ENHANCING STUDENTS' PERFORMANCE THROUGH UNIFIED INTEGRATIVE TASK (UNIT): AN ACTION RESEARCH

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by

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ABSTRACT

Academic overload poses a great threat to students' level of academic performance as it may lower self-efficacy. One assessment for every learning area will eventually become a lot and may overwhelm students even more. Unified Integrative Task (UnIT) is a learning intervention that seeks to find underlying themes across learning areas and connect them into one performance task. The study primarily aims to determine if there is a significant difference between students' level of academic performance in Filipino, Araling Panlipunan, Edukasyon sa Pagpapakatao, and Science before and after implementing UnIT among Grade 9 students at Lorenzo Tan National High School. Descriptive statistics was used to identify students' level of academic performance. On the other hand, T-test was utilized to recognize significant difference. Thematic analysis was also employed to identify participants' perceptions towards UnIt. Results of the study indicated that students' level of academic performance can be improved through the intervention. UnIT also proved to be beneficial not only to students but also to teachers. Capacity-building among teachers may be done to fully realize the purpose of UnIT. It can also be standardized to ensure that the rating of students' academic performance will be objective.

Keywords: *Academic Overload, Academic Performance, Integrative Performance Task*

I. Context and Rationale

Under K-12 Curriculum, Junior High School comprises of the following learning areas: Filipino, English, Mathematics, Science, Araling Panlipunan, Edukasyon sa Pagpapakatao (ESP), Music Arts Physical Education and Health (MAPEH), and Technology and Livelihood Education (TLE). These eight subjects may differ in the weight they give in each component, but they all include performance tasks in the computation.

For learning areas such as Filipino, English, Araling Panlipunan and ESP 50% is given for Performance Tasks; 40% for Science and Math; and 60% for MAPEH and TLE. It can be inferred that a big part of learners' academic achievement was based on the Performance Tasks.

Apparently, every learning area is required to give Performance Task. Every quarter, each learning area must have at least one Performance Task to measure the learners' learning (Fajardo, 2022).

As examination week approaches, learners at Lorenzo Tan National High School tend to cram. They do not only study for examinations, but they must also comply the Performance Tasks given by eight learning areas. As a result, learners may comply but perform poorly because of academic overload.

With the intention of developing students holistically, it's easy to fall victim of what is called academic overload. Allowing students to become academically overloaded may lead to its negative counterpart. Academic overload is defined as a student's perception of being overwhelmed by their obligations or academic requirements while still at the academe (Bitzer & Troskie-De Bruin, 2004).

Furthermore, teachers' responsibility does not end in teaching alone. They are also accountable for the learners' effective learning which are then measured through their academic performance. Therefore, teachers are challenged to create initiatives that will help improve learner's academic performance.

Shaban and Ismael (2013) stated that teamwork among contributes greatly to learners' accomplishments and school transformation. They also added that teamwork is linked with quality education. Hence, the researcher will attempt to promote cooperation among teachers and engage learners in the intervention to improve learners' overall academic performance.

II. Review of Related Literature

Academic overload is considered one of the factors affecting learners' performance. It refers to learners' experience of being exhausted by their academic obligations at school (Bitzer & Troskie-De Bruin, 2004).

Perceptions of the demands of academic tasks affect students' perception of their ability to complete such tasks. Therefore, influences the amount of effort they put into academic work which will eventually lead to academic failure (Petersen et al., 2009).

Suhaimi and Hussin (2017) also asserted that this kind of overload may delay learning and achieving learning objectives may take longer time. This overwhelming academic activity only encourages students' inability to manage academic workload. Apparently, Chambel and Curral (2005) proved that this inability negatively impacts students' academic adjustment and academic performance.

This is further supported by the study conducted by Kamel (2018). Students who feel overwhelmed by their daily academic requirements and responsibilities have lower academic adjustment. The study implied that academic overload is negatively related to academic performance.

The very nature of curriculum is changing. It changes to cater challenges that students face daily in their academic journey (Vu, 2014). Educational institutions undergo curriculum review, renewal and even reformations in order to improve student learning. This is to make sure that what students are learning are at par with the changing world.

