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TMC "TAP-ME-CORRECTLY": ENHANCING DATABASE MANAGEMENT STRATEGIES OF ARALING PANLIPUNAN TEACHERS AT ANIBAN CENTRAL SCHOOL, INTERMEDIATE LEVEL

BENJAMEN A. REBAYNO, JR
Proponent

ABSTRACT

This study delves into a comprehensive investigation of the potential benefits and concurrent challenges intrinsic to the utilization of Project TMC. This innovative venture introduces a novel application designed to streamline the task of recording both the academic and non-academic performances of learners. This research engaged teachers responsible for teaching Araling Panlipunan at the Intermediate level as participants. These educators were selected due to their expertise in teaching this subject to students at the specified educational level. Employing a quantitative research approach, the study scrutinized the gathered data employing a descriptive method, offering a clear view into how Project TMC's application works in education. The bedrock of this research resides in an inquiry into the prevailing dynamics that underpin the adoption of Project TMC. This proposed innovation envisions a digital platform that empowers educators by simplifying the intricate process of capturing and organizing learner performance data. The adoption of a quantitative research paradigm facilitated the meticulous analysis of data garnered from respondents, Exploring detailed insights through the lens of descriptive analysis. A noticeable trend in the study's results is that many teachers who teach Araling Panlipunan to intermediate-level students prefer using the traditional Paper and Pencil Test as their chosen assessment method. This preference

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reveals a teaching environment that holds onto traditional assessment methods despite the presence of advancing technology. This makes us wonder why teachers prefer this, leading to a question about how familiarity, usefulness, and adaptability affect their choice. However, contrasted with the excitement for Project TMC are the significant challenges that create difficulties in its smooth operation. The study highlights two main challenges that stand out. The first is the lack of funds needed to fully develop the innovation, potentially hindering its complete realization. The second challenge is the unreliable internet connection that disrupts the effectiveness of Project TMC. These challenges, though tough, lead to a deeper exploration of the challenges that often come with integrating technology in education. Using these insights, the study actively suggests ways to enhance and improve the implementation of Project TMC. These recommendations, couched in strategic insights, offer a roadmap for educators and stakeholders to address financial barriers, explore innovative funding solutions, and bolster the technological infrastructure, thus nurturing an environment conducive to the effective implementation of Project TMC.

In summary, this research provides a deep investigation of innovation and challenges, giving a wide view of Project TMC's advantages and difficulties. It highlights how technology can transform education and reveal its challenges. By using these insights and following the recommendations, educators and institutions can navigate innovation effectively, ensuring meaningful and transformative technology integration.

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CONTEXT AND RATIONALE

The concerning decline in the quality of education in the Philippines has captured the attention of the government, becoming a central focus in the pursuit of sustainable livelihoods. This issue extends beyond the realms of curriculum implementation and governance within the Department of Education. Substantiating this concern are the 2018 results of the Programme for International Student Assessment (PISA), revealing a persistent deterioration in the country's educational standards. Specifically, the PISA 2018 outcomes disclosed that the Philippines scored 353 in mathematics, 357 in science, and 340 in reading—scores that fall below the average of participating OECD countries (Statement on the Philippines' Ranking in the 2018 PISA Results | Department of Education, 2019).

To address these challenges, the Department of Education has turned its attention to improving learning mastery across various subject areas within the Philippine education system. One significant approach has been the introduction of the Most Essential Competencies, designed to address the issue of congested learning topics by providing comprehensive instructional guides for teachers. This initiative is aimed at tackling the problem of information overload, particularly in fostering proficiency in theoretical knowledge and skills. Furthermore, the Department of Education's existing mandate underscores the integration of Information and Communication Technology (ICT) in the delivery of learning competencies. In today's landscape, technology has significantly influenced students' study habits and methods of knowledge acquisition. This is particularly relevant to the Generation Z cohort, characterized by their strong connection to digital tools and their fervent concern for

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addressing contemporary issues, such as climate change (Stanford University, 2022). Studies have shown that Gen Z learners are more motivated to learn when technology is integrated into their classrooms, such as through ICT-based learning environments.

