ACADEMIC PERFORMANCES IN SOCIAL SCIENCE THROUGH COMPREHENSIVE LEARNING PORTFOLIO

(Research Article)

Rheyjhen M. Cadawas1

ᵃ Laguna State Polytechnic University, Pangil, Laguna, Philippines

Abstract

A Portfolio assessment is a compilation of learners' written works that are associated with curriculum standards to be acquired. The proponent aimed to study the students' feelings, experiences and reflections in doing portfolios and how it was helpful for better academic performances. The study used a convergent parallel design mixed method of research to obtain information based on the recollections of opinions and students' quarterly grades. The researcher utilized at least 60 participants from the gathered quantitative data and purposively selected 20 students for qualitative data both from Grade 11-HUMSS of Balian Integrated National High School, SY 2022-2023. The data were gathered through synchronous text-based instant messaging interview and collected 3rd quarterly grades. The data were interpreted by relating the findings after thematic analysis and comparative descriptive statistics were done. The Findings shows a computed two-tailed p-value is <0.0001. Hence, there was an extremely significant difference on the performances between students with and without comprehensive portfolio based on the mean of their average. It was confirmed as well as from collected opinions that students' triggering positive self-concept and knows their responsibility as they manage his/her time properly, applies creativity, organized, and follows the instructions resulted to very good academic performances as it was proven and represented with 10.30 interval of difference compare to the students with poor self-concept and motivation in learning during 3rd Quarter. This study implied that comprehensive learning portfolio leads for better grades of the students.

Keywords: Portfolio assessment, self-assessment, teaching and learning, Social Sciences

1Corresponding author: Rheyjhen M. Cadawas. ORCID ID.: https://orcid.org/0009-0009-5654-1280
E-mail: rheyjhen.cadawas@lspu.edu.ph

1.   Introduction

The world today is facing a greater challenge in education towards its abrupt changes in the quality of life and the environment. Everything has changed and became complex society. How can we visualize and understand the future or even to adapt the society we live in? These issue and challenges are address to all educators, school leaders, administrators, school board members, teachers, community members, and students who shared in 21st Century situation. The role of educators in the 21st century should be helping every student learn how to learn. It is inspiring creativity, encouraging collaboration, expecting and rewarding critical thinking, and teaching children not only how to communicate but also the power of effective communication. These are skills students need to develop in order to thrive in todays and tomorrow dynamic workplace (Hallerman S. et al, 2020). Thus, as the SY 2022-2023 began many challenges were observable especially in difficulties in assessing students with different level of intelligence, abilities, interest, and their learning styles, difficulty on real-time feedback, students intentionally skipped the difficult tasks and in organization of Outputs: with name and section, clarity of penmanship, correct sequence of activities.

This study addresses the issues on authentic assessment of the learners in social science in senior high school in dealing to understand the applied social sciences with lack of self-learning modules, limited reading materials, and technological accessibility to further understand the given topic aligned to the most essential learning competencies. Hence, in response with Deped Order 31, s. 2020 or known as the Interim Guidelines for Assessment and Grading in light of the Basic Education Learning Continuity Plan and to the MELCs requiring the learners to synthesize the course subject through Portfolio Making, the teacher-researcher was encouraged to conduct this action research on the effectiveness of course synthesizing through comprehensive learning portfolio in teaching Social Science in Senior High School.

Just like in the European Language Portfolio (Kayacan & Öncül, 2023) a Portfolio assessment is a collection of student works that are associated with standards you are required to learn. This collection of work is often gathered over a long period of time to reflect what you have been taught as well as what you have taught (Meador D, 2019).
Therefore, the proponent wants to highlight the following:
   a. Foster interest in understanding about social science through comprehensive learning portfolio.
   b. Evaluate the learners' understanding social science curriculum through modified portfolio content and help fellow teachers to address the issue on authentic assessment during this pandemic.
   c. Recommend comprehensive learning portfolio as a requirement in understanding social science.

The study determined the effectiveness of portfolio making in understanding social science to selected senior high school learners in Humanities and Social Sciences Class. Specifically, it answers the following questions.

1. What are the students' feelings, experiences, and self-reflection on understanding social studies subjects through their comprehensive portfolio?

