



INTENSIFYING THE ADOPTION OF MODULAR DISTANCE LEARNING THROUGH PROJECT PIMENTEL – PRAISE, INSPIRE, MENTOR, ENCOURAGE, NURTURE, TEACH, EQUIP AND LEARN

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I. ABSTRACT

A. Research Title:

Intensifying the Adoption of Modular Distance Learning Through Project
Pimentel – Praise, Inspire, Mentor, Encourage, Nurture, Teach, Equip And
Learn

B. Name of Researcher:

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C. Date of TA Session:

July 11, 2022

D. Summary:

In the adoption of the New Normal Education, the Nabua Central Pilot School was one of the schools which had been affected with the abrupt change, specially in the teaching and learning process. The school have adopted the Printed Modular Distance Learning (PMDL) amidst pandemic.

The problem arises at the start of the school year upon the representation of the first periodic rating of the Nabua Central Pilot School learners with 75.6 periodic rating. The researcher decided to conduct an action research to elicit the problems encountered by the school.

The researcher uses the Sloven Formula to determine the number of respondents. Random sampling was adopted to identify the class to represent from each grade level. An orientation was done, followed by an INSET to concerned teachers who were identified to implement the Project PIMENTEL.

The researcher see to it that the teachers to implement the project has a clear understanding on why and how the project be implemented. From the 2,396 learners, there were 192 identified respondents. The implementation of the eight identified projects of the research were closely monitored and checked by the school head.

Based from the year-end result of the 192 respondents, there was an increase of 11.9% in the performance level of the learners from 75.6% first periodic rating to 87.5% fourth periodic rating. The result manifest that Project PIMENTEL is a good practice in achieving the goal of the school in attaining high academic performance.

E. Conclusion:

I therefore conclude that a school head can make a difference in administering the school. They perform a special task in the achievement or failure of the school.

In the implementation of Project PIMENTEL, the role of the stakeholder was evidently shown in the conduct of the project. The full support from the PTA organization, SGC-School Governing Council, LGU-Local Government Unit, Public and Private Individual and organization, the financial work needs and material support to the school such as risograph machine, printer, ink, bond papers and services their support lessen the expenses of the school.

Based from the results of the study, reveals that the effectiveness of the programs and projects implemented throughout the duration were successfully

done through close supervision, monitoring, proper instruction and distribution to facilitate smooth, effective, accurate and positive output from the respondents.

Having an increase of 11.9% in the Performance Level of the respondents in all learning areas is a great success in the implementation of the study.

F. Recommendation:

Project **PIMENTEL**-Praise, Inspire, **M**entor, **E**ncourage, **N**urture, **T**each, **E**quip and **L**earn is a highly recommended study to schools adopting PMDL-Printed Modular Distance Learning in the New Normal Education amidst Covid-19 Pandemic.

Close monitoring and supervision to project implementation is a necessity to achieve 100% assurance of progress and effectiveness. Schools heads serves as inspiration to teachers, parents and learners. Giving recognition to the achievements and appreciative performance make a difference in their personalities, skills, knowledge, goals and standards. Simple touch of appreciation can make a difference.

Evaluation and assessment with the strategies adopted in the different programs of the study were basis and ground for improvement.

The strategies had been proven effective to facilitate teaching and learning development among school children through the guidance of parents or para-teacher and teacher.

Good practice of implementation and encouragement to teachers, parents and learners were solicited to have a good impact of performance. Nevertheless, good rapure to stakeholders should be observed at all times in order to facilitate

understanding, cooperation and support to agreed programs and projects implemented by the school.

Project PIMENTEL will be first recommended to the 16 schools of Nabua East District for adoption and to all the schools who would like to benchmark the implementation of the project.

As a response to the call needed by the school in the adoption of the Printed Modular Distance Learning (PMDL), this study was designed to ensure the quality of education in the kind of learning modality the school has adopted in the New Normal Education.

Hence, the school had its end year time of experience in handling the modular distance learning, the school head played a vital role in anticipating and in coping up with the possible problems encountered during the conduct of the modular distance learning.

There were considerable reasons why the researcher designed and implemented the various programs and projects for this study.

The goal of this study was to make sure that the adoption of the **Printed Modular Distance Learning** (PMDL) enhanced the performance of teachers and academic performance of learners, assistance to para-teacher and parents through the implementation of the **Project PIMENTEL; Praise, Inspire, Mentor, Encourage, Nurture, Teach, Equip and Learn, using varied strategies and innovative activities and instructional materials.**

This study aims to; **(1) determine the academic performance of Nabua Central Pilot School for the first quarter; (2) identify the factors affecting the school academic performance in adopting the modular distance learning (3) determine the level of performance of learners after the implementation of Project PIMENTEL.**

There were 2,396 learners enrolled for SY 2021-2022 at Nabua Central Pilot School. The study made use of descriptive method of research in discussing the answers to three research questions raised in this study. The study involved 192 learners from Grades 1 to 6 of the Nabua Central Pilot School. The respondents were determined by using the Sloven Formula as $n = N / (1 + Ne^2)$, $N = 2,396$ learners and 6.9 as margin of error, resulted to 192 calculated size of respondents. The illustration shows how we get 192 calculated size of respondents.

