

Project ASAP: Automated School Form 2 and 4 for its Easy Accomplishment Per Month in the New Normal

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Abstract: **PURPOSE:** This study sought to accomplish the SF2 and SF4 easier and to submit both school forms on time with accurate data. **DESIGN/METHODOLOGY/APPROACH.** This study used the descriptive-qualitative and quantitative type of research in testing the efficiency and the accuracy of the automated tool designed for all grade levels in junior high school learners of Castañas National High. On the other hand, validated survey questionnaires were used in measuring the effectiveness of the automated tool. To determine the level of efficiency and accuracy of the developed automated tool, weighted arithmetic mean was utilized. **FINDINGS:** In term of demographic profile, majority of the respondents are female and considered as millennials. Moreover, most of them are new in the profession and being adviser is new experience for them. In the new normal, advisers encountered problems in accomplishment school form. The problems they had encountered were the right formula needed in the summary table, encoding of daily attendance, accuracy of the data encoded, total number of school days and the implementation of Alternative Work Schedule or AWA. Accomplishment of school form 2 is important in monitoring the learner's status in learning especially in the new normal. This importance includes monitoring of daily attendance in the distribution and retrieval of modules, monitoring of enrolment which includes transferred-out and transferred-in, monitoring of the number of drop-out and monitoring the status or output of the LARDO's (leaners at risk of dropping out). Automated School Form 2 has a lot of advantages compared to the accomplishment of the traditional/old form. These advantages are; the data generated needed in SF4 is accurate and valid, there is efficiency of the formula because the sheets/range are protected, there is standardization of encoded and generated data, the general data needed in accomplishment of SF2 are presented and the automated tool provides convenience to use. **RESEARCH LIMITATIONS/IMPLICATIONS:** The study is limited to junior high school advisers only for the school-year 2021-2022. The output is based only on the accomplishment of SF2 for the month of September 2021 to February 2022. **ORIGINALITY/VALUE:** The researcher proposed for the use of automated tool for school form 2 to address the problem of monitoring the enrolment and status of learners. Since the researcher is in-charge for the accomplishment of school form 4, it will not be accomplished without the school form 2 submitted by the adviser. Through this automated tool, it is not only the accomplishment of school form 4 that has been addressed but also the late submission of school form 2 and most importantly, the monitoring of the status of learner and enrolment.

Keywords: Automated school form.

1. Introduction

The use of school forms in all public schools is mandatory. This involves monitoring learners' status as one of the important tasks of a teacher. Thus, accomplishment of School Form 2 also known as Daily Attendance Report of Learners and School Form 4 or Monthly Learners Movement and Attendance should be done regularly. These two (2) forms provide significant information that are valuable in making evidence-based assessment, planning, resource allocation, performance monitoring and evaluation.

As mandated in DepEd, all schools need to update their school forms. It prescribes a protocol and standard process for the preparation, evaluation, and updating of school forms. Accomplishment of SF2 and SF4 help the learner to improve their performance as well as the performance of the school. Proper monitoring of its accomplishment also helps the school to achieve its goal for the school-year. Teachers have to prepare school forms properly, accurately and legibly as stated on their job description and mandated by the DepEd.

As the new normal approached from school-year 2020-2021 up to present school-year 2021-2022, accomplishment and collecting of school forms modifies certain provisions in the issuance of D.O. Nos. 4, s. 2014 and 58 s. 2017 to represent the criteria of distance learning modalities as well as to ensure the collection of required data for evidence-based decision making. Accomplishment and submission of school form 2 from the advisers becomes complicated since teachers are not allowed to work every day in school as stated and stipulated in DepEd Order No. 11 s. 2020 also known as Revised Guidelines on Alternative Work Arrangements in the Department of Education During the Period of State of National Emergency Due to Covid-19 Pandemic. As a result, monitoring the status of learners becomes an uneasy task because of distance learning.

To address the problem, Automated SF2 and SF4 has been formulated. This google spreadsheet is a collection of SF2 from all sections with SF4 in which the data encoded from the advisers has an automatic formula and the summary needed in

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SF4 will be automatically generated. Monthly accomplishment of both forms has been compiled in one folder (Sep. 2020-June 2021). It should be done monthly for proper monitoring of both advisers and coordinator in-charge for school improvement. E-signature of the adviser is required in case of immediate need of hardcopy. Through this, submission and monitoring of SF2 as well as the SF4 becomes easy to every adviser and to the assigned coordinator in monitoring and accomplishment of SF2 and SF4.

