

# Continuing the pursuit: Project 5-DAYSS (Developmental Assistance Yielding Student Success) second year implementation

Elymar A. Pascual

*elymarpascual@rocketmail.com*

*Department of Education, Nagcarlan Sub-Office, Laguna, Philippines, 4002*

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## Abstract

When the pandemic began subsiding in the middle of the year 2022, the promulgation of DepEd Order No. 34 series of 2022 issuing 5-day classes for public school and a voluntary compliance for private schools, the shift from the concerns during pandemic to face-to-face classes became the focus on nurturing learners in Talangan Integrated National High School, Nagcarlan, Laguna, Philippines. This called for the revision of the former Project VACSIN (Validating Academic Compliance of Students through Interventions, 2020-2022) which dealt with the learner compliance in submission of modular output. This time of 5-day classes also recounted the problem during the pre-pandemic, the tardiness of learners, which was solved through Project STAR (Solving Tardiness through Academic Resiliency, 2016-2019). Combining the concept of the two preceding projects, this project which was implemented this school year 2022-2023 dealt with tardiness in coming to school, absenteeism, and having low academic performance. This Project 5-DAYSS (5 Developmental Assistance Yielding Student Success) has five interventions which are fitted for the present implementation of five-day attendance in school. They are the following: (1) punctuality monitoring, (2) rigid checking of attendance, (3) enhancement activity, (4) guardian connection, and (5) maxim board. Through this project, during the first year of implementation, s.y. 2022-2023, tardiness decreased by 50% during the first semester, and 8.33% during the second semester. Absenteeism was reduced by 63.22% during the first semester, and 23.88% during the second semester. Meanwhile, learners lagging behind were reduced by 22.69% during the first semester, and 26.53% during the second semester. Parents and learners provided favorable feedback in the implementation of this continuous improvement project. Implementation of this scheme is thus recommended for the whole school, and even to other schools in nearby communities. For the second year of implementation, s.y. 2023-2024, tardiness decreased by 27.59% during the first semester, and 47% during the second semester. Absenteeism was reduced by 34.09% during the first semester, and 26.03% during the second semester. Meanwhile, learners lagging behind were reduced by 38.89% during the first semester, and 50.96% during the second semester. The team reflected on the benefits of the maxim board, noting its role in providing guidance and moral lessons to their advisory classes. They observed that wisdom extends beyond academics. Through Project 5DAYSS, their instructional leadership was enhanced, allowing them to offer instructional materials and exercises to help students catch up. Collaboration with peers was another significant benefit, fostering idea exchange and professional growth. Monitoring daily attendance improved classroom management and student discipline, with most students arriving on time. The project also enhanced their roles as effective classroom managers and guidance counselors, enabling better coordination with parents. Teachers expressed eagerness to participate in similar projects in the future, recognizing the positive impact on their career growth and student relationships. Overall, Project 5-DAYSS promoted responsibility and regular participation among students, stakeholders and the school towards quality education.

*Keywords:* tardiness, absenteeism, academic performance, parent, teacher, learner, stakeholder, collaboration

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## 1. Introduction

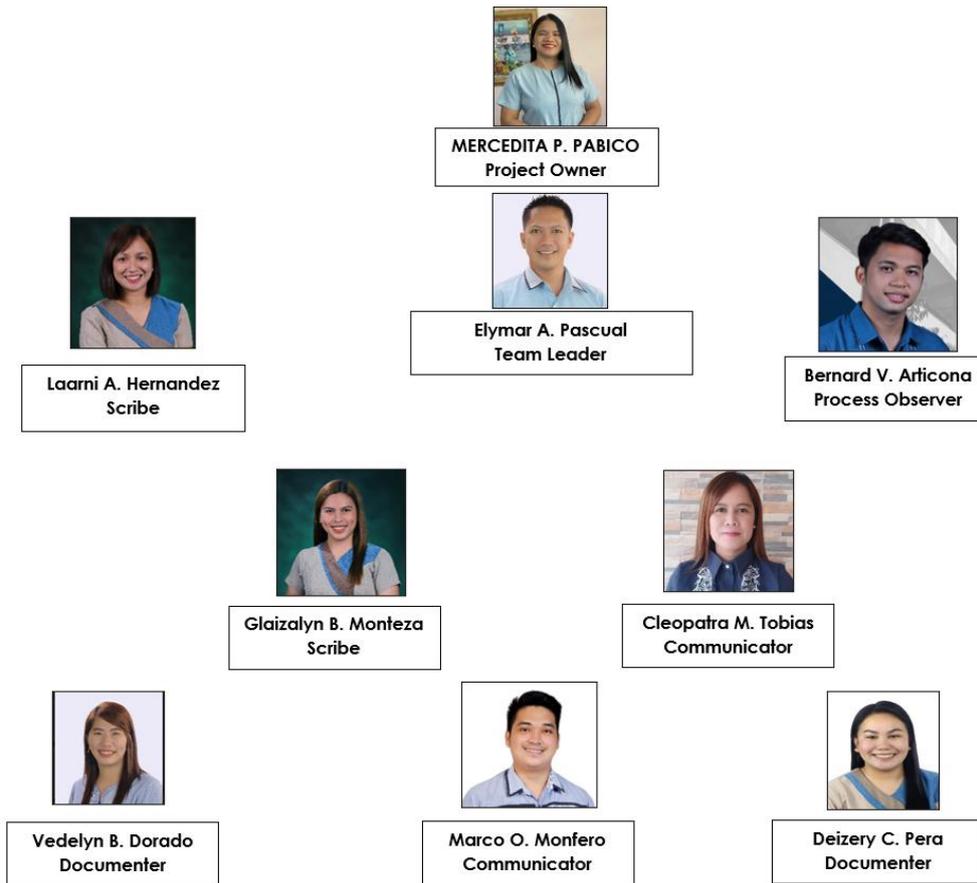
In the ever-evolving landscape of education, educators face the ongoing challenge of addressing factors that impede students' academic success. Tardiness, absences, and low academic performance are interlinked issues that can significantly hinder a student's educational journey. Students facing these challenges may be grappling with various factors, including personal issues, disengagement, or a lack of effective support structures. Addressing these challenges requires a comprehensive understanding of their interconnected nature and a commitment to developing targeted interventions.

Since then, Talangan Integrated National High School aims to delve into the root causes and collaboratively develop effective strategies to foster a positive learning environment conducive to academic achievement. One is the Project STAR (Solving Tardiness through Academic Resiliency, 2016-2019) which successfully solved the learner's tardiness during the pre-pandemic. Another is the Project VACSIN (Validating Academic Compliance of Students through Interventions, 2020-2022) which dealt with the learner compliance in submission of modular output during the Covid-19. Now, as we transcend and finally surpass the pandemic, everything falls back into its place, where modular classes shift to face to face.

The challenges brought about by the 5-days face-to-face classes give rise to the development of Project 5-DAYSS (5 Developmental Assistance Yielding Student Success), established last 2022. This project has five proposed interventions which seeks to empower academic success by addressing tardiness, absences, and low academic performance as interconnected challenges. Through a collaborative and data-driven approach, this aspires to create a positive and supportive educational environment that fosters the holistic development of students.

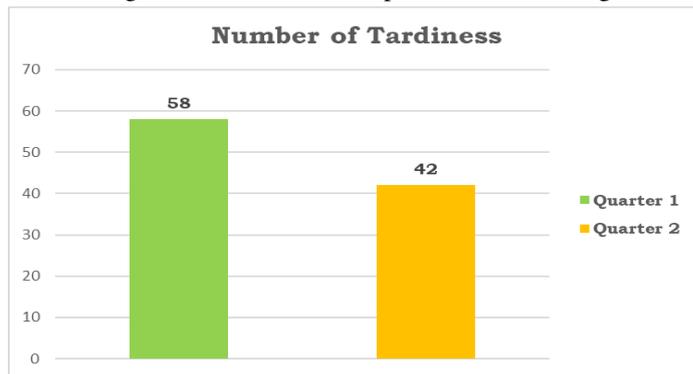
The following are the five interventions and their subsequent referential studies that helps in the establishment of this project.