2. What are the performances of the participants during Third Grading period?
   2.1   With Portfolio
   2.2   Without Portfolio

3. Is there a significant difference between the performances of the participants with and without submitted portfolio during Third Grading Period?

Thus, the researcher's hypothesis predicts that there is no significant difference between the performances of the participants with and without submitted portfolio during Third Grading Period.

2.   Method

2.1 Research Design

The study utilized the convergent parallel design of mixed method research, A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together (Creswell & Pablo-Clark, 2011).

In the qualitative part, wherein the possible sources of data were gathered through the participants' recollections of experiences interacted at a very personal level and for quantitative data were from their transmuted grades during 3rd Grading Period as results of their quarterly performances.

2. 2 Participants and Sampling Procedure

For gathered qualitative data, the respondents were selected through stratified random sampling to make use of all data efficiently and reliable. It was characterized into two groups: 30 Students who submitted their portfolios and 30 students who failed to submit the required output. Meanwhile, in choosing the selected participants for interview, criteria were set by the researcher based on its holistic portfolio ratings, quality of work, completeness, and other learning task; Criterion sampling involves selecting cases that meet some predetermined criterion of importance (Patton, 2001, p. 238). Hence, the researcher selected 10 Students who submitted their portfolios and 10 students who failed to submit the required output. The researcher utilized the Grade 11-Humanities and Social Sciences Strand Students of Balian Integrated National High School as participants/ respondents of the action research.

### 2.3 Data Collection, Scope and limitation of the Study

The study was conducted after seeking the approval from the school head, the teacher-researcher started the action research during the second semester period of school year 2022-2023 in Balian Integrated National High School, Pangil, Laguna, Philippines limited only for Grade 11 HUMSS students.

The data gathered through synchronous text-based instant messaging interviews upon the consent of the participants and collected the individual comprehensive portfolio. Each interview took approximately 3 minutes conducted through direct message. Interviews were guided by research protocols.

Meanwhile, the computed grades from 3rd Grading Period were collected after the researcher's checking of outputs, recording the scores, and computing the over-all student performances. Then, it was statistically treated using the mean, standard deviation and unpaired t-test.

2.3 Data Analysis

After the collections of data from the selected respondents and participants, the researcher utilized the convergent parallel approach in analyzing the data.
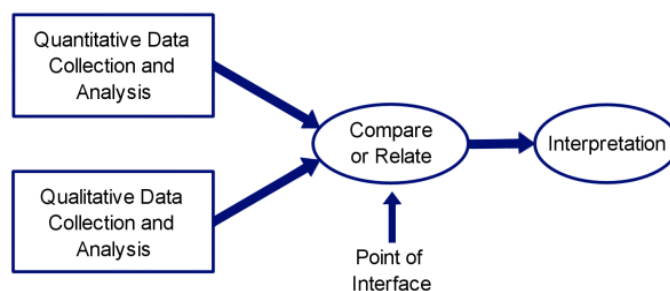
Source: W. Alex Edmonds & Thomas D. Kennedy (2017)

In the gathered qualitative data which involves uncovering the perspectives, the researcher described the issues and analyzed through thematic analysis. Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as interview transcripts. The researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly (Caulfield J., 2019).

On the other hand, the quantitative data were based on the collected and computed quarterly grades from 3rd Quarter showcased the students' progress and portfolios' effectiveness in the students learning and understanding. It was statistically treated using the mean and standard deviation to measure the level of performances of the learners while the unpaired t-test were used to determine the significant difference of the weighted mean average during 3rd Quarter between students who completed the portfolios and non-completers.

The findings from qualitative and quantitative pointed out and intertwined that has been use in the formulated interpretation of data. This helped the researcher to determine that comprehensive learning portfolio making clarified social studies and improves their academic performances.

3.   Results and Discussions

The following are the results and the analysis done from the data.

Table 1. List of Participants for Interview

Participant's Code	Group 1: Students Completed the Portfolios	Group 2: Students Who Did not Completed the Portfolios
Student A	94	83
Student B	97	82
Student C	93	80
Student D	95	82
Student E	97	81
Student F	97	84
Student G	95	80
Student H	92	82
Student I	91	84
Student J	90	82

This research was intended to gathered opinions, experiences and reflections. The code of the participants had been used respectively as it follows ethical standard considerations and carefully selected based on the criteria given. Same coding was used for students completed and for those who were not.

