A Unified Weekly Home Learning Plan: A Collaborative WHLP Template of Senior High School Teachers Utilizing Google Sheets

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Abstract

This research was conducted in order to identify the challenges that students face when completing learning tasks with the guidance of weekly home learning tasks. This study looked at the effectiveness of the Unified WHLP, a proposed solution to the learning tasks assigned to students. 44 Senior High School students and advisers were surveyed on their experiences using the Unified WHLP. The t-Test (Student) was used to determine whether there was a significant difference in respondents' perceptions of its effectiveness. The students find primarily that too much learning tasks indicated in the former WHLP gave them a pressure to answer them. When the Unified WHLP has been implemented, the students strongly agreed on its effectiveness because the new WHLP has been resulted to collaborative work of the teachers that discerned to limit the overloading tasks into most essential learning tasks aligned to its competencies. Teachers also agree on its effectiveness for the student's utilization. Yet despite the respondents both agreeing response to the Unified WHLP, the result with p-value <0.001, shows highly significance on the difference of respondents' perception on the unified WHLP. It implies that the teacher`s observance on the reasons why some students failed to submit regularly their output is due to learning disorder that affects the ability of the learners to process information interfering the basic to higher level of learning skills. Thus, the need to do intervention to those learners with learning disorder must also be prioritized.

Keywords: Weekly Home Learning Plan, learning task, learning disorder

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Most of all, as the researcher would always utter "It is good to give thanks to the Lord." Ps92 who is the source of her strength, the Benevolent God who provides His bountiful blessings.

2. Context and Rationale

The necessity of lesson planning in the Basic Education Learning Continuity Plan is said to be critical part of the teaching and learning process. It is an instructional guide that gives details of what a teacher and learners shall accomplish in response to the required learning competencies. In the new context of learning modality of pandemic situation, WHLP or the Weekly Home Learning Plan was developed for the implementation of actual class program be it in different modalities. It consists of the *learning area* where the subjects prescribed for the learners are indicated, *learning tasks* which are formative learning opportunities for a better comprehension of the subject content, *learning competencies* that are referring to the knowledge, understanding, skills and attitudes that the learners need to demonstrate in every activity, and *mode of delivery* where the method of submission of learning outputs are observed. Preparing WHLP helps the teachers and parents to monitor the daily activities of the learners in and off the school as whatever most suitable learning modality it implements. It brings awareness to the learners and be accountable of their daily subject schedules of the learning process. (DepEd Memorandum DM-CI-2020-00162)

In Siniloan Integrated National High School, the teacher-advisers gather all the WHLP of the subject teachers to create the whole of it for the coming week and share the copy to the parents and learners for the whole week learning process guidelines. The teacher put together all grouped in week the WHLP to its template before generating it. The activity with regards to WHLP has become the weekly pattern and task of the teachers. In this study, the researcher has offered a more effective way of doing a unified or collaborative WHLP where subject teachers agreed on its content with the goal of helping the learners meet the competencies of the lesson. The project has been implemented after a week of quarter 1 and fully utilized within school year of 2020-2021. This innovation of Unified WHLP template is made for easier composition of weekly WHLP. As action research is how people can do things better in other way, the proposed study is laid for the teachers of SINHS which the researcher believes that doing this task in serving its purpose will benefit more the learners especially in times of this pandemic. Of most importantly, this innovation of the researcher assisted the SHS students to answer the weekly learning tasks within the SY of 2020-2021, helping them attain the skills needed for the specific week as well as

easing the burden of academic compliance in all the learning tasks in each subject area of their lessons.

3. Action Research Questions

The main purpose of this action research is to help the SHS students in answering the weekly learning tasks without adversity in the new normal education. This innovation was conducted during the Quarter 1 and 2 to assess its effectiveness for continuity of utilization during the pandemic time. This could be realized if the teachers would collaborate together in planning the WHLP utilizing the proposed innovation of the researcher, the Unified WHLP Template. Specifically, upon implementing this innovation, it sought to answer the following questions:

1. What are the challenges met by the students before the implementation of the unified WHLP?
2. What is the level of student and teacher-respondents' perceived effectiveness in the Unified WHLP as a proposed solution after its implementation?
3. Is there a significant difference between the perception of the teachers and students on the effectiveness of the Unified WHLP?

4. Proposed Innovation, Intervention and Strategy

The researcher designed a Unified WHLP Template with the use of google sheets. The sheets are assigned for the subject areas of each section in the year level. Each sheet is coded with subject's code. At the end of the subject codes in sheets, WHLP for the week can be generated for its distribution during the output retrieval and module distribution.

The following elements of manual on Unified WHLP: A Collaborative WHLP for Senior High School Subject Teachers, made by the researcher are as follows:

The Roles and Responsibilities of Key Teachers for creating WHLP
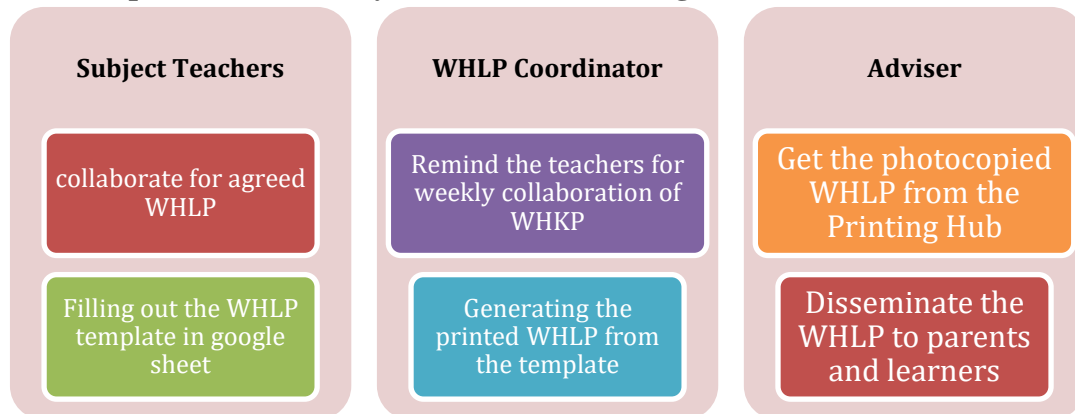
Figure 1: The Roles and Responsibilities of Key Teachers for creating unified WHLP

Roles and Responsibilities

Subject Teachers of the same learning area

- Initially meet together to come up with the desired WHLP content for the learners.
- Assigned subject area coordinator to fill out the template sent via google sheets link.
- Inform the adviser that the WHLP is encoded.

