

**DROP: DISTRIBUTION AND RETRIEVAL THROUGH AN ONLINE PLATFORM  
FOR GRADE 3 LEARNERS OF PLATERO ELEMENTARY SCHOOL**



**MARLYN A. TEODORO**  
Teacher II  
PLATERO ELEMENTARY SCHOOL

**ABSTRACT**

The teaching and learning process has been disrupted by the unexpected lockdown in the community. Fear to be contaminated by COVID-19 and its variants post as one of the factors that lag the flow of the learning process of the learners as well as the distribution and retrieval of the materials.

This study aimed to have a continuous flow in the teaching and learning of Grade Three Apolinario Mabini in the distribution of materials and the retrieval of learners' activity to give immediate feedback on the learners' output. The study consisted of 30 Grade Three learners from Apolinario Mabini of Platero Elementary School. The sample was purposely taken as the researcher choose the learners that mostly live farther from school. The data were collected by getting the mean average using the Likert Scale. Materials used for instruction were given and collected through different online platforms namely, FB group, messenger, google drive, google Forms, and ZipGrade. Based on the result parents find it easier to use the online platforms and they were able to access the different platforms with ease and they were able to monitor their children's performance. In addition, it also helped the children get motivated to do activities since they were able to use their gadgets in studying their lessons.

**KEYWORDS:** *Online Platforms,*

## **INTRODUCTION**

In the setting of our school system in the New Normal and with the presence of the threat of being infected by COVID-19 and its variants, the distributions and retrieval of school materials were greatly affected. There were times when the teacher received messages from the parents informing them of their inability to submit the outputs of their children due to various reasons. In addition, some pupils resided in a place farther from school but were hesitant to transfer schools or there was no school much nearer to their place of residency.

Despite the various strategies and adjustments to schedules to meet the availability of the parents, difficulty to retrieve materials was still one of the challenges met by the teachers. Failure to retrieve materials on time greatly affected the work of the teachers as well and may sometimes lead to stress.

Despite these setbacks, we should still be pursued delivering

undisrupted learning. Technology is one tool that can be used to keep learning to roll. Since we've been in Education 4.0 where technology develops rapidly, schools should learn how to adapt to the changes (James, 2019). Different applications and platforms have been easily accessible both to the learners and to the teachers.

this time of the pandemic.

## **METHODOLOGY**

This study used quantitative and qualitative analysis in interpreting the data using the Likert Scale. Questionnaires were distributed among Grade 3 parents. The parent rated each statement using a pointing system 5 being the highest and 1 being the lowest.

The researcher first gathered opinions from the participants about their concept and understanding of the use of online platforms for the distribution and submission of materials

and conducted a meeting about the process of how to submit pupils' material thru online platforms. Then, provided platforms where the pupils can submit their activities online such as their daily output of materials and summative tests. Lastly, to determine the impact of online submission of materials, a Likert Scale was distributed to the learners to determine the effectiveness and efficiency of DROP: Distribution and Retrieval through Online Platforms among Grade 3 Learners.

## RESULT

### RESULTS (Analysis and Interpretation)

**Table 1 Use of Zipgrade in submitting the summative test of the learners.**

Statement	Mean Score	Verbal Interpretation
Can easily access the Zipgrade in the submission of the Summative Test. (Madaling nagagamit ang Zipgrade sa pagpapasa ng lagumang pagsusulit)	3.51	Sumasang-ayon

Can easily see the result of the summative test after the submission of the summative test. (Agad na nakikita ang marka pagkatapos na maipasa ang lagumang pagsusulit.)	3.54	Sumasang-ayon
Can easily see the list of summative tests that need to be accomplished. (Mabilis na nakikita ang mga lagumang pagsusulit na kailangang sagutan.)	3.51	Sumasang-ayon
Average Mean	3.52	Sumasang-ayon

Table 1 shows the result of the use of the Zipgrade in the submission of the summative test of Grade 3 learners. It shows that the respondents with an average mean of 3.52 agreed that scores can be easily seen after the learners finish their summative test and they can easily review their check their mistakes in the test.

**Table 2 Use of Google apps (Gmail, Google Forms, Google drive) in distribution and retrieval of their activities in modules.**

Statement	Mean Score	Verbal Interpretation
Links in Google Forms can be easily accessed by the parents in the submission of the pupil's output. (Mabilis na nakikita ang mga link ng Google form para sa pagpapasa ng output ng mga bata.)	3.51	Sumasang-ayon
Activities can be submitted easily in google form. (Ang mga gawain ay mabilis na naipapasa gamit ang google form)	3.60	Sumasang-ayon
Unaccomplished activities were monitored regularly. (Ang mga kulang na gawain ay mabilis na nakikita ng mga magulang.)	3.43	Sumasang-ayon
Feedback from the accomplished activities can be easily received through Gmail. (Natatanggap kaagad ang feedback mula sa guro tungkol sa mga ipinasang gawain sa pamamagitan ng Gmail)	3.37	Sumasang-ayon
Average Mean	3.47	Sumasang-ayon

Table 2 shows the use of google applications in distributing and submission of learning tasks in their modules. Respondents agreed that they were able to receive and submit their activities in the google application with an average mean of 3.47 and were able to receive feedback for the accomplished activity through the use of google apps.

**Table 3 Submission and monitoring of learners' output**

Statement	Mean Score	Verbal Interpretation
Teacher shows the progress of the learner weekly. (Ipinapaalam ng guro ang pag-unlad ng bata sa mga gawain.)	3.46	Sumasang-ayon
Parent submits the output of their child on the given schedule. (Naipapasa ng magulang ang gawain ng bata sa itinakdang oras.)	3.31	Sumasang-ayon
Parent can submit the output any time of the day within the given schedule. (Nakapagpapasa ang magulang ng gawain ng bata sa anumang oras sa loob ng itinakdang araw.)	3.26	Sumasang-ayon

Average Mean	3.34	Sumasang- ayon
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Table 3 shows the submission and monitoring of learner's output. Respondents agreed with the average mean of 3.34 that parents can easily monitor and checked the progress of the learners' output through the use of the different online platforms.

**Table 4.1 Report on the Distribution and Submission of Learner's Materials. (Face-to-Face Submission)**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
No. of Retrieve Materials	20	17	18	19	15	11	15	20
% of Distribution and Retrieval	67 %	56 %	60 %	63 %	50 %	67 %	53 %	66 %

**Table 4.2 Report on the Distribution and Submission of Learner's Materials. (Online Platforms)**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
No. of Retrieve	18	23	23	28	27	29	25	28

Materials								
% of Distribution and Retrieval	60 %	77 %	77 %	93 %	90 %	97 %	83 %	93 %

Table 4.1 shows the report on the distribution and submission of learners' materials through face to face while table 4.2 shows the distribution and submission of materials through online platforms. The two tables above that there is an increase in the number of retrieved materials during the implementation of DROP compared to the no of retrieved materials through face-to-face submission.

**Table 4.3 Average number of Distributed and Retrieved Materials**

	Mean Average	Percentage
No. of Retrieve Materials (before DROP)	16.88	57%
No. of Retrieve Materials (during DROP)	25.13	84%

Table 4.3 shows that there was an increase in the number of distributed and retrieved number of materials, from 57% to 84%.

In addition, based on the responses from the respondents, there are pros and cons in the use of DROP: Distribution and Retrieval through Online Platforms and they are as followed:

#### **Pros**

1. Learners' tasks can be accomplished anytime.
2. Less hassle in going to school for submission and retrieval.
3. Budget for the transportation was lessened.
4. Learners were able to answer the module with lesser guidance from the parents.
5. Learning tasks were easier to accomplish for the learners.
6. Learners enjoyed answering materials because they are using their gadgets.

#### **Cons**

1. Difficulty in the submission due to poor internet connection.
2. Unavailability of load allowance.

Looking at the pros and cons of the use of different online platforms proves that the pros outweigh the cons of the use of different applications in teaching learners.

1. DROP: Distribution and Retrieval through Online Platforms helped the learners and their parents to retrieve and distribute learners' materials with ease, without the need to worry about transportation allowance and adjusting their schedule for the distribution and retrieval.
2. Parents were able to submit the materials of the learners on the given schedule.

3. Parents were hesitant at first in submitting the materials of the children online but with the proper guidance of the teacher, they find it easier.
4. The use of an Online Platform also helps the teacher submit the class record on time.

### **DISCUSSION**

The use of DROP: Distribution and Retrieval through Online Platforms was proven effective in delivering the lesson no matter where the learners are. We are in a generation where technology keeps on evolving. Using technology in the teaching and learning process is possible. Teachers must utilize and maximize the use of technology to better improve the education of the learners. Submission of activities through online platforms can help narrow the gap between school and the learners that are unable to come to school regularly due to different circumstances.

Based on the results, the researcher recommends that teachers never stop searching for new applications that are suitable for the set of learners that they are handling. This project DROP: Distribution and Retrieval through Online Platform can serve as a basis for addressing the learners who have difficulty coming to school.

Distribution and Retrieval through Online Platforms made me realize that teachers must seek to adjust new ways of teaching learners using technology. There are various resources made available on the internet that are useful in teaching learners. In addition, technology can aid the teachers to be more productive, especially in the present scenarios where there are lots of reports that need to be accomplished. Technology is there not to burden the teacher but to help the teacher lessen the burden of teaching. We just have to be open-minded and accept the

changes in our surroundings. It may be difficult in the beginning but after continuously doing it you will be accustomed to it. Similarly, I came to realize that doing action research is not as difficult as I think it is. It is just a matter of accepting the challenge of doing this action research and the supervision of those who know how to do it.

Upon the completion of the research the following statements were crafted:

#### To the learners

The learners were able to study their lesson enthusiastically using their gadgets. They came to realize that learning can be interesting despite staying at home. That they are capable of doing things on their own with less supervision from their parents.

#### To the parents

The parents involved in this action research became aware of the positive effect of using gadgets in the learning process of the learners.

Everything is possible if they have the means to do it and be open to the advances of technology.

#### To the researcher

The researcher came to realize to never doubt the capability of the learners and the parents to adapt to the changes in their environment and not to assume that learners are incapable of doing something that they have never tried before.

Changes are inevitable, especially in the present generation. As an educator we must also grow and adopt the changes that are happening in our surroundings for it will help us better serve our clientele the learners.

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