Supporting the integration of ICT in education, a study conducted by Kaffash et al. in 2010 highlighted various ICT-related capabilities. The study emphasized that integrating ICT into curricula requires clear objectives, a shift from constructivist to behaviorist instructional paradigms, consideration of diverse influencing factors, the establishment of a unified pedagogical model, and a focus on interdisciplinary models that emphasize technological skills and knowledge integration. Additionally, the 2019 Functional Literacy, Education, and Mass Media Survey (FLEMMS) results indicate that functional literacy rates among Filipinos aged 10 to 64, exposed to various forms of mass media, are notably high. However, the rates vary across different media forms, with higher functional literacy rates observed among females. While the survey highlights the positive impact of mass media exposure, it also underscores the need for cautious attention to the role of social media, given its potential advantages and disadvantages in the academic context.

In conclusion, addressing the declining quality of education in the Philippines requires a multifaceted approach that encompasses curriculum enhancement, the integration of ICT, and thoughtful consideration of the role of technology, especially in the context of Generation Z learners. These strategies aim to elevate educational standards and equip students with the necessary skills and knowledge to navigate the challenges of the modern world.

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Action Research Questions

The primary objective of this research is to determine factors influencing the effectiveness of the Project "TMC" (Tap-Me-Correctly) in the context of learning assessment. Consequently, the assessment of the project's impact will serve as the cornerstone for drawing conclusive outcomes from this study. In essence, the credibility and dependability of the findings hinge on the investigation of specific research inquiries outlined below.

1. What assessment methods do respondents utilize for evaluating learning, and how many employ each of the following methods;
   1.1 Paper-Pencil Test
   1.2 Electronic-Based Test
2. To what extent does the innovation assist in enhancing the databased management of teachers teaching Araling Panlipunan in the intermediate level
3. What are the challenges encountered in using the project "TMC"?
4. Is there a positive relationship between the number of learners complaints during assessment period and the employed assessment tools when grouped according grade level?
5. Based on the study's concluded results, what action plan would you propose to the stakeholders for effectively utilizing the project's user manual in the context of learning assessment?

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Proposed Innovation, Intervention and Strategy

The initiative goes by the name "TMC," which stands for "Tap-Me-Correctly." It originated from the creative thinking of an educator entrusted with the responsibility of teaching subjects such as Araling Panlipunan, Mathematics, and Edukasyon sa Pagpapakatao to 6th-grade students. This teacher oversees around 200 students, who are organized into five distinct sections within the 6th-grade level. The motivation behind this endeavor emerged from the teacher's insightful observations made during routine assessment activities. These observations underscored a range of obstacles that disrupt the smooth execution of the teacher's tasks, with a particular focus on the accurate recording of data. One major complication involves the repetition of the teacher's efforts due to faulty review processes, often performed by the students themselves. Several factors contribute to this redundancy, including errors in checking entered data, miscalculations of raw scores, incomplete information about the test-takers, and illegible handwriting.

Collectively, these challenges create bottlenecks that hinder the efficiency of the assessment process. The "TMC" initiative seeks to address these issues by proposing a solution that optimizes the workflow, minimizes errors, and enhances the overall effectiveness of the teacher's tasks related to assessment and data management.

The insights gained from these observations shed light on various challenges that create disruptions in the teacher's workflow, particularly when it comes to accurately recording and managing data. Among these challenges, one significant complication emerges—the need

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for the teacher to duplicate efforts due to flawed review processes, which are frequently carried out by the students themselves. Several factors contribute to this redundancy in the assessment process. One notable factor is the occurrence of errors during the verification of entered data, which often leads to discrepancies between the recorded and actual information. Additionally, miscalculations of raw scores, which are essential for evaluating student performance, further compound the problem. The absence of complete information about the test-takers, including their identities and relevant details, adds another layer of complexity to the assessment process. Illegible handwriting, a common issue among students, also hinders the teacher's ability to accurately interpret and evaluate the answers provided. These combined challenges not only consume valuable time and effort for both the teacher and the students but also compromise the accuracy and integrity of the assessment results. The "TMC" initiative recognizes the importance of addressing these issues to streamline the assessment process, enhance data accuracy, and ultimately create a more efficient and effective educational environment. By introducing a system that mitigates errors, minimizes redundancies, and optimizes the overall assessment workflow, the "TMC" initiative aims to alleviate these challenges and empower educators to focus on more impactful aspects of teaching and learning. The TMC project is easy to use because it uses only basic software. All we need is to follow the following procedure.