Validity of students' learning are then measured through assessments. Each learning areas in basic education should provide a complex process of assessment that should encompass academic, social, and interpersonal aspects (Banta et al., 2009). They added that academic overload becomes unavoidable if this process is continued.

To address this concern, innovations on assessment were created. One of these is the integrative assessment. It is an assessment design that attempts to bring together learning from multiple modules or levels into a single assessment (Vu, 2014).

Students must draw connections between knowledge and learning across multiple topics in this synoptic type of assessment. Integrative assessment method can help students in demonstrating the application of knowledge and skills through higher-order learning behaviors

such as critical thinking. While doing this, students are not burdened by the quantity of tasks they must fulfill (Price et al., 2011).

It is considered as an alternative strategy that will help in easing the academic overload of students. One performance task can be equivalent to grades from two or more learning areas. Integrative assessment can serve as tangible evidence of learning without the burden of overwhelming academic requirements (Hartley & Whitfield, 2012).

Additionally, integrative assessment promotes cooperation among teachers. In a social system like school, the accomplishment of school transformation rest on the success of teachers' cooperation. Hence, it is considered as an essential building block in learners' academic achievement (Shaban & Ismael, 2013).

Literatures cited above proved that the existence of academic overload is recognized as a factor that may affect learners' academic performance. Additionally, this was addressed by reformations in methods and assessments. These interventions include the use of integrative assessment.

However, this is yet to be utilized specifically in Lorenzo Tan National High School. The positive impact of this intervention still needs further study. Thus, this research will be conducted.

III. Research Questions

This study was conducted to determine whether Unified Integrative Task (UnIT): proposed academic intervention will affect the academic performance of Grade 9 students of Lorenzo Tan National High School. Specifically, it sought answers to the following questions:

1. What is the level of students' academic performance before implementing Unified Integrative Task (UnIT)?

2. What is the level of students' academic performance after implementing Unified Integrative Task (UnIT)?

3. Is there a significant difference between the level of students' academic performance before and after implementing Unified Integrative Task (UnIT)?

4. What are the perceptions of learners in the implementation of the Unified Integrative Task (UnIT)?

IV. Proposed Innovation, Intervention and Strategy

Proposed Innovation. Unified Integrative Task (UnIT) is an intervention that aims to lessen the students' burden while maintaining the quality of learning assessment. Fajardo (2022) explained that Integrative Performance Task is an academic intervention wherein teachers from different learning areas must present learning competencies for their targeted quarter. They must find competencies that can be integrated and must come into agreement on the kind of performance assessment they will give. This should be guided with rubrics and must be validated by curriculum supervisors (Miller, 2005).

Furthermore, it is an intervention that can help in relieving the academic overload among students. There is no need for one performance task in every learning area to assess if learning competencies were achieved. One integrative performance task can already help in evaluating multiple competencies across different learning areas. Thus, it lessens not only the work of students but also the teachers (Hartley & Whitfield, 2012).

On the other hand, it will also encourage collaboration and creativity among teachers. Thematic teaching and learning are not new in the department especially since the K-12 curriculum was implemented. This will urge teachers to evaluate competencies and assess their underlying connections with other learning areas.

Intervention and Strategy. The program was implemented during the third quarter of school year 2022-2023. Teachers provided learning competencies from their respective learning areas. These competencies were evaluated in order to find competencies that share common themes. After, teachers gave possible performance tasks that will cover the chosen learning competencies. Out of these performance tasks, teachers agreed which will be used as an integrative performance task in all learning areas. Instructions, guidelines, and mechanics were created for it to be clear among learners. A rubric was also prepared so that teachers would be guided in rating the performance task of the learners. It was made sure that students and teachers have a clear understanding that the said performance task will serve as the basis of the learners' performance grade throughout the involved learning areas.