Figure 1. Sloven Formula

$$\begin{aligned}
 n &= N / (1 + Ne^2) & n &= 2,396 / (1 + 2,396 \times 0.069^2) \\
 & & n &= 2,396 / (1 + 2,396 \times 0.004761) \\
 & & n &= 2,396 / (1 + 11.407356) \\
 & & n &= 2,396 / 12.407356 \\
 & & n &= 193
 \end{aligned}$$

The respondents were identified through random sampling represented by one section in each grade level. The performance level of 192 learner respondents were identified through the result of the first periodic rating as baseline in the implementation of the action research.

An orientation was done to guide and assist the teachers, para-teachers, parents and learners on the conduct of the different activities included in the programs and projects of the study.

Computed general average for the first periodic rating using Level of Effectiveness Scale were used to treat the data statistically.

The findings of the study include the following:

(A) The academic performance 192 learners of Nabua Central Pilot School has the low percentage of 75.6 First Periodic Rating.

(B) The highest factors affecting the school academic performance in adopting the modular distance learning were; (b1) My friends influence me not to answer in the lesson with 58% rate, rank 1st in the **Personal Attitude** of learners. Based from the result it is revealed that other factors affecting personal attitude of learners are the reasons why they could not concentrate on their studies using modular approach such as; (1) I am not interested in my studies with 56%, (2) I am bored with the activities in the SLMs with 47%, (3) I feel lazy with 46%, (4) I can't concentrate in my modules with 33%. (b2) Never is the common response of the respondents on the **Teacher-Related Factors**. He/She does not have social media like messenger with 90%, (b3) **Self-Learning Modules Factors** – (1) SLMs activities are boring with 55%, (2) The directions are not readable and hard to understand with 52%, (3) The SLMs are asked to return immediately with 52%, (4) SLMs are not colorful with 44%, (b4) **Home-Related Factors** – (1) We have no food/I did not eat with 74%, (2) My parents don't care about my studies with 72%, (3) My parents quarrel with 69%.

(C) On the level of effectiveness of the various strategies/activities and instructional materials. Most of the respondents rated **TEACH-Modular Online Class Remediation** with 98% - highly effective, **PRAISE-Magpakitang Gilas Ako** with 94%- highly effective, **NURTURE-Matibayon Gawad Parangal** with 94%-highly effective, **ENCOURAGE-Project Let's Show It** with 93%-highly effective, **EQUIP-Organize Group Chat** with 91%-highly effective, **INSPIRE-Kaya Ko Yan** with 90%-effective, **MENTOR-Project Genuine Love for Training** with 88%-effective, **LEARN-Project GOP** with 87%-effective through the implementation of the Project PIMENTEL, the academic performance of the Nabua Central Pilot School learners have significantly improved **11.9%** over the first rating period.

Adopting the modular instruction in school is really a big challenge to teachers, parents and school heads, there were lots of factors to be considered and a big challenge on how all these concerns be given solutions and actions in order not to hinder the progress of every learner.

Hence, the use of Project Praise, Inspire, Mentor, Encourage, Nurture, Teach, Equip and Learn; **PIMENTEL** yielded to a better performance of learners, teachers, para-teachers and parents, it is highly recommended for innovative strategies in all schools.

Keywords: printed modular distance learning, teaching and learning, academic performance and intervention, descriptive, Nabua Central Pilot School

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V. CONTEXT AND RATIONALE

“No Filipino learner will be left behind amidst the crisis” says Secretary Briones during the Southeast Asian Education Ministers (SEAMED) Policy e-Forum held last June 18, 2020, Pasig City.

Singapore Education Minister Ong Ye Kung (2020) stated that “I think the basic choice for some time, a year and likely longer, until a vaccine is found. We cannot afford to keep the schools closed for such a long time. It has a significant long-term impact on our children. It inflicts a tremendous social and human cost. Studies have shown that it can set learners back for many years, even into adulthood. So, we must try our best to save the school year, this and the next one, by keeping schools open but safe.”

These are some of the valid basis why all schools have to be open to cater the needs of the learners even with the world-wide problem.

The Nabua Central Pilot School, is the biggest school in the Nabua East District. It caters the biggest number of recipients. This is one of the schools need to be prepared to combat the problems that may arise facing the new trend of education in the new normal situation. The principal as the head of the school, holds the future of the new generation enrolled in this school. The school head of the Nabua Central Pilot School designed programs and projects for the school to be equipped and be ready to face the new trend of teaching and learning modality using (PMDL).

Struyven, Dochy and Jansseuc (2010), stated that in order for learners to acquire and learned the skills, the schools need to be organized around the learner

not the teacher. Educational reforms have emphasized the concept of learner-centeredness as one of its threads. Learner-centered learning takes the idea of what is to be done. Creativity, flexibility and lifelong learning are requirements needed to be successful in real world.

Eric (2019) on the modular approach to teaching, enables the learner to have control over his/her learning. It demands greater maturity on the part of the learner. The modules are more appropriate to more mature learners.

The researcher quote: “The modules are more appropriate for more mature learners” Eric (2019). The researcher agreed to this statement for the fact that on this stage, the mature learner could study by themselves, analyze and comprehend to what they are expected to learn. While in the elementary grade, specially in the primary level, guidance of teacher is very much needed specially to learners who could not read yet. It would be difficult to learners if parents don't have time to teach their children at home. Children also have less interest and attention to browse their modules when they don't even know how to read properly and comprehend to what they are reading.