A. Research Questions

This study aimed sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Sex;
 - 1.2 Age
 - 1.3 Years in Service
 - 1.4 Years of Being Adviser
2. What are the problems encountered in accomplishing the SF2 in the new normal?
3. What are the importance of accomplishing school form 2? Or why do we need to accomplish school form 2?
4. What are the advantages of automated SF2?

2. Brief Review of Related Literature and Studies

Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. (FlipScience, 2020).

The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, n.d.).

The success of any educational institution is measured by the performance of its students in both academic and non-academic tests. This is supported by Yusuf (2008) when contending that the performance should not only be based in terms of test and examination results and student ability to apply what is learnt and the rate at which students move on to higher institution of learning, but should include other areas such as whether the students have acquired the survival skills. The measure of academic performance as a symbol of school success can be traced way back from the Victorian period (Bell, 2013).

Given this, some researchers have put forward the concept of “value-added” in focusing on changes in student academic performance over a certain period. Investigating the impact of schools on the value-added of student performance (rather than just the level of education achieved at a certain point of time) is equivalent to controlling the initial level of student education. Thus, it can be used to more accurately identify school effectiveness in promoting students’ academic performance (Thomas, 2005).

A. Conceptual Framework

The IPO model presented below summarizes the framework of this study.

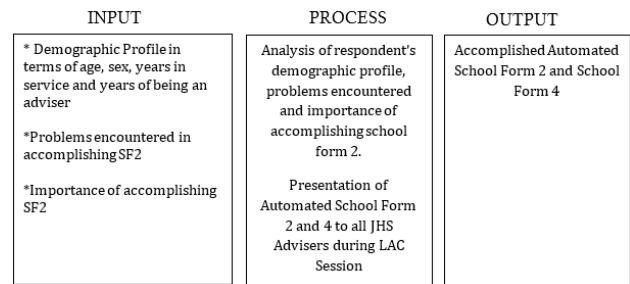


Fig. 1. Problems Encountered in Accomplishment of SF2

The input included the demographic profile of the respondents; problems encountered and importance in accomplishment of SF2. It is followed by the process which involved the analysis of the respondents’ profile in terms of age, sex, years in service and years of experience in being adviser. Lastly, the output is the conduct of LAC session entitled “Presentation of Automated SF2 and SF4 to all Advisers” and the accomplishment of SF2 through automated forms.

3. Design and Methodology

This part presents the research design, research locale, research population and sample, data gathering instrument and procedure, and data analysis tool.

A. Research Design

This quantitative study utilized a descriptive-quantitative design. Descriptive survey was used to determine the demographic profile of the respondents in terms of sex and age. It also covers the length in service and years of being adviser of the respondents. Descriptive-evaluative was used to identify the problems encountered and importance of the accomplishment of SF2 in the new normal.

B. Research Locale

This study was held in Castañas National High School, Brgy. Castañas, Sariaya Quezon on March 12-31, 2022

C. Research Population and Sample

Research sample was used in this study. The sample was the 18 Junior high school advisers among the 24 junior high school advisers of Castañas National High School, School-Year 2021-2022.

D. Research Instrument

The researcher employed a self-made survey questionnaire. It is composed of three (3) parts. First part was used to identify the demographic profile of the respondents in terms of sex, age, length in service and years of being adviser.

The second part was utilized to identify the problems encountered in accomplishing the SF2 in the new normal.

Lastly, the third part was used to recognize the importance of accomplishment of SF2. It includes monitoring of LARDO’s, enrolment (transferred-out and transferred-in), drop-out and

attendance during the distribution and retrieval of modules.

The questionnaire was validated by the research adviser. After the validation, the researcher proceeds to the pilot testing of the questionnaire among 4 advisers from junior high school. It is to ensure that the questions are understood by the respondents and there is no problem with the wordings in the questionnaire. The validated instrument was presented to research adviser for the approval and administration of the said instrument.

E. Data Gathering Procedure

After the approval of the research adviser together with the principal to conduct the data gathering utilizing the validated survey questionnaire, the researcher asked the consent of the respondents. Three days was given to enable the respondents to carefully answer the distributed instrument via google sheet. Afterwards, the appropriate data analysis tool followed using the Microsoft Excel through the assistance of the research adviser. Results were presented, analyzed and interpreted.

