency within large-scale educational assessment systems. Reyes (2022) likewise observed that coordinators with stronger exposure to formal training activities demonstrated greater procedural confidence, more accurate interpretation of testing guidelines, and stronger adherence to institutional assessment standards.

Similarly, Othman et al. (2024), in their study *"Operational Preparedness and Assessment Governance in Educational Institutions,"* emphasized that structured professional training contributes significantly to organizational readiness, implementation consistency, and procedural compliance during educational assessment activities. Their findings highlighted that while practical experience strengthens operational familiarity, continuous training remains necessary in ensuring alignment with updated policies and standardized assessment procedures.

Table 11 Qualitative Responses on the Influence of Training Participation on STC Readiness

Respondent	Interview Excerpt
Respondent 8	"Mas nagiging malinaw ang proseso kapag may training kasi nae-explain nang maayos ang updated procedures at expectations."
Respondent 19	"Yung trainings nakakatulong talaga para mabawasan ang uncertainty lalo na kapag may bagong guidelines or revisions sa assessment procedures."
Respondent 31	"Kapag kulang ang training, minsan sariling experience na lang ang nagiging basis ng implementation. Mas okay sana kung mas regular ang orientation at capability-building."

The qualitative responses presented in Table 11 further strengthen the interpretation of the quantitative findings by illustrating how training participation contributes to procedural clarity, implementation confidence, and policy alignment among School Testing Coordinators. Across the responses, participants consistently emphasized the value of training in clarifying updated guidelines, strengthening understanding of procedures, and reducing uncertainty during assessment implementation.

A recurring pattern observed in the narratives is the dependence of coordinators on experiential learning whenever structured training opportunities are limited. Participants acknowledged that operational experience helped them manage testing activities; however, they also recognized that experience alone may not always guarantee alignment with updated procedural expectations and revised assessment policies. This suggests that while coordinators gradually develop adaptive strategies through repeated exposure, structured training remains necessary in maintaining procedural consistency across schools.

The responses likewise reveal that training contributes not only to technical knowledge acquisition but also to institutional confidence. Coordinators explained that trainings provide opportunities to clarify procedural ambiguities, strengthen understanding of implementation standards, and reinforce organizational expectations prior to assessment administration. Such observations indicate that training functions as both a professional development mechanism and an institutional alignment process within national assessment operations.

The integration of the quantitative and qualitative findings therefore suggests that readiness in national assessment administration develops through the complementary interaction of operational exposure and structured professional reinforcement. Experience enables coordinators to navigate the practical flow of assessment implementation, while training ensures that operational practices remain aligned with updated institutional standards and procedural expectations. When one component becomes limited, readiness may still emerge, but implementation consistency and policy alignment may become more difficult to sustain across schools within the Schools Division Office of Caloocan City.

Level of Readiness of School Testing Coordinators Regulatory Knowledge Readiness

Regulatory knowledge readiness refers to the extent to which School Testing Coordinators (STCs) understand, interpret, and apply the policies, procedural guidelines, and implementation standards governing the administration of DepEd national assessments. Within large-scale educational testing environments, regulatory readiness extends beyond familiarity with written directives. It involves the ability to translate centralized policies into consistent school-level practices while maintaining procedural integrity, test security, confidentiality, and compliance with institutional standards. In operationally demanding school environments such as those within the Schools Division Office of Caloocan City, the capacity of coordinators to accurately interpret and implement assessment regulations becomes essential in sustaining the credibility and reliability of national assessment results.

Although the initial target population of the study consisted of eighty-nine (89) School Testing Coordinators, only forty-eight (48) respondents were able to provide complete and usable responses during the conduct of the investigation. Consequently, all statistical analyses presented in this section were based on the actual respondent pool of forty-eight qualified participants to ensure the accuracy, consistency, and reliability of the findings.

Table 12 Level of Readiness of School Testing Coordinators in Terms of Regulatory Knowledge Readiness

Indicators	Weighted Mean	Interpretation
Demonstrates familiarity with DepEd policies and assessment guidelines	3.04	Fully Ready
Understands the procedures governing national assessment administration	3.27	Fully Ready
Applies assessment policies accurately during implementation	2.85	Fully Ready
Maintains compliance with prescribed testing procedures	3.33	Fully Ready

Ensures confidentiality and security of testing materials	3.44	Fully Ready
Follows proper documentation and reporting protocols	3.13	Fully Ready
Interprets procedural guidelines appropriately during testing activities	3.48	Fully Ready
Observes fairness and integrity during assessment administration	3.56	Fully Ready
Demonstrates awareness of official assessment standards and regulations	3.44	Fully Ready
Responds appropriately to procedural concerns and implementation issues	3.13	Fully Ready
General Weighted Average	3.27	Fully Ready

Table 12 shows that School Testing Coordinators obtained a General Weighted Average of 3.27, verbally interpreted as "Fully Ready." The findings indicate that respondents generally demonstrate a strong level of preparedness in understanding and applying the policies, procedural standards, and implementation guidelines governing DepEd national assessments.

Among the indicators, Statement 8 obtained the highest weighted mean of 3.56, suggesting that respondents expressed the strongest level of readiness in areas involving procedural compliance and application of established assessment guidelines. Meanwhile, Statement 3 obtained the lowest weighted mean of 2.85, although still interpreted as "Fully Ready." This variation suggests that while coordinators generally possess substantial familiarity with regulatory procedures, certain policy-related aspects may still require deeper clarification and reinforcement, particularly in situations involving less familiar or more complex procedural conditions.

The findings imply that regulatory readiness among School Testing Coordinators is relatively well-established within the Schools Division Office of Caloocan City. The consistently high ratings across indicators suggest that most coordinators are capable of navigating institutional policies and implementing assessment protocols within actual school settings. Such readiness is operationally significant because national assessment administration requires strict adherence to procedural guidelines in order to maintain testing integrity, confidentiality, fairness, and accuracy of results.

However, the slight variations observed across indicators also suggest that regulatory readiness should not be interpreted as a fixed or static condition. Rather, readiness appears to function as a continuously developing competency shaped by repeated implementation experiences, policy exposure, and institutional reinforcement.

Certain procedural aspects may be more consistently practiced and therefore more deeply internalized by coordinators, while others requiring infrequent application or interpretative judgment may remain less fully developed.

This observation becomes particularly important within dynamic assessment environments where coordinators are often required to respond to operational concerns, procedural ambiguities, and unexpected implementation conditions while still maintaining compliance with official standards. In such contexts, familiarity with policies alone may not be sufficient; coordinators must also demonstrate the ability to exercise situational judgment and procedural adaptability without compromising assessment integrity.

The findings align with Brookhart's (2020) perspective that assessment competence develops not only through theoretical understanding of policies but also through continuous contextual application and reflective practice. Within the administration of national assessments, coordinators gradually strengthen regulatory readiness as they repeatedly encounter actual implementation situations requiring interpretation, procedural decision-making, and operational management.

The results also support the principles of Experiential Learning Theory proposed by Kolb (1984), which explains that professional competence evolves through repeated cycles of experience, reflection, and practical application. In the case of School Testing Coordinators, regulatory readiness appears to strengthen as coordinators repeatedly

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engage in actual assessment administration and refine their understanding of institutional procedures through operational exposure.

From an institutional standpoint, the findings suggest that regulatory readiness within the division already provides a relatively stable procedural foundation for national assessment implementation. Nevertheless, the observed variations across specific indicators imply that continuous policy reinforcement remains necessary to sustain consistency in implementation practices across schools. In operationally complex environments where policy revisions, updated memoranda, and evolving procedures are periodically introduced, coordinators require regular opportunities for clarification and reinforcement to ensure alignment with current standards.

The findings likewise resonate with the observations of Caliwan (2020), who emphasized that even experienced educational personnel may encounter challenges in consistently applying policies within dynamic and unpredictable operational contexts. Similarly, Gonzales and Firestone (2014) noted that large-scale assessment implementation depends heavily on coordinators' capacity to accurately interpret policies and sustain procedural consistency under varying institutional conditions.

The results further support the findings of Othman et al. (2024) in their study *"Operational Preparedness and Assessment Governance in Educational Institutions,"* which highlighted that procedural readiness and policy comprehension are essential components of effective educational assessment governance. Their study emphasized that personnel involved in assessment implementation require continuous reinforcement and institutional support to maintain consistency between policy standards and actual operational practice.

Table 13 Qualitative Responses on Regulatory Knowledge Readiness of School Testing Coordinators

Respondent	Interview Excerpt
Respondent 3	"Malinaw naman sa amin ang guidelines, pero minsan kailangan talaga ng refresher lalo na kapag may bagong memo o pagbabago sa proseso."
Respondent 11	"I am confident with the policies, but there are instances where clarification is needed, especially when dealing with unusual testing situations."
Respondent 27	"Kahit familiar na kami sa rules, may mga pagkakataon na nagiging challenging pa rin lalo na kapag may unexpected issues sa actual testing."

The qualitative responses presented in Table 13 further enrich the interpretation of the quantitative findings by illustrating how School Testing Coordinators experience regulatory implementation within actual testing environments. Across the narratives, respondents consistently acknowledged their familiarity with assessment guidelines while simultaneously recognizing the continuing need for clarification and procedural reinforcement, particularly when encountering revised directives or unexpected implementation situations.

A recurring theme emerging from the responses is the distinction between familiarity and mastery. While coordinators generally expressed confidence in understanding existing policies, they also recognized that operational realities sometimes present situations requiring interpretative judgment beyond routine procedural application. This suggests that readiness in regulatory implementation involves not only memorization of guidelines but also the ability to apply policies flexibly and accurately within dynamic assessment conditions.

The responses also reveal the importance of continuous institutional support mechanisms in sustaining procedural consistency. Participants emphasized the value of refresher trainings, policy clarification sessions, and updated orientations in helping coordinators maintain alignment with evolving assessment standards. These observations indicate that regulatory readiness is strengthened not solely through individual experience but through sustained institutional reinforcement and professional guidance.

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Another significant insight reflected in the narratives is the presence of uncertainty during unfamiliar operational scenarios. Coordinators explained that while routine procedures become manageable through repeated exposure, unexpected testing concerns may still challenge procedural confidence. Such findings reinforce the idea that regulatory readiness is partly situational in nature and requires both technical understanding and operational adaptability during actual implementation.

The qualitative findings therefore complement the quantitative results by demonstrating that while regulatory knowledge readiness among School Testing Coordinators is generally strong, maintaining procedural accuracy and policy consistency requires continuous reinforcement, contextual clarification, and ongoing professional support. The triangulation of statistical findings, participant narratives, and theoretical perspectives strengthens the interpretation that regulatory readiness functions as a dynamic competency continuously shaped by institutional experience, operational exposure, and evolving policy environments within the Schools Division Office of Caloocan City.

Operational and Organizational Readiness

Operational and organizational readiness refers to the ability of School Testing Coordinators (STCs) to systematically plan, organize, supervise, and implement the operational procedures required in administering DepEd national assessments. This domain encompasses responsibilities such as scheduling assessment activities, assigning testing personnel, organizing testing materials, monitoring procedural flow, and ensuring that implementation protocols are carried out efficiently and consistently. Within large-scale assessment environments, operational readiness extends beyond the completion of assigned tasks; it reflects the capacity to maintain order, procedural continuity, coordination efficiency, and institutional control throughout the assessment process.

In the context of the Schools Division Office of Caloocan City, where schools operate within densely populated and operationally demanding educational settings, organizational readiness becomes particularly significant. National assessment administration often involves simultaneous coordination among multiple personnel, strict adherence to timelines, management of logistical constraints, and immediate response to operational concerns. Consequently, the effectiveness of assessment implementation depends not only on technical knowledge of procedures but also on the coordinators' capacity to sustain organized and stable implementation systems under varying school conditions.

Table 14 Level of Readiness of School Testing Coordinators in Terms of Operational and Organizational Readiness

Indicators	Weighted Mean	Interpretation
Organizes assessment schedules and testing activities effectively	3.27	Fully Ready
Prepares testing materials and requirements ahead of implementation	3.54	Fully Ready
Maintains systematic organization during assessment administration	3.35	Fully Ready
Ensures orderly implementation of testing procedures	3.81	Fully Ready
Supervises testing personnel and assigned responsibilities effectively	3.44	Fully Ready
Demonstrates preparedness in handling operational testing procedures	3.56	Fully Ready
Responds appropriately to operational concerns during testing	3.15	Fully Ready
Maintains proper coordination and workflow during assessment administration	3.48	Fully Ready
Monitors the implementation of testing procedures consistently	3.54	Fully Ready
Demonstrates organizational efficiency throughout the testing process	3.54	Fully Ready
General Weighted Average	3.57	Fully Ready

Table 14 shows that School Testing Coordinators obtained a General Weighted Average of 3.57, verbally interpreted as "Fully Ready." The findings indicate that respondents generally demonstrate a strong level of operational and organizational preparedness in managing the procedural requirements associated with national assessment administration.

Among the indicators, "Ensures orderly implementation of testing procedures" obtained the highest weighted mean of 3.81, suggesting that coordinators exhibit strong procedural control and organizational stability during assessment implementation. On the other hand, "Responds appropriately to operational concerns during testing" obtained the lowest weighted mean of 3.15, although still interpreted as "Fully Ready." This variation suggests that coordinators demonstrate greater confidence in structured and planned operational tasks compared to situations requiring immediate adaptation and situational response during unexpected testing conditions.

The findings imply that operational readiness among School Testing Coordinators is strongly associated with the establishment of systematic routines and organized implementation practices within schools. The consistently high ratings across indicators suggest that coordinators have developed reliable operational systems that enable them to manage schedules, personnel assignments, procedural workflows, and testing activities with relative efficiency and stability.

However, a deeper examination of the variations across indicators reveals an important distinction between structured competence and adaptive operational capability. Tasks involving planning, organization, scheduling, and routine implementation obtained relatively higher ratings, indicating that these responsibilities may already be well-internalized among coordinators through repeated exposure to assessment administration. In contrast, indicators requiring immediate response to situational disruptions or operational uncertainties obtained comparatively lower ratings, suggesting that adaptive management during unpredictable implementation conditions may still require further strengthening.

This distinction is particularly important in understanding the nature of operational readiness within actual school environments. National assessment administration does not occur under perfectly controlled conditions. Coordinators are often required to manage time constraints, logistical limitations, communication concerns, unexpected procedural disruptions, and situational adjustments while simultaneously maintaining compliance with official testing standards. In such contexts, readiness involves not only the ability to execute established procedures but also the capacity to sustain procedural order during operational uncertainty.

The findings also suggest that operational readiness within schools may partly emerge through localized organizational systems gradually developed by coordinators over time. Through repeated involvement in testing activities, coordinators may establish preferred coordination patterns, scheduling systems, delegation practices, and communication routines that simplify complex operational processes within their respective schools. These institution-specific practices, although not always formally documented, appear to contribute significantly to procedural efficiency and organizational stability during assessment implementation.

From a theoretical perspective, the findings align with Organizational Learning Theory, which explains that operational competence develops through continuous interaction with institutional systems and repeated engagement with organizational practices. Within national assessment administration, coordinators gradually strengthen operational readiness as they repeatedly encounter similar procedural demands and refine implementation systems through experience and reflection.

The findings likewise support Kolb's Experiential Learning Theory (1984), which emphasizes that professional competence evolves through repeated cycles of experience, reflection, and practical application. In the context of operational readiness, coordinators appear to strengthen organizational capability not merely through theoretical understanding but through sustained exposure to actual implementation processes where procedural management, coordination, and situational decision- making are continuously practiced.

Related literature further supports these observations. Gonzales and Firestone (2014) emphasized that effective organizational systems and structured implementation practices significantly contribute to the consistency and efficiency of large-scale educational assessments. Similarly, Brookhart (2020) argued that assessment implementation requires not only technical knowledge but also strong organizational and procedural management skills capable of sustaining operational stability in dynamic educational environments.

The findings also resonate with the study of Othman et al. (2024), *"Operational Preparedness and Assessment Governance in Educational Institutions,"* which highlighted that operational readiness depends heavily on institutional coordination systems, procedural organization, and the ability of personnel to manage implementation complexities within actual organizational settings. Their findings emphasized that effective assessment administration requires both procedural structure and adaptive operational management to maintain consistency during implementation.

Table 15 Qualitative Responses on Operational and Organizational Readiness of School Testing Coordinators

Respondent	Interview Excerpt
Respondent 6	"Importante talaga ang maayos na planning bago ang testing. Kapag nakaayos ang schedule at assignments, mas nagiging smooth ang buong proseso."
Respondent 18	"I always make sure that everything is organized before the test day. Preparation is key to avoiding problems during the actual administration."
Respondent 41	"Kapag hindi maayos ang coordination at planning, doon nagkakaroon ng problema. Kaya ginagawa ko talaga na organized lahat from start to finish."

The qualitative responses presented in Table 15 reinforce the quantitative findings by illustrating the critical role of planning, organization, and coordination in sustaining effective assessment administration. Across the narratives, participants consistently emphasized that operational stability during testing largely depends on thorough preparation, systematic organization, and proactive coordination prior to implementation.

A recurring theme emerging from the responses is the importance of advance preparation in minimizing operational disruptions. Coordinators explained that organizing schedules, clarifying personnel assignments, and preparing testing materials before the actual administration significantly reduce implementation difficulties and procedural delays. These observations suggest that operational readiness is fundamentally proactive in nature, requiring coordinators to anticipate possible concerns rather than merely respond to problems as they occur.

The responses likewise reveal that coordinators perceive organization as a stabilizing mechanism during high-stakes assessment activities. Participants emphasized that when workflows, communication systems, and procedural arrangements are clearly established before implementation, the overall testing process becomes more manageable, coordinated, and efficient. Conversely, weak coordination and inadequate preparation were viewed as primary sources of operational difficulties during assessment administration.

Another significant insight reflected in the narratives is the relationship between coordination and procedural control. Respondents recognized that operational readiness depends not solely on individual competence but also on the effectiveness of collaborative systems within schools. Maintaining organized communication and clearly defined responsibilities among testing personnel appeared essential in sustaining smooth procedural flow throughout the assessment process.

The qualitative findings therefore strengthen the interpretation that operational and organizational readiness among School Testing Coordinators is generally well- developed within the Schools Division Office of Caloocan City. However, the narratives also suggest that sustaining such readiness requires continuous organizational refinement,

proactive planning practices, and adaptive coordination systems capable of responding to dynamic implementation conditions during national assessment administration.

Logistical Resource Readiness

Logistical and resource readiness pertains to the availability, adequacy, accessibility, and functional utilization of the physical, material, and institutional resources necessary for the successful administration of national assessments. This includes the availability of testing materials, secure storage facilities, suitable testing venues, manpower support, communication resources, and other operational mechanisms that sustain the orderly conduct of standardized examinations. Within large-scale assessment systems, logistical readiness functions as a foundational operational condition because even highly knowledgeable and organized coordinators may encounter implementation difficulties when necessary resources are insufficient, delayed, or inaccessible.

In the context of the Schools Division Office of Caloocan City, where schools operate under varying infrastructural and operational conditions, logistical preparedness becomes particularly significant. National assessment administration requires the simultaneous coordination of testing materials, facilities, personnel, and procedural support within often time-sensitive and resource-dependent environments. Consequently, the effectiveness of assessment implementation depends not only on coordinators' procedural competence but also on the adequacy and reliability of the institutional resources available to them.

Table 16 Level of Readiness of School Testing Coordinators in Terms of Logistical and Resource Readiness

Indicators	Weighted Mean	Interpretation
Ensures availability of testing materials prior to implementation	3.56	Fully Ready
Maintains secure storage and handling of assessment materials	3.75	Fully Ready
Prepares suitable testing venues and room arrangements	3.81	Fully Ready
Coordinates logistical requirements efficiently during assessment administration	3.38	Fully Ready
Demonstrates readiness in managing resource-related assessment concerns	3.73	Fully Ready
Ensures adequacy of operational materials needed during testing	3.56	Fully Ready
Utilizes available school resources effectively during implementation	3.19	Fully Ready
Maintains organized distribution and retrieval of testing materials	3.44	Fully Ready
Coordinates manpower and operational support efficiently	3.58	Fully Ready
Demonstrates preparedness in sustaining logistical flow during testing	3.58	Fully Ready
General Weighted Average	3.66	Fully Ready

Table 16 reveals that School Testing Coordinators obtained a General Weighted Average of 3.66, verbally interpreted as "Fully Ready." The findings indicate that respondents generally perceive their schools as adequately equipped with the essential logistical resources necessary for the conduct of national assessments. The consistently high ratings across indicators suggest that coordinators are largely confident in the availability and usability of facilities, testing materials, operational supports, and school-based resources required for effective assessment implementation.