V. Action Research Methods

This study employed a sequential explanatory mixed-methods research design which will involve two distinct phases: a quantitative phase followed by a qualitative phase (Creswell & Creswell, 2017). Utilizing the said method, the researcher identified the significant difference between the academic performance of the participants before and after implementing the intervention through identified statistical tools. This study also collected and analyzed data through interviews in order to explore the respondents' perceptions regarding the implementation of the intervention.

a. Participants and other source of Information

Participants of the study were the Grade 9 students of Lorenzo Tan National High School for School Year 2022-2023, specifically the section Peace. Utilizing purposive sampling, the respondents were composed of 33 students and four teachers from Filipino, Araling Panlipunan, Edukasyon sa Pagpapakatao, and Science subjects.

b. Data Gathering Methods

After obtaining approval from the superintendent to conduct the study, the researcher requested an endorsement from the school principal to gather the necessary data for the study. When the endorsement from the school principal was secured, written and verbal information about the study was provided to the respondents to ensure a clear understanding of the study's purpose. Written informed consent was obtained from all participants.

To collect data for quantitative phase, a Pre-Test in the involved learning areas was conducted separately to gain the data needed before implementing the intervention. After implementing the intervention, a Post-Test was conducted in the form of a Unified Integrative Task (UnIT).

On the other hand, qualitative data was gathered using focus group discussion. Through focus group discussion, the researcher was able to gather data needed to interpret the participants' perceptions toward Unified Integrative Task (UnIT).

c. Ethical Issues

Before conducting the research, the proposal was submitted to the office of the Schools Division Superintendent of the Division of Tangub City for approval. The participants who

were chosen and opted, in whatsoever reason, not to participate was not forced or threatened. They had the right not to answer questions if they are not comfortable to answer them. All respondents were provided with letters that outlined the purpose of the study and with information to allow them to make a reasoned decision to participate. The notes explained that all information gathered during the research will be kept anonymous. There will be no names to be disclosed. Before involving the students in the study, the parents signed a consent form on behalf of their children. Students had the option not to participate despite being consented by the parents. After the completion of the study, all participants will have access to the results of the study. All data gathered will be securely stored. The data will not be viewed by anyone except the researcher. No mental, physical, or emotional harm was inflicted on the participants.

d. Data Analysis Plan

This study employed the following statistical tools to interpret data objectively and comprehensively:

Statistical instruments were used such as weighted mean in identifying the level of students' academic performance with descriptions. T-test formula was also employed in identifying the significant difference between the academic performance of students before and after implementing the intervention.

Weighted mean, frequency count, and percentage. These were used to identify the level of students' academic performance before and after the implementation of the intervention.

T-test formula. This was used to determine the significant difference between the level of students' academic performance before and after implementing the intervention.

Thematic analysis. Using Braun and Clarke's Six-Phase Approach, data collected through focus group discussion on students' perceptions towards the implementation of the intervention were analyzed.

VI. Discussion of Results and Recommendations

Problem No. 1 **What is the level of students' academic performance before implementing Unified Integrative Task (UnIT)?**

Table 1.1

Students' Academic Performance in Filipino before implementing Unified Integrative Task (UnIT)

Indicator	Frequency	Percent	Description
90-100	8	24.24	*Outstanding*
85-89	9	27.27	*Very Satisfactory*
80-84	16	48.48	*Satisfactory*
Total	33	100	
Overall Academic Performance		85.21	*Very Satisfactory*

Table 1.1 shows students' academic performance in Filipino before implementing Unified Integrative Task (UnIT). Indicator 80-84 got the highest frequency of 16 which is 48.48% of the total number of respondents. This indicates that most of the respondents got a Satisfactory mark in their Pre-Test Performance Task. The class got an Overall Academic Performance of 85.21 which is considered Very Satisfactory.

In a study conducted by Ariaso (2020) it was found out that there are a lot of variables that needs to be considered in teaching and learning particularly in Filipino subject. It also stated that to address these variables, teachers should plan activities and lessons that are flexible enough to cater to different learning needs.

