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Effectiveness of Pandemic Activated School Strategies (Pass) on Submission Compliance Rate of Selected Grade 10 Learners

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ABSTRACT

This research examined the effectiveness of Pandemic Activated School Strategies (PASS) on the submission compliance rate of selected Grade 10 learners. The two strategies embedded in PASS are Power of 2 and Individualized Project Message 853 (TLE), which are both initiatives for and by TLE/TVL Department. The PASS intervention was implemented from the start of 3rd quarter to 4th quarter of SY2020-2021 to a designated experimental group. The research revealed that there was a significant increase in the submission compliance rate of learners from the experimental group when PASS intervention was implemented in 3rd and 4th quarter. From a low of 8.70% and 21.74% out of 46 learners in 1st and 2nd quarter respectively, noticeably there was a huge improvement in 3rd quarter with 84.78% submission compliance rate or 39 out of 46 learners were submitting complete activity outputs. Consequently, the performance rating of each learner also made progress as submission compliance rate improved. When PASS was implemented in 3rd quarter, the computed average grade increased to 88. The t-test p-value of 0.0154 in 3rd quarter and 0.00002 in 4th quarter indicated that the performance rating of the experimental group is statistically higher than that of the controlled group. The results acquired from the research indicated that Pandemic Activated School Strategies (PASS) was effective in improving the submission compliance rate of selected Grade 10 learners. Moreover, this shows that assessment and feedback with remediation are vital to the learning process in this time of pandemic.

CONTEXT AND RATIONALE

The announcement of DepEd Secretary Leonor Briones, on June 8, 2020, to postpone the face-to-face classes until a COVID19 vaccine is available which was based on the directive of President Rodrigo Duterte, transformed the Philippine educational landscape.

To address the new normal situation brought about by COVID19 for the school year 2020-2021, DepEd through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 12, s. 2020, shifted to distance learning - a remote learning method where learners don't need to attend lectures and can study at their own pace. The traditional way of teaching and learning process inside the classroom was replaced with alternative learning methods using radio, television, online and modular learning.

Modular learning modality is a learning in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy. This modality is heavily reliant on the More Knowledgeable Others (MKOs) capacities, also known as the adult figures in students' homes. The module relies on the adults' knowledge and patience to teach the student whatever concept they don't understand (Estrada, 2021).

School closures have restricted learning activities to each individual homes and limited digital infrastructure and parent's inexperience in supporting children's learning is almost certain to result in learning loss.

Children from disadvantaged background are likely to have suffered more from the closures (SMERU Research Institute, 2021). In an enclosure to DepEd Order No. 012, s. 2020, The Basic Education Learning Continuity Plan in the Time of COVID-19, it was made clear by DepEd that efforts to provide remediation and enhancement activities must be given more attention in anticipation that there might be more learners that may be left behind given the differing circumstances and capacities of learners and households to cope with the new modalities of learning.

The teachers were directed to facilitate remediation for learners who need further guidance (DepEd Order No. 31 s.2020). In Chikwature and Oyedele, remediation work as a form of cooperation and supportive learning between students and teachers aims to cater for individual differences and help students who lag behind.

In DO No. 31 s.2020, DepEd recognizes that distance learning poses challenges for teachers and learners in the conduct of assessment, including limitations on giving immediate feedback, and the need to account for different contexts in designing, implementing, and grading assessment tasks. Thus, teachers were mandated to focus on giving timely, constructive and relevant feedback.

Feedback is an essential part of effective learning. It helps learners understand the subject being studied and gives them clear guidance on how to improve their learning (University of Reading). In this time of pandemic, the learners have to wait for 2 weeks to verify the correctness of his or her answers on the submitted activity outputs that is if the subject teacher return them on the next schedule of distribution of learning activities. As long as they don't receive the activity outputs that were assessed by the subject teacher, the learners will not know the level of learning they had in a particular subject. Returning of assessed activity outputs with corrections or answer key from the subject teacher is a form of giving feedback that is essential to the teaching and learning process considering that there is face to face interaction between the learners and the subject teacher. When the learners were just informed of their grades without receiving the assessed activity outputs, there is no relevant feedback given and teaching process never took place that should have been initiated by subject teacher.