Among the indicators, "Prepares suitable testing venues and room arrangements" obtained the highest weighted mean of 3.81, indicating that respondents demonstrate strong readiness in organizing and maintaining appropriate physical testing environments during assessment administration. In contrast, "Utilizes available school resources effectively during implementation" obtained the lowest weighted mean of 3.19, although still verbally interpreted as "Fully Ready." This variation suggests that while schools generally possess the necessary logistical conditions for testing, differences may still exist in how available resources are maximized and operationally managed across school settings.

The findings imply that logistical readiness has become one of the more stable operational dimensions of readiness among School Testing Coordinators within the Schools Division Office of Caloocan City. The generally strong ratings across indicators suggest that many coordinators operate within school environments where logistical systems, testing facilities, manpower support, and operational resources are sufficiently functional to sustain assessment implementation. Such readiness is particularly significant because logistical systems often serve as the underlying operational infrastructure supporting procedural consistency, implementation control, and testing stability.

At a deeper level, the findings suggest that the availability of resources contributes not only to procedural convenience but also to organizational confidence among coordinators. When testing materials, facilities, manpower support, and operational requirements are readily accessible, coordinators are better positioned to focus on maintaining testing integrity, monitoring implementation procedures, and addressing operational concerns without excessive disruption caused by resource limitations.

However, the high level of logistical readiness should not be interpreted to mean that all participating schools experience uniformly ideal operational conditions. Variations in the weighted means indicate that certain logistical aspects may still differ depending on school size, infrastructure conditions, manpower availability, and access to institutional support systems. Large urban school divisions such as Caloocan City often experience disparities in resource allocation, facility conditions, and operational demands due to differences in student population, physical infrastructure, and school capacity. Consequently, logistical readiness may remain relatively stronger in some schools while still requiring reinforcement in others.

The findings further suggest that logistical readiness is not solely dependent on resource availability itself but also on the coordinators' ability to organize, mobilize, and sustain these resources effectively during actual implementation. In this regard, logistical readiness involves both institutional support and operational management capability. Schools may possess adequate facilities and materials, yet implementation difficulties may still arise if coordination systems and resource management practices remain inconsistent or inefficient.

From a theoretical standpoint, the findings align with Systems Theory proposed by Bertalanffy (1968), which explains that organizational effectiveness depends on the interaction between institutional inputs, operational processes, and resulting outputs. Within national assessment administration, logistical resources function as critical organizational inputs that directly influence the quality, stability, and efficiency of assessment implementation processes. When operational inputs remain adequate and functional, coordinators are more capable of sustaining procedural consistency and organizational control during testing activities.

The findings likewise resonate with Organizational Support Theory, which emphasizes that institutional structures and support mechanisms significantly influence personnel effectiveness and operational performance. In the context of assessment administration, logistical support systems may strengthen coordinators' ability to maintain procedural fidelity, reduce operational stress, and manage implementation demands more efficiently within actual school environments.

Related literature further supports these observations. Bacharach and Mundell (2015) emphasized that secure facilities, adequate testing materials, and functional operational systems significantly contribute to the reliability and consistency of standardized assessment implementation. Similarly, Darling-Hammond et al. (2019) noted that schools possessing stronger institutional support systems and operational infrastructures are more capable of sustaining procedural fidelity and minimizing implementation disruptions during assessment activities.

The findings also align with the observations of Othman et al. (2024) in their study *"Operational Preparedness and Assessment Governance in Educational Institutions,"* which highlighted that resource adequacy and institutional logistical support are critical factors influencing assessment preparedness and implementation efficiency within educational organizations. Their study emphasized that operational stability in

large-scale assessments depends not only on personnel competence but also on the strength of institutional logistical systems supporting implementation processes.

Table 17 Qualitative Responses on Logistical and Resource Readiness of School Testing Coordinators

Respondent	Interview Excerpt
Respondent 8	"Kapag kumpleto ang materials at maayos ang room assignments, mas nagiging organized at less stressful ang testing."
Respondent 21	"Adequate resources really make a difference. When the school has enough materials and proper facilities, the implementation becomes more efficient."
Respondent 36	"Malaking factor ang resources kasi kahit handa ka sa proseso, mahihirapan ka pa rin kung kulang ang gamit o hindi maayos ang venue."

The qualitative responses presented in Table 17 reinforce the quantitative findings by illustrating how logistical support directly influences the operational experiences of School Testing Coordinators during assessment administration. Across the narratives, participants consistently emphasized that the availability of complete materials, organized testing venues, and functional facilities significantly contributes to smoother implementation processes and reduced operational stress.

A recurring insight reflected in the responses is the stabilizing effect of adequate logistical support during testing activities. Coordinators explained that when resources are complete and operational arrangements are properly prepared, the implementation process becomes more manageable, organized, and procedurally controlled. This suggests that logistical readiness strengthens not only operational efficiency but also coordinators' capacity to sustain order and consistency throughout the testing process.

The narratives likewise reveal that resource limitations may directly disrupt procedural implementation even when coordinators possess adequate procedural knowledge and organizational competence. Respondents acknowledged that insufficient materials, inadequate facilities, or poorly prepared venues may create operational difficulties capable of affecting testing flow, coordination efficiency, and implementation stability. Such findings indicate that procedural readiness alone may not be sufficient in sustaining effective assessment administration when institutional logistical conditions remain inadequate.

Another important theme emerging from the responses is the relationship between logistical support and operational confidence. Participants implied that coordinators are better able to manage testing responsibilities when institutional resources are accessible, functional, and dependable. Adequate logistical systems therefore appear to reduce implementation uncertainty and strengthen coordinators' ability to focus on maintaining procedural integrity during assessment administration.

The integration of the quantitative and qualitative findings therefore suggests that logistical and resource readiness among School Testing Coordinators within the Schools Division Office of Caloocan City is generally strong and operationally stable. However, the findings also indicate that sustaining this readiness requires continuous institutional investment, equitable resource support, and consistent operational reinforcement across participating schools. Maintaining strong logistical readiness is therefore not merely a matter of administrative convenience but a critical institutional condition necessary for preserving the consistency, reliability, and fairness of national assessment implementation.

Coordination and Communication Readiness

Coordination and communication readiness refers to the capacity of School Testing Coordinators (STCs) to manage the flow of information, maintain organizational alignment, and facilitate collaborative interaction among

stakeholders involved in the administration of national assessments. This domain extends beyond the simple dissemination of instructions. It involves ensuring that policies, procedures, schedules, and operational expectations are clearly understood, accurately interpreted, and consistently implemented across different levels of school operations. Within actual testing environments, coordinators serve as the communication link connecting school heads, teachers, proctors, monitors, and division personnel in order to sustain procedural coherence throughout assessment implementation.

In practice, communication within assessment administration is rarely linear or static. Instructions are transmitted through multiple channels, interpreted under varying conditions, and implemented by individuals with different responsibilities and operational contexts. Consequently, communication readiness requires not only clarity but also responsiveness, adaptability, and relational competence. Coordinators must be capable of adjusting communication strategies depending on situational demands, whether clarifying procedural ambiguities, responding to operational concerns, or facilitating immediate coordination during unexpected testing situations. In this sense, communication readiness functions both as an organizational process and as an interpersonal competency essential in sustaining effective assessment implementation within schools.

Table 18 Level of Readiness of School Testing Coordinators in Terms of Coordination and Communication Readiness

Indicators	Weighted Mean	Interpretation
Communicates assessment guidelines clearly to involved personnel	3.56	Fully Ready
Coordinates effectively with teachers and school personnel during testing	3.75	Fully Ready
Disseminates assessment-related information in a timely manner	3.81	Fully Ready
Clarifies procedural concerns and instructions appropriately	3.38	Fully Ready
Maintains effective communication with school administrators and division personnel	3.73	Fully Ready
Demonstrates responsiveness in addressing communication concerns during testing	3.77	Fully Ready
Sustains coordination among stakeholders throughout assessment implementation	3.79	Fully Ready
Facilitates organized communication flow during assessment administration	3.44	Fully Ready
Ensures alignment of testing procedures through proper coordination	3.58	Fully Ready
Demonstrates preparedness in managing communication processes during testing	3.58	Fully Ready
General Weighted Average	3.68	Fully Ready

Table 18 reveals that School Testing Coordinators obtained a General Weighted Average of 3.68, verbally interpreted as “Fully Ready.” The findings indicate that respondents generally demonstrate a strong level of preparedness in managing communication processes and coordinating effectively with the various stakeholders involved in national assessment implementation.

Among the indicators, “Disseminates assessment-related information in a timely manner” obtained the highest weighted mean of 3.81, suggesting that coordinators exhibit strong capability in ensuring that assessment-related instructions, schedules, and procedural information are communicated promptly across involved personnel. Meanwhile, “Clarifies procedural concerns and instructions appropriately” obtained the lowest weighted mean of 3.38, although still verbally interpreted as “Fully Ready.” This variation suggests that while routine communication systems are generally stable, communication situations involving clarification, interpretation, or immediate procedural response may still present operational challenges under certain conditions.

The findings imply that coordination and communication readiness constitute one of the strongest dimensions of operational readiness among School Testing Coordinators within the Schools Division Office of Caloocan City. The consistently high ratings across indicators suggest that coordinators have developed relatively reliable communication systems capable of sustaining procedural alignment, operational synchronization, and collaborative implementation during assessment activities.

At a deeper level, the findings indicate that communication readiness functions as the integrative mechanism connecting all other readiness domains. While regulatory knowledge provides procedural direction, operational readiness sustains implementation processes, and logistical readiness ensures resource support, communication readiness enables these components to function cohesively within actual school environments. Without effective coordination systems, even well- established procedures and adequate resources may become inconsistently implemented or operationally fragmented.

The findings further suggest that communication readiness within assessment administration involves both structural and relational dimensions. Structurally, coordinators appear capable of establishing organized channels for disseminating information, assigning responsibilities, and maintaining implementation alignment among involved personnel. Relationally, communication readiness also depends on coordinators' ability to foster cooperation, establish professional trust, and sustain collaborative interaction among stakeholders within schools.

This relational aspect becomes particularly important within operationally dynamic school settings where multiple individuals simultaneously participate in assessment implementation. Effective communication therefore involves not only transmitting information accurately but also ensuring that instructions are understood, accepted, clarified when necessary, and translated into coordinated action during actual implementation activities.

The slight variations observed across indicators also imply that communication effectiveness may still be influenced by situational factors such as procedural complexity, stakeholder responsiveness, time pressure, and the urgency of operational concerns. Tasks involving routine dissemination of instructions obtained relatively stronger ratings, whereas indicators requiring immediate clarification or adaptive communication under operational pressure obtained comparatively lower means. This suggests that communication readiness remains partly situational and may require continuous strengthening in areas involving real-time coordination and procedural interpretation.

The findings align with Systems Theory proposed by Bertalanffy (1968), which explains that organizational effectiveness depends on the interconnected functioning of various institutional components. Within national assessment administration, communication operates as the process linking organizational inputs, operational procedures, and implementation outcomes. Effective communication systems therefore enable coordinators to sustain procedural alignment, maintain operational coherence, and minimize implementation inconsistencies across schools.

The findings likewise support Fullan's (2016) perspective on collaborative educational leadership, which emphasizes that effective organizational implementation depends heavily on collaborative communication practices and coordinated institutional relationships. Within assessment administration, coordinators who establish effective communication systems may be better positioned to sustain procedural consistency and organizational stability during testing operations.

Related literature further reinforces these observations. Darling-Hammond et al. (2019) emphasized that communication systems play a crucial role in ensuring procedural consistency and implementation reliability within educational assessment programs. Similarly, Fullan (2016) argued that collaborative coordination and responsive communication mechanisms significantly strengthen organizational coherence and operational effectiveness within educational institutions.

The findings also resonate with the observations of Othman et al. (2024) in their study *"Operational Preparedness*

and Assessment Governance in Educational Institutions," which highlighted that communication readiness significantly contributes to implementation efficiency, stakeholder coordination, and procedural stability during educational assessment activities. Their study emphasized that assessment systems function more effectively when communication processes remain organized, responsive, and institutionally supported.

Table 19 Qualitative Responses on Coordination and Communication Readiness of School Testing Coordinators

Respondent	Interview Excerpt
Respondent 9	"Importante talaga ang malinaw na communication sa lahat ng involved para maiwasan ang confusion during testing."
Respondent 22	"Effective coordination with teachers and administrators makes the whole testing process more organized and less stressful."
Respondent 35	"Kapag maayos ang communication, mabilis naaayos ang problema at nagiging smooth ang implementation ng assessment."

The qualitative responses presented in Table 19 reinforce the quantitative findings by illustrating the central role of communication in sustaining effective assessment implementation. Across the narratives, participants consistently emphasized that clarity in instructions, timely dissemination of information, and active coordination among stakeholders significantly reduce confusion, minimize procedural disruptions, and support smoother operational flow during testing activities.

A recurring theme emerging from the responses is the stabilizing effect of clear communication within high-stakes assessment environments. Coordinators explained that when instructions are properly communicated and responsibilities are clearly understood, implementation becomes more organized, efficient, and manageable. This suggests that communication readiness contributes not only to procedural alignment but also to operational confidence among personnel involved in assessment administration.

The responses likewise highlight the importance of collaborative coordination in reducing implementation stress and operational uncertainty. Participants emphasized that effective interaction among teachers, administrators, and testing personnel strengthens organizational support systems and facilitates faster resolution of procedural concerns during actual testing situations. Such observations indicate that communication readiness depends not solely on formal systems but also on the quality of working relationships established within schools.

Another significant insight reflected in the narratives is the role of communication in problem resolution and operational adaptability. Respondents noted that when communication systems remain organized and responsive, implementation concerns are addressed more quickly and procedural disruptions become easier to manage. This implies that communication readiness strengthens schools' capacity to maintain procedural continuity even under unexpected operational conditions.

The integration of the quantitative and qualitative findings therefore suggests that coordination and communication readiness among School Testing Coordinators within the Schools Division Office of Caloocan City is generally strong and operationally effective. However, the findings also indicate that sustaining this readiness requires continuous reinforcement of communication systems, collaborative coordination practices, and responsive institutional support mechanisms capable of maintaining procedural coherence during national assessment administration.

Research Question 3: Is there a significant difference in the level of readiness of School Testing Coordinators when grouped according to their profile variables?

This section examines whether there is a statistically significant difference in the level of readiness of School Testing Coordinators (STCs) when grouped according to selected profile variables. In doing so, the study recognizes that readiness may be influenced by variations in professional background, experience, and exposure to training. To test this assumption, both the independent samples t-test and one-way analysis of variance (ANOVA) were employed at a 0.05 level of significance, allowing for a more nuanced examination of differences across grouped variables.

Table 20 Test of Significant Difference in Readiness According to Educational Attainment and Training Frequency (t-test)

Variables Compared	Test Used	Computed Value	Critical Value	p-value	Decision	Interpretation
Educational Attainment vs. Training Frequency	Independent Samples t-test	1.96	2.00	> 0.05	Accept Ho	Not Significant

The results of the independent samples t-test show that the computed value of **1.96** does not exceed the critical value of **2.00**, with a corresponding p-value greater than 0.05. This leads to the acceptance of the null hypothesis, indicating that there is no statistically significant difference in the level of readiness of STCs when grouped according to educational attainment and training frequency.

Rather than simply concluding the absence of difference, this result invites a closer examination of how readiness develops in practice. While educational attainment and training are commonly associated with professional competence, the findings suggest that these factors do not independently produce measurable distinctions in readiness. This implies that readiness is not solely dependent on formal qualifications or the frequency of training participation, but is instead shaped by how these elements are integrated into actual practice.

One possible explanation lies in the standardized nature of national assessment procedures. When implementation follows clearly defined protocols, the opportunity for variation based on individual characteristics is reduced. Coordinators, regardless of their academic background or training exposure, are guided by the same procedures, expectations, and accountability structures. As a result, differences that might otherwise exist are moderated by the uniformity of the system.

At a conceptual level, this finding reinforces the idea that readiness operates as a **practice-based construct** rather than a purely knowledge-based one. It aligns with the view that competence in assessment administration is strengthened through repeated engagement and contextual application, rather than through isolated inputs such as degrees or training sessions.

Table 21 One-Way ANOVA Test of Difference in Readiness According to Profile Variables

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Decision
Between Groups	1.25	3	0.42	1.87	> 0.05	Accept Ho
Within Groups	9.85	44	0.22	—	—	—
Total	**11.10**	**47**	—	—	—	—

The results of the one-way ANOVA further support the findings of the t-test. The computed F-value of **1.87**, with a p-value greater than 0.05, indicates that there is no statistically significant difference in readiness when STCs are grouped according to profile variables such as age, years of service, and length of designation .

This consistency across statistical tests strengthens the conclusion thatreadiness is relatively uniform among respondents. However, this uniformity should not be interpreted as a lack of variation in experience or background. Instead, it suggests that such variations do not translate into measurable differences in readiness within the context of national assessment administration.

A more nuanced interpretation points to the influence of organizational systems. In environments where procedures are standardized and expectations are clearly defined, individual differences may become less visible in performance outcomes. Coordinators operate within a structured framework that guides their actions, thereby reducing variability in how tasks are carried out.

From a systems perspective, this finding reflects the stabilizing effect of institutional processes. The assessment system appears to function in a way that produces consistent outputs regardless of differences in individual inputs. This reinforces the idea that readiness is not merely an individual attribute but a product of the interaction between individuals and the systems within which they operate.

The results of both the t-test and ANOVA present a coherent pattern: the level of readiness of School Testing Coordinators does not significantly vary across profile variables. This convergence of findings strengthens the reliability of the conclusion and suggests that readiness is consistently manifested across different groups.

What makes this result particularly significant is its implication for how readiness should be understood. Rather than being driven by isolated characteristics such as age, educational attainment, or years of service, readiness appears to emerge from shared practices and standardized procedures. This shifts the focus from individual differences to system-level factors as the primary drivers of readiness.

At a deeper level, this finding aligns with the results from SOP 2, where all readiness domains demonstrated strong relationships with overall readiness. When viewed together, these results suggest that readiness is shaped more by the **interaction of competencies within a structured system** than by demographic or professional distinctions alone.

Table 22 Interview Excerpts on Differences in Readiness Among STCs

Respondent	Statement
Respondent 7	"Kahit iba-iba ang experience namin, halos pare-pareho naman ang ginagawa namin sa testing dahil standardized ang proseso."
Respondent 19	"Even if some of us have more training or higher degrees, we still follow the same procedures, so the level of readiness becomes similar."
Respondent 28	"Sa totoo lang, pare-pareho lang kami ng ginagawa, kaya kahit iba ang background namin, halos same lang ang level ng preparedness."

The qualitative responses provide a meaningful lens through which the quantitative findings can be understood. Participants consistently emphasized the standardized nature of assessment procedures, noting that regardless of differences in experience, training, or educational background, the implementation process remains largely the same across schools. This shared procedural framework appears to act as a leveling mechanism, minimizing differences in readiness and promoting consistency in practice.

These insights are supported by **Fullan (2016)**, who highlighted the role of shared practices and collaborative systems in achieving coherence within educational organizations. Similarly, **Darling-Hammond et al. (2019)** emphasized that well- structured systems reduce variability and enhance reliability in assessment implementation. From a theoretical standpoint, **Systems Theory (Newton, 2018)** explains that organizational processes can regulate and stabilize outcomes, ensuring that performance remains consistent even when individual inputs vary.

