



LET'S CARVE: BRIDGING THE GAPS TO OVERCOME ACADEMIC DIFFICULTIES IN THE NEW NORMAL BETWEEN TEACHERS AND LEARNERS

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**Let's CARVE: Bridging the Gaps to Overcome Academic Difficulties in the
New Normal between Teachers and Learners**

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Abstract

Sulo National High School has embraced the implementation of Self-learning Modules (SLM) through Modular-Print distance learning since the start of the pandemic school year. For senior high school learners, this shift resulted in stress and anxiety that affected their academic performance, which was evident in their first quarter grades. Consultation and Remediation through Virtual Enhancement (CARVE) is a technology-based intervention where teachers and learners meet via online platforms and was implemented twice a week. Its goal is to provide an online platform where learners can inquire, ask for clarifications and assistance regarding their lessons, and for teachers to provide remediation. To gauge the efficiency of the intervention, a quasi-experiment design was used in the study where results from the pre-test and post-test of twenty-eight (28) Grade 11 learners and twelve (12) Grade 12 learners were sought and treated. The variance between each quarter with intervention and no intervention was analyzed. On the basis of the findings, CARVE solved the gaps by eventually bridging efficient communication between teachers and learners. As a result, in the data gathered, the +6.714 and +9.75 variance from pre-test and post-test of Grade 11 and Grade 12 average scores show that CARVE resulted in better learners' academic performance. Technology is at its peak even before COVID-19 broke. It has its advantages and disadvantages, but with the guided and meaningful integration to the teaching-learning process, this became the key to bridging the gaps between teachers and learners in implementing SLM.

Keywords: *CARVE; intervention; Self-Learning Module (SLM)*

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Context and Rationale

To produce globally competitive graduates has always been the goal of the department by fostering educational excellence. This quest challenged every teacher and its administration even before the pandemic hit the educational system. But with the demands and loopholes of the new normal, this goal was made even more difficult not only for the educators but most especially for the learners.

The struggles against the COVID-19 pandemic substantially impacted practically all factors of human society. These have led to numerous disruptions, including, but not limited to, travel restrictions, school closures, the global economic downturn, political conflicts, racism, and misinformation and controversies. The educational sector is one of the most impacted. (Tria 2020, 2-4).

In the Philippines, the government's decision to change the school calendar reflects the difficulties it encounters in addressing the pandemic's impact. This resulted in a diversion from the traditional classroom setting to the "new normal." To ensure that all learners have access to a quality foundational education for SY 2020–2021, the department has innovated by integrating Self-Learning Modules (SLMs) with alternative learning delivery modalities (modular, television-based, radio-based instruction, blended, and online).

In response, the Division of Zamboanga Sibugay initiated the use of GIYA Modules. The lesson exemplar and learning activity sheets for the Most Essential Learning Competencies (MELC) are officially called GIYA for Learners and GIYA (Guided, Integrated, Yearning, Activities) for Teachers. Inspired by the mission of this Division, GIYA is a contextualized term of the common mother tongue in Zamboanga Sibugay. It is anchored from the concept scaffolding theory of Jerome Bruner. It is a material that is guided because learning the concept is structurally and gradually designed. Moreover, it is integrated because the activities are thematically planned. They are tailored-fit for learners with different learning styles, conditions, and levels. With these, it is hoped that the model lesson plans, and activity sheets will be yearning favorable outcomes to teachers' instructional performance which will ultimately result in an increased learner's academic performance.

In the traditional classroom setting, teachers interact with learners as facilitators who coach, mediate, prompt, and help them progress, assess their understanding, and thus their learning. On the other hand, learners learn, develop, and equip themselves with the essential content and performance standards through engaging in the teaching-learning process made possible by the teacher. Face-to-face instruction allowed students to interact, collaborate, and network with students from various backgrounds. With the new normal, we are now deviating from this traditional classroom setting as we take a new fleet without the teacher's physical presence but only with the help of the printed Self-Learning Modules.

Self-Learning Modules (SLMs) are organized sets of instructions that enable students to learn at their own pace and master a body of knowledge. They are created so that students can pick and choose what they want to learn, how they want to learn it, what time they want to learn it, and where they want to learn it. Integrative, introspective, collaborative, and constructivist pedagogical methods should be used in the SLMs' content (Auditor and Mutya 2022, 569-590).

According to Gonzales (2015, 1), the utilization of the modular teaching method was more efficient than the traditional process of teaching. Likewise, the STEM students' math grades using the modular approach in the 2019-2020 academic year were highly satisfactory, proving the effectiveness of remote modular learning for math despite the

challenges of the COVID-19 pandemic (Aksan 2022, 445). Amid the COVID-19 pandemic and its tech challenges, modular distance learning is the optimal span to achieve effective educational outcomes without in-person classes.