MC Palma, TNV Escucha, ZB Distor, BV Tuyag (2020) found out that the major concern of the parents was related to children facing the problems due to sudden school closure and complete lockdown on social gatherings. To address these challenges, schools have played a phenomenal role in flipping the conventional model of teaching and learning. Home learning has emerged in their children's academic lives in this challenging time. Conventional schooling methods

should be made effective to provide essential learning skills to children at home using the limited available resources.

Since our school is an elementary school, and we are handling learners ages 5 to 12 years old specifically learners from Kinder to Grade 3, they need much guidance and proper instruction in the teaching and learning process. They are the kind of learners that could not study independently especially if the learner is in the average level of intelligence and below. In adopting modular approach, the assurance of learning was very thin. In the present times, the teachers have no direct contact with the learners. They are not the one who conducted the assessment tool to learners and most especially they are not the one who stands as teacher to their learners when it comes to teaching and learning process.

These are the reasons why the school have designed strategies, programs and activities that helped the teachers, para-teachers, parents and learners to achieve quality education among learners enrolled in our school. For them to be equipped with knowledge and skills for them to adjust in the modular learning approach.

The school based reflected result in this study is the First Periodic Rating of learners from Grade 1 to Grade 6 in all subject areas. The school aims to raise 5% academic performance tabulating the statistical data record-based result from First periodic rating and Fourth periodic rating of learners from Grade 1 to Grade 6.

The school's objective was possibly achieved through the implementation of programs and projects initiated by the school. Challenging situation calls for innovative strategies creativity and dedication to all school concern.

VI. INNOVATION, INTERVENTIONS, AND STRATEGY

The soul of an action research lies on the processes of solving the identified problems, issues and concerns. These processes utilized the implementation of the innovation, interventions, strategies and activities to process and mobilized **“Project PIMENTEL – Praise, Inspire, Mentor, Encourage, Nurture, Teach, Equip and Learn”** is an intervention designed in the Modular Distance Learning Modality to improve the academic performance of the school.

The organized **Technical Working Group (TWG)** performed a vital role in the distribution and retrieval of module throughout the year. The group planned, managed and designed solutions to the problems. In addition to their job, they have coordinated with the public and private group of stakeholders who have supported assistance to sustain the need in the adoption of modular instruction. Monthly meeting was facilitated by the researcher to monitor the function of the group.

Through the remarkable performance of the TWG the school have shown expertise in their functions with the organized and manageable process in the distribution and retrieval of modules.

Orientation and reorganization to teachers of the involve class in every grade level was set before the conduct of the project. Description and guidelines on the execution and implementation of the project was done by the researcher last February 4, 2022.

The identified class adviser for each grade level had a synchronized orientation to parents on the purpose and process of each project be implemented in their class.

The role of teacher, parent or para-teacher and learners were discussed. All projects implementation and organization was set February 7, 2022 by the class adviser from Grades 1 to Grade 6, at Nabua Central Pilot School participated by the school head, teachers, parents or para-teacher, and learners through online orientation.

The following were the interventions, innovations and activities applied in line with the implementation of this action research **Project Pimentel**.

1. PRAISE - Magpakitang-gilas Ako!

It has been recorded that learners having outstanding performance in different Grade Level were awarded stars at the end of the week. This encouraged learners to be more active and participative in the different skills being developed/learned in each module. The researcher through the Grade Level Chairpersons (GLC) have instructed them to orient the teachers on this project evidently supported by the grades of learners in every **grade level per grading period**.

2. INSPIRE - Kaya Ko Yan!

The school adopted the modular learning approach wherein the learners have to answer the module on their own with the guidance of the family members or para-teacher. The teachers were encouraged to provide supplemental materials to further enhance the skills taught in all subjects. Supplemental materials from Grade 1 to Grade 6 were made by teachers. Remedial reading instruction through online class were done by some of the identified teachers.

3. MENTOR - Project Genuine Love for Training

Teachers have undergone LAC Session, Conference, In-Service Training (INSET) in order for them to understand the process in the conduct of Modular Learning Approach to parents and learners. Since the parents/guardians (family members) were the one to assist the learners in the teaching and learning process, they were oriented to fully understand and learn the most effective technique to deal with parents using modules/LAS.

4. ENCOURAGE - Project Let's Show It

Performance outputs and pictures were exhibited by each class in every quarter. The school head conducted classroom visitation at the end of every quarter to check the records of teachers on the performance based and display of outputs/project of learners check the records of teachers. List of outputs and pictorial were submitted by the teachers to the office of the principal. Implementation of the project encouraged the learners to perform the task. Through this project the learners realized that though they are not in school still they have performance task and output to do for the enhancement of their skills and knowledge.

Performance task – evaluated through recorded videos. Projects and outputs were brought by parents/guardian to school for submissions and checking. One hundred percent (100%) of teachers have performed the program evidently. This project was supported with their Progress Record and evidences of learners project and performance on videos and written works.

5. NURTURE - Matibayon Gawad Parangal

Every grading period, every class have reported the names of learners and parents who received a certificate of awards; (a) Learners – Certificate of Honors (b) Parents – Certificate of Recognition (c) Teachers – Certificate of Awards.

The certificate of honors and recognition to parents were awarded by the teachers during Homeroom PTA meeting. While the teachers were awarded by the school head through the GLC during conferences. Learners were awarded based from the academic performance, parents were recognized based from the support they have extended for the success of the program. Teachers were awarded based from the innovative strategies presented and commendable performance.