WHLP Coordinator

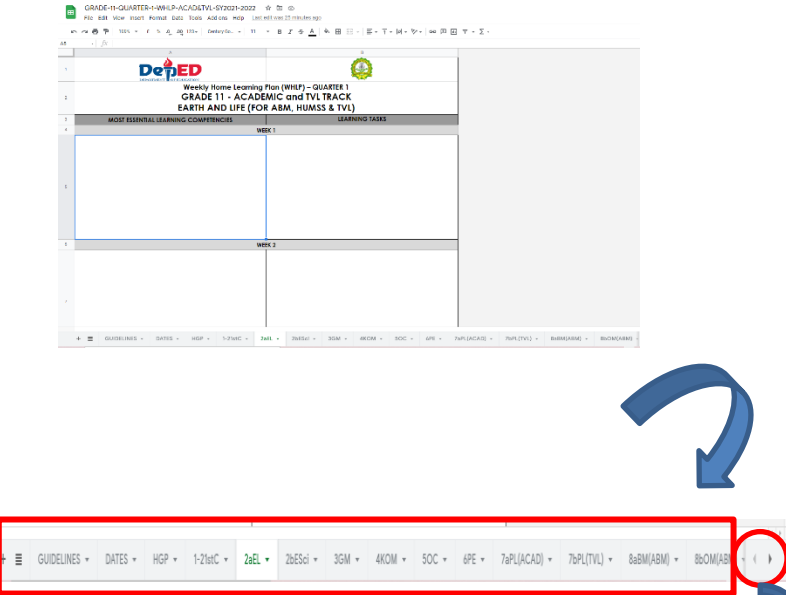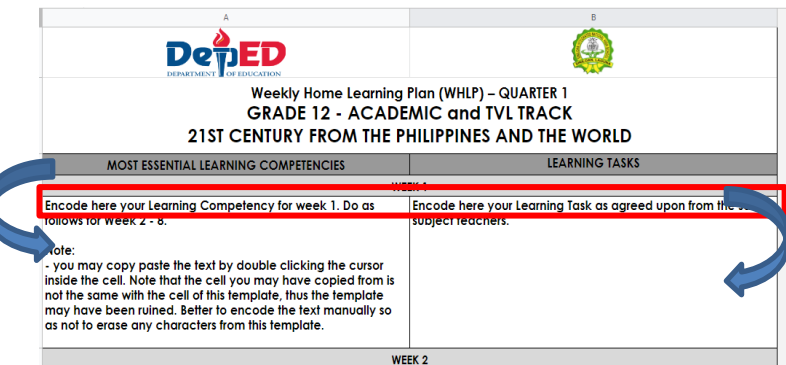- Send the link of google sheet for the Collaborative WHLP Template

- Remind the subject teachers to accomplish weekly the template
- Once informed by the teachers coded data, generate the WHLP from the google drive.
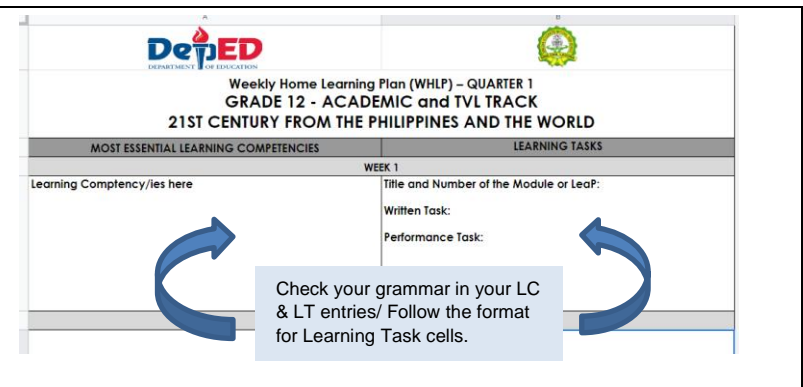
Adviser

- Get the photocopied WHLP for the week from the printing hub
- Disseminate the WHLP to parents and learners

STEPS IN USING THE TEMPLATE

A. Opening the WHLP Template (c/o Subject Coordinator-Teachers)

1. Open the link provided by the WHLP Coordinator	Grade 11 Link: https://docs.google.com/spreadsheets/d/1YHmXFRGNktH57v0SIPTkoLV9LAQ5rAgye82eIub0LmQ/edit?usp=sharing Grade 12 Link: https://docs.google.com/spreadsheets/d/1qut3i-PISfE0cc9_4zvVXtNNPruLVqX1yKywjwMSEPw/edit?usp=sharing
2. Go to the code of the subject area below the spreadsheet.	Use these two arrows to move the sheets back and forth. This is for the purpose of seeing the other sheets.
3. Type in the needed information on each box. Let your Learning Competency/ies conformed to MELC and your Learning Tasks correspond to placed Learning Competency/ies or MELC.	

