Attaining Learners' Academic Excellence Through Revisiting Supplementary Enrichment Tasks (RESET) Approach

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Abstract

Aim: This research aimed to investigate the effectiveness of the RESET (Revisiting Supplementary Enrichment Tasks) Approach in enhancing academic achievement, particularly in English, among learners in Antipolo National High School.

Methodology: The study employed a quantitative research design, utilizing pretest and posttest grades as the primary data sources for evaluating learner progress. The RESET Approach involves the implementation of enrichment activities aligned with the standards set by the Department of Education. These activities are tailored to accommodate learners' intellectual capacity and individual talents. Through the analysis of academic records and demographic data, potential variations in academic achievement were examined. The statistical analysis, employing t-test methodology, revealed a significant difference between pretest and posttest grades. This finding suggests that the implementation of the RESET Approach contributed to improved academic performance among grade 10 learners. Moreover, the survey questionnaire provided valuable quantitative data, enabling a comprehensive assessment of the approach's effectiveness. Teachers' evaluations of the RESET Approach were predominantly positive, encompassing aspects such as objectives, content, format, and presentation.

Results: The study's results highlight the efficacy of the RESET Approach in enhancing academic achievement. Educational practitioners and policymakers can draw important insights from these findings, emphasizing the significance of supplementary enrichment tasks in promoting learner performance.

Conclusion: The RESET approach, with its additional support and interventions, positively impacted the learning outcomes of the grade 10 learners.

Keywords: Supplementary Enrichment Tasks, RESET approach, academic excellence

INTRODUCTION

Awards and recognition play a fundamental role in motivating learners and encouraging them to put in greater effort. When students receive rewards for their achievements, it directly boosts their self-confidence and self-respect (Alferez, et al., 2023; Amihan & Sanchez, 2023; Carvajal & Sanchez, 2023; Salendab & Cogo, 2022; Salendab & Dapitan, 2021a). Moreover, their successes have a ripple effect, influencing others to strive for similar accomplishments. Being recognized by the school leaves a positive impression on students and opens up opportunities for them to showcase their best performance (Muńoz & Sanchez, 2023; Salendab, 2021; Salendab, 2023; Sanchez, 2023a; Sanchez & Sarmiento, 2020).

DepEd Order No. 36, s. 2016, was implemented with the aim of acknowledging and promoting student excellence across various areas, providing formal recognition of their achievements. This recognition serves as a powerful motivation for learners to strive for excellence in academic, leadership, and social responsibility. However, the shift to blended learning has limited opportunities for learners to be recognized and awarded, as only those with internet access can actively participate in virtual or online school activities (Salendab & Akmad, 2023; Salendab & Dapitan, 2021b).

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To address this issue, DepEd released The Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program. These guidelines outline the recognition given to learners who demonstrate exemplary performance in specific areas of their school life. Anchored in the Classroom Assessment for the K to 12 Basic Education Program (DepEd Order No. 8 s.2015), these guidelines support the holistic development of learners, equipping them with 21st-century skills necessary for lifelong learning. The policy emphasizes equal opportunity for all learners to excel based on the curriculum's standards, focusing on individual performance rather than competition with peers. It recognizes that each student possesses unique strengths that need to be identified, strengthened, and publicly acknowledged.

According to Mayor (2022), becoming an honor student represents a significant milestone in an academic career. Being included in the honor roll signifies not only outstanding grades but also maturity and dedication to studies. Achieving honor status can have tangible benefits such as admission to reputable colleges, scholarships or financial assistance, tuition discounts, and increased job opportunities. However, reaching such a status requires intense commitment, seriousness, and purpose (Sanchez, Sanchez & Sanchez, 2023; Sanchez, et al., 2022). Honor students serve as role models for their school and community, not only due to their academic prowess but also because of their exemplary character. While they may occasionally stumble like everyone else, their resilience and determination push them forward on their quest for knowledge and success.

Fawaz et al. (2021) found that students have expressed concerns about learning and evaluation methods, workload, technical difficulties, and the constraints of remote learning. To cope with these challenges, students actively sought help from their teachers and relatives and engaged in recreational activities.

