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Sustaining Learners' Academic Achievement Through Performance Assessment Supplementary Strategies (PASS) Approach

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Abstract

Aim: The study was conducted to test the effectiveness of PASS as a supplementary performance assessment approach in sustaining learners' academic achievement.

Methodology: The study utilized the design and development research approach as basis for crafting the instructional materials for both learners and teachers that will adapt PASS approach. T-test Calculator for Two Dependent Means was used to compare the means of the pretest scores and the post test scores of learners' before and after the intervention of PASS approach.

Results: Results have proven that the content of PASS Approach is relevant, appropriate, and easy to understand. It is evident that the post test scores of the ten learners are higher than their pretest scores after the intervention of PASS approach. Calculating the difference between the pretest and post test scores, the data revealed that there is a mean difference of 7 and a square deviation of 294.

Conclusion: The supplementary performance assessment should be revisited in order to check its efficiency and effectivity. Time-bounded material is a good quality of material that does not cause any pressure to its learners. This shall always be considered aside from being specific, measurable, attainable and results-oriented when producing any kind of material.

Keywords: Performance Assessment, Academic achievement, Supplementary strategies, PASS approach

INTRODUCTION

Academic achievement is no longer measured based on the results of the standardized tests. Teachers take into consideration their learners' individual learning styles and engage in various teaching instructions to measure their level of acquisition, completion and accomplishment in academic content and skills (Delgado & Kassim, 2019; Dizon & Sanchez, 2020; Flores, 2022; Regala, 2023). Educators motivate learners to at least strive for academic excellence since the diversity of capabilities or talents among learners is widely accepted (Muñoz & Sanchez, 2023; Salendab, 2021; Salendab & Akmad, 2023; Sanchez, 2022). One way to measure learners' academic achievement is through performance assessment. It allows learners to showcase their talents in their own ways (Amihan & Sanchez, 2023; Carvajal & Sanchez, 2023; Flores, 2020; Regala, 2022).

In the study of Obaob and Moneva (2021), it is stated that teachers must possess the skills in preparing appropriate and valid assessment tools in order to measure student achievements precisely. Teachers must continue to monitor students' achievements and make effective and suitable changes in their approaches, instructional strategies and techniques. Being based on instructional objectives, the assessment tools must contain the criteria that emphasize the desired outcomes or skills that the student needs to develop and shall be flexible to the relevant and special skills manifested by the students. On the other hand, students must be aware of the objectives of the lesson so that they will know what action they have accomplished (Flores, 2019a; Salendab, 2023; Sanchez & Sarmiento, 2020; Sanchez, Sanchez & Sanchez, 2023).

As stated in DepEd Order No. 8, s. 2015, learners may create or innovate products or do performance-based tasks which include skills demonstration, group presentations, oral works, multimedia presentations and research projects. It is important to note that written output may also be considered as performance tasks. Prior to the

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pandemic, performance tasks like dramatic choir, symposium, public speaking, or even small-group activities were physically done inside the classroom in which social interactions played a vital role in learning.

Furthermore, in Department Order No. 31, s. 2020, quarterly assessments will no longer be part of the grading system allowing the written works to have 40% grade weight while 60% in Performance tasks. The policy also highlighted that teacher are advised to collaboratively design and implement performance tasks that integrate two or more competencies within or across subject areas, complex task may be broken down into shorter tasks to be completed over longer periods of time and learners must be given flexibility in the accomplishment of the performance tasks to consider time and resources available to them. Due to the recent shift in teaching and learning modalities, the blended learning approach makes education more inclusive (Flores, 2019b; Salendab & Cogo, 2022; Salendab & Dapitan, 2020; Sanchez, 2020a).

The Department of Education formally opened Learning Delivery Modalities for School Year 2020-2021, in which parents and students can choose their preferred learning modality as Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

In July 2020 data released by DepEd through Learner Enrollment and Survey Forms (LESF), 8.8 million enrollees nationwide preferred to use modular distance learning where students at home would study through self-learning modules. In Antipolo National High School, 90.32% of officially enrolled grade 10 students opted to do a modular approach citing that they had difficulties in internet connection and some of them have no access to gadgets, television and radio at home due to their economic status.

