Improving the Assessment Performance in Philippine Politics and Governance through Project Reconnect

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

Original Research Article

ABSTRACT

Aims: The study aimed to improve the assessment performance of Grade 12 students in a specialized course under the Academic Track / Humanities and Social Sciences (HUMSS) Strand called Philippine Politics and Governance.

Study Design: The study primarily used the descriptive-comparative method.

Place and Duration of Study: Binulasan Integrated School, Barangay Binulasan, Infanta, Quezon Province, Philippines, between January 2021 and March 2021.

Methodology: The participants were seven Grade 12-HUMSS students who got "below expectation" or 74% and below in assessment performance after four weeks of lessons. The study aimed to improve the assessment performance through Project RECONNECT (Remedial Class On New Normal Education Through Phone Call Tutoring Strategy). To determine the increase in students' assessment performance, pretest and posttest results were compared. Descriptive was used to get the mean of the test results. The t-test for the dependent sample was used to find out if there is a significant difference in the test results.

Results: The assessment performance in Philippine Politics and Governance of seven Grade 12 HUMSS students before and after the implementation of Project RECONNECT was below average and upper average respectively. Project RECONNECT (Remedial Class On New Normal Education through Phone Call Tutoring Strategy) was an effective tool for improving the assessment performance of students.

Conclusion: It concluded that students in this assessment performance lack knowledge and skills

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in this subject. They need remediation to improve their assessment performance in Philippine Politics and Governance. The assessment performance of "below expectation" students could improve through phone call tutoring as a form of remediation during this time of the pandemic. Project RECONNECT was commendable to improve the assessment performance of students.

Keywords: Assessment performance; remedial class; phone call tutoring strategy; new normal education.

1. INTRODUCTION

The COVID-19 pandemic physically disconnects learners from their teachers. The common face-to-face learning was suspended and replaced by alternative learning modalities. There was a total change in the delivery of lessons and assessment of students' performance in School Year 2020-2021. To adapt to the so-called "new normal" form of education, the Department of Education issued DepEd Order No. 012, s. 2020 titled Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 [1]. It was supplemented by DepEd Order No. 031, s.2020 to provide guidance on the assessment of student learning and on the grading scheme to be adopted for this school year [2].

Teachers and parents must adapt to alternative learning modalities to ensure learners achieve essential curricular goals. This will require creative and innovative ways of designing optimal learning experiences and assessing progress effectively under adverse circumstances as stated in DepEd Order 031, s.2020 [2]. Assessment should be used to inform and improve classroom practices and promote learning outcomes as stated in DepEd Order No. 8, 2015 [3].

At present, the school has two Grade 12 HUMSS sections. Both sections are taking Philippine Politics and Governance as a specialized subject.

The first four weeks of Quarter 2 required the students to accomplish two to four written works and performance tasks. Upon checking students' outputs, some students performed "below expectation." The number of students who performed "below expectation" is seven students. Hence, they need to receive remediation as stated and required in D.O. 031, s.2020 [2].

To improve their assessment performance and to ensure that learners receive remediation when they earn raw scores which are consistently below expectation in summative assessments by the fifth week of the Second Quarter in Philippine Politics and Governance, the researcher employed a remediation strategy for students who are "below expectation" which focuses on designing the assessment to allow for flexibility in printed modular distance learning, communicating to learners and parents/guardians the design and standards for grading the assessment, setting up mechanisms to monitor and record progress remotely, giving timely, constructive, and relevant feedback, and facilitate remediation for learners who need further guidance as procedures suggested by the Department of Education. The researcher called it Project RECONNECT or Remedial Class On New Normal Education Through Phone Call Tutoring Strategy.

1.1 Statement of the Problem

This study generally aims to improve the assessment performance in Philippine Politics and Governance of "Below Expectation" Grade 12-HUMSS students through Project RECONNECT or Remediation Class on New Normal Education Through Phone Call Tutoring Strategy.

Specifically, it sought to answer the following questions:

1. What is the assessment performance in Philippine Politics and Governance of "below expectation" Grade 12-HUMSS students before and after the implementation of Project RECONNECT?

2. Is there a significant difference in the assessment performance of "below expectation" Grade 12-HUMSS students before and after the implementation of Project RECONNECT?

3. What are the implications of the findings of this action research in improving the assessment performance of "below expectation" Grade 12-HUMSS students?

1.2 Hypothesis

H0: There is no significant difference in the assessment performance in Philippine Politics and Governance of Grade 12-HUMSS students before and after the implementation of Project RECONNECT.