6. TEACH – Modular Online Class and Remediation

Teachers were encouraged to conduct an innovation for their class. Remedial instruction on literacy and numeracy was designed by 20 identified teachers who conducted synchronous and asynchronous way of teaching including the 6 teachers to facilitate the implementation of Project PIMENTEL, the kind of teaching learning process last throughout the duration of the school year. This record shown that 27% of teachers responded to the encouragement of the school head. Through this strategy, the school received positive feedbacks from parents and learners. They appreciate much the effort extended by the teachers.

7. EQUIP - Organized Group Chat (GC)

All classes were mandated to have a Group Chat (GC) with parents. This is to make sure that the teachers had a close contact with the parents. In case of problems during the duration of the teaching and learning process using the

modules, the teachers can immediately respond to the need of the learners and parents. 100% of the class from Grade 1 to Grade 6 have an organized GC.

8. LEARN - PROJECT GOP (Book of Generated Outstanding Performance)

This project has been introduced to teachers at the start of the school year through the Grade Level Chairpersons. The importance of the project was explained and discussed by the researcher. To provide themselves with this project, with a much easier start, the proceeding easier and preparation was done ahead of time. The teachers have started the school year right and handy. It was more effective because they were ready with the materials needed to enhance the teaching and learning process in their class.

Compilation of GOP were checked and verified at the end of every grading period. The school head visited the class for monitoring. It was noted and evidently shown by the teachers the remarkable accomplishments of learners and 74 teachers of the Nabua Central Pilot School to the school head.

Every grade level had a display of their output on their project: **PROJECT GOP (Book of Generated Outstanding Performance)**. All teachers from each grade level, even if the class is not one of the respondents, they have gathered in one area to present the output of each class. The group was supervised by a Master teacher of each grade level. The purpose is to evaluate the project, output, tool used by the teacher in developing a certain skill in the assigned subject. Another is to evaluate if how useful the strategies, material and tool used adopted in each area. The results were forwarded to the office. This program is of great help for future use and reference purposes.

VII. ACTION RESEARCH QUESTIONS

This research aimed to determine the effectiveness of “**Project PIMENTEL – Praise, Inspire, Mentor, Encourage, Nurture, Teach, Equip and Learn**” in the New Normal Education in improving the Academic Performance of the teacher, para-teacher, parents and learners SY 2021-2022.

Specifically, it sought to answer the following questions of the school.

1. What is the school academic performance of the Nabua Central Pilot School for the First Grading Period in all subjects before the implementation of Project PIMENTEL?
2. What are the factors affecting the school academic performance in adopting the Modular Distance Learning?
3. What is the level of performance of the learners after the implementation of Project PIMENTEL?

VIII. ACTION RESEARCH METHODS

This action research employed descriptive method of research in discussing the answers of the three research questions posted.

A. Participants and/ or other Sources Data and Information

The respondents to this study were determined using the Sloven Formula and through a random sampling by grade level from Grades 1 to 6 were the 192 learners of Nabua Central Pilot School, the identified respondents of Project PIMENTEL.

Each grade level was represented by a class. This was identified through a randomly selected sample by using a lottery method. Through the management of the Grade Level Chairman (GLC) a lottery method was used in choosing a sample at random by “draw lots from a hat”.

Summing up the number of respondents based from the computed results of Sloven Formula, the six (6) identified class has 192 learner respondents, represented by a class in each grade level.

The result of the First Periodic Rating in all subject areas by the identified class of the respondents was the baseline data of the study.

B. Data Gathering Method

The statistical methods used to answer the questions sought in the study were the following:

1. The First Quarter Rating were utilized to identify the performance level of the learners from Grade 1 to 6 before the conduct of the programs and projects.
2. Checklist and questionnaire were used to identify the factors affecting the school academic performance in adopting modular distance learning.
3. Data were gathered using the pre-validated survey questionnaire and consolidated using Table 2.
4. The Post assessment test conducted was utilized to determine the improvement level of the learners after the conduct of the programs and projects. After the conduct and implementation of the innovation programs and projects. Results before and after the projects were shown using a table to compare the improvement in the academic performance of the school.

IX. DISCUSSION OF RESULTS AND REFLECTIONS

In this section, the data gathered were carefully discussed, analyzed and interpreted using appropriate statistical tools. Reflections were also included every after the discussion per action research question.

Problem No. 1.

Action Research Question 1. What is the school academic performance of the Nabua Central Pilot School for the First Grading Period in all subjects before the implementation of Project PIMENTEL?

The performance level of Grade 1 to 6 learner respondents in all subject areas before the conduct of Project PIMENTEL is in Table 1.

Table 1 Summary of First Quarter

Grade Level/ Section	No. of Respondents	FIRST PERIODIC RATING									
		MTB	Filipino	English	Math	Science	AP	EPP/ TVL	MAPEH	ESP	AVERAGE
I-Tulip	34	75	76	75	75		77		76	77	76
II-Emerald	30	76	75	75	75		76		75	75	75
III-St. Mary	33	75	76	75	75	75	76		80	75	76
IV-Maya	33		78	76	73	75	81	72	75	72	75
V-Prudence	31		76	76	75	76	79	75	75	76	76
VI-Astraea	31		75	77	75	75	75	76	77	75	76
TOTAL	192	75	76	76	75	75	77	74	76	75	75.6

Table 1 shows the academic performance of 192 learners of Nabua Central Pilot School based from the first periodic rating. It can be gleaned from the data that the learners record has the average rating of 75.6 in the first quarter. It implies that the level of performance of the learners is only within the 75% DepEd passing rate standard. As a central school, it is expected to have a higher level of

performance especially so that the school is known to be one of the premier schools in the Division of Camarines Sur when it comes to academic and non-academic performances.