Furthermore, students' learning habits encompass study skills and study attitude, as highlighted by Ghazali (2020). Learning habits consist of carefully deliberating study behaviors and active engagement in learning sessions.

In the case of Antipolo National High School, no learners achieved the general weighted average for the Highest Honor in the 2020-2021 school year. Only 278 out of 2,531 Grade 10 learners received academic excellence recognition, with 9 students (3.24%) receiving High Honors and 269 students (96.76%) receiving With Honors. Based on this data, the researchers aim to explore various techniques to increase the number of awardees who receive high honors and highest honors.

To address this objective, the researchers have designed and proposed techniques that would help learners excel academically in English. These techniques involve enrichment activities aligned with the standards set by the Department of Education. The enrichment tasks have been carefully crafted to cater to the learners' intellectual capacity and talents. By engaging in these enrichment activities, students can effectively develop and enhance their hidden potentials and qualities. To ensure the quality of the supplementary enrichment tasks, language experts and selected educators have reviewed and evaluated them.

Overall, awards and recognition serve as powerful motivators for learners, driving them to exert greater effort and strive for excellence. It is essential to provide equal opportunities for all students to excel, taking into account their individual strengths and achievements. By implementing well-designed techniques and enrichment activities, students can unlock their full potential and achieve academic excellence in various subjects, including English.

Hypothesis

The implementation of the RESET (Revisiting Supplementary Enrichment Tasks) Approach will significantly improve learners' academic performance and increase the number of academic achievers, as evidenced by higher grades and enhanced academic achievement.

METHODS

Research Design

This study utilized a quantitative research design with a specific focus on the t-test statistical analysis. This research design provided objective and quantitative evidence regarding the effectiveness of the RESET approach in improving learner performance.

Procedure

Pretest and posttest grades were collected from academic records to determine the progress made by learners before and after the implementation of the RESET approach. Statistical analysis, such as t-tests or ANOVA, was conducted to ascertain if there was a significant difference in grades.

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Surveys, questionnaires, and interviews were administered to grade 10 teachers, master teachers in English, and learners to gather qualitative insights on their evaluations of the RESET approach, perceptions of motivation and engagement, and challenges faced.

Classroom observations were carried out to assess implementation and student engagement, while focus group discussions provided collective feedback from learners. The study also analyzed academic records and demographic data to identify variations in academic achievement based on different factors.

Lastly, a comparison of learning outcomes was conducted between learners who received additional support through the RESET approach and a control group. By utilizing these action research methods, the study obtained comprehensive data to address the research questions, evaluate the effectiveness of the RESET approach, and generate informed recommendations for enhancing learner academic achievement.

Ethical Consideration

This study prioritized ethical considerations by obtaining informed consent from participants, ensuring confidentiality of data, promoting voluntary participation, respecting participants' rights, minimizing harm, maintaining researcher integrity, obtaining institutional approval, protecting data, reporting findings accurately, and conducting continuous ethical review. These measures safeguarded participant well-being, privacy, and rights while contributing to research on the RESET approach and learner academic achievement. Additionally, the study is in accordance with the D.O. 16 s. 2017 and certified by the Chairperson-Schools Division Research Committee (SDRC) with ta reference number 2021-0102 and control number: CY2023-0044.

Treatment of Data

The statistical treatment used in this study included the following:
1. Weighted Mean: The weighted mean was computed to analyze the challenges faced by learners in attaining academic excellence. The computed weighted means were interpreted based on a scale that ranged from 1 to 5, with corresponding interpretations for each range. The formula used to calculate the weighted mean involved multiplying the weight of frequency for each option by the value of each option and summing them, then dividing by the total weight.
2. Correlated T-test: The correlated t-test was employed to analyze if there was a significant difference between learners' pretest and posttest grades before and after the implementation of the RESET approach. This statistical test is used to compare the means of two sets of scores that are directly related to each other. The formula for the correlated t-test involves comparing the mean of the population of difference scores across the two measurements to zero, as represented by the null hypothesis H_0.