Contrarily, the findings of the study by Dargo and Dimas (2021, 204) showed that learners' academic performance plunged once MDL was put into place. This indicates that direct interaction in traditional learning was more effective. MDL demonstrated more drawbacks than benefits, mainly due to minimal student-teacher interaction and excessive module workload.

Implementing the K-12 curriculum presents a number of issues for students, including excessive coursework and the integration of courses in real-world contexts (Ednave et al. 2018, 1). Transition from JHS to SHS is not easy for learners, especially if they are specializing in a strand under a track of their choice. Given their multiple intelligences and different learning styles, Modular learning delivery must be anchored with an intervention to ensure learners' holistic learning without sacrificing quality education.

In the last two decades, technology has significantly altered how people live and teach, and learn. The paradigm of educational technology has changed how people traditionally think about learning (Sun et al. 2008, 1183). There are various logical reasons and goals why using virtual environments is preferred to using traditional ones. Numerous studies have identified a range of benefits of online learning.

Online learning has the benefit of removing barriers, allowing students to learn at anytime and anywhere, and promoting ubiquitous learning (Ashar et al. 2020, 2). Additionally, online classrooms encourage collaborative activity (Kim and Bennekin, 2013, 793), improve motivation as it becomes a logical extension of traditional classroom instruction (Islam et al. 2018, 2-3), and ease anxiety as e-learning could advance student involvement due to the impetus afforded by online tools. Additionally, by planning and managing their education, learners develop their confidence (Coverdale-Jones 2000, 27).

Sulo National High School- Senior High Department with a total enrolment of 59 for school year 2020-2021 (Grade 11; HUMSS-28, TVL-11, and Grade 12; HUMSS-18, TVL-2) and 9 Faculty (1 School Head, 1 Focal Person, 7 teaching personnel; 3 SHS item position, 4 JHS item position) embraced the new normal through the MDL using the province-wide used GIYA Module. In the first wave of GIYA retrieval, learners and parents raised already concerns about how difficult their subjects are and how difficult for them to understand fully without actual teachers facilitating the lesson thus, thus suggesting an intervention that will address these challenges.

The findings of this study may be utilized in future planning and development in curriculum instruction whether modular or face-to-face class since ICT integration is a vital part in today's teaching-learning process in the 21st century.

Innovation, Intervention, and Strategy

Consultation and Remediation via Virtual Enhancement (CARVE) is a technology-based intervention where teachers and learners meet via technology-based platforms like Facebook Messenger and/or Google Meet twice a week; Tuesday and Wednesday-Grade 11, and Thursday and Friday-Grade 12) since Monday is the schedule for releasing of modules. The learners had two days free virtual enhancement with their subject teacher to address their concerns and queries about the lesson in the GIYA. This

intervention also served as the medium for teachers to give feedback to learners' outputs and at the same time had a thorough discussion about the lesson.

Sulo is a barangay in the Naga municipality, Zamboanga Sibugay province, with a population of 2,930 as of the 2020 Census. This accounted for 7.02% of Naga's whole population. Despite being far from a national highway, a good data connection allows for the execution of an online intervention.

The first quarter was treated as baseline (control) of the study thus no intervention was implemented but pre-test was administered. Teachers and learners applied the MDL modality. During the second quarter, CARVE intervention was implemented where Grade 11 learners met their Oral Communication in the Context teacher, Mr. Rhannie D. Corbita, and Grade 12 learners with Mrs. Charlotte M. Mejorada for Practical Research 2. At the end of the second quarter, the teachers administered the post-test. Since the intervention was experimental, only one subject per grade level was used in the implementation.

CARVE focused not only on the academic aspect but also addressed the emotional concerns of the learners. With real-time conversations with their advisers and subject teachers, learners felt at ease against the overflowing pressures around them. It reached students and embraced them in the new normal with the teachers' presence, even in the virtual room.

The following were the steps taken in realizing the intervention:

At the school head's level:

1. The school head with the SHS Focal Person convened with the Senior High Department to present and discuss the intervention.
2. The school head reached out to other stakeholders (SGC, PTA, Brgy. Officials, Alumni Association) to present this and, at the same time, ask for possible financial assistance to help underprivileged learners with their access to the internet.

At the focal person's level:

1. Convened with the SHS Faculty before every Virtual Enhancement to discuss concerns (if there are any).
2. Provided technical assistance to teachers; and
3. Facilitated the overall implementation of the intervention.

At the subject teacher's level:

1. Checked students' attendance before, during, and after the CARVE.
2. Submitted weekly report of the outcome to the Focal Person.