For feedback to be given and remediation to be facilitated, assessment of learner's activity outputs should come first. As per DO No. 31 s.2020, summative assessments shall continue in the form of written works and performance tasks. With majority of schools in San Juan, Batangas, the learners submit the activity outputs for each subject on a bi-weekly basis. With that, teachers have ample time to check the submitted activity outputs and assess the progress of learning of each learner. DepEd stipulated in DO No. 31 s.2020, that there should be a collection and recording of evidence of learning which is integral for monitoring student learning and development. This will ensure that all learners are fairly assessed and graded in the continuation of education during this health crisis.

Tipas Integrated National High School adopted the printed modular learning for its BE-LCP. The decision was grounded on the results of the survey conducted using the Learners Enrollment and Survey Form (LESF). A few of the learners need to avail of the digitized format of the Learning Activity Sheets and Learning Packets because they were relocated as an effect of pandemic to their families.

The drawback of remote learning using modular modality became apparent after two consecutive schedules of activity retrieval. Being a teacher of TLE Fashion Accessories for two sections of Grade 10, the lead proponent was alarmed with the realization that the submission compliance rate for 1st and 2nd quarter of SY2020-2021 has a combined average of **15.76%** or only **14 learners out of 92** submitted complete activity outputs.

One reason could be, not all students do their modules wholeheartedly (Helpline PH, 2020). The absence of face-to-face instructions from teachers and the lack of capability of the parents to assist the learners may have affected the capability of the learners to accomplish the learning tasks resulting to non-submission of activity outputs.

This research would like to examine the effectiveness of **Pandemic Activated School Strategies (PASS)** in improving the submission compliance rate of learners in Grade 10 TLE-Fashion Accessories and consequently improving their academic performance. In the context of the words of Secretary Briones, "We will do everything so that no one will be left behind", the result of this research may serve as a basis in formulating policies in ensuring that submitted activity outputs are assessed promptly which will lead to providing timely, constructive and relevant feedback with ample time to facilitate remediation activities resulting to improve the academic performance of learners.

INNOVATION, INTERVENTION, STRATEGY

I. Idea

The foresight of TLE/TVL teachers made them recognized that learners and parents will experience difficulties in adjusting to remote learning method, so they collaborated to initiate **Project Message 853 (TLE)** as part of the TLE/TVL Department Action

Plan for the SY2020-2021. The numbers 853 are equivalent to TLE in a phone keypad. Using primarily the Facebook Messenger group chat, it aimed to establish open communication between the TLE/TVL teachers and learners together with their parents. The TLE/TVL teachers will answer inquiries, handle complains, and give feedback or reminders.

To make Project Message 853 (TLE) more effective and be aligned with DepEd Order No. 31 s.2020 that mandates the teachers to focus on giving timely, constructive and relevant feedback, the proponents transfigured it to be an individualized feedback platform. It became **Individualized Project Message 853 (TLE)**, where each learner who failed to submit the activity outputs in Grade 10 TLE-Fashion Accessories subject were contacted individually to give feedback or reminders and provide assistance in accomplishing the activities thru video chat, private messaging, SMS and phone call. It will also be used to monitor the progress of the learner in accomplishing the tasks. Time and effort were spent to determine the reason of their non-submission, walk-through the given instruction and discuss the procedure in a simpler way to achieve the activity output. Submission of output digitally was allowed where the learner could take a video or photo of the activity output to be sent to FB Messenger of the proponents.

It became a practice of the by lead proponent to promptly check the submitted activity outputs of learners to ensure that the performance of each learner is being monitored. To maximize her daily work from home hours, she allotted two (2) hours in checking the outputs and recording the results. The other 6 hours were allotted for other school-related tasks including giving of feedback to each students who needs to be reminded or be given assistance in doing the learning activities. To be able to share this scheme with her fellow TLE/TVL teachers she made a proposal out of it and name it **Power of 2** which was eventually approved by Mr. Elmer G. Samarita, the School Principal. This initiative encourages TLE/TVL teachers to spend at least 2 hours of every working day in checking the submitted activity outputs of the learners to ensure timely assessment, immediate feedback and on-time submission of grades. The target is to finish checking the submitted outputs of learners and recording of results from one section in 2 hours or less.

The **Power of 2** supports the principle in which the policy of DepEd Order No. 31 s.2020 is grounded, that assessment is integral for understanding student learning and development. This strategy would like to make sure that learner performance monitoring is being done in a regular basis by checking the submitted activity outputs promptly.

The **Power of 2** and the **Individualized Project Message 853 (TLE)** are the **Pandemic Activated School Strategies (PASS)** that will be utilized to ameliorate the submission compliance rate of the learners in 2 sections of Grade 10 taking TLE-Fashion Accessories.