In this case, if not all learners can access various means of learning, this might cause poor academic performance, involvement and achievement among learners. The school's overall performance might also be affected by the increase in failing remarks or low passing rate. The teaching instruction needs to be modified to address the learners' needs and assist them according to their capabilities (Salendab & Dapitan, 2021a; Sanchez, 2023a; Sanchez, et al., 2022).

This result became one of the major challenges of teachers to ensure that their students still cope with the standard learning competencies set by the DepEd and assess them according to the available learning resources they can use at home. The researchers were inspired to design new teaching approaches and strategies that would provide enough opportunities for learners to be assessed accordingly with the least amount of pressure and find a good balance between what is effective and what is feasible to accomplish remotely.

Additionally, supplementary materials are capable of so much more than they are used them for. Instead of a band aid to prop up ailing attention, they can be used to inspire learners to new heights – as well as doing a solid job of supporting the class aims. However, these are some important matters that teachers should take into account in producing a supplementary material; (a) Engaging, (b) Language Model, (c) Well-Designed, (d) Exploitable, (e) Differentiated, and (f) Authentic or Natural. (Willer, D., 2021)

Objective

The study was designed to evaluate the level of effectiveness of PASS Approach in sustaining the academic achievement of Grade 10 learners. Specifically, it answered the challenges encountered by learners with no technological device in complying with school requirements; the level of acceptability of the PASS approach; the academic achievement of learners before and after the intervention of PASS approach; and if there is a significant difference between learners' academic achievement before and after the intervention of PASS approach.

Hypothesis

There is no significant difference between learners' academic achievement before and after the intervention of PASS approach.

METHODS

Research Design

The study utilized the design and development research approach as basis for crafting the instructional materials for both learners and teachers who adapted the PASS approach.



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Procedure

Validation. The researchers prepared the preliminary draft of the test. This was based on the Most Essential Learning Competencies (MELCs) indicated in the K-12 curriculum of Grade 10 English. The skills learned in the PASS approach were taken into consideration. It should be congruent with the lessons that they discussed or learned in PASS approach intervention sessions. To find out the accuracy of the test, validation was done. The test questions were evaluated and analyzed by the Master teachers. Finally, the test questions were prepared to make sure that it provided a valid and reliable result of the study. **Administration of Tests.** The test was administered to thirty-six grade 10 learners Antipolo National High School after seeking permission from the school head, department head and grade level key teacher. The pre-test was given to the learners by their English teachers before the implementation of PASS approach. After at least one month of implementing the PASS approach, the post test was administered by the researchers.

The steps indicated below were followed.

Steps in Administering the Pre-Test and Post Test:

1. Secure the copies;
2. Ensure that there is a copy for each student;
3. Familiarize with the test materials;
4. Motivate or encourage students to answer the test at their best.
5. Conduct test proper;
6. Mark all errors;
7. Record the test results.

Data Gathering

All questionnaires were delivered and collected by the researchers. The appointments with participants were also made for both quantitative and qualitative data. All teacher interviewees were communicated virtually by the researchers.

Ethical Consideration

The ethical considerations of the research are in accordance with the D.O. 16, s. 2017 and certified by the Chairperson-Schools Division Research Committee (SDRC) with the control number: CY2021-0058.

Treatment of Data

The statistical treatment used in this study were: (1) Weighted Mean- to analyze the challenges encountered by learners in complying with school requirements; (2) T-test- to determine the significant difference between learners' academic achievement before and after the intervention of PASS approach; and (3) T test calculator for two dependent means- to compare the means of pretest and post test scores of respondents.

RESULTS and DISCUSSION

As shown in Table 1, the learner respondents sometimes encountered challenges in sustaining their academic achievement as shown in the general weighted average of 2.74. Regarding the specific components of the statement, they often gave their best in accomplishing their performance tasks, with a mean score of 4.22; seek guidance from any of the family member whenever they found it difficult, with a mean score of 3.69; and reflected on the results they received with a mean score of 3.78.

On the other hand, they never complained to their teacher when the task is not appropriate to their acquisition level with a mean score of 1.39; and they never requested to their teacher to have an alternative performance task as a replacement to the difficult one, with a mean score of 1.28.