If that of the record last school year having the general average of **85.59** be referred to in this year's performance, it is clearly alarming to the administrator, teachers, parents and learners. This implies that the academic performance of school perceived the most effective programs, projects and strategies to cope up with concluded possible problems that the school faces specially so that the school shifted from the new learning modality. The low performance level of the learners attributed from the new learning modality using Printed Modular Distance Learning (PMDL) amidst pandemic.

Reflection

After having been evaluated the result in Table 1, hence the learners performance level did not meet the level of expectancy, it is imperative to adopt Project PIMENTEL in order to improve the school academic performance in all subjects in all grade level.

Through the implementation of the innovation, programs and projects of the school, following the Project PIMENTEL, it is expected that the performance level of teachers, para-teachers, parents and learners enhanced to meet the level of expectation on the academic performance of the school.

Problem No. 2:

Action Research Question 2. What are the factors affecting the school academic performance in adopting the Modular Distance Learning?

Table 2 shows the factors affecting the academic performance of the respondents from Grade 1 to 6 learners utilizing Printed Modular Distance Learning (PMDL).

The researcher considered the four (4) categorized factors affecting the school academic performance in adopting the Modular Distance Learning. As to the learner's concern, For Personal Attitude the top 3 answer are: I am not interested in my studies with 56%, I am bored of the activities in the SLMs with 47% and I feel lazy with 46%. For the Teacher-Related factor the most top answer was He/She does not have social media like messenger with 90%. As to the Self-Learning Modules (SLMs) Factor, the most top answer was The SLM's activities are boring with 55%. For the Home-related Factor, the most top answers was We have no food/I did not eat with 76% followed by My parents does not care about my studies with 20%.

Result shows that these were the considerable factors affecting the academic performance of the school in the adoption of PMDL. The school faced enormous challenges to school head, teachers, para-teachers, parents and learners. It was evidently shown that learners encountered problems in answering the SLMs. They need somebody to assist them in their studies for the reasons that their friends influence them not to answer the modules, they are not interested with their studies and they were bored with the activities in the SLMs.

Table 2 Factors Affecting the Academic Performance in Adopting the Printed Modular Distance Learning with 192 respondents

FACTOR	(5) Always	(4) Very Often	(3) Sometimes	(2) Rarely	(1) Never	MEAN SCORE	(%) PERCENTAGE	RANK	DESCRIPTION
A. Personal Attitude									
1. I am not interested in my studies.	10	13	34	26	108	15.43	56%	2	Very Often
2. I feel lazy.	8	9	34	49	89	12.71	46%	4	Sometimes
3. My friends influence me not to answer in the lesson	9	7	24	40	111	15.86	58%	1	Very Often
4. I can't concentrate on my modules.	7	11	44	66	64	9.43	33%	5	Rarely
5. I am fond of playing.	15	22	61	40	49	8.71	25%	7	Rarely
6. I like to do something else I really like.	24	20	53	40	54	7.71	28%	6	Rarely
7. I am bored of the activities in the SLMs.	5	12	28	53	91	13	47%	3	Sometimes
B. Teacher-Related Factors									
1. I can't understand my teacher's instructions.	1	12	35	23	117	29.25	61%	4	Very Often
2. I don't like my teacher.	0	0	9	16	164	41	85%	2	Always
3. I can't contact her/him.	5	6	24	29	127	31.75	66%	3	Very Often
4. She/He does not have social media like messenger.	0	1	2	9	173	43.25	90%	1	Always
C. Self-Learning Modules Factors									
1. The SLMs' activities are boring.	1	12	23	49	105	21	55%	1	Very Often
2. There are plenty of tasks to answer and accomplished.	6	11	57	64	49	12.80	33%	5	Rarely
3. The SLMs are not colorful	7	7	36	54	84	16.80	44%	4	Sometimes
4. The directions are not readable and hard to understand.	0	7	33	45	100	20	52%	2.5	Sometimes
5. The SLMs are asked to return immediately.	15	6	31	36	100	20	52%	2.5	Sometimes
D. Home-Related Factors									
1. My parents ask me to do errands.	12	10	48	30	91	18.20	47%	4	Sometimes
2. My parents quarreled.	3	2	15	32	133	26.60	69%	3	Very Often
3. My parents don't care about my studies.	0	5	19	25	138	27.6	72%	2	Very Often
4. I'm too pre-occupied with household chores.	11	11	41	49	77	15.4	40%	5	Sometimes
5. We have no food/I did not eat.	0	5	8	31	143	28.6	74%	1	Always

Legend:

73-90	Always
55-72	Very Often
37-54	Sometimes
19-36	Rarely
1-18	Never

Result shows that these were the considerable factors affecting the academic performance of the school in the adoption of Printed Modular distance Learning (PMDL). The school faced enormous challenges to school head,

teachers, para-teachers, parents and learners. It was evidently shown that learners encountered problems in answering the self-learning modules (SLMs). They need somebody to assist them in their studies for the reasons that their friends influence them not to answer the modules, they are not interested with their studies and they were bored with the activities in the SLMs. Teaching skills were developed from the persons who has the close contact which overcome the problems on this phase.