Table 1.2

Students' Academic Performance in Araling Panlipunan before implementing Unified Integrative Task (UnIT)

Indicator	Frequency	Percent	Description
90-100	4	12.12	*Outstanding*
85-89	18	54.55	*Very Satisfactory*
80-84	11	33.33	*Satisfactory*
Total	33	100	
Overall Academic Performance		85.94	*Very Satisfactory*

Table 1.2 shows students' academic performance in Araling Panlipunan before implementing Unified Integrative Task (UnIT). Indicator 85-89 got the highest frequency of 18 which is 54.55% of the total number of respondents. This indicates that most of the respondents got a Very Satisfactory mark in their Pre-Test Performance Task. The class got an Overall Academic Performance of 85.94 which is considered Very Satisfactory.

According to Zarnigor (2021), learning in Araling Panlipunan still occurs even in conventional way of teaching but it is proven that learners' performance becomes much better if interventions will be implemented. If a teacher's intervention demonstrates innovation among learners, it encourages more participation among learners.

Table 1.3
Students' Academic Performance in Edukasyon sa Pagpapakatao before implementing Unified Integrative Task (UnIT)

Indicator	Frequency	Percent	Description
90-100	17	51.52	*Outstanding*
85-89	9	27.27	*Very Satisfactory*
80-84	7	21.21	*Satisfactory*
Total	33	100	
Overall Academic Performance		88.64	*Very Satisfactory*

Table 1.3 shows students' academic performance in Edukasyon sa Pagpapakatao before implementing Unified Integrative Task (UnIT). Indicator 90-100 got the highest frequency of 17 which is 51.52% of the total number of respondents. This indicates that most of the respondents got an Outstanding mark in their Pre-Test Performance Task. The class got an Overall Academic Performance of 88.64 which is considered Very Satisfactory.

Students' academic performance in Edukasyon sa Pagpapakatao is a manifestation that values are acted upon and practiced by students. It is deeply rooted at home and most competencies in Edukasyon sa Pagpapakatao are considered as the basic foundation of students' values. Therefore, it is safe to say that one can expect high academic performance in students because competencies in ESP were based on how students demonstrated such values (Felisilda & Parojenog, 2022).

Table 1.4
Students' Academic Performance in Science before implementing Unified Integrative Task (UnIT)

Indicator	Frequency	Percent	Description
90-100	6	18.18	*Outstanding*
85-89	7	21.21	*Very Satisfactory*
80-84	16	48.48	*Satisfactory*
75-79	4	12.12	*Fairly Satisfactory*
Total	33	100	
Overall Academic Performance		84.39	*Satisfactory*

Table 1.4 shows students' academic performance in Science before implementing Unified Integrative Task (UnIT). Indicator 80-84 got the highest frequency of 16 which is

48.48% of the total number of respondents. This indicates that most of the respondents got a Satisfactory mark in their Pre-Test Performance Task. The class got an Overall Academic Performance of 84.39 which is considered Very Satisfactory.

In a study conducted by Calleja et al. (2021), students' academic performance in Science can be related to a number of factors. These factors include classroom and school experiences, and students' affect and motivation. When students feel a low sense of belonging and there is low perceived cooperation with their peers, students tend to perform poorly in Science. Additionally, students may also perform poorly due to low motivation to master assigned learning tasks.

Overall, results imply that students' level of academic performance may have been better without the overwhelming academic requirements. Each learning area gave different performance tasks which usually comprises a large percentage of students' academic performance rating. The number of performance tasks they have to comply may have increased the students' stress and eventually cause lower performance (Bedewy & Gabriel, 2015).

A study conducted by Kamel (2018), also showed that academic overload only leads to lower self-efficacy among students. Thus, it causes lower academic performance. Sadler (2009) asserted that grades are authentic representation of academic achievement and therefore, assessments should also be authentic to maintain the integrity of grade given.

Problem No. 2 **What is the level of students' academic performance after implementing Unified Integrative Task (UnIT)?**

Table 2

Students' Academic Performance in Filipino, Araling Panlipunan,, Edukasyon sa Pagpapakatao, and Science after implementing Unified Integrative Task (UnIT)

Indicator	Frequency	Percent	Description
90-100	22	66.67	*Outstanding*
85-89	11	33.33	*Very Satisfactory*
Total	33	100	
Overall Academic Performance		91.27	*Outstanding*

Table 2 shows students' academic performance in Filipino, Araling Panlipunan Edukasyon sa Pagpapakatao, and Science after implementing Unified Integrative Task (UnIT). Indicator 90-100 got the highest frequency of 22 which is 66.67% of the total number of respondents. This indicates that most of the respondents got an Outstanding mark in their Post-

Test Performance Task. The class got an Overall Academic Performance of 91.27 which is considered Outstanding.

