

## **MOThERS: Monitoring of Outputs Through Enhanced Reward System**



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### **ABSTRACT**

Covid 19 pandemic has challenged various sectors and education has no exception. Educational countermeasures are taken to continue educating the students despite the COVID-19 predicaments. Affected countries worldwide addressed this massive challenge during pandemic to continue the education process.

This action research aimed to increase the number of the retrieved outputs of the selected pure MDL Grade 7 students of Jacobo Z. Gonzales Memorial National High School. A quasi-experimental research design was deemed appropriate for this study. The procedure for data analysis employed descriptive and inferential statistics using statistical tools. All data yielded by the instrument were tallied, tabulated, analysed and interpreted accordingly.

The study manifested that based on the results of the study, the number of outputs retrieved from experimental group who utilized the monitoring tool significantly increased from Week 1 to Week 8 in terms of Quantity and Timeliness only but not in Quality. Intervention is only effective for timeliness for the experimental group compared to the control group. The quality and quantity of submissions are relatively the same at week 8 between the experimental and control groups. Recommendations for a research enhancement have been provided based on the findings.

**Keywords:** monitoring, enhanced, massive, learning platforms

### **INTRODUCTION**

The coronavirus disease 2019 (COVID 19) pandemic has disrupted the world and the Philippines were no exception. This pandemic has forced

schools worldwide to stop face-to-face learning activities and abruptly shift to other learning platforms.

In the Mid-March of 2020, the Philippine government placed the island of Luzon and other major cities under

lockdown, ordering the suspension of classes in all levels.

In response to school closures, the UNESCO recommended the use of distance learning programmes and other possible platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

DepEd Order No. 12, s.2020 stated that in order to provide clear guidance to all offices, units, schools, and community learning centers (CLCs) of the Department of Education (DepEd), learners and their parents, partners, and stakeholders, the Department developed a Basic Education Learning Continuity Plan (BE-LCP), a package of education interventions that will respond to basic education challenges brought about by COVID-19. In developing the BE-LCP, DepEd engaged internal and external stakeholders for inputs in the design of a learning delivery strategy and operational direction that ensures the health, safety, and well-being of all learners, teachers, and personnel of the Department.

Schools have crafted the learning continuity plan (LCP) that would be used as a roadmap to continue education while still finding ways for education to continue amidst the crisis for the upcoming school year. Clearly, the school and the community have been finding ways to continue student's learning process, refusing to give up on their calling even amidst the pandemic.

But then, despite of many programs and projects in the school as anchored in the learning continuity plan, the numbers of retrieve outputs are decreasing specifically in the modular distance learning.

Based on this concept, the researcher created a monitoring tool and reward system that will help the teachers to increase the number of retrieved outputs.

## METHODOLOGY

The respondents/participants of the study were the Grade 7 students of JZGMNHS enrolled in Modular Distance Learning Modality (MDL) who had the lowest number of retrieved outputs.

In this study, two groups served as respondents in the assessment of the monitoring tool. The control group was the section of MDL group, and the experimental group was the section of MDL with monitoring tool.

The study employed quasi-experimental research design. To gather data for the study, the researcher selected MDL Grade 7 sections in Jacobo Z. Gonzales Memorial National High School.

The researcher designed a localized monitoring tool through an enhanced reward system to increase the number of retrieved outputs. There was a scoring rubric used in determining the qualified students for the reward. The criteria include Quantity, Quality, and Timeliness. A 5-point scale was used to indicate their score on the researcher-made rubric.

The learning modules were distributed weekly and the retrieved outputs were immediately evaluated and recorded based on the scoring rubric. All data yielded by the instrument were tallied, tabulated, analysed and interpreted using descriptive and inferential statistics accordingly. The researcher utilized statistical tools such as Frequency, Average / Mean and T-Test.

Inferential statistics were used to draw inference if there is significant difference in the status of module/activity retrieval between experimental and control group from week 1 to week 8.

## RESULTS

Based on the status of retrieval of outputs during week 1, the computed weighted mean of experimental group are as follows: Quality (1.35), Quantity (2.08) and Timeliness (1.68) while the control group got the following weighted mean:

Quality (1.33), Quantity (1.50) and Timeliness (1.38). This indicates that both experimental and control group submitted all the required outputs and got below 70% of the passing score in terms of quality, while in terms of quantity, the experimental group has more number of submitted outputs than the control group. On the other hand, experimental group have submitted the outputs ahead of time than the control group.

After week 8, the experimental group obtained a weighted mean of 1.20 (Quality), 4.60 (Quantity) and 3.63 (Timeliness) while the control group obtained 0.98 (Quality) 4.18 (Quantity) and 2.75 (Timeliness). This means that the status of module retrieval of the experimental group and control group during week 8 do not differ in terms of quality and quantity, however experimental group have submitted the outputs ahead of time than the control group.

Based on the results of the weighted mean of experimental group between week 1 and week 8, the Quantity and Timeliness of submission of experimental group significantly increased from Week 1 to 8, however the intervention is effective for quantity and timeliness only but not on quality.

On the other hand, both control and experimental groups do not differ significantly in baseline data during week 1 in terms of quality, quantity, and timeliness of submissions.

Based on the assessment, the timeliness of submission of the experimental group is significantly better than the control group at Week 8. Intervention is only effective for timeliness for the experimental group compared to the control group. The quality and quantity of submissions are relatively the same at Week 8 between the experimental and control groups.

## DISCUSSION

Based on the findings of the study, it revealed that the number of retrieved outputs from the experimental group increased in terms of Quantity and Timeliness. However, the intervention did not improve the Quality of the outputs. It manifested that the students were facing difficulties in answering their module without the guidance of teacher.

As what is presented in this study, it is evident that the students really need strict monitoring and collaborative guidance of both the parents and teachers. Further research may also be conducted with the same context and parameter to discover other variables which are not included in this study.

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