Color-Coding Tags Verification System (CCTVS): A System to Lessen the Misplaced Answer Sheets of Grade 8 Students of Biñan Secondary School of Applied Academics

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ABSTRACT

Color-Coding Tags Verification System (CCTVS): A System to Lessen the Misplaced Answer Sheets of Grade 8 Students of Biñan Secondary School of Applied Academics is action research that is focused on the organization of learner's materials and outputs during the Modular Distance Learning (MDL). Many of our learners were not able to adapt easily to the new normal type of education such as the Modular Distance Learning as the result of the pandemic, COVID-19. With this, learners experienced difficulties in organizing and monitoring their answer sheets at home weekly in all their subjects. Parents and guardians who had their significant roles on the Modular Distance Learning (MDL) also faced difficulties in organizing and passing their students' outputs at school since they must pass all the answer sheets by subject and by week. The teachers who also had the most significant role in the Modular Distance Learning (MDL) were challenged with the monitoring and with the organizing their students output at once. This research was designed to give solution to these problems. Color-Coding Tags Verification System (CCTVS): A System to Lessen the Misplaced Answer Sheets of Grade 8 Students of Biñan Secondary School of Applied Academics is action research that aided both students, parents, guardians and teachers to the success of the Distance Modular Learning as it was designed for giving instructional materials to monitor and to organize all the answer sheets from the accomplishing of the students' outputs , the passing of the parents or guardians to the monitoring and the checking of outputs of the teachers.

INTRODUCTION

Corona Virus Disease (CoViD-19) is a disease that stopped the world. Its severity and its fast transmission led the people to stop their normal life and stay at home. One of the biggest sectors that is affected by this change is the education sector. Learning process includes the collaboration of the teacher and the learner in a classroom, but this image of the learning process changes as the school adopts the "New Normal" set up.

In the Philippines, this new educational set up was guided by the Basic Education-Learning Continuity Plan under section 3(b) of D.O. 12 s.2020, it states that BE-LCP stands for the principle of ensuring learning continuity through K-12 curriculum adjustments, alignment of learning materials, and deployment of multiple learning delivery modalities. provision of corresponding training for teachers and school leaders, and proper orientation of parents of parents or guardians of learners. As the learning delivery continues, the health condition of the students, the parents and the guardians must also be considered. Thus, protecting the health, safety, and well-being of learners, teachers, and personnel, and preventing the further transmission of Corona Virus Disease (CoViD-19) is also one of the principles of BE-LCP that leads the researchers to the idea of developing a system to address this principle.

RESEARCH QUESTIONS

The research focused on developing a system that lessens the misplaced answer sheets of the students during retrieval. Specifically, it seeks to answer the following questions:

1. What are the common reasons of the misplaced answer sheets among students?

2. What is the perception of teachers in using Color-Coding Tags Verification System (CCTVS) in terms of:

2.1 Monitoring the learners' output

2.2 Sorting answer sheets of the learners

3. What is the status of the retrieval of answer sheets before and after the implementation of Color-Coding Tags Verification System (CCTVS)?

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METHODOLOGY

The Color-Coding Tags Verification System (CCTVS) is composed of Red, Orange, Yellow, Green, Blue, and Violet (ROYGBV) colors on which each color was designated to a specific subject. The subject areas, the week number and the student's number were also included in the color-coding tags as seen on Figure 1. The tags were printed and were distributed to the parents and guardians for the first retrieval of each quarter. The Color-Coding Tags Verification System (CCTVS) were pasted in the learner's answer sheet in every subject area.

There were provided colored boxes with the subject tags that were with the same color as indicated in the printed color-coding tags of the learners. The teacher also used a separate Monitoring Sheet as seen on Figure 2 on which the parents and/or guardians filled out before

dropping the learner's answer sheets in all subject areas to monitor the completeness of the learner's outputs. These concluded that the Color-Coding Tags Verification System (CCTVS) served as a monitoring tool for students, parents and teachers.

The participants were limited to the selected five (5) sections who used the Color Coding Tags Verification System (CCTVS). The class included in the study were Grade 8-Limonite, Grade 8-Beryl, Grade 8-Opal, Grade 8-Kryptonite and Grade 8-Jasper.

This research used a quantitative approach and a survey questionnaire for the collected data. The researchers administered the survey questionnaire through the use of Google Forms that were sent using the DepEd Email of the teachers. After the survey questionnaire was accomplished, the data was collected and tallied as the basis of analysis and interpretation.

RESULT

Upon answering the survey questionnaire, the main reasons behind the misplaced answer sheets of the students were identified and shown on Figure 3.
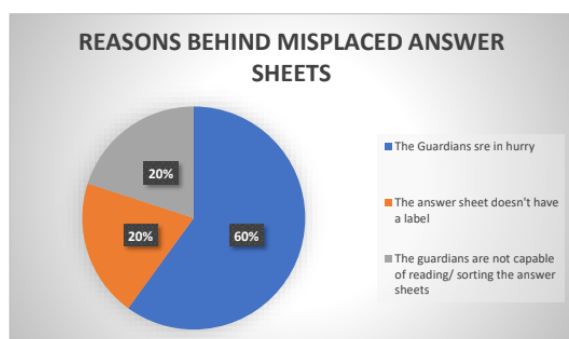