Table 2. Students' Experiences and Self-reflection of those who completed the Comprehensive Portfolios

Theme	Keywords/Code
1. Feelings	1.1 Masaya, Happy 1.2 Exhausted but worth it
2. Experiences	2.1 Enhances their Creativity 2.2 Becoming Organized 2.3 Managing Time 2.4 Valuing Instructions
3. Reflections	3.1 Helpful for College 3.2 Discovered Skills 3.3 Practice Self-disciplines 3.4 Improve Learning 3.5 Personal Development

The students who completed and submitted their comprehensive portfolios were very happy despite of being tired in doing a lot of modules in a week, Student J claimed "Natutuwa po ako dahil may nadadagdagan na naman po akong kaalaman. At paborito ko din po itong subject na ito kaya gustong gusto ko din po itong ginagawa ko."

Supported by Student D stated "I was exhausted because I did it last minute because of lots of works and outputs to do in other subjects, but I might say it's worth it." The concept of ''having fun'' then seems to be a solution, a way to find a positive but ultimately meaningless description for the picture. Clearly, it is very important to the teachers to document how happy the children are while doing portfolios (Knauf, H., 2017).

With regards with their experiences and reflection on understandings social studies through comprehensive portfolios, it was found out that it enhances their creativity, they become more organized, can able to manage their time, value instructions and they positively reflected portfolios can be helpful for them as they stepped-in College, can apply their new learned skills, practice self-disciplines, to relearn new things and develop their personality. The students A, C, D, and E agreed that comprehensive portfolios improved their creative skills but also they became more organized and empower self-discipline. Student A shared her thoughts, "Sa pagbuo ng portfolio, mahalagang maging malikhain, mabusisi, maingat at masiguro na kumpleto at maayos ang mahahalagang dokumento na ilalagay sa loob nito. Importante ang disiplina at pagpapahalaga. Ang natutunan ko habang binubuo ang aking portfolio ay kung siguradong maayos at pinagbuti ang pagbuo nito, huwag mangamba sa grado na makukuha mo."

Based on the study of Öztürk & Çeçen (2007), Majority of the students (45%) referred to the tasks positively. They appreciated the tasks on the basis of triggering their critical thinking ability, generating fun and enthusiasm, promoting research, and improving their language skills.

Table 3. Students' Experiences and Self-reflection of those who did not completed the Comprehensive Portfolios

Theme	Keywords/Code
1. Feelings	1.1 Nervous 1.2 Sad 1.3 Disappointed 1.4 Pressure
2. Experiences	2.1 Becoming Organized 2.2 Managing Time 2.3 Valuing Instructions
3. Reflections: **Challenges**	3.1 Laziness 3.2 Lack of Skills 3.3 Difficulty to Learn Independently 3.4 Lack of Time 3.5 Other Tasks

It gleaned that the students who did not completed their comprehensive portfolios felt nervous, sad, disappointed, and pressured as they worried for the grades they will received because of their poor performances. Student H sadly stated "*I feel pressure but after finishing every task it's a kind of relief.*"

While Student J added *"Kinakabahan ako, Dahil alam ko na mababa nanaman ang grado na ibibigay sa akin."* Based on the study, Ajjawi, R. et.al (2020) the students who failed and persisted attributed academic failure to a confluence of dispositional, situational, and institutional factors. There was a compounded effect of academic failure on already-vulnerable students resulting in strong negative emotions. In addition, Students' did not completed shared their experiences and reflections that they learned to be more organized in collecting the output, value and manage time and understand the instructions similar thoughts with other group. Students A, B, and G strongly agreed that because of portfolio making they must be organized. *"Natutunan ko kung paano isa-ayos ang lahat ng output sa pamamagitan ng paglalagay sa Portfolio",* Student A stated. Meanwhile, Participants C, D, E, F, H, I and J explained that they learned to be more aware with deadlines, self-discipline, patience, and follow the instructions. Student D said "*Maging on time at maging maayos dapat sa pagpapasa".* Student F added, *"Dapat maging maplano at maisip sa kalalabasan".*