1) Development of Automated SF2 and SF4

The researcher developed an automated SF2 to all the advisers of junior high school. The automated tool was grouped per month with automated SF4 for easy consolidation of data and accomplishment of the said form.

2) Orientation for the Accomplishment of Automated SF2 and SF4

The orientation to the advisers was done through LAC session via google meet. Both junior and senior high school advisers were advised to attend to disseminate the information and process on accomplishing the automated forms.

3) Accomplishment of Automated SF2 and SF4

The separate link folder of automated tools for junior and senior high school were given. They were instructed to accomplish the form from September to February for one (1) week.

4) Checking of the Accomplished Automated SF2 and SF4

The accomplished SF2 and SF4 were validated by the ICT coordinator and expert in google spreadsheet. There were some revisions on some formulas needed to be accomplished by the advisers.

5) Distribution of the Checklist Survey Questionnaires

The respondents were asked to rate the efficiency of developed automated tool considering the accuracy of the data generated from SF2 encoded by the advisers.

Lastly, the questionnaires were gathered and analyzed.

F. Data Analysis Tool

The researcher utilized various analysis tool in order to scientifically discuss the findings of the study. Specifically, the researcher used the frequency-percentage distribution and weighted arithmetic mean (WAM).

To determine the answer in problem 1, sub 1-4, frequency percentage distribution was used. Frequency percentage distribution was also used to determine the answer in problems 2 and 3.

To determine the level of efficiency and accuracy of the developed automated tool, weighted arithmetic mean was utilized. The formula is as follows.

$$W = \frac{f1 + f2 + f3 + f4}{N}$$

Where:

WM= weighted mean

f = frequency distribution

N = number of respondents

This scale was used to determine the descriptive rating of the obtained weighted mean.

Table 1
Descriptive Scale with Continuum for problem 4

Weighted Point	Range of Weighted Mean	Qualitative Index
4	3.26 - 4.00	Strongly Agree
3	2.51 - 3.25	Agree
2	1.76 - 2.50	Disagree
1	1.00 - 1.75	Strongly Disagree

4. Findings

This part presents the results, analysis and discussions of the study.

Table 2
Demographic profile according to sex

Sex	Frequency	Percentage
Male	8	44%
Female	10	56%
Total	18	100%

This table presents the demographic profile of the respondents according to sex. Most of the respondents were female composed of 10 or 56% while male consists of 8 or 44%. It means that there are more female respondents than male respondents.

Table 3
Demographic profile according to age

Age	Frequency	Percentage
20-25	1	6%
26-30	8	44%
31-35	5	28%
36-40	0	0%
41-45	4	22%
Total	18	100%

This table presents the demographic profile of the respondents according to age. Forty-four percent (44%) of the respondents age range from 26-30, followed by 31-35 which is twenty-eight percent (28%). Respondents age range from 41-45 are twenty-two percent (22%), six percent (6%) or only respondent age range from 20-25 while there is no respondent belong to range 36-30. This means most of the respondents can be considered as millennial.

Table 4
Demographic profile according to length in service

Years of Being Adviser	Frequency	Percentage
1-2	7	39%
3-4	6	33%
5-6	2	11%
7-8	3	17%
Total	18	100%

This table presents the demographic profile of the respondents according to length in service. Majority of the respondents have 4-6 years in service which is thirty-nine percent (39%). Thirty-three percent (33%) has 1-3, twenty-two percent (22%) is already 7-9 in service and one percent (1%) only belonged to 10-12 years in service. It means that most of them are newbie in the profession.

Table 5
Demographic profile according to years of being adviser

Length in Service	Frequency	Percentage
1-3	6	33%
4-6	7	39%
7-9	4	22%
10-12	1	6%
Total	18	100%

This table presents the demographic profile of the respondents according to years of being adviser. Most of the respondents has 1-2 years of being adviser which occupies thirty-nine percent (39%). It is followed by the thirty-three percent (33%) of the respondents who have 3-4 years' experience, seventeen percent (17%) of the respondents have 7-8 years and the least is 5-6 which is eleven percent (11%) only. This implies that being adviser is just a new experience to majority of the respondents.