- a. First and Second Intervention (**Punctuality Monitoring and Rigid Checking of Attendance**) - Individual Education Planning: Teachers in Addressing Learners' Diversity by Elymar A. Pascual, published by International Journal of Research Publication, Volume 87, Issue 1, Published 2021. Finding, "Teachers will be able to address the needs of learners if they will be home visited and their behavior will be monitored in school."
- b. Third Intervention (**Enhancement Activity**) - Getting into Learners' Pace: QR-Coded Supplemental Materials for Senior High School Learners in the Division of Laguna, Philippines by Elymar A. Pascual, published by International Journal of Research Publication, Volume 88, Issue 1, Published 2021. Finding, "Teacher-made instructional materials can enhance learners' performance."
- c. Fourth Intervention (**Guardian Connection**) - Parent-Teacher-Learner Collaboration in Modular Distance Learning by Elymar A. Pascual, published by International Journal of Research Publication, Volume 83, Issue 1, Published 2021. Finding, "Parents' contribution on collaboration to ensure success in learning is their loving attention given to their child."
- d. Fifth Intervention (**Maxim Board**) - Homeroom Symposium and Calamity Response Level of Senior High School Learners by Elymar A. Pascual, published by International Journal of Research Publication, Volume 85, Issue 1, Published 2021. Finding, "Learners' perform their best when they are reminded of the basic principles in life, and not just about their academics."



### 1. Status of the Tardiness of Learners (Punctuality Monitoring) 1<sup>st</sup> Quarter and 2<sup>nd</sup> Quarter

Advisers will check students' punctuality by giving them slips each time they are late. The slip will be taken home to be signed by the parents. If a student is tardy twice in a week, counseling will be required. In a week, the first two tardiness would entail adviser counseling. Counseling with an adviser and a parent would follow the second episode of tardiness monitoring. When a student continuously commits tardiness for the third time, they will meet with a guidance counselor and parent for counseling.

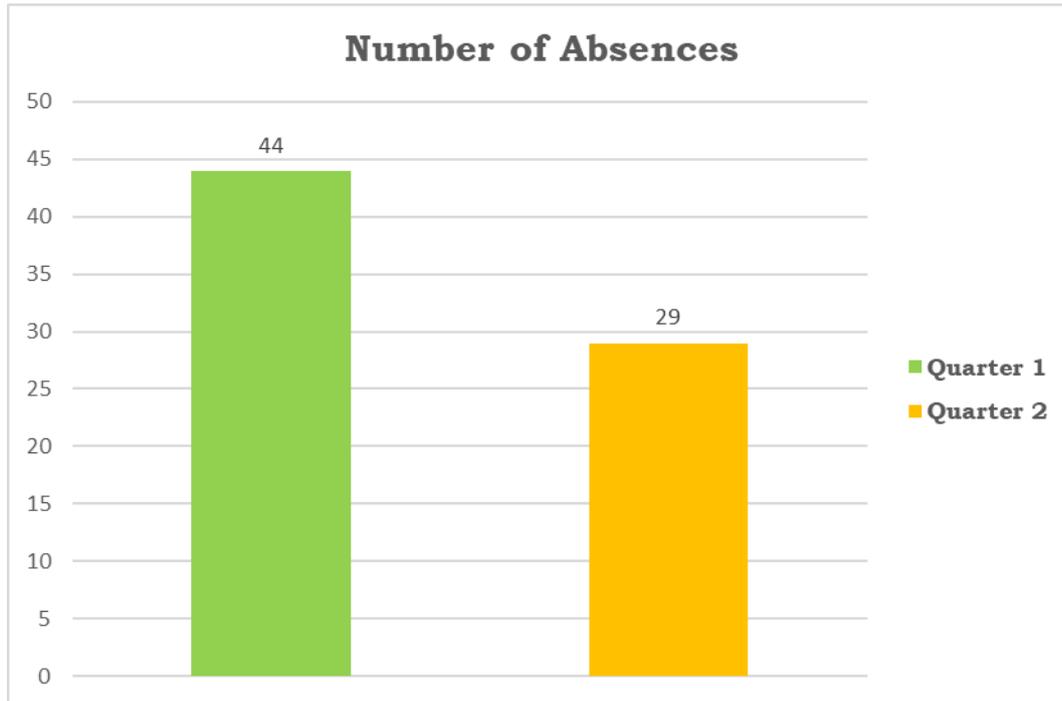


**Figure 1. Punctuality Monitoring**

Figure 1 shows the punctuality monitoring (number of tardy) for Quarter 1 and Quarter 2. The green graph represents the Quarter 1 and the yellow graph represents Quarter 2. For Quarter 1 punctuality monitoring, there were 58 students who committed tardiness and 42 learners on Quarter 2. It shows that success is attained because the frequency of learners committing tardiness is decreased by 28%.

**2. Status of the Absenteeism of Learners**

The class secretary would keep an attendance matrix where each subject's teacher's initial would be secured at the bottom after the secretary had verified attendance for each topic. People who are observed skipping class will be placed in the three-tier counseling program, which is similar to the one for punctuality monitoring.



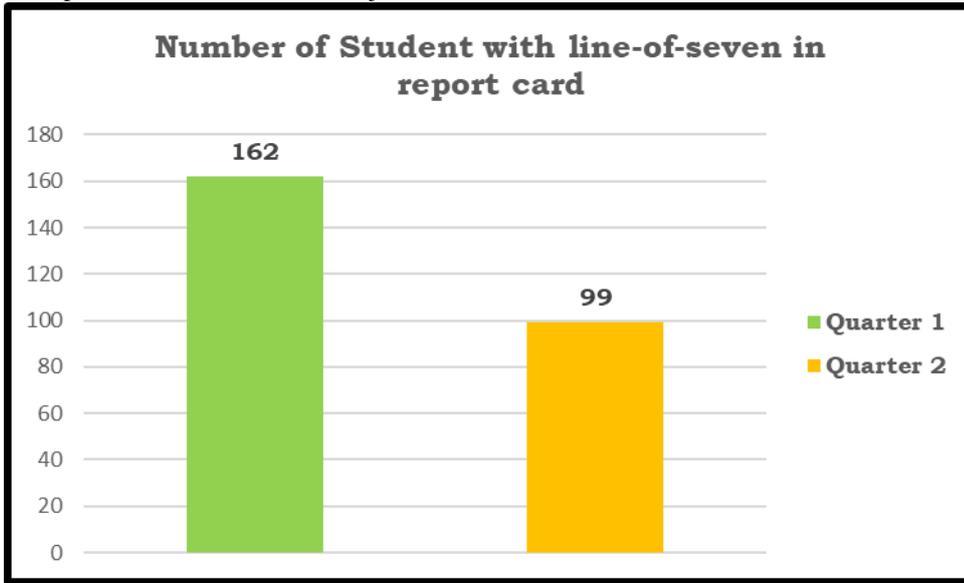
**Figure 2. Rigid Checking of Attendance**

Figure 2 shows the status of the absenteeism for Quarter 1 and Quarter 2. The green graph represents the Quarter 1 and the yellow graph represents Quarter 2. For Quarter 1 rigid checking of attendance there were 44 students who committed absenteeism and 29 learners on Quarter 2. It shows that success is attained because frequency of absenteeism is reduced by 34%.

**3. Status of Learners with line-of-seven in Report card (Enhancement Activity) 1<sup>st</sup> Quarter and 2<sup>nd</sup> Quarter**

Teachers in grade 11 will assign enhancement activities to students who have a line-of-seven on their

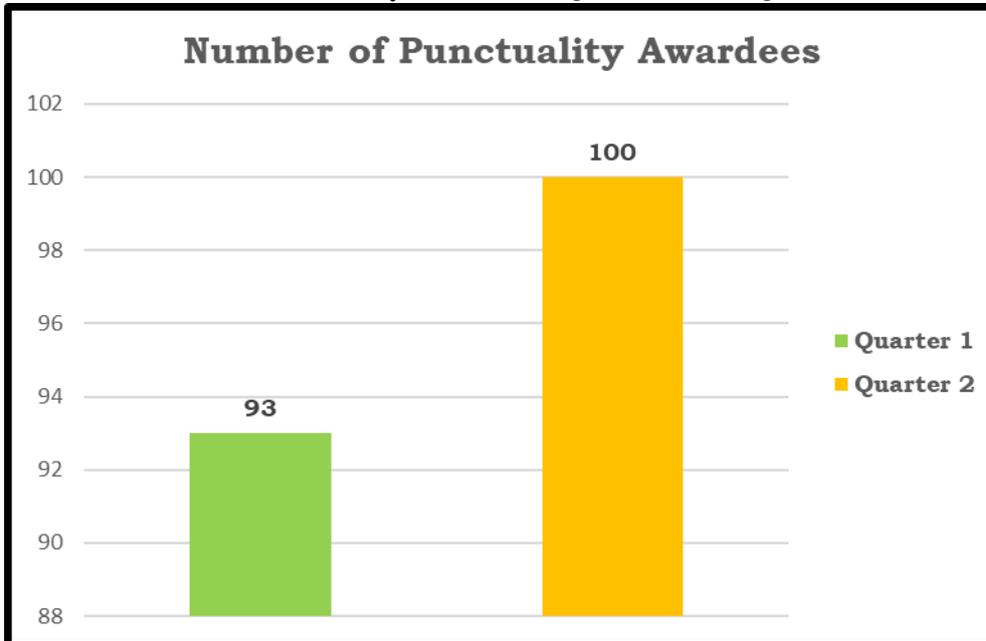
report card. It would be sent through the adviser on Mondays, and on Fridays the adviser would receive the output and provide it to the relevant subject teacher.