The problems encountered in the Teacher-related factor, Self-Learning modules and Home-related factors were taken into consideration by the school as part of the challenges that needs to have solutions by implementing different programs and projects to combat the problems as stated.

Reflection:

Assessing the factors that affects the academic performance of the school is necessary in achieving its goal towards quality education. It was the basis of the school designed programs and projects which gives solutions to the problems encountered by the school. Appropriate strategies, instructional materials, activities, task learning delivery, modality based were developed among teachers, para- teachers and parents to address the problems encountered in the new normal education.

The school looked into other concerns that support and affects the performance of teachers, parents, para-teachers and learners lead to the holistic performance of the school in the new learning modality of education.

Problem No. 3

Action Research Question 3. What is the level of performance of the learners after the implementation of Project PIMENTEL?

Table 3 Level of Effectiveness in Academic Performance through Project PIMENTEL

Indicators	No. of Respondents Involved	No. of Respondents with Passing Rate	% Percentage	Rank	Description
PRAISE-Magpakitang-gilas Ako!	192	180	94	2.5	Highly Effective
INSPIRE - Kaya Ko Yan!	192	172	90	6	Effective
MENTOR - Project Genuine Love for Training	192	169	88	7	Effective
ENCOURAGE - Project Let's Show It	192	178	93	4	Highly Effective
NURTURE - Matibayon Gawad Parangal	192	181	94	2.5	Highly Effective
TEACH – Modular Online Class and Remediation	192	189	98	1	Highly Effective
EQUIP - Organized Group Chat (GC)	192	175	91	5	Highly Effective
LEARN - PROJECT GOP (Book of Generated Outstanding Performance)	192	167	87	8	Effective

Legend:

91-100	Highly Effective
81-90	Effective
71-79	Slightly Effective
70 and below	Not Effective

Table 3 reveals the level of effectiveness of intervention used in the improvement of the academic performance of the learners.

As shown by the respondents, the level of effectiveness of the Intervention used by the **Project PIMENTEL** were rated highly effective and effective acceptability levels of the respondents were all in favor of the programs, projects and strategies designed by the researcher in the implementation of the program.

Reflection:

Proper implementation of the program is necessary. Hence, the school faces new trend of education. Planning of programs, projects and strategies in

preparation to the kind of modality adopted by the school was one of the major concerns of the principal amidst pandemic.

The implementation of Project PIMENTEL has been proven effective upon the result shown in tabular presentation as the proof of evidence that through the conduct of the programs, projects and activities of Project PIMENTEL has proven effective. It anticipates the solution to the problems that might come up during the duration of the adoption of Printed Modular Learning Distance Learning (PMDL) of the school.

Table 4 Level of Improvement in Academic Performance through Project PIMENTEL

Grade Level/ Section	No. of Respondents	1st Quarter Rating	4th Quarter Rating	Difference	Remarks
I – Tulip	34	76	85	9	Improved
II- Emerald	30	75	88	13	Improved
III-St. Mary	33	76	88	12	Improved
IV-Maya	33	75	88	13	Improved
V-Prudence	31	76	88	12	Improved
VI-Astraea	31	76	88	12	Improved
	AVERAGE	75.6	87.5	11.9	Improved

Table 4 shows the level of improvement in academic performance of 192 learners in Grades One to Grade Six from First Grading Period up to Second Grading Period.

Table 4 indicated the level of improvement in the academic performance of the school based from the First Quarter rating of 75.6% and Fourth Quarter rating of 87.5%, with the increase of 11.9% on academic performance. The increase in rating of the school as bases for the academic performance was attributed to the effect of the different programs, projects and strategies

implemented and observed this school year through the project initiated by the proponent. The finding is supported by Dorothy Chin (2019) that in preparation for the transition to a full distance format, the faculty engaged in series of preparatory activities to make the transition a smooth one. The result to the study shows that the attention that was given to preparing faculty for meeting and orientation to parents on the implementation of the program brought about positive result.

Likewise, the conduct of the different programs and projects helped enhance the academic performance of the school. The active participation and support of parents and stakeholders helped in the success of the study. They also made them realized that they have contributed to the implementation of the program.

Table 5 shows the Mean Percentage Result of Nabua Central Pilot School learners in Grade One to Grade Six.

No. of Respondents	1st Quarter Rating	4th Quarter Rating	Difference	Remarks
192	75.6	87.5	11.9	Improved

Reflection:

Not all the need of the school for improvement and development were provided by the government. Therefore, the school and community has to have an initiative to provide the insufficiency of the school. In this regard, the greatest concern of the school head, teachers, parents, learners and stakeholder were earnestly desired for initiating projects, programs and strategies to address the need of the school for improvement.

Project PIMENTEL was one of the best solutions adopted by the school to overcome the needs and problems of the school amidst pandemic and in adoption of the new modality of teaching and learning towards its goal of enhancing the Academic Performance of the school.

Conclusion:

I therefore conclude that a school head can make a difference in administering the school. They perform a special task in the achievement or failure of the school.

In the implementation of Project PIMENTEL, the role of the stakeholder was evidently shown in the conduct of the project. The full support from the PTA organization, SGC-School Governing Council, LGU-Local Government Unit, Public and Private Individual and organization, the financial work needs and material support to the school such as risograph machine, printer, ink, bond papers and services their support lessen the expenses of the school.