The data imply that the learner respondents rarely got difficulties in communicating with their English teacher, with a mean score of 2.14 and their English teacher had limited time in assisting them in accomplishing their learning tasks, with a mean score of 1.72. They also rarely asked assistance from their classmates whenever their English teacher gives them an individual tasks, with a mean score of 2.47, and majority of them envied their classmates who can submit on time with a mean score of 1.94.

It appears that the learner respondents sometimes submitted incomplete learning tasks, with a mean score of 3.19, and failed to submit their learning tasks on time, with a mean score of 2.92.

The data also reveals that learners found the learning task easier if it can be done by group, with a mean score of 3.11 which resulted to a higher point if the performance tasks are by group, with a mean score of 2.53.



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The present study corroborates the study of Smith et al. (2019), Salendab and Dapitan (2021b), and Sanchez (2023b) with a similar report indicating that learners frequently put in their best effort to accomplish their performance tasks. Additionally, the mean score of 2.47 in this study supports the findings of Kim et al. (2019) that learners rarely seek assistance from their classmates when assigned individual tasks.

Table 1

Challenges Encountered by Learners in Sustaining Academic Achievement

Statement	W (ave)	Interpretation
1. I failed to submit my learning tasks on time.	2.92	Sometimes
2. I submitted incomplete learning tasks on the submission days.	3.19	Sometimes
3. I got distracted with my family issues which resulted in no learning at all	3.36	Sometimes
4. I got difficulties in communicating with my subject teachers because I do not have means of communication	2.14	Rarely
5. I envied my classmates because they were able to submit their learning tasks on time.	1.94	Rarely
6. I worried that my learning tasks may not be submitted on scheduled date.	4.28	Often
7. My English teacher had limited time in assisting me in accomplishing my learning tasks.	1.72	Rarely
8. I felt demotivated to continue or finish my studies.	1.83	Rarely
9. I was having a hard time in comprehending certain concepts.	2.89	Sometimes
10. I was hesitant to approach my English teacher regarding my inquiries about the topics assigned.	3.28	Sometimes
11. I found all performance assessments hard or not easy to comprehend the concept.	2.89	Sometimes
12. I asked assistance from my classmates whenever my teacher gives me an individual task.	2.47	Rarely
13. I complained to my teacher when the task is not appropriate to my acquisition level.	1.39	Never
14. I requested to my teacher to have an alternative performance task as a replacement to the difficult one.	1.28	Never
15. I received higher points if the performance tasks are by group.	2.53	Sometimes
16. I gave my best shot if the performance task is easy to accomplish.	4.22	Often
17. I seek guidance to my parents/ guardian and/or any member of the family whenever I find the performance task difficult.	3.69	Often
18. I reflected to my performance tasks after receiving the scores/results/grades.	3.78	Often
19. I didn't do anything when the performance task is quite boring.	1.94	Rarely
20. I found the learning task easier if it can be done by group.	3.11	Sometimes
General Weighted Average	2.74	Sometimes

Legend: 4.51-5.0-Always, 3.51-4.50-Often, 2.51-3.50.-Sometimes, 1.51-2.50-Rarely, -1.0-1.50-Never

Table 2.1 shows that teachers strongly agree that the objectives indicated in the PASS approach are clearly stated in behavioral form (3.75) and well-planned, formulated and organized (3.75). Moreover, they agree that objectives stated are specific, measurable and attainable (3.38), relevant to the selected lesson of the supplementary performance assessment (3.50) and take into account the needs of the learners (3.50). Therefore, teachers strongly agree that the objectives of PASS Approach are organized, specific and relevant to learners' needs and interests with the GWA of 3.58.

The findings presented in Table 2.2 regarding teachers' perceptions of the content in the PASS approach align with previous studies and literature on instructional materials and content relevance.

The study conducted by Johnson et al. (2019) and Salendab and Laguda (2023) emphasized the importance of content that is simple and easy to understand. This suggests that the instructional materials are designed in a way that promotes clarity and comprehension among learners. Furthermore, Smith and Brown (2018) examined the significance of illustrative examples and guided tasks that are suited to the level of learners. As the study's result aligns with the findings, the topics in the PASS approach are supported by illustrative examples and the guided tasks



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are appropriate for the learners' level. This suggests that the instructional materials provide relevant and scaffolded learning experiences that facilitate learners' understanding and skill development.

Table 2.1
Teachers Evaluation Form for PASS Approach Objectives of the PASS

Indicators	W(ave)	Description
1. The objectives are clearly stated in behavioral form.	3.75	Strongly Agree
2. The objectives are well-planned, formulated and organized.	3.75	Strongly Agree
3. The objectives stated are specific, measurable and attainable.	3.38	Agree
4. The objectives are relevant to the selected lesson of the supplementary performance assessment.	3.50	Agree
5. The objectives take into account the needs of the learners.	3.50	Strongly Agree
General Weighted Average	3.58	Strongly Agree

Legend: 4.51-5.0-Always, 3.51-4.50-Often, 2.51-3.50.-Sometimes, 1.51-2.50-Rarely, -1.0-1.50-Never

It can be seen in Table 2.2 those teachers strongly agree that the content of selected lesson is simple and easy to understand (3.55) and topics are supported by illustrative examples and the guided tasks are suited to the level of the learners (3.622). Meanwhile, teachers agree that the content of the selected lesson is directly relevant to the defined objectives (3.50), topics of selected lesson are comprehensively discussed (3.37) and each topic is given equal emphasis in the lesson (3.37).

Hence, teachers agree on the relevance, appropriateness, comprehensiveness and easy to understand content of the PASS Approach with a GWA 3.48.

The agreement among teachers aligns with the research conducted by Garcia et al. (2019). Their study emphasized the importance of content that aligns with the objectives, ensuring instructional coherence and focused learning experiences.

In addition, the study by Kim and Hernandez (2021) and Salendab and Sanchez (2023) highlighted the significance of comprehensive discussion of topics and equal emphasis on each topic in the lesson. The present study's result supports this notion, indicating that teachers agree that the topics of the selected lesson in the PASS approach are comprehensively discussed and given equal emphasis. This suggests that the instructional materials provide a balanced and thorough coverage of the content, ensuring that learners gain a holistic understanding of the subject matter.

Table 2.2
Teachers Evaluation Form for PASS Approach Content of the PASS

Indicators	W(ave)	Description
1. The content of the selected lesson is directly relevant to the defined objectives.	3.50	Agree
2. The content of selected lesson is simple and easy to understand.	3.55	Strongly Agree
3. The topics of selected lesson are comprehensively discussed.	3.37	Agree
4. The topics are supported by illustrative examples and the guided tasks are suited to the level of the learners.	3.62	Strongly Agree
5. Each topic is given equal emphasis in the lesson.	3.37	Agree
General Weighted Average	3.48	Agree

Legend: 3.51-4.0-Strongly Agree, 2.51-3.50-Agree, 1.51-2.50, Disagree, 1.0-1.50 Strongly Disagree

Table 2.3 reiterates that teachers strongly agree that the format/layout of PASS Approach is well-organized, which makes the lesson more interesting (3.87), language used is easy to understand (4.00), language used is clear, concise and motivating (3.75), the illustration, symbols and other graphics used are well-defined and relevant to the lesson (3.87) and the instructions in the supplementary performance assessment are concise and easy to follow (3.75). Thus, teachers strongly agree on the format and language used in the PASS Approach with a GWA 3.84.

The agreement among teachers (mean score of 3.75) that the language used in the PASS approach is clear, concise, and motivating aligns with the research conducted by Garcia and Hernandez (2020). Their study emphasized the importance of using language that is concise yet motivational to engage learners in the learning process. The present study's finding suggests that teachers agree that the language in the PASS approach possesses these qualities, promoting learners' interest and active participation.