**Figure 3. Number of Student with line-of-seven in report card**

Figure 3 illustrates that 162 students in Quarter 1 and 99 students in Quarter 2 had report cards with a line of seven. The figure indicates that the third intervention was successful garnering a 38% drop in the number of report card cases containing a line-of-seven.

**4. Status of Learners who receive Punctuality Awards - 1<sup>st</sup> Quarter and 2<sup>nd</sup> Quarter**

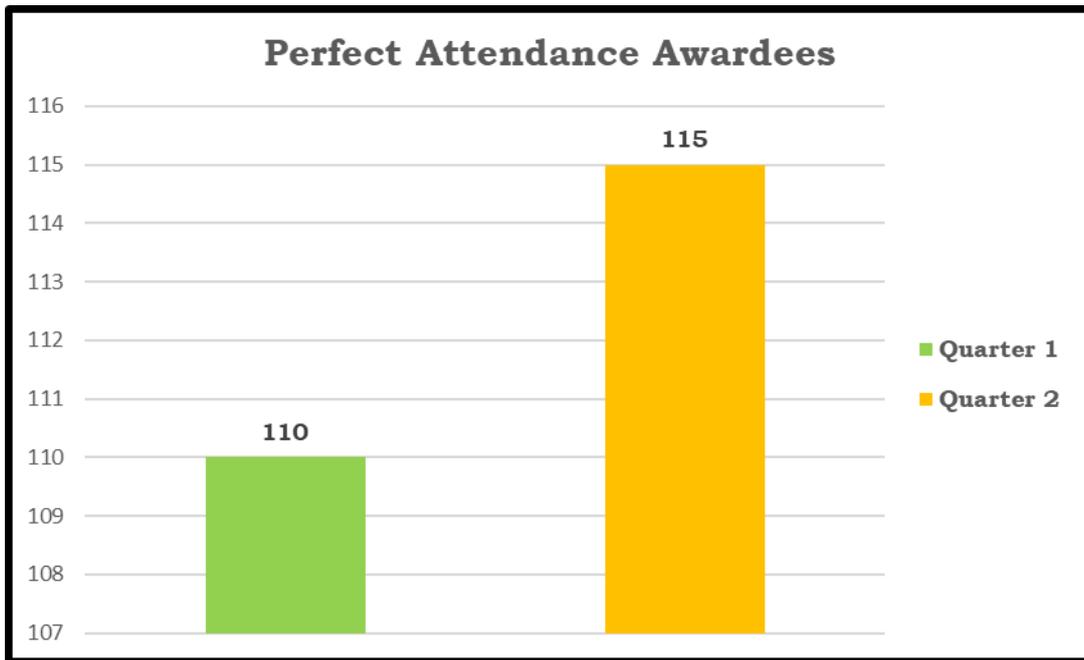


As the project 5- unfolded, its impact became increasingly palpable. Attendance records, once plagued by chronic tardiness, began to show signs of improvement. Students, inspired by the project's mission, made a conscious effort to arrive on time, eager to play their part in this collective endeavor.<sup>444</sup>

Figure 4 displays the number of punctuality awardees for both the first and second quarter. Quarter 1 is represented by the green graph, and Quarter 2 is represented by the yellow graph. There were 93 students who were awardees in Quarter 1 and 100 students in Quarter 2. The fact that there is an 8% increase in the number of awardees indicates that success has been achieved.

**5. Status of Learners who receive Perfect Attendance Awards, 1<sup>st</sup> Quarter and 2<sup>nd</sup> Quarter**

As the project gained momentum, its impact became increasingly evident. Attendance rates climbed steadily, absenteeism plummeted, and a palpable sense of enthusiasm permeated the school community. Students, buoyed by the project's message of empowerment, made a concerted effort to prioritize their education by showing up each day, ready to learn and grow.



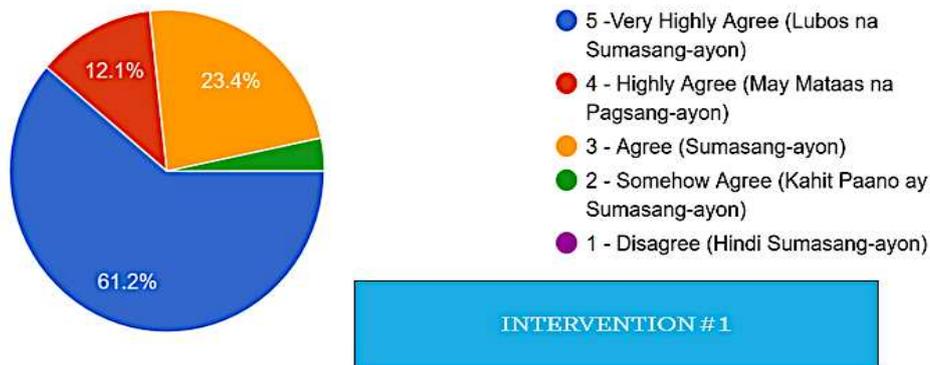
**Figure 5. Number of Students who receive perfect attendance awards**

Figure 5 displays the number of perfect attendance awardees for both the first and second quarter. Quarter 1 is represented by the green graph, and Quarter 2 is represented by the yellow graph. There were 110 students who were awardees in Quarter 1 and 115 students in Quarter 2. The fact that there is a 5% increase in the number of awardees indicates that success has been achieved.

## 6. Feedback of Stakeholders During the 1<sup>st</sup> Quarter

**First Intervention (Punctuality Monitoring)** – Students would receive slips from adviser each time they were late. The slip will be taken home to be signed by the parents. If a student is late twice in a week, counseling will be required. In a week, the first two tardiness would entail adviser counseling. Counseling with an adviser and a parent would follow the second episode of tardiness in a week. When a student commits two tardiness in a week for the third time, they will meet with a guidance counselor and parent for counseling.

1st Intervention. Punctuality Monitoring: Ang gurong tagapayo ay nagbibigay ng punctuality monitoring slip sa mga mag-aaral sa tuwing sila ...uuwi para pirmahan ng magulang o tagapangalaga.  
363 responses



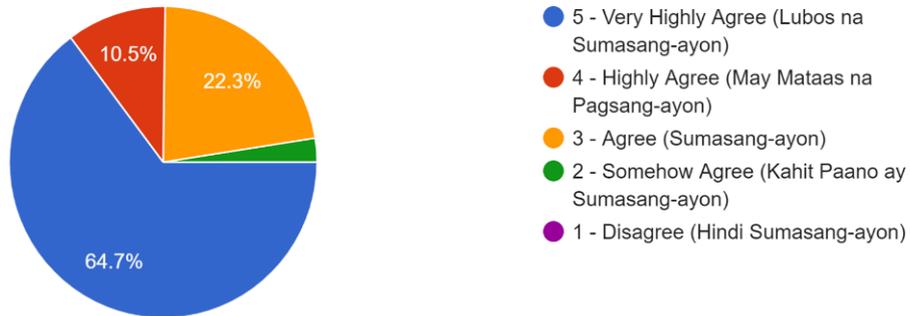
**Figure 6. Stakeholder’s Feedback on Punctuality Monitoring**

Figure 6 shows that 61.2% of the stakeholders “Very Highly Agree” in punctuality monitoring in the class. There are also 12.1 % of the stakeholders “ Highly agree and 23.4 % of the stakeholders ‘Agree’. The figure shows that stakeholders has given their approval on the first intervention.

**Second Intervention (Rigid Checking of Attendance)**– The class secretary would keep an attendance matrix where each subject’s teacher’s initial would be secured at the bottom after the secretary had verified attendance. Students who are observed skipping class will be placed in the three-tier counseling program, which is similar to the punctuality monitoring. Figure 7 shows that 64.7% of the stakeholders “Very Highly Agree” on rigid checking of attendance in the class. There are also 10.5 % of the stakeholders “ Highly Agree” and 22.3 % of the stakeholders says that they ‘Agree’. The figure shows that stakeholders has given their approval on the second intervention.

2nd Intervention. Rigid Checking of Attendance: May mahigpit na checking ng attendance sa bawat subject na sinusubaybayan ng class secretary.