II. Problem

The **Pandemic Activated School Strategies (PASS)** would aspire to address the following concerns:

1. The submission compliance rate of the two sections of Grade 10 taking TLE Fashion Accessories is at a low of **15.76%** combined average for 1st and 2nd quarter of SY2020-2021.
2. The non-submission of activity outputs is resulting to failed academic performance of many learners of TLE Fashion Accessories subject from two sections of Grade 10.

III. Procedure/System

The proposed intervention is a cycle and is embedded on the different integral component of teaching-learning process – Assess, give Feedback, Remediate and Monitor Progress. Figure 1. shows the process flow of the proposed intervention

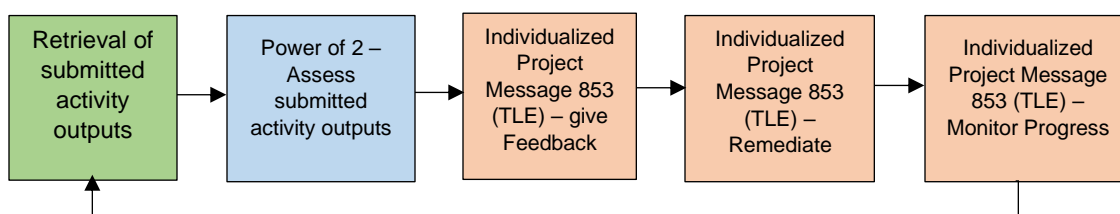


Figure 1. Process flow of Pandemic Activated School Strategies.

The retrieval of submitted activity outputs could be in physical form or in digitized form. For those students who don't have gadgets like tablet or smart phones, they submit activity outputs during schedule of distribution of learning materials. For students who were capable of submitting through FB Messenger they submit the photo or video of their activity outputs.

The **Power of 2** is then activated to assess or check the submitted activity outputs. The first to check is the completeness of the submitted activity outputs based on the number of required activities to be accomplished. Then assess the level of learning of the learner based on the given rubric in the activity. Finally, record the results of the assessment.

Individualized Project Message 853 (TLE) has 3 roles in the proposed intervention.

1. The teacher will **give feedback** to the learner based on the recorded result of the assessment.
2. The teacher will **provide remediation or assistance** as needed by the learner with regards to the content and activities of the learning material.
3. The teacher will **monitor the progress** of the learner in accomplishing the activity in a particular learning task.

The proposed intervention cycle will continue until the end of the school year.

IV. Solution

From 1st quarter to 2nd quarter of SY2020-2021, after checking the submitted activity outputs, the lead proponent gave feedback to the learners from Grade 10 Aphrodite and Grade 10 Gaea through Project Message 853 (TLE) group chats. Without mentioning any particular learner who missed to submit, the lead proponent kept on reminding the class to submit the required activity outputs. With this strategy, the submission compliance rate in 1st quarter for the two sections of Grade 10 taking TLE-Fashion Accessories was 10.87% while on 2nd quarter it increased to 20.65%. Though there was an increase, the number of students who were able to submit all required activity outputs were just 19 out of 92 in both sections.

From the start of 3rd quarter of SY2020-2021, the lead proponent utilized the **Pandemic Activated School Strategies (PASS)** in anticipation to rectify the situation.

To determine the effectiveness of the proposed intervention, the proponents decided to apply PASS to only one section which will be considered as the experimental group.

ACTION RESEARCH QUESTIONS

This research aimed to find out the effectiveness of Pandemic Activated School Strategies (PASS) on submission compliance rate of selected Grade 10 learners taking TLE Fashion Accessories. Specifically, the research sought answers to the following questions:

1. What are the submission compliance rates of learners taking TLE Fashion Accessories subject from Grade 10 Aphrodite and Grade 10 Gaea on 1st and 2nd quarter of SY2020-2021?
2. What are the submission compliance rates of learners taking TLE Fashion Accessories subject from Grade 10 Aphrodite and Grade 10 Gaea on 3rd and 4th quarter of SY2020-2021?
3. What are the average grades of learners taking TLE Fashion Accessories subject from Grade 10 Aphrodite and Grade 10 Gaea on 1st and 2nd quarter of SY2020-2021?
4. What are the average grades of learners taking TLE Fashion Accessories subject from Grade 10 Aphrodite and Grade 10 Gaea on 3rd and 4th quarter of SY2020-2021?
5. Is there a significant difference between the performance rating of Grade 10 Aphrodite and Grade 10 Gaea in 1st and 2nd quarter of SY2020-2021?
6. Is there a significant difference between the performance rating of the control group and the experimental group when PASS was implemented on 3rd and 4th quarter of SY2020-2021?
7. How effective is the Pandemic Activated School Strategies (PASS) intervention in improving the submission compliance rate of selected Grade 10 learners?