Action Research Questions

The ultimate objective of this study is to bridge the gap between teachers and learners of Sulo National High School- Senior High Department, School Year 2020-2021 to overcome academic difficulties in the new normal. The research focused on addressing the following specific inquiries:

1. What is the status of SHS learners in terms of:
 - a. way of living (with complete parents, with relative guardians, with non-relative guardians)
 - b. educational attainment of parent/ guardian (elementary, secondary, college)
 - c. employment status of parent/ guardian (contractual, regular, seasonal, self-employed)
 - d. 4Ps beneficiary (yes, no)

- e. Availability of learning resources at home (books, dictionary, printed materials, internet connectivity)
2. What is/are the gap/s between teachers and learners that hinder better academic performance of SHS learners in the new normal?
3. On the basis of the findings, how will CARVE help in overcoming academic difficulties of SHS learners in the new normal?

Action Research Methods

Research Design

The study was conducted using a quasi-experiment, which enables precise assessment of cause-and-effect correlations between independent and dependent variables. Without using randomization, this empirical interventional study seeks to define the causal effects of an innovation on the target population.

Participants and Other Sources of Data Information

The study involved forty (40) learners of Sulo National High School- Senior High Department SY 2020-2021 of which twenty-eight (28) are Grade 11 and twelve (12) are Grade 12. The other nineteen (19) learners were not included because they were already part of another intervention. Before the study was conducted, permission from the respondents was sought through an Informed Consent.

The remarks of the respondents will not be kept anonymous for the purposes of this undertaking. However, the researcher will render all efforts to maintain confidentiality, comprising the following:

1. Giving participants code names or numbers that will surface on all study records and documents.
2. Preserving notes made by the researcher, transcripts of interviews, and any other data that might be used to identify participants.

Unless legally obligated, the researcher will maintain participant confidentiality, including cases like abuse and suicide risk which are examples but not exclusive.

Sources of Data are: (1.) Profiles of learners from Learner Enrolment and Survey Form (LESF), (2.) Quarterly grades of each learner per subject area, (3.) Individual Learning Monitoring Plan (ILMP), and (4.) Weekly report of advisers from the CARVE intervention.

Research Instrument

Pre-test and Post-test questionnaires were used as research instruments to gauge the efficiency of the intervention. The variance between each quarter with intervention and no intervention was analyzed.

Instruments' validity and reliability were checked by the school's planning and research coordinator since these tests were used during the conduct of summative tests.

Data Gathering Procedure

In collecting data to complete the action research the subsequent steps were undertaken:

1. The advisers sought learners profile using the Learner Enrollment School Form (LESF) and other data using the ILMP and weekly reports from the CARVE implementation.

2. Upon approval from the school head, District Research Committee and Division Research Committee, the lead proponent gave orientation to both teachers and learners for the conduct of the study.
3. First quarter was treated as baseline (control) of the study thus no intervention was implemented but pre-test was administered. Teachers and learners applied the modular distance learning modality.
4. During the second quarter, CARVE intervention was implemented where Grade 11 and Grade 12 learners will meet their respective Oral Communication in the Context teachers and for Practical Research 2. Post-test was conducted.
5. Thereafter, the results of the pre and post-test were sought, treated, and analyzed.

Data Analysis

To gauge the efficiency of the intervention, a quasi-experiment design through simple arithmetic mean was used in the study where results from the pre-test and post-test of twenty-eight (28) Grade 11 learners and twelve (12) Grade 12 learners were sought and treated.

The variance between each quarter with intervention and no intervention was analyzed. A positive result means that the intervention was successful. The bigger the positive variance, the more efficient the intervention was.

Results and Discussion

Learners' Demographic Profile. Table 1 - 5 illustrate the demographic profile of the respondents. By learning more about a learner's demographics, such as their way of living, educational attainment of parents, employment position of parents, etc., we can identify factors that lead to academic difficulties.

Table 1 shows that 32 out of 40 learners live with parents who can provide instructional support to the learners. Most of the respondents have a strong support system during the pandemic school year that may help them cope with mental and emotional challenges.

Table 1: Status of SHS Learners in Terms of Way of Living

	Living with Parents	Living with Relative Guardian	Living with Non-relative Guardian
Grade 11	22	5	1
Grade 12	10	1	1
Total	32 (80%)	6 (15%)	2 (5%)

Though the first table reflected the high number of learners with parents who can provide instructional support. Unfortunately, the table below shows that only 25% of them are vocational/ college graduates. Forty-five percent (45%) are high school graduates, and 30% are elementary graduates. This data indicates that relying solely on learners' support system at home would not be sufficient. Thus, teachers' presence is needed.

Table 2: Status of SHS Learners in Terms of Educational Attainment of Parent/Guardian

	Elementary Graduate	High School Graduate	Vocational/ College Graduate
Grade 11	9	10	9
Grade 12	3	8	1
Total	12 (30%)	18 (45%)	10 (25%)

Furthermore, the data below shows that only 30% of parents/ guardians have regular employment status. With the pandemic that we are facing, the economic status of each family affects the learners holistically. This data must be taken into consideration so that the school may employ interventions inclusive of all learners.

Table 3: Status of SHS Learners in Terms of Employment Status of Parent/Guardian

	Contractual	Regular	Seasonal	Self-employed
Grade 11	9	9	5	5
Grade 12	5	3	2	2
Total	14 (35%)	12 (30%)	7 (17.5%)	7 (17.5%)

Fortunately, though the number of parents with regular employment status is low, the data in the next table shows that more than half of them are 4Ps beneficiaries which can be a big help to overcome financial problems that may affect their distance learning.

Table 4: Status of SHS Learners in Terms of 4Ps Beneficiaries

	Number of Beneficiaries	Number of Non - Beneficiaries
Grade 11	18	10
Grade 12	9	3
Total	27 (67.5%)	13 (32.5%)

In terms of availability of learning resources, the learners need more availability of printed materials (5%), books (7.5%), and dictionaries (25%). On the other hand, eighty-seven and five-tenths in percentage (87.5%) have internet connectivity, mostly through mobile data. With this, ICT integration must be maximized in interventions/ programs to cope with the demand.

Table 5: Status of SHS Learners in Terms of Availability of Learning Resources

	Books	Dictionary	Other Printed Materials	Internet Connectivity
Grade 11	2	7	1	25
Grade 12	1	3	1	10
Total	3 (7.5%)	10 (25%)	2 (5%)	35 (87.5%)

Families typically engaged children in education, yet social disparities led to varied participation. Limited opportunities in low-income areas may stem from resource limitations. Education persists in tough economic conditions, affecting children's academic performance. A positive home learning environment aids a child's progress. (Comerford 2015, 1).

Gaps in the New Normal. In the data gathered in the ILMP and weekly report of CARVE, the gaps between teachers and learners in the altered normal that hinder the better academic performance of SHS learners during the pandemic school year are:

1. Two-way communication,
2. Comprehensive and timely feedback, and
3. In-depth guidance counseling.

Teachers must lead in addressing educational disparities. Current and former educators must collaborate, providing tasks matching learners' development for intervention success. "Developmentally appropriate" means considering age and individual needs, emphasizing tailoring the program to the learner (Torres 2021, 77).

CARVE in Overcoming Academic Difficulties. First quarter pre-test results show very poor performance of learners while second quarter post-test results exhibit enormous progress by learners. With CARVE, gaps were addressed by eventually bridging efficient communication between the facilitator of learning and its beneficiaries, the teacher, and his learners. It also provided timely feedback to every learner's progress and guided them to cope with academic difficulties, stress, and anxieties in the altered normal.

In the data gathered, the +6.714 (Table 2) and +9.75 (Table 3) variance from pre-test and post-test of Grade 11 and Grade 12 average scores, respectively, show that CARVE resulted to better educational attainment of the learners.

Table 6: Grade 11 Pre-test and Post-test Result (25-item Test)

Learner	Pre-test Score (No CARVE)	Post-test (With CARVE)	Variance
1	9	13	4
2	8	14	6
3	13	19	6
4	1	10	9
5	5	15	10
6	7	13	6
7	5	15	10

8	5	14	9
9	11	20	9
10	9	18	9
11	15	23	8
12	12	20	8
13	8	16	8
14	10	19	9
15	10	21	11
16	9	16	7
17	6	13	7
18	9	17	8
19	11	14	3
20	13	15	2
21	11	19	8
22	9	13	4
23	8	15	7
24	13	17	4
25	11	16	5
26	9	11	2
27	10	15	5
28	9	13	4
Average	9.14285714	15.8571429	6.71428571

Table 7: Grade 12 Pre-test and Post-test Result (30-item Test)

Learner	Pre-test (No CARVE)	Post-test (With CARVE)	Variance
A	10	23	13
B	11	20	9
C	13	26	13
D	9	18	9
E	9	17	8
F	4	15	11
G	10	18	8
H	8	16	8
I	14	22	8
J	10	20	10
K	8	17	9
L	10	21	11
Average	9.666667	19.41667	9.75

CARVE has demonstrated a range of positive effects during the distance learning modality, particularly in the context of remote education. This leverage digital tools and platforms to facilitate learning and engagement, and they have the potential to transform the way education is delivered. This affected the educational process and the

learners' experiences. The following are some of the key theoretical implications brought by the intervention:

1. Pedagogical Shifts: Educators adapt to active, collaborative online learning.
2. Cognitive Load: Thoughtful tech integration reduces complexity and cognitive load.
3. Socio-Emotional Support: Strategies like forums address isolation and emotional needs.
4. Self-Regulated Learning: Virtual learning fosters responsibility and life skills.
5. Flexible Paths: Personalized learning with adaptable, tech-driven progress.
6. Digital Literacy: Essential skills for online navigation and critical thinking.
7. Inclusivity: Catering to diverse learning styles and abilities.
8. Social Interaction: Encouraging engagement through virtual collaboration.
9. Assessment: Creative assessments, timely feedback for growth.
10. Ethics: Ensuring data security, privacy, and ethical tech use.

However, it's important to note that virtual learning interventions also come with challenges, such as the potential for reduced social interaction, issues with digital equity, and the need for self-motivation and discipline. A balanced approach that combines the benefits of virtual learning with the strengths of traditional in-person education is crucial for a well-rounded educational experience.

Amid transformation, various learning challenges emerge, teachers' and students' limited tech proficiency, unequal access to resources, and internet disparities. A bright spot from the pandemic is educators' and students' evident growth, driven by adapting to available technology for learning. Parents are more engaged in supporting home learning, financially and emotionally. This transformation also sets the stage for virtual technology integration in the new normal era (Hatip 2020, 1).

CARVE was only experimented to one subject area per grade level in the Senior High School of Sulo National High School. Nonetheless, the researcher believes that the result of this study may be used in future planning and development in curriculum instruction whether modular or face-to-face class since ICT integration is a vital part in today's teaching-learning process in the 21st century.

Conclusion and Recommendations

The intervention CARVE successfully bridged the gap between teachers and learners of Sulo National High School-Senior High department during the implementation of SLM in the new normal, as shown by the results from the quasi-experimental study. Through the online tool, two-way communication, comprehensive and timely feedback, and in-depth guidance counseling were made possible. These resulted in the better academic performance of the forty participants.

Technology is at its peak even before the COVID-19 broke. It has its advantages and disadvantages in the learning process of students but its integration in the educational instruction became the key medium to aid the gaps. With technology, learners can virtually communicate, ask queries and clarifications, and seek assistance from the teachers. On the other hand, teachers can give input, give timely feedback, and facilitate remediation.

This intervention influenced both the instructional process and the learners' experiences. These effects have implications in a variety of fields, including pedagogy,

psychology, technology, and social dynamics. Some of the most important theoretical implications are as follows: 1. Pedagogical Shifts, 2. Cognitive Load and Technology Integration, 3. Socio-Emotional Support, 4. Self-Regulated Learning, 5. Flexible Learning Paths, 6. Digital Literacy and Critical Thinking, 7. Inclusivity and Accessibility, 8. Social Interaction and Collaboration, 9. Assessment and Feedback, and 10. Ethical and Privacy Considerations.

The shift to distance learning modality prompts educators to rethink pedagogical strategies, leverage technology for effective learning, address socio-emotional needs, and promote skills relevant to the digital age. Balancing these implications can result in a more dynamic, inclusive, and adaptive learning experience. The efforts from stakeholders made possible the continuing conduct of classes. This pandemic school year may be very difficult and tiresome especially for learners but with the actions made by the department, whatever interventions they are implementing, learners felt that they are not alone in this battle and together we shall conquer COVID-19.

Truthfully, adapting to the altered circumstances presents a learning challenge for everyone in the department. Everyone is adjusting and adapting to the shift of the educational system. Teachers and learners are both in difficulty in realizing quality education for all. But education must continue for learning should not be stopped. As the world adapts, learners and teachers adapt as well to be able to conquer challenges brought by the pandemic.

Based on the study conducted, the following are the recommendations to sustain the achievement of students in academics:

1. The school must intensify the ICT integration, even with the use of modular-print distance learning or face to face classes. Since eighty-seven and five tenths (87.5%) have internet connectivity this must be maximized through providing interventions and/or programs like CARVE that aim to help learners overcome academic difficulties.

2. External Stakeholders are the main support system for whatever intervention/programs the internal stakeholders will implement. Thus, their support in any way, before, during and after the implementation of the program is essential.

3. For teachers, who are the prime movers, they must equip themselves with 21st century skills so that they shall meet the demands of the new normal. Also, strengthening feedback mechanism and passionate guidance counseling must be observed.

4. For learners, it is recommended that they must adapt with the changes and learn how to overcome challenges brought by the pandemic. Time management and self-discipline regarding the use of technology are top priorities.

Implementing these recommendations will require collaboration between educational institutions, government bodies, technology providers, and various stakeholders to create a sustainable and effective technology-enabled distance learning ecosystem. Regular monitoring and adjustment of policies will be crucial to address emerging challenges and opportunities.

Action Plan

Activity	Objectives	Strategies	Persons Responsible	Timeline	Resources	Success Indicators
Information Dissemination	To inform and disseminate the result of the action research (AR) to the administrators, teachers, for the adoption of the CARVE across all levels	Inform the administrators and teachers the results of the action research during the Learning Action Cell (LAC) session and during In-Service Training (INSET).	Researcher Administrators Teachers	August 2022 onward	Completed AR Research Output PowerPoint	Informed and disseminated the result of the action research
Mentoring	To assist the teachers in the use of technology-based platforms for CARVE	Conduct a seminar-workshop during the LAC session.	Researcher Administrators Teachers	August 2022 onward	Guidelines in the conduct of CARVE PowerPoint	Utilization of technology-based platforms for CARVE
Instructional Monitoring	To monitor the implementation of CARVE among the teachers in the delivery of the instruction.	Classes Observation Instructional Monitoring	Administrators Teachers	September 2022 onward	Teacher-Made Learning Materials PPT	Improved learning performance of the students
Evaluation	To evaluate the outcome of the CARVE intervention at the school broad level	Gather the needed data for the evaluation	Researcher Administrators Teachers Students Parents	July 2023	Evaluation Sheet Student's Scores	Sustainability Plan and Re-adoption of the Materials

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Financial Report

A. Budget

Activities	Person Involved	Materials	Cost
CARVE Implementation	SHS Subject Teachers and Learners	Load for Internet Connectivity	2000.00
Analysis and Treatment of Data	Action Research Proponent	Bond paper, ink	300.00
Reproduction and Submission of Completed Action Research	Action Research Proponent	Bond paper, ink, folders, and fare	500.00
Total			2800.00

B. Expenses

Materials	Cost	Quantity	Total	Persons Involved
Load for Internet Connectivity	299.00 x 2 (2 WIFI Modem)	4 (months of duration)	2392.00	SHS Teachers (Represented by advisers) Mr. Rhannie D. Corbita Mrs. Charlotte C. Mejorada
Bondpapers, ink, folders	500.00	-	500.00	Stephanie Rose B. Magcanta, proponent
Total			2892.00	

Appendix A

Assent/ Informed Consent

Title of the Study

Let's CARVE: Bridging the Gaps to Overcome Academic Difficulties in the New Normal between Teachers and Learners of Sulo National High School- Senior High Department

Purpose of the Study

The aim of this study is to ascertain the efficacy of CARVE intervention in bridging the gaps between teachers and learners of Sulo National High School to overcome academic difficulties which was resulted by the used of Self-learning Module in the new normal.

Consent

I, the undersigned, confirm that (please tick the box as appropriate):

1.	I have read and understood the information about the research, as provided in the Information Sheet dated _____.	<input type="checkbox"/>
2.	I have been allowed to ask questions about the research and the participation of my son/daughter.	<input type="checkbox"/>
3.	I voluntarily agree to allow my son/daughter to participate in the research.	<input type="checkbox"/>
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalized for withdrawing, nor will I be questioned on why I have withdrawn.	<input type="checkbox"/>
5.	The procedures regarding confidentiality have been clearly explained (e.g., use of names, pseudonyms, anonymization of data, etc.) to me.	<input type="checkbox"/>
6.	If applicable, separate consent terms for interviews, audio, video, or other data collection forms have been explained and provided to me.	<input type="checkbox"/>
7.	The use of the data in research, publications, sharing, and archiving has been explained to me.	<input type="checkbox"/>
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
9.	Select only one of the following:	
	<ul style="list-style-type: none"> ● I would like my son/daughter's name used and understand what I have said or written as part of this study will be used in reports, publications, and other research outputs so that anything I have contributed to this project can be recognized. ● I do not want my son/daughter's name used in this project. 	<input type="checkbox"/> <input type="checkbox"/>
10.	Along with the Researcher, I agree to sign and date this informed consent form.	<input type="checkbox"/>

Participant:

 Name of Parent/Guardian
 (Name of Respondent if in legal age)

 Signature

 Date

Researcher:

Appendix B

Research Instruments

Oral Communication in GRADE 11/ Core Subject First Quarter Pre/Post Test FIRST SEMESTER

Name:

Score:

DIRECTIONS: Read and analyze the following questions. Encircle the letter of the correct answer.

1. Which of the skills is needed to develop to be able to understand the information being transmitted by the speaker orally?
 - A. Listening
 - B. Reading
 - C. Speaking
 - D. Writing
 2. Who defined communication as the transmission of information, ideas, emotions, and skills using symbols, words, pictures, figures, and graphs?
 - A. Berelson and Steiner
 - B. Martinez
 - C. Rogers
 - D. Schramm
 3. Who claimed that communication is a “tool that makes societies possible and distinguishes humans from other societies”?
 - A. Berelson and Steiner
 - B. Martinez
 - C. Rogers
 - D. Schramm
 4. All are characteristics of verbal communication EXCEPT:
 - A. Debates, soliloquy and singing competitions.
 - B. Emails, telephone conversation, and writing letters.
 - C. Gestures like okay sign, ILY sign and clenched fist
 - D. There is a speaker and receiver exchanging verbal messages.
 5. Maria has a habit of ignoring messages of her classmates. Which of the following elements is usually missing from interactions with Maria?
 - A. Channel
 - B. Context
 - C. Feedback
 - D. Participation
 6. Which of the following communication situations may not be represented by the transactional model of communication?
 - A. newscaster delivering news.
 - B. student talking to a teacher
 - C. Two friends telling jokes.
 - D. Two people debating
 7. Melinda is running a website for her literary works. Her site has a comment or suggestion box for the visitors to write on. What communication model is Melinda using?
 - A. helical communication model
 - B. interactive communication model
 - C. linear communication model
 - D. transactional communication model
 8. Which of the following is true about the transactional model?
 - A. One participant is considered a sender, the other a receiver.
 - B. The participants can talk at the same time.
 - C. The transmission and interpretation of the message is the same as the interactive model.
 - D. There is no need for a medium to transmit a message.
 9. Among the elements of the communication process, which makes the communicative process interactive?
 - A. Channel/medium
 - B. feedback
 - C. Message
 - D. participants
 10. What model is a two-way communication process and not a simultaneous one?
 - A. helical communication model
 - B. interactive communication model
 - C. linear communication model
 - D. Transactional communication model
- “I want to touch the baby skin.”

11. Which of the following can be a barrier to communication?
 - A. A student is talking while the teacher is talking.
 - B. A sender is using slang.
 - C. A hot room
 - D. All of the above are barriers to communication.
12. If someone has trouble speaking, for example had a stroke, what should you do?
 - A. Guess what they are trying to say.
 - B. Give them paper so they can write it down.
 - C. Allow them time to answer.
 - D. Use other forms of communication
13. If you are speaking with someone who has a hearing impairment, what should you do?
 - A. Make sure you face them when you are talking.
 - B. You should not be speaking to them; this is respectful as they cannot hear you.
 - C. You should learn sign language to communicate with them.
 - D. Just mouth the words as it is easier for them to read your lips.
14. Why should there be rules in communication?
 - A. There are no rules about how to communicate.
 - B. Your workplace is just making sure it has full control over you.
 - C. It is to make sure everyone understands each other.
 - D. Some people are not very good at communicating.
15. For anyone that has trouble with communication, you need to ensure what?
 - A. You have extra time for their care.
 - C. You only use simple words.
 - B. You speak slowly and clearly.
 - D. You have an interpreter.
16. A plane flying overhead and interfering with your conversation is an example of noise.
 - A. External
 - B. Physiological
 - C. Psychological
 - D. All of these are correct.
17. The instructor dislikes the music group pictured on your shirt. Her attitude toward the group and its impact on her attitude toward you is an example of noise.
 - A. External
 - B. Physiological
 - C. Psychological
 - D. All of these are correct.
18. You have auditory processing difficulty and cannot always understand directions when they are spoken too quickly. You experience noise.
 - A. External
 - B. Physiological
 - C. Psychological
 - D. All of these are correct.
19. A communication barred by geographic distance between the sender and receiver is an example of.
 - A. Physical barrier
 - B. Physiological barrier
 - C. Psychological barrier
 - D. All of these are correct.
20. If someone is stressed, they may be preoccupied by personal concerns and not as receptive to the message, is an example of
 - A. Physical barrier
 - B. Physiological barrier
 - C. Psychological barrier
 - D. All of these are correct.
21. Which of the following is an example of direct verbal cue?
 - A. Mother told Maya, "Wash the dishes after doing your assignment."
 - B. To make sure she was heard over the loud music; Kelly spoke more loudly.
 - C. Lina asked Shakira if she's done with her exam. Shakira responded by shaking her head from left to right while staring at her paper.
 - D. Mr. Solon, the principal, maintained eye contact with the teachers during the meeting to show his rapport with them. Passage/Dialogue
22. Which of the following cues applies to the example given?

- A. Direct Verbal Cue C. Complementing using illustrators.
- B. Indirect Verbal Cue D. Contradicting words Mixed Message

23-25 Directions: Read and carefully understand the following items. Write the letter of the correct answer in the space provided before each question number.

For items 23, 24 and 25, the choices are the following:

- A. Complementing and accepting words using illustrators.
- B. Contradicting words using mixed messages.
- C. Defining the social and emotional aspects of many interactions and relationships using accent.
- D. Regulating verbal interactions using regulators
- E. Substituting for and repeating words using emblems

23. After speaking to all his children after dinner, Mr. Senna said while raising and lowering his speech intonation, "I hope all instructions are understood."

24. John saw James sitting alone in the farthest corner of the classroom. He approached James and tapped his back, saying, "If something is bothering you, bro, feel free to share." James responded with a 'thumbs up' to show his approval.

25. Suzie rolled her eyes at Ernest's story for she knew he was lying.

Grade 12 Ezekiel & Matthew Written Test (Pre-Post Test)

Applied Subject: Practical Research 2
Teacher: Mrs. Charlotte C. Mejorada

Name:

Score:

Directions: Read and analyze the statements below. Encircle the letter of the correct answer.