363 responses

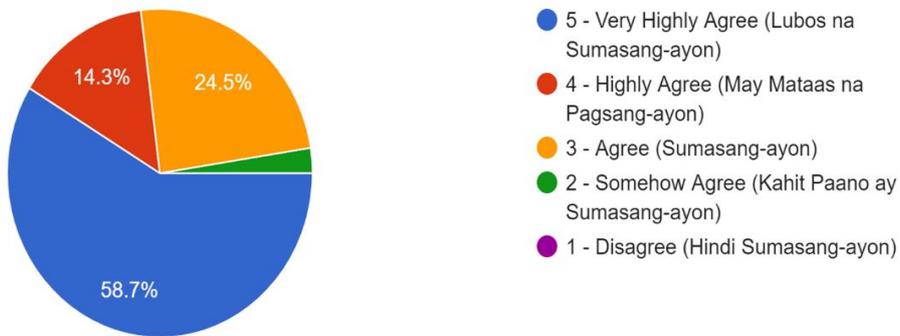


**Figure 7. Stakeholder’s Feedback on Rigid Checking of Attendance**

**Third Intervention (Enhancement Activity)** - Teachers in grade 11 will assign enhancement activities to students who have a line-of-seven on their report card. It would be sent through the adviser on Mondays, and on Fridays the adviser would receive the output and provide it to the relevant subject teacher.

3rd Intervention. Enhancement Activity: Ang mga guro sa Baitang 11 at ilang guro sa Baitang 12 ay nagbigay ng mga aktibidad sa pagpapahusay sa ...angan sa mga gawaing pampaaralan o Academics.

363 responses



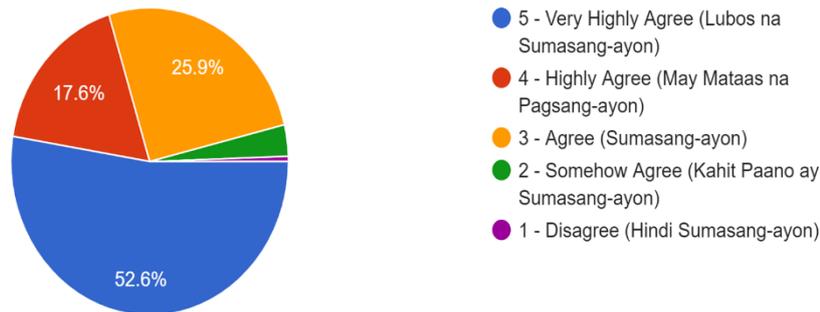
**Figure 8. Stakeholder’s Feedback on Enhancement Activity**

Figure 8 shows that 58.7% of the stakeholders “Very Highly Agree” on the enhancement activity given by the teacher. There are also 14.3% of the stakeholders “Highly Agree” and 24.5% of the stakeholders ‘Agree’. The figure shows that stakeholders has also given their approval on the third intervention.

**Fourth Intervention (Guardian Connection) - Every grade 11 and selected grade 12 section's parents will have access to group chat.**

4th Intervention. Guardian Connection: Aktibo ang mga magulang sa pakikipag-usap at pagba-browse ng impormasyon sa group chat.

363 responses



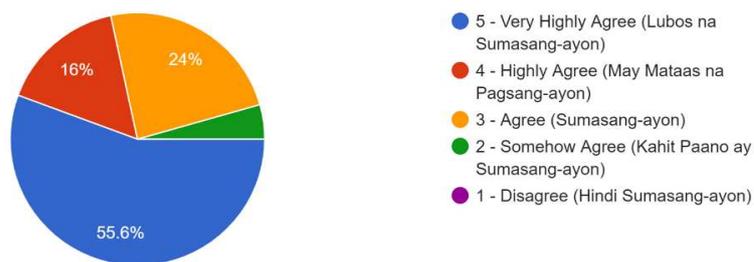
**Figure 9. Stakeholder’s Feedback on Guardian Connection**

Figure 9 shows that 52.6% of the stakeholders “Very Highly Agree” in the group chat for every section of Grade 11 and selected section of grade 12. There are also 17.6 % of the stakeholders “ Highly Agree” and 25.9% of the stakeholders ‘Agree’. The figure shows that stakeholders has given their approval on the fourth intervention.

**Fifth Intervention (Maxim Board)**

5th Intervention. Maxim Board: May nakapaskil na salita ng linggo sa prominenteng lugar ng silid-aralan.

363 responses



**Figure 10. Stakeholder’s Feedback on Maxim Board**

Similar to a bulletin board, a maxim board is placed in a conspicuous spot in a classroom so that it can carry inspirational or motivational quotes. Every week, this adage will be changed to ensure that students will always have a spot to gain motivation.

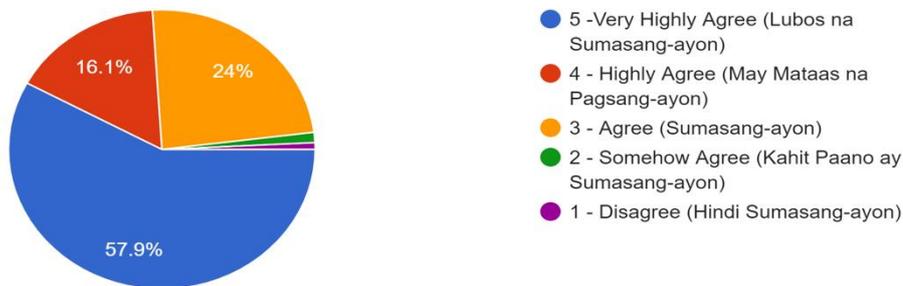
Figure 10 shows that 55.6% of the stakeholders “Very Highly Agree’ on maxim board. There are also 16% of the stakeholders “ Highly agree and 24% of the stakeholders ‘Agree’. The figure shows that stakeholders has given their approval on the fifth intervention.

**8. Feedback of Stakeholders During 2<sup>nd</sup> Quarter**

**First Intervention (Punctuality Monitoring)** – Students would receive slips from adviser each time they were late. The slip will be taken home to be signed by the parents. If a student is late twice in a week, counseling will be required. In a week, the first two tardiness would entail adviser counseling. Counseling with an adviser and a parent would follow the second episode of tardiness in a week. When a student commits two tardiness in a week for the third time, they will meet with a guidance counselor and parent for counseling.

1st Intervention. Punctuality Monitoring: Ang gurong tagapayo ay nagbibigay ng punctuality monitoring slip sa mga mag-aaral sa tuwing sila ...uuwi para pirmahan ng magulang o tagapangalaga.

254 responses



**Figure 11. Stakeholder’s Feedback on Punctuality Monitoring**

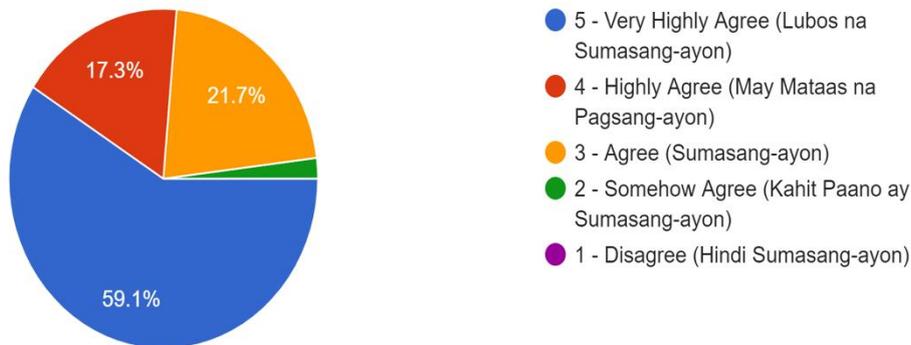
Figure 11 shows that 57.9% of the stakeholders “Very Highly Agree’ in punctuality monitoring in the class. There are also 16.1 % of the stakeholders “ Highly agree and 24% of the stakeholders ‘Agree’. The figure shows that stakeholders has given their positive response on the first intervention.

**Second Intervention (Rigid Checking of Attendance)**– The class secretary would keep an attendance matrix where each subject’s teacher’s initial would be secured at the bottom after the secretary had verified attendance. Students who are observed skipping class will be placed in the three-tier counseling program, which is similar to the punctuality monitoring.

Figure 12 shows that 59.1% of the stakeholders “Very Highly Agree’ on rigid checking of attendance in the class. There are also 17.3% of the stakeholders “ Highly Agree” and 21.7% of the stakeholders says that they ‘Agree’. The figure shows that stakeholders has given their approval on the second intervention.

2nd Intervention. Rigid Checking of Attendance: May mahigpit na checking ng attendance sa bawat subject na sinusubaybayan ng class secretary.

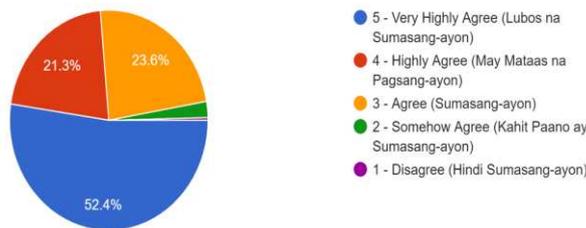
254 responses



**Figure 12. Stakeholder’s Feedback on Rigid Checking of Attendance**

**Third Intervention (Enhancement Activity)** - Teachers in grade 11 and 12 will assign enhancement activities to students who have a line-of-seven on their report card. It would be sent through the adviser on Mondays, and on Fridays the adviser would receive the output and provide it to the relevant subject teacher.

3rd Intervention. Enhancement Activity: Ang mga guro sa Baitang 11 at ilang guro sa Baitang 12 ay nagbigay ng mga aktibidad sa pagpapahusay sa ...angan sa mga gawaing pampaaralan o Academics.  
254 responses



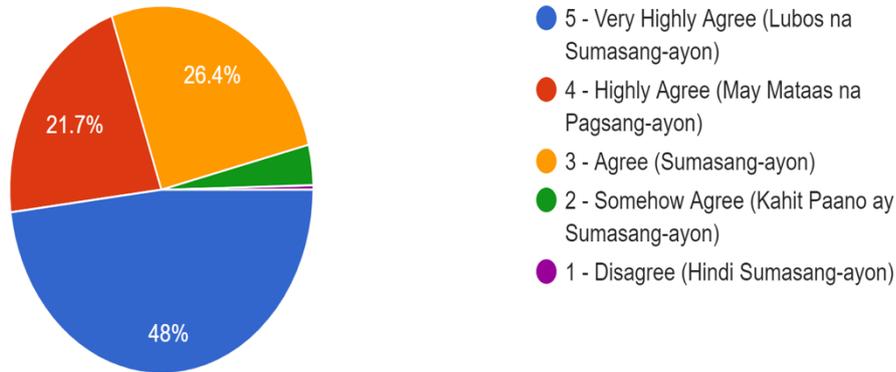
**Figure 13. Stakeholder’s Feedback on Enhancement Activity**

Figure 13 shows that 52.4% of the stakeholders “Very Highly Agree” on the enhancement activity given by the teacher. There are also 21.3% of the stakeholders “Highly Agree” and 23.6% of the stakeholders ‘Agree’. The figure shows that stakeholders has also given their approval on the third intervention.

**4. Fourth Intervention (Guardian Connection)** - Every grade 11 and selected grade 12 section's parents will have access to group chat.

4th Intervention. Guardian Connection: Aktibo ang mga magulang sa pakikipag-usap at pagba-browse ng impormasyon sa group chat.

254 responses



**Figure 14. Stakeholder's Feedback on Guardian Connection**

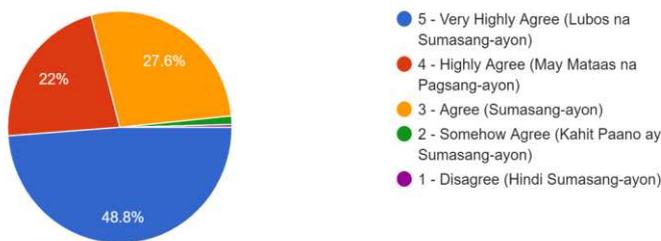
Figure 14 shows that 48% of the stakeholders “Very Highly Agree’ in the group chat for every section of Grade 11 and selected section of grade 12. There are also 21.7% of the stakeholders “ Highly Agree” and 26.4% of the stakeholders ‘Agree’. The figure shows that stakeholders has given their approval on the fourth intervention.

**Fifth Intervention (Maxim Board)** – Similar to a bulletin board, a maxim board is placed in a conspicuous spot in a classroom so that it can carry inspirational or motivational quotes. Every week, this adage will be changed to ensure that students will always have a spot to gain motivation.

Figure 15 shows that 48.8% of the stakeholders “Very Highly Agree’ on maxim board. There are also 22% of the stakeholders “ Highly agree and 27.6% of the stakeholders ‘Agree’. The figure shows that stakeholders has given their approval on the fifth intervention.

5th Intervention. Maxim Board: May nakapaskil na salita ng linggo sa prominenteng lugar ng silid-aralan.

254 responses



**Figure 15. Stakeholder's Feedback on Maxim Board**

**9. Feedback of the External Observer**

Using the process observation tool, here are the feedback from the external observer.

**First Intervention (Punctuality Monitoring)**

Punctuality monitoring had a lesser impact on the learners' tardiness because the number of learners who go to school late has escalated. Advisers must execute this intervention more strictly to solve the problem of tardiness.

<b>1<sup>st</sup> Intervention (Punctuality Monitoring)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Teachers check the punctuality of the learners.</b>					/
<b>2. Teachers ask the learners' reasons for tardiness.</b>					/
<b>3. Parents go to school to explain why their children always come late.</b>					/
<b>4. Teachers and parents discuss potential solutions for learners' tardiness.</b>					/
<b>5. The tardiness of the learners has lessened.</b>			/		

**Figure 16**

Figure 16 shows that the punctuality monitoring helped the learners discipline themselves to be punctual and avoid tardiness.

**Second Intervention (Rigid Checking of Attendance)**

Classroom secretaries reported about the "Friday sickness" of some learners; that's why the level of absences has risen every Friday. Advisers must have strict implementation of the rigid checking of attendance, especially on Fridays, because of the carrying out of Project-Deaf by DepEd.

<b>2<sup>nd</sup> Intervention (Rigid Checking of Attendance)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Class officers check attendance in every subject.</b>					/
<b>2. Teachers monitor the learners who cut classes.</b>					/
<b>3. Learners come back to class before the break-time ends.</b>				/	
<b>4. Teachers accept late students in their classes.</b>				/	
<b>5. Cutting classes has lessened.</b>				/	

**Figure 17**

Figure 17 shows that the learners were able to avoid cutting classes and absenteeism because of the strict attendance monitoring.

**Third Intervention (Enhancement Activities)**

Grade 11 teachers and some Grade 12 teachers would be providing enhancement activity to learners with line-of-seven in report card. Every Monday, it would be given through the adviser, and every Friday, the adviser will get the output and hand it to the subject teacher concerned.

Due to other school responsibilities, some advisers were unable to give enhancement activities on time. Teachers should prioritize the provision of enhancement activities to those learners who got line-of-seven grades to help and motivate the learners to improve their academic performance.

<b>3<sup>rd</sup> Intervention (Enhancement Activities)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Teachers give enhancement activities to learners regularly.</b>			/		
<b>2. Learners comply with all enhancement activities given by the teachers.</b>				/	
<b>3. Learners submit all enhancement activities on time.</b>				/	
<b>4. Teachers accept outputs from learners who submit late.</b>					/
<b>5. Most learners with a line of 7 complied with the enhancement activities.</b>				/	

**Figure 18**

Figure 18 shows that the enhancement activities helped the learners with line of 7 improve their grades.

**Fourth Intervention (Guardian Connection)**

There will be a group chat for parents of every section of grade 11.

Maintain the coordination with the parents when it comes to their children's academic performance in school. The adviser and parents should work together and aim for the learners' development.

<b>4<sup>th</sup> Intervention (Guardian Connection)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Teachers post/send announcements to the group chat of parents regularly.</b>					/
<b>2. Teachers notify the parents whenever a student cuts class or commits absences.</b>					/
<b>3. Teachers report to the parents whenever a student submits activities late.</b>				/	
<b>4. Teachers notify the parents whenever a student comes to school late.</b>					/
<b>5. Parents respond to group chat regularly.</b>				/	

**Figure 19**

Figure 19 shows that the teacher-guardian connection is very important to monitor the learners' academic performance in school; it embodies the saying "Two heads are better than one". The teacher and the parent should work as one to guide the learners positively.

**Fifth Intervention (Maxim Board)**

Similar to a bulletin board, a maxim board is placed in a conspicuous spot in a classroom so that it can carry inspirational or motivational quotes. Every week, this adage will be changed to ensure that students always have something to look forward to as motivation.

<b>5<sup>th</sup> Intervention (Maxim Board)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Teachers create a bulletin board in the classrooms.</b>					/
<b>2. Teachers post inspirational quotes to inspire the learners.</b>				/	
<b>3. Teachers explain the quotes on bulletin boards to give motivation to the learners.</b>				/	
<b>4. Teachers update the quotes and other contents of bulletin boards regularly.</b>				/	
<b>5. Maxim boards persuade the learners to comply with activities and study harder.</b>					/

**Figure 20**

The maxim boards encourage the learners to be punctual, refrain from being absent, and most importantly, prioritize their studies.