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Table 2.3

Teachers Evaluation Form for PASS Approach Format and Language of the PASS

Indicators	W(ave)	Description
1. The format/layout is well-organized, which makes the lesson more interesting.	3.87	Strongly Agree
2. The language used is easy to understand.	4.00	Strongly Agree
3. The language used is clear, concise and motivating.	3.75	Strongly Agree
4. The illustration, symbols and other graphics used are well-defined and relevant to the lesson.	3.87	Strongly Agree
5. The instructions in the supplementary performance assessment are concise and easy to follow.	3.75	Strongly Agree
General Weighted Average	3.84	Strongly Agree

Legend: 3.51-4.0-Strongly Agree, 2.51-3.50-Agree, 1.51-2.50, Disagree, 1.0-1.50 Strongly Disagree

Table 2.4 elucidates those teachers strongly agree that topics are presented in a logical and sequential order (3.62), presentation of each lesson is attractive and interesting to the learners (3.75) and adequate examples are given to each topic (3.62). On the other hand, they agree that selected lesson is interactive and comprehensive (3.50) and learning activities are clearly presented (3.50).

To sum it up, teachers strongly agree that the presentation of PASS is interactive, logical, clear and interesting with a GWA 3.59.

Table 2.4

Teachers Evaluation Form for PASS Approach Presentation of the PASS

Indicators	W(ave)	Description
1. The topics are presented in a logical and sequential order.	3.62	Strongly Agree
2. The selected lesson is interactive and comprehensive.	3.50	Agree
3. The learning activities are clearly presented.	3.50	Agree
4. The presentation of each lesson is attractive and interesting to the learners.	3.75	Strongly Agree
5. Adequate examples are given to each topic.	3.62	Strongly Agree
General Weighted Average	3.59	Strongly Agree

Legend: 3.51-4.0-Strongly Agree, 2.51-3.50-Agree, 1.51-2.50, Disagree, 1.0-1.50 Strongly Disagree

It can be proven in the Table 2.5 those teachers strongly agree that the usefulness of supplementary performance assessment (PASS Approach) helped learners sustain their academic achievement and will address learners' needs and assist them according to their capabilities (3.62). In addition, they agree that supplementary performance assessment helped the students master the topics at their own pace (3.50), supplementary performance assessment assessed learners accordingly with the least amount of pressure (2.25) and supplementary performance assessment is feasible to accomplish remotely (3.50).

To further explain, teachers agree on the usefulness of PASS Approach with a GWA 3.49.

Table 2.5

Teachers Evaluation Form for PASS Approach Usefulness of the PASS

Indicators	W(ave)	Description
1. The supplementary performance assessment will help the learners sustain their academic achievement.	3.62	Strongly Agree
2. The supplementary performance assessment will help the students master the topics at their own pace.	3.50	Agree
3. The supplementary performance assessment will address the learner's needs and assist them according to their capabilities.	3.62	Strongly Agree
4. The supplementary performance assessment assessed learners accordingly with the least amount of pressure.	3.25	Agree
5. The supplementary performance assessment is feasible to accomplish remotely.	3.50	Agree



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General Weighted Average

3.49

Agree

Legend: 3.51-4.0-Strongly Agree, 2.51-3.50-Agree, 1.51-2.50, Disagree, 1.0-1.50 Strongly Disagree

Table 2.6 shows that the post test scores of the ten (10) learners are higher than their pretest scores. Learner 1 has the highest increase in the post test with the score of 90 in comparison to the pretest score of 73 with a difference of 17 and a deviation of 10, while learner 7 has the lowest increase in the post test with a score of 85 from the pretest score of 82 with a difference of 3 and a deviation of -4. The data also presented that there is one learner who gained no difference in the pretest and post test score of 80 and with a deviation of -7.

Calculating the difference between the pretest and post test scores, the data revealed that there is a mean difference of 7 and a square deviation of 294.

The agreement among teachers (mean score of 2.25) that supplementary performance assessment assesses learners with the least amount of pressure aligns with the research conducted by Garcia and Hernandez (2019). Their study emphasized the importance of creating an assessment environment that minimizes stress and anxiety, allowing learners to showcase their abilities without undue pressure. The present study's finding suggests that teachers agree that the supplementary performance assessment in the PASS approach promotes a low-pressure assessment experience for learners, creating a supportive and conducive learning environment.

The findings presented in Table 2.6 regarding the pretest and post-test scores of the ten learners demonstrate the impact of the PASS approach on their academic achievement. The increase in post-test scores compared to pretest scores indicates that the implementation of the PASS approach has positively influenced the learners' performance.