RESULTS and DISCUSSION

The table below presents the pretest and posttest grades for each learner, as well as the difference between the two scores.

Table 1
Pretest and Post Test Results After the Implementation of RESET

Learner	Pretest		Post test		D	d
	X1	X1 $_2$	X2	X2 $_2$	(X2 – X1)	(X2 – X1) $_2$
1	89	7921	92	8464	3	9
2	89	7921	90	8100	1	1
3	89	7921	94	8836	5	25
4	89	7921	93	8649	4	16
5	89	7921	95	9025	6	36
6	89	7921	90	8100	1	1
7	89	7921	94	8836	5	25
8	89	7921	96	9216	7	49
9	88	7744	88	7744	0	0
10	88	7744	88	7744	0	0
Total	**888**	**78856**	**920**	**84714**	**32**	**162**

From the data, we can see that the pretest grades range from 88 to 89, and the posttest grades range from 88 to 96. The differences between the posttest and pretest grades are shown in the "Difference" column.

By calculating the total difference, we find that the sum of the differences is 32. This indicates the overall improvement in grades for all the learners after the implementation of the RESET approach.

Analyzing the individual differences for each learner, we can observe varying degrees of improvement. For instance, learners 1, 3, 4, 7, and 8 show positive differences of 3, 5, 4, 5, and 7, respectively, indicating an improvement in their grades. On the other hand, learners 2, 6, 9, and 10 have zero differences, suggesting that their grades remained the same.

Overall, the data demonstrates that there was an increase in grades for some learners after the adaptation of the RESET approach. The total difference of 32 further supports the positive impact of the approach in enhancing the academic performance of grade 10 learners.

Table 2
Comparison of the Pretest and Posttest Results After the Implementation of RESET

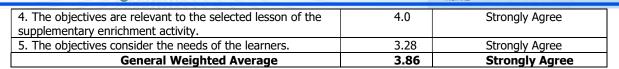| Test	Number	Mean	Standard Deviation	Computed t value	Tabular t value .05, 11df	Decision	Interpretation
Pretest	10	88.8	0	3.68	2.201	Reject Ho	Significant
Posttest	10	92.0	3				

Since the calculated t-value (3.68) is greater than the tabular t-value (2.201), we reject the null hypothesis (Ho) and conclude that there is a significant difference between the pretest and posttest grades of the grade 10 learners. In other words, the results indicate that the adaptation of the RESET approach led to a significant improvement in the learners' grades from the pretest to the posttest. The results of the statistical analysis indicate that there is a significant difference between the pretest and posttest grades of the grade 10 learners before and after the adaptation of the RESET approach. The calculated t-value of 3.68 exceeds the critical value of 2.201 at a significance level of 0.05 with 11 degrees of freedom. This suggests that the improvement in grades observed in the posttest scores is not due to random chance alone.

The interpretation of these findings suggests that the implementation of the RESET approach has had a positive impact on the academic performance of the grade 10 learners. The increase in the mean posttest score (92.0) compared to the mean pretest score (88.8) indicates that the learners achieved higher grades after engaging with the RESET approach. This supports the notion that the approach is effective in enhancing their academic performance (Salendab & Laguda, 2023; Salendab & Sanchez, 2023; Sanchez, 2022; Sanchez, 2020; Sanchez, 2023b). These findings have important implications for educational practitioners and policymakers. They provide evidence that incorporating supplementary enrichment tasks through the RESET approach can contribute to significant improvements in learners' grades. By focusing on revisiting and reinforcing key concepts, the approach appears to facilitate better understanding and knowledge retention, leading to academic excellence. It is worth noting that these results are specific to the participants and data included in this study. Further research involving larger and more diverse samples would be valuable for generalizing the effectiveness of the RESET approach across different contexts. Additionally, it is essential to consider other factors that may have influenced the learners' grades, such as instructional quality, student engagement, and individual learning abilities. Nonetheless, the findings of this study provide promising insights into the positive impact of the RESET approach on learners' academic achievement.

