EVALUATING THE IMPACT OF THE ONE-DAY PERFORMANCE TASK PROGRAM ON SENIOR HIGH SCHOOL STUDENTS AT LETRAN BATAAN: A BASIS FOR ENHANCING THE INTEGRATED BASIC EDUCATION CURRICULUM

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ABSTRACT

This research investigates the One-Day Performance Task (ODPT) Program introduced at Colegio de San Juan de Letran Bataan, examining its influence on Senior High School students' learning outcomes, time management, and stress levels. The program designates a single academic day each quarter for learners to accomplish their performance tasks at home, with the goal of fostering independence and encouraging the practical application of classroom concepts. The study focuses solely on the perspectives of students and teachers, deliberately excluding parental input to maintain a specific scope. The main purpose of this inquiry is to evaluate the ODPT Program in terms of its overall effectiveness, the challenges encountered during implementation, and the degree of satisfaction among its stakeholders. The study utilized quantitative research design and employed a modified version of Guskey's (2002) Program Effectiveness Evaluation Survey as the principal instrument. Data were gathered from 160 randomly selected teachers and students during the second semester of the Academic Year 2024–2025. The collected responses were analyzed through descriptive statistics, t-tests, and correlation analyses using SPSS software. Results indicated that while the ODPT initiative supports learner flexibility and autonomy, it did not fully meet the optimal standard of effectiveness (M = 4.07), implementation quality (M = 4.03), and overall satisfaction (M = 4.02). Teachers expressed slightly higher approval compared to students. Both groups recognized the program's advantages in reducing academic stress and improving time management but also cited challenges related to communication, teacher accessibility, and inconsistency in task design. In summary, the ODPT Program demonstrates potential as a flexible and authentic form of assessment within secondary education. However, refinement is necessary to strengthen its impact. Key recommendations include enhancing communication channels, ensuring uniform task implementation, increasing teacher involvement, and incorporating structured reflection sessions after task completion. With these adjustments, the ODPT framework could serve as a viable model for performance-based assessment practices in Philippine high schools.

Keywords: *Performance task, one day performance task, senior high school, curriculum, basic education, policy, program*

INTRODUCTION

The Philippine education landscape has undergone significant transformation with the adoption of the K–12 curriculum, designed to enrich students' learning experiences and strengthen their preparedness for higher education and future employment. One of its most important features is the inclusion of performance tasks as a central element of assessment. Unlike conventional tests, performance-based assessments challenge learners to demonstrate understanding by applying their knowledge and skills to authentic, real-life situations. This approach encourages critical thinking, creativity, and the practical use of academic concepts (DepEd, 2016; Martinez & Lee, 2017).

Beyond measuring academic proficiency, performance tasks nurture vital life skills such as problem-solving, collaboration, communication, and innovation (Sison & Castaneda, 2018). These competencies are particularly crucial at the senior high school level, where students prepare for college, technical training, or entry into the workforce (Lajara, 2019).

However, the integration of performance tasks in the learning process is not without challenges. Many educators encounter difficulties in developing assessments that are both meaningful and fair for diverse learners. The shift from traditional examinations to performance-based evaluation also demands continuous professional development and pedagogical support for teachers (Castillo & Andres, 2020). Constraints such as limited time, inadequate materials, and varying student motivation further complicate effective implementation (Rodriguez, 2021).

In response to these challenges, Colegio de San Juan de Letran Bataan introduced a one-day performance task schedule for senior high school students when in-person classes resumed in 2022. This initiative sought to streamline assessment practices and provide students with focused time to accomplish complex tasks. After three years of implementation, it is timely to evaluate the outcomes of this policy and understand how it is perceived by both teachers and students. Insights from this evaluation can guide the refinement of

assessment strategies within the Integrated Basic Education Curriculum.

Thus, this study aims to determine the effectiveness and impact of the one-day performance task program for Senior High School students at Colegio de San Juan de Letran Bataan and explore the perceptions of its primary stakeholders. By allocating a dedicated day for performance-based assessments, the institution aspires to promote learner autonomy, encourage deeper engagement, and enhance overall academic performance. Nevertheless, the extent to which these objectives have been realized remains to be determined.

Through this research, the study seeks to close the existing gap in understanding by identifying the program's strengths, limitations, and potential areas for improvement. The results are expected to inform institutional planning and curriculum enhancement efforts, ensuring that assessment practices remain equitable, effective, and responsive to the changing educational landscape.

The researcher would like to determine the respondent's evaluation of the one-day home-based performance task program of the Senior High School department of Colegio de San Juan de Letran Bataan. Specifically, the research intends to:

1. describe the demographic profile of the respondents in terms of
   a. role in school;
   b. years involved in the program
2. describe respondent's evaluation of the program in terms of:
   a. program effectiveness;
   b. program implementation and challenges;
3. describe respondent's overall satisfaction of the program
4. determine whether there is a significant relationship on the evaluation of the effectiveness level of the program based on respondents' response when they are grouped according to demographic profile variables
5. propose a detailed guideline in implementing the one-day home-based performance task based on the result of the study.

The researcher assumes that there is a low level of effectiveness on the implementation of the one-day home-based performance task in Senior High School Department of Colegio de San Juan de Letran-Bataan. Thus, this research will seek to prove the following hypotheses:

Hypothesis 1: H0: There is a low level of effectiveness on the implementation of the one-day home-based performance task program.

H1: There is a high level of effectiveness on the implementation of the one-day home-based performance task program.

Hypothesis 2: H0: There is no significant relationship on the evaluation of the effectiveness level of the program based on respondents' response when they are grouped according to demographic profile variables.

H1: There is a significant relationship on the evaluation of the effectiveness level of the program based on respondents' response when they are grouped according to demographic profile variables.

Theoretical Background

Theoretical Framework

Student motivation plays a central role in shaping engagement and academic performance, particularly in the completion of performance-based tasks. This framework integrates several prominent motivational theories to identify key factors influencing students' participation and success in school-related activities.

One of the most influential models, Self-Determination Theory (SDT) developed by Deci and Ryan (1985), explains human motivation through three fundamental psychological needs: autonomy, competence, and relatedness. According to SDT, individuals experience intrinsic motivation when these needs are fulfilled. In the context of performance tasks, students are more likely to perform well and remain motivated when they perceive tasks as personally meaningful, have the freedom to choose how to approach them, and feel confident in their ability to complete them successfully. Furthermore, tasks that foster collaboration or social interaction support students' sense of relatedness, thereby enhancing intrinsic motivation (Deci & Ryan, 2002).

Aside from SDT, other motivational theories also contribute to understanding student engagement in performance tasks. Maslow's Hierarchy of Needs (1943) suggests that motivation stems from fulfilling a sequence of human needs, starting from basic physiological and safety requirements to higher-level needs such as belongingness, esteem, and self-actualization. When performance tasks address both foundational and advanced needs—such as promoting inclusion while providing opportunities for achievement—they can encourage stronger motivation and sustained effort. Similarly, Vroom's Expectancy Theory (1964) posits that individuals are motivated when they recognize a clear link between effort, performance, and the attainment of desired outcomes such as grades or recognition.

Integrating these theoretical perspectives provides a comprehensive understanding of how motivation influences students' engagement with performance tasks. By aligning task design with the needs outlined in SDT and reinforcing them with insights from Maslow and Vroom, educators can create learning experiences that enhance student engagement, performance, and overall academic success.

Performance Tasks: Linking Knowledge to Real-World Practice Performance-based assessments have become essential components of modern education, as they encourage students to apply their learning to authentic, real-world contexts. Unlike traditional examinations that emphasize memorization and recall, these assessments measure higher-order cognitive skills such as analysis, synthesis, and evaluation. Darling-Hammond et al. (2021) emphasize that performance tasks allow students to demonstrate deep understanding by applying concepts in realistic situations. Such approaches prepare learners not only for academic challenges but also for real-life professional demands.

According to Alfaro (2022), performance-based tasks enable students to develop a deeper grasp of subject matter because they must solve real-world problems rather than simply recall facts. This form of assessment fosters essential 21st-century skills—communication, collaboration, creativity, and critical thinking—and contributes to greater readiness for higher education and employment.

The Impact of Performance Tasks on Student Learning

Studies consistently reveal that performance-based assessments enhance student learning outcomes (Williams et al.,

2021). These tasks engage learners in complex cognitive processes that demand analysis, reflection, and critical thinking. As Schunk and DiBenedetto (2020) highlight, applying learned concepts to authentic problems promotes deeper understanding and longer retention.

Home-based performance tasks further strengthen student agencies by placing learners in charge of managing their time and learning process. Completing extended assignments outside the classroom fosters self-discipline, organization, and accountability (Chou et al., 2020). Since students can work at their own pace and consult diverse resources, they cultivate independence and self-directed learning skills that are essential for lifelong education.

Moreover, home-based tasks expose students to a wider range of learning tools—from digital databases to peer collaboration, mirroring real-world problem-solving contexts. This flexibility allows them to use technology and collaborative strategies effectively (Zhao et al., 2023).

Student Motivation and Engagement Through Performance Tasks

A growing body of research supports the claim that performance-based assessments heighten student motivation and engagement, particularly when tasks have real-world relevance (Kong, 2021). Students are more intrinsically motivated when they understand the purpose of their learning and perceive it as meaningful. In the one-day performance task model implemented by Letran Bataan, learners are given autonomy to plan and complete their tasks at home, empowering them to take control of their educational experience.

This freedom enables students to approach assignments creatively, leading to greater satisfaction and a sense of accomplishment upon completion. When learners perceive a direct connection between schoolwork and real-life applications, their motivation and persistence naturally increase. Drawing on SDT, Deci and Ryan (1985) emphasize that motivation thrives when the needs for autonomy, competence, and relatedness are satisfied conditions that performance tasks are well positioned to meet.

One-Day Home-Based Performance Tasks and Their Effectiveness

Performance-based assessments are widely recognized for evaluating students' knowledge and skills in authentic contexts. The one-day home-based model has gained traction as an innovative approach that assesses competencies within a limited timeframe while promoting independence and self-directed learning.

Effectiveness on Students

Through one-day home-based tasks, students apply classroom learning to real-life challenges from the comfort of their homes. This approach nurtures essential 21st-century skills such as problem-solving, creativity, and critical thinking (Darling-Hammond & Adamson, 2020). It also helps students develop time management skills and personalized strategies for addressing complex problems independently (Zimmerman & Schunk, 2021).

However, not all students thrive in a home learning environment. Learners who experience test anxiety or lack sufficient parental support may find such tasks more difficult to complete successfully (Arias et al., 2022). Martin et al. (2023) argue that proper guidance and scaffolding are necessary to build students' confidence in tackling independent tasks, while Yoon and Park (2022) note that the timing and duration of assessments significantly affect student motivation and performance.

Effectiