

Effectiveness of Synchronous Learning Approach to The Test Performance of Grade 1 Pupils in Mathematics

CRISTINA L. CERA

Teacher I

Western Leyte College

Master of Arts in Education

Major in Filipino

cristina.cera@deped.gov.ph

Abstract — Table 3 shows the test of difference between the pretest and posttest scores performances of the grade 1 pupils in Mathematics subject which were focused on the different learning competencies in the first grading period. The results in table 3 were came from the results of evaluating the learning capacity of the 30 respondents being evaluated when it comes to how far they have learned the Mathematics subject after implementing the different learning modalities that their school have offered. These results also purely manifested before and after the integration of the Synchronous learning approach in the delivery of the most essential learning competencies in the aforementioned subject which purely focused on the first grading period only. Based on the results in Table 3, it shows that the Grade 1 pupils performances in Mathematics in the pretest which is very low compared to the posttest performance of the Grade 1 learners having the result higher than the previous performance that resulted to a computed t value higher than the critical t value based on the given level of significance.

Based from the results in table 3, it can be gleaned that there was really a positive effect to the performance of the grade 1 pupils in the pretest and posttest considering also that the computed t value is higher than the critical T value which relates to the significance of the study therefore the hypothesis which states that there is no significant difference between the pretest and posttest score performances of the grade 1 pupils in Mathematics before and after the integration of the Synchronous Learning Approach is rejected. Exposing the Grade 1 pupils to the new learning strategies or method in delivering the lessons could help increase their learning skills and boost learners' self esteem thus they are eager to learn new things and discover new learning through introducing learning method to them because these type of learners wanted new things almost every moment while learning the subject specially mathematics. Thus applying the aforementioned learning technique is significantly effective and it really helped the Grade 1 learners in improving their performances or skills.

Keywords — *Effectiveness Synchronous Learning Approach Performance Grade 1 Pupils*

I. Introduction

Synchronous learning approach is a learner-lead method where the lessons is accessed and completed at the same times for everyone. Synchronous learning gives each person minimum control over how, when and where training happens. It focuses on the class instruction or experiencing teaching and learning in the same time. This pandemic time Synchronous Learning Approach becomes popular in the implementation of the limited face to face based on the DepEd order no. 34 s. 2022. At the start of this new normal way of studying especially in mathematics grade 1 most of the learners are struggling because they will have to learn first the numbers 1 to 100. And it adds more difficulty because of the mother tongue, they will have to name and count the number in Sinugbuanong Binisaya. And the parents as their facilitator really find it hard to teach their children in that language. Unfortunately, the lack of a class atmosphere can sometimes cause a disconnect between the learner, the material in mathematics grade 1 and the other people involved both teacher and other learners. That can result in a lack of motivation to log in, read the material and finish the lesson while flying solo or with parent but cannot guide because of the lack of knowledge about the lesson. Another issue to consider is the lack of instant feedback that asynchronous learning offers. In short, a learner could be completely misunderstanding the material and demonstrating that misunderstanding with incorrect discussion questions, but because the course isn't live, the teacher might not catch that misunderstanding until it's too late. In my own point of view, asynchronous learning is awesome, and necessary at this new normal, but it's not the answer for everything. Instead, it works best when blended with other methods to make sure all learners are accounted for when it comes to understanding, access and discussion in mathematics grade 1.

Looking into the test scores in mathematics of grade 1 learners during this pandemic is quite impressive because most of the time they got perfect score. But on the other hand it is clear that their parents are the one who answered the test. Although not all but most probably majority of the learners. So, the curiosity of the researcher makes some plan to investigate whether this asynchronous learning approach is really effective especially in mathematics grade 1.

Synchronous learning approach is a major part of education especially this time of pandemic where the learners are allowed to study at school already. It includes any lesson especially mathematics grade 1 in which the educator teaches at a different time than the learner attends the lesson, like many pre-recorded e-learning platforms. Synchronous learning offers face to face interaction where learners and teachers communicates with each other. The synchronous learning approach is a common solution that makes learning materials in mathematics more accessible for both teachers and learners. In certain situations, it works incredibly well to connect learners to educational content.

One of the most useful aspects of learning synchronously is the ability of the teacher and students to learned together the subject This is made possible because of the interaction between them So, if a teacher. Synchronous learning in mathematics grade 1, pupils/learners have a larger

say in their class schedules as they already adopted the traditional classrooms. This allows for greater opportunities for learners who may have other obligations.

Hence, this study was conducted to evaluate whether the Synchronous Learning Approach has a positive effect to the performance of the Grade 1 pupils in Mathematics.

This study was conducted in order to evaluate the Effectiveness of Synchronous Learning Approach to the Performance of the Grade 1 pupils in Mathematics. The findings of the study was the bases for the proposed Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test scores of the grade 1 pupils in Mathematics before the implementation of Synchronous Learning Approach in the delivery of the most essential learning competencies in the 1st grading?
2. What is the posttest scores of the grade 1 pupils in Mathematics after the implementation of Synchronous Learning Approach in the delivery of the most essential learning competencies in the 1st grading?
3. Is there a significant difference between the pretest and posttest scores before and after the implementation of Synchronous Learning Approach in the delivery of the most essential learning competencies in Teaching mathematics subject for the 1st grading?
4. What intervention plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and posttest scores before and after the implementation of the Synchronous Learning Approach in the delivery of the most essential learning competencies in Teaching mathematics subject for the 1st grading.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effect of Synchronous Learning Approach to the Performance of the Grade 1 pupils in the delivery of the most essential learning competencies in 1st grading period in mathematics subject. The main local of the study is the Catagbacan Elementary School which is located under the Villaba South District in the Division of Leyte. In the aforementioned locale, the main respondents that was chosen by the teacher-researcher was the Grade 1 pupils which was underwent series of evaluation prior to the inclusion of the intervention and after the aforesaid intervention was done. These particular examinations was carefully validated by the teacher-researcher herself which are the pretest and posttest performances. This is also the time that in between the pretest and posttest, the different synchronous approaches was undertaken in order to validate their performances before and after the implementation of the Intervention. This study is mainly focus on the results of the different

tests to gather data: The pretest performance of the Grade 1 pupils before the implementation of the Synchronous Learning Approach, The Posttest performance of the Grade 1 pupils before the implementation of the Synchronous Learning Approach, as well as the significant difference of the pretest and posttest before and after the implementation of the Synchronous Learning Approach in the delivery of the most essential learning competencies in teaching Mathematics for the First Grading Period. In the Quasi- experimental research design, the researcher prepared different digital learning materials that were focus on the least learned learning competencies as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed Intervention was taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings.

Sampling. There are 37 who are included in the study. 19 respondents of the study were Males and 18 were Females and the primary means of reach is through Facebook account of their parents if there are times that during the gathering of data, they are in their respective homes. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Mathematics subject from the Self Learning Modules that were focused on the different competencies in the 1st grading period. The test questions were used before the intervention were given to the pupils. (20 test items) After one month of the intervention, posttest was given to the grade 1 pupils with the same test questionnaire. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the different Synchronous Learning materials which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent 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. 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 and in coordination with the school head 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. Making of Proposed Intervention Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The Effectiveness of Synchronous Learning Approach to the Performance of the Grade 1 pupils in Mathematics on the area focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF GRADE 1 PUPILS IN MATH

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	3	10
9-12	Good	6	20
5-8	Fair	17	57
1-4	Poor	4	13
Total		30	100
Weighted Mean		7.63	Fair

Synchronous Learning Approach are actually a teaching method in which the Grade 1 Teacher and the Grade Pupils communicated with each other or having discussion on the different topics in mathematics through the help of their parents or guardians on the bases of the different learning competencies that the teacher should deliver in a certain given period of time. Both the Grade 1 teacher and the Grade 1 pupils through the guidance of their parents and guardian, set a standard while learning the subject through the different mode of the aforementioned intervention. The teacher and student set goals and objectives on how to achieve the given objective/s of each topic presented. In this type of learning intervention, the learners have given the chance to ask questions or verify something with the help of their guardian or parents and the teacher also gave automatically feedback that would help the learners think of the correct answer to the queries they have asked.

Table 1 shows the pre-test performance in Mathematics of the Grade 1 pupils before the integration of Synchronous Learning Approach in the delivery of the most essential learning competencies particularly on the 1st grading period. The following results given by the Grade 1 learners, are the results which are purely coming from the things that they have on the Mathematics subject which somehow gained by them from the different learning experiences as the institution

continually implemented the different learning modality in the delivery of the most essential learning competencies in Mathematics Subject. We cannot deny the fact that teaching the Grade 1 learners on the different topics which also challenge you to deliver because of the nature of the subject which is also difficult to deliver plus considering that the learners which are the grade 1 pupils are also very challenging the and time span of attention to them during the teaching and learning is also very limited. The table 1 composed of 5 classes which has an interval of 4, the basis in creating the classes is based on the number of items that were prepared by the teacher in the Mathematics subject during the first grading period. Based on the results in table 1, it shows that from the score which is ranging from 17-20 and considered to be in the Excellent performance level and also the highest performance among all the 5 evaluated performances in which there were none from the 30 total number of respondents being tested, while on the other class limit having the score ranging from 13-16 and considered to be the 2nd to the highest level of performance, there were 3 respondents or 10 percent who were considered very good in their level of performance in Mathematics. In the Good Level of Performance of the Grade 1 Mathematics in the first grading period having the scores ranging from 9-12, there were twenty (20) percent or 6 total number of respondents out of the 30 total number of respondents who took the examination or pretest examination and considered to be in the average level in terms of number of respondents involved in the study. On the other hand, in the fair level of performance having a class interval or ranging scores of 5-8, it was found out that in this class limit, majority of the Grade 1 learners/ respondents were concentrated in this group of scores considering that there are 17 respondents or 57 percent out from the total number of respondents gained in the different mathematical examinations conducted. Lastly, in the poor level of performance there are 4 respondents out of the 30 total number of respondents who are belong in the score ranging from 1-4 with an equivalent of 13 percent out of the 100 percent respondents tested.

The results in table 1 which primarily set the readers attention on the pretest performance of the Grade 1 pupils in Mathematics particularly on the competencies in the first grading period where no intervention was given to the aforementioned learners or in other words the results in testing the skills of the learners before the integration of the Synchronous Learning Approach in the delivery of the most essential learning competencies particularly on the MELCs in the 1st Grading period are purely stock knowledge. Both the Grade 1 teacher and the Grade 1 pupils through the guidance of their parents and guardian are setting different tunes of learning the subject by adopting the different mode of the aforementioned intervention.

The pretest result implied that the grade 1 learners prior to that start of classes from the school year 2022-2023 have experience somewhat difficult times or if not majority of them learned things not really that good when it comes to the improvement of their skills. Considering that the score they gained or majority of them gained or belong in the fair level of performance. In other words they really need to experience another set of strategies or technique that could boost their potentials in answering all the mathematical skills in the first grading period so that they will cope up all the gaps that they have experience for the past 2 years in the implementation of the modular

distance learning. As the results says, when their classes in Mathematics, they are not really ready in learning the different learning competencies for the first grading, only few of the respondents adjusted the type of learning modality they are in in the delivery of the most essential learning competencies in mathematics. It is evident that the Grade 1 learners should give or be experienced another learning technique that could enhance to majority of them their learning potential and to lead them to become an independent learner. From the results themselves, it is very obvious that the learners really need intervention. Because every individual including parents or guardians really wanted to have their child or children in the highest performances as much as possible but because the results on the pretest is quite not good particularly on the Excellent level, none from the learners or respondents belong to this level which that the group of learners which is composed of 30 respondents have really need the new intervention. It further implied also that the group of learners are not really that good having the results in the very good is very minimal. This particular learners belong to this class limit are those learners whose parents are very diligent in teaching their parents on what to do in order to learn their children the things that supposed to be they need to learn from the Mathematics Subject. The results also further explains that since the results in the good level of performance is not quite also good having composed of learners which are not 50 percent from the total number of respondents tested, it can be gleaned that these students are average students meaning, not all competencies that they have learned or experience are with their reached meaning they need assistance in order for them to reached the excellent level of performance though the teacher in this type of learners are not really showing their 100 percent. In other words, with the right intervention and delivery of the different learning competencies, there are tendencies that other learners would improve. As teacher, she or he need also to always find out what are really the main reasons why learners did not really responding positively to the different modality shared by the learners, this is because the learners don't have really full support in their respective homes which means during the time that thy really need help coming from their parents they cannot really ask for it because not all have given equal opportunities as other received. The respondents that really need interventions are those learners that do not have the capacity to think in their own, they really need guidance to answer each of the given question in the learning activity sheets, meaning having them in her class, really give them the courage to show different learning interventions.

Table 2
POST TEST PERFORMANCE OF GRADE 1 PUPILS IN MATH

Score Range	Description	POST-TEST	
		Frequency	%
17-20	Excellent	23	77
13-16	Very Good	5	16
9-12	Good	2	7
5-8	Fair	0	0
1-4	Poor	0	0
Total		30	100
Weighted Mean		17.04	Excellent

The intervention which is the Synchronous Learning Approach is the chosen intervention implemented by the teacher-research in the delivery of the most essential leaning competencies in Mathematics subject. It is actually a teaching method in which the Grade 1 Teacher and the Grade Pupils communicated with each other or having discussion on the different topics in mathematics based on the time frame set by the teacher-researcher which was also approved by the panel members particularly the adviser. The implementation of the Synchronous learning Approach is implemented for 1 month based on the activity matrix through the help of their parents or guardians in close coordination of the teacher-adviser on the bases of the different learning competencies that the teacher should deliver in a certain given period of time. Both the Grade 1 teacher and the Grade 1 pupils through the guidance of their parents and guardian are working hand in hand and prior to the the delivery of the learning competencies, they really set standard while learning the subject through the different mode of the aforementioned intervention. The teacher and student set goals and objectives on how to achieve the given objective/s of each topic presented. In this type of learning intervention, the learners have given the chance to as questions or verify something with the help of their guardian or parents and the teacher also gave automatically feedback that would help the learners think of the correct answer to the queries they have asked.

Table 2 shows the posttest performance in Mathematics of the Grade 1 pupils. This results was set after the 4 weeks intervention of the Synchronous learning approach which the learners experience during the delivery of the most essential learning competencies in Mathematics for the first grading period.

The table 2 composed of 5 classes which has an interval of 4 which has the same class interval in the pretest performance having the basis in creating the classes is based on the number of items that were prepared by the teacher in the Mathematics subject during the first grading period These items are based on the norms how should be the number of items will be given to the grade 1 learners in Mathematics. Based on the results in table 1, it shows that from the score which

is ranging from 17-20 and considered to be in the Excellent performance level and also the highest performance among all the 5 evaluated performances in which there were none from the 30 total number of respondents being tested in the pretest, now after the implementation of the intervention, it was found out that there were 23 total number of respondents or 77 percent out of the 30 total number of respondents tested this particular level of performance composed of majority of the respondents, while on the other class limit having the score ranging from 13-16 and considered to be the 2nd to the highest level of performance, there were 5 respondents or 16 percent who were considered very good in their level of performance in Mathematics. In the Good Level of Performance of the Grade 1 Mathematics in the first grading period having the scores ranging from 9-12, there were seven percent or 6 total number of respondents out of the 30 total number of respondents who took the examination or pretest examination and considered to be in the average level in terms of number of respondents involved in the study. On the other hand, in the fair level of performance having a class interval or ranging scores of 5-8, it was found out that in this class limit, none of the Grade 1 learners/ respondents are not belong in this group of scores considering that there are none respondents out from the total number of respondents gained in the different mathematical examinations conducted. Lastly, in the poor level of performance there are 4 respondents out of the 30 total number of respondents who are belong in the score ranging from 1-4 there were also none of the grade 1 respondents belong to this group of performance out of the 100 percent respondents tested.

The results in table 2 which focused on the posttest performance of the Grade 1 pupils in Mathematics in the first Grading period in which the results in evaluating their performance skills was after the integration of the Synchronous learning approach in the delivery of the most essential learning competencies implied that the grade 1 learners are really learning the subject and the different expected skills to be mastered were gained by them which means that in the first grading competencies that they really need to be mastered was realized including those learning competencies that considered to be in the difficult level considering that the statistical result specifically in the weighted mean is 17.04 Excellent. These are further explain that after the grade 1 pupils experience the different teaching technique in the delivery of the most essential learning competencies, they really learned the different topics in Mathematics. One of the reasons why the learners responded that way, because they already missed the old days were the teachers really teach the subject and every time they experience difficulties they can easily ask the teachers attention and automatically they can receive TA on how to deal with the different learning competencies. Furthermore, the Grade 1 learners seriously adopted the technique in delivering the most essential learning competencies by their teachers. From the results in table 2 on the posttest performance of the Grade 1 pupils in Mathematics particularly on the delivery of the most essential learning competencies it is very obvious that the learners that after they received the intervention which is the Synchronous learning approach in the delivery of the most essential learning competencies in mathematics really learned and improved their performances. Because the researcher think that every individual including parents or guardians really supported their learners learning need and wanted to have their child or children belong to the highest performances as

much as possible that is why, the results in the posttest performances is quite good particularly on the Excellent level, having majority of the learners having 23 total number of respondents or 77 percent from the learners or respondents belong to this level which that the group of learners which is composed of 30 respondents have really love and learned the new intervention. It further implied also that the group of learners are already really that good having the results in the very good is very 5 respondents or 16 percent. This particular learners belong to this class limit are those learners whose parents are very diligent in teaching their parents on what to do in order to learn their children the things that supposed to be they need to learn from the Mathematics Subject. The results also further explains that since the results in the good level of performance is minimal having composed of learners which are equal to 2 total of respondents or 7 percent from the total number of respondents tested, it can be gleaned that these students are average students meaning they still need additional time in integrating the intervention because not all competencies that they have learned or experience are with their reached meaning they still need further assistance in order for them to reached the excellent level of performance. In other words, with the continued adaption of the intervention in the delivery of the most essential learning competencies which are identified based on the 4 weeks plan chances are, Grade 1 learners will somehow improve or there are tendencies that learners belong to the good and very good would still be improving and well excel their performance and reach to the excellent level of performance. Moreover the Grade 1 teacher much find always ways on how to improve learners performance by creating different activities while applying the synchronous learning approach in order for the learners to be more motivated. The teacher should also make an assurance that in giving the different activities, they should consider the different strength and weakness on the majority of the learners so that proper giving of learners activities will be delivered and correct giving of technical assistance given to both learners and guardians will be realized. The respondents that really need interventions are those learners that do not have the capacity to think in their own, they really need guidance to answer each of the given question in the learning activity sheets, meaning having them in her class, really give them the courage to show different learning interventions. Since the learners or the respondents of the study really love regarding the intervention that were given to them, proper dissemination or delivery of the most essential learning competencies during the teaching and learning process is highly advised so that learners who are belong to the good or fair level would be gained excellent score and could be developed full independent in learning the different topics in Mathematics subject in the grade 1 level. This is very important because the numeracy performance level of the learners are one of the main important components that the child should poses. Moreover, teaching primary learners are nice if and only if the teacher would deliver the competencies with the right ingredients which is consistency of the learning approaches in order to see whether that competencies are delivered or not based on the standard set by the Department of Education

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of
Grade 1 PUPILS IN MATH

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 1 in Math	Pre	07.63	2.996	0.043	Reject H ₀	Significant
	Post	17.04				

Table 3 shows the test of difference between the pretest and posttest scores performances of the grade 1 pupils in Mathematics subject which were focused on the different learning competencies in the first grading period. The results in table 3 were came from the results of evaluating the learning capacity of the 30 respondents being evaluated when it comes to how far they have learned the Mathematics subject after implementing the different learning modalities that their school have offered. These results also purely manifested before and after the integration of the Synchronous learning approach in the delivery of the most essential learning competencies in the aforementioned subject which purely focused on the first grading period only. Based on the results in Table 3, it shows that the Grade 1 pupils performances in Mathematics in the pretest is 07.63 which is very low compared to the posttest performance of the Grade 1 learners having the result which is equal to 17.04. that resulted to a computed t value of 2.996 and critical t value of 0.043 at 0.05 level of significances.