**10. Status of the Tardiness of Learners (Punctuality Monitoring) 2<sup>nd</sup> semester**

Advisers will check students' punctuality by giving them slips each time they are late. The slip will be taken home to be signed by the parents. If a student is tardy twice a week, counseling will be required. In a week, the first two tardiness would entail adviser counseling. Counseling with an adviser and a parent would follow the second episode of tardiness monitoring. When a student continuously commits tardiness for the third time, they will meet with a guidance counselor and parent for counseling.



**Figure 21. Punctuality Monitoring**

Figure 21 shows the punctuality monitoring (number of tardy) for First and Second Semester. The blue graph represents the First semester, and the green graph represents second semester. For the first semester punctuality monitoring, there were 100 students who committed tardiness and 53 learners on second semester. It shows that success is attained because the frequency of learners committing tardiness decreased by 47%.

**Status of the Absenteeism of Learners**

The class secretary would keep an attendance matrix where each subject's teacher's initial would be secured at the bottom after the secretary had verified attendance for each topic. People who are observed skipping class will be placed in the three-tier counseling program, which is similar to the one for punctuality monitoring.

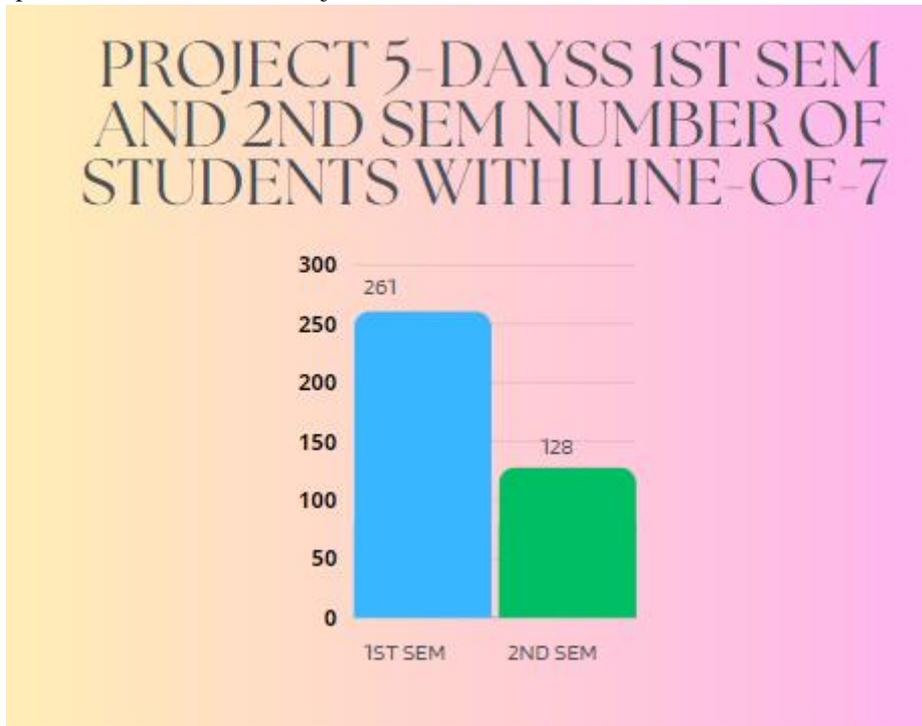


**Figure 22. Rigid Checking of Attendance**

Figure 22 shows the status of absenteeism for the First and Second Semester. The blue graph represents the First semester, and the green graph represents second semester. For the first semester rigid checking of attendance there were 73 students who committed absenteeism and 54 learners on second semester. It shows that success is attained because the frequency of absenteeism is reduced by 26%.

**Status of Learners with line-of-seven in Report card (Enhancement Activity) 1<sup>st</sup> semester and 2<sup>nd</sup> Semester**

Teachers in grade 11 will assign enhancement activities to students who have a line-of-seven on their report card. It would be sent through the adviser on Mondays, and on Fridays the adviser would receive the output and provide it to the relevant subject teacher.



**Figure 23. Number of Student with line-of-seven in report card**

Figure 23 illustrates those 261 students in First Semester and 128 students in Second Semester had report cards with a line of seven. The figure indicates that the third intervention was successful garnering a 51% drop in the number of report card cases containing a line-of-seven.

**Status of Learners who receive Punctuality Awards  
1<sup>st</sup> and 2<sup>nd</sup> Semester**

As project 5- unfolded, its impact became increasingly palpable. Attendance records, once plagued by chronic tardiness, began to show signs of improvement. Students, inspired by the project's mission, made a conscious effort to arrive on time, eager to play their part in this collective endeavor.

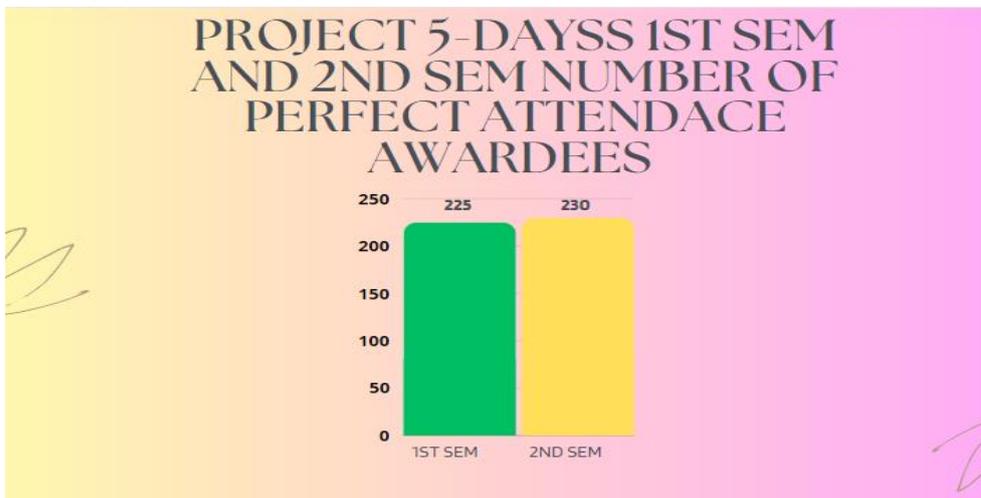


**Figure 24. Number of Students who receive punctuality awards**

Figure 24 displays the number of punctuality awardees for both the first and second semester. First semester is represented by the green graph, and Second semester is represented by the yellow graph. There were 193 students who were awardees in 1<sup>st</sup> semester and 220 students in 2<sup>nd</sup> semester. The fact that there is an 14% increase in the number of awardees indicates that success has been achieved.

**Status of Learners who receive Perfect Attendance Awards  
1<sup>st</sup> and 2<sup>nd</sup> Semester**

As the project gained momentum, its impact became increasingly evident. Attendance rates climbed steadily, absenteeism plummeted, and a palpable sense of enthusiasm permeated the school community. Students, buoyed by the project's message of empowerment, made a concerted effort to prioritize their education by showing up each day, ready to learn and grow.

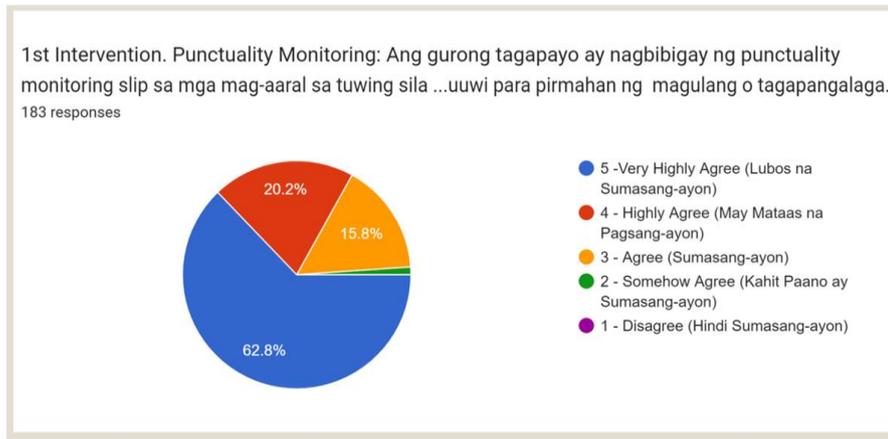


**Figure 25. Number of Students who receive perfect attendance**

Figure 25 displays the number of perfect attendance awardees for both the first and second semester. First Semester is represented by the green graph, and Second Semester is represented by the yellow graph. There were 225 students who were awardees in the 1st semester and 230 students in second semester. The fact that there is a 2% increase in the number of awardees indicates that success has been achieved.