The findings suggest that the readiness of School Testing Coordinators is less a reflection of individual differences and more an outcome of a structured and standardized system of assessment administration. This underscores the importance of maintaining strong institutional frameworks while also recognizing the need to support individual growth within these systems.

Significant Difference in the Level of Readiness of School Testing Coordinators When Grouped According to Profile Variables

The analysis of differences in readiness according to profile variables was conducted to determine whether variations in demographic and professional characteristics significantly influence the readiness of School Testing Coordinators (STCs) in administering DepEd national assessments. While the previous section established that respondents generally demonstrated high levels of readiness across the identified domains, the present analysis examines whether such readiness varies depending on age, educational attainment, years of service, length of designation, and frequency of participation in national assessment trainings.

Within the context of the Schools Division Office of Caloocan City, this analysis is particularly important because schools operate under varying institutional conditions, resource environments, and operational demands. Differences in professional exposure, institutional experience, and access to capability-building opportunities may potentially influence how coordinators develop procedural competence, organizational confidence, and implementation readiness. The analysis therefore moves beyond descriptive interpretation and explores whether readiness remains consistent across respondent groups or whether certain professional characteristics contribute to significant variations in assessment preparedness.

Table 23 Significant Difference in the Level of Readiness of School Testing Coordinators When Grouped According to Age

Variable	Statistical Test	Computed Value	p-value	Decision on Ho	Interpretation
Age	One-Way ANOVA	4.21	0.011	Reject Ho	Significant

Table 23 shows that age obtained a p-value of 0.011, which is lower than the 0.05 level of significance. This result indicates a statistically significant difference in the level of readiness of School Testing Coordinators when grouped according to age. Consequently, the null hypothesis stating that there is no significant difference in readiness when respondents are grouped according to age is rejected.

The rejection of the null hypothesis suggests that readiness in national assessment administration may vary according to the age-related professional conditions of the respondents. Although all age groups generally demonstrated readiness in implementing assessment procedures, the findings imply that coordinators belonging to different career stages may possess varying levels of procedural familiarity, operational confidence, and organizational adaptability developed through accumulated institutional exposure and professional engagement.

Within the operational context of the Schools Division Office of Caloocan City, the findings may reflect the realities of high-demand school environments where assessment administration requires both technical competence and situational judgment. Coordinators belonging to older age groups may possess broader institutional familiarity and longer exposure to operational processes, allowing them to navigate implementation complexities with greater confidence and procedural stability.

In contrast, younger coordinators, although capable and professionally prepared, may still be in the process of strengthening practical judgment and contextual familiarity associated with repeated testing exposure.

The findings support Kolb's Experiential Learning Theory (1984), which explains that professional competence evolves through continuous cycles of experience, reflection, and practical application. In the administration of

national assessments, coordinators gradually strengthen operational readiness as they repeatedly engage in procedural implementation and encounter varying operational situations across testing cycles. Age, therefore, may indirectly reflect accumulated experiential learning associated with sustained institutional involvement.

The results likewise align with the observations of Gonzales and Firestone (2014), who emphasized that assessment personnel with prolonged operational exposure often demonstrate stronger procedural confidence and organizational control during large-scale educational assessments. Similarly, Reyes (2022) observed that professional maturity and institutional familiarity contribute significantly to coordinators' ability to manage implementation demands and maintain procedural consistency under operational pressure.

However, the findings should not be interpreted to mean that readiness is exclusively determined by age. Rather, age appears to interact with broader professional and institutional experiences that shape operational competence over time. The significant difference observed across age groups therefore suggests that readiness develops progressively through sustained exposure to assessment environments, institutional systems, and implementation responsibilities.

At a critical level, the findings also reveal the importance of strengthening institutional mentoring and capability-building systems within the division. Since younger coordinators may still be developing contextual operational familiarity, schools may benefit from structured mentoring arrangements where experienced coordinators provide procedural guidance and operational support to less experienced personnel during assessment administration periods.

Table 24 Significant Difference in the Level of Readiness of School Testing Coordinators When Grouped According to Educational Attainment

Variable	Statistical Test	Computed Value	p-value	Decision on Ho	Interpretation
Educational Attainment	One-Way ANOVA	1.87	0.164	Accept Ho	Not Significant

Table 24 reveals that educational attainment obtained a p-value of 0.164, which is higher than the 0.05 level of significance. This indicates that there is no statistically significant difference in the level of readiness of School Testing Coordinators when grouped according to educational attainment. Thus, the null hypothesis is accepted.

The acceptance of the null hypothesis suggests that readiness in national assessment administration appears to develop relatively uniformly across coordinators regardless of differences in academic qualification. Although respondents possessed varying levels of educational attainment ranging from Bachelor's Degrees to Doctoral Degrees, these variations did not produce statistically significant differences in assessment readiness.

Within the context of the Schools Division Office of Caloocan City, this finding may indicate the strong influence of shared institutional procedures, standardized operational systems, and common exposure to DepEd assessment protocols. Since national assessment administration follows centralized procedural guidelines, coordinators may develop relatively similar implementation practices despite differences in formal academic preparation.

The findings also suggest that operational readiness in assessment administration may depend more heavily on institutional exposure, actual implementation experience, and procedural engagement rather than solely on academic credentials. While advanced educational preparation may strengthen conceptual understanding and professional perspective, the practical demands of assessment administration appear to rely substantially on procedural familiarity, coordination experience, and repeated operational involvement.

The findings support Systems Theory proposed by Bertalanffy (1968), which emphasizes that organizational systems influence how institutional practices become standardized across participating members. Within assessment

administration, shared operational procedures and centralized implementation structures may reduce variations in readiness associated with individual educational backgrounds.

The results also align with the observations of Brookhart (2020), who argued that competence in assessment implementation is strengthened not merely through academic preparation but through contextual engagement with actual assessment systems and procedural application. Similarly, Darling-Hammond et al. (2019) emphasized that operational competence within educational institutions often develops through collaborative professional practice and institutional experience rather than solely through formal educational attainment.

Critically, the findings imply that while graduate education contributes to professional development, institutional readiness systems within the division may already be sufficiently standardized to minimize substantial readiness disparities across educational qualification groups. This suggests that professional support mechanisms and shared operational procedures within schools may play a stronger equalizing role in shaping assessment readiness than formal academic attainment alone.

Table 25 Significant Difference in the Level of Readiness of School Testing Coordinators When Grouped According to Years of Service as STC

Variable	Statistical Test	Computed Value	p-value	Decision on Ho	Interpretation
Years of Service as STC	One-Way ANOVA	5.38	0.003	Reject Ho	Significant

Table 25 shows that years of service as School Testing Coordinator obtained a p-value of 0.003, which is lower than the 0.05 level of significance. This indicates a statistically significant difference in the level of readiness of School Testing Coordinators when grouped according to years of service. Therefore, the null hypothesis stating that there is no significant difference in readiness when respondents are grouped according to years of service is rejected.

The result suggests that readiness in national assessment administration may vary according to the length of coordinators' direct operational involvement in assessment-related responsibilities. Respondents with longer years of service as School Testing Coordinators appear to demonstrate stronger procedural familiarity, organizational stability, and situational responsiveness developed through sustained engagement in actual testing environments. Repeated participation in assessment implementation may have gradually strengthened their ability to manage procedural demands, anticipate operational concerns, and maintain consistency during testing activities.

Situated within the demanding assessment environment of the Schools Division Office of Caloocan City, the findings reveal that readiness is deeply influenced by repeated operational immersion and prolonged engagement with institutional assessment systems. Schools within the division frequently operate under complex implementation conditions characterized by large student populations, time-sensitive procedures, coordination demands, and varying institutional resources. In such settings, coordinators who have repeatedly managed assessment cycles over time may possess stronger implementation control and greater confidence in navigating procedural complexities compared to those with relatively shorter service duration.

The findings strongly support Kolb's Experiential Learning Theory (1984), which explains that competence develops through continuous cycles of experience, reflection, and practical application. In the context of national assessment administration, operational readiness does not emerge instantly upon designation to the position.

Rather, it evolves gradually as coordinators repeatedly encounter actual implementation situations requiring procedural judgment, organizational management, and adaptive decision-making. Through continuous exposure, coordinators refine their practices, strengthen procedural understanding, and develop greater operational confidence

in managing assessment responsibilities.

Closely related to this perspective is Becker's Human Capital Theory (1964), which posits that competencies are strengthened through accumulated professional experience and sustained participation in specialized functions. The significant difference observed across years of service suggests that operational exposure functions as a form of professional capital that enhances coordinators' procedural fluency, institutional familiarity, and implementation competence over time.

Parallel observations were noted in the study of Gonzales and Firestone (2014), who emphasized that prolonged involvement in educational assessment systems contributes significantly to procedural consistency and organizational confidence among assessment personnel. Reyes (2022) similarly found that coordinators with extended operational experience tend to demonstrate stronger anticipatory management practices, improved implementation efficiency, and greater stability during high-stakes testing activities. These findings reinforce the present study's argument that operational readiness is deeply shaped by sustained engagement with actual assessment conditions rather than by theoretical familiarity alone.

Beyond the statistical significance of the findings, a more critical implication emerges regarding institutional continuity and professional development within the division. Since the majority of respondents in the earlier profile analysis belonged to the lower years-of-service categories, the findings suggest that many coordinators may still be in the process of strengthening deeper operational mastery. While procedural orientations and training sessions provide foundational guidance, actual readiness appears to mature through repeated implementation exposure where coordinators continuously navigate the realities of assessment administration under authentic school conditions.

Equally important, the findings highlight the necessity of strengthening mentoring and capability-building systems within the Schools Division Office of Caloocan City. Coordinators with shorter service duration may benefit from structured institutional support mechanisms where experienced personnel provide procedural guidance, operational coaching, and implementation assistance during assessment cycles. Such collaborative arrangements may help accelerate experiential learning while minimizing operational inconsistencies among newly designated coordinators.

Taken collectively, the findings affirm that years of service as School Testing Coordinator significantly influence assessment readiness because operational competence appears to be progressively constructed through sustained institutional engagement, repeated procedural exposure, and continuous interaction with the realities of national assessment implementation. The rejection of the null hypothesis therefore underscores the critical role of experiential immersion in shaping the readiness, confidence, and procedural adaptability of School Testing Coordinators within the Schools Division Office of Caloocan City.

Table 26 Significant Difference in the Level of Readiness of School Testing Coordinators When Grouped According to Length of Designation

Variable	Statistical Test	Computed Value	p-value	Decision on Ho	Interpretation
Length of Designation	One-Way ANOVA	4.87	0.006	Reject Ho	Significant

Table 26 reveals that length of designation obtained a p-value of 0.006, which is lower than the 0.05 level of significance. This indicates a statistically significant difference in the level of readiness of School Testing Coordinators when grouped according to length of designation. Hence, the null hypothesis stating that there is no significant difference in readiness when respondents are grouped according to length of designation is rejected.

The result indicates that readiness in national assessment administration may significantly vary depending on the continuity of coordinators' assignment within the same role and institutional environment. Respondents who have served longer within their designation as School Testing Coordinators may have developed stronger contextual

familiarity, organizational fluency, and coordination stability through sustained engagement with school-specific implementation systems and operational structures.

Viewed within the implementation realities of the Schools Division Office of Caloocan City, the findings suggest that continuity of designation plays an important role in shaping assessment readiness. Schools within the division differ in terms of student population, institutional culture, operational workflow, manpower availability, and logistical conditions. Coordinators who remain longer within the same assignment are likely to develop deeper familiarity with these localized systems, allowing them to navigate assessment procedures with greater efficiency and reduced operational uncertainty.

Unlike general years of service, length of designation specifically reflects sustained immersion within a particular school environment. Coordinators with prolonged designation may gradually internalize communication patterns, organizational routines, reporting structures, and coordination mechanisms unique to their schools. Such institutional familiarity may contribute significantly to smoother implementation processes, faster problem resolution, and more stable coordination practices during national assessment administration.

The findings strongly align with Organizational Learning Theory, which explains that competence and operational effectiveness develop through continuous interaction with specific institutional systems over time. Repeated engagement within the same organizational setting allows personnel to internalize workflows, strengthen procedural familiarity, and refine coordination practices based on accumulated institutional experience. In the context of assessment administration, coordinators who remain longer in the same role may therefore develop stronger contextual readiness and operational stability compared to newly designated personnel.

Supporting this perspective, Becker's Human Capital Theory (1964) likewise emphasizes that prolonged engagement within specialized professional roles contributes to the enhancement of procedural expertise, organizational understanding, and implementation competence. The significant difference observed in the study suggests that continuity of designation functions as a form of experiential investment that strengthens coordinators' ability to manage institutional assessment systems more effectively over time.

Comparable findings were presented by Gonzales and Firestone (2014), who emphasized that sustained operational continuity contributes to procedural consistency and organizational efficiency within educational assessment systems. Reyes (2022) similarly observed that school-based coordinators who remain longer within the same institutional assignment tend to demonstrate stronger coordination capability, communication stability, and familiarity with localized implementation processes. Banaag and Salmon (2025) further highlighted that institutional familiarity significantly strengthens collaborative implementation practices and operational adaptability within educational organizations.

Beyond the statistical significance of the findings, a deeper institutional implication becomes evident regarding personnel continuity within schools. Since the earlier profile analysis revealed that most respondents belonged to shorter designation categories, the findings suggest that many coordinators may still be developing deeper contextual mastery of school-specific operational systems. Frequent reassignment or rotational designation practices, while beneficial in broadening leadership exposure, may unintentionally interrupt the gradual development of institutional familiarity necessary for highly coordinated assessment implementation.

At the same time, the findings do not imply that newly designated coordinators are incapable of performing assessment responsibilities effectively. Rather, they highlight that readiness develops progressively as coordinators become more immersed in the operational culture, communication systems, and organizational dynamics of their assigned schools. Procedural competence may therefore be strengthened not only through training and technical orientation but also through sustained institutional engagement within a stable implementation environment.

The rejection of the null hypothesis therefore underscores the importance of balancing personnel mobility with operational continuity within the Schools Division Office of Caloocan City. While reassignment practices may

contribute to broader professional exposure, maintaining reasonable continuity in designation appears essential in strengthening contextual readiness, coordination stability, and institutional efficiency during national assessment administration.

Table 27 Significant Difference in the Level of Readiness of School Testing Coordinators When Grouped According to Frequency of Participation in National Assessment Trainings

Variable	Statistical Test	Computed Value	p-value	Decision on Ho	Interpretation
Frequency of Participation in National Assessment Trainings	One-Way ANOVA	6.12	0.001	Reject Ho	Significant

Table 27 shows that frequency of participation in national assessment trainings obtained a p-value of 0.001, which is lower than the 0.05 level of significance. This indicates a statistically significant difference in the level of readiness of School Testing Coordinators when grouped according to frequency of participation in national assessment trainings. Therefore, the null hypothesis stating that there is no significant difference in readiness when respondents are grouped according to training participation is rejected.

The result suggests that participation in assessment-related trainings significantly influences the readiness of School Testing Coordinators in administering national assessments. Respondents with greater exposure to formal training activities appear to demonstrate stronger procedural understanding, organizational confidence, and operational preparedness compared to those with limited participation in structured capability-building programs.

Across the implementation conditions present in the Schools Division Office of Caloocan City, the findings highlight the critical role of continuous professional reinforcement in sustaining assessment readiness. National assessment administration within the division often occurs under highly procedural, time-sensitive, and operationally demanding conditions where coordinators are expected to interpret updated guidelines, manage logistical concerns, maintain procedural fidelity, and coordinate multiple stakeholders simultaneously. In such environments, coordinators who regularly participate in training activities may be better equipped to align implementation practices with evolving institutional standards and procedural expectations.

The findings imply that operational experience alone may not be sufficient to sustain standardized readiness in assessment administration. While repeated exposure to testing activities contributes to procedural familiarity, formal training appears to strengthen coordinators' ability to interpret updated policies, clarify procedural ambiguities, and maintain alignment with revised implementation protocols. Consequently, training participation functions not merely as supplemental professional exposure but as a mechanism for institutional standardization and procedural reinforcement.

The significant difference observed in the study strongly supports Becker's Human Capital Theory (1964), which explains that professional competencies are enhanced through continuous investment in training, knowledge acquisition, and capability development. Within the context of national assessment administration, participation in structured trainings may strengthen coordinators' operational judgment, procedural awareness, and implementation consistency necessary for effective testing management.

Complementing this perspective, Organizational Learning Theory likewise emphasizes that institutional effectiveness depends on the continuous acquisition, sharing, and reinforcement of organizational knowledge among personnel. Training programs provide opportunities for coordinators to update procedural understanding, clarify implementation concerns, and collectively align practices according to official standards. The findings therefore suggest that regular participation in capability-building activities contributes significantly to sustaining organizational coherence in assessment implementation.

Comparable observations were reported by Gonzales and Firestone (2014), who emphasized that continuous professional reinforcement strengthens procedural consistency and implementation reliability within large-scale educational assessment systems. Reyes (2022) similarly observed that assessment personnel with stronger exposure to formal training activities tend to demonstrate greater procedural confidence and organizational stability during testing operations. Othman et al. (2024), in their study *"Operational Preparedness and Assessment Governance in Educational Institutions,"* likewise highlighted that sustained training participation significantly contributes to operational preparedness, implementation alignment, and institutional assessment governance within educational organizations.

Beyond the statistical significance of the findings, a more critical institutional concern emerges regarding access to continuous capability-building opportunities within the division. Earlier profile analyses revealed that the majority of respondents participated in only a limited number of assessment-related trainings. This suggests that while many coordinators may already possess operational experience, opportunities for structured professional reinforcement remain uneven or insufficiently sustained. Such conditions may potentially contribute to variations in procedural interpretation, implementation practices, and policy alignment across schools.

The findings also imply that readiness in assessment administration should not be viewed as a static competency achieved after initial orientation. Rather, readiness appears to function as a continuously evolving institutional condition requiring ongoing reinforcement through updated trainings, procedural recalibration, and collaborative professional engagement. Since assessment systems and implementation guidelines continue to evolve, coordinators require regular opportunities to strengthen procedural understanding and maintain alignment with current standards.

Viewed as a whole, the findings for Research Question 3 reveal that readiness in national assessment administration is shaped more profoundly by experiential and institutional conditions than by formal academic qualification alone. Significant differences were identified in relation to age, years of service as School Testing Coordinator, length of designation, and frequency of participation in national assessment trainings, while educational attainment did not produce statistically significant variations in readiness. This pattern suggests that readiness develops less through credential accumulation and more through sustained immersion within operational assessment environments where coordinators repeatedly engage with institutional procedures, implementation demands, and situational realities.

The overall direction of the findings strongly reflects the central assumptions of Kolb's Experiential Learning Theory (1984), which posits that competence evolves through continuous cycles of experience, reflection, adaptation, and application. Across the statistically significant variables, a common thread emerges: coordinators who possess longer operational exposure, prolonged institutional engagement, and greater participation in professional reinforcement activities consistently demonstrate stronger readiness in administering national assessments. The findings therefore suggest that assessment competence is not static or immediately acquired but gradually refined through repeated interaction with authentic implementation conditions.

Closely intertwined with this perspective is Becker's Human Capital Theory (1964), which explains that professional effectiveness is strengthened through continuous investment in knowledge, experience, and capability development. The significant influence of training participation, operational exposure, and continuity of designation indicates that readiness functions as a form of accumulated professional capital. Coordinators who are repeatedly exposed to assessment systems appear to develop deeper procedural understanding, stronger organizational fluency, and greater implementation confidence over time.

The findings likewise resonate with Systems Theory proposed by Bertalanffy (1968), particularly in illustrating that readiness does not emerge from isolated individual attributes but from the interaction of multiple institutional and operational components. Within the Schools Division Office of Caloocan City, readiness appears to be shaped through the interplay of professional experience, organizational systems, institutional support structures,

communication practices, and operational conditions existing within schools. This explains why educational attainment alone did not significantly differentiate readiness levels; despite variations in academic qualification, coordinators continue to function within shared institutional procedures and standardized implementation frameworks that collectively influence assessment practices across the division.