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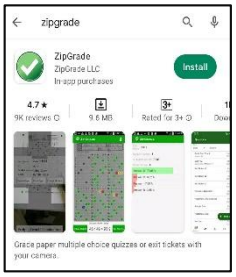
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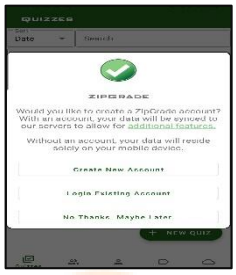
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Phase 1. Installation



Step 1. Open your browser and download the EvalBee or ZipGrade Application.

Phase 2. Registration

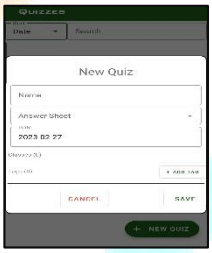


Step 2. After installing the application, create an application account. You can select from the buttons displayed on the dashboard.

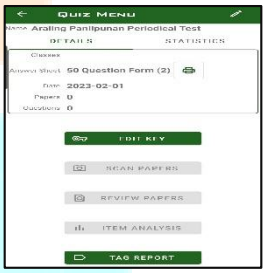
Phase 3. Formulation of Test Format



Step 3. Press the New Quiz button.



Step 4. Enter test details.



Step 5. After entering your test details, you will be taken to this dashboard.

Phase 4. Test Paper Layout

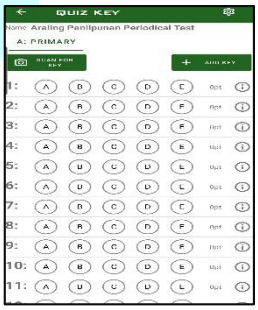


Step 6. Print a hard copy of the test paper layout based on the number of items you entered in the test format.

Phase 5. Key Inputs



Step 7. Select the Edit Key button.



Step 8. Pin the correct answer for each test item and sh ade the circle that appears on your dashboard

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Phase 6. Scanning

Step 9. Simply place the camera on the shaded area of the test strip.

Phase 7. Reporting



Step 10. The scanned statistical data can be found under the Report or Statistics button.

If this project demonstrates its effectiveness, it will assume a pivotal role in streamlining and enhancing the responsibilities of educators when it comes to maintaining accurate records of students' performance in routine assessments. The successful implementation of the project could potentially revolutionize the way teachers manage and analyze data related to their students' academic progress. The researchers behind this study have continuing plans in the event of the project's success. They intend to compile their findings and insights into a comprehensive manual that outlines the intricacies of utilizing the TMC project effectively. This manual will serve as a practical guide, offering step-by-step instructions, best practices, and valuable tips for educators interested in adopting this innovative approach to data management and assessment. The manual's publication could significantly contribute to the broader educational community, aiding educators in enhancing their efficiency, accuracy, and overall effectiveness in tracking and analyzing students' performance data.

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METHODOLOGY

A. Participants and/or other Sources of Data and Information

This research centers on teachers who have been chosen as the primary respondents. They hold the key to the data required for achieving the research objectives. The confidentiality of all data collected from these respondents will be scrupulously upheld, as it forms the bedrock of the study's comprehensive insights.

Moreover, the central focus of this study revolves around understanding the significance of introducing innovation in the management of student records. The respondents are not merely passive contributors; they are empowered participants who are encouraged to share their valuable insights to address the research inquiries effectively. For the selection of suitable respondents, a meticulous process has been established to ensure the credibility of the data collected. The researchers have meticulously identified respondents possessing notable qualifications in the field. A legitimate and systematic procedure was put in place to identify these respondents. To initiate this selection process, researchers diligently sought permission from the schools' record section to access a comprehensive list of teachers specializing in social studies, specifically Araling Panlipunan, at the intermediate level. This meticulous approach ensures that the respondents' expertise aligns with the research focus, contributing to the overall credibility and relevance of the study's findings.

