



THE EFFICACY OF THE INTEGRATED PERFORMANCE TASK (IPT) IN THE DELIVERY OF TEACHING AND LEARNING TO LEARNERS AND TEACHERS

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ABSTRACT

This descriptive research study aimed to evaluate the efficacy of the implementation of Integrated Performance Task (IPT) in six (6) schools in the School Division Office of Cauayan City. Specifically, it sought to (1) determine the type of performance task being utilized, whether it is a product-based task, a performance-based task and a process-based task. (2) determine the students' assessment in Integrated Performance Task (IPT) based on their time management, personal relevance, student collaboration and interaction, authentic learning, and teacher support, and (3) determine the academic performance during their first quarter in Araling Panlipunan. The research instrument underwent validation and reliability tests. Frequency counts, percentage, and mean, were used in treating the gathered data. The following conclusions were derived: most of the student-respondents experienced the product task type of Integrated Performance Task (IPT), all of the indicators in the students' assessment in Integrated Performance Task (IPT) were rated "Often", most of the students achieved an advanced level in their academic performance in Araling Panlipunan during the first quarter. Based on the findings, the study recommends schools to spearhead activities or programs that may further enhance the implementation of IPT, and future researchers may replicate this study and add more related variables, such as other strategies in teaching or conducting performance tasks.

Keywords: *Academic Performance, Authentic Learning, In-service Training, Integrated Performance Task (IPT), Performance Task, Process-based task, Product-based Task.*

INTRODUCTION:

MATATAG Curriculum was introduced by the Department of Education (DepEd) as a revised K–10 curriculum for the K–12 programs. The MATATAG Curriculum was created to improve Filipino students' performance in international assessments such as the program for International Student Assessment (PISA), as well as their overall performance.

The importance of Education is the prime focus of our government, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" is the full title of Sustainable Development Goal 4, which is one of the 17 Sustainable Development Goals that the

United Nations set in September 2015. To achieve this goal in education, Educators are using a common model for educational reform which is outcome-based education (OBE). It is a method of teaching and learning that places an emphasis on the outcomes, the actual measurements of student performance. OBE stands in contrast to traditional education, which is primarily concerned with the resources or inputs that are available to the student. While OBE implementations frequently include a variety of progressive pedagogical models and ideas, such as whole language reading, project-based learning, reform mathematics, and block scheduling, OBE does not prescribe or call for any specific method of instruction. It is the idea of project-based learning (PBL), a dynamic classroom method, that students gain a deeper understanding of subjects by actively exploring issues and difficulties in the real world. Project-based learning (PBL), according to Thomas Markham (2011), "integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but they also apply what they learn to solve real-world problems and produce results that matter." These need to be awakened through experience rather than being taught from a book.

According to an international study entitled, *"A Model Proposal for Solving Problems Encountered in Performance Tasks"* by Şahin and Öztürk (2018) Over time, issues with performance task evaluation have arisen, including the inability of tasks to assess high-level skills, the capacity to evaluate pupils during the process, and a lack of encouragement to use skills like accountability and interpersonal, as well as other, abilities. The advantages of performance tasks have given way to issues including activities being done more frequently by students' relatives, that students immediately copy information from the Internet, evaluations are time-consuming, and students merely see evaluations as another grade to be earned. Each week, many students are submitting their work to their subject teachers. However, as time went on and the process of retrieving the works were completed, many students failed to submit their work on time. Some people were unable to complete it because they were overwhelmed with learning assignments in each subject, which led to unfinished work being delivered each week.

To resolve this problem among the learners and teachers, Department of Education Schools Division of Isabela, released a MEMO indicating that they are making a solution to ensure academic ease in assessing student learning. D.O No. 31, s 2020 *"Interim Guidelines for Assessment and Grading in light of the Basic Education Learning Continuity Plan"* was issued to provide guidance on the assessment of the student learning and on the grading scheme that was adopted last pandemic. The Office reiterates that teachers are urged to collaboratively create and implement performance tasks that integrate two or more competencies within or across subject areas in accordance with paragraph 17 of the aforementioned DepEd assessment directive. Therefore, emphasis is placed here on evaluating student learning through Integrative Performance Tasks. A learning evaluation tool that students can use to demonstrate their comprehension, knowledge, and abilities is called an Integrative Performance Task (IPT), which integrates learning competencies from several subject areas. This can be utilized to engage students in meaningful and pertinent learning. Because one performance task will be graded by teachers from two or more subject areas, this alternative strategy will also help learners by lessening the burden of learning assessments. An integrated performance task is a physical output and performance that proves each participant's learning. Teachers from many topic areas come together for the Integrative Performance Task and work together.