4. Check the spelling, and its full content. Make sure, you have guided well the students by indicating the part of Written/Performance Task, its name and page of the activity/ies.	
5. **Check your entry** in Consolidated WHLP tab for each specific week.	
6. **Close** the file after checking your entry at the consolidated WHLP template tab. *(If there are corrections go back to your subject tab and edit your text/or you may ask the WHLP coordinator if there are errors that could not be edited.)*	
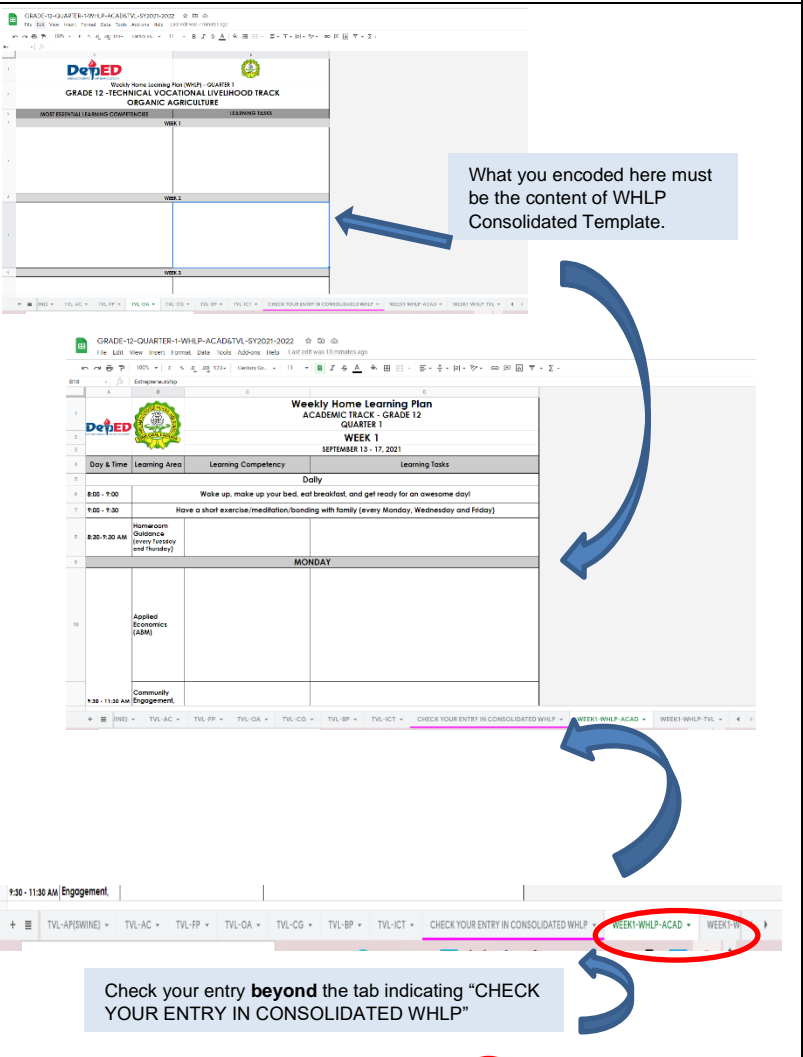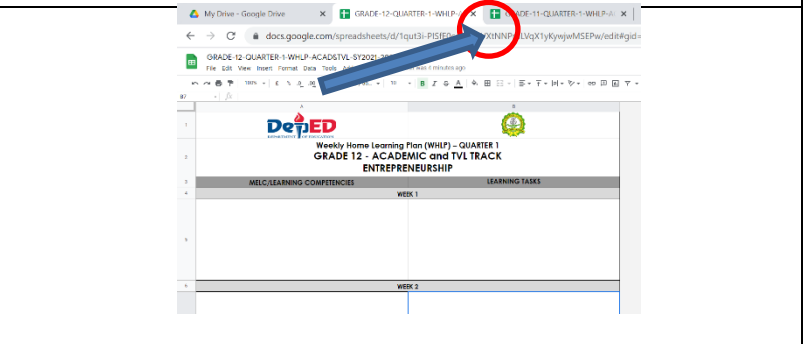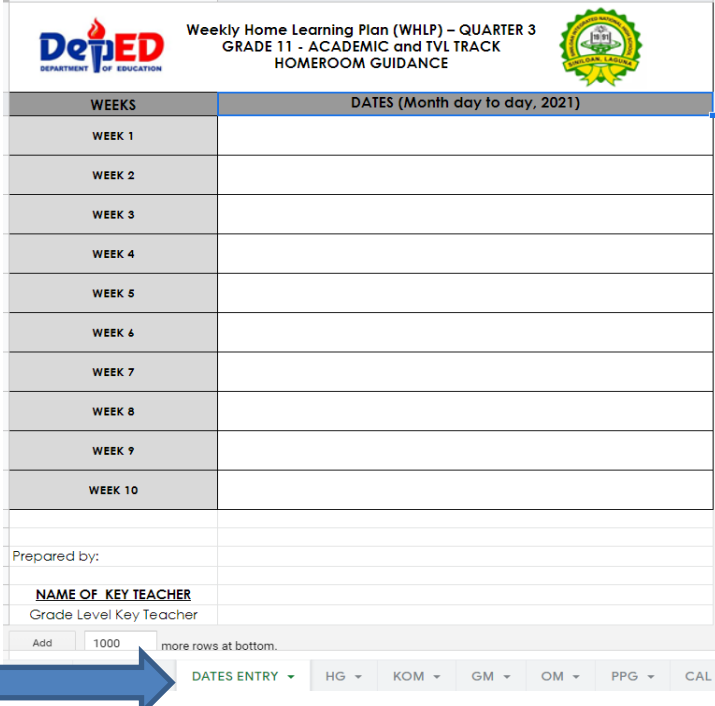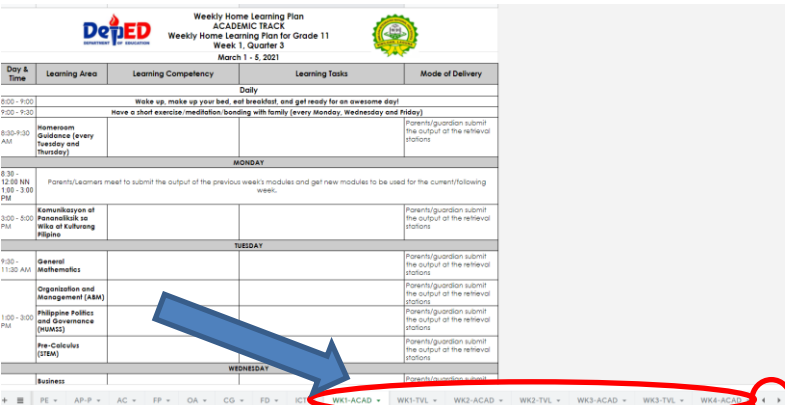
Table 1. Opening procedure of the Unified WHLP Template