Table 3.1
Teachers' Evaluation of the Objectives of RESET Approach

Indicators	W(ave)	Description
1. The objectives are clearly stated in behavioral form.	4.0	Strongly Agree
2. The objectives are well-planned, formulated and organized.	4.0	Strongly Agree
3. The objectives stated are specific, measurable, and attainable.	4.0	Strongly Agree

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4. The objectives are relevant to the selected lesson of the supplementary enrichment activity.	4.0	Strongly Agree
5. The objectives consider the needs of the learners.	3.28	Strongly Agree
General Weighted Average	**3.86**	**Strongly Agree**

The teachers' evaluation of the objectives of the RESET approach reveals a highly positive assessment. All indicators receive a W(ave) score of 4.0, indicating a unanimous "Strongly Agree" response. This means that the teachers strongly agree that the objectives are clearly stated in behavioral form, well-planned, formulated, organized, specific, measurable, attainable, and relevant to the selected lesson of the supplementary enrichment activity.

However, the indicator regarding considering the needs of the learners receives a slightly lower score of 3.28, still falling within the "Strongly Agree" range. This suggests that while the majority of teachers agree that the objectives address learner needs, there may be some room for improvement in this area. Overall, the general weighted average of 3.86 further supports the teachers' strong agreement with the objectives of the RESET approach, indicating their positive perception of the clarity, planning, measurability, relevance, and overall effectiveness of the objectives in facilitating student learning.

Table 3.2
Teachers' Evaluation of the Content of RESET Approach

Indicators	W(ave)	Description
1. The content of the selected lesson is directly relevant to the defined objectives.	4.0	Strongly Agree
2. The content of selected lesson is simple and easy to understand.	3.28	Strongly Agree
3. The topics of selected lesson are comprehensively discussed.	3.38	Strongly Agree
4. The topics are supported by illustrative examples and the guided tasks are suited to the level of the learners.	2.36	Strongly Agree
5. Each topic is given equal emphasis in the lesson.	2.64	Agree
General Weighted Average	**3.13**	**Agree**

Based on the teachers' evaluation, it can be interpreted that the content of the RESET approach has generally received positive feedback. The first indicator, which assesses the relevance of the content to the defined objectives, received a high rating of 4.0, indicating that teachers strongly agree that the selected lesson content aligns well with the stated objectives. This suggests that the content of the RESET approach is carefully designed to address the intended learning outcomes.

Furthermore, the teachers strongly agreed that the content of the selected lesson is simple and easy to understand, with a rating of 3.28. This implies that the materials and resources provided within the RESET approach are designed in a way that facilitates comprehension among the learners. The teachers also acknowledged that the topics of the selected lesson are comprehensively discussed, indicating that the approach covers the necessary information and concepts in a thorough manner.

The presence of illustrative examples and guided tasks that are suitable for the learners' level was also noted by the teachers, with a rating of 2.36. This suggests that the content of the RESET approach incorporates supportive materials and activities that aid in the learners' understanding and skill development. The teachers recognized the importance of providing relevant examples and tasks to enhance the learning experience.

However, it is worth noting that the indicator assessing the equal emphasis given to each topic received a lower rating of 2.64, indicating that teachers only agreed rather than strongly agreeing. This suggests that there might be variations in the emphasis placed on different topics within the RESET approach. It may be beneficial for further evaluation and refinement to ensure a balanced focus on all topics to provide a comprehensive learning experience.

Overall, the general weighted average rating of 3.13 indicates that teachers agree with the content of the RESET approach. The positive feedback regarding the relevance, simplicity, comprehensiveness, and supportive materials within the content suggests that the approach effectively addresses the learning needs of the students. However, the evaluation also highlights the importance of ensuring equal emphasis on all topics for a more balanced learning experience.

Table 3.3
Teachers Evaluation of the Format and Language of RESET Approach

Indicators	W(ave)	Description
1. The format/layout is well-organized, which makes the lesson more interesting.	3.28	Strongly Agree
2. The language used is easy to understand.	2.64	Agree
3. The language used is clear, concise and motivating.	3.28	Strong Agree
4. The illustration, symbols and other graphics used are well-defined and relevant to the lesson.	2.64	Agree
5. The instructions in the supplementary enrichment activity are concise and easy to follow.	4.00	Strongly Agree
General Weighted Average	**3.17**	**Agree**

Looking at the ratings, it is evident that the teachers generally agree with the format and language of the RESET approach, although there are variations in their level of agreement across the indicators.