Araling Panlipunan as a subject is enriched by employing multidisciplinary approach. By its very nature, *Araling Panlipunan* as a subject consists of a number of interrelated disciplines. Effective teaching of *Araling Panlipunan* is characterized as meaningful, integrative, value-based, challenging, and active.

Some schools in Cauayan City, Isabela like Our Lady of the Pillar College-Cauayan Junior High School Department have adopted the Integrated Performance Task (IPT) and continues to use it even after the pandemic in Face-to-face classes. This integrated performance task which is composed of one (1) major performance task per quarter together with a criterion assessment which is aligned to the learning competency of each subject. It also helps the teachers to cater those multiple intelligences of the learners, enables learner to achieve, understand and acquire the intended knowledge and skills.

STATEMENT OF THE PROBLEM

The study aimed to assess the efficacy of the Integrated Performance Task (IPT) in the delivery of teaching and learning to learners and teachers in *Araling Panlipunan* of Junior High School Level in the Schools Division Office of Cauayan City, Isabela.

1. What are the types of Integrated Performance Task (IPT) being utilized?
 - 1.1 Product;
 - 1.2 Performances;
 - 1.3 Process-oriented assessments?
2. How do the respondents assess Integrated Performance Task (IPT) in terms of
 - 2.1 Time management;
 - 2.2 Personal relevance;
 - 2.3 Student interaction and collaboration;
 - 2.4 Authentic learning;
 - 2.5 Teacher support?
3. What is the academic performance of the respondents in *Araling Panlipunan* for the 1st quarter?

METHODOLOGY

Research design

This study used the Descriptive-comparative Research design to determine the assessment of the efficacy of integrated Performance Task (IPT) in the delivery of teaching and learning to learners.

Respondents of the study

Junior high school students in Six (6) Schools in Schools Division Office of Cauayan namely, Our Lady of the Pillar College-Cauayan, Cauayan National High School, University of Perpetual Help System, Isabela College Incorporation, Merry Sunshine Montessori and Sillawit National High School in school year 2024-2025 were considered as the respondents of the study. Non-probability sampling will be used as a sampling method of the study.

Research instruments

The researcher used survey questionnaire. This was given to the Junior high school students that experienced Integrated Performance Task (IPT). It has four (4) parts. Part I asked the academic performance of students in Araling Panlipunan for the First quarter. Part II asked the type of Integrative Performance Task (IPT) whether it is product, performance, and process-oriented assessment (McTighe & Ferrara, 1998) Part III is a tool that determined the perception of the respondents in Integrative Performance Task (IPT). It focused on Time management, Personal relevance, Student Interaction and collaboration, Authentic learning, and Teacher support. It was modified by the researcher from the study titled “*Using online teaching threshold concepts in transformative professional learning curricula for novice online educators*” (Gosselin K., et.al. 2017) The areas modified are perception of the students in learning such as personal relevance, student interaction, collaboration, authentic learning, and teacher support. The researcher added the area of perception in time management, and the question was modified in *Time Management Questionnaire* (Britton and Tesser, 1991). The questionnaire used a 4-point scale having 4 as the highest and 1 being the lowest and Part IV is an open-ended question made by researchers about the students’ assessment in Integrated Performance Task (IPT) strengths and weaknesses. The questionnaire was validated by two (2) professors from Isabela State University Echague campus and one (1) former professor from Isabela State University San Mateo campus, all are specialized in Research, teaching methods or strategies and also in social science (Araling Panlipunan) and after that, pilot testing was conducted to test the reliability of each item.

Statistical tools

To determine the academic performance of the respondents in Araling Panlipunan, and to determine the type of Integrative Performance Task used by the teachers, descriptive statistics were used such as the frequency and percentage.

To interpret the assessment of the respondents in Integrated Performance Task (IPT) Likert scale was used.

Table 1. Likert scale range.

Scale	Range	Qualitative Description
4	3.50-4.49	Always
3	2.50-3.49	Often
2	1.50-2.49	Sometimes
1	1.00-1.49	Never

To identify the level of proficiency of respondents Academic Performance in Araling Panlipunan the DepEd’s level of proficiency.

Table 2. Department of Education’s level of proficiency.

Description	Scale
Beginning	(74% and below)
Developing	(75%-79%)
Approaching proficiency	(80%-84%)
Proficient	(85%-89%)
Advanced	(90% and above)

And to assess the evaluation of the respondents in Integrative Performance Task (IPT) weighted mean was used. To compute the difference of respondents' evaluation in Integrated Performance Task (IPT) in the type of performance task they experienced, independent t-test was used while to compute the relationship of the respondents' evaluation in Integrated Performance Task (IPT) in the Academic performance in Araling Panlipunan Pearson r was used.

RESULTS AND DISCUSSION

Table 3. Frequency of Types of Integrated Performance Tasks (IPT) Being Utilized

Type of Integrated Performance Task (IPT)	Frequency	Percent
Product Performance Task	182	91.00
Performance -based Task	82	41.00
Process-oriented Performance Task	64	32.00

Table 3 shows the data on type of Integrated Performance Task (IPT) being utilized to students that experienced the Integrated Performance Task (IPT) in their subject, Araling Panlipunan: Product Performance Task, Performance-based task, and process-oriented performance task. There are 91.00% of respondents experienced Product Performance Task, whereas there is 41.00% of respondents experienced the Performance-based Task and lastly, 32.00% of respondents experienced the Process-oriented Performance Task. It can be seen that type of Integrated Performance Tasks (IPT) being utilized are more in Product Performance Task like diorama, video presentations, poster and slogan. Followed by, Performance-based task that is composed of role playing, dance, and singing performance and the least utilized type of Integrated Performance Task (IPT) is the Process-oriented Performance Task which comprise experimentation, students' brainstorming and reporting of their product task. It is correlated with the book written by Mctighe and Ferrara (1998) that teachers can use a variety of performance task types to diagnose students' strengths and needs, plan and adjust instruction, and provide feedback to students and parents regarding progress and achievement. The choice of particular assessment methods will vary according to the purpose of the assessment, the content of the curriculum, and the age, levels of students, a set of common principles underlies effective classroom assessments.

Table 4. Assessment of Integrated Performance Task (IPT)

Time Management	Mean	Description
In Integrated Performance Tasks, I can...		
lessen my time in doing activities in each subject.	2.78	Often
schedule some time during the day for personal time alone (for planning, meditation, prayer, exercise).	2.84	Often
able to finish my list of tasks to accomplish each day.	2.80	Often
able to accomplish my academic calendar.	2.79	Often

able to have other time to review my lessons.	2.84	Often
Personal Relevance		
In doing Integrated Performance Tasks...		
I gained academic development and confidence.	2.99	Often
there are many topics that engage my passion.	2.75	Often
I can use my personal experiences.	3.10	Often
I can use the lessons I learned in real-world scenario.	3.23	Often
I can easily relate to the tasks given.	2.79	Often
Student Interaction and Collaboration		
In doing Integrated Performance Tasks...		
I find it simple to collaborate with my classmates and others.	2.96	Often
I can easily relate my output to others.	2.71	Often
I find it convenient to exchange information with other learners.	2.93	Often
I find it convenient and interesting for me to discuss my insights with other learners.	2.88	Often
I find it easier for me to engage in group work as part of my activities.	3.04	Often
Authentic Learning		
In doing Integrated Performance Tasks...		
I perform real-world activities.	2.97	Often
The teachers use facts information in class.	3.29	Often
Teachers allowed us to work dealing with real-world topics.	3.28	Often
our teachers allowed us to deal with real-life instances.	3.17	Often
I developed my critical thinking and problem-solving skills.	3.17	Often
Teacher Support		
In Integrated Performance Tasks, my teacher/s...		
immediately answers my concerns.	3.17	Often
provide additional resources/materials that I can use in doing it.	3.08	Often
provide me with valuable suggestion.	3.16	Often
provide me detailed instruction in doing it.	3.34	Often
give me insightful feedback.	3.24	Often