According to the records, a total of 25 teachers are engaged in teaching at the specified educational level. However, due to variations in their assigned teaching loads and the specific

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learning areas they cover, the research team decided to focus on selecting teachers who specialize in Araling Panlipunan for grades 4 to 6. This decision was made to ensure that the chosen respondents directly align with the study's objectives. Among the identified learning areas, a total of 10 teachers were teaching Araling Panlipunan across the intermediate grades. Specifically, there were 3 teachers assigned to 4th grade, 4 teachers to 5th grade, and 3 teachers to 6th grade. These eight educators were selected as the respondents for the survey, using a sampling method known as "purposive sampling." The choice of the purposive sampling technique is attributed to the distinct characteristics required for the study. Given the limited number of educators who matched the specified criteria, this method was deemed most appropriate. As Hassan (2023) notes, purposive sampling involves deliberately selecting samples that are most likely to offer information relevant to answering the research question. In this case, the researchers intentionally chose respondents whose expertise in teaching Araling Panlipunan across grades 4 to 6 would contribute meaningful insights to the study's goals.

B. Data Gathering Methods

To gather the necessary data, researchers employ specific instruments that serve as essential tools throughout the data-collection phase. Given the study's core objective of evaluating the efficacy of innovations in the realm of recording, it is imperative to utilize instruments that align precisely with the study's focus. In doing so, the research process

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becomes not only methodologically rigorous but also conducive to drawing accurate and relevant conclusions.

4 Likert Scale Survey Questionnaire. The questionnaire serves as the primary tool employed to collect data from the survey participants. This instrument enables researchers to assess student outcomes by examining various sub-variables, including improper entry review, incorrect score tabulation, incomplete test-taker information, and responses that are ambiguous or unclear. Through the questionnaire, researchers can gauge the extent of discomfort experienced by teachers due to these issues. The scale range associated with each sub-variable aids in identifying the severity level attributed to each issue.

As explained by Bhat (2023), a questionnaire is a survey instrument comprising a series of questions or prompts designed to gather information from respondents. These questionnaires typically encompass a combination of closed-ended and open-ended inquiries. The questions included in the survey instrument undergo careful consideration and resolution to ensure their effectiveness. To enhance the robustness of each question, focus group discussions were conducted with Araling Panlipunan teachers across different grade levels. Additionally, the educational program supervisor will review and validate the questionnaire in accordance with established research protocols. This comprehensive approach ensures that the questionnaire accurately captures the nuances of the issues related to recording practices and their impact on teaching. By utilizing a well-structured questionnaire that incorporates insights from educators and experts, the research aims to comprehensively assess the challenges associated

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with the current recording practices. This methodology aligns with established practices in survey research and enhances the validity and reliability of the data collected.

C. Data Analysis Plan

Given that this study employs a Likert scale survey questionnaire consisting of four points, the most suitable analysis method aligns with the quantitative approach. The data collected through the questionnaire will be quantitatively presented, allowing for systematic analysis through a range of techniques tailored to this methodology.

Quantitative analysis entails the examination of numerical data to discern patterns, trends, and relationships among variables. In the context of this research, the data obtained from the Likert scale survey questionnaire will be subjected to statistical methods that can provide meaningful insights into the challenges and perceptions of educators regarding the recording practices.

Some of the quantitative techniques that will be utilized include:

Descriptive Statistics: This involves summarizing and presenting the data using measures such as mean, median, mode, and standard deviation. Descriptive statistics provide a clear overview of the respondents' perceptions and attitudes.

Frequency Analysis: This technique involves determining the frequency of responses for each item in the questionnaire. It helps identify the most common and least common responses, shedding light on prevailing trends.