1. Which of the following is NOT an essential characteristic of a researchable question?
 - A. The question is answerable by some sort of data that can be collected.
 - B. Answering the question provides a positive outcome to society.
 - C. The question is comprehensive.
 - D. The question is interesting.
2. Which of the following questions is most suitable for quantitative research?
 - A. Will the colors of the wall affect children's preference and engagement during play time?
 - B. Is there a relationship between soil components and shape of seeds?
 - C. Do online materials enhance the performance of students?
 - D. What are the features of herbal plants in the province?
3. If you are going to look for a topic idea for your research study, what is the most reliable source you are going to consider?
 - A. Review of literature
 - B. Folklores
 - C. Wikipedia
 - D. Blogs
4. Which of the following best describes the development process for a research question?
 - A. to focus your literature review, the research topic must be refined first before doing preliminary research.
 - B. Preliminary research helps trim down a broad topic to a more manageable question.
 - C. As specific question can be broadened to make study more significant.
 - D. A broad topic is trimmed down to make it more interesting.
5. What refers to an issue that has not been fully addressed by previous studies?
 - A. Research problem
 - C. Research question
 - B. Research topic
 - D. Research gap
6. Which of the following statements is a characteristic of a good research title?
 - A. It is a short but accurate description of the content of the study.
 - B. It uses abbreviations to shorten the number of characters.
 - C. All beginning letters of each word are capitalized.
 - D. It indicates all variables in the study.
7. Which of the following is the most common form of the research title?
 - A. Interrogative
 - B. Phrase
 - C. Question form
 - D. Declarative
8. What part of research expresses the context of the problem that will support the validity and rationale of the study?
 - A. Research title
 - C. Background of the study
 - B. Research topic
 - D. Research problem
9. Which of the following characteristics describes a good research question?
 - A. Feasible, clear, significant, and hypothetical
 - C. Clear, significant, and ethical
 - B. Feasible, clear, significant, and ethical
 - D. Feasible, clear, and ethical

10. Which if the following statements is NOT true about the background of research?
- It elaborates on the findings or information from the literature cited.
 - It explains how the research question was derived.
 - It justifies the need to conduct the study.
 - It establishes the research gap.
11. What part of the research study states rationale of the problem and basic literature background?
- Statement of the Problem
 - Significance of the Study
 - Background of the Study
 - Scope and Delimitation
12. Quantitative research problem deals more with
- description and general explanation of phenomena
 - description and explanation of situations
 - precision and specificity of the problem
 - trends and patterns of chosen group
13. "What are the various learning modalities offered in Sulo National High School for SY 2021-22?" is an example of research question of what type of quantitative research?
- Quasi-experimental research
 - Descriptive Research
 - Correlational Research
 - Ex post facto
14. "What is the relationship between time spent in texting and spelling ability?" is an example of research question of what type of quantitative research?
- Quasi-experimental research
 - Descriptive Research
 - Correlational Research
 - Ex post facto
15. "Is there a difference in the scores of group A from group B after the special tutorial program?" is an example of research question of what type of quantitative research?
- Quasi-experimental research
 - Descriptive Research
 - Correlational Research
 - Ex post facto
16. Which among the following is a guideline/characteristic of a good definition of terms?
- The term should be in parenthesis.
 - The entire meaning is underlined.
 - It is direct to the point.
 - It is not indented.
17. A hypothesis which shows no relation between variables is:
- alternative hypothesis
 - logical hypothesis
 - complex hypothesis
 - null hypothesis
18. It refers to the actual ideas, beliefs, and tentative theories that specifically support the study.
- methodological framework
 - chronological framework
 - conceptual framework
 - theoretical framework
19. One of the two types of defining the terms in research wherein you need to define according to how the term is being used in the study is:
- methodological
 - theoretical
 - operational
 - conceptual
20. Mediating variable is also called as:
- independent variable
 - intervening variable
 - moderating variable
 - dependent variable
21. The conceptual framework to be used in a research study wherein there is an intervention being made by the researcher is:
- IV-DV
 - IPO
 - ODV
 - PPE
22. The word is defined according to its meaning from the dictionary.
- operational
 - conceptual
 - historical
 - technical
23. It is a research variable that is considered as the presumed effect of the study.

- A. independent variable C. dependent variable
 B. moderating variable D. control variable
24. This is a part of literature review which summarizes and synthesizes the different ideas from the different sources.
 A. recommendation B. main body C. introduction D. conclusion
25. It is a reference done within the text/paragraph in the paper.
 A. list of references B. in-text citation C. bibliography D. source
26. "There is no difference in height between boys and girls who are taking vitamins every day," is an example of:
 A. non-directional hypothesis C. simple hypothesis
 B. empirical hypothesis
27. A literature review which introduces several theories or concepts that focus on a specific topic.
 A. methodological review C. theoretical review
 B. integrative review D. context review
28. It expresses the connection between two or more independent variables and two or more dependent variables.
 A. alternative hypothesis C. complex hypothesis
 B. logical hypothesis D. null hypothesis
29. It refers to the assumption about the relationship of variables.
 A. guide questions B. hypothesis C. framework D. literature
30. The chosen edited summaries by journalist for the general readers are called:
 A. scholarly journal B. periodicals C. dissertation D. books