**11. Feedback of Stakeholders During the 2<sup>nd</sup> Semester**

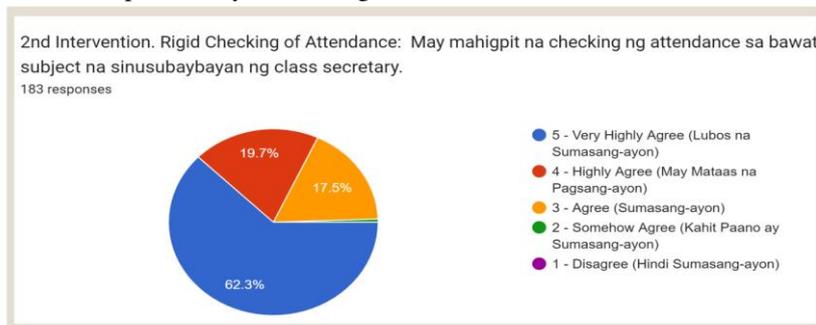
**First Intervention (Punctuality Monitoring)** – Students would receive slips from adviser each time they were late. The slip will be taken home to be signed by the parents. If a student is late twice in a week, counseling will be required. In a week, the first two tardiness would entail adviser counseling. Counseling with an adviser and a parent would follow the second episode of tardiness in a week. When a student commits two tardiness in a week for the third time, they will meet with a guidance counselor and parent for counseling.



**Figure 26. Stakeholder’s Feedback on Punctuality Monitoring**

Figure 26 shows that 61.2% of the stakeholders ‘Very Highly Agree’ in punctuality monitoring in the class. There are also 20.2 % of the stakeholders ‘Highly agree and 15.8 % of the stakeholders ‘Agree’. The figure shows that stakeholders has given their approval on the first intervention.

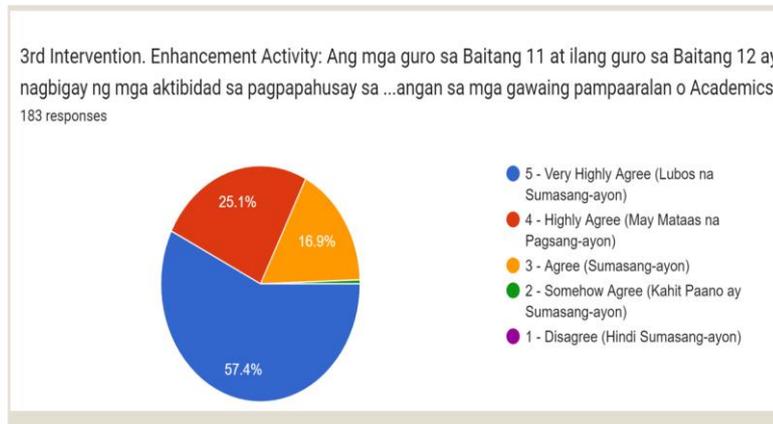
**Second Intervention (Rigid Checking of Attendance)**– The class secretary would keep an attendance matrix where each subject's teacher's initial would be secured at the bottom after the secretary had verified attendance. Students who are observed skipping class will be placed in the three-tier counseling program, which is similar to the punctuality monitoring.



**Figure 7. Stakeholder's Feedback on Rigid Checking of Attendance**

Figure 27 shows that 62.3% of the stakeholders “Very Highly Agree” on rigid checking of attendance in the class. There are also 19.7 % of the stakeholders “Highly Agree” and 17.5 % of the stakeholders says that they ‘Agree’. The figure shows that stakeholders has given their approval on the second intervention.

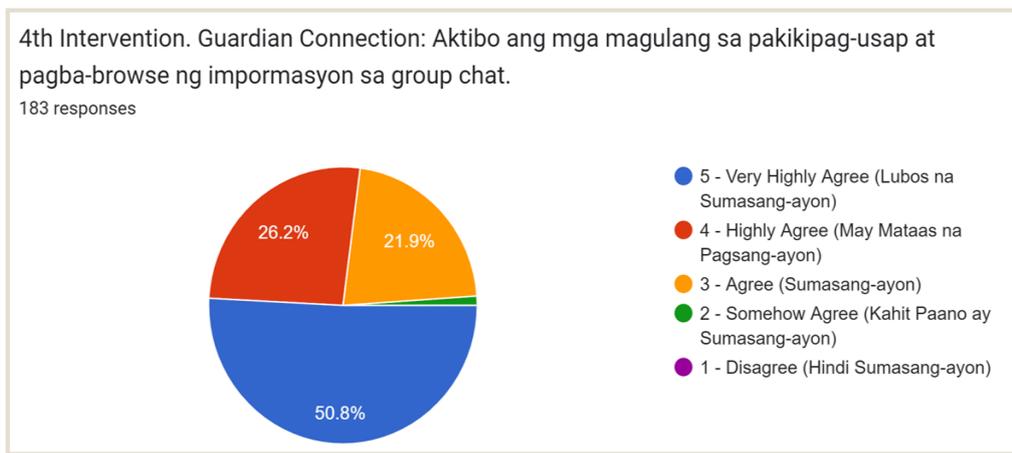
**Third Intervention (Enhancement Activity) -** Teachers in grade 11 will assign enhancement activities to students who have a line-of-seven on their report card. It would be sent through the adviser on Mondays, and on Fridays the adviser would receive the output and provide it to the relevant subject teacher.



**Figure 8. Stakeholder’s Feedback on Enhancement Activity**

Figure 28 shows that 57.4% of the stakeholders “Very Highly Agree” on the enhancement activity given by the teacher. There are also 25.1% of the stakeholders “Highly Agree” and 16.9% of the stakeholders ‘Agree’. The figure shows that stakeholders has also given their approval on the third intervention.

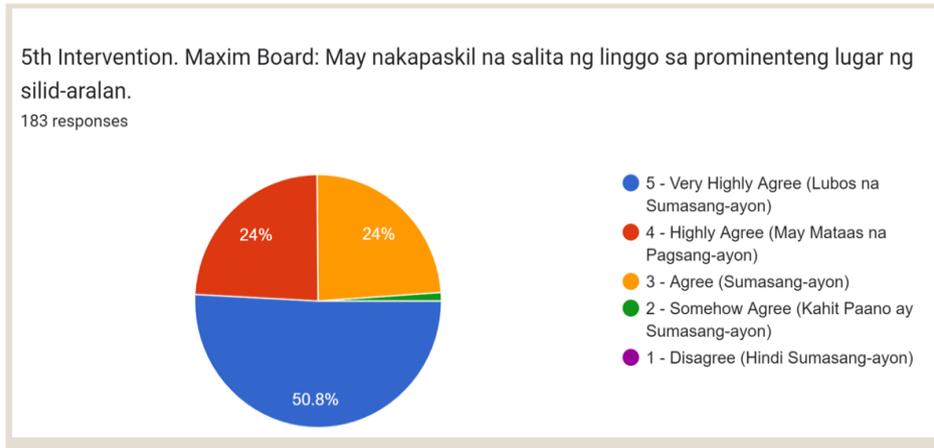
**Fourth Intervention (Guardian Connection) -** Every grade 11 and selected grade 12 section's parents will have access to group chat.



**Figure 9. Stakeholder’s Feedback on Guardian Connection**

Figure 29 shows that 50.8% of the stakeholders “Very Highly Agree’ in the group chat for every section of Grade 11 and selected section of grade 12. There are also 26.2 % of the stakeholders “Highly Agree” and 21.9% of the stakeholders ‘Agree’. The figure shows that stakeholders has given their approval on the fourth intervention.

**Fifth Intervention (Maxim Board)** – Similar to a bulletin board, a maxim board is placed in a conspicuous spot in a classroom so that it can carry inspirational or motivational quotes. Every week, this adage will be changed to ensure that students will always have a spot to gain motivation.



**Figure 30. Stakeholder’s Feedback on Maxim Board**

Figure 30 shows that 50.8% of the stakeholders “Very Highly Agree’ on maxim board. There are also 24% of the stakeholders “Highly agree and 24% of the stakeholders ‘Agree’. The figure shows that stakeholders has given their approval on the fifth intervention.

**12. Feedback of the External Observer**

Using the process observation tool, here are the feedback from the external observer.

**First Intervention (Punctuality Monitoring)**

Punctuality monitoring had decreased in the last quarter of the school year, and it became more possible because of the advisers who executed well to implement all the interventions and agreements to the students with the support of their parents.