B. Generating the WHLP for the specific week (c/o Key Teachers/WHLP Coordinator)

1. Open the link sent to the teachers	https://docs.google.com/spreadsheets/d/1brGS9vHztGWZjJTdxORyWslub49-HL6WSOfELPdI1GI/edit?usp=sharing
2. Go to Dates Entry sheet and fill out the corresponding dates of the week	
3. Go to the WHLP per week sheet	

4. Generate the template by saving it as pdf.	 1. Click file 2. Click Download tab 3. Then click the PDF document 4. Click Export, then wait for the file to be downloaded. 5. Get the downloaded WHLP from your Download Files
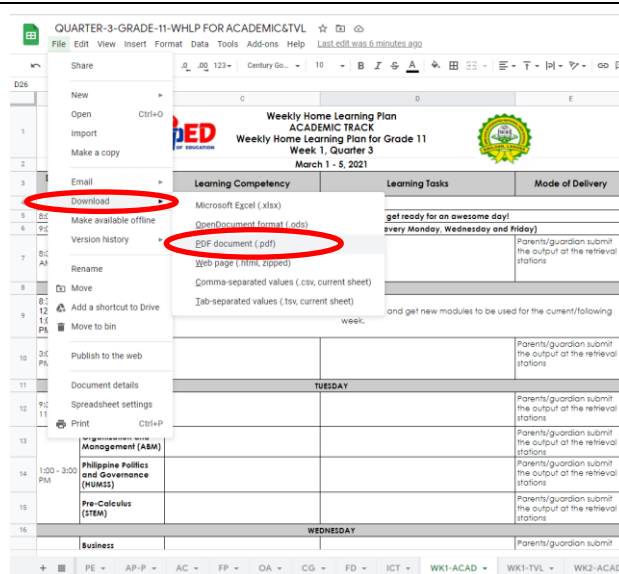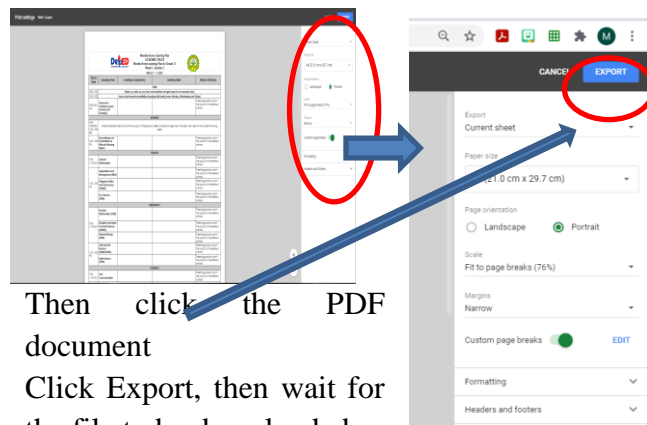
6. Bring the copy for printing	
	Weekly Home Learning Plan **ACADEMIC TRACK** Weekly Home Learning Plan for Grade 11 Week 4, Quarter 2, January 25-29, 2021

Weekly Home Learning Plan — DepED — ACADEMIC TRACK
Weekly Home Learning Plan for Grade 11
Week 4, Quarter 2, January 25-29, 2021

Day & Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery
		Daily		
8:00 - 9:00		Wake up, make up your bed, eat breakfast, and get ready for an awesome day!		
9:00 - 9:30		Have a short exercise/meditation/bonding with family (every Monday, Wednesday and Friday)		
8:30-9:30 AM	Homeroom Guidance (every Tuesday and Thursday)	NO MODULE		
		MONDAY		
9:30 - 11:30 AM	Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	Natutukoy ang iba't ibang paggamit ng wika sa nabasang pahayag mula sa mga blog, social media posts at iba pa	MODYUL 2: Sitwasyong Pangwika sa Social Media Written Output Gawain 1: Tayahin 1-15 p.14-16 Performance Task Gawain 2: Karagdagang Gawain p.17 *Nakapaloob sa gawain ang pamantayan ng pagmamarka	Parents/guardian submit the output at the retrieval stations every Wednesday
1:00 - 3:00 PM	General Mathematics	MODULE 4 & 5 • Define terms that are related to simple and general annuities; • Illustrates and distinguishes simple and general annuities; and • Represent annuities to real-life situations. • Identify the given facts and choose the proper formula to be used in computing for the future and present value of simple and general annuities; and • Compute the future value and present value of simple and general annuities.	WRITTEN 3 Module 5, Additional Activities page 20 5pts each, total of 10pts (Show your solution)	Parents/guardian submit the output at the retrieval stations every Wednesday
		TUESDAY		
8:30 - 12:00 NN 1:00 - 3:00 PM		Parents/Learners meet to submit the output of the previous week's modules and get new modules to be used for the current/following week.		
3:00 - 5:00 PM	Organization and Management (ABM)	* Discuss the concept and nature of staffing (MELC) 1. discuss the nature of staffing; 2. explain the functions and importance of staffing; 3. elucidate the function of human resource inventory; and 4. identify the components and the various steps in staffing	Written Output- answer Assessment (Module # 9) PERFORMANCE TASK- answer What I have Learned (case study)(Module # 9)	Parents/guardian submit the output at the retrieval stations every Wednesday
	Philippine Politics and Governance (HUMSS)	Analyze the relationships among nations and state in the concept of globalization.	Answer ASSESSMENT on pages 8-9.	Parents/guardian submit the output at the retrieval stations every Wednesday
	Pre-Calculus (STEM)			