The calculated mean difference of 7 indicates the average increase in scores across the ten learners. This mean difference suggests that, on average, the learners' post-test scores were 7 points higher than their pretest scores. Additionally, the square deviation of 294 reflects the overall variability or dispersion of the score differences among the learners.

These findings highlight the effectiveness of the PASS approach in enhancing the academic achievement of the learners. The positive increase in post-test scores indicates that the implementation of the PASS approach has contributed to their improved performance. The mean difference and square deviation provide quantitative measures of the overall impact and variability of the learners' progress.

Overall, the data presented in Table 2.6 supports the effectiveness of the PASS approach in promoting higher post-test scores and indicates the positive impact of this instructional method on the academic achievement of the learners.

Table 2.6
PASS Approach Test Results

Learner	Pretest	Posttest	Diff	Dev	Sq. Dev
1	73	90	17	10	100
2	73	77	4	-3	9
3	77	93	16	9	81
4	70	75	5	-2	4
5	73	77	4	-3	9
6	81	87	6	-1	1
7	82	85	3	-4	16
8	80	80	0	-7	49
9	72	83	11	4	16
10	85	89	4	-3	9
			M= 7		S: 294

Significance Level: 0.05

Two-tailed Hypothesis

Difference Scores Calculations

Mean: 7

$\mu = 0$

$S^2 = SS/df = 294/(10-1) = 32.67$



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$$S2M = S2/N = 32.67/10 = 3.27$$

$$SM = \sqrt{S2M} = \sqrt{3.27} = 1.81$$

T-value Calculation

$$t = (M - \mu)/SM = (7 - 0)/1.81 = 3.87$$

The value of t is 3.872983. The value of p is .00377. The result is significant at $p < .05$.

Conclusion

Based on the results and discussions, the following recommendations are being suggested.

For learners

1. The learners shall seek an assistance to their teacher if the given learning materials are not developmentally appropriate to their acquisition level. Learners' capacity according to their level shall always take into account whenever teachers make any material. With that, they will be able to showcase what they are capable of.
2. The learners shall request to their teacher to have an alternative performance task as a replacement to the difficult one. Smoothly and lightly made performance tasks are the best tools to cater the needs of the learners and so with this, learners will be able to achieve the desired outcomes.
3. The learners shall make an initiative to tell their teacher if ever they found the provided performance task boring. Providing feedback is important because it highlights the weaknesses and strengths of any material and this will also help the creators to better improve the quality of it. Thus, the performance task should be comprehensive, interactive and relevant to learners in order for them to have meaningful learning.
4. The learners shall ask an assistance to their classmates when the teacher gave an individual task. Seek a simple rationalization or brief explanation of concept to the others when task is somehow tough and/or incomprehensible on their part.

For Teachers.

1. The objectives of the selected lesson should be even more specific, measurable and attainable. Reexamining or recalibrating the objectives will also be a good way to see if it is really achievable by the learners.
2. The topics of the selected lesson shall be given equal emphasis to make learning process of the learners sequentially and developmentally appropriate. So it is highly advised that teachers shall produce contextualized lessons to make their knowledge and level of awareness on their surrounding elevate.
3. Reassessing the given examples is a need to see if those are adequate to the lessons. The adequacy of the examples shall be considered to make it parallel or congruent to the given concept.
4. The supplementary performance assessment should be revisited in order to check its efficiency and effectivity. Time-bounded material is a good quality of material that does not cause any pressure to its learners. This shall always be considered aside from being specific, measurable, attainable and results-oriented when producing any kind of material.
5. The teachers shall make time to address or assist their learners to fully accomplish their learning tasks. It is undeniably true that learners might encounter difficult concepts that would stop them to finish the learning tasks so assistance and/or guidance is a great help for them. Hence, It takes time and effort to make things feasible so both should go hand and hand.
6. When learners get demotivated with their studies, teachers shall talk to them as to why they are losing interest. Extrinsic distractions are some of the reasons why learners dropped out of school. The help of teachers might be an avenue to save the learners from the thought of demotivation.

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