This shows the computed mean on the students' assessment in their experience on Integrated Performance Task (IPT) in terms of Time management, Personal relevance, Student interaction and collaboration, Authentic learning and Teacher support. The results presented in Table 2 indicate that generally students often experienced a positive outcome in the implementation of Integrated Performance Task (IPT) in terms of Time management, Personal relevance, Student interaction and collaboration, Authentic learning and Teacher support.

In terms of **Time Management**, students often experienced the following; in IPT they can lessen their time in doing activities in each subject, schedule some time during the day for their personal time alone (for planning, meditation, prayer, exercise), able to finish their list of tasks to accomplish each day, able to accomplish their academic calendar, and able to have other time to review their lessons. Time management is one of the benefits of Integrated Performance Task (IPT) Because it serves as an alternative strategy to help ease the burden of students in the assessment of their learning because they are going to make one performance task to be graded by teachers from two or more subject areas. (Fajardo; Maribel I., 2022) Students in general have very busy and stressful lives because they are attending classes, completing assignments and studying for exams. In addition, they have their own daily routines and lifestyles that are necessary for creating balance between academics and extracurricular activities. However, finding time to do everything at once can be challenging and overwhelming. This is where good time management skills come into practice. This is a skill that students need to learn. They must take

the necessary approaches and apply those strategies in order to be effective and more productive. (Vences, 2015)

For **Personal Relevance**, this category resulted that the students often experienced the following; they gained academic development and confidence, there are many topics that engage their passion, there are many topics that engage their passion, can use the lessons they learned in real-world scenario, and can easily relate to the tasks given. In the findings of the study, Utilization of Integrative Performance Task Assessment in Junior High School (Rafael; Tabernilla, 2023) suggested that integrative performance task assessment is a valuable approach in enhancing students' learning outcomes. The perceived advantages of learners in using this approach can be considered in creating a curriculum innovation program that promotes students' holistic development. It allows students to connect the task to their own experiences, interests, and background, making the learning process more engaging and meaningful.

In terms of **Student Interaction and Collaboration**, students often experienced the following in doing Integrated Performance Task (IPT); they find it simple to collaborate with their classmates and others, they can easily relate their output to others, they find it convenient to exchange information with other learners, they find it convenient and interesting for them to discuss their insights with other learners, and they find it easier for them to engage in group work as part of their activities. In Integrated Performance Tasks (IPT) it inherently promotes collaborative learning by requiring students to work together, share ideas, and build upon each other's knowledge to complete a complex, integrated task. Teachers are also advised to collaboratively design and implement performance tasks that integrate two or more competencies within or across subject areas (DepEd, 2020, DO 31, 17b, p4).

For the term, **Authentic Learning**, In Integrated Performance Task (IPT) often; they perform real-world activities, the teachers use facts information in class, teachers allowed them to work dealing with real-world topics., their teachers allowed them to deal with real-life instances, and developed their critical thinking and problem-solving skills. An integrated performance task in authentic learning assesses students' understanding and application of knowledge and skills across different subjects by requiring them to tackle real-world, complex problems and create meaningful products or performances. According to D.O No. 31 s. 2020, performance tasks must be designed to provide opportunities for learners to apply what they are learning to real-life situations for securing the Authentic learning.