Table 2. Generating the WHLP for the week from the Unified WHLP Template Procedure

C. Disseminating the Generated WHLP to parents and students (c/o Advisers)

1. The adviser gets the copy of generated WHLP from printing hub	*(The adviser sorts out the WHLP for the students)*
2. Distribute the WHLP to the parents/learners	*(The WHLP is given along with the other set of modules and/or via messenger/group chat of parents and students)*
3. Entertain some queries and clarification of parents and learners about the WHLP	*(The teacher clarifies the queries of parents and students regarding the WHLP content)*

Table 3. Dissemination and distribution of Generated WHLP Procedure

5. Action Research Methodology

This action research utilized both qualitative and quantitative research design to determine the posed research questions. The qualitative method research approach pursues truth from people's stories about their common experiences and sentiments in order to generate a detailed account of the phenomena. This study explicitly employing the phenomenological research approach to better understand the challenges met by the students in the given learning tasks indicated in the weekly home learning plan. While a descriptive-survey as it values fact provision was employed to know the level of perceived effectiveness on the Unified WHLP of the selected participants. This study intends to carefully consider the worthiness of this action research, which is the extent to which SHS students attested by the advisers see the usefulness of the proposed innovation.

A. Participants

Purposive sampling was used to determine the Senior High School Students with the subject-teachers and advisers in mind. These participants are involved in the Weekly Home Learning Plan preparation and utilization.

Table 4. Distribution of the respondents of the study

STUDENTS			
GRADE LEVEL	**SECTION**	**NO. OF SAMPLE FROM STUDENTS**	**NO. OF ADVISER AS SAMPLE**
11	ABM	2	1
11	HUMSS 1	2	1
11	HUMSS 2	2	1
11	HUMSS 3	2	1
11	STEM 1	2	1
11	STEM 2	2	1
11	STEM 3	2	1
11	AFA 1 (OA)	2	1
11	HE 1 (Caregiving)	2	1
11	HE 2 (FBSH)	2	1
11	ICT/AFA (CSS)	2	1
12	ABM	2	1
12	HUMSS	2	1

12	STEM 1	2	1
12	STEM 2	2	1
12	HE 1 (Caregiving)	2	1
12	HE 2 (FDS)	2	1
12	AFA 1 (Food Proc)	2	1
12	AFA 2 (AP)	2	1
12	AFA 3 (OA)	2	1
12	AFA 4 (Agri-Crop)	2	1
12	ICT (CP)	2	1
TOTAL		**44**	**22**
TOTAL NO. OF RESPONDENTS		**66**	

B. Data Gathering Methods

The data is collected using the interview survey as in the process of continuous improvement program process to get the voice of the customers. Specifically, the following subcomponents of data gathering methods were considered:

Instrument

The researcher used two methods of instrumentation during the conduct of the research. The unstructured interview was first given to the students using the process of continuous improvement program process where the advisers asked two students under their advisory the question posed "What are the challenges met by the students in answering the learning tasks from the WHLP?". Meanwhile, the researcher made a questionnaire checklist for data gathering to answer the second research question, "What is the level of respondents' perceived effectiveness of unified WHLP after its implementation?" The questionnaire consists of 10 statements for each group of respondents. The items were based from the themes collected in research question number 1 that pertains to student's and teacher's perception on the utilization of new WHLP. The questions were posed with the use of google form for an easy access of each participant.

The set of 10 questions for both students and teacher-adviser used the Four Point Likert scale.

Scale	Range	Written Interpretation
1	1.00 – 1.74	Strongly Agree
2	1.75 – 2.49	Agree
3	2.50 – 3.24	Disagree
4	3.25 – 4:00	Strongly Disagree

Some of the items used in the questionnaire were being implied from the identified challenges that the students met in the compliance of learning tasks. Some were the statements that were appropriate to test the level of effectiveness of the Unified WHLP among those students who were the main purpose of the research.

The self-made questionnaire was administered to the respondents by sending the link of Google form to the students through advisers, and the other set to the SHS advisers during the second semester of the Senior High School Curriculum.

C. Data Analysis Plan

In analyzing the data, qualitative and quantitative were employed to treat the data gathered from the respondents

For research question number 1, the use of Content analysis was used to categorize the verbal data and

tabulate them in the Microsoft excel. With this, the data were coded to different themes identifying the challenges met by the students in answering the learning tasks based from the WHLP. After the coding system, the data were tabulated to get its frequency, percentage and rank for the result discussion.

For research problem number 2, to determine the level of the respondents' perceived effectiveness on the unified WHLP, a descriptive statistic was employed to get the weighted mean of both students and teachers' perception on Unified WHLP effectiveness.