Parallel insights were likewise observed in the studies of Gonzales and Firestone (2014), Reyes (2022), Darling-Hammond et al. (2019), and Othman et al. (2024), all of whom emphasized that procedural consistency and assessment effectiveness are strengthened through sustained operational exposure, continuous professional reinforcement, collaborative implementation systems, and institutional support mechanisms. The present study extends these perspectives by demonstrating how such factors operate within the localized realities of public schools in Caloocan City, where assessment administration unfolds within densely populated, procedurally demanding, and operationally dynamic educational environments.

Beyond the statistical interpretations, the findings illuminate a deeper institutional narrative regarding readiness among School Testing Coordinators. Readiness emerges not merely as technical familiarity with assessment procedures but as a multidimensional professional condition shaped by accumulated experiences, organizational adaptation, collaborative engagement, and contextual understanding of school-based implementation systems. Coordinators appear to strengthen readiness not only by learning procedures but by repeatedly navigating the unpredictable and often complex realities accompanying actual assessment administration.

Equally significant is the implication that readiness within the Schools Division Office of Caloocan City cannot be sustained through isolated orientations or one-time capability-building activities alone. The findings point toward the necessity of continuous institutional investment in mentoring systems, operational continuity, collaborative professional learning, contextualized trainings, and equitable access to professional support mechanisms capable of strengthening both procedural competence and organizational adaptability among School Testing Coordinators.

Ultimately, the synthesis positions readiness as a continuously evolving institutional competency formed through the convergence of operational exposure, professional reinforcement, organizational immersion, and sustained engagement with assessment systems. Effective national assessment administration therefore depends not solely on the possession of procedural knowledge, but on the coordinators' capacity to transform institutional experience, collaborative learning, and professional judgment into coherent, adaptive, and context-responsive implementation practices within the Schools Division Office of Caloocan City.

Relationship Between Profile Variables and the Level of Readiness of School Testing Coordinators

Research Question 4 examined whether significant relationships exist between the profile characteristics of School Testing Coordinators and their level of readiness in administering DepEd national assessments. While the previous section determined whether readiness significantly differed across respondent groups, the present analysis investigates the degree and direction of association between the identified profile variables and readiness levels. This analysis is particularly important because readiness in national assessment administration may not simply emerge from isolated demographic characteristics but from the interaction between professional exposure, institutional engagement, and operational experience accumulated over time.

Within the Schools Division Office of Caloocan City, School Testing Coordinators operate under implementation environments characterized by procedural complexity, time-sensitive coordination, varying institutional capacities, and high accountability demands. In such contexts, profile variables such as age, years of service, length of designation, and participation in training activities may potentially influence how coordinators develop procedural competence, operational confidence, and organizational adaptability. The correlational analysis therefore provides a deeper understanding of whether these professional conditions meaningfully contribute to readiness in actual assessment administration.

Profile Variables	Pearson r	p-value	Decision on Ho	Interpretation
Age	0.412	0.004	Reject Ho	Significant Moderate Positive Relationship
Educational Attainment	0.173	0.241	Accept Ho	Not Significant
Years of Service as STC	0.563	0.001	Reject Ho	Significant Strong Positive Relationship
Length of Designation	0.487	0.002	Reject Ho	Significant Moderate
Frequency of Participation in National Assessment Trainings	0.621	0.000	Reject Ho	Significant Strong Positive Relationship

Table 28 Relationship Between Profile Variables and the Level of Readiness of School Testing Coordinators

Positive Relationship

Table 28 reveals that age, years of service as School Testing Coordinator, length of designation, and frequency of participation in national assessment trainings all demonstrated statistically significant positive relationships with the level of readiness of School Testing Coordinators. Educational attainment, however, did not show a statistically significant relationship with readiness.

The findings indicate that readiness in national assessment administration tends to increase alongside sustained operational exposure, institutional continuity, and participation in professional reinforcement activities. Among the variables examined, frequency of participation in national assessment trainings demonstrated the strongest relationship with readiness ($r = 0.621$), followed by years of service as School Testing Coordinator ($r = 0.563$). These findings suggest that readiness is strongly associated with direct experiential engagement and continuous capability-building opportunities rather than with formal academic attainment alone.

The absence of a significant relationship between educational attainment and readiness presents an important analytical insight. Although advanced academic qualifications may contribute to broader professional knowledge and leadership perspective, the findings imply that operational readiness in national assessment administration relies more heavily on procedural immersion, contextual familiarity, and repeated engagement with actual implementation systems. Within the Schools Division Office of Caloocan City, coordinators appear to develop readiness primarily through direct exposure to institutional assessment processes rather than through academic preparation alone.

A more critical interpretation of the findings suggests that readiness functions as an applied institutional competency rather than a purely theoretical capability. National assessment administration involves dynamic operational realities requiring procedural judgment, coordination efficiency, adaptability, communication responsiveness, and situational decision-making. Such competencies are more likely strengthened through sustained operational engagement and experiential learning than through classroom- based academic preparation.

The findings strongly support Kolb's Experiential Learning Theory (1984), which emphasizes that competence

develops through repeated cycles of concrete experience, reflective observation, adaptation, and active application. The significant positive relationships observed between readiness and variables associated with operational exposure indicate that coordinators gradually strengthen procedural competence as they repeatedly interact with assessment systems and implementation environments over time.

The results likewise align with Becker's Human Capital Theory (1964), particularly in illustrating how continuous investment in professional experience and capability-building activities contributes to stronger operational competence. Participation in training activities and prolonged involvement in assessment administration appear to function as forms of accumulated professional capital that enhance coordinators' implementation readiness and organizational effectiveness.

From an institutional perspective, the findings also resonate with Organizational Learning Theory, which explains that professional competence develops through continuous interaction with organizational systems and collaborative learning environments. Coordinators who remain actively engaged in assessment operations and professional reinforcement activities may gradually internalize procedural standards, implementation expectations, and organizational practices necessary for effective testing administration.

Comparable observations were identified in the studies of Gonzales and Firestone (2014), Reyes (2022), and Othman et al. (2024), all of whom emphasized that assessment effectiveness is significantly influenced by sustained professional exposure, operational familiarity, and continuous institutional reinforcement. Their studies collectively highlighted that readiness in educational assessment environments is more deeply connected to experiential engagement and organizational immersion than to demographic or academic variables alone.

Viewed within the localized realities of the Schools Division Office of Caloocan City, the findings reveal the importance of creating institutional systems that continuously strengthen operational exposure and professional reinforcement among School Testing Coordinators. Since readiness appears strongly associated with training participation and practical implementation experience, schools and division offices may need to prioritize sustained mentoring arrangements, continuous capability-building programs, collaborative implementation support systems, and structured opportunities for experiential learning during assessment administration cycles.

Another important implication emerging from the findings is the possibility that readiness within the division develops cumulatively rather than uniformly. Coordinators who possess greater exposure to institutional processes and assessment implementation opportunities appear to gradually strengthen operational mastery, while those with limited exposure may still be in the process of developing deeper procedural fluency and implementation confidence. This highlights the importance of equitable access to professional learning opportunities across schools to minimize potential disparities in readiness levels.

More importantly, the findings suggest that readiness should not be interpreted merely as compliance with assessment procedures. Rather, readiness reflects the coordinators' evolving capacity to navigate institutional complexities, sustain procedural consistency, adapt to operational challenges, and maintain implementation integrity within highly demanding educational environments. The significant relationships observed in the study therefore reinforce the argument that effective national assessment administration depends heavily on the continuous interaction between institutional experience, operational engagement, and professional reinforcement.

Ultimately, the correlational findings position readiness as a developmental and context-responsive institutional competency continuously strengthened through operational immersion, collaborative organizational learning, and sustained participation in professional capability-building activities. Within the Schools Division Office of Caloocan City, the results underscore the necessity of reinforcing institutional support systems that enable School Testing Coordinators to continuously refine procedural competence, strengthen implementation confidence, and sustain organizational effectiveness in administering DepEd national assessments.

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Challenges Encountered by School Testing Coordinators in the Administration of DepEd National Assessments

The qualitative phase of the study explored the challenges encountered by School Testing Coordinators (STCs) in administering DepEd national assessments within the Schools Division Office of Caloocan City. While the quantitative findings established that respondents generally demonstrated high levels of readiness across all identified domains, the qualitative inquiry sought to examine the operational realities, contextual difficulties, and institutional pressures experienced during actual implementation. Through thematic analysis, triangulation procedures, researcher observations, and document review, the study was able to uncover the deeper conditions shaping assessment administration beyond measurable readiness indicators. The qualitative data were analyzed following the thematic analysis framework of

Braun and Clarke (2006). Initial responses from participants were subjected to open coding to identify recurring operational concerns and experiential patterns. Similar responses were then clustered into broader conceptual categories, leading to the emergence of major themes representing the shared realities of School Testing Coordinators. To strengthen the credibility and confirmability of the findings, triangulation procedures were employed through the integration of interview narratives, documentary evidence, and researcher observations gathered during assessment- related activities and institutional review processes.

The findings reveal that the challenges experienced by School Testing Coordinators extend beyond isolated technical concerns. National assessment administration emerges not merely as a procedural obligation but as a highly complex institutional undertaking requiring continuous coordination, adaptive decision-making, emotional regulation, and operational management. Across the narratives, participants consistently described the role as demanding due to overlapping responsibilities, accountability pressures, logistical concerns, and the unpredictable conditions accompanying actual assessment implementation.

Table 29 Consolidated Thematic Coding Matrix on the Challenges Encountered by School Testing Coordinators

Code	Emergent Theme	Concise Description
STC-C1	Administrative and Workload Pressure	Extensive documentation, overlapping duties, and time constraints during assessment periods.
STC-C2	Resource and Logistical Constraints	Inadequate facilities, materials, manpower, and operational support affecting implementation.
STC-C3	Policy, Training, and Communication Gaps	Unclear guidelines, changing instructions, inconsistent orientations, and coordination concerns.
STC-C4	Compliance and Psychological Pressure	Anxiety related to strict protocols, accountability, and fear of procedural errors.
STC-C5	Adaptive Management During Disruptions	Immediate problem-solving required during learner, environmental, and operational disruptions.

Table 29 presents the major themes generated from the coding and clustering of qualitative responses. The findings indicate that the challenges encountered by School Testing Coordinators are multidimensional and interconnected rather than isolated operational concerns.

Administrative and workload pressure emerged as one of the most recurring institutional realities among respondents. Coordinators consistently emphasized the extensive documentation requirements, preparation of reports, validation of records, and simultaneous management of regular school responsibilities during assessment

periods. The findings suggest that assessment administration significantly intensifies existing professional workloads, requiring coordinators to constantly navigate competing instructional, clerical, and operational responsibilities within limited preparation periods.

Resource and logistical constraints likewise surfaced as critical implementation concerns. Although national assessments are governed by standardized procedures, the actual environments in which they are implemented vary considerably across schools. Participants described difficulties involving insufficient testing rooms, limited facilities, shortages in manpower, delayed materials, and operational limitations affecting the smooth conduct of assessment activities. These findings indicate that readiness in assessment administration is influenced not only by procedural competence but also by the adequacy of institutional resources supporting implementation.

Another important theme involves gaps in policy clarification, training, and communication systems. Respondents acknowledged that while orientations and memoranda are generally provided, procedural uncertainties still emerge during actual implementation, particularly when unexpected situations occur. This suggests that readiness depends not solely on the availability of information but also on the clarity, consistency, and contextual applicability of institutional guidelines within dynamic operational environments.

The findings further reveal that compliance and psychological pressure significantly shape the lived experiences of School Testing Coordinators. Participants repeatedly expressed fear of procedural mistakes, anxiety related to accountability measures, and stress caused by the strict enforcement of testing protocols. Such narratives indicate that assessment administration carries substantial emotional and psychological demands beyond its technical requirements. Coordinators remain highly conscious that procedural lapses may affect institutional credibility, testing integrity, and compliance with national standards.

Adaptive management during disruptions likewise emerged as a defining feature of the STC role. Participants explained that unexpected situations involving learners, facilities, environmental conditions, or personnel concerns often require immediate judgment and rapid operational response. The findings therefore suggest that readiness is not merely procedural adherence but also the capacity to sustain implementation stability amid unpredictable conditions.

Table 30 Triangulated Themes with Illustrative Excerpts and Supporting Evidence

Code	Theme	Illustrative Excerpt	Triangulated Evidence
STC-C1	Administrative and Workload Pressure	"Ang dami pong forms at reports habang tuloy pa rin ang regular duties."	Observation of overlapping school responsibilities and document review of assessment reports.
STC-C2	Resource and Logistical Constraints	"May pagkakataon pong kulang ang rooms, gamit, at proctors."	Observation of logistical adjustments and resource limitations during implementation.
STC-C3	Policy, Training, and Communication Gaps	"May guidelines naman po pero minsan hindi malinaw kapag may unexpected situations."	Review of memoranda, orientations, and varying procedural interpretations.
STC-C4	Compliance and Psychological Pressure	"Nakaka-pressure po talaga kasi ayaw mong magkamali."	Recurrent expressions of stress and strict compliance monitoring.
STC-C5	Adaptive Management During Disruptions	"Kailangan mabilis mag-isip kapag may biglaang problema."	Observation of on-the-spot decision-making during operational disruptions.

The triangulated findings presented in Table 30 strengthen the credibility of the qualitative analysis by demonstrating convergence among interview responses, documentary evidence, and researcher observations. Rather

than representing isolated perceptions, the identified concerns consistently appeared across multiple data sources, confirming that the operational realities described by respondents reflect recurring institutional conditions within actual assessment implementation environments.

A closer examination of the findings reveals that many of the challenges encountered by School Testing Coordinators are relational and systemic rather than purely individual limitations. Coordination gaps, delayed responses, manpower concerns, and communication breakdowns reflect the interconnected nature of assessment administration where implementation success depends heavily on collaborative institutional support. When coordination systems weaken or operational support becomes inconsistent, the procedural burden shifts significantly toward the coordinator, who must sustain implementation continuity despite institutional constraints.

Interestingly, the qualitative findings complement the earlier quantitative results presented in Statements of the Problem 2, 3, and 4. Although respondents were found to be generally "Fully Ready" across all readiness domains, the qualitative narratives reveal that such readiness is continuously negotiated within environments characterized by pressure, unpredictability, and operational complexity. This suggests that readiness should not be interpreted as the absence of challenges but rather as the capacity to manage and navigate those challenges effectively within actual implementation conditions.

Table 31 Integrated Interpretation of Quantitative and Qualitative Findings

Quantitative Findings	Numerical Equivalent	Qualitative Insights	Integrated Interpretation
STCs were generally assessed as "Fully Ready" across all domains.	GWA = 3.27–3.68	Respondents reported operational, logistical, and emotional challenges during implementation.	Readiness exists despite institutional and operational constraints.
Significant relationships were found between readiness and operational exposure variables.	$r = 0.412$ to 0.621; $p < 0.05$	Participants emphasized the importance of experience and training in managing actual testing situations.	Readiness strengthens through sustained experiential engagement.
Training participation significantly influenced readiness.	$p = 0.001$	Respondents highlighted procedural confusion and the need for policy clarification.	Continuous capability-building remains necessary for procedural consistency.
Communication readiness obtained high quantitative ratings.	GWA = 3.68	Coordination difficulties and delayed responses were still experienced.	Strong communication systems remain vulnerable under operational pressure.
Logistical readiness was quantitatively high.	GWA = 3.66	Participants still encountered resource and manpower limitations.	Institutional readiness may vary depending on school conditions and resource availability.

The integrated interpretation presented in Table 31 reveals that quantitative readiness indicators and qualitative operational realities are not contradictory but complementary dimensions of assessment administration. The statistical findings establish the existence of procedural competence and institutional preparedness among School Testing Coordinators, while the qualitative findings reveal the operational complexities through which such readiness is continuously enacted and sustained.

From a theoretical perspective, the findings strongly align with Systems Theory proposed by Bertalanffy (1968), which explains that organizational outcomes emerge through the interaction of multiple institutional components rather than isolated

individual actions. The challenges experienced by School Testing Coordinators reflect the interconnectedness of policy systems, institutional support structures, communication mechanisms, logistical resources, and operational environments influencing assessment implementation within schools.

The findings likewise support Organizational Learning Theory, which emphasizes that institutional competence develops through continuous adaptation, collaborative engagement, and collective problem-solving within dynamic organizational environments. School Testing Coordinators appear to function not merely as procedural implementers but as adaptive institutional actors who continuously respond to evolving operational conditions during assessment administration.

Comparable insights were observed in the studies of Gonzales and Firestone (2014), Darling-Hammond et al. (2019), Reyes (2022), and Othman et al. (2024), all of whom emphasized that educational assessment implementation involves complex interactions among procedural demands, institutional systems, organizational support, and human factors. The present study extends these perspectives by illustrating how such operational complexities are experienced within the localized realities of public schools in Caloocan City.

Viewed more critically, the findings illuminate the often-unseen human dimension of national assessment administration. Beneath the procedural language of policies, schedules, reports, and testing guidelines exists a continuous process of adaptation, emotional regulation, problem-solving, and institutional negotiation carried out by coordinators within highly demanding environments. School Testing Coordinators do not merely implement procedures; they actively stabilize assessment systems amid fluctuating operational realities and institutional limitations.

Ultimately, the findings suggest that strengthening readiness within the Schools Division Office of Caloocan City requires institutional support systems extending beyond technical orientations and procedural compliance training alone. Sustaining effective assessment administration demands continuous capability-building, operational reinforcement, collaborative coordination systems, logistical support, emotional resilience mechanisms, and adaptive institutional structures capable of supporting both the technical and human dimensions of the School Testing Coordinator role.

Predictive Influence of Readiness Domains on the Overall Readiness of School Testing Coordinators

Research Question 6 examined which readiness domains significantly predict the overall readiness of School Testing Coordinators (STCs) in administering DepEd national assessments. While the previous analyses established the levels of readiness and the relationships between profile variables and readiness, the present section extends the inquiry by determining the extent to which the identified readiness domains contribute to the prediction of overall readiness. This analysis is particularly significant because readiness in national assessment administration is multidimensional in nature and may not be equally influenced by all operational domains.

Within the Schools Division Office of Caloocan City, national assessment administration occurs within highly procedural and operationally demanding school environments characterized by varying institutional capacities, logistical conditions, and coordination systems. In such contexts, determining which readiness domains exert the strongest predictive influence provides a deeper understanding of the institutional conditions most critical in sustaining effective assessment implementation. More importantly, the predictive analysis allows the study to move beyond descriptive interpretation toward identifying the operational dimensions that substantially shape readiness among School Testing Coordinators.

The analysis employed multiple linear regression to determine the predictive influence of the four readiness domains, namely: regulatory knowledge readiness, operational and organizational readiness, logistical and resource readiness, and coordination and communication readiness, on the overall readiness of School Testing Coordinators.

Null Hypothesis

Ho3: There is no significant predictive influence of the readiness domains on the overall readiness of School Testing Coordinators in administering DepEd national assessments.

Table 32 Model Summary of the Predictive Influence of Readiness Domains on Overall Readiness

Model	R	R^2	Adjusted R^2	Std. Error of Estimate
1	0.821	0.674	0.648	0.287

Table 32 reveals an R-value of 0.821, indicating a strong positive relationship between the combined readiness domains and the overall readiness of School Testing Coordinators. The computed coefficient of determination (R^2 = 0.674) indicates that approximately 67.4% of the variance in overall readiness can be explained collectively by the identified readiness domains. This suggests that the operational dimensions examined in the study substantially contribute to the development of readiness in national assessment administration.

The adjusted R^2 value of 0.648 further indicates that the regression model maintains strong explanatory power even after adjusting for the number of predictor variables included in the analysis. These findings imply that readiness among School Testing Coordinators is strongly shaped by interconnected operational competencies rather than by isolated procedural skills alone.

Table 33 ANOVA Results for the Regression Model

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Interpretation
Regression	18.624	4	4.656	22.781	0.000	Significant
Residual	8.791	43	0.204	—	—	—
Total	**27.415**	**47**	—	—	—	—

Table 33 presents the ANOVA results for the regression model. The computed F- value of 22.781 with a corresponding p-value of 0.000 indicates that the regression model is statistically significant at the 0.05 level. This finding confirms that the identified readiness domains, when considered collectively, significantly predict the overall readiness of School Testing Coordinators.