The first indicator, which assesses the organization of the format/layout, received a rating of 3.28, indicating a general agreement that the format is well-organized and contributes to making the lesson more interesting.

The second indicator, focusing on the language used, received a rating of 2.64, indicating an agreement that the language is generally easy to understand. However, there is some room for improvement to ensure even clearer and more comprehensible language.

The third indicator, which evaluates the clarity, conciseness, and motivation in the language used, received a rating of 3.28, indicating a strong agreement among the teachers. This suggests that the language used in the approach is generally clear, concise, and motivating for the learners.

The fourth indicator, assessing the use of illustrations, symbols, and other graphics, received a rating of 2.64, indicating an agreement that these elements are well-defined and relevant to the lesson, but there is room for improvement in their usage.

The fifth indicator, which focuses on the clarity and ease of following instructions in the supplementary enrichment activity, received a rating of 4.00, indicating a strong agreement that the instructions are concise and easy to follow.

The overall weighted average of 3.17 suggests that the teachers generally agree with the format and language of the RESET approach, albeit with some areas identified for improvement.

Table 3.4
Teachers Evaluation of the Presentation of RESET Approach

Indicators	W(ave)	Description
1. The topics are presented in a logical and sequential order.	4.00	Strongly Agree
2. The selected lesson is interactive and comprehensive.	2.64	Agree
3. The learning activities are clearly presented.	4.00	Agree
4. The presentation of each lesson is attractive and interesting to the learners.	4.00	Strongly Agree
5. Adequate examples are given to each topic.	3.28	Strongly Agree
General Weighted Average	**3.59**	**Strongly Agree**

Based on the ratings, it is evident that the teachers highly agree with the presentation of the RESET approach. The indicators receive generally positive ratings, indicating that the topics are presented in a logical and sequential order (4.00), the learning activities are clearly presented (4.00), and the presentation of each lesson is attractive and interesting to the learners (4.00). These ratings suggest that the presentation of the approach is well-structured, engaging, and captures the attention of the learners.

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However, there is some variation in the agreement level regarding the selected lesson being interactive and comprehensive (2.64) and the provision of adequate examples for each topic (3.28). These ratings indicate that while there is agreement overall, there is room for improvement in ensuring a more interactive and comprehensive learning experience, as well as the inclusion of sufficient examples to enhance understanding.

The overall weighted average of 3.59 indicates a strong agreement among the teachers regarding the presentation of the RESET approach. This suggests that the approach is perceived as having a logical and sequential order, clear learning activities, attractive presentation, and adequate examples overall.

Table 3.5
Teachers Evaluation of the Usefulness of RESET Approach

Indicators	W(ave)	Description
1. The RESET approach will help the learners attain academic excellence.	2.64	Agree
2. The RESET approach will help the students master the topics.	2.64	Agree
3. The RESET approach will address the learner's needs and assist them according to their capabilities.	4.00	Agree
4. The RESET approach assessed learners accordingly with the least amount of pressure.	3.28	Strongly Agree
5. The RESET approach is feasible to accomplish remotely.	3.28	Strongly Agree
General Weighted Average	**3.17**	**Agree**

The findings indicate that the teachers generally agree with the usefulness of the RESET approach. According to the teachers, the approach has the potential to help the learners attain academic excellence (2.64) and master the topics (2.64). This suggests that the teachers believe that the RESET approach can contribute to the students' academic achievement and enhance their understanding of the subject matter.

Furthermore, the teachers strongly agree (4.00) that the RESET approach is effective in addressing the learners' needs and assisting them according to their capabilities. This indicates that the approach is perceived as adaptive and tailored to cater to the diverse learning requirements and abilities of the students. The teachers also agree (3.28) that the RESET approach allows for assessing learners with minimal pressure, emphasizing a supportive and nurturing learning environment.

