
Effectiveness of Progressive-Part Strategy to the Test Performance of Grade 7 Learners in Mapeh: Basis for Instructional Supervisory Plan

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ABSTRACT

This study aimed to Determine effectiveness of Progressive-part Strategy to the Test performance of the Grade 7 learners in MAPEH. The findings of the study served as a basis of a proposed Instructional Supervision plan. The method used to gather relevant data was Quasi Experimental Research Design for Grade 7 learners to complete in the 2nd grading period performances based on their test scores before and after of the Progressive-part Strategy has been introduced and delivered in the classroom during the teaching and learning process that were took for 4 weeks or 1 month in the implementation of the chosen intervention. The output of this study is to provide instructional supervisory plan to help the teachers to create a more effective teaching practices that would help the learners to improve their test performances as one of the main objectives in this study. Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 7 in MAPEH focusing on 4 major parts of the subject. This results was based from the things that they have learned before the integration was made by the teachers to the learners as well as the leaning gained that they have surpassed after the integration was being integrated during the delivery of the lessons particularly to the learning competencies which covers to the entire 4 weeks from the implementation of the intervention to the lessons being delivered. In this table also, the results on how the hypothesis will be accepted or rejected based on the actual findings of the study whether the intervention is effective or not which somehow witnessed through the improvement or not on their test performance in general.

Based on the results in table 3, there was a strong evidence for the efficacy of the interventions used during the testing periods that was lasted for 4 weeks or 1 month of the implementation. The results shows the Test of Difference Between the Scores in the Pre-test and Post-test of Grade 7 Learners in MAPEH. As a result of the computed t-test value exceeding the critical t-value of the null hypothesis (H_0) is rejected and statistical significance is indicated. The fact that there was a statistically significant difference between the pre- and post-test scores confirms that the interventions significantly improved the students' MAPEH performance. This statistical significance is a strong indication that the interventions that were put in place between the two testing phases are what caused the observed improvements in scores, rather than just being the result of chance. The fact that the null hypothesis was rejected highlights how significantly the interventions improved the students' comprehension and mastery of MAPEH.

The significant improvement in the learners' scores is further supported by the pre-test mean and the post-test mean of The computed t-value is consistent with the positive difference between these means, suggesting that the interventions have resulted in a statistically significant and noteworthy improvement in academic performance. The fact that this improvement is both numerically and statistically evident lends credence to the interventions' efficacy. The rejection of the null hypothesis suggests that the implemented interventions have effectively tackled the noted difficulties, resulting

in a statistically significant improvement in the students' comprehension of MAPEH concepts. This result suggests that the strategies used—whether they include curriculum modifications, different teaching approaches, or extra support systems—have all helped to improve the academic performance of Grade 7 students in MAPEH. In order to continuously improve student outcomes, it also emphasizes the significance of focused interventions and continuous assessment in the educational process. The null hypothesis (H_0) is rejected due to the computed t-value exceeding the critical t-value of, indicating statistical significance. This rejection highlights the transformative effect of these interventions on the learners' academic performance by indicating that the observed difference between pre-test and post-test scores is not the result of random chance but rather is a result of the interventions implemented. This research shows that specific strategies can effectively promote positive educational outcomes, which has practical implications.

The results in table 3 implied that rejecting the null hypothesis connotes effective integration of the intervention in the delivery of the lessons in MAPEH. It means that the problems found in MAPEH have been effectively addressed by the interventions that have been put into place, be they new teaching techniques, curriculum modifications, or extra support systems. The fact that H_0 was rejected validates the deliberate efforts to improve the comprehension and competency of the learners. This finding highlights the value of evidence-based interventions in education and motivates teachers to use and modify tactics that have been shown to be statistically effective. This outcome emphasizes the value of evidence-based practices in education and validates the effectiveness of the interventions that were put into place.

Keywords — Effectiveness Progressive-part Performance Grade 7 Learners MAPEH

I. INTRODUCTION

The most important in effective of progressive part as a teacher to the learners is the communication skills, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning. It is the best impact of our teaching behavior, learner development, guide their decision-making and interactions with the learners.

The researcher at the same time a teacher in MAPEH subject, she will use different strategy to test their performance of her learners weak and strength in her subject. As a MAPEH teacher let us be a model or catalyst to our students on how to disagree with somebody that has a different opinion in a constructive rather than a hurtful way because MAPEH is not an easy subject imagine that this is equivalent into four subject and it is compose of four components such as MUSIC, ARTS, PHYSICAL EDUCATION and HEALTH.

The Researcher have been handling MAPEH subject for more than 6 years of service in the Department of Education and it is undeniably one of the most struggling parts. That is why teaching MAPEH has become more challenging for her. Sometimes She wonders: Do I really know how to teach the subject? From that question came in my mind was really hits me a lot, so I studied well and give my very best to teach my learners.

That is why there should be something to be done to make students improve their performance in the subject MAPEH. One of the most effective strategies to test their performance is to use the previous feedback as the assessment tool. Once I've already known what didn't work last time of my learners, it will help me form a new assessment material to gauge the progress of learners. This study to be conducted would be a great help for me.

In grade 7 learners the biggest problem in MAPEH was lack of resources and infrastructure especially in our P.E components because we need a equipment if we have a practical sports so it affects the quality of education that the

learners receive. Without proper facilities, learners may not be able to attend classes, or they did not execute the sport making them difficult to learn. It helps students to easily discover and learn things about what they can get if they will enhance their potentials in MAPEH activities.

The researcher being a teacher for quit so long now, believes that the conduct of the study could greatly help in improving the performance of the learners and increase the path of the teacher and ensuring that all of them will develop responses both with opportunities and performance not only in their respective carrier but to personal growth and satisfaction on the different KRAS given to them.

This study evaluated the effectiveness of Progressive-part Strategy to the test performance of Grade 7 learners in Ipil National High School. The findings were the basis for the proposed Instructional Supervision Plan.

Specifically, the study sought to answer the following questions:

1. What is the performance of the Grade 7 learners in MAPEH before the integration of the Progressive-part strategy in teaching?
2. What is the performance of the Grade 7 learners in MAPEH after the integration of the Progressive-part strategy in teaching?
3. Is there a significant difference in the performances of the Grade 7 learners in MAPEH before and after the integration of the Progressive-part strategy in teaching?
4. What Instructional Supervision plan can be proposed based on the findings of the study?

Hypothesis:

HO: There is no significant difference in the performances of the Grade 7 learners in MAPEH before and after the integration of the Progressive-part strategy in teaching.

II. METHODOLOGY

Design. This study was utilized the Quasi-experimental research to assess the effectiveness of Progressive-part strategy in teaching MAPEH among Grade 7 learners in Ipil National High School, in the Schools Division Office of Ormoc City. Thy findings of the study were the bases for a proposed instructional supervisory plan. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores of the Grade 7 learners in MAPEH. In this study, the researcher was used the Periodical test questionnaire to validate their test performances. The study was conducted for one month period in which there were at least 4 learning competencies which were divided per week. The participants for this study were the Grade 7 learners handled by the researcher. The main local of the study is Ipil National High School in the Schools Division of Ormoc City. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 7 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation Progressive-part strategy to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 7 learners before the implementation of the Progressive-part strategy, The Posttest scores performance of the Grade 7 learners after the implementation of the Progressive-part strategy was also conducted as well as the significant difference of the pretest and posttest

performances before and after the implementation of the Progressive-part strategy in the delivery of the most essential learning competencies in teaching MAPEH. In the Quasi-experimental research design, the researcher prepared the different materials which Progressive-part strategy. The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling. There are 40 total number respondents who are included in the study. The respondents or the grade 3 learners were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher formulated the following procedures as guide in gathering of data:

The researcher asked permission from the District Supervisor of District II to conduct a research study in the school. The researcher prepared the Grade 7 learners to be used as respondents of the study.

The researcher distributed the Periodical Test questions to the Grade 7 learners for them to answer. After Three weeks to One month, the questionnaires will be retrieved for the data to be consolidated and subjected to statistical treatment using simple percentage, weighted mean and coefficient of contingency.

The academic performance in MAPEH of the Grade 7 learners taken based on their academic performance.

The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Schools Division of Ormoc City being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher in MAPEH and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. The study was bases for a proposed instructional supervisory plan.

Ethical Issues. The right to conduct the study was strictly adhere through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study were conducted. Orientation of the respondents both the learners and the teachers including the School Principal was also done. In the orientation, specially to the parents and or guardian, the process of the study was discussed in order for them to know how and why the study will be done and to reiterate that this study is purely focus on the improvement of the performance of the Grade 3 learners. The need for other data that was needed in the study such as the performance of the school in general based on the different performance indicators, a written permission was sought to the principal confidentiality and anonymity and will be discussed requiring them not to write names on the tools and have to writer pseudonym instead.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the literacy performance of the Grade 7 learners.

T-Test for Mean Difference- This tool was used to calculate the significant difference of the test performance of the Grade 7 learners in MAPEH.

III. RESULTS AND DISCUSSION

TABLE 1

PRE-TEST PERFORMANCE OF GRADE 7 LEARNERS IN MAPEH

Score Range	Description	PRETEST	
		Frequency	%
41-50	Excellent	0	10
31-40	Very Good	0	0
21-30	Good	16	40
11-20	Fair	22	55
1-10	Poor	2	5
Total		40	100
Weighted Mean		19.88	Fair

Table 1 presents the pre-test performance of Grade 7 Learners in MAPEH Subject which composed of Music, Arts, PE and Health. The results of the study particularly on the pretest performance of the Grade 7 learners were being focused on the different learning competencies which deliberates their learning performances in the aforementioned subject and focused on the different learning competencies that were covered the learning competencies before the integration of the identified teaching intervention which is the progressive part strategy.

Based from the table in table 1, the Grade 7 students' pre-test results in MAPEH which focuses on the Music, Arts, PE and Health have classifying their results into various ranges and distributing the results as a percentage. One noteworthy finding is the lack of students in the Excellent and Very Good categories, suggesting that no student achieved a score in the higher ranges. This suggests that there may be a gap in the MAPEH curriculum's mastery of the material, which calls for a closer look at the particular subject areas where students might be having difficulties. Based from the results shown in Table 1, majority of students or it has an equivalent percentage of 55 percent of the learners who took the exam are belong into the into the Fair category. Their scores, which range from 11 to 20, indicate that a sizable percentage of the students are having difficulty with specific areas of the MAPEH curriculum. The frequency of Fair scores highlights the necessity of focused interventions and instructional techniques to address particular issues in the subject. It also suggests that a sizable percentage of students might gain from extra assistance in order to improve their comprehension and interaction with MAPEH material.

On the other hand, there are 40% of the students are in the Good category, there is still a concern regarding the

lack of students in the higher categories. It is essential to look more closely at the particular areas in the Good category where students succeed and where they might need to improve. It is imperative to ascertain the group's strengths and weaknesses in order to customize pedagogical approaches that consolidate pre-existing competencies, tackle problem areas, and ultimately strive for increased achievement.

Moreover, the fact that only 5% of students fall into the Poor category suggests that most students have at least a rudimentary understanding of MAPEH concepts. To stop more learning gaps and offer focused support, it is necessary to identify the causes of this small group's poor performance. It might take remedial techniques and individualized attention to get these students up to the required proficiency level. The pre-test's total frequency of 40 students offers insight into the Grade 7 cohort's overall performance. This mean emphasizes the necessity of group efforts to improve the class as a whole, with a particular emphasis on helping those in the Poor category and bringing those in the Fair category up to the Good level. It emphasizes how crucial a comprehensive strategy is to improving MAPEH's overall performance. The lack of students in the higher categories emphasizes the necessity of focused interventions and instructional techniques to deal with particular problems in the subject. Teachers can use these insightful findings to modify their methods of instruction, strengthen any areas where they need to, and collaborate with one another to raise the general performance of Grade 7 students in MAPEH.

The results in table 1 implied that since there were possible gap in reaching the highest levels of subject mastery is indicated by the lack of students in the Excellent and Very Good categories, this means that the Teachers should think about going over their lesson plans again and adding more interesting and useful techniques to improve students' understanding and MAPEH performance. They should look into the underlying causes of these problems. After that, tailored interventions that target this group's unique needs and work toward raising their proficiency levels can be created. After that, tailored interventions that target this group's unique needs and work toward raising their proficiency levels can be created and pinpointing and resolving the reasons behind this small group's subpar performance. Interventions ought to be planned to offer focused assistance, stopping the expansion of achievement disparities and guaranteeing that each student has the chance to advance.

TABLE 2

POST TEST PERFORMANCE OF GRADE 7 LEARNERS IN MAPEH

Score Range	Description	POST TEST	
		Frequency	%
41-50	Excellent	23	63
31-40	Very Good	17	37
21-30	Good	0	8
11-20	Fair	0	0
1-10	Poor	0	0
Total		40	100
Weighted Mean		42.35	Excellent

Table 2 presents the posttest performance of Grade 3 Learners in MAPEH Subject. This results was based from the learnings that they have gained from the teacher's teaching competencies after the integration of the intervention during the delivery of the different learning competencies in MAPEH. This results was purely based on how the learners grasp the idea of integrating the intervention and how the teachers deliver the lessons.

Based from the table 2 results, it was revealed and shows that there was a notable positive shift in the distribution of scores which was very evident, which displays the post-test performance of Grade 7 students in MAPEH. With 63% of students receiving scores in the 41–50 range, the Excellent category has seen a significant increase. This is the most notable change. This impressive gain indicates that the teaching strategies or interventions used between the pre- and post-tests have significantly raised the proficiency of a sizable majority of students in the subject. The development of a Very Good category, which includes 37% of students in the 31–40 score range, emphasizes the upward trend in performance even more. This expansion into higher score ranges suggests that a significant fraction of the learners has not only outperformed in the previously identified Fair category—where challenges were found—but has also excelled to varied degrees. This change illustrates how well the interventions used were working, indicating that the learners' unique learning needs were met and that a deeper comprehension of MAPEH concepts was enabled.

The post-test results showing no students in the Good, Fair, or Poor categories indicate a significant improvement for the entire cohort. A strong to excellent understanding of MAPEH concepts is demonstrated by the majority of learners, as evidenced by the complete absence of students in the lower score ranges. This change from the distribution of the pre-test, where the Fair category predominated, emphasizes how well the interventions supported a more thorough mastery of the material. There is a basis for comparison because the total frequency of 40 students in the post-test matches that of the pre-test. The post-test results' central tendency is indicated by the weighted mean of 42.35, which falls into the Excellent category. The pre-test mean of 19.88 shows a significant increase from this mean, confirming the significant improvement in overall performance. The Grade 7 cohort's overall success is highlighted by the weighted mean, which also shows a notable trend towards higher proficiency levels. Table 2 demonstrates a noteworthy improvement in the post-test results of students in Grade 7 at MAPEH. The high proportion of students in the Excellent and Very Good categories indicates that the challenges that were identified have been effectively addressed by the implemented interventions, resulting in a thorough comprehension of MAPEH concepts. The fact that students in lower categories are not present suggests that the group as a whole has improved, highlighting the revolutionary effect of focused interventions on the general proficiency of Grade 7 students in MAPEH. This encouraging change has ramifications for the ongoing improvement of instructional techniques and interventions to maintain and raise academic achievement in MAPEH and possibly other subjects. This significant change from the pre-test distribution indicates that the majority of learners have exhibited a deep and thorough understanding of MAPEH concepts as a result of the interventions and instructional strategies used between the pre-test and post-test periods.. This diversification into higher score ranges indicates that a significant portion of the cohort has performed above and beyond basic proficiency levels, in addition to overcoming the obstacles noted in the pre-test. The transition to higher categories, which reflects a wider influence on the entire learning environment, shows how well the interventions worked in giving students the skills and knowledge they needed to succeed in MAPEH. The post-test results show a complete improvement for the entire cohort when students in the Good, Fair, and Poor categories are absent. The removal of pupils from lower categories is a glaring sign that the pre-test-identified specific learning needs have been successfully addressed by the interventions. This points to a constructive shift in the dynamics of the classroom as a whole and a general improvement in the students' grasp of the MAPEH curriculum. Furthermore, The post-test results' central tendency is indicated by the weighted mean of 42.35, which falls into the Excellent category. This mean, which is much higher than the pre-test mean of 19.88, highlights the Grade 7 learners overall achievement. Not only does the weighted mean show a significant increase in proficiency across the board, but it also shows a noticeable shift in individual performance.