ACTION RESEARCH METHODS

A. Participants and/or other Sources of Data and Information

The participants in the research are the enrolled learners from two sections in Grade 10 of Tipas Integrated National High School taking TLE Fashion Accessories.

There would be 92 learners who will be participants to this research. The participants will come from Grade 10 Aphrodite with 46 learners and Grade 10 Gaea with 46 learners. The two sections are designated as controlled group and experimental group, respectively. All of the learners are taking TLE Fashion Accessories subject.

Deliberately, all the learners of the Grade 10 Section Aphrodite and Grade 10 Section Gaea are chosen for this research.

B. Data Gathering Methods

The research will utilize the class record containing the 1st quarter up to 4th quarter TLE Fashion Accessories scores from written works and performance tasks submitted activity outputs of the students from the two sections.

The data to be collected are the scores earned by the learners based on their submitted activity outputs for TLE Fashion

Accessories subject from 1st quarter to 4th quarter of SY 2020-2021 together with the tally of submitted activity outputs of each learner.

C. Data Analysis Plan

The scores of each learner will be tallied to determine the number of learners who were able to submit the complete activity outputs. The percentage of learners who were able to submit the complete activity outputs will be the submission compliance rate for the quarter. The average of the final rating of all the learners in each quarter will be computed and will be compared by quarter and between the two sections to determine the progress of their performance rating. Each significant values will be presented in a table.

The proponents will use Experimental Quantitative method to analyze the gathered data. The experimental group will be the learners from Grade 10 Gaea while the controlled group are the learners from Grade 10 Aphrodite. The treatment to be used for the **experimental group (Section Gaea)** is the application of **Power of 2 and Individualized Project Message 853 (TLE)**. On the other hand, *Power of 2 and Project Message 853 (TLE)* will be applied to the *control group (Section Aphrodite)*. To test the difference between the means from two independent groups, the researcher will use the independent samples t-test.

DISCUSSION OF RESULTS AND RECOMMENDATION

This part includes the presentation, analysis and interpretation of the major findings obtained in the research. It included data relative to submission rates and the passing rates of the learners from two sections of Grade 10 who are participants on this research.

1. Submission compliance rates of learners in 1st and 2nd quarter of SY2020-2021

This part presents the submission compliance rates of learners taking TLE Fashion Accessories subject in 1st and 2nd quarter of SY2020-2021 by section.

Table 1. Submission Compliance Rates of the Research Participants in 1st and 2nd Quarter

Section	Class Size	1 st Quarter		2 nd Quarter	
		No. of Learners with Complete Submission	Percentage	No. of Learners with Complete Submission	Percentage
Aphrodite	46	4	8.70%	10	21.74%
Gaea	46	6	13.04%	9	19.56%

As can be seen on the data presented in Table 1, the learners taking TLE Fashion Accessories subject from the two Grade 10 sections registered a very low submission compliance rate. In 1st quarter of the school year, out of 92 learners, only 10 were able to submit complete activity outputs. Though there was an increased in 2nd quarter, the number of learners who were able to submit complete activity outputs has not even reached 25% of the class size for each section. Majority of the non-submitted outputs were included in the performance task activities. Sadly, a few of learners were just returning the issued Learning Activity Sheets inside the envelope without any activity outputs included.

These results could confirm the insight of SMERU Research Institute that school closures could almost be certain to result in learning loss. As stated by Estrada, modular learning modality is heavily reliant on the More Knowledgeable Others (MKOs) capacities, also known as the adult figures in students' homes. The results could indicate that there is no presence of MKOs in majority of the households of the learners from the two sections.

The survey of Helpline PH, that not all students do their modules wholeheartedly could also be a reflection of these results.

2. Submission compliance rates of learners in 3rd and 4th quarter of SY2020-2021

This part presents the submission compliance rates of learners taking TLE Fashion Accessories subject in 3rd and 4th quarter of SY2020-2021 by group type when PASS intervention was applied to Grade 10 Gaea as experimental group.