In **Teacher Support**, In Integrated Performance Task (IPT) their teachers often; immediately answers their concerns, provide additional resources/materials that they can use in doing it, provide them with valuable suggestion, provide them detailed instruction in doing it, and give them insightful feedback. In performance tasks, teachers act as facilitators, coaches, and evaluators, guiding students through the task, providing feedback, and assessing their performance based on established criteria. According to Larmer (2022), when performance tasks are used for assessment, the classroom teacher generally evaluates the students' performances based on a set of criteria or scoring rubric(s). Additional, Performance tasks may be used for assessment purposes, in which case the teacher is not supposed to provide support other than orienting students. Performance tasks may also be used for instructional purposes, in which case teachers may provide some support, in the form of monitoring, feedback, and facilitation. This is true for some types of independent student projects, too. For a more complex performance task and often in IPT, students may receive extensive support from the teacher, such as team formation

and management, coaching the inquiry process, conducting lessons and activities, providing resources, and offering ongoing feedback via formative assessments.

Table 5. Frequency on Academic performance of the respondents in *Araling Panlipunan* for the 1st quarter

Grades	Frequency	Percentage
Advanced: 90–100	110	55.00
Proficient: 85–89	62	31.00
Approaching proficiency: 80–84	23	11.50
Developing: 75–79	5	2.50
Beginning: Below 75	0	0.00
TOTAL:	200	100.00

Table 5 shows the frequency on academic performance of the students in *Araling Panlipunan* for the first quarter of 200 randomly selected students in three (3) schools in Cauayan City, Isabela that using the Integrated Performance Task (IPT) in Academic year 2024-2025. There are 110 or 55.00% of all students are performing in advanced whereas there is 62 or 31.00% at proficient level, 23 or 11.50% in approaching proficiency, only 5 or 2.50% in developing level and none in beginning. It can be seen that Junior High School students in three (3) schools in Cauayan City, namely, Our Lady of the Pillar Collage Cauayan, Sillawit National High School and Merry Sunshine Montessori have resulted highest in advanced in their Academic performance during the first quarter in *Araling Panlipunan*.

These results imply that the students performed exceptionally well, with a significant percentage attaining high marks. The absence of students in the Beginning category suggests that all learners met at least the minimum expectations, which may indicate the effectiveness of instructional strategies and assessment methods used by teachers. According to Darling-Hammond et al. (2020), well-designed learning interventions and formative assessments contribute significantly to student achievement. However, further analysis could explore factors contributing to the lower percentage of students in the approaching proficiency and developing categories to ensure balanced learning outcomes across all performance levels. Future studies may also investigate student engagement, teacher support, and curriculum alignment to sustain and further improve high academic performance.

Conclusion

Based from the summary of findings, the following are concluded:

1. Most of the student-respondents experience the product task type of Integrated Performance Task (IPT) in the subject *Araling Panlipunan* during the First quarter.
2. All of the students often have positive experience in Integrated Performance Task (IPT) in terms of their time management, personal relevance, interaction and collaboration, authentic learning and teacher support.

3. Most of the student-respondents attained advanced level in their academic performance in the subject *Araling Panlipunan* during the First quarter with an average ranging from 90%-100%

Recommendations

In the light of the findings and conclusions, the researcher recommends the following;

1. The administrators, school heads, and coordinators may organize a quarterly meeting for subject teachers per grade level for planning the possible different Integrated Performance Tasks (IPTs) to be conducted during the school year.
2. School heads and coordinators may create a template consisting of target competencies, topic per subject, type or performance task and the focus are of each subject to be use by their subject teachers in the proper implementing the Integrated Performance Task (IPT).
3. Teachers may use integration approach during their discussion in able for their students to realize the connection of their lesson with other subjects' topics even before conducting the Integrated Performance Task (IPT).
4. Teachers involved in a specific performance task may organize a meeting for the mechanics and rubrics of their Integrated Performance Task (IPT) that covers the different learning competencies before introducing it to the students.
5. Parents and guardians may attend meetings to be informed by the implementation of Integrated Performance Tasks (IPTs) and be able to assist their children in the possible challenges that they might encounter.
6. Future researchers may replicate this study and add more related variables such as other strategies in teaching or conducting a performance tasks.

Acknowledgement

The Graduate school of Isabelia State University-Echague wholeheartedly supports this study. The Authors fully acknowledges the approved fund, which makes this research viable and effective. Moreover, to Junior high school students who participated this study to make it possible. To God Almighty for without his graces and blessings this study would not have been possible.

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