And lastly, for the research problem number 3, in order to determine the significant difference between the perception of the students and teachers on the Unified WHLP efficacy, an independent sample T-test (student) is used. It is said that this parametric test, t Test compares the means of two the independent groups in determining their significance difference presented with its statistical evidence. (Kent State University)

7. Discussion of Results and Reflection

This part presents, analyzes, and describes the collected data and shows the answers of all respondents related to the recognition of survey variables. The first research question is addressed for qualitative study while the research questions numbers 3 and 4 is discussed based from quantitative aspect.

Research Problem 1. What are the challenges met by the students before the implementation of the unified WHLP?

There is a problem that refers to students' compliance to weekly learning tasks. The first weeks of the school year 2020-2021 receives comments and complains about the numerous learning tasks that the learners are accomplishing within a week. It is also the reality situation in Siniloan Integrated National High School in the Senior High School Department, where students find difficulties in answering the tasks in all subject areas. As a result, the learners submit minimally their output for the scheduled week of the output submission. Thus, the first research problem raises the challenges encountered by the SHS students where twelve themes came out. The first theme is the **"numerous learning tasks"** out of 44 student-respondents, 14 among them states that the reason why they could not easily answer the assigned learning tasks all the way in one week is because the activities are too much to study and assess with the limited knowledge they have. Student 1 states *"Nahihirapan po ako sa pagsagot ng learning tasks dahil napakarami ng mga ito."*. The learners figured out that each subject area with multiple activities to complete within a week, is a burden and would accumulate weekly too much stress to them. *"Hindi kayang tapusin sa isang linggo ang gawain na ibinibigay ng guro dahil madami ang mga subjects at sa bawat subjects ay napakadami pa ng Gawain."* This sentiment from student 3 proves that weekly learning tasks would accumulate bigger numbers of activities. Another theme that surfaces in the interview is **"Focus"**, student 4 *"Dahil sa dami ng gawain ay hindi na ako makapag focus sa subject dahil ang iniisip ko lang ay matapos ko ito kahit hindi ko na basahin ang lesson."* This statement from the learner shows that one issue of too much learning tasks is failure to focus on the lesson. Hence, the quality of learning is at stake during the Distance Learning Modality. **"Differed set of WHLP"** is also the learners' concern, student 5 utters *"Minsan hindi ako nakakakuha ng weekly WHLP pag nagtanong ako sa kaibigan ko na nasa ibang section ay iba pala ang set ng WHLP nila."* While student 19 expresses *"hindi pareho ang learning task na ibinibigay sa amin sa iba, mas madali ang gawain sa ibang section."* This shows that the WHLP contains different issuance of subject teachers even they handle the same subject. It implies the importance of collaboration for the teachers to come up with the same activities aligned to the most essential learning competencies (MELC). Also deciding on most appropriate learning tasks from the modules will be

beneficial to the students since they would have more focus on the skills that they need to learn within the week. One more theme of challenges is "Teacher's Assistance" as student 30 states *"Kailangan pa rin na i-assist ng guro para maintindihan ang lesson."* The old normal centers the importance of teacher-student interaction in the classroom learning process. Teacher–student interplay performs a high-quality function in mobilizing the school room atmosphere, guiding college students to shape accurate mastering attitudes, and enhancing mastering effects (Van de Pol et al, 2010).

The theme about "**alignment of Learning tasks to the most essential learning task**" was also brought up, student 37 informs that "*hindi ugnay ang skills na dapat matutunan namin sa activity na ibinigay dahil ito ay kadalasan ay ang pre-test sa module.*" In relation to differed set of WHLP, it is important that upon collaboration of the teachers they thoroughly review the most essential learning tasks to align the task in the given learning objectives. The MELC guidelines indicate that its release is not only a response to the challenges of the current pandemic, but also part of the Department's long-standing response to SDG 4's call to develop resilient education systems, especially during emergencies. It can therefore be used in certain circumstances as a mechanism to ensure continuity of education throughout the curriculum. The teachers' task is to ensure that the activities may lead to realize the Department's goal on inducing MELC in the curriculum. This will also prevent the eight themes on student's lived experience on answering tasks, "**confusion**". This theme gave the impression that some written in the WHLP made the students confused, "*indi ko naiintindihan ang WHLP dahil ang nakalagay dito ay misleading sa dapat na sasagutan namin sa module.*" With this statement it implies that the teachers were not able to review thoroughly the MELC as well as the learning activities that are present in the self-learning materials.

Other remaining themes are "**quality of WHLP print", "time constraint", "due to household chores" and "social media".** Learners find hard to use the WHLP to guide them to learning tasks, student 42 voiced that *"Minsan malabo ang printing ng WHLP kaya hindi maintindihan ang sasagutan."* While student 43 expressed "*Limited ang oras ng pagsasagot sa bahay"* and this maybe because of the responsibilities of household chores at home, as student 7 relays *"distracted sa mga gawaing bahay kahit na may WHLP ay hindi pa rin makagawa."* and the current issue on the use of social media or other apps, student 44 admits "*Hindi makasagot ng maayos dahil napupuyat sa social media.*"

Table 5. Identified Challenges of the Students on Answering the Learning Tasks based from the WHLP.