Figure 3. Reasons Behind Misplaced Answer Sheets

According to this data, 60 % of the

respondents identified that the main reason for misplaced answer sheets is the lack of label in learners' activity sheets. While 20% of their answers were misplaced because the guardians are in hurry and the 20% was identified that some of the guardians are not capable of reading or sorting the answer sheets.
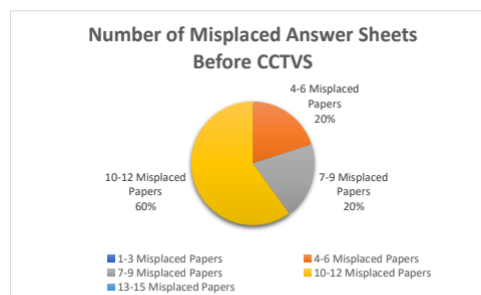

Figure 6. Number of Misplaced Answer Sheets Before the Implementation of CCTVS

After the implementation of Color-Coding Tags Verification System (CCTVS), Figure 4 shows the rated level of advantages in monitoring the learners' activities by the respondents.
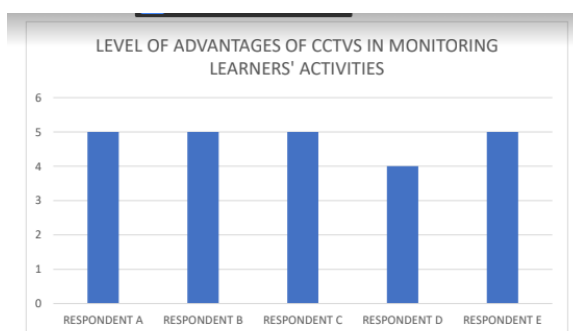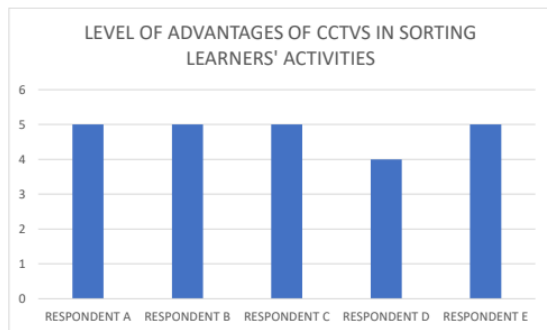

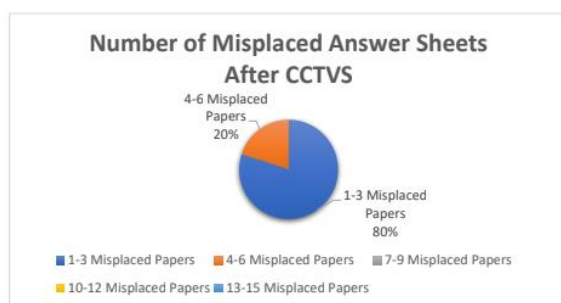Figure 4. Advantages of CCTVS in Monitoring Learners' Activity

According to figure 4, Color-Coding Tags Verification System (CCTVS) served as a big help in monitoring the activities of the learners every retrieval period. Wherein, 4 out of 5 respondents rated the system 5 as the highest rate and only 1 respondent out of 5 rated it 4.

On the other hand, Figure 5 shows the rating of teacher respondents for Color-Coding Tags Verification System (CCTVS) in terms of sorting the retrieved answer sheets.

Figure 5. Advantages of CCTVS in Monitoring Learners' Activity

This figure shows that majority of the respondents agree in the benefits of using CCTVS in sorting the learners' activities. According to the data gathered, when the system was not yet implemented to the selected sections the 60 % of teacher-respondents point out that 10 to 12 answer sheets were misplaced during the retrieval period. The 20 % responded that 7 to 9 papers were misplaced and another 20% responded that 4 to 6 papers were misplaced. These data were shown in Figure 6.

Figure 7. Number of Misplaced Answer Sheets After the Implementation of CCTVS

After the implementation of the verification system on the participating sections, it was identified that the misplaced answer sheets narrowed down to 1 to 3 papers as shown in Figure 7.

DISCUSSION

Based on the data analyzed and interpreted, the following were summarized as answers to the questions.

1. What are the common reasons of the misplaced answer sheets among \ students? The most common reason for the misplaced answer sheets of the student \ is the unlabeled papers. The time allotment of the guardians for the retrieval day \and their ability in reading also affects the sorting process of the learners' outputs.

2. What is the perception of teachers in using Color-Coding Tags Verification \System (CCTVS) in terms of:

2.1 Monitoring the learners' output.
The Color-Coding Tags Verification System (CCTVS) served as a big help to teachers in monitoring the learners' output which supported by the data that 4 out of 5 teacher-respondents rated the system the highest rate which is 5.

2.2 Sorting answer sheets of the learners

The Color-Coding Tags Verification System (CCTVS) is a key in helping the guardians in sorting the learners' output which supported by the data that 4 out of 5 teacher-respondents rated the system the highest rate which is 5. Its design created an opportunity for those guardians who struggle in reading written labels to easily identified the subjects and drop it on correct boxes.

3. What is the status of the retrieval of answer sheets before and after the implementation of Color-Coding Tags Verification System (CCTVS)? Implementation of Color-Coding Tags

Verification System (CCTVS) decreased the number of misplaced answer sheets. It dropped down the average misplaced outputs from 10 to 12 papers before implementation to average of 1 to 3 misplaced papers after implementation.

Based on the findings of this study, the following conclusions can be drawn:

Implementation of Color-Coding Tags Verification System (CCTVS) is an effective strategy in monitoring and sorting of answer sheets during the modular distance learning set up of the school. It eases the sorting process of the guardians who are in hurry and those guardians who are not capable in reading the written labels of the paper due to different conditions.

The system enables to lessen the number of misplaced outputs of the learners. In connection with this advantage, it can also lessen the risk of the students to receive failing grades.

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