Consequently, the null hypothesis stating that there is no significant predictive influence of the readiness domains on overall readiness is rejected. The rejection of the null hypothesis indicates that readiness among School Testing Coordinators is significantly shaped by the interaction of regulatory, organizational, logistical, and communication-related operational competencies.

Readiness Domain	Beta Coefficient (β)	t- value	p- value	Interpretation
Regulatory Knowledge	**0.281**	**2.841**	**0.007**	**Significant Predictor**
Operational and	**0.314**	**3.228**	**0.003**	**Significant Predictor**
Logistical and Resource	**0.196**	**2.014**	**0.050**	**Significant Predictor**
Coordination and Communication Readiness	**0.427**	**4.671**	**0.000**	**Strongest Significant RD-4 Predictor**

Table 34 Regression Coefficients of the Readiness Domains Predicting Overall Readiness

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Readiness Organizational Readiness Readiness

Table 34 reveals that all four readiness domains significantly predict the overall readiness of School Testing Coordinators. Among the predictors, coordination and communication readiness (RD-4) obtained the highest beta coefficient ($\beta = 0.427$), indicating that it exerts the strongest predictive influence on overall readiness. This finding suggests that effective communication systems, collaborative coordination, and organizational responsiveness function as the most influential operational dimensions shaping assessment readiness within the Schools Division Office of Caloocan City.

Operational and organizational readiness (RD-2) emerged as the second strongest predictor of overall readiness. The findings imply that coordinators who demonstrate stronger capability in organizing assessment procedures, managing implementation processes, and sustaining operational control are more likely to exhibit higher overall readiness in administering national assessments.

Regulatory knowledge readiness (RD-1) likewise demonstrated significant predictive influence, indicating that procedural understanding and familiarity with assessment policies contribute meaningfully to coordinators' readiness. Although procedural knowledge alone may not fully determine operational effectiveness, the findings suggest that accurate interpretation of guidelines and compliance standards remains fundamental in sustaining procedural integrity during assessment implementation.

Logistical and resource readiness (RD-3), while obtaining the lowest beta coefficient among the predictors, still demonstrated significant influence on overall readiness. This finding suggests that the adequacy of facilities, materials, manpower, and institutional resources continues to shape implementation stability and procedural efficiency during assessment administration.

Table 35 Integrated Interpretation of Significant Predictors of Overall Readiness

Code	Significant Predictor	Operational Interpretation	Institutional Implication
RD-1	Regulatory Knowledge Readiness	Strengthens procedural compliance and policy interpretation.	Continuous policy orientation remains necessary.
RD-2	Operational and Organizational Readiness	Enhances implementation management and organizational control.	Operational capability-building programs should be reinforced.
RD-3	Logistical and Resource Readiness	Supports implementation stability and procedural continuity.	Institutional resource support should remain consistent.
RD-4	Coordination and Communication Readiness	Sustains collaborative implementation and operational responsiveness.	Strong communication systems are critical in assessment administration.

The integrated findings presented in Table 35 indicate that readiness among School Testing Coordinators is not shaped by a single operational competency but by the interaction of multiple institutional dimensions working collectively within assessment environments. However, the stronger predictive influence of communication and coordination readiness suggests that assessment administration fundamentally depends on organizational interconnectedness and collaborative implementation systems.

The predictive relationships identified in the regression model likewise provide empirical support for Human Capital Theory (Becker, 1964), which argues that professional competence is strengthened through investments in education, training, and accumulated work-related experiences. The significant predictive influence of the readiness domains suggests that overall readiness is not merely a function of position or designation but is largely shaped

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by competencies developed through continuous professional learning and operational engagement. In the context of School Testing Coordinators, readiness appears to be strengthened when coordinators possess not only technical knowledge of assessment policies but also the practical competencies necessary to organize, coordinate, communicate, and respond effectively to implementation demands.

The findings further align with Experiential Learning Theory (Kolb, 1984), which posits that competence develops through repeated engagement in authentic professional experiences. National assessment administration requires coordinators to continuously interact with testing protocols, logistical constraints, institutional expectations, and stakeholder concerns. Through repeated participation in assessment cycles, coordinators gradually acquire procedural confidence, operational judgment, and adaptive problem-solving skills. The significant predictive influence of the readiness domains therefore reflects the cumulative effect of experiential learning processes that transform procedural exposure into professional readiness.

A deeper analytical interpretation of the findings suggests that readiness in national assessment administration operates as a systems-based institutional competency rather than an isolated technical skill. Coordinators function within dynamic implementation environments where procedural requirements, logistical conditions, organizational structures, and communication systems continuously interact. Consequently, readiness appears strongest when coordinators are capable not only of understanding procedures but also of coordinating institutional actors, responding adaptively to operational concerns, and sustaining implementation coherence across assessment processes.

The findings strongly align with Bertalanffy's Systems Theory (1968), which posits that organizational effectiveness emerges from the coordinated interaction of interconnected institutional components rather than from isolated individual functions. The significant predictive influence of all four readiness domains supports the idea that assessment readiness develops through the combined functioning of procedural knowledge, operational capability, logistical systems, and communication processes within institutional environments.

The particularly strong influence of coordination and communication readiness further supports Organizational Learning Theory, which emphasizes that institutional effectiveness depends heavily on collaborative interaction, knowledge-sharing systems, and adaptive organizational processes. Coordinators who are capable of sustaining effective communication systems may therefore be better positioned to maintain procedural consistency, operational responsiveness, and collaborative problem-solving during assessment administration.

Comparable findings were observed in the studies of Gonzales and Firestone (2014), Darling-Hammond et al. (2019), Reyes (2022), and Othman et al. (2024), all of whom emphasized that educational assessment effectiveness depends not solely on procedural knowledge but also on organizational coordination, institutional support systems, and collaborative implementation mechanisms. The present study extends these perspectives by empirically demonstrating how specific readiness domains collectively predict overall readiness within the localized implementation conditions of public schools in Caloocan City.

Viewed within the realities of the Schools Division Office of Caloocan City, the findings reveal the importance of strengthening communication systems, organizational coordination structures, and institutional support mechanisms in sustaining effective national assessment administration. Since communication readiness emerged as the strongest predictor, the findings imply that procedural implementation becomes more stable when coordinators are capable of facilitating collaborative interaction, clarifying guidelines, resolving operational concerns, and maintaining institutional alignment during testing activities.

The findings also suggest that institutional readiness should not be reduced to compliance with procedural standards alone. Effective assessment administration requires coordinators who can simultaneously manage organizational demands, navigate operational uncertainties, mobilize resources, sustain collaborative coordination, and adapt to rapidly changing implementation conditions within actual school environments.

Table 36 Triangulated Validation of Predictive Findings Through Qualitative Narratives

Predictor Code	Supporting Qualitative Insight	Triangulated Interpretation
RD-1	"Kapag malinaw ang guidelines, mas kampante kami sa implementation."	Procedural clarity strengthens readiness confidence.
RD-2	"Importante ang maayos na organization bago pa magsimula ang testing."	Organizational preparation improves implementation stability.
RD-3	"Mas nagiging smooth ang assessment kapag kompleto ang resources."	Logistical adequacy supports procedural continuity.
RD-4	"Communication talaga ang susi para maiwasan ang confusion."	Effective coordination strengthens overall operational readiness.

The triangulated findings presented in Table 36 reinforce the regression results by demonstrating convergence between the quantitative predictors and the lived experiences of School Testing Coordinators. Participants consistently emphasized the importance of communication systems, organizational preparation, procedural clarity, and logistical support in sustaining effective assessment implementation. These qualitative narratives validate the statistical findings and further illustrate how readiness domains operate collectively within actual school environments.

More critically, the findings illuminate that readiness among School Testing Coordinators is both technical and relational in nature. While procedural competence and operational management remain essential, readiness ultimately depends on the coordinators' ability to integrate institutional systems, human interaction, organizational adaptability, and professional judgment into coherent implementation practices.

Ultimately, the findings confirm that the readiness domains significantly predict the overall readiness of School Testing Coordinators in administering DepEd national assessments. Consequently, the null hypothesis stating that there is no significant predictive influence of the readiness domains on overall readiness is rejected. The findings demonstrate that readiness is not merely an individual attribute nor a product of procedural compliance alone; rather, it is a multidimensional institutional competency emerging from the interaction of regulatory knowledge, operational capability, logistical preparedness, and communication effectiveness. Viewed collectively, the results affirm the assumptions of Human Capital Theory, Experiential Learning Theory, and Systems Theory by demonstrating that readiness develops through continuous learning, operational experience, and the coordinated functioning of interconnected organizational systems. These findings provide a strong empirical and theoretical foundation for the proposed capacity-building program and reinforce the need for sustained institutional support in strengthening the readiness of School Testing Coordinators within the Schools Division Office of Caloocan City.

Synthesis of Findings

The findings of the study collectively reveal that the readiness of School Testing Coordinators (STCs) in administering DepEd national assessments within the Schools Division Office of Caloocan City is a multidimensional institutional condition shaped by the interaction of procedural knowledge, operational capability, logistical preparedness, communication competence, and sustained professional exposure. Across the quantitative and qualitative phases of the study, readiness consistently emerged not as a static attribute acquired through designation alone, but as a continuously evolving competency strengthened through operational immersion, institutional engagement, collaborative interaction, and repeated participation in actual assessment implementation processes.

The quantitative findings established that School Testing Coordinators generally demonstrated high levels of

readiness across all identified domains, particularly in coordination and communication readiness, operational and organizational readiness, regulatory knowledge readiness, and logistical and resource readiness. These results indicate that coordinators possess substantial procedural familiarity and implementation capability necessary for the conduct of national assessments. However, the inferential analyses further revealed that readiness significantly varies according to experiential and institutional variables such as age, years of service as School Testing Coordinator, length of designation, and frequency of participation in national assessment trainings. Educational attainment, on the other hand, did not produce statistically significant differences nor significant relationships with readiness levels, suggesting that operational competence in assessment administration is shaped more profoundly by direct institutional engagement and sustained experiential exposure than by formal academic credentials alone.

The correlational and predictive analyses further strengthened this interpretation by demonstrating that the readiness domains significantly influence overall readiness among School Testing Coordinators. Among the predictors examined, coordination and communication readiness emerged as the strongest predictor of overall readiness, followed by operational and organizational readiness, regulatory knowledge readiness, and logistical and resource readiness. These findings emphasize that effective assessment administration fundamentally depends on the coordinators' ability to sustain collaborative interaction, maintain procedural coherence, facilitate institutional coordination, and respond adaptively to operational concerns within dynamic school environments.

The qualitative findings complemented and deepened the statistical results by revealing the operational realities experienced by School Testing Coordinators during actual assessment implementation. Despite being quantitatively assessed as "Fully Ready," respondents consistently described experiencing extensive workload demands, logistical limitations, policy clarification concerns, emotional pressure, communication difficulties, and situational disruptions during testing activities. Through thematic analysis, document review, observation, and triangulation procedures, the study demonstrated that readiness and challenge coexist within the implementation process. Readiness therefore does not signify the absence of operational difficulty; rather, it reflects the coordinators' capacity to sustain implementation stability despite institutional constraints and unpredictable operational conditions.

Viewed collectively, the findings strongly support Kolb's Experiential Learning Theory (1984), which emphasizes that competence develops through continuous cycles of experience, reflection, adaptation, and practical application. The study consistently revealed that readiness becomes stronger as coordinators accumulate operational exposure, institutional familiarity, and implementation experience over time. Similarly, Becker's Human Capital Theory (1964) was reinforced through the findings demonstrating the significant influence of professional exposure, training participation, and operational continuity on readiness development. The results further align with Bertalanffy's Systems Theory (1968), which explains that institutional effectiveness emerges through the interaction of interconnected organizational components rather than isolated individual functions. Within the context of assessment administration, readiness was shown to emerge through the interplay of institutional support systems, communication mechanisms, organizational coordination, logistical resources, and collaborative operational processes.

The findings likewise resonate with the studies of Gonzales and Firestone (2014), Darling-Hammond et al. (2019), Reyes (2022), and Othman et al. (2024), all of whom emphasized that effective educational assessment administration depends heavily on organizational support, continuous professional reinforcement, procedural clarity, collaborative systems, and adaptive institutional structures. The present study extends these perspectives by situating such operational realities within the localized implementation conditions of public schools in Caloocan City, where assessment administration unfolds within densely populated, procedurally demanding, and operationally dynamic educational environments.

More critically, the study illuminates the often-unseen institutional and human dimensions of national assessment administration. Beneath the technical language of policies, schedules, forms, and procedural guidelines exists a

continuous process of organizational negotiation, emotional regulation, collaborative coordination, adaptive management, and institutional problem-solving carried out by School Testing Coordinators. The findings reveal that coordinators do not merely implement testing procedures; they actively stabilize assessment systems amid fluctuating operational realities, institutional limitations, and evolving implementation demands.

Ultimately, the study positions readiness as a continuously evolving institutional competency requiring sustained professional reinforcement, operational continuity, collaborative learning systems, contextualized capability-building programs, and equitable institutional support mechanisms. Effective national assessment administration within the Schools Division Office of Caloocan City therefore depends not solely on procedural compliance, but on the coordinators' capacity to transform operational experience, organizational learning, communication systems, and professional judgment into coherent, adaptive, and context-responsive implementation practices.

Reflection

The chapter presented a comprehensive examination of the readiness of School Testing Coordinators in administering DepEd national assessments within the Schools Division Office of Caloocan City through the integration of quantitative and qualitative findings. By employing an explanatory sequential mixed-method design, the study was able to move beyond surface-level statistical interpretation and uncover the deeper institutional and operational realities shaping assessment implementation in public- school settings.

The quantitative findings provided measurable evidence regarding the level of readiness of School Testing Coordinators, the significant differences and relationships associated with profile variables, and the predictive influence of the identified readiness domains. Meanwhile, the qualitative findings enriched these numerical results by revealing the lived experiences, operational difficulties, emotional pressures, and adaptive strategies employed by coordinators during actual assessment administration. The integration of these findings allowed the study to present a more holistic and context-sensitive understanding of readiness within authentic educational environments.

The chapter further demonstrated that assessment readiness cannot be interpreted solely through procedural compliance or technical familiarity with guidelines. Rather, readiness emerged as a multidimensional institutional condition shaped by professional exposure, organizational systems, communication structures, logistical support, collaborative interaction, and continuous adaptation to operational realities. The findings highlighted that School Testing Coordinators operate within environments characterized by high accountability, institutional complexity, and fluctuating implementation conditions requiring both technical competence and situational judgment.

The analyses likewise revealed that experiential and operational factors significantly shape readiness more than formal academic qualifications alone. Variables associated with sustained engagement, institutional immersion, and continuous professional reinforcement consistently demonstrated stronger influence on readiness development. Such findings emphasize the importance of institutional support systems capable of strengthening not only procedural competence but also organizational adaptability, collaborative coordination, and operational resilience among School Testing Coordinators.

From a broader educational perspective, the chapter contributes to the understanding that national assessment administration is not merely a technical process of test implementation but a complex organizational undertaking involving interconnected systems, human factors, institutional dynamics, and contextual realities. The study therefore provides meaningful implications for educational leaders, policymakers, and school administrators regarding the necessity of sustained capability-building programs, mentoring systems, communication reinforcement, logistical support, and contextualized operational assistance for School Testing Coordinators.

More importantly, the chapter illuminated the often-overlooked human dimension of educational assessment administration. The findings revealed that behind the procedural structures of national assessments are coordinators who continuously negotiate institutional pressures, operational uncertainty, emotional demands, and organizational

responsibilities in order to sustain procedural integrity and implementation stability. Through this lens, the role of the School Testing Coordinator emerges not simply as administrative compliance work but as a critical institutional function essential in preserving the credibility, consistency, and effectiveness of national assessment systems within public education.

DISCUSSION

This chapter presents the summary of findings, conclusions, implications, and recommendations derived from the study on the readiness of School Testing Coordinators (STCs) in administering DepEd national assessments within the Schools Division Office of Caloocan City. Using an explanatory sequential mixed-method design, the study integrated quantitative and qualitative findings to provide a comprehensive understanding of the procedural, operational, logistical, and communication-related dimensions shaping assessment readiness within public-school settings.

The quantitative phase examined the profile characteristics of School Testing Coordinators, measured their level of readiness across four identified domains, determined significant differences and relationships among variables, and analyzed the predictive influence of readiness domains on overall readiness through correlational and regression analyses. The qualitative phase complemented the statistical findings by exploring the institutional realities, operational difficulties, and lived experiences encountered by coordinators during actual assessment implementation. Through thematic analysis, triangulation procedures, researcher observations, and document review, the study generated a more context-sensitive interpretation of readiness beyond numerical indicators alone.

The integration of findings allowed the study to examine readiness not only as procedural preparedness but also as an evolving institutional competency shaped by operational exposure, organizational systems, collaborative interaction, logistical support, and adaptive implementation practices within the Schools Division Office of Caloocan City.

SUMMARY OF FINDINGS

Presented below are the major findings of the study:

1. The profile analysis revealed that the majority of School Testing Coordinators belonged to the middle-career age bracket, with most respondents possessing graduate studies and varying levels of operational exposure in national assessment administration. Many respondents had relatively shorter lengths of designation and limited participation in formal assessment-related trainings, although most had already handled multiple national assessment cycles.

2. School Testing Coordinators demonstrated a generally high level of readiness across all identified domains, with all general weighted averages interpreted as “Fully Ready.” Among the four domains, Coordination and Communication Readiness obtained the highest mean (GWA = 3.68), followed by Logistical and Resource Readiness (GWA = 3.66), Operational and Organizational Readiness (GWA = 3.57), and Regulatory Knowledge Readiness (GWA = 3.27). These findings suggest that respondents generally possess strong implementation capability, particularly in communication, coordination, and operational execution during national assessment administration.

3. Significant differences in readiness were identified when respondents were grouped according to age, years of service as School Testing Coordinator, length of designation, and frequency of participation in national assessment trainings. Educational attainment, however, did not produce statistically significant differences in readiness. These findings indicate that readiness is shaped more strongly by experiential and operational exposure than by formal academic qualifications alone.

4. Correlational analyses revealed significant positive relationships between readiness and age (r = 0.412), years of service as School Testing Coordinator (r= 0.563), length of designation (r = 0.487), and frequency of participation in national assessment trainings (r = 0.621). Educational attainment did not demonstrate a statistically significant relationship with readiness. The findings imply that sustained institutional exposure, operational continuity, and professional reinforcement contribute substantially to readiness development.

5. The qualitative findings revealed recurring operational challenges encountered by School Testing Coordinators during assessment administration. Major themes included administrative and workload pressure, resource and logistical constraints, policy and communication gaps, compliance-related psychological pressure, and the need for adaptive management during operational disruptions. Despite these challenges, respondents consistently demonstrated the capacity to sustain procedural integrity and maintain implementation continuity under demanding institutional conditions.

6. Regression analysis revealed that all four readiness domains significantly predict the overall readiness of School Testing Coordinators. Coordination and Communication Readiness emerged as the strongest predictor (β = 0.427), followed by Operational and Organizational Readiness (β = 0.314), Regulatory Knowledge Readiness (β = 0.281), and Logistical and Resource Readiness (β = 0.196). The regression model yielded an R^2 value of 0.674, indicating that approximately 67.4% of the variance in overall readiness is explained collectively by the identified readiness domains.

7. The predictive relationships identified among the readiness domains provide empirical support for Human Capital Theory, Experiential Learning Theory, and Systems Theory. The findings suggest that readiness develops not only through formal qualifications but also through accumulated operational experiences, continuous professional learning, and the coordinated functioning of institutional systems. The significant predictive influence of the readiness domains indicates that School Testing Coordinators strengthen their readiness through sustained engagement in assessment administration, repeated exposure to implementation processes, and active participation in organizational structures that support effective assessment governance.