When PASS intervention was implemented to learners of Grade 10 Gaea from the start of 3rd quarter of SY2020-2021, Table 2 indicated that there was a big disparity of 50% between the submission compliance rate of the controlled group (Grade Aphrodite) and experimental group (Grade 10 Gaea). As we can see in Table 1 the submission rate of Grade 10 Gaea in 1st quarter is just 13.04% compared to 84.78% in 3rd quarter. The positive difference of 75.74% between the submission compliance rates signifies that when PASS intervention was implemented to Grade 10 Gaea as experimental group, there was an increase in the number of learners who were submitting complete activity outputs.

The implementation of PASS intervention to the experimental group during the 4th quarter of school year, registered an 80.43%

submission compliance rate with 37 learners out of 46 were submitting complete activity outputs, 2 learners short compared to 3rd quarter.

Table 2. Submission Compliance Rates of the Research Participants in 3rd and 4th Quarter

Section	Class Size	Group Type	3 rd Quarter		4 th Quarter	
			No. of Learners with Complete Submission	Percentage	No. of Learners with Complete Submission	Percentage
Aphrodite	46	Controlled	16	34.78%	11	23.91%
Gaea	46	Experimental	39	84.78%	37	80.43%

The submission compliance rate of the control group decreases in 4th quarter to only 23.91% or 11 out of 46 learners submitting complete activity outputs.

These results were achieved through regular giving of feedback, reminders, and assistance when needed, to a particular learner within the span of two weeks. PASS intervention would like to prevent the learner from getting a failing grade in each quarter. According to Mullikin, there is a need to incorporate steady, consistent, and meaningful feedback into our teaching. No matter what the setting, consistent communication with our students about what they are to learn, where they are in terms of mastery, and how to continue to make progress is key to their success. Students shouldn't have to wait for confirmation that they are struggling with a concept until they get a bad grade; they should get it as soon as we see evidence of it so that we can correct, support, and redirect students down the path of learning.

3. Passing grades of learners in 1st and 2nd quarter of SY2020-2021

This part presents the average grade of the learners taking TLE Fashion Accessories subject in 1st and 2nd quarter of SY2020-2021 by section.

Table 3. Average Grade of the Research Participants in 1st and 2nd Quarter

Section	Class Size	1 st Quarter	2 nd Quarter	Average of 2 quarters
Aphrodite	46	73	77	75
Gaea	46	73	74	74

The average grade of the learners from both sections fell below the passing rate of 75% in 1st quarter of SY2020-2021. This can be attributed to the low submission compliance rate that was presented in Table 1. As noted in Table 1 interpretation, majority of the non-submitted outputs were included in the performance task activities. The more Performance Task activities not being submitted, the lower the grade of the learner. The weight of Performance Task scores is 70% of the grade computation.

In 2nd quarter, the average grade of learners from Grade 10 Aphrodite had a moderate improvement while the learners from Grade 10 Gaea still fell below the passing rate.

In Fisher, it is important for instructors to strategically evaluate the effectiveness of their teaching by measuring the extent to which students in the classroom are learning the course material. Student assessment also buttresses critical reflective teaching. Stephen Brookfield, in *Becoming a Critically Reflective Teacher*, contends that critical reflection on one's teaching is an essential part of developing as an educator and enhancing the learning experience of students.

The reflected results of 1st and 2nd quarter of SY2020-2021, emboldened the lead proponent to implement Pandemic Activated School Strategies (PASS) intervention to prevent the situation to aggravate.

4. Passing grades of learners in 3rd quarter of SY2020-2021

This part presents the average grade of learners from controlled and experimental group when PASS was implemented in 3rd quarter?

The notable improvement was registered by the learners from the experimental group (Grade 10 Gaea) with an average grade of 88. It was a huge increase of 14 points from 2nd quarter as indicated in Table 3 with an average grade of 74. This can be attributed to the 84.78% submission compliance rate in 3rd quarter. The more learners submitting complete activity outputs the higher the average grade of the section will get. In 3rd quarter, learners from the experimental group were able to submit majority or complete Performance Task activity outputs during the implementation of PASS intervention.

In 4th quarter, both sections registered a decrease in average grade, which can be attributed to the decrease in submission compliance rate in this quarter as indicated in Table 2.