Based from the results in table 3, it can be gleaned that there was really a positive effect to the performance of the grade 1 pupils in the pretest and posttest considering also that the computed t value is higher than the critical T value which relates to the significance of the study therefore the hypothesis which states that there is no significant difference between the pretest and posttest score performances of the grade 1 pupils in Mathematics before and after the integration of the Synchronous Learning Approach is rejected. Exposing the Grade 1 pupils to the new learning strategies or method in delivering the lessons could help increase their learning skills and boost learners' self esteem thus they are eager to learn new things and discover new learning through introducing learning method to them because these type of learners wanted new things almost every moment while learning the subject specially mathematics. Thus applying the aforementioned learning technique is significantly effective and it really helped the Grade 1 learners in improving their performances or skills. and I hope more companies will join the bandwagon”

IV. Conclusion

Based from the findings of the study, it can be concluded that there is a significant difference between the pre and post-test scores of grade 1 pupils in Mathematics. Thus, the integration of Synchronous Learning Approach in the delivery of the most essential learning competencies in Mathematics is significantly effective in improving the performance of the Grade 1 pupils for the first grading period.

V. Recommendations

1. The proposed intervention plan should be used.
2. Administrators or school head should include in their respective work and financial plan the different synchronous learning approaches.
3. School Heads should encourage teachers in all subject areas to apply synchronous learning approaches in the delivery of the most essential learning competencies specially in Mathematics subject.
4. Based from the results of the study having the excellent and good performances level, teachers should continue to adopt and integrate synchronous learning approaches to maintain or improve the performance for those learners who are really need help in improving their mathematical skills while those in the below average level of performance, teachers should conduct different learning options focus of SLA and embed it during LAC sessions in order for them to be mor familiar on how to address the gaps and helps those learners in needs.
5. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

ACKNOWLEDGEMENT

First, I would like to praise and thank God, the Almighty, who has granted countless blessing, knowledge, and opportunity given to me to be able to pursue the graduate studies.

I take this opportunity to express my gratitude to the people who have been instruments in the successful completion of this thesis.

I wish to extend my special thanks to Dr. Bryant C. Acar, my professor and chair of the committee, for his invaluable patience and feedback. As well as the motivation and immense knowledge in helping to improve the study.

The researcher also would like to extend her thanks and appreciation to the Dean of Graduate School, Dr. Sabina S. Conui.

Words cannot express my gratitude to my research adviser Dr. Elvin H. Wenceslao for the encouragement, enthusiasm and guidance throughout this research and writing of this thesis. I can't say thank you enough for his tremendous help.

I would like to thank the rest of the thesis committee Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, who generously provided knowledge and expertise for giving their assistance and recommendations toward the realization of this study.

I would also like to show my deep appreciation to my co-teachers for the moral support.

Finally, I must express my very profound gratitude to my parents and to my boyfriend for providing me with unfailing support and continuous encouragement throughout my years of study and through this process. This accomplishment would not have been possible without them.

REFERENCES

- [1] Dep.Ed. Order No. 34 s. 2022 “School Calendar and Activities for the School year 2022-2023.”
- [2] Dep.Ed. Order no. 31 s. 2020 “Interem Guidelines for Assessment and Grading in the light of the basic education Learning continuity Plan.”
- [3] DepEd Memorandum No. 162 s. 2020 “ Suggested Learning Modality”

AUTHOR'S PROFILE**CRISTINA L. CERA**

The author is born on October 12, 1987 at Villaba, Leyte Philippines. She finished her Elementary Education at Tinghub Elementary School. She finished her Secondary Education at Holy Child High School. She finished her Bachelor of Elementary Education at Visayas State University-Villaba.

She is currently a Teacher I in Department of Education and she is assigned at Catagbacan Elementary School, Catagbacan Villaba, Leyte. She is teaching Grade 1: Edukasyon sa Pagpapakatao, MTB-MLE, Araling Panlipunan, Mathematics, English, Filipino, and MAPEH. She is teaching Kindergarten for two years as her first assignment of the same school.

She is a District Trainer in ELLN for key stage 1 teacher in the year 2016.

She is awarded as 2nd Place winner in the District Numeracy Test and 3rd Place winner in District Oral Reading Test for Grade 1 category during the District Pasidungog on August, 2022.