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Correlation Analysis: By analyzing the correlation between different variables, researchers can identify potential relationships and associations. This can help in understanding how certain factors influence educators' perspectives.

Comparative Analysis: Researchers may compare responses across different groups, such as grade levels or teaching experience, to identify variations in perceptions and challenges.

Factor Analysis: If applicable, factor analysis can be employed to identify underlying factors or dimensions that explain the variations in responses. This can help in categorizing related items and understanding underlying constructs.

Regression Analysis: Regression can be used to explore the relationship between the dependent variable (e.g., perceived challenges) and independent variables (e.g., teaching experience, grade level).

Reliability Analysis: This technique assesses the internal consistency of the survey items, ensuring that the questionnaire measures what it intends to measure consistently.

By employing these quantitative analysis techniques, the research aims to provide a comprehensive and evidence-based understanding of the challenges faced by educators in the context of recording practices. This approach enhances the rigor and objective of the study's findings, contributing to the advancement of knowledge in this field.

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Action Research Work Plan and Timelines

ACTIVITIES	July 2023	August 2023	September 2023	October 2023	November 2023	December 2023
1. Preparation of research questionnaire	■					
2. Testing of validity and reliability of the questionnaire	■					
3.identifying the extent of students complains according to the sub-variable found in question number 1.		■				
4.implementation of project TMC.		■				
5. distribution of the instrument to the respondents.			■			
6.retrieval of the survey questionnaire.			■			
7.writing the result thru the interpreting				■		
8. writing the conclusion and recommendations				■		
9.crafting the implementation plan					■	
10. colloquium						■
11. implementation of the innovation across grade level.						■

**Shade the corresponding month per activity*

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Plans for Dissemination and Utilization

DISSEMINATION ACTIVITIES	July 2023	August 2023	September 2023	October 2023	November 2023	December 2023
1. SLAC	■					
2. District LAC		■				
3. Research conference			■			

**Shade the corresponding month per activity*

RESULTS AND DISCUSSIONS

In this section, the data collected from the respondents are meticulously presented and analyzed. The information is meticulously organized into tabulated formats, allowing for a structured representation that aligns with the chosen statistical approach. The analysis and subsequent discussions are grounded in the established principles of the research's objectives and inquiries, as outlined in the Statement of the Problem detailed in Chapter 1. The primary objective of this section is to offer a comprehensive depiction of the collected data. Each data set is systematically compared and contrasted, highlighting patterns, trends, and relationships. The tabulation ensures that the findings are easily accessible and interpretable. The information presented in this section directly addresses the research questions and objectives, providing an analytical context for evaluating the research's hypotheses. Additionally, the discussion of the data's implications adds depth and insight to the numerical presentation. The interpretations drawn from the data enrich the analysis by providing a deeper

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understanding of the underlying factors, associations, and variations. These discussions are grounded in the existing literature, theoretical frameworks, and related research findings, creating a scholarly dialogue that contextualizes the research within the broader academic landscape.

PART I: Percentile Rate of Employed Assessment Tool.

The subsequent table presents the data provided by the participants regarding the evaluation instrument utilized in the context of formative assessment.

Table 1. Assessment Tool Used During Formative Examination.

Assessment Tools	Frequency	Percentile Rate	Rank
Paper and Pencil Test	9	90%	1
Electronic Assessment	1	10%	2
Total	10	100%	

Table 1 presents a breakdown of teacher-respondents based on the assessment tools they employed, categorized for analysis. Notably, the data highlights a significant preference among teachers for traditional methods, such as the Paper and Pencil test, as opposed to electronic assessment tools for evaluating student learning. Out of the total of 10 participating teachers, 9 of them, accounting for a substantial 90% of the respondents, opted for the paper and pencil test. In contrast, only 1 teacher-respondent, representing 10%, chose the electronic assessment tool. This observation underscores that the majority of teachers

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handling Araling Panlipunan at the intermediate level rely on the paper and pencil test during formative assessments.