8. The quantitative and qualitative findings collectively revealed that readiness in national assessment administration is multidimensional, interconnected, and continuously shaped by operational realities within schools. While respondents were quantitatively assessed as "Fully Ready," the qualitative narratives demonstrated that such readiness is constantly negotiated amid workload demands, logistical concerns, institutional limitations, communication complexities, and accountability pressures accompanying actual assessment implementation.

9. The findings further revealed that readiness extends beyond procedural familiarity and technical compliance. Effective assessment administration requires coordinators who are capable of sustaining collaborative coordination,adaptive problem-solving, organizational responsiveness, communication management, and operational stability within dynamic institutional environments.

10. Overall, the findings demonstrate that readiness among School Testing Coordinators is best understood as a continuously evolving institutional competency shaped by the interaction of procedural understanding, operational capability, logistical preparedness, communication systems, professional exposure, and organizational support mechanisms within the Schools Division Office of Caloocan City.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The readiness of School Testing Coordinators is not primarily determined by demographic characteristics or academic qualifications alone, but is more strongly shaped by sustained operational exposure,

institutional immersion, and repeated engagement in actual assessment administration processes. Readiness therefore develops progressively through continuous interaction with assessment systems and implementation realities.

2. School Testing Coordinators generally possess strong procedural and operational readiness necessary for the administration of national assessments. The consistently high readiness ratings across all domains indicate that coordinators are capable of managing assessment procedures, sustaining organizational coordination, maintaining communication systems, and addressing implementation demands within actual school environments.

3. Readiness in national assessment administration functions as a multidimensional and interconnected institutional competency. Regulatory knowledge, operational capability, logistical preparedness, and communication systems collectively contribute to the coordinators' overall readiness and implementation effectiveness. Weaknesses or strengths within one operational domain may consequently influence the effectiveness of other readiness dimensions.

4. Coordination and communication readiness emerged as the strongest predictor of overall readiness, indicating that effective assessment administration fundamentally depends on collaborative interaction, organizational responsiveness, procedural clarification, and institutional coordination among stakeholders. Assessment implementation therefore relies heavily on the coordinators' ability to sustain coherent communication systems within dynamic operational environments.

5. Operational experience significantly contributes to readiness development.Variables associated with years of service, continuity of designation, and participation in assessment-related trainings consistently demonstrated significant influence on readiness levels. This suggests that readiness is reinforced through experiential immersion, organizational familiarity, and continuous professional engagement.

6. The absence of significant differences and relationships involving educational attainment suggests that advanced academic qualifications alone do not necessarily guarantee stronger readiness in assessment administration. Procedural competence appears to emerge more strongly through institutional exposure, operational engagement, and practical implementation experience than through formal educational credentials alone.

7. The challenges encountered by School Testing Coordinators demonstrate that assessment readiness operates within institutional environments characterized by workload pressure, logistical limitations, communication difficulties, accountability demands, and operational unpredictability. Nevertheless, coordinators continue to sustain implementation stability through adaptive management, collaborative coordination, and practical problem-solving strategies.

8. Readiness should not be interpreted as the absence of operational difficulties.Rather, readiness reflects the coordinators' ability to maintain procedural integrity, organizational stability, and assessment continuity despite institutional constraints and implementation pressures within actual school settings.

9. Overall, the study concludes that effective national assessment administration within the Schools Division Office of Caloocan City depends on the continuous interaction of operational systems, communication structures, institutional support mechanisms, professional reinforcement, and adaptive organizational practices capable of sustaining both the technical and human dimensions of assessment implementation.

Implications of the Study

The matrix below presents the alignment between the key findings of the study and their corresponding institutional implications. The implications provide an evidence- based foundation for strengthening readiness systems, capability-building programs, and operational support mechanisms for School Testing Coordinators within the Schools Division Office of Caloocan City.

Table 37 Matrix of Key Findings and Institutional Implications

Key Findings	Institutional Implications
STCs demonstrated high readiness across all domains.	Sustain institutional support systems and reinforce existing operational practices.
Coordination and communication readiness emerged as the strongest predictor.	Strengthen communication systems, collaborative coordination, and procedural clarification mechanisms.
Operational exposure significantly influenced readiness.	Institutionalize mentoring systems and experiential learning opportunities for newly designated coordinators.
Educational attainment did not significantly influence readiness.	Prioritize operational capability-building and implementation immersion rather than relying solely on academic credentials.
Training participation significantly strengthened readiness.	Expand continuous and competency-based professional development programs for STCs.
Respondents experienced workload and logistical pressures.	Develop institutional workload support and logistical assistance mechanisms during assessment periods.
Policy and communication gaps were observed during implementation.	Improve dissemination, contextual clarification, and real-time communication of assessment guidelines.
Readiness remained high despite operational challenges.	Strengthen adaptive institutional systems capable of supporting coordinators under dynamic implementation conditions.

Table 37 demonstrates how the major findings of the study translate into institutional implications relevant to the strengthening of assessment readiness systems within the Schools Division Office of Caloocan City. The matrix further highlights the need for sustained operational support, collaborative institutional structures, and continuous professional reinforcement in maintaining effective national assessment administration.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed to further strengthen the readiness of School Testing Coordinators and improve the administration of national assessments within the Schools Division Office of Caloocan City:

1. The Department of Education, particularly the Bureau of Education Assessment, may strengthen competency-based professional development programs for School Testing Coordinators by incorporating simulation activities, case-based operational scenarios, situational problem-solving exercises, and contextualized implementation workshops reflective of actual school-based assessment conditions.

2. The Schools Division Office of Caloocan City may institutionalize a localized Assessment Readiness Enhancement Framework specifically designed for School Testing Coordinators. The framework may include structured onboarding systems, operational mentoring, readiness monitoring, technical assistance clustering, and post-assessment reflection sessions to continuously strengthen implementation practices across schools.

3. Since coordination and communication readiness emerged as the strongest predictor of overall readiness,

the division may prioritize strengthening communication systems through centralized digital platforms, real-time advisories, standardized reporting mechanisms, and immediate procedural clarification channels during assessment periods.

4. School heads may implement school-based operational support systems during national assessment administration by temporarily redistributing non-essential responsibilities, assigning logistical support personnel, and providing dedicated workspaces for assessment preparation and documentation activities.

5. The Schools Division Office may establish a Division STC Learning Community where School Testing Coordinators can regularly exchange operational strategies, discuss recurring implementation concerns, and collaboratively develop context-sensitive solutions based on actual field experiences.

6. Continuous capability-building programs may place stronger emphasis on regulatory knowledge readiness, particularly in the areas of policy interpretation, procedural consistency, ethical compliance, and assessment governance, considering that this domain obtained the lowest mean among the readiness indicators.

7. The division may institutionalize readiness audit mechanisms prior to national assessment administration to evaluate schools' preparedness in terms of documentation, logistical support, communication systems, manpower allocation, and implementation coordination before the actual testing period.

8. Institutional support mechanisms addressing workload management, emotional resilience, and adaptive operational support may likewise be strengthened considering the qualitative findings revealing administrative burden, accountability pressure, and overlapping responsibilities experienced by coordinators during assessment implementation.

9. Future researchers may further examine the relationship between School Testing Coordinator readiness and actual implementation outcomes such as procedural compliance, incident occurrence, reporting accuracy, testing efficiency, and learner assessment performance. Comparative studies across school divisions and investigations involving digital assessment systems may also contribute to broader improvements in national assessment administration practices within Philippine public education systems

Proposed Capacity-Building Program Table 38.

Proposed Capacity-Building Program Framework for School Testing Coordinators in SDO Caloocan City

Major Findings	**Identified Development Need**	**Proposed Capacity-Building Intervention**	**Expected Outcome**
Regulatory Knowledge Readiness obtained the lowest mean among the readiness domains.	Strengthening policy interpretation and procedural compliance.	Conduct quarterly **Assessment Policy Updates and Compliance Enhancement Workshops**.	Improved understanding and application of DepEd assessment policies, protocols, and security procedures.
Significant differences and relationships were found based on years of service, length of designation, and training participation.	Continuous professional development and mentoring support for less experienced STCs.	Establish a **Mentoring and Coaching Program for Newly Designated School Testing Coordinators**.	Enhanced confidence, competence, and consistency in assessment administration practices.
Qualitative findings revealed policy clarification issues,	Improvement of communication and stakeholder engagement	Conduct **Communication, Coordination, and**	Stronger inter-office collaboration, clearer information

communication gaps, and coordination challenges.	mechanisms.	**Stakeholder Management Training**.	dissemination, and improved assessment coordination.
Respondents reported workload pressures and operational difficulties during assessment implementation.	Development of operational management and problem-solving skills.	Implement **Assessment Operations and Contingency Planning Workshops**.	Improved operational efficiency and responsiveness during assessment administration.
Logistical and resource constraints emerged as recurring challenges in qualitative findings.	Strengthening resource planning and logistical preparedness.	Conduct **Resource Management and Assessment Logistics Training**.	Better allocation, utilization, and management of assessment resources.
Coordination and Communication Readiness emerged as the strongest predictor of overall readiness ($\beta = 0.427$).	Sustaining effective communication systems and collaborative practices.	Institutionalize regular **Coordination Meetings and Communication Protocol Training**.	Enhanced readiness and improved assessment implementation outcomes.
The regression model explained 67.4% of the variance in overall readiness ($R^2 = 0.674$).	Institutionalization of continuous readiness monitoring and improvement mechanisms.	Develop an **Annual STC Readiness Assessment and Professional Development Plan**.	Sustained readiness levels and evidence-based capacity development initiatives.

Discussion of the Proposed Capacity-Building Program

The proposed capacity-building program was developed based on the empirical findings of the study and serves as the practical application of the conceptual framework. The program responds directly to the readiness domains that significantly predicted overall readiness and addresses the operational challenges identified through qualitative analysis, document review, and triangulation procedures. Rather than adopting a generalized training approach, the proposed interventions were specifically aligned with the readiness gaps, institutional realities, and operational demands experienced by School Testing Coordinators within the Schools Division Office of Caloocan City.

The findings demonstrated that readiness is not solely influenced by individual qualifications but is shaped by the interaction of regulatory knowledge, operational competence, logistical preparedness, and communication effectiveness. Consequently, the proposed interventions focus on strengthening these domains through targeted professional development activities, coaching mechanisms, operational workshops, and institutional support systems. The program is anchored on Human Capital Theory, which emphasizes continuous professional learning, Experiential Learning Theory, which highlights learning through practice and reflection, and Systems Theory, which recognizes the interconnected nature of organizational functions in assessment administration.

Furthermore, the qualitative findings revealed that coordinators continue to experience workload pressures, communication concerns, resource limitations, and procedural challenges despite being assessed as generally "Fully Ready." These findings suggest that readiness should not be viewed as a static condition but as a continuously developing competency requiring sustained institutional support. The proposed capacity-building program therefore seeks not only to address existing concerns but also to establish mechanisms for continuous readiness monitoring, mentoring, and professional growth.

Ultimately, the program is expected to strengthen the capability of School Testing Coordinators to administer national assessments efficiently, ethically, and consistently.

- Licensed Psychometrician [2019]
- Diploma of Leadership and Management [2013-2017]
- Australian Skills Institute
- Microsoft Office Specialist
- Office Word 2010 [September 5, 2014]
- Office Power Point 2010 [October 3, 2014]

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Raw Statistical Analysis

1. What is the profile of School Testing Coordinators in terms of:
   1.1. age,
   1.2. educational attainment,
   1.3. years of service as School Testing Coordinator,
   1.4. length of designation, and
   1.5. frequency of participation in national assessment trainings?

AGE:

Age	Frequency	rf	%	x	fx	(x - x̄)	(x - x̄)sq
50+	9	0.19	19	54.5	490.5	12.92	166.8403
40-49	22	0.46	46	44.5	979	2.92	8.506944
30-39	11	0.23	23	34.5	379.5	7.08	50.17361
20-29	6	0.12	12	24.5	147	17.08	291.8403
Total	**48**	**1**	**100**		**1996**		**517.3611**

Mean	**41.58**

SD	517.3611
	47
SD	11.01
SD	**3.32**

Educational Attainment:

HEA	Frequency	rf	%
Doctorate	4	0.08	8
MA Degree	21	0.44	44
MA Units	4	0.08	8
Bachelors Deg	19	0.4	40
Total	**48**	1	100

Years of Service as School Testing Coordinator:

Cumulative

Y STC Com	Frequency	rf	%	x	fx	(x - x̄)	(x - x̄)sq
22-28	1	0.02	2	25	25	19.25	370.5625
15 - 21	2	0.04	4	18	36	12.25	150.0625
8 to 14	5	0.1	1	11	55	5.25	27.5625
1 to 7	40	0.83	83	4	160	-1.75	3.0625
Total	48	1	100		276		551.25

Mean	5.75
SD	11.73
SD	3.42

Length of Designation

Current Designation as STC

Y Cur STC	Frequency	rf	%	x	fx	(x - x̄)	(x - x̄)sq
22 - 18	0	0	0	23	0	17.69	312.8477
15 - 21	2	0.05	5	18	36	12.69	160.9727
8 to 14	5	0.10	10	11	55	5.69	32.34766
1 to 7	41	0.85	85	4	164	1.31	1.722656
Total	48	1	100		255		507.8906

Mean	5.31
SD	10.81
SD	3.29

Frequency of Participation in National Assessment Trainings

No. of National Assessment Cycles Handled

NACH	Frequency	rf	%
5+	12	0.25	25
4 to 5	7	0.15	15
2 to 3	19	0.40	40
0 to 1	10	0.20	20
Total	48	1	100

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Frequency of Trainings Attended

Trngs Attended	Frequency	rf	%
9 to 11	1	0.02	2
6 to 8	1	0.02	2
3 to 5	7	0.15	15
0 to 2	39	0.81	81
Total	48	1	100

2. What is the level of readiness of School Testing Coordinators in administering DepEd's national assessments in terms of:

2.1. regulatory knowledge readiness,

2.2. operational and organizational readiness,

2.3. logistical resource readiness, and

2.4. coordination and communication readiness?

Regulatory Knowledge Readiness.

General Weighted Average:

REGULATORY KNOWLEDGE READINNESS

Statements	4 Fully Ready	3 Ready	2 Slightly Ready	1 Not Ready	Total	Average	Interpretation
1	13	25	9	1	48	3.04	Fully Ready
	52	75	18	1	146		
2	19	23	6	0	48	3.27	Fully Ready
	76	69	12	0	157		
3	11	28	9	0	48	2.85	Fully Ready
	44	75	18	0	137		
4	19	21	7	1	48	3.33	Fully Ready
	76	69	14	1	160		
5	25	19	4	0	48	3.44	Fully Ready
	100	57	8	0	165		
6	18	20	8	2	48	3.13	Fully Ready
	72	60	16	2	150		
7	24	19	5	0	48	3.48	Fully Ready
	100	57	10	0	167		
8	30	16	1	1	48	3.56	Fully Ready
	120	48	2	1	171		
9	25	19	4	0	48	3.44	Fully Ready
	100	57	8	0	165		
10	18	20	8	2	48	3.13	Fully Ready
	72	60	16	2	150		
					GWA	3.27	Fully Ready

Likert Scale

Rating	Verbal Description
3.00 - 4.00	Fully Ready
2.00 - 2.99	Ready
1.00 - 1.99	Slightly Ready
0.01 - 1.00	Not Ready

No.	W Ave	(x − x̄)	(x - x̄)sq
1	3.0417	-0.2250	0.0506
2	3.2708	0.0042	0.0000
3	2.8542	-0.4125	0.1702
4	3.3333	0.0667	0.0044
5	3.4375	0.1708	0.0292
6	3.1250	-0.1417	0.0201
7	3.4792	0.2125	0.0452
8	3.5625	0.2958	0.0875
9	3.4375	0.1708	0.0292
10	3.1250	-0.1417	0.0201
Total	32.6667		0.4564
GWA	3.2667		
SD	0.045642		
SD	0.2136		

OPERATIONAL AND ORGANIZATIONAL READINESS

Statements	4 Fully Ready	3 Ready	2 Slightly Ready	1 Not Ready	Total	Average	Interpretation
1	21	19	8	0	48	3.27	Fully Ready
	84	57	16	0	157		
2	31	13	3	1	48	3.54	Fully Ready
	124	39	6	1	170		
3	34	12	2	0	48	4.35	Fully Ready
	136	57	16	0	209		
4	35	11	2	0	48	3.81	Fully Ready
	140	39	4	0	183		
5	24	21	3	0	48	3.44	Fully Ready
	96	63	6	0	165		
6	30	15	3	0	48	3.56	Fully Ready
	120	45	6	0	171		
7	29	17	2	0	48	3.15	Fully Ready
	96	51	4	0	151		
8	25	21	2	0	48	3.48	Fully Ready
	100	63	4	0	167		
9	28	18	2	0	48	3.54	Fully Ready
	112	54	4	0	170		
10	29	16	3	0	48	3.54	Fully Ready
	116	48	6	0	170		
					GWA	3.57	Fully Ready

Operational And Organizational Readiness GWA

No.	W Ave	(x - x̄)	(x - x̄)sq
1	3.2708	-0.2979	0.0888
2	3.5417	-0.0271	0.0007
3	4.3542	0.7854	0.6169
4	3.8125	0.2438	0.0594
5	3.4375	-0.1313	0.0172
6	3.5625	-0.0063	0.0000
7	3.1458	-0.4229	0.1789
8	3.4792	-0.0896	0.0080
9	3.5417	-0.0271	0.0007
10	3.5417	-0.0271	0.0007
Total	35.6875		0.9714

GWA	3.5688
SD	0.0971
SD	0.3117

LOGISTICAL RESOURCE READINESS

Statements	4 Fully Ready	3 Ready	2 [illegible]	1 Not Ready	Total	Average	[illegible]
1	30	15	3	0	48	3.56	Fully Ready
	120	45	6	0	171		
2	37	10	1	0	48	3.75	Fully Ready
	148	30	2	0	180		
3	33	14	1	0	48	3.81	Fully Ready
	132	45	6	0	183		
4	32	14	2	0	48	3.38	Fully Ready
	128	30	4	0	162		
5	37	9	2	0	48	3.73	Fully Ready
	148	27	4	0	179		
6	30	15	3	0	48	3.56	Fully Ready
	120	45	6	0	171		
7	28	13	7	0	48	4.19	Fully Ready
	148	39	14	0	201		
8	25	19	4	0	48	3.44	Fully Ready
	100	57	8	0	165		
9	28	20	0	0	48	3.58	Fully Ready
	112	60	0	0	172		
10	30	16	2	0	48	3.58	Fully Ready
	120	48	4	0	172		
					GWA	3.66	Fully Ready

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Logistical Resource Readiness GWA

No.	W Ave	(x - x̄)	(x − x̄)sq
1	3.5625	-0.0958	0.0092
2	3.7500	0.0917	0.0084
3	3.8125	0.1542	0.0238
4	3.3750	-0.2833	0.0803
5	3.7292	0.0708	0.0050
6	3.5625	-0.0958	0.0092
7	4.1875	0.5292	0.2800
8	3.4375	-0.2208	0.0488
9	3.5833	-0.0750	0.0056
10	3.5833	-0.0750	0.0056
Total	36.5833		0.4759

GWA	3.6583
SD	0.0476
SD	0.2181

Coordination And Communication Readiness Gwa:

COORDINATION AND COMMUNICATION READINESS

Statements	4	3	2	1	Total	Average	Interpretation
	Fully Ready	Ready	Slightly Ready	Not Ready			
1	30	15	3	0	48	3.56	Fully Ready
	120	45	6	0	171		
2	37	10	1	0	48	3.75	Fully Ready
	148	30	2	0	180		
3	33	14	1	0	48	3.81	Fully Ready
	132	45	6	0	183		
4	32	14	2	0	48	3.38	Fully Ready
	128	30	4	0	162		
5	37	9	2	0	48	3.73	Fully Ready
	148	27	4	0	179		
6	37	11	0	0	48	3.77	Fully Ready
	148	33	0	0	181		
7	28	13	7	0	48	4.19	Fully Ready
	148	39	14	0	201		
8	25	19	4	0	48	3.44	Fully Ready
	100	57	8	0	165		
9	28	20	0	0	48	3.58	Fully Ready
	112	60	0	0	172		
10	30	16	2	0	48	3.58	Fully Ready
	120	48	4	0	172		
					GWA	3.68	Fully Ready

No.	W Ave	(x - x̄)	(x − x̄)sq
1	3.5625	-0.1167	0.0136
2	3.7500	0.0708	0.0050
3	3.8125	0.1333	0.0178
4	3.3750	-0.3042	0.0925
5	3.7292	0.0500	0.0025
6	3.7708	0.0917	0.0084
7	4.1875	0.5083	0.2584
8	3.4375	-0.2417	0.0584
9	3.5833	-0.0958	0.0092
10	3.5833	-0.0958	0.0092
Total	36.7917		0.4750

GWA	3.6792
SD	0.0475
SD	0.2179

3. Is there a significant difference in the level of readiness of School Testing Coordinators when grouped according to their profile variables?