1 <sup>st</sup> Intervention (Punctuality Monitoring)	1	2	3	4	5
1. Teachers check the punctuality of the learners.					/
2. Teachers ask the learners’ reasons for tardiness.					/
3. Parents go to school to explain why their children always come late.					/
4. Teachers and parents discuss potential solutions for learners’ tardiness.					/
5. The tardiness of the learners has lessened.				/	

**Figure 31**

Figure 31 shows that the punctuality monitoring helped the learners discipline themselves to be punctual and avoid tardiness.

**Second Intervention (Rigid Checking of Attendance)**

Classroom secretaries reported about the attendance of their classmates, that is why it also became successful. The level of absences also decreased as the figure shows and it is possible because of the combined efforts of the advisers, guardians/parents and classroom secretary

<b>2<sup>nd</sup> Intervention (Rigid Checking of Attendance)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Class officers check attendance in every subject.</b>					/
<b>2. Teachers monitor the learners who cut classes.</b>					/
<b>3. Learners come back to class before the break-time ends.</b>					/
<b>4. Teachers accept late students in their classes.</b>				/	
<b>5. Cutting classes has lessened.</b>					/

**Figure 32**

Figure 32 shows that the learners were able to avoid cutting classes and absenteeism because of the strict attendance monitoring.

**Third Intervention (Enhancement Activities)**

Grade 11 teachers and some Grade 12 teachers would be providing enhancement activity to learners with line-of-seven in report card. Every Monday, it would be given through the adviser, and every Friday, the adviser will get the output and hand it to the subject teacher concerned.

Some advisers remained consistent in giving enhancement activities to those learners who got line-of-7 in their grades from every subject teacher. As shown in the figure below, it is very useful to elevate the learner’s grades for them to realize that they really need hard work for them to achieve their goals on life.

<b>3<sup>rd</sup> Intervention (Enhancement Activities)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Teachers give enhancement activities to learners regularly.</b>				/	
<b>2. Learners comply with all enhancement activities given by the teachers.</b>				/	
<b>3. Learners submit all enhancement activities on time.</b>				/	
<b>4. Teachers accept outputs from learners who submit late.</b>					/
<b>5. Most learners with a line of 7 complied with the enhancement activities.</b>				/	

**Figure 33**

Figure 33 shows that the enhancement activities helped the learners with line of 7 improve their grades.

**Fourth Intervention (Guardian Connection)**

There will be a group chat for parents of every section of grade 11. Maintain coordination with the parents when it comes to their children's academic performance in school. The adviser and parents should work together and aim for the learners' development.

4 <sup>th</sup> Intervention (Guardian Connection)	1	2	3	4	5
1. Teachers post/send announcements to the group chat of parents regularly.					/
2. Teachers notify the parents whenever a student cuts class or commits absences.					/
3. Teachers report to the parents whenever a student submits activities late.					/
4. Teachers notify the parents whenever a student comes to school late.					/
5. Parents respond to group chat regularly.					/

**Figure 34**

The figure 19 shows that the teacher-guardian connection is very important to monitor the learners' academic performance in school; it embodies the saying "Two heads are better than one ". The teacher and the parent should work as one to guide the learners positively.

**Fifth Intervention (Maxim Board)**

Similar to a bulletin board, a maxim board is placed in a conspicuous spot in a classroom so that it can carry inspirational or motivational quotes. Every week, this adage will be changed to ensure that students always have something to look forward to as motivation.

5 <sup>th</sup> Intervention (Maxim Board)	1	2	3	4	5
1. Teachers create a bulletin board in the classrooms.					/
2. Teachers post inspirational quotes to inspire the learners.				/	
3. Teachers explain the quotes on bulletin boards to give motivation to the learners.				/	
4. Teachers update the quotes and other contents of bulletin boards regularly.				/	
5. Maxim boards persuade the learners to comply with activities and study harder.					/

**Figure 35**

The maxim boards encourage the learners to be punctual, refrain from being absent, and most importantly, prioritize their studies.

### 13. SHS GRADE 11 AND GRADE 12 PROJECT 5-DAYSS WORKFORCE REFLECTION

Advisers get the chance to answer the three questions as part of the Project 5DAYSS Workforce Reflection. The questions are as follows. \*Which of the five interventions did you think helped you a lot in classroom management and student discipline? Elaborate your answer. \*What aspect of your role as adviser was enhanced in the conduct of Project 5DAYSS? \*Given a chance, would you be part of the same project that boosts collaboration with parents, teachers and learners, and goals in guiding learners towards academic success? Why?

\*The maxim board helped me a lot because I can provide guidance & life's moral lesson to my advisory class. Through that, they can realize that wisdom is not just gained in academics. \*My instructional leader role is enhanced through Project 5DAYSS because I can provide instructional materials & enhancement exercises through this project. Learners are given chance to cope up with the things they are lagging behind. \*Yes Indeed. Collaborating with my peers is one benefit I gained through this project. I am able to meet minds with great ideas & I am sharpened through my colleagues. I grow with them, so I like to be part of another project.

-Sir Elymar A. Pascual

\*Monitoring my learner's daily attendance and late helped me a lot in classroom management and learners discipline. Most of my advisory make sure that they are already inside the classroom on time. \*Project 5DAYSS enhanced my role of being a more effective and efficient classroom manager, I learned that I managed well my learners absences and tardiness. \*Yes definitely, I am looking forward for a new but the same project just like Project 5DAYSS because I know that it shaped me to be an effective public school teacher.

-Ma'am Cleopatra M. Tobias

\*Rigid checking of attendance because the students showed drive to go to school at their respective, though not everyone did that but it lessen number of violators. \*Guidance counselor. The reason is there were times that they are asking an advice from me as student's second parent and as an adviser. There were also times that even parents sought my advice. \*Yes, if the time would agree and also if the works loads not so heavy. I believe that any Project that cater the student's need would be a great help to the institution.

-Sir Bernard V. Articono

\*Rigid monitoring of attendance/checking of late and absences-students are being aware of the times when they need to go to school early, because they are monitored. It is very helpful for us teachers to be more familiar to our students. \*My instructional leader role enhanced because I was able to provide the things that is needed for my students especially when it comes to their academic performance nor non-academic performances. \*Yes, because I know it will help me a lot when it comes in everything to be an effective teacher and more especially in my career growth and to my students.

-Ma'am Deizery C. Pera

\*I chose rigid checking of attendance because through this intervention, I was able to identify the learners who were determined to pursue studies. \*My role as a guidance counsellor was enhanced in this project because I was able to coordinate with the parents the problems and challenges that the learners had been experiencing. \*Yes, I would love to be part of another project that aims to strengthen the relationship

with the parents and aid in the academic problems that the learners will encounter throughout the school year.

-Sir Marco O. Monfero

\*Rigid checking of attendance- Monitoring students attendance daily makes them aware that they need to go to school everyday, somehow it enhances their sense of responsibility. And as a teacher, it helps us to know the condition of our students. \*I think Project 5 dayss enhanced my guidance counselor role. Since we are always monitoring our students, they became comfortable with sharing their situations in life. \*Yes, I would love to become part of this project again. It helps us build relationship with our stakeholders.

-Ma'am Laarni A. Hernandez

Rigid checking of attendance- rigid checking of attendance in the classroom encourages regular participation enhances learning outcomes by reducing absenteeism, fosters a sense of responsibility among students, and help educators identify struggling students who may need extra support. It promotes a structured learning environment and facilitates better classroom management. \*Monitoring student attendance is a powerful tool that enhance both the classroom manager and guidance counselor role of a teacher, for classroom management, it promotes discipline, consistency and engagement leading to a better environment. For guidance management, it helps identify at-risk-students, supports holistic development and facilitates targeted interventions. \*Yes, being part of a project that fosters collaboration among parents, teachers, and learners is not only beneficial but essential. It aligns with my goal of enhancing educational experiences and outcomes and it contributes to building a more inclusive, equitable and prosperous society.

-Ma'am Vedelyn B. Dorado

\*Rigid checking of attendance helped the following, first the students itself, secondly the parents (they be informed and recorded a slip to sign when their (students) is late or absent and lastly it helps me to discipline my students how important is to be present in the school, to be able for them to catch up with the everyday lesson and topic. It is also a training ground for them to be on time especially when its time for them to work in the future. \*Guidance counselor role. It enhance my guidance counselor role as a teacher, as a person in a way that I give advices in my students not only in terms of acads but also advices about their present lives that made me realize that in every action of students, there is a corresponding reason behind their actions. \*Yes, if the loading next school year in not to heavy, to collaborate with parents, teachers and learners towards academic success will be a win-win situation not only for the learners but also for parents.

-Ma'am Glaizalyn B. Monteza

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