Results implied that students' level of performance increased. Teachers can improve students' level of academic performance by providing interventions without increasing students' study time. Focusing on the behavior of students and their self-efficacy will surely move the lowest-performing students above the class median (Deslauriers et al., 2012).

Katamei and Omwono (2015) also explained that learning interventions are important because they boost students' academic performance. If students feel supported, they are more likely to perform better. Additionally, proper planning of flexible activities and lessons will ease achieving learning competencies (Ariaso, 2020).

Problem No. 3 **Is there a significant difference between the level of students' academic performance before and after implementing Unified Integrative Task (UnIT)?**

Table 3.1
T-test Results of Students' Academic Performance in Filipino before and after implementing Unified Integrative Task (UnIT)

	Before	After	*t*	*df*	*p*
Mean	85.21	91.27	19.32	32.0	<.001
SD	3.84	3.36			

Table 3.1 shows the T-test result of students' academic performance in Filipino before and after implementing Unified Integrative Task (UnIT). T-test result indicates that there was a significant difference in students' academic performance before (M=85.21, SD=3.84) and after (M=91.27, SD=3.36) implementing Unified Integrative Task (UnIT), t (19.32)=32.00, p=<.001.

Based on the results, students performed better in Filipino after utilizing UnIT. Dianabas and Ugochukwu (2020) stated that curriculum overload and excessive daily activities negatively affects the students' learning because it lowers students' motivation.

In a study conducted by Ariaso (2020), secondary students agreed that attitude and motivation are two factors of student learning in Filipino subject. If these factors are addressed, students perform better.

Table 3.2
T-test Results of Students' Academic Performance in Araling Panlipunan before and after implementing Unified Integrative Task (UnIT)

	Before	After	*t*	*df*	*p*
Mean	85.94	91.27	21.44	32.0	<.001
SD	3.13	3.36			

Table 3.2 shows the T-test result of students' academic performance in Araling Panlipunan before and after implementing Unified Integrative Task (UnIT). T-test result indicates that there was a significant difference in students' academic performance before (M=85.94, SD=3.13) and after (M=91.27, SD=3.36) implementing Unified Integrative Task (UnIT), t (21.44) =32.00, p=<.001.

Based on the results, students performed better in Araling Panlipunan after utilizing UnIT. Recent studies (Tomines et al., 2021; Zarnigor, 2021;Caloyloy and Tolentino, 2021) also proved that learning interventions in Araling Panlipunan helps in improving students' academic performance. If learning interventions were used strategically, it will become an effective way of improving students' academic performance in Araling Panlipunan (Pana & Escarlos (2017).

Table 3.3
T-test Results of Students' Academic Performance in Edukasyon sa Pagpapakatao before and after implementing Unified Integrative Task (UnIT)

	Before	After	*t*	*df*	*p*
Mean	88.64	91.27	7.64	32.0	<.001
SD	4.32	3.36			

Table 3.3 shows the T-test result of students' academic performance in Edukasyon sa Pagpapakatao before and after implementing Unified Integrative Task (UnIT). T-test result indicates that there was a significant difference in students' academic performance before (M=85.21, SD=3.84) and after (M=91.27, SD=3.36) implementing Unified Integrative Task (UnIT), t (19.32)=32.00, p=<.001.

Based on the results, students performed better in Edukasyon sa Pagpapakatao after utilizing UnIT. Garcia and Vargas (2021) stated that learners perform better in Edukasyon sa Pagpapakatao if they work with their peers. Additionally, working in a social setting helps them develop many facets of their personality. They also favor multitasking since it makes them more alert and participatory than focusing on one aspect of the work.