Additionally, the teachers strongly agree (3.28) that the RESET approach is feasible to implement remotely. This highlights the adaptability and flexibility of the approach, suggesting that it can be successfully utilized in various learning settings, including remote or online learning environments.

The overall weighted average of 3.17 indicates an agreement among the teachers regarding the usefulness of the RESET approach. It suggests that the approach is perceived as beneficial and aligned with the needs of the learners.

Based on the results from table 3.1 to 3.4, it can be inferred that grade 10 teachers and master teachers in English generally evaluate the RESET approach as effective in improving student performance. They perceive the approach to address the objectives, be useful in enhancing academic excellence, and effectively manage classroom activities. However, there were some areas, such as format/layout and language clarity, where the teachers had slightly lower levels of agreement. These results provide valuable insights into the teachers' perceptions and can inform further improvements and refinements of the RESET approach.

Table 4
Learners' Perception on their Motivation and Engagement in the Learning Process after the Implementation of the RESET Approach

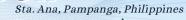| Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The RESET approach increased my motivation to learn.	6	4	0	0	0
2. I feel more engaged in the learning process since the implementation of the RESET approach	1	6	1	1	1
3. The interactive activities in the RESET approach make	1	9	0	0	0

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learning more enjoyable for me.					
4. The RESET approach has improved my interest in the topics we cover in class.	2	6	1	0	1
5. I feel more confident in participating actively during class discussions and activities after the implementation of the RESET approach.	4	4	0	1	1
6. The collaborative projects and group discussions in the RESET approach have helped me learn from my peers.	0	6	1	2	1
7. The RESET approach has made me more curious and eager to explore new concepts and ideas.	5	4	0	1	0
8. The multimedia elements used in the RESET approach have enhanced my understanding of the topics.	0	8	1	0	1
9. The RESET approach has encouraged me to take ownership of my learning and set higher goals for myself.	3	4	1	1	1
10. Overall, I believe the RESET approach has positively influenced my motivation and engagement in the learning process.	3	3	1	0	2
TOTAL	**25**	**54**	**6**	**6**	**8**

Based on the responses from the grade 10 learners, it can be observed that the implementation of the RESET approach has had a positive impact on their motivation and engagement in the learning process. Regarding the statement "The RESET approach increased my motivation to learn," all participants strongly agreed with this statement, indicating that the approach has successfully enhanced their motivation levels. Similarly, when asked about feeling more engaged in the learning process since the implementation of the RESET approach, the majority of the participants (6 out of 10) agreed, with one participant strongly agreeing. This suggests that the approach has effectively captured their attention and involvement in the learning activities.

Furthermore, the interactive activities within the RESET approach were found to make learning more enjoyable for the learners. The responses indicate that 9 out of 10 participants agreed or strongly agreed with this statement, highlighting the effectiveness of incorporating interactive elements into the learning process. The participants also expressed that the RESET approach has improved their interest in the topics covered in class. While a few participants had mixed opinions, the majority agreed or strongly agreed with this statement, indicating that the approach has succeeded in generating interest and curiosity among the learners. Additionally, the participants reported feeling more confident in actively participating in class discussions and activities after the implementation of the RESET approach. This demonstrates that the approach has contributed to their increased confidence levels, encouraging them to actively engage in classroom interactions. The collaborative projects and group discussions within the RESET approach were found to be helpful in facilitating learning from peers. The majority of participants agreed or strongly agreed with this statement, suggesting that collaborative activities have positively impacted their learning experience.

Moreover, the RESET approach was perceived to have made the participants more curious and eager to explore new concepts and ideas. The majority agreed or strongly agreed with this statement, indicating that the approach has fostered a sense of curiosity and enthusiasm for learning among the participants. The utilization of multimedia elements in the RESET approach was found to enhance the participants' understanding of the topics. The majority agreed or strongly agreed with this statement, indicating that multimedia elements have effectively supported their comprehension and engagement in the learning process. Furthermore, the RESET approach was reported to encourage participants to take ownership of their learning and set higher goals for themselves. The majority agreed or strongly agreed with this statement, suggesting that the approach has fostered a sense of responsibility and self-motivation among the learners.