Table 4. Average Grade of the Research Participants in 3rd and 4th Quarter

Section	Class Size	Group Type	3 rd Quarter	4 th Quarter	Average of 2 quarters
Aphrodite	46	Controlled	83	77	80
Gaea	46	Experimental	88	82	85

The data of Table 4 exhibits passing average grades from learners of both sections in the 3rd quarter of SY2020-2021.

In compliance with the DO No. 31 s.2020, that there should be a collection and recording of evidence of learning which is integral for monitoring student learning and development, the lead proponent made sure that assessment for learning were accomplished promptly within the week after receiving all submitted activity outputs.

In Bennett, assessments for learning are also described as assessments as learning – assess a student’s comprehension and understanding of a skill or lesson during the learning and teaching process. According to the Eberly Center at Carnegie Mellon as mentioned in Bennett, this provides educators with ongoing feedback and allows them to: identify at-risk students early, adjust instruction accordingly and immediately and monitor student progress.

5. Significant difference between the performance rating of Grade 10 Aphrodite and Grade 10 Gaea.

This part presents the result of t-test statistical treatment to determine the significant difference between the performance rating of Grade 10 Aphrodite and Grade 10 Gaea in 1st and 2nd quarter of SY2020-2021.

Table 5. T-test result for 1st and 2nd quarter Performance Rating

Quarter	p-value	Decision
1 st	0.88	Null hypothesis accepted
2 nd	0.09	Null hypothesis accepted

The t-test result in comparing the performance rating of the participant sections in 1st quarter has a p-value of 0.88, meaning null hypothesis is accepted. The result indicates that there is no significant difference in the performance rating between Grade 10 Aphrodite and G10 Gaea.

The t-test result in comparing the performance rating of the participant sections in 2nd quarter, the p-value is 0.09, null hypothesis is accepted. The result shows that there is no significant difference in the grades between Grade 10 Aphrodite and G10 Gaea.

6. Significant difference between the performance rating of the control group and the experimental group

Table 6. T-test result for 3rd and 4th quarter Performance Rating

Quarter	p-value	Decision
3 rd	0.0154	Null hypothesis rejected
4 th	0.00002	Null hypothesis rejected

The t-test result in comparing the performance rating of the participant sections in 3rd quarter has a p-value is 0.0154, the decision is null hypothesis is rejected. It is indicative that the performance rating of learners from the experimental group is statistically higher than that of the controlled group.

The t-test result in comparing the performance rating of the participant sections in 4th quarter has a p-value is 0.00002, the decision is null hypothesis is rejected. It proves that the performance rating of learners from experimental group is statistically higher than that of the controlled group.

Student assessment will provide crucial feedback regarding student learning. This data will aid in any necessary intervention plan. This information allows for easy tracking of individual growth while simultaneously observing the institution’s incremental improvement. In the process, benchmarking helps identify the best course of action required to remediate and boost student competency (GradeCam, LLC).

Benchmarking the performance rating of the experimental group with the rating of the controlled group highlights the success of PASS intervention to individual growth of each learner.

7. Effectiveness of Pandemic Activated School Strategies intervention in improving the submission compliance rate of selected Grade 10 learners.

Table 7. Effectiveness of Pandemic Activated School Strategies (PASS)

Criteria	Result after Implementation of PASS Intervention
Submission Compliance Rate	Increased
Non-compliance rate	Decreased
No. Learners with Passing Performance Rating	Increased
No. Learners with Failing Performance Rating	Decreased

The data shown in Table 7 signifies the effectiveness of Pandemic Activated School Strategies (PASS) intervention in increasing the rate of submission compliance rate and decreasing the number of learners who don't submit complete activity outputs.

Simultaneously, with the increase in submission compliance rate, there was an increase in the number of learners with passing performance rating while decreasing the number of learners with failing performance rating.

PASS intervention gives specific remediation to a learner based on what will transpire during the conversation in the feedback process. Upon feedback, the lead proponent could determine the kind of remediation to be given. Many of the learners just need to be reminded while some of them have difficulty comprehending the instruction in English that translation to vernacular is essential. A few needs process demonstration to accomplish the activity, so a demonstration video will be sent to the learner. According to Vaughn, "So an intensive intervention is really viewed as an intervention that is the most specific for the students most in need. So, by providing intensive interventions, by organizing your school to address them, you are really embracing every student who comes to your school, and you are saying no matter what their behavioral needs are, no matter what their instructional needs are; we are going to specify, articulate, and implement an appropriate intervention for that child. So that means a willingness to make modifications, a willingness to make adaptations, and a willingness to reflect on evidence-based decision making so that the kind of intensive intervention you provide is really specific to that student.

CONCLUSION

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

1. In 1st quarter and 2nd quarter of SY2020-2021, the number of learners who were not able to submit complete activity outputs was more than 75% of the class size for both Grade 10 Aphrodite and Grade 10 Gaea.
2. The failed performance rating of the learners from both sections in 1st quarter and 2nd quarter was a reflection of the low submission compliance rate during those two quarters.
3. The implementation of Pandemic Activated School Strategies (PASS) to designated experimental group (Grade 10 Gaea) on the start of 3rd quarter of SY2020-2021, noticeably increased the submission compliance rate of the learners, indicating that almost all of them were able to submit complete activity outputs.
4. Consequently, the performance rating of the learners from the experimental group (Grade 10 Gaea) significantly improved as a result of the increased in submission compliance rate during 3rd quarter and 4th quarter of SY2020-2021.
5. Conclusively, the findings of the research are indications of the effectiveness of the Pandemic Activated School Strategies (PASS) in improving the submission compliance rate of the selected Grade 10 learners and consequently improved the performance rating of each learner.

RECOMMENDATION

In the light of the findings and conclusions of the research, the following recommendations are offered.

1. **For the Learners.** The remote learning method using printed or digitized modular modality poses a big challenge to learners particularly to those who has difficulty in comprehension in English language. The proponents would like to encourage the learners to seek the assistance of the subject teacher to be able to accomplish the learning task activities. Learners should make sure that Performance Tasks activities are complete because it comprises 70% of the quarterly grade for TLE subjects.
2. **For the Teachers.** The proponents would like to empower the teachers to apply the principle of Power of 2 in managing their daily school related tasks. The 2 hours to be allotted in a daily basis for assessment of submitted activity outputs and

recording of results will lead to giving of timely and relevant feedback using the principle of Individualized Project Message 853 (additional 1 hour) and providing needed remediation or assistance to learners (1 hour more). There are still 4 hours left every day for other school related tasks.

3. **For the Future Researchers.** The findings of this research can provide substantial data in innovative assessment, feedback and remediation practices that can be basis for future undertaking.
4. **For the School Administrators.** The principle behind the Pandemic Activated School Strategies (PASS) can be a basis in formulating policies and guidelines that will promote an assessment-based grading, assessment-based timely feedback and assessment-based remediation activities during pandemic situation or during face-to-face classes.

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MAB

Appendix A
ACTION RESEARCH WORK PLAN AND TIMELINESS

ACTIVITIES	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1. Submitting Letter of Intent to Conduct Action Research	February 2021					
2. Write the Action Research Proposal	February 2021					
3. Conduct Gathering of Data		March 2021	April 2021			
4. Analyze the gathered data				June 2021		
5. Construct the Action Research Document					August 2021	
6. Submit the Action Research for Validation in School Level					August 2021	

Appendix B
PLANS FOR DISSEMINATION AND UTILIZATION

DISSEMINATION ACTIVITIES	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1. Applying Power of 2 on Checking of Submitted output for 1 st and 2 nd week of Q3	March 2021					
2. Individualized Feedback and Reminder to submit output through Project Message 853 for 1 st and 2 nd week of Q3	March 2021					
3. Monitoring and recording of Submission of Output for 1 st and 2 nd week of Q3	March 2021					
4. Applying Power of 2 on Checking of Submitted output for 3 rd and 4 th week of Q3	March 2021					
5. Individualized Feedback and Reminder to submit output through Project Message 853 for 3 rd and 4 th week of Q3	March 2021					
6. Monitoring and recording of Submission of Output for 3 rd and 4 th week of Q3	March 2021					
7. Applying Power of 2 on Checking of Submitted output for 5 th and 6 th week of Q3		March/April 2021				
8. Individualized Feedback and Reminder to submit output through Project Message 853 for 5 th and 6 th week of Q3		March/April 2021				
9. Monitoring and recording of Submission of Output for 5 th and 6 th week of Q3		March/April 2021				

10. Applying Power of 2 on Checking of Submitted output for 7 th and 8 th week of Q3		April 2021				
11. Individualized Feedback and Reminder to submit output through Project Message 853 for 7 th and 8 th week of Q3		April 2021				
12. Monitoring and recording of Submission of Output for 7 th and 8 th week of Q3		April 2021				

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