Table 3.4
T-test Results of Students' Academic Performance in Science before and after implementing Unified Integrative Task (UnIT)

	Before	After	*t*	*df*	*p*
Mean	84.39	91.27	5.00	32.0	<.001
SD	4.77	3.36			

Table 3.4 shows the T-test result of students' academic performance in Science before and after implementing Unified Integrative Task (UnIT). T-test result indicates that there was a significant difference in students' academic performance before (M=84.39, SD=4.77) and after (M=91.27, SD=3.36) implementing Unified Integrative Task (UnIT), *t* (5.00)=32.00, *p*=<.001.

Based on the results, students performed better in their performance task after implementing UnIT specially that it was done collaboratively. In a study conducted by Petrescu et al. (2018), activities that involved collaboration among learners tend to increase learners' level of academic performance in Science. Additionally, collaborative learning helps in achieving sustainable acquisitions and increases their motivation and interest for Science.

Problem No. 4 What are the perceptions of learners in the implementation of the Unified Integrative Task (UnIT)?

Focus group discussion was video-taped and transcribed. The researcher also recorded notes focusing on the impressions, reactions, and reflections to interviews. The discussion on the learners' perception in the implementation of the Unified Integrative Task on their experiences and challenges that directly affects them.

Theme 1: UnIT lessens academic overload among learners

Participants have all agreed that one performance task for three learning areas lessens the feeling of being overwhelmed with schoolwork. They used to prepare for three separate performance tasks but through UnIT, they only complied one performance task. Thus, they are also able to focus on one performance task and pour their efforts on that particular task. One participant even stated:

> "Sauna maglabad jud among ulo sa kadaghang himoon. Malibog mi usahay unsay unahon maong usahay ang ubang project dili ma comply on time or dili jud makapasa ang uban."

In a study conducted by Kamel (2018), it was found out that students who became overwhelmed by their daily academic requirements and responsibilities have lower academic adjustment. The study implied that academic overload negatively affects students' academic performance. Furthermore, academic overload may delay learning and achieving learning obejectives may take longer time than the expected schedule (Suhaimi & Hussin, 2017).

Therefore, lessening academic overload proved to be effective in lowering academic stress and increasing students' efficacy. This will also result in increasing students' motivation to perform better (Ismael, 2022). One performance task to for three learning areas prevents excessive workload among students. UnIT allows learners to achieve identified learning competencies without the burden of too much work.

Theme 2: UnIT allows learners to interact

Majority of the participants indicated that one of the advantages of UnIT was the opportunity it provides to interact with their classmates. They enjoyed working with their peers and working as a group encourages them to work better. For them, their classmates' academic performance also depends on their performance. As cited by one participant:

> "Ganahan ko kay mura sab ug bonding namu mga classmates. Kanang magbuhat mig props mura ra pud mi ug malingaw katawa. Dayon mas napasayon ang project kay nanabang man tanan."

Garcia and Vargas (2021) stated that collaborative tasks encourage students to actively participate in the learning process. They also added that students will be develop holistically and gain confidence in working in groups. They will become open to new ideas and able to work with others.

Collaborative learning also goes beyond mastery of the learning competencies because it promotes the learners' ability to work with others with mutual respect. Gull and Shehzad (2015) stated that collaborative learning is more effective in improving students' academic achievement in comparison to traditional methods.

Theme 3: UnIT helps struggling learners perform better

Since the Unified Itegrative Task utilized among the participants was a group work, students' performance was rated as a group. Therefore, all participants agreed that learners who

were struggling academically were able to achieve higher performance rating compared to their previous performance tasks. One participant shared:

> "Ang nakanindot bitaw sa among drama maam, katong mga galisod or gagmay ug grado sauna pareha naku labaw na sa Science, nanagko kay dagko man sad ug grado nakuha amoang grupo."

There have been positive responses towards cooperative learning strategies. Students who are categorized as low performing tend to have positive perception towards school activities that requires collaborative effort. Most of these students were able to recognize the benefits of cooperative learning and collaboration through project work (Koh et al., 2007).

Fajardo (2022) explained that Integrative Performance Tasks encourages collaboration not only among students but also teachers. This kind of intervention lessens academic workload and allows learners to focus on the specific tasks. Thus, giving low performing students to perform better (Hartley & Whitfield, 2012).