Aside from the disruptions due to pandemic that influences students' performances, the researchers found out some reasons of students failing to submit their output such as lack of motivation, difficulty to learn independently, lack of time, and too much learning activities. Supported by Student A *"Ilan lamang sa naging hadlang kung bakit hindi ko ito na isagawa ay ang kakulangan sa oras at kulang sa kakayahan upang mapaganda ang portfolio".* Agreed by Students F, H, and J. While the other participants said *"Too much task specially sa ibang subjects", "nagkasakit po kasi ako", "Pagkalito sa dami ng gagawin na modules"* and *"nakakatamad na minsan, pero pinaglalabanan",* answered by Students C, D, E and I. Failing to submit work by the allotted time is a constant dread during the academic years. While students try their best to keep up with their studies, sometimes certain unfortunate occurrences can force them to go off-track. Some genuine reason to accept your late work is illness, other paper due, job interview, and others (Transtutors, 2019).

Based on the gathered data, it was found out that the students who were able to comply the portfolios were more confident to their academic performances compared with those who were not able to submit within the period as it resulted that they were very happy when they experienced doing comprehensive portfolios and a positive reflections that can be useful in the future. On the other hand, students failed to comply were felt disappointment as they worried with the quarterly grades they will received from the teacher due to several reasons such as lack of time, laziness, and lack of skills, but in a positive views, building portfolios taught them to be on time, be organized and follow instructions.

Table 4. Performances of the participants during Third Grading period with and without Portfolios

Respondents	Group 1: Students with Portfolios	Group 2 Students without Portfolios
1	91	75
2	97	82
3	86	77
4	88	82
5	97	81
6	88	84
7	95	80
8	92	82
9	91	84
10	90	82
11	86	77
12	86	85
13	93	83
14	88	75
15	89	82
16	94	84
17	91	85
18	97	85
19	88	83
20	90	75
21	86	75
22	87	77
23	86	80
24	86	75
25	87	80
26	86	75
27	86	75
28	95	75
29	92	75
30	86	75
Weighted Average Mean	**89.80**	**79.50**

It represented the number of participants from students who completed their portfolios and participants who were not able to complete. It showed that group 1 participants were able to finish their performance task through building their portfolios as it shown to the mean weighted average of 89.80 during the grading period, meanwhile the weighted mean average of Group 2 is 79.50, it means there was a positive result when a student could able to comply with his/her portfolios.

Based on the mean of Group One: Students with Portfolios minus Group Two: Students without Portfolios was equals to 10.30 representing 95% confidence interval of this difference: from 8.33 to 12.27.

Table 5. Significant difference between the performances of the participants with and without submitted portfolio during Third Grading Period

Group	n	Mean	sd	SEM	CI	t	df	SE	P-value	Decision
Students with Portfolio	**30**	**89.80**	**3.76**	**0.69**						
					10.30	**10.4680**	**58**	**0.984**	**<0.0001**	**Reject**
Students without Portfolio	**30**	**79.50**	**3.86**	**0.70**						

The computed t-value of 10.4680 at 58 degree of freedom of error and the two-tailed P value of less than 0.0001 resulting to reject the null hypothesis. By conventional criteria, this difference was considered to be extremely statistically significant. The findings was supported by Birgin, O., & Adnan, B. (2007), In sum, portfolio was an important tool for the assessment of the students' performance, So it was not completely true to leave the traditional assessment methods aside, and accepts the new assessment ones. Besides using portfolio assessment method, using the other assessment methods will enable more reliable information about students. As a result, it should not be forgotten that using both alternative and traditional assessment methods in proper time may be very useful.

Synthesis

From the results and findings gathered, here are the several key points align with the previous research:

In terms of Learner Experiences with Portfolios, students who completed their portfolios expressed positive outcomes, such as enhanced creativity, organization, time management, and a sense of personal development. These experiences echo findings from Öztürk and Çeçen (2007), where students noted similar benefits in skills like critical thinking and enthusiasm for learning. Meanwhile, students who did not complete portfolios faced challenges like stress, lack of skills, and difficulty with independent learning. This anchored with Ajjawi et al. (2020), who noted how academic pressures compounded stress, particularly among students struggling with course requirements.

Furthermore, there is a significant performance difference between students who completed portfolios (mean of 89.80) and those who did not (mean of 79.50). This reinforces the finding by Birgin and Adnan (2007) that portfolios can enhance student performance but should ideally complement traditional assessment methods for a well-rounded evaluation.