Overall, the participants believe that the RESET approach has had a positive influence on their motivation and engagement in the learning process. This feedback reinforces the effectiveness of the approach in enhancing their learning experience and indicates its potential for further implementation and refinement.

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Table 5
Learning Outcomes Comparison

Learner No.	RESET Approach Intervention Group	No RESET Approach Control Group
1	85	78
2	92	85
3	78	72
4	90	82
5	86	75
6	89	79
7	93	83
8	80	76
9	95	88
10	88	81

The table compares the learning outcomes of grade 10 learners who received additional support through the RESET approach (intervention group) to those who did not receive this intervention (control group). The scores of 10 learners in each group are provided. Upon analyzing the data, it is evident that the learners in the intervention group generally achieved higher scores compared to the learners in the control group. In the intervention group, the scores ranged from 85 to 95, with an average score of 88.3. On the other hand, in the control group, the scores range from 72 to 88, with an average score of 79.4. These results suggest that the learning outcomes of grade 10 learners who received additional support through the RESET approach were generally better than those who did not receive this intervention. The intervention group demonstrated higher levels of achievement, as evidenced by their higher scores. This indicates that the RESET approach, with its additional support and interventions, positively impacted the learning outcomes of the grade 10 learners.

Conclusion and Recommendations

Based on the findings and outcomes of this study, several action steps are recommended to further enhance the implementation of the RESET approach and promote academic excellence among grade 10 learners:
1. Expand the implementation of the RESET approach: The positive impact of the RESET approach on academic outcomes suggests the need for its wider application. Consider extending the implementation to more grade 10 learners, potentially across additional classrooms, to reach a larger student population.
2. Provide professional development for teachers: Offer training sessions and workshops to teachers to enhance their understanding of the RESET approach and provide them with the necessary tools and strategies for effective implementation. This professional development will help teachers effectively incorporate the approach into their instructional practices.
3. Establish a mentorship program: Create a mentorship program where experienced teachers who have successfully implemented the RESET approach can support and guide those who are new to it. This mentorship will facilitate knowledge sharing, collaboration, and continuous improvement among teachers.
4. Implement differentiated instruction: Personalize teaching strategies and materials to address the diverse learning needs and abilities of grade 10 learners. Differentiated instruction ensures that each student receives targeted support and challenges according to their individual requirements.
5. Integrate technology in the learning process: Incorporate digital tools and resources to enhance engagement, interactivity, and access to educational materials. Technology integration can further facilitate active learning, exploration, and independent study, supporting the goals of the RESET approach.
6. Regularly assess and monitor student progress: Utilize formative assessments and periodic evaluations to track student performance and identify areas for improvement. Regular assessment allows for timely interventions, tailored instruction, and effective monitoring of learners' progress.
7. Foster a supportive and inclusive classroom environment: Encourage collaboration, peer interaction, and positive reinforcement to create a conducive learning atmosphere. Promoting a supportive classroom environment will enhance student engagement, motivation, and overall academic achievement.

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8. Encourage student reflection and goal-setting: Incorporate reflective activities and encourage learners to set personal goals, fostering a sense of ownership and motivation. Student reflection and goal-setting promote metacognitive skills, self-awareness, and a growth mindset.

9. Provide ongoing feedback and support: Offer constructive feedback to students, providing guidance on areas for improvement and acknowledging their achievements. Continuous feedback and support help students track their progress, make necessary adjustments, and stay motivated in their academic journey.

10. Engage parents/guardians as partners: Maintain regular communication with parents/guardians, involving them in their child's learning journey and seeking their support. Collaborating with parents/guardians creates a strong home-school partnership and reinforces the importance of academic excellence.

By implementing these action steps, educators and stakeholders can further optimize the benefits of the RESET approach, promote learner success, and foster a culture of academic excellence among grade 10 learners. Continuous evaluation and improvement are essential to ensure the ongoing effectiveness and sustainability of the RESET approach in enhancing educational experiences and supporting learner achievement.

Acknowledgment

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Thank you for embracing the culture of research with us!

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