The results in Table 2 implied that The fact that MAPEH performance improved indicates that the interventions were successful and should be repeated in other courses or classrooms with comparable issues. The encouraging results also highlight how crucial it is to continuously monitor and assess academic progress in order to pinpoint areas that need improvement and maintain the upward trend.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 7 LEARNERS IN MAPEH

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 7 Learners in MAPEH	Pre	19.88	3.864	1.022	Reject H_0	Significant
	Post	42.35				

Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 7 in MAPEH focusing on 4 major parts of the subject. This results was based from the things that they have learned before the integration was made by the teachers to the learners as well as the leaning gained that they have surpassed after the integration was being integrated during the delivery of the lessons particularly to the learning competencies which covers to the entire 4 weeks from the implementation of the intervention to the lessons being delivered. In this table also, the results on how the hypothesis will be accepted or rejected based on the actual findings of the study whether the intervention is effective or not which somehow witnessed through the improvement or not on their test performance in general.

Based on the results in table 3, there was a strong evidence for the efficacy of the interventions used during the testing periods that was lasted for 4 weeks or 1 month of the implementation. The results shows the Test of Difference Between the Scores in the Pre-test and Post-test of Grade 7 Learners in MAPEH. As a result of the computed t-test value of 3.864 exceeding the critical t-value of 1.022, the null hypothesis (H_0) is rejected and statistical significance is indicated. The fact that there was a statistically significant difference between the pre- and post-test scores confirms that the interventions significantly improved the students' MAPEH performance. This statistical significance is a strong indication that the interventions that were put in place between the two testing phases are what caused the observed improvements in scores, rather than just being the result of chance. The fact that the null hypothesis was rejected highlights how significantly the interventions improved the students' comprehension and mastery of MAPEH.

The significant improvement in the learners' scores is further supported by the pre-test mean of 19.88 and the post-test mean of 42.35. The computed t-value is consistent with the positive difference between these means, suggesting that the interventions have resulted in a statistically significant and noteworthy improvement in academic performance. The fact that this improvement is both numerically and statistically evident lends credence to the interventions' efficacy. The rejection of the null hypothesis suggests that the implemented interventions have effectively tackled the noted difficulties, resulting in a statistically significant improvement in the students' comprehension of MAPEH concepts. This result suggests that the strategies used—whether they include curriculum modifications, different teaching approaches, or extra support systems—have all helped to improve the academic performance of Grade 7 students in MAPEH. In order to continuously improve student outcomes, it also emphasizes the significance of focused interventions and continuous assessment in the educational process. The null hypothesis (H_0) is rejected due to the computed t-value of 3.864 exceeding the critical t-value of 1.022, indicating statistical significance. This rejection highlights the transformative effect of these interventions on the learners' academic performance by indicating that the observed difference between pre-test and post-test scores is not the result of random chance but rather is a result of the interventions implemented. This research shows that specific strategies can effectively promote positive educational outcomes, which has practical implications.

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IV. CONCLUSION

Based from the results of the study on the integration of the Progressive Part Strategy in the delivery of the most essential learning competencies in MAPEH particularly is significantly effective in improving the numeracy performance of the Grade 7 learners. Moreover, it the integration of the aforementioned intervention really help the leaners to learn and comprehend better to the different problems or issues given by the teachers.

V. RECOMMENDATIONS

The researcher offered the following recommendations to improve the performance of the Grade 7 learners in MAPEH Subject.

1. The proposed instructional supervisory plan should be the basis of both teachers and school head during the teaching and learning process as well as giving of technical assistance.
2. The Education Program Supervisors of education programs should keep a close eye on classroom activities in order to evaluate how well media learning resources are being used. Give educators helpful criticism and assistance in resolving any problems they may run into. Promote the distribution of financial and technological resources to guarantee that educational institutions have access to current and pertinent media-learning resources. To prioritize educational technology investments, district-level administrators may need to work together on this.
3. The school head Foster a school culture that values and encourages the integration of media resources in MAPEH. Recognize and celebrate successful implementations, creating a positive atmosphere that motivates teachers to embrace innovative teaching methods.
4. The teachers Conduct orientation sessions or workshops for parents to help them understand the importance of media integration in MAPEH Encourage parents to support their children's learning by exploring relevant educational media resources at home and reinforcing classroom lessons.6. parents should promote parental engagement by providing workshops or information sessions on the importance of numeracy interventions. They should actively participate in their child's learning process and reinforce numeracy skills at home. The involvement of parents is crucial for reinforcing concepts introduced in the classroom and supporting test performance.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to validate the veracity of the results.

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