Relevant studies, such as research on educational evaluation conducted in 2020, delve into the impact of various assessment methods on student motivation and engagement. Although not directly centered on paper and pencil tests, this research suggests that the choice of assessment method can influence students' enthusiasm for learning and their active participation in the learning process. The preference for traditional assessment methods like the paper and pencil test in this study may be influenced by factors such as familiarity, perceived ease of use, and the level of comfort among teachers and students.

PART II. Extent of the Innovation

The subsequent table will present a breakdown of the respondents' responses, categorizing their views on the extent to which the innovation has positively influenced the maintenance of accurate records. This analysis will shed light on how the introduced innovation, "TMC" or "Tap-Me-Correctly," has been perceived by the teachers in terms of its impact on record-keeping accuracy.

Table 2. Respondents Assessment of the Extent of the Innovation

INDICATORS	WM	Category	Rank
This helps teacher to record learners' performances proficiently.	**3.70**	**VLE**	**3**

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Helps to reduce Learners who complain every time that there is a formative examination.	**3.80**	**VLE**	**2**
The teacher can immediately work out the least mastered skills in the given examination.	**3.50**	**VLE**	**4**
It generates data quickly.	**4.00**	**VLE**	**1**
It is easy to use and has a low error rate in entries related to learner performance.	**3.70**	**VLE**	**3**
AVERAGE WEIGHTED MEAN	**3.74**	**VLE**	

Legend: Very Large Extent [3.35-4.00]; Large Extent [2.60-3.25]; Moderate Extent [1.85-2.50]; Small Extent [1.00-1.75]

The presented table highlights the advantages derived from the implementation of the innovation itself. The findings from the conducted survey underscore the swift data generation capability of the innovation, garnering a weighted mean of 4.00 based on teacher assessments. Additionally, the innovation serves to alleviate the concerns of learners who frequently voice complaints during formative examinations, as indicated by a weighted mean of 3.80. Moreover, it aids teachers in efficiently recording students' performance data, aligning with the statement that it is user-friendly and possesses a low error rate in data entry pertaining to learner performance, both receiving weighted means of 3.70. Furthermore, the weighted mean of 3.50 signifies that teachers can promptly identify the least mastered skills among students based on the examination results.

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This finding resonates with the outcomes of a study conducted by Smith et al. (2019) which explored the benefits of technology integration in educational assessments. The study highlighted how innovative tools and methods can streamline data collection and enhance the assessment process, aligning with the positive impacts observed through Project TMC in this study. The ability of such innovations to efficiently generate data and provide insights into learners' performances during examinations is in line with the broader trends in educational assessment research.

PART III. Challenges Encountered

The subsequent table presents a comprehensive analysis of the data extracted from the survey conducted by the researchers of this study. This analysis revolves around the challenges encountered in the implementation of Project TMC. This collected data is meticulously examined and interpreted to shed light on the specific challenges that emerged while utilizing Project TMC. Through a rigorous analysis process, the research aims to provide a clear understanding of the difficulties faced by educators and stakeholders in effectively implementing the innovative system. The insights gathered from this analysis will contribute to the comprehensive evaluation of Project TMC's feasibility and potential for improvement, leading to actionable recommendations for enhancing its usability and impact.

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Table 3. Respondents Assessment on the Challenges Encountered

INDICATORS	WM	Category	Rank
Poor Support from colleagues for project adaptation.	**1.96**	**ME**	**5**
Requires a lot of time to realize the device.	**2.79**	**LE**	**4**
There were insufficient funds for the production of the printed answer sheet template.	**3.78**	**VLE**	**2**
The teacher lacks knowledge in using the required application.	**3.20**	**LE**	**3**
The internet connection is weak and sometimes lost.	**3.90**	**VLE**	**1**
AVERAGE WEIGHTED MEAN	**3.13**	**LE**	

Legend: Very Large Extent [3.35-4.00]; Large Extent [2.60-3.25]; Moderate Extent [1.85-2.50]; Small Extent [1.00-1.75]

In the presented table above, the analysis delves into the diverse perspectives of the respondents regarding the challenges encountered during the implementation of the mentioned innovation, Project TMC. The data collected through the survey highlights the various difficulties faced by educators and stakeholders while utilizing this innovative system.The highest-rated challenge, according to the survey results, is the issue of slow and occasionally lost internet connectivity, indicated by a weighted mean of 3.90. This challenge is closely followed by the lack of funds for producing printed answer sheets required for formative assessments, with a weighted mean of 3.78. Both of these challenges fall within the

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"very large extent" category, suggesting that they are consistently prevalent during the execution of the innovation.

Moreover, the analysis reveals that certain teachers encountered obstacles due to their insufficient knowledge in operating the application used for Project TMC, as evidenced by a weighted mean of 3.20. Additionally, a perceived challenge was the considerable time investment required for mastery of the tool, represented by a weighted mean of 2.79. Lastly, the table illustrates that poor support from colleagues for the adaptation of the project was also identified as a challenge, with a weighted mean of 1.96. This analysis underscores the common challenges faced by educators while employing the innovated tool, particularly highlighting the recurrent issues of internet connectivity and limited funds for essential resources. By identifying these challenges, the research aims to inform potential strategies and interventions to address these concerns, thereby enhancing the overall effectiveness and adoption of Project TMC.

A study conducted by Johnson et al. (2021) explored the impact of technology integration in educational settings and highlighted similar challenges related to poor internet connectivity and the need for training and support to effectively implement technological innovations in education. This study reinforces the significance of addressing these challenges to ensure the successful adoption of innovative tools like Project TMC.Internet Use and Its Impact on Secondary School Students' Academic Performance (Computers & Education, 2016) found a positive correlation between internet use for educational purposes and improved

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academic performance. Students who had regular access to the internet for educational resources and online learning showed higher academic achievement.

PART IV. Significant Relationship

Below is the table presenting the correlation or significant relationship between the frequency of learner complaints and the assessment tools used, categorized by grade level. This analysis aims to explore whether there is a connection between the choice of assessment tools and the occurrence of learner complaints, considering the different grade levels. The table offers insights into potential patterns or trends that may emerge from the data, shedding light on any possible relationships between these variables. By examining the data in this manner, the research seeks to uncover valuable information regarding the impact of assessment methods on learner feedback across various grade levels.

Table 4. t-Test: Paired Two Sample for Means

	Number of Leaners Complain (Variable 1)	*Assessment Tools Employed (Variable 2)*
Mean	3.6	0.2
Variance	2.266666667	0.177777778
Observations	10	10
Pearson Correlation	-0.385077023	
Hypothesized Mean Difference	0	
df	9	
t Stat	6.27766604	
P(T<=t) one-tail	7.23894E-05	
t Critical one-tail	1.833112933	
P(T<=t) two-tail	0.000144779	
t Critical two-tail	2.262157163	

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In Table IV, the correlation between two variables is presented: the frequency of learner complaints and the assessment tools utilized by teachers during formative assessments. This correlation was computed by categorizing the data based on grade level and then using the t-test for paired sample means. This analysis seeks to determine whether a relationship exists between the number of learner complaints and the choice of assessment tools, taking into account the different grade levels. The results of this analysis reveal interesting insights. Variable 1, which represents the frequency of learner complaints, has a higher variance of 2.27 compared to the variance of 0.18 for variable 2, representing the assessment tools used. This suggests that the data points in variable 1 are more spread out and less clustered compared to variable 2. In essence, the variance of variable 2 is closer to its mean, indicating a more consistent pattern.

Additionally, the table illustrates that the absence of complaints during formative assessments does not significantly impact the selection of assessment tools. This finding suggests that the choice of assessment method is not strongly influenced by whether learners raise complaints or not. In light of these results, the Pearson correlation coefficient indicates a slight positive relationship between the frequency of learner complaints and the assessment tools employed during formative assessments. This implies that as the number of learner complaints increases, there is a mild tendency for certain assessment tools to be favored more often. It's important to note that while there is a correlation, it may not necessarily imply a

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direct causal relationship between these variables. Related studies on the correlation between assessment methods and learner feedback provide context for these findings. For instance, a study by Smith et al. (2021) investigated the impact of different assessment approaches on learner satisfaction and engagement. While not directly similar, their findings may shed light on the broader implications of assessment choices on learner responses and experiences.