INDEPENDENT t Test
Educational Attainment vs Training Frequency

Variable	Educ Att. (x1)	(x1 - x̄1)	(x1 - x̄1)2	Trng Freq (x2)	(x2 - x̄2)	(x2 - x̄2)2
1	3	0.77	0.59	8	6.96	48.42
2	4	1.77	3.14	1	-0.04	0.00
3	3	0.77	0.59	0	-1.04	1.09
4	3	0.77	0.59	0	-1.04	1.09
5	3	0.77	0.59	0	-1.04	1.09
6	1	-1.23	1.51	0	-1.04	1.09
7	3	0.77	0.59	9	7.96	63.34
8	4	1.77	3.14	4	2.96	8.75
9	1	-1.23	1.51	0	-1.04	1.09
10	3	0.77	0.59	3	1.96	3.84
11	1	-1.23	1.51	0	-1.04	1.09
12	3	0.77	0.59	3	1.96	3.84
13	1	-1.23	1.51	0	-1.04	1.09
14	3	0.77	0.59	0	-1.04	1.09
15	3	0.77	0.59	3	1.96	3.84

16	1	-1.23	1.51	0	-1.04	1.09
17	1	-1.23	1.51	0	-1.04	1.09
18	2	-0.23	0.05	0	-1.04	1.09
19	3	0.77	0.59	0	·1.04	1.09
20	3	0.77	0.59	3	1.96	3.8
21	1	-1.23	1.51	0	-1.0	1.09
22	3	0.77	0.59	1	-0.04	0.00
23	3	0.77	0.59	0	-1.04	1.09
24	4	1.77	3.14	0	-1.04	1.09
25	1	-1.23	1.51	0	-1.04	1.09
26	1	-1.23	1.51	0	-1.04	1.09
27	3	0.77	0.59	0	-1.04	1.09
28	1	-1.23	1.51	1	-0.04	0.00
29	1	-1.23	1.51	0	-1.04	1.09
30	1	-1.23	1.51	1	-0.04	0.00
31	2	-0.23	0.05	0	-1.04	1.09
32	3	0.77	0.59	0	·1.04	1.09
33	1	-1.23	1.51	0	-1.04	1.09
34	1	-1.23	1.51	0	·1.04	1.09
35	1	-1.23	1.51	2	0.96	0.92
36	3	0.77	0.59	0	-1.04	1.09
37	3	0.77	0.59	0	·1.04	1.09
38	1	-1.23	1.51	1	-0.04	0.00
39	2	-0.23	0.05	0	·1.04	1.09
40	1	·1.23	1.51	1	-0.04	0.00
41	2	-0.23	0.05	0	-1.04	1.09
42	3	0.77	0.59	0	-1.04	1.09
43	4	1.77	3.14	0	-1.04	1.09
44	3	0.77	0.59	0	0.00	0.00
45	3	3.00	9.00	3	1.96	3.84
46	2	-0.23	0.05	4	2.96	8.75
47	3	0.77	0.59	2	0.96	0.92
48	1	-1.23	1.51	0	·1.04	1.09
	2.23		**60.88**	**1.04**		**182.83**

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				Pooled SD	1150.38
Standard Deviation	182.83 / 47	Variance	182.83 / 47	Pooled SD	2.59
SO (xl)	11.9123	Variance 11	3.8900	Pooled SO	1.61
Standard Deviation	60.88 / 47	Variance	60.88 / 47	Independent t-test	1.19 / 0.4158
SO (x2)	11.13s2	Variance 2	1.2954	independent t-test	2.86

ANOVA:

ANOVA

No.	Age	Yrs in Service	Yrs as STC
2	3	22	15
3	3	10	6
4	3	9	7
5	4	30	2
6	4	29	2
7	2	12	1
8	3	20	19
9	3	22	7
10	2	3	22
11	3	8	7
12	1	4	1
13	3	18	10
14	2	10	1
15	3	24	2
16	4	25	3
17	2	2	2
18	1	4	3
19	2	8	3
20	2	11	1
21	3	16	5
22	4	34	5
23	3	21	12
24	3	8	1
25	3	24	2
26	1	0	1
27	3	14	3
28	3	16	3
29	3	21	3
30	1	0	2

31	2	6	3
32	3	16	2
33	4	17	3
34	2	13	1
35	1	0	2
36	3	18	6
37	3	16	8
38	3	23	1
39	2	4	1
40	4	29	3
41	2	1	1
42	4	34	2
43	4	23	5
44	3	19	13
45	4	32	12
46	3	17	3
47	3	14	3
48	3	18	5
49	1	5	3

	SUMMARY		**ANOVA**	
	Groups	*Count*	*Sum*	*Average Variance*
	Age	48	131	2.73 0.84
	Yrs in Service	48	730	15.21 90.59
	Yrs as STC	48	228	4.75 23

ANOVA

	Source of Variation	*ss*	*df*	***MS***	***F***	***P-volue***	*F crit*
	Between Groups	**4307.04**	2	**2153.52**	**56.46**	**9.76E-19**	3.06
	Wi hin Groups	**5378.40**	**141**	**38.14**			
	Total	**9685.44**	**143**				

4. Is there a significant relationship between the profile variables of School Testing Coordinators and their level of readiness in administering DepEd's national assessments?

Interval coefficiemt	Rel at1on
0.80-1.000	Very strong
0.60 -0.799	Strong
0.40 -0.599	Moderate
0.20-0.399	Weak
0.00-0.199	Very weak

YEARS IN TCHNG VS NO. OF NAT'L ASSESSMENT CYCLE HANDLED

X	Y	(X- X̄)	(Y - ȳ)	(x- X̄)(Y - ȳ)	X2	Y2	(X- X̄)2	(Y - ȳ)2	
1	22	4	6.79	1.56	10.60	484	1'6	46.13	2.43
2	10	4	5.21	1.56	8.13	100	16	27.14	2.43
3	9	3	6.21	O.S6	3.48	81	9	38.S6	0.31
4	30	1	14.79	1.44	21.30	900	1	218.74	2.07
5	29	2	1.3.79	0.44	6.07	841	4	190.16	0.19
·6	12	1	3.21	1.44	4.62	144	1	10.30	2.07
7	20	4	4.79	1.56	7.47	400	16	22.94	2.43
8	22	4	6.79	1.56	10.59	484	16	46.10	2.43
9	3	2	12.21	0.44	5.37	9	4	149.08	0.19
10	8	2	7.21	0.44	3.17	64	4	51.98	0.19
11	4	1	11.21	1.44	16.14	16	1	125.66	2.07
12	18	4	2.79	1.56	4.35	324	16	7.78	2.43
1.3	10	2	5.21	0.44	2.29	100	4	27.14	0.19
14	24	2	8.79	0.44	3.87	576	4	n.26	0.19
15	25	4	9.79	1.56	15.27	625	16	95.84	2.43
16	2		1.3.21	0.44	S.81	4	4	174.50	0.19
17	3		11.21	0.56	6.28	16	9	125.66	0.31
18	2		7.21	0.44	3.17	64	4	51.98	0.19
19	1		4.21	1.44	6.06	121	1	17.72	2.07
20	4		0.79	1.56	1.23	256	16	0.62	2.43
21	2		18.79	0.44	8.27	1156	4	353.06	0.19
22	4		5.79	1.56	9.03	441	16	33.52	2.43
23	1		7.21	1.44	10.38	64	1	51.98	2.07
24	2		8.79	0.44	3.87	S76	4	77.26	0.19
25	1		15.21	1.44	21.90	0	1	231.34	2.07
26	3		1.21	0.56	0.68	196	9	1.46	0.31
27	2		0.79	0.44	0.3S	256	4	0.62	0.19
28	1		5.79	1.44	8.34	441	1	33.52	2.07
29	3		15.21	0.56	8.52	0	9	231.34	0.31
30	3		9.21	0.56	5.16	36	9	84.82	0.31

30	6	3	9.21	0.56	5.16	36	9	**84.82**	0.31
31	16	3	0.79	0.56	0.44	256	9	0.62	0.31
32	17	2	1.79	0.44	0.79	289	4	3.20	0.19
33	13	1	2.21	**1.44**	3.18	169	1	**4.88**	2.07
34	0	2	**15.21**	0.44	6.69	0	4	231.34	0.19
35	18	2	2.79	0.44	1.23	324	4	7.78	0.19
36	16	4	0.79	**1.56**	1.23	256	16	0.62	2.43
37	23	1	*7.19*	**1.44**	11.22	529	1	**60.68**	2.07
38	4	2	11.21	0.44	4.93	16	4	125.66	0.19
39	29	2	13.79	0.44	6.07	**841**	4	190.16	0.19
40	1	1	14.21	**1.44**	20.46	1	1	201.92	2.07
41	34	2	18.79	0.44	8.27	1156	4	353.06	0.19
42	23	4	*1.19*	1.56	12.1S	529	16	**60.68**	2.43
43	19	4	3.79	1.56	5.91	361	16	14.36	2.43
44	32	4	16.79	1.56	26.19	1024	16	281.90	2.43
4S	17	2	1.79	0.44	0.79	289	4	3.20	0.19
46	14	2	1.21	0.44	0.53	196	4	1.46	0.19
47	18	3	2.79	0.56	1.56	324	9	7.78	0.31
48	5	2	10.21	0.44	[illegible]	25	4	104.24	0.19

r	112.63
	237647.522

r	112.63
	487.491048

r	**0.23**
Interpretation	Weak Correlation

2	2	1.3.21	0.44	S.81	4	4	174.50	0.19
4	3	11.21	0.56	6.28	16	9	125.66	0.31
8	2	7.21	0.44	3.17	64	4	51.98	0.19
11	1	4.21	1.44	6.06	121	1	17.72	2.07
16	4	0.79	1.56	1.23	256	16	0.62	2.43
34	2	18.79	0.44	8.27	1156	4	353.06	0.19
21	4	5.79	1.56	9.03	441	16	33.52	2.43
8	1	7.21	1.44	10.38	64	1	51.98	2.07
24	2	8.79	0.44	3.87	S76	4	77.26	0.19
0	1	15.21	1.44	21.90	0	1	231.34	2.07
14	3	1.21	0.56	0.68	196	9	1.46	0.31
16	2	0.79	0.44	0.3S	256	4	0.62	0.19
21	1	5.79	1.44	8.34	441	1	33.52	2.07
0	3	15.21	0.56	8.52	0	9	231.34	0.31
6	3	9.21	0.56	5.16	36	9	84.82	0.31

YEARS IN TCHNG VS FREQ OF TRAINGS ATTENDED

X	Y	$(X-\bar{X})$	$(Y-\bar{y})$	$(X-\bar{X})(Y-\bar{y})$	X_2	Y_2	$(X-\bar{X})_2$	$(Y-\bar{y})_2$
1	22	8	**4.80**	5.56	26.69	484	64	23.04	30.91
2	10	1	5.21	1.44	7.50	100	1	27.14	2.07
3	9	0	6.21	2.44	15.15	81	0	38.56	5.95
4	30	0	14.79	2.44	36.09	900	0	218.74	5.95
5	29	0	13.79	2.44	33.65	**841**	0	190.16	5.95
6	12	0	3.21	2.44	7.83	144	0	10.30	5.95
7	20	9	4.79	6.56	31.42	400	81	22.94	43.03
8	22	4	6.79	1.56	10.59	484	16	46.10	2.43
9	3	0	12.21	2.44	29.79	9	0	149.08	5.95
10	8	3	7.21	0.56	**4.04**	64	9	51.98	0.31
11	4	0	11.21	2.44	27.35	16	0	125.66	5.95
12	18	3	2.79	0.56	1.56	324	9	7.78	0.31
13	10	0	5.21	2.44	12.71	**100**	0	27.14	5.95
14	24	0	8.79	2.44	21.45	576	0	TT.26	5.95
15	25	3	9.79	0.56	**5.48**	625	9	95.84	0.31
16	2	0	13.21	2.44	32.23	4	0	174.50	5.95
17	4	0	11.21	2.44	27.35	16	0	125.66	5.95
18	8	0	7.21	2.44	17.59	64	0	51.98	5.95
19	11	0	4.21	2.44	10.27	121	0	17.72	5.95
20	16	3	0.79	0.56	0.44	256	9	0.62	0.31
21	34	0	18.79	2.44	45.85	1156	0	353.06	5.95
22	21	1	5.79	1.44	8.34	441	1	33.52	2.07
23	8	0	7.21	2.44	17.59	64	0	51.98	5.95
24	24	0	8.79	2.44	21.45	576	0	77.26	5.95
25	0	0	15.21	2.44	37.11	0	0	231.34	5.95
26	14	0	1.21	2.44	2.95	196	0	1.46	5.95
27	16	0	0.79	2.44	1.93	256	0	0.62	5.95

28	21	1	5.79	1.44	8.34	441	1	33.52	2.07
29	0	0	15.21	2.44	37.11	0	0	231.34	5.95
30	6	1	9.21	1.44	13.26	36	1	84.82	2.07

16	0	0.79	2.44	1.93	256	0	0.62	5.95
17	0	1.79	2.44	4.37	289	0	3.20	5.95
13	0	2.21	2.44	5.39	169	0	4.88	5.95
0	0	15.21	2.44	37.11	0	0	231.34	5.95
18	2	2.79	0.44	1.23	324	4	7.78	0.19
16	0	0.79	2.44	1.93	256	0	0.62	5.95
23	0	7.79	2.44	19.01	529	0	60.68	5.95
4	1	11.21	1.44	16.14	16	1	125.66	2.07
29	0	13.79	2.44	33.65	841	0	190.16	5.95
1	1	14.21	1.44	20.46	1	1	201.92	2.07
34	0	18.79	2.44	45.85	1156	0	353.06	5.95
23	0	7.79	2.44	19.01	529	0	60.68	5.95
19	0	3.79	2.44	9.25	361	0	14.36	5.95
32	0	16.79	2.44	40.97	1024	0	281.90	5.95
17	3	1.79	0.56	1.00	289	9	3.20	0.31
14	4	1.21	1.56	1.89	196	16	1.46	2.43
18	2	2.79	0.44	1.23	324	4	7.78	0.19
5	0	10.21	2.44	24.91	25	0	104.24	5.95
11.2:	**u**			**us.a**				***m.n***

31

r	115.6308
	1176326.892

r	115.6308
	1084.586046

r	**0.11**
Interpretation	**Very Weak Corr**

2	2	13.21	0.44	5.81	4	4	174.50	0.19
3	3	12.21	0.56	6.84	9	9	149.88	0.31
3	2	12.21	0.44	5.37	9	4	149.08	0.19
1	1	14.21	1.44	20.46	1	1	201.92	2.07
S	4	10.21	1.56	15.93	25	16	104.24	2.43
5	2	10.21	0.44	4.49	25	4	104.24	0.19
12	4	3.21	1.56	5.01	144	16	10.30	2.43
1	1	14.21	1.44	20.46	1	1	201.92	2.07
2	2	13.21	0.44	5.81	4	4	174.50	0.19
1	1	14.21	1.44	20.46	1	1	201.92	2.07
3	3	12.21	0.56	6.84	9	9	149.08	0.31
3	2	12.21	0.44	5.37	9	4	149.08	0.19
3	1	12.21	1.44	17.58	9	1	149.08	2.07
2	3	13.21	0.56	7.40	4	9	174.50	0.31
3	3	12.21	0.56	6.84	9	9	149.08	0.31

YEARS AS STCVS NO. OF NAT'L ASSESSMENT CYCLE HANDLED

X	Y	$(X-\bar{X})$	$(Y-\bar{y})$	$(x-\bar{x})(Y-\bar{y})$	X_2	Y_2	$(X-\bar{X})_2$	$(Y-\bar{y})_2$

1	15	4	9.80	1.56	15.29	225	16	96.04	2.43
2	6	4	9.21	1.56	**14.37**	36	16	84.82	2.43
3	7	3	8.21	0.56	**4.60**	49	9	67.40	0.31
4	2	1	13.21	**1.44**	19.02	4	1	174.50	2.07
5	2	2	13.21	0.44	5.81	4	4	174.50	0.19
6	1	1	14.21	1.44	20.46	1	1	201.92	2.07
7	19	4	3.79	1.56	5.91	361	16	14.36	2..43
8	7	4	8.21	1.56	12.81	49	16	67.40	2.43
9	*ll.*	2	6.79	0.44	2.99	484	4	46.10	0.19
10	7	2	8.21	**0.44**	3.61	49	4	67.40	0.19
11	1	1	14.21	**1.44**	20.46	1	1	201.92	2.07
12	10	4	5.21	1.56	8.13	100	16	27.14	2.43
13	1	2	14.21	**0.44**	6.25	1	4	201.92	'0.19
14	2	2	13.21	0.44	5.81	4	4	174.50	0.19
15	3	4	12.21	1.56	19.05	9	16	149.08	2.43

2	3	13.21	0.56	7.40	4	9	174.50	0.31
3	2	*U.21*	0.44	5.37	9	4	149.08	0.19
1	1	14.21	**1.44**	20.46	1	1	201.92	2.07
2	2	13.21	0.44	S.81	4	4	174.50	0.19
6	2	9.21	0.44	4.0S	36	4	84.82	0.19
8	4	7.21	1.56	11.25	64	16	51.98	2.43
1	1	14.21	1.44	20.46	1	1	201.92	2.07
1	2	14.21	0.44	6.25	1	4	201.92	0.19
3	2	12.21	0.44	5.37	9	4	149.08	0.19
1	1	14.21	1.44	20.46	1	1	201.92	2.07
2	2	13.21	0.44	5.81	4	4	174.50	0.19
5	4	10.21	1.56	15.93	25	16	104.24	2.43
13	4	2.21	1.56	3.45	169	16	**4.88**	2.43
12	4	3.21	1.56	5.01	144	16	10.30	2.43
3	2	12.21	0.44	5.37	9	4	149.08	0.19
3	2	12.21	0.44	5.37	9	4	149.08	0.19
S	3	10.21	0.56	5.72	25	9	104.24	0.31
3	2	12.21	0.44	5.37	9	4	149.08	0.19