VII. Conclusion and Recommendations

Students' level of academic performance can be improved. Low performing students might perform better if provided with better opportunities. Unified Integrative Task (UnIT) is an academic intervention that can be utilized in addressing the challenge of academic overload in schools.

Quality assessments does not necessarily mean larger quantities. One assessment can cover multiple learning competencies across different learning areas. Also, it is beneficial to both teachers and learners.

Creating Unified Integrative Task (UnIT) might also be an additional workload because it requires adopting new approach and restructuring teaching-learning practices. However, integrating students' learning from different areas in one assessment outweighed its negative implications.

Furthermore, students' view Unified Integrative Task as helpful in improving their academic performance. It also allowed them to work collaboratively with their classmates. Thus, developing not only their competency-related skills but also their social skills.

To fully realize the potential of this intervention, implementors must first possess the necessary knowledge and skills to implement it. Educational institutions may conduct capacity-building for their teachers. This will also allow the creation of a pool of teachers that will work collaboratively in creating an Integrative Performance Task.

To ensure objectivity or grading, reliable measurement tools are needed in Unified Integrative Task (UnIT). Rubrics and scoring guides may be created beforehand to ensure an objective rating of students' performance. The Unified Integrative Task and its scoring guides might also undergo quality assurance before being implemented. GRASP model might also be used for familiarity and standardization of format.

The whole Tangub City Division may work hand in hand in creating a Unified Integrative Task Bank. This will give teachers the opportunity to utilize available UnIT and tailor to their learners' needs while saving time. This may be done before the start of a school year to ensure all key learning competencies are covered.

Further studies may also be conducted to gain additional perspectives regarding the topic. Integration of learning should not be limited to assessments; its effectiveness can also be embedded in the instruction itself. Thus, studies on integrative instruction among learning areas might also be given focus in future studies.

VIII. Action Research Work Plan

Annual Objective	Measure of indicator	Activity	Third Quarter				Members in-charge	Date of implementation
			W 1 to 2	W 3 to 4	W 5 to 6	W 7 to 8		
To promote collaboration among teachers in improving learners' academic performance.	75% of teachers will participate in the creation of Integrative Performance Task.	LAC Sessions					Teachers	February 6-10, 2023
To assess the improvement of learners' academic performance using means for effective learning.	75% of learners with frustration level of academic performance task will participate in the implementation of the intervention.	Unified Integrative Task (UnIt)					Teachers	April 13-14, 2023
To maximize the use of Unified Integrative Task(UnIt).	100% of the developed performance task will be utilized by learners.	Unified Integrative Task (UnIt)					Teachers	April 13-14, 2023

To disseminate the results of the study.	75% of the teachers will have a better understanding on how to utilize UnIT. .	LAC Sessions					LAC Session Coordinator	April 14, 2023

VII. Cost Estimates

I. Supplies and Materials	**Quantity**	**Rate**	**Amount**
Pocket Wifi	1 unit	2, 000.00	2,000.00
Bond Papers	5 reams	200.00	1,000.00
Special Paper	1 ream	446.00	446.00
Printer Ink	1 set	1,580.00	1,580.00
			5,026.00
II. Food Provisions LAC sessions	**Quantity**	**Rate**	**Amount**
Lunch	9 pax	250.00	2,250.00
Snacks	9 pax	100.00	900.00
			3,150.00
III. Travel	**Quantity**	**Rate**	**Amount**
Domestic Travel	5 travels	200	1,000.00
			1,000.00
Total			9,176.00

VIII. Dissemination and Advocacy

The research study will be presented during the research mentoring and monitoring for further progress. Once the adjustments have been made, the findings of the study will be presented at the division research congress. During the parents-teachers meeting and School Learning Action Cell, the research results will be presented to the school's internal and external stakeholders after securing the approval of the panel of members. Furthermore, the outcomes of the study will be utilized to make decisions and formulate policies in giving performance assessments. The findings of this study will also be incorporated into Lorenzo Tan National High School's school improvement plan (SIP). In addition, the intervention will be promoted among the schools in South B District in order to increase the academic performance of learners across different learning areas.

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