CONCLUSIONS

Based on the comprehensive analysis of the conducted survey and its meticulous application of distinctive statistical methodologies, the following conclusive outcomes have been derived:

1. **Preferred Assessment Methodology:** The survey results strongly indicate that a majority of educators handling Araling Panlipunan lessons at the intermediate level in Aniban Central School predominantly utilize the Paper and Pencil Test as their chosen formative assessment tool. This reveals a prevailing preference for the traditional approach in assessing student learning progress within this context.

2. **Efficiency of Project "TMC":** It is evident from the survey data that the implementation of Project "TMC" (Tap-Me-Correctly) yields the notable advantage of swiftly generating accurate data concerning learners' academic performance. This innovative solution effectively streamlines the process of data collection, which is crucial for informed decision-making in the educational landscape.

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3. **Reduced Learner Complaints**: The survey responses underline another beneficial aspect of the innovation, wherein the adoption of Project "TMC" contributes to a reduction in the frequency of learner complaints during formative examinations. This outcome highlights the potential for enhanced learner satisfaction and smoother assessment experiences.

4. **Challenges in Innovation Implementation**: The survey participants identified significant challenges associated with the proposed innovation. The lack of financial resources for producing printed answer sheet templates and the presence of a weak or unreliable internet connection emerge as key obstacles that educators encounter while integrating Project "TMC" into their teaching practices.

5. **Correlation Between Learner Complaints and Assessment Tools**: A subtle positive correlation emerges when exploring the relationship between the number of learner complaints and the specific assessment tools employed during formative assessments. This insight underscores the intricate interplay between the perception of assessment methods and the extent of learner grievances within the context of different grade levels.

The research outcomes presented above underscore the multifaceted nature of educational assessment methods and their implications. These conclusions provide valuable insights for educators, school administrators, and policymakers as they endeavor to optimize assessment strategies and foster a conducive learning

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environment. The interplay of traditional and innovative approaches, challenges, and learner experiences within this study contributes to the ongoing discourse surrounding effective educational practices.

RECOMMENDATION

In light of the identified conclusions, the researcher presents the following recommendations to enhance the integration and effectiveness of Project "TMC" (Tap-Me-Correctly) and address the challenges observed:

1. **Promoting Awareness of Project TMC Benefits**: It is recommended that a comprehensive marketing campaign be undertaken to familiarize educators with the advantages of adopting Project "TMC." Emphasis should be placed on the system's potential to streamline data recording processes, leading to improved accuracy and efficiency. Regular workshops, seminars, and information dissemination sessions should be conducted to highlight the benefits of the innovation and encourage its adoption.

2. **Comprehensive Training for Stakeholders**: Organizing specialized training sessions for both educators and learners is essential to ensure effective utilization of the application. These training sessions should offer hands-on experience and guidance on navigating the application's features. By fostering familiarity and competence, educators and learners will be better equipped to maximize the benefits of the innovative tool.

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3. **Ensuring Reliable Internet Connectivity**: Recognizing the critical role of a strong internet connection in the success of Project "TMC," the school administration should prioritize the establishment of a robust internet infrastructure within the school premises. Collaboration with relevant stakeholders, including local authorities and community partners, is crucial to secure the necessary funding for this initiative. A reliable internet connection is essential for smooth data transmission and real-time interaction with the application.

4. **Comprehensive User's Manual Development**: To facilitate seamless adoption, the creation of a comprehensive user's manual is recommended. This manual should offer step-by-step instructions on effectively utilizing the tools and features within the application. It should address common concerns, provide troubleshooting tips, and offer guidance on optimizing the application's functionalities. A well-designed user's manual will serve as a valuable resource for both educators and learners, promoting effective usage and minimizing potential challenges.

By implementing these recommendations, the educational institution can further harness the potential of Project "TMC" to revolutionize data recording and assessment practices. These proactive measures aim to empower educators and learners, address technological challenges, and ensure a smoother transition toward more efficient and effective educational practices.

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