Table 6
Problems encountered in accomplishment of SF2 in the new normal

Problems Encountered	Frequency	Percentage
Miscommunication due to AWA	1	6%
Inaccurate formula in summary table	14	78%
Difficulty in filling of the information needed	5	28%
Erroneous Encoding of daily attendance	11	61%
Irregularity in total number of school days	6	33%
Inconsistency of the data encoded	7	39%
Number of Respondents	18	100%

This table presents the problems encountered by the respondents in the accomplishment of SF2 in the new normal. Most of the respondents which is seventy-eight percent (78%) are having hard time in the formula in summary table. It is followed by encoding of daily attendance which is sixty-one percent (61%), accuracy of the data encoded has thirty-nine percent (39%). Thirty-three percent (33%) is the total number of school days, process of filling the information needed in the school form 2 has twenty-eight percent (28%) and the least is AWA which has only one (1) respondent or six percent (6%). This means that formula needs to be the focus of SF2 to provide accuracy of the data needed also in SF4.

Table 7
Importance of accomplishment of School Form 2

Importance of Accomplishment of SF2	Frequency	Percentage
Monitoring of LARDO's	8	44%
Monitoring of Enrolment (TO/TI)	13	72%
Monitoring of Drop Out	12	67%
Monitoring of Attendance (Distribution and Retrieval of Module)	15	83%
Number of Respondents	18	100%

This table presents the importance of accomplishment of school form 2 or the daily attendance of learner in the new normal. Most of the respondents which is eighty-three percent (83%) consider this as most important to monitor the attendance of the learner in the distribution and retrieval of module. It is followed by seventy-two percent (72%) which is monitoring of enrolment that include transferred-out and transferred-in. The sixty-seven percent (67%) is monitoring of drop-out and the remaining is forty-four percent (44%) which is monitoring of LARDO's (learners at risk of dropping out.) This means that accomplishment of school form 2 is one important tool in monitoring the status of learner to immediately provide intervention or action for those learners who will be identified as at risk of dropping out.

Table 8
Advantages of automated SF2

Statements	WAM	Qualitative Index
The tool is convenient to use.	3.11	Agree
There is standardization of encoded and generated data.	3.44	Strongly Agree
There is efficiency of the formula because the sheets/ range are protected.	3.56	Strongly Agree
The general data needed in the accomplishment of SF2 are presented.	3.44	Strongly Agree
The data generated needed in the SF4 is accurate and valid.	3.61	Strongly Agree

This table presents the advantages of accomplishment of school form 2. Four (4) out of five (5) advantages which are the data generated needed in SF4 is accurate and valid got the highest WAM which is 3.61, followed by there is efficiency of the formula because the sheets/ range are protected with 3.56 WAM and both here is standardization of encoded and generated data and the general data needed in the accomplishment of SF2 are presented got 3.44 WAM have qualitative index of strongly agree. The tool is convenient to use with 3.11 WAM got the qualitative index of agree. This means that the automated SF2 has lot advantages for the advisers as well as the school.

5. Conclusions

In light of the findings of the study, the researcher concluded the following:

1. In term of demographic profile, majority of the respondents are female and considered as millennials. Moreover, most of them are new in the profession and being adviser is new experience for them.
2. In the new normal, advisers encountered problems in accomplishment school form 2. The problems they had encountered were the right formula needed in the summary table, encoding of daily attendance, accuracy of the data encoded, total number of school days and the implementation of Alternative Work Schedule or AWA.
3. Accomplishment of school form 2 is important in monitoring the learner's status in learning especially in the new normal. This importance includes monitoring of daily attendance in the distribution and retrieval of modules, monitoring of enrolment which includes

transferred-out and transferred-in, monitoring of the number of drop-out and monitoring the status or output of the LARDO's (learners at risk of dropping out).

4. Automated School Form 2 has a lot of advantages compared to the accomplishment of the traditional/old form. These advantages are; the data generated needed in SF4 is accurate and valid, there is efficiency of the formula because the sheets/range are protected, there is standardization of encoded and generated data, the general data needed in accomplishment of SF2 are presented and the automated tool provides convenience to use.

6. Recommendations

In light of the conclusions of the study, the researcher recommended the following:

1. That the school may utilize the tool for the following school-year to accomplish the school form 2 monthly and have regular monitoring of the status of learners and enrolment.
2. That the school may develop or create form for senior high school for the easy monitoring of status of learners and enrolment.
3. That the school may provide intervention for the learners who will be identified as LARDO's.
4. That the researcher may conduct another LAC session

for senior high school once the automated tool developed.

5. That the automated form may be ready for modifications if ever there will some revisions in the guidelines of accomplishment of school form 2.

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