Lastly, the emotional responses varied significantly, where students completing portfolios felt a sense of accomplishment, while others experienced anxiety over lower grades. This emotional divide highlights the motivational impact of completion and organization, like the emphasis in Knauf's study (2017) on positive student experiences as a motivating factor.

These findings suggest a consistent impact of portfolio-based assessment on skill development, motivation, and academic performance, supporting a balanced approach to assessments that includes both portfolio and traditional methods.

4. Conclusions

Based on the findings, the following conclusions are drawn:

1. Students with complete comprehensive portfolios got a high grades compare for those who fail to complete their portfolios at the end of 3rd Quarter.

2. From the shared feelings, experiences, and reflections, building comprehensive portfolios contributes positive self-concept as they finished and able to comply the requirements, unlike for those students who were not able to finished it shown a poor self-confidence and self-esteem.

3. There was a significant difference on the performances between students with and without comprehensive Portfolio based on the mean of their average during 3rd Grading Period.

4. Therefore, A students' triggering positive self-concept and knows their responsibility as they manage his/her time properly, applies creativity, organized, and follows the instructions resulted to very good academic performances as it was proven and represented with 10.30 interval of difference compare to the students with poor self-concept and motivation in learning during 3rd Quarter.

5.   Recommendations

Based on the summary, the following recommendations are made:

1. Building a Comprehensive Portfolio should be considered as effective tool for teaching-learning intervention in the midst of any disruptions like pandemic as it represents individual authentic output. It showcases students' creativity, own understanding and personal effort to learn from the subject matter that leads to better grades.

2. Teachers should utilize the building of comprehensive portfolios was not just about on compilation of their output but what matters most is the quality of their outputs over its quantities.

3. Teachers must undergo on Upskilling and Crafting List of MOVs for Students' Portfolios to measure authentic assessment of learners.

4. This action research should be continued.

References

Ajjawi, R., Dracup, M., Zacharias, N., Bennett, S., & Boud, D. (2020). Persisting students' explanations of and emotional responses to academic failure. *Higher Education Research & Development, 39*(2), 185-199.

Creswell, J. W., & Plano Clark, V. L. (2011). Designing and Conducting Mixed Methods Research. Thousand Oaks, CA: Sage.

Dudovskiy J. (2020). e-book, The Ultimate Guide to Writing a Dissertation in Business Studies: a step by step approach Retrieved: https://research-methodology.net/research-methods/data-analysis/qualitative-data-analysis/
https://www.le.ac.uk/oerresources/lill/fdmvco/module9/page_75.htm

Hallerman, S., et.al. (2020). What is a 21st century education? Retrieved from: https://www.battelleforkids.org/learning-hub/learning-hub-item/what-is-a-21st-century-education

Kayacan, S. G. & Öncül, V. (2023). An investigation of teaching pronunciation while teaching Turkish as a foreign language. *International Journal of Education, Technology and Science, 3*(3), 917–930.

Knauf, H. (2017). Making an impression: Portfolios as instruments of impression management for teachers in early childhood education and care centres. *Early Childhood Education Journal, 45*(4), 481-491.

Meador D., (2019). The Purpose of Building a Portfolio Assessment. Retrieved from: https://www.thoughtco.com/the-purpose-of-building-a-portfolio-assessment-3194653#:~:text=A%20portfolio%20assessment%20is%20a,as%20what%20you%20have%20learned

Öztürk, H., & Çeçen, S. (2007). The effects of portfolio keeping on writing anxiety of EFL students. *Dil ve Dilbilimi Çalışmaları Dergisi, 3*(2), 218-236.

Patton, MQ. (2001). Qualitative Research and Evaluation Methods (2nd Edition). Thousand oaks, CA: Sage Publications.

Transtutors (2019). Good Reasons for Late Assignment Submission Your teacher won't Refuse. Retrieved from: https://www.transtutors.com/blog/good-reasons-for-late-assignment-submission

W. Alex Edmonds & Thomas D. Kennedy (2017). An Applied Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods. Retrieved from: http://methods.sagepub.com/Book/an-applied-guide-to-research-designs-2e/i1174.xml