1.3 Review of Related Literature

Assessment Performance

Schools must adopt assessment and grading practices that can most meaningfully support student development and respond to varied contexts at this time as stated in DO 031, s.2020 [2]. Assessment performance of students for this school year includes a formative assessment to inform teaching and promote mastery of learning competencies. Equally important to assess students' performance is the conduct of summative assessment in the form of written works and performance tasks. Written works assess knowledge through quizzes and long tests while performance tasks allow students to show what they know and can do them in diverse ways. Assessment performance for the current school year requires a minimum of four written works and four performance tasks within the quarter. Teachers must exercise professional judgment in assessing students' performance tasks to have a positive impact on learning during this time of the pandemic.

Remedial Program

A remedial program is the ongoing effort to support students in catching up on lost learning through a variety of means, including additional teaching time, focused content, and specific pedagogy. Effective remediation may include continuous assessment, monitoring, and adjustment [4].

DepEd Order No. 031, s. 2018 defined remedial as any form of organized instructional intervention given to a learner to address his or her learning gaps. Remedial can be made in a form of tutorial, mentoring, coaching, or other ways of delivering the organized learning experience [2].

Facilitating remediation for students who need further guidance is one of the roles of teachers in distance learning. To address challenges, learners, teachers, and parents/guardians have significant roles and responsibilities. As stated in DO 031, s.2020:

a. Teachers design assessment to allow for flexibility in multiple modalities, communicate to learners and parents/guardians the design and standards for grading the assessment, set up mechanisms to monitor and record progress remotely, give timely, constructive, and relevant feedback, and facilitate remediation for learners who need further guidance.
b. Learners are expected to be proactive in updating the teacher of the situation, progress and challenges encountered.
c. Parents and guardians are guides to their children in adapting to the changes of distance learning processes. Thus, only when necessary, they are requested to assist in the assessment process by communicating with the teacher to give updates on their child's situation, progress, and challenges encountered and by guiding their children in accomplishing the assessment tasks and/or monitoring tools designed by their teacher [2].

Timely and appropriate monitoring and feedback for consultation and intervention purposes shall be put in place through various touch points such as text messaging, and audio/video calls, whichever is accessible to the learner as stated in DM 201, s. 2020 [5]. The teacher is responsible for facilitating remediation and the teacher ensures that important details are communicated to students and parents. Indeed, remediation is a shared responsibility among teachers, learners and parents.

Tutoring

In learning and teaching, it is common to conduct remedial strategies. They are used in different procedures by many countries as well as the Philippines. It has various advantages for the students. As UNESCO [4] stated tutoring strategy provides dedicated attention that increases the quality of learning/teaching by lessening distractions and promoting better attention to the material. In this strategy, the teacher provides the delivery of the lesson through phone calls and assisting the learner to work on the new activity sheets provided by the teacher.

During school closures, teachers need to continue engaging and interacting with their students to provide timely feedback through phone calls. UNICEF [6] stated self-learning

modalities on their own (e.g., radio, TV, paper-based learning kits and even online platforms and mobile apps) are unlikely to be very effective in ensuring learning continuity if they are not complemented by teacher-guided modalities. Teachers should continue to be involved to guide their students as well as support parents during school closures. A combination of self-learning and teacher-guided modalities is therefore required. Teachers can also use phone calls to guide students, inquire about and monitor their learning progress and lend support during the challenging time of COVID-19.

Facilitating remediation tasks to students via mobile phone is not reliant on connectivity so it could be much more widely used. Besides, technical challenges are moderate so the delivery of the lesson through a phone call is for the long term. The potential use of mobile phones is trialed to enable technology to be used for assessment [7].

Teachers and students can interact through phone calls to guide distance learning. Through this kind of communication line, teachers can inquire about and monitor their learning progress. Moreover, it can encourage and lend support during this challenging time of the COVID-19 pandemic.

This study focuses on improving the assessment performance of "below expectation" Grade 12-HUMSS students in Philippine Politics and Governance through phone call tutoring wherein the researcher would use it in the form of remediation which is applicable to present situations where face-to-face contact is not allowed. The remediation will be conducted using a mobile phone which is the most common technology a household has access to and tutoring through phone calls which is non-reliant to internet connectivity. Remediation will happen after class hours while parents act as a guide for their children in accomplishing the assessment tasks and/or monitoring tools designed by their teacher.