Based from the results of the study, reveals that the effectiveness of the programs and projects implemented throughout the duration were successfully done through close supervision, monitoring, proper instruction and distribution to facilitate smooth, effective, accurate and positive output from the respondents.

Having an increase of 11.9% in the Performance Level of the respondents in all learning areas is a great success in the implementation of the study.

Recommendation:

Project **PIMENTEL**-Praise, Inspire, **M**entor, **E**ncourage, **N**urture, **T**each, **E**quip and **L**earn is a highly recommended study to schools adopting PMDL-

Printed Modular Distance Learning in the New Normal Education amidst Covid-19 Pandemic.

Close monitoring and supervision to project implementation is a necessity to achieve 100% assurance of progress and effectiveness. Schools heads serves as inspiration to teachers, parents and learners. Giving recognition to the achievements and appreciative performance make a difference in their personalities, skills, knowledge, goals and standards. Simple touch of appreciation can make a difference.

Evaluation and assessment with the strategies adopted in the different programs of the study were basis and ground for improvement.

The strategies had been proven effective to facilitate teaching and learning development among school children through the guidance of parents or para-teacher and teacher.

Good practice of implementation and encouragement to teachers, parents and learners were solicited to have a good impact of performance. Nevertheless, good rapure to stakeholders should be observed at all times in order to facilitate understanding, cooperation and support to agreed programs and projects implemented by the school.

Project PIMENTEL will be first recommended to the 16 schools of Nabua East District for adoption and to all the schools who would like to benchmark the implementation of the project.

X. ADVOCACY, UTILIZATION, and DISSEMINATION

DISSEMINATION

Conduct Orientation Meeting with the Grade Level Chairpersons. Likewise, parents' and stakeholders' meeting could be conducted as the best venue to formally disseminate the different activities under Project PIMENTEL. This was disseminated through GCs in each class for those who could not make it to attend the formal meetings called for.

UTILIZATION

Conduct of In-Service Trainings for teachers is necessary in order for them as the program implementors to gain inputs and different strategies in the successful implementation of the project. Data will be utilized in the implementation and revision if need arises. Likewise, revisions made could be used as basis for future use. This could likewise be used by future researchers as reference.

ADVOCACY

Results of this action research were shared with the school heads in Nabua East District for mentoring and reference purposes. The researcher likewise wants to express her willingness to serve as guide/mentor to other school heads in the implementation of the said research for professional growth and development.

XI. REFERENCES

The following references were used in this completed action research.

Mwihaki, I. et al (2019) Principals' Role in Promoting Teachers' Professional Development and Learners' Performance in Secondary Schools in Murang'a and Kirinyaga Counties, Kenya
International Journal of Education and Literacy Studies, v7 n4 p35-45 Oct 2019

Butler, S. (2017) The Principal's Roles in Building Capacity for Change
ProQuest LLC, Ph.D. Dissertation, Texas State University - San Marcos
2017

Maponya, T. (2020) The Instructional Leadership Role of the School Principal on Learners' Academic Achievement

African Educational Research Journal, v8 n2 p183-193 May 2020

DM-CI-2020-00162 "Suggested Strategies In Implementing Distance Learning Delivery Modalities (DLDM) For School Year 2020-2021 dated July 21, 2020.

XII. FINANCIAL REPORT

The following expenses facilitated the implementation of this completed action research.

ACTIVITY	CASH OUT	BALANCE
BASIC EDUCATION RESEARCH FUND (BERF)		Php 15, 000.00
PRE-IMPLEMENTATION PLAN		
1. Prepared action research proposal	Php 1,000.00	Php 14,000.00
2. Informed the supervisor and seek her permission to conduct the study		
3. Conducted consultative meeting with the supervisor		
4. Revised the action research proposal incorporating the suggestions of the supervisor during the consultation	Php 1,200.00	Php 12,800.00
5. Submitted action research proposal for approval	Php 1,000.00	Php 11,800.00
6. Submitted compilation of motivational activities for evaluation and approval		
7. Communicated the content of the approved proposal to stakeholders and supervisor		
IMPLEMENTATION PLAN		
1. Distributed questionnaires	Php 2,300.00	Php 9,500.00
2. Gathered data from the respondents through the use of a questionnaire	Php 2,100.00	Php 7,400.00
3. Conducted motivational activities	Php 1,000.00	Php 6,400.00
4. Conducted quarterly assessment		
5. Conducted data analysis		
6. Conducted INSET for teachers	Php 2,600.00	Php 3,800.00
POST-IMPLEMENTATION PLAN		
1. Gathered questionnaires	Php 1,000.00	Php 2,800.00
2. Gathered data from the respondents through the use of a questionnaire	Php 1,200.00	Php 1,600.00
3. Prepared and submitted action research write-up in hardbound	Php 1,600.00	
4. Communicated the research results to stakeholders		0.00
Total		Php 15,000.00

ANNEX 1: RESEARCH QUESTIONNAIRE/TOOLS/STATISTICAL COMPUTATIONS

RESEARCH INSTRUMENT / DATA GATHERING TOOL

Factors affecting the school academic performance in adopting the Modular Distance Learning