IDENTIFIED THEMATIC CHALLENGES	FREQUENCY	RANK
Numerous Learning Tasks	14	1
Focus	3	5
Differed set of WHLP	9	2
Teacher's assistance	4	3.33
Compliance	2	6.25
Too many subjects	4	3.33
Not aligned to MELC	1	8.5
Confusion	4	3.33
Printing Quality	2	6.25
Time constraint	2	6.25
Distracted by household chores	2	6.25

Social Media	1	8.5

Table 5 reveals the identified challenges met by the Senior High School students on answering the learning tasks activities written in the weekly home learning plan before the implementation of the Unified WHLP. In this frequency distribution of the identified themes, the table manifests that the major reasons why students find hard in answering the activities is due to numerous learning tasks indicated in the WHLP. Since the new normal brings different learning modality, the students are not used to have numerous learning tasks in each subject areas and doing this by themselves without teacher's assistance. Libana (2020) determined that "Learning Tasks" with the percentage of 70.29 percent of frequency distribution was the major factor of students' stress during pandemic COVID-19. Thus, being stressed hinders the students to comply on their tasks. Likewise, presence of the teachers for assistance came in demand during the time of crisis. The quality of presence highlights the state of alert awareness, receptivity and connection to work for both individuals and groups in the context of the learning environment (Henik, 2018).

These identified thematic challenges of the students in answering learning tasks became the point of concept for the self-made questionnaire of the researcher in which data analysis is strategized through quantitative method design.

Research Problem 2. What is the level of student and teacher-respondents' perceived effectiveness in the Unified WHLP as a proposed solution after its implementation?

Table 6. Level of Student-respondents' Perception on Effectiveness of Unified WHLP After Its Implementation.

UNIFIED WHLP EFFECTIVENESS FOR STUDENTS	WM	VI	R
1.Ang bagong WHLP ay may dalawa na lamang na learning tasks, ang Written at Performance tasks na siyang naging malaking tulong para mapagaan ang aking pagsasagot sa modules.	1.00	SA	1
2.Mas nagkakaroon na ako ng focus sa pagsasagot ng modules dahil sapat na ang gawain na dapat naming sagutan.	1.05	SA	5
3. Kung hindi agad ako nasasagot ng guro sa tanong ko tungkol sa learning tasks sa WHLP, nakakapagtanong na ako sa iba dahil iisa na ang aming learning tasks sa mga subjects na pareho.	1.07	SA	6.33
4. Mas natulungan ako ngayon ng bagong WHLP upang mabawasan ang aking pagkalito sa mga gawaing nakasaad dito.	1.02	SA	2
5. Nakakasagot na ako palagi sa mga gawain na nakalagay sa WHLP	1.04	SA	3.33
6. Mas natututnan ko ang mga kasanayan na dapat kong matutunan sa pamamagitan ng mga learning tasks na nakasaad sa WHLP.	1.04	SA	3.33

7. Ang learning tasks ay tumutugon sa mga kasanayan na na dapat naming matutunan.	1.07	SA	6.33
8. Nakakatulong ang WHLP sap ag-monitor ng aking mga gawain.	1.07	SA	6.33
9. Nakakatulong ang WHLP sa pagtulong sa akin ng aking mga magulang sa pagsasagot ng learning tasks sa modules.	1.09	SA	8
10. Nakatulong ang WHLP upang mas magamit ko ng tama ang aking oras sa pagsasagot ng learning materials.	1.04	SA	3.33
Average Weighted Mean	**1.05**	**SA**	

LEGEND	Scale	Range	Verbal Interpretation
	1	1.00 – 1.74	Strongly Agree
	2	1.75 – 2.49	Agree
	3	2.50 – 3.24	Disagree
	4	3.25 – 4:00	Strongly Disagree

Table 6 shows the level of student-respondents' perception on the effectiveness of Unified WHLP on answering the learning tasks indicated in the weekly home learning plan. The overall result shows that the students strongly agree on the effectiveness of the use of Unified WHLP which weighted mean is 1.05. The new WHLP got the highest level of effectiveness on item number one based on the weighted mean result of 1.0 in which the new WHLP limit the learning tasks into two activities, one written and one performance tasks for the students to accomplish for the whole week in a specific subject area. This greatly helps the students in accomplishing all assigned tasks in all subject areas.

The Unified WHLP has provided the necessary adjustment to get only the most appropriate activities aligned to the most essential learning task. It omits those activities that may only acquire remembering level of activities. In the learning tasks given the teachers point out the importance of higher levels of learning which is the application for the performance task. Applying on Bloom's Taxonomy allows the students to use the knowledge in new ways, transferring the concepts and principles learned to different problems or scenarios (www.rhodes.edu). With this strategy, the students would more focus on answering the essential tasks related to the skills needed to be honed.

In the students' perception of Unified WHLP effectiveness, the students have been substantially assisted with the aid of using this intervention. Too much learning tasks does not equate to acquiring more knowledge, Stenger, M. (2018) found in research that overburdening student creates not only academic stress but it also leads to mental and physical health problems, which might impede learning. Based on the previous studies, allocating too much work might reduce its efficiency and even make it counterproductive. Clearly, simply because learners are working more does not imply that they are learning more. Reducing the tasks of the students lessen as well the stress and anxiety. It is important to prioritize the mental health of the students in order to promote focus on learning (Schroeder, S. 2020). Hence, the effectiveness level of students' perception on the Unified WHLP highlights the modification made from overloading tasks to limited and aligned to most essential learning competencies in the WHLP.

Table 7. Level of Teacher-respondents' Perception on Effectiveness of Unified WHLP After Its Implementation.