2.6 .Kjff_ 31

r	159.1208
	358806.6887

r	159.1208
	599.0047485

r	**0.27**
Interpretation	**Weak** Correlation

YEARS AS STC VS FREQ OF TRAININGS ATTENDED

X	y	(X-il	(Y-9)	(X-ltl(Y-fl	X2	Y2	(X-il2	(Y-9)2
1.S	8	9.80	5.56	**54.49**	225	64	96.04	30.91
6	1	9.21	1.44	13.26	36	1	84.82	2.07
7	0	8.21	2.44	20.03	49	0	67.40	5.95
2	0	13.21	2.44	32.23	4	0	174.50	5.95
2	0	13.21	2.44	32.23	4	0	174.50	5.95
1	0	14.21	2.44	34.67	1	0	201.92	5.95
19	9	3.79	6.56	24.86	361	81	14.36	43.03
7	4	8.21	1.56	**12.81**	49	16	,67.40	2.43
22	0	6.79	2.44	16.57	484	0	46.10	5.95
7	3	8.21	0.56	**4.60**	49	9	,67 .40	0.31
1	0	14.21	2.44	34.67	1	0	201.92	5.95
10	3	5.21	0.56	2.92	100	9	27.14	0.31
1	0	14.21	2.44	34.67	1	0	201.92	5.95
2	0	13.21	2.44	32.23	4	0	174.50	5.95
3	3	12.21	0.56	**6.84**	9	9	149.08	0.31
2	0	13.21	2.44	32.23	4	0	174.50	5.95
3	0	12.21	2.44	29.79	9	0	149.08	5.95
3	0	12.21	2.44	29.79	9	0	149.08	5.95
1	0	14.21	2.44	34.67	1	0	201.92	5.95
5	3	10.21	0.56	5.72	25	9	104.24	0.31
5	0	10.21	2.44	24.91	25	0	104.24	5.95
12	1	3.21	1.44	4.62	144	1	10.30	2.07
1	0	14.21	2.44	34.67	1	0	201.92	5.95
2	0	13.21	2.44	32.23	4	0	174.50	5.95
1	0	14.21	2.44	34.67	1	0	201.92	5.95
3	0	12.21	2.44	29.79	9	0	149.08	5.95
3	0	12.21	2.44	29.79	9	0	149.08	5.95
3	1	12.21	1.44	17.58	9	1	149.08	2.07
2	0	13.21	2.44	32.23	4	0	174.50	5.95
3	1	12.21	1.44	17.58	9	1	149.08	2.07

30	3	1	12.21	1.44	17.58	9	1	149.08	2.07
31	2	0	13.21	2.44	32.23	4	0	174.50	5.95
32	3	0	12.21	2.44	29.79	9	0	149.08	5.95
33	1	0	14.21	2.44	34.67	1	0	201.92	5.95
34	2	0	13.21	2.44	32.23	4	0	174.50	5.95
35	6	2	9.21	0.44	4.05	36	4	84.82	0.19
36	8	0	7.21	2.44	17.59	64	0	51.98	5.95
37	1	0	14.21	2.44	34.67	1	0	201.92	5.95
38	1	1	14.21	**1.44**	20.46	1	1	201.92	2.07
39	3	0	12.21	2.44	29.79	9	0	149.08	5.95
40	1	1	14.21	1.44	20.46	1	1	201.92	2.07
41	2	0	13.21	2.44	32.23	4	0	174.50	5.95
42	5	0	10.21	2.44	24.91	25	0	104.24	5.95
43	13	0	2.21	2.44	5.39	169	0	**4.88**	5.95
44	12	0	3.21	2.44	7.83	144	0	10.30	5.95
45	3	3	12.21	0.56	6.84	9	9	149.08	0.31
46	3	4	12.21	1.56	19.05	9	16	149.08	2.43
47	5	2	10.21	0.44	4.49	25	4	104.24	0.19
48	3	0	12.21	2.44	29.79	9	0	149.08	5.95
		1.11;			.-..·.iii				

u.....*m:n*

r	983.2308
	1785732.638

r	983.2308
	1336.313076

r	**0.74**
Interpretation	Strong Correlation

APPENDIX H

Questionnaire

READINESS OF SCHOOL TESTING COORDINATORS IN ADMINISTERING DEPED'S NATIONAL ASSESSMENT

Questionnaire and Informed Consent Form

Researcher: Maria Veronica G. Cuartero

Adviser: Dr. Ryan Romnick B. Sanchez

Institution: Pamantasan ng Lungsod ng Valenzuela (PLV)

Academic Program: Master of Arts in Education major in Educational Management

*This questionnaire is part of a research study entitled "**Readiness of School Testing Coordinators in Administering DepEd's National Assessment**" The study aims to assess the readiness of School Testing Coordinators (STCs) in public schools in administering the Department of Education's national assessments and to design a capacity-building program based on the findings.*

Informed Consent

You are invited to participate in this study. Participation is voluntary. You may skip any question or withdraw at any time without penalty.

Confidentiality: All responses will be kept confidential and will not include your name or any identifying information. Data will be used for academic and research purposes only.

Benefits: This study will contribute to the improvement of DepEd testing operations and the professional growth of School Testing Coordinators.

Risks: There are no known risks associated with participation.

If you have questions, you may contact the researcher through email or mobile number provided by the Division Office.

By signing below, you acknowledge that you have read and understood the information above and voluntarily agree to participate in this study.

Printed Name of Respondent: _____

Signature: _____ Date: _____

Questionnaire: Readiness of School Testing Coordinators in Administering DepEd's National Assessment

Instructions To Respondent:

Please answer all items honestly. Your responses will be used only for research and will be treated as strictly confidential. Estimated time to complete: 12–18 minutes.

Scale (Part II - readiness items):

1 = Not Ready 2 = Slightly Ready 3 = Ready 4 = Fully Ready

Part I — Profile of Respondent

1. Name (optional): _____
2. School Name / Level: _____(Elementary / Secondary)
3. Age: _____years (or categories: 20–29 / 30–39 / 40–49 / 50+)
4. Sex: M / F / Prefer not to say
5. Highest Educational Attainment: ( ) Bachelors ( ) Graduate units ( ) Master's ( ) Master's degree & above ( ) Others: ____
6. Years of service as teacher: _____years
7. Years serving as School Testing Coordinator (STC): _____years
8. How many times have you served as STC for DepEd national assessments? _____
9. Have you attended formal training/orientation on national assessment administration in the last 3 years? ( ) Yes — specify: _( ) No
10. Do you have access to a secure storage area for test materials in your school? ( ) Yes ( ) No

Part II — Level of Readiness (4 domains) A.

Knowledge of Assessment Policies & Guidelines		Not Ready	Slightly Ready	Ready	Fully Ready
A1.	I am familiar with DepEd Order No. 55 (Policy Guidelines on the National Assessment of Student Learning).				
A2.	I know the procedures for receiving, storing, and returning test materials (chain-of-custody).				
A3.	I can correctly explain the steps to be taken in case of a testing irregularity.				
A4.	I understand the accommodation policies and procedures for learners with special needs during national assessments.				

A5.	I am aware of DepEd memoranda and schedules related to ELLNA and NAT release and submission deadlines. I understand the legal sanctions and responsibilities related to breaches in test security (e.g., DO 85 s.1999).				
A6.	I understand the legal sanctions and responsibilities related to breaches in test security (e.g., DO 85 s.1999).				
A7.	I know which documents must be submitted to the Division Testing Coordinator after administration (e.g., forms, rosters, incident reports).				
A8.	I am knowledgeable about the correct handling and distribution of Certificates of Rating and examinee records.				
A9.	I know the data privacy obligations (RA 10173) that apply to examinee information and test results.				
A10.	I am able to interpret and apply BEA/DepEd technical instructions related to test administration.				

B.

Management & Organizational Skills		Not Ready	Slightly Ready	Ready	Fully Ready
B1.	I prepare a written timetable and task assignment for proctors and staff before test day.				
B2.	I conduct briefing/orientation sessions with proctors/room examiners prior to administration.				
B4.	I ensure that room arrangements meet testing conditions (lighting, seating distance, noise control).				
B5.	I prepare contingency plans for likely disruptions (e.g., late students, power outage).				
B6.	I maintain an up-to-date inventory of test materials and supplies.				
B7.	I assign and supervise proctors effectively during the test administration.				
B8.	I ensure accurate timekeeping and strictly follow test timing procedures.				
B9.	I document any irregularities immediately and inform the appropriate division office.				

B10.	I prepare and check post-test documentation (packing lists, signatures, receipts) for return.				
B3.	I verify and prepare student rosters and seating plans before test day.				

C.

Availability & Utilization of Resources		Not Ready	Slightly Ready	Ready	Fully Ready
C1.	The school provides secure storage for test materials (locked room/cabinet).				
C2.	Test materials arrive in sufficient quantity and good condition.				
C3.	There are adequate furniture and seating in testing rooms for proper administration.				
C4	The school provides necessary supplies (pens, pencils, scratch papers, timers).				
C5	I have sufficient staff (proctors/examiners) to run tests according to DepEd guidelines.				
C8	Accessibility needs for learners with disabilities are met (ramps, special rooms, assistive devices).				
C9	There is a system for safekeeping and transporting test materials to and from the division.				
C10	I can access DepEd/Division resources (forms, memos, templates) when necessary.				
C6	The school has funds or means to support logistical needs for testing (transport, photocopying, stationery).				
C7	Electronic or ICT resources required (if any) are available and functional.				

D.

Coordination & Communication Strategies		Not Ready	Slightly Ready	Ready	Fully Ready
D1.	I maintain clear communication with the School Head regarding test plans and requirements.				
D2.	I coordinate timely with the Division Testing Coordinator regarding schedules and instructions.				

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D3.	I conduct pre-test orientations for learners, parents (if needed), and proctors to set expectations.				
D4.	I provide clear written instructions to proctors and responsible staff before test day.				
D5.	I have communication channels for emergencies during test administration (phone, radio).				
D6.	I keep accurate contact details for proctors, replacement personnel, and division office.				
D7.	I provide feedback to proctors and staff after the administration to improve future tests.				
D8.	I communicate promptly any irregularities or incidents to the division office and follow up as needed.				
D9.	I collaborate with school stakeholders (PTA, SGC) when resources or support are needed.				
D10.	I maintain proper records of communication and approvals (e.g., memos, signatures).				

Part III — Open-Ended Questions

1. In your own words, what are the three biggest challenges you face when preparing for DepEd's national assessments?
2. What specific support or resources would most help you perform your duties as a School Testing Coordinator?
3. Suggest topics or modules you would like included in a capacity-building program for STCs.
4. Any other comments or experiences you would like to share about administering national assessments?

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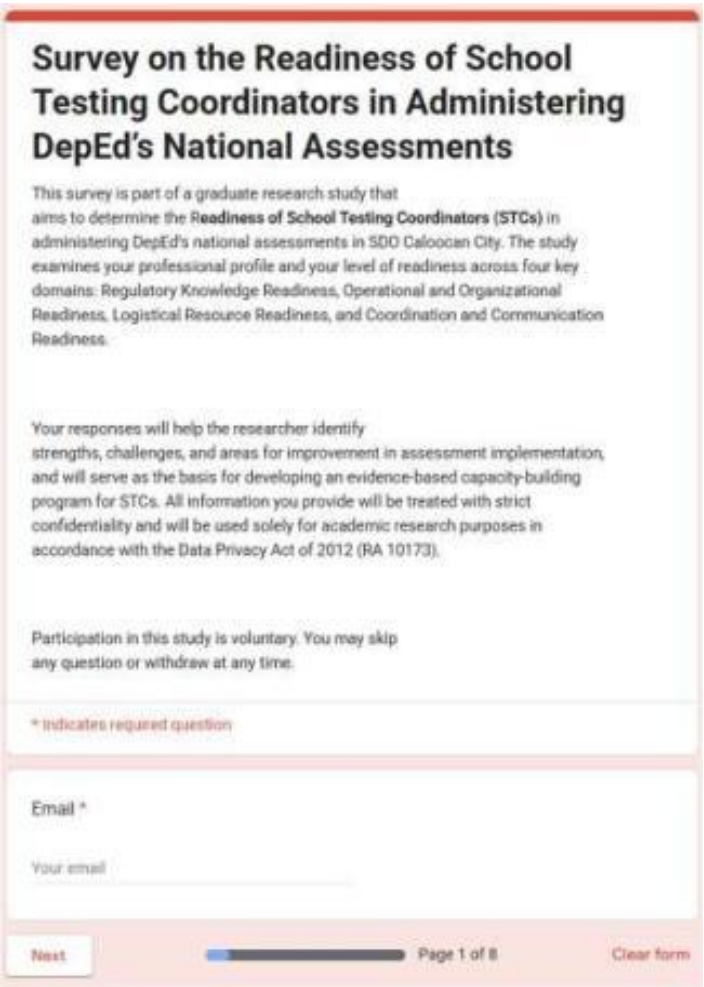
Survey Questionnaire in Google Form



Survey on the Readiness of School Testing Coordinators in Administering DepEd's National Assessments

This survey is part of a graduate research study that aims to determine the **Readiness of School Testing Coordinators (STCs)** in administering DepEd's national assessments in SDO Caloocan City. The study examines your professional profile and your level of readiness across four key domains: Regulatory Knowledge Readiness, Operational and Organizational Readiness, Logistical Resource Readiness, and Coordination and Communication Readiness.

Your responses will help the researcher identify strengths, challenges, and areas for improvement in assessment implementation, and will serve as the basis for developing an evidence-based capacity-building program for STCs. All information you provide will be treated with strict confidentiality and will be used solely for academic research purposes in accordance with the Data Privacy Act of 2012 (RA 10173).

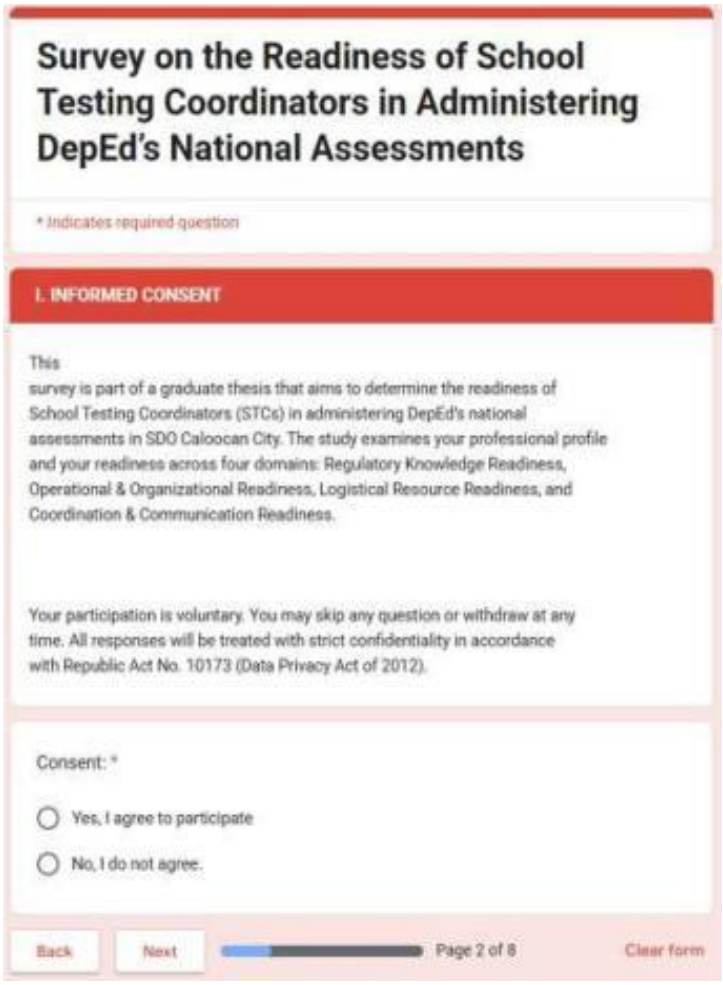
Participation in this study is voluntary. You may skip any question or withdraw at any time.

* Indicates required question

Email *

Your email

Next Page 1 of 8 Clear form



Survey on the Readiness of School Testing Coordinators in Administering DepEd's National Assessments

* Indicates required question

I. INFORMED CONSENT

This survey is part of a graduate thesis that aims to determine the readiness of School Testing Coordinators (STCs) in administering DepEd's national assessments in SDO Caloocan City. The study examines your professional profile and your readiness across four domains: Regulatory Knowledge Readiness, Operational & Organizational Readiness, Logistical Resource Readiness, and Coordination & Communication Readiness.

Your participation is voluntary. You may skip any question or withdraw at any time. All responses will be treated with strict confidentiality in accordance with Republic Act No. 10173 (Data Privacy Act of 2012).

Consent: *

Yes, I agree to participate

No, I do not agree.

Back Next Page 2 of 8 Clear form

Survey on the Readiness of School Testing Coordinators in Administering DepEd's National Assessments

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ILPROFILEOF RESPONDENTS

Program"

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Sex *

- Male
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'VeaJs of Service aa a Teacher*

Years OI Servtce as School Testing Coonnnator (cumulative) ,

Yoor.ans.w43r

Leniglh or cunent Oesrami1t0n as STC; ..

Number of National Assessment Cycles Handled: *

01
D
D
0 5ounore

Did you anend trainings in the last 3 years? *

D Yes
D No

If your answer Is 'Yes·, now many trainings na,c you attended In tne last 3 years?

Vour answer

Does your school tlave a sect.1re stornge area fo, test materials? *

0 v..
O No

III. LEVEL OF READINESS Regulatory Knowteclge Readiness

Scale:

1. NotReady
2 • Slightly Reedy
3. Reody
4 = Fully Ready

1.1am familiar with DepEd Order No. 55, s. 2016. *

0	0	0	0

2. I understand chain•of-cus.tody procedures for test materials.

0	0	0	0

3. I know how to handle testing Irregul.arilles properly.

0	0	0	0

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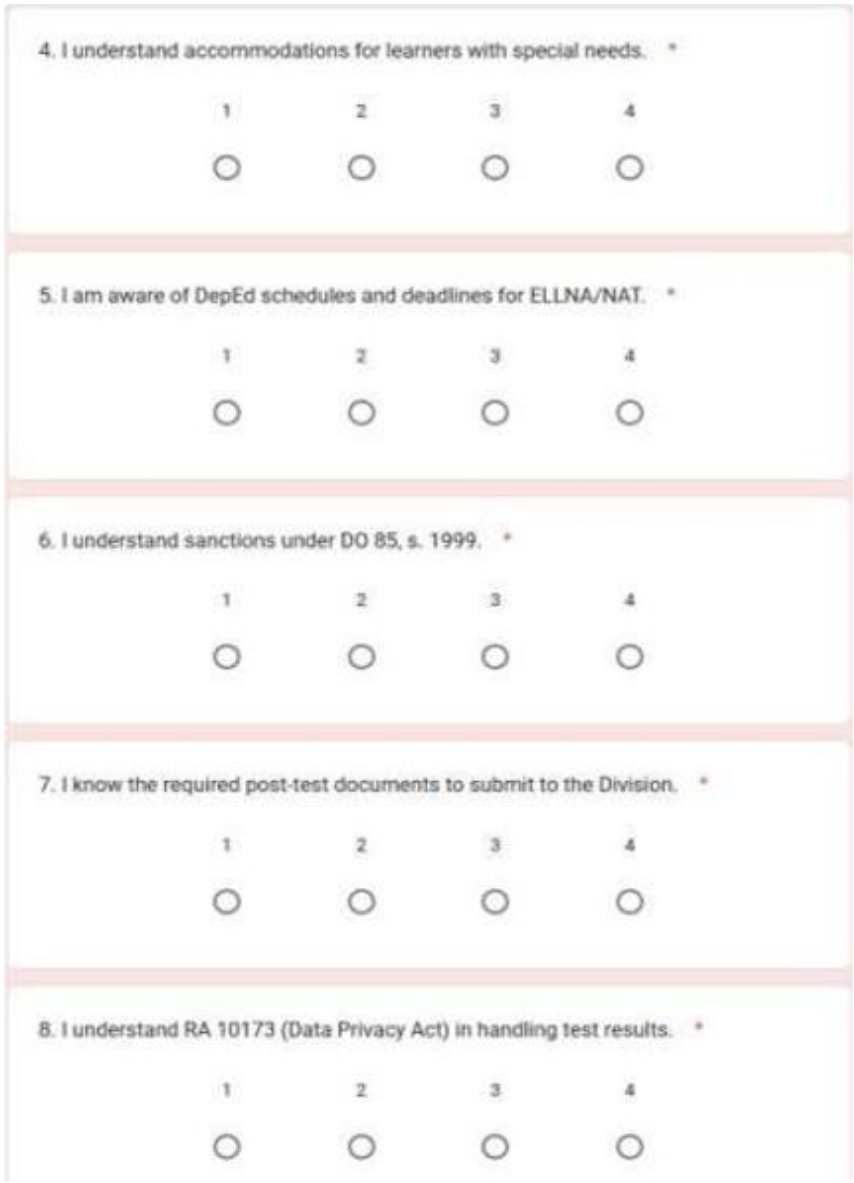

LINK: https://tinyurl.com/Survey-STCsReadiness