Dangle and Sumaoang [8] stressed the challenges encountered by high school students, parents and teachers in the implementation of Modular Distance Learning in La Union and Benguet. The researchers used descriptive design and utilized surveys to reach desired results. Results showed that most of the participants had a hard time answering their modules and most of the students cannot answer all their modules independently that is why they badly need the assistance of others. A phone call and text are being used by the parents to communicate with the teachers of their child/children to provide explanations to each of the given activities.

As identified by Pouezevara and King (2014), as cited by Jordan and Mitchell [9] the groups receiving the intervention by mobile showed increased learning gains. Tutoring allows learners to communicate with teachers as part of an intervention to support education in the context of distance learning.

Fakayode, B. and Okegbe, S. [10] conducted a study to leverage mobile technology's affordances to focus on the needs of students like improvement in academic achievement. The study sample consisted of female children in some parts of Nigeria. The study examined the benefits of tutoring via mobile phone.

When comparing the effectiveness of school teachers to tutorial school tutors in providing tutorial service to high school students, the result from the online survey indicated that tutorial school tutors are perceived to be more effective than school teachers in all identified aspects of effective teaching [11].

The above discussions of related studies will be used and will help this research to provide a wider perspective to improve the assessment performance in Philippine Politics and Governance of "below expectation" Grade 12 HUMSS students through Project RECONNECT (Remedial Class On New Normal Education Through Phone Call Tutoring Strategy) during the 2nd Quarter of the 1st semester, S.Y. 2020-2021. Generally, effective remediation includes continuous assessment, monitoring, and adjustment [4]. Facilitating remediation to students via mobile phone suggested providing explanations to the given activity [8]. For example, research has shown that students who received intervention by mobile increased their learning gains [9]. Fakayode and Okegbe [10] also found the benefits of tutoring via mobile phone.

Conceptual Paradigm

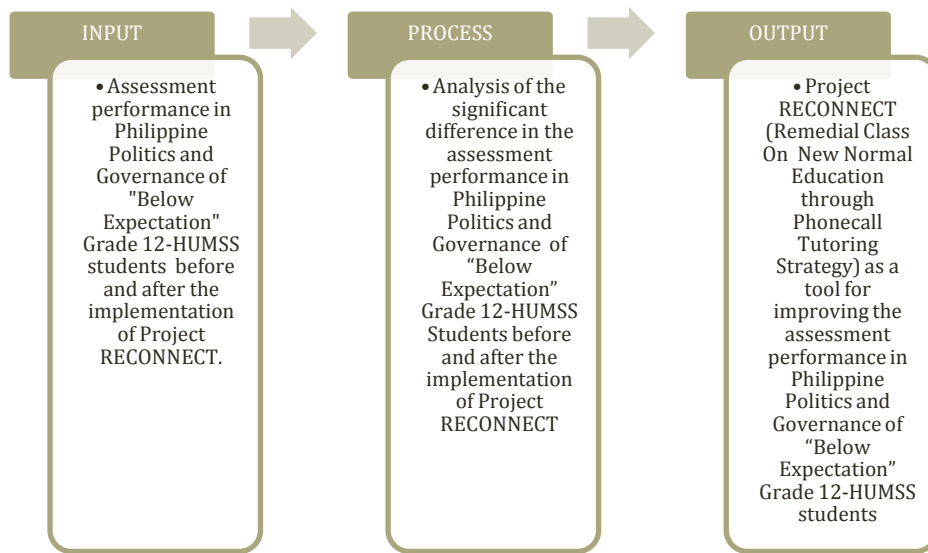| INPUT	PROCESS	OUTPUT
• Assessment performance in Philippine Politics and Governance of "Below Expectation" Grade 12-HUMSS students before and after the implementation of Project RECONNECT.	• Analysis of the significant difference in the assessment performance in Philippine Politics and Governance of "Below Expectation" Grade 12-HUMSS Students before and after the implementation of Project RECONNECT	• Project RECONNECT (Remedial Class On New Normal Education through Phonecall Tutoring Strategy) as a tool for improving the assessment performance in Philippine Politics and Governance of "Below Expectation" Grade 12-HUMSS students

Fig. 1. The Input-Process-Output (IPO) Model for the Assessment Performance in Philippine Politics and Governance of "Below Expectation" Grade 12-HUMSS students Through Project RECONNECT (Remedial Class On New Normal Education Through Phone Call Tutoring)

2. METHODOLOGY

2.1 Research Design

The researcher utilized the descriptive-comparative method of research where the research itself considers two entities: the pretest and post-test of students. It focused on improving the assessment performance of "below expectation" Grade 12-HUMSS students in Philippine Politics and Governance, a specialized subject under the Academic Track/Humanities and Social Sciences Strand. In Philippine education, a student is considered "below expectation" if he/she got 74% and below in assessment performance after 4 weeks of lessons. The data was obtained through administering the pre-test (1st to 4th-week lessons) and the post-test. After the pre-test, the teacher-researcher facilitated remediation for learners who need further guidance through a phone call tutoring strategy. It was conducted in ten (10) days or one hour/day period after class hours of Grade 12-HUMSS students. To determine the increase in students' assessment performance, pretest and posttest results were compared. Descriptive was used to get the mean of the test results of Grade 12-HUMSS students. Descriptive-comparative provides a picture of a situation as it naturally happens. [12]. The significant difference between the pretest and posttest was computed using the t-test. The data and information gathered were systematically checked, computed, tabulated, and interpreted.

2.2 Respondents

Currently, a total of 48 students are enrolled in Grade 12 Humanities and Social Sciences (HUMSS) strand in Binulasan Integrated School. Grade 12-HUMSS A has 26 students while Grade 12-HUMSS B has 22 students. The respondents of this study were seven (7) Grade 12-HUMSS students from the two sections of the Academic Track/ Humanities and Social Sciences strand who got "below expectation" or 74% and below in assessment performance after four weeks of lessons in the course Philippine Politics and Governance. A purposive sampling technique was used. Purposive sampling is selected based on the necessary number of respondents [12]. Therefrom, all Grade 12-HUMSS students who got raw scores of 74% and below in Philippine Politics and Governance in the second quarter Week 1-4 were selected. They were called the "below expectation" students.

2.3 Research Instrument

The researcher constructed a 50-item pretest/post-test as the instrument of the study.

Validation of the instrument was done by Social studies teachers. The researcher also constructed a 10-day timeline for Project RECONNECT (Remedial Class On New Normal Education Through Phone Call Tutoring).

2.4 Data Gathering Procedure

The researcher asked permission from the school principal to conduct the study in improving assessment performance in Philippine Politics and Governance of "Below Expectation" Grade 12-HUMSS students through "Phone Call Tutoring Strategy."

In this study, the researcher gathered the data through the pretest and posttest. The topics in written works and performance tasks in weeks 1-4 served as the content of pretest and posttest. It was followed by the utilization of the "Phone Call Tutoring Strategy." This strategy was utilized after classes of Grade 12-HUMSS students.

After the "Phone Call Tutoring Strategy" was fully administered, a posttest was conducted. The researcher compared the mean of the pretest and post-test to determine if there is a significant difference in the means of the students.

2.5 Tools in Making Data Analysis

The statistical treatment of data used in the study was Mean, Standard Deviation, and t-Test. The t-test for the dependent sample was used to find out if there is a significant difference in the pretest and post-test results.

DepEd's grading scale with corresponding descriptors was used to describe the assessment performance of Grade 12 HUMSS students before and after the implementation of Project RECONNECT. To satisfy the research, the researcher modified the grading scale by dividing the mean score distribution twice.

Descriptive Equivalent	Mean Score
Superior	37.50 – 50.00
Upper Average	25.00 – 37.49
Lower Average	12.81 – 24.99
Poor	0.00 – 12.80

3. RESULTS AND DISCUSSION

This part shows the results of the analysis and interpretation of the data gathered through the research instruments used in the study.

Table 1. Mean Scores of Pre-test of "Below Expectation" Grade 12 HUMSS Students

Student No.	Pre-test Score
1	25
2	27
3	24
4	23
5	21
6	16
7	17

Mean Score = 21.86 SD = 4.10

Table 1 shows the pretest scores of Grade 12 students as to mean performance in the course Philippine Politics and Governance before the implementation of project RECONNECT. The respondents are seven Grade 12 HUMSS students. The lowest score is 16 while the highest score is 27. The mean score of 21.86 indicates that the performance of Grade 12 students in Philippine Politics and Governance is below average. The standard deviation of Pretest scores is 4.10.

Table 2. Mean Scores of Posttest of Grade 12 HUMSS Students

Student No.	Post-test Score
1	33
2	42
3	38
4	32
5	31
6	38
7	44

Mean Score = 36.86 SD = 5.05

Table 2 shows the posttest scores of Grade 12 HUMSS students as to mean performance in the course Philippine Politics and Governance after the implementation of project RECONNECT. The respondents are seven students. The lowest score is 31 while the highest score is 44 with a mean score of 36.86 which indicates that the performance of Grade 12 students in Philippine Politics and Governance after the implementation of Project RECONNECT is upper average. The standard deviation of the posttest is 5.05 which shows that there was an improvement in the performance of "below expectation" students through the phone call tutoring strategy.

Table 3. Performance of "below expectation" Grade 12 HUMSS students, pretest - posttest scores, standard deviation and T-value

Variable	LS	HS	Mean	Std. Deviation	Difference between means	P-value	t-value	Significance
Pretest	16	27	21.86	4.10	15.00	0.001	5.58*	Significant
Posttest	31	44	36.86	5.05				

*Level of significance at 0.05, Tabular Value 1.943

Appropriate intervention shall be put in place through audio calls which are accessible to the learners as stated in DM 201, s.2020 [5]. This kind of communication line helps to monitor and assess students' assessment performance as well as improve their learnings. Moreover, majority of students prefer to use phone call to request for tutoring from their teacher. Students are expected to feel more at ease and find it more convenient to use their mobile phones to ask teachers regarding lessons [13]. Mobile phones are used by the majority of students and teachers. Learning can take place at any time of day, on weekdays or weekends. For this reason, learning practices are "mobile" in terms of location, time, and topic area, and technology instruments to support learning should be mobile as well [14].

Table 3 reveals the level of performance of grade 12-HUMSS students. The mean of the pre-test and posttest were 21.86 and 36.86 with a mean difference of 15.00; a standard deviation of 4.10 and 5.05 respectively. The computed t-value at 0.05 levels of significance was 5.58 which showed that there was a significant difference between pretest and post-test. Therefore, the null hypothesis "There is no significant difference in the assessment performance in Philippine Politics and Governance of Grade 12-HUMSS students before and after the implementation of Project RECONNECT" is rejected. There was an improvement in the assessment performance of "below expectation" Grade 12-HUMSS students through RECONNECT (Remedial Class On New Normal Education through Phone Call Tutoring Strategy). Therefore, Project RECONNECT was effective.

Phone call tutoring conducts a flexible assessment in printed modular distance learning, communicates to learners and parents/guardians the design and standards for grading the assessment, sets up mechanisms to monitor and record progress remotely, and gives timely, constructive, and relevant feedback to students. It helps to improve students' assessment performance. "Tutoring through phone as a means to connect with students, ensures that students who are below expectation are heard and included. It also enables students to have an equitable learning experience amidst the pandemic" [15].

In addition, facilitating instructions through phone call played an important role in learning (Mousavinasab, et al, 2018) [16]. Likewise, cell phone has a significant impact on education and learning [14]. As a result, mobile learning highly improves the efficiency of education at the lowest costs [17]. Given these points, it becomes evident that phone call tutoring was an effective tool to improve the assessment performance of students.

5. CONCLUSIONS

In the light of the findings, the following conclusions were drawn:

The assessment performance in Philippine Politics and Governance of "below expectation" Grade 12 HUMSS students before the implementation of Project RECONNECT was below average. It concluded that students in this assessment performance lack knowledge and skills in this subject. They need remediation to improve their assessment performance in Philippine Politics and Governance.

The assessment performance in Philippine Politics and Governance of "below expectation" Grade 12-HUMSS students after the implementation of Project RECONNECT was upper average. It concluded that the assessment performance of "below expectation" students could improve through phone call tutoring as a form of remediation during this time of the pandemic.

Project RECONNECT (Remedial Class On New Normal Education through Phone Call Tutoring Strategy) was an effective tool for improving the assessment performance in Philippine Politics

and Governance of "below expectation" Grade 12-HUMSS students.

Project RECONNECT (Remedial Class On New Normal Education through Phone Call Tutoring Strategy) was commendable to improve the assessment performance of "below expectation" Grade 12 HUMSS students.

6. RECOMMENDATIONS

In the light of the conclusions, the researcher recommends that:

"Below expectation" Grade 12-HUMSS students must be allowed to improve their assessment performance in Philippine Politics and Governance through remedial classes.

Teachers may adapt the Project RECONNECT (Remedial Class On New Normal Education through Phone Call Tutoring Strategy) for "below expectation" Grade 12-HUMSS students in improving their assessment performance in Philippine Politics and Governance.

Teachers must support Project RECONNECT and widely disseminate it to help students to improve their assessment performance. In addition, Project RECONNECT may also be utilized in any grading period.

Similar studies can be conducted in other learning areas and using different grade levels as the respondents.

CONSENT

As per international standards or university standards, participants' written consent has been collected and preserved by the author.

ETHICAL APPROVAL

As per international standards or university standards was written ethical approval has been collected and preserved by the author.

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COMPETING INTERESTS

Author has declared that no competing interests exist.

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