UNIFIED WHLP EFFECTIVENESS FOR TEACHERS	WM	VI	R
1.Nakatulong sa mga mag-aaral ang pagkakaroon na lamang ng dalawang learning tasks, ang Written at Performance tasks na na sasagutan nila sa modules.	1.32	SA	1
2.Mas nagkakaroon nang focus sa pagsasagot ng modules ang mga mag-aaral dahil sapat na ang gawain na dapat nilang sagutan.	2.14	A	7.5
3. Mas nakakapagtanong na ang mga mag-aaral sa ibang klase kung hindi ko agad sila natugunan sa kanilang katanungan tungkol sa WHLP	1.82	A	2
4. Mas natulungan ng bagong WHLP ang mga mag-aaral upang mabawasan ang kanilang pagkalito sa mga gawaing nakasaad dito..	1.91	A	4
5. Nakakapagsubmit na palagi ng mga gawain ang mag-aaral	2.23	A	9
6. Mas natututnan ng mag-aaral ang mga kasanayan na dapat nilang matutunan sa pamamagitan ng mga learning tasks na nakasaad sa WHLP.	2.09	A	6
7. Ang learning tasks ay tumutugon sa mga kasanayan na na dapat matutunan ng bata..	2.05	A	5
8. Nakakatulong ang WHLP sa pag-monitor ng mga gawain ng mag-aaral.	1.86	A	3
9. Nakakatulong ang WHLP sa mga magulang upang mas magabayan nila ang pagsasagot ng learning tasks sa modules..	2.00	A	4
10. Nakatulong ang WHLP upang mas magamit ng tama ng mag-aaral ang kanilang oras sa pagsasagot ng learning materials..	2.14	A	7.5
Average Weighted Mean	**1.96**	**A**	

LEGEND	Scale	Range	Verbal Interpretation
	1	1.00 – 1.74	Strongly Agree
	2	1.75 – 2.49	Agree
	3	2.50 – 3.24	Disagree
	4	3.25 – 4:00	Strongly Disagree

Table 7 reveals the result on the teacher-respondents' perceived effectiveness on the Unified Weekly Home Learning Plan.

The highest point obtained which weighted mean is 1.32 among the indicators of Unified WHLP effectiveness is also the same with the result of student-respondents' perception which is the Unified WHLP is highly effective after reducing the overloading tasks of the students.

And based on the overall result with weighted mean of 1.96 respectively, the teacher-respondents agree on the effectiveness of the Unified WHLP to the students. Being extra centered at the content material of

getting to know obligations and discerning at the given activities, the students would have more connections to answering learning tasks. It is said that preparing the learning tasks in lesson planning is like a road map to be able to guide the students to learning success. Fink, D. L. (2005) concludes that powerful lesson plan is not vital to be an exhaustive record nor count on the learner`s interaction. Instead, it ought to have supplied a widespread define of coaching and mastering ideas and approach to perform them. Just as being stated that an efficient lesson is not which the whole lot precisely as deliberate however one wherein each student and teacher examine from every other.

Research Problem 3. Is there a significant difference between the perception of the teachers and students on the effectiveness of the Unified WHLP

Table 8. Test of Significant Difference on Effectiveness of Unified WHLP After Its Implementation.

Q-Ave	Test	Value of Test Statistics	p-value	Decision Of the Hypothesis	Significance
Effectiveness of Unified WHLP to	t-Test (Student)	-21.303	< .001	Accepted	Highly Significant

Table 8 presents the difference between the perceptions of the respondents on the effectiveness of the Unified WHLP. The result which obtained p-values of <0.001 is less the threshold value of 0.05 indicates very strong evidence against the null hypothesis. It implies that there is highly significant difference on the effectiveness of Unified WHLP as perceived by the students and teachers.

These findings imply that although the result of teachers' perception agreed that the Unified WHLP is effective on accomplishing the learning tasks, statistically significance was shown on the effectiveness of the new implemented WHLP. It shows that teachers still observed that some of the students still fail to accomplish and submit the weekly output despite the changes made in the WHLP. The researcher as adviser too herself reflected that those who students who were helped by the Unified WHLP and agreed on its effectiveness are those students who are independent learners and are eager to learn and submit their output. While other students as observed by the teachers are those students who are not studious or with academic problem from the very start of the school year. Teachers are more focused to assume the effectiveness of new WHLP towards those problematic students but no matter how the teachers lessen the activities the students are still neglecting to submit the weekly outputs. It is obviously shown on the indicator number 5, that states the students submits regularly their output where the teachers observed that some of the students are not really submitting their outputs on a regular basis.

In relation to this, teacher's observance on the reasons why some students failed to submit regularly their output is due to learning disorder that affects the ability of the learners to process information interfering the basic to higher level of learning skills. This is due to many possible reasons that psychology can name (Counseling Center, University of Maryland). Since the distance learning modality needs independent learning approach by the learners, some students are probably having the possible signs of learning disorder.

8. Action Research Work Plan
2020-2021

ACTIVITY	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
1. Getting the Voice of the Customers to identify the challenges met by the students on answering the learning tasks using the WHLP	█								
2. Consolidated the identified challenges	█								
3. Conceptualized the Unified WHLP Program	█								
4. Organizing the Unified WHLP Template using the google sheets	█	█							
5. Orientation of the conceptualized Organized project Unified WHLP		█							
6. Assigning the subject coordinators for each subject handled to encode the collaborated tasks based on MELC		█							
7. Subject coordinators collaboration with their team in the subject area		█							
8. Draft the Action research proposal.			█						
9. Orientation of unified WHLP utilization to the students and parents.			█						
10. Implementation of the use of Unified WHLP.			█	█	█	█	█	█	█
11. Monthly monitoring of the implementation.			█	█	█	█	█	█	█
12. Drafting and finalizing the self-made						█			

questionnaire for the respondents to determine the research problem number 2						■				
13. Conduct of study to the respondents						■				
14. Collecting and Gathering data harvested						■	■			
15. Data Analysis							■	■	■	
16. Preparing the Discussion of the Action Research									■	■
17. Submission of Completed Action Research										■

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12. Financial Report

ACTIVITY	RESOURCES NEEDED	AMOUNT (PhP)	SOURCE OF FUND
1. Printing of WHLP for the whole semester.	5 reams of A4 size bond papers 1 set of Epson Ink IEC Tarpaulin	Amount is incurred by the in-house printing area	MOOE/SEF