FACTOR	(5) Always	(4) Very Often	(3) Someti mes	(2) Rarely	(1) Never
A. Personal Attitude					
1. I am not interested in my studies.					
2. I feel lazy.					
3. My friends influence me not to answer in the lesson					
4. I can't concentrate on my modules.					
5. I am fond of playing.					
6. I like to do something else I really like.					
7. I am bored of the activities in the SLMs.					
B. Teacher-Related Factors					
1. I can't understand my teacher's instructions.					
2. I don't like my teacher.					
3. I can't contact her/him.					
4. She/He does not have social media like messenger.					
C. Self-Learning Modules Factors					
1. The SLMs' activities are boring.					
2. There are plenty of tasks to answer and accomplished.					
3. The SLMs are not colorful					
4. The directions are not readable and hard to understand.					
5. The SLMs are asked to return immediately.					
D. Home-Related Factors					
1. My parents ask me to do errands.					
2. My parents quarreled.					
3. My parents don't care about my studies.					
4. I'm too pre-occupied with household chores.					
5. We have no food/I did not eat.					

Level of acceptance of Project PIMENTEL

Indicators	Acceptability Levels			
	1	2	3	4
1. Praise-Magpakitang-gilas Ako!				
2. Inspire-Kaya ko 'yan!				
3. Mentor-Project Genuine Love for Training				
4. Encourage- Project Lets Show It				
5. Nurture-Matibayon Gawad Parangal				
6. Teach-Modular Online Class and Remediation				
7. Equip-Organized Group Chat				
8. Learn- Project GOP				

Legend: 1 – Very Low
 2 – Low
 3 – High
 4 – Very high

Consolidated results on Project Pimentel Questionnaire

FACTOR	6	5	4	3	2	1	6	5	4	3	2	1	6	5	4	3	2	1																	
A. Personal Attitude																																			
1	0	4	3	2	0	1	10	0	2	0	2	0	9	13	5	13	2	8	3	3	34	0	7	6	6	4	3	26	5	21	15	23	18	108	
2	0	4	3	1	0	0	8	0	3	1	2	0	3	9	11	8	4	4	2	5	34	6	7	13	8	8	7	49	14	9	9	18	20	89	
3	3	3	1	2	0	0	9	0	3	1	0	0	3	7	4	6	4	4	2	4	24	3	6	9	8	7	7	40	21	13	17	19	21	111	
4	1	2	1	3	0	0	7	0	6	1	4	0	0	11	13	12	5	3	7	4	44	6	11	13	12	4	20	66	11	0	12	12	19	64	
5	5	3	1	5	0	1	15	0	7	2	3	0	10	22	15	8	6	9	6	17	61	8	8	5	9	8	2	40	3	5	15	6	16	4	49
6	17	4	0	3	0	0	24	2	5	0	3	0	10	20	5	7	12	8	5	16	53	3	11	8	6	6	6	40	4	4	12	13	19	2	54
7	3	2	0	0	0	0	5	0	5	0	0	0	7	12	5	8	3	8	2	2	28	7	6	11	6	8	15	53	16	10	18	17	20	10	91
B. Teacher-Related Factors																																			
1	0	0	0	1	0	0	1	0	6	0	2	0	4	12	12	7	0	8	0	8	35	1	3	3	5	5	6	23	18	15	28	15	25	16	117
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	2	0	2	9	2	3	0	4	3	4	16	27	25	31	26	27	28	164
3	0	0	0	4	0	1	5	0	2	0	2	0	2	6	6	3	0	6	3	6	24	4	5	1	7	4	8	29	21	21	29	16	23	17	127
4	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2	0	0	2	0	2	0	2	5	0	9	31	29	31	23	25	34	173
C. SLMs Factors																																			
1	0	0	0	0	0	1	1	0	1	7	1	0	3	12	1	8	2	4	1	7	23	3	11	14	6	7	8	49	27	11	9	21	22	15	105
2	2	3	0	1	0	0	6	1	5	1	1	0	3	11	14	10	13	8	3	9	57	9	10	9	7	12	17	64	5	3	6	15	15	5	49
3	2	2	0	3	0	0	7	1	3	0	1	0	2	7	5	11	9	4	3	4	36	6	9	17	8	1	13	54	17	6	4	16	26	15	84
4	0	0	0	0	0	0	0	1	2	1	1	0	2	7	13	10	1	2	0	7	33	8	10	11	2	4	10	45	9	9	18	23	26	15	100
5	4	1	0	0	0	10	15	0	1	2	2	0	1	6	5	5	7	3	3	8	31	2	7	14	2	1	10	36	20	17	7	25	26	5	100
D. Home-Related Factors																																			
1	4	2	5	1	0	0	12	3	2	1	3	0	1	10	16	3	13	7	4	5	48	4	7	5	8	1	5	30	4	17	8	14	25	23	91
2	1	1	1	0	0	0	3	1	0	0	1	0	0	2	1	3	6	0	4	1	15	0	15	5	7	3	2	32	28	12	16	23	23	31	133
3	0	0	0	0	0	0	0	1	1	1	1	0	1	5	2	8	1	2	2	4	19	0	4	9	3	4	5	25	28	18	20	24	24	138	
4	7	0	4	0	0	0	11	3	1	1	5	0	1	11	13	10	4	3	5	6	41	4	11	12	9	3	10	49	4	9	9	16	22	17	77
5	0	0	0	0	0	0	0	0	0	0	2	0	3	5	0	4	0	2	1	8	0	10	12	4	2	3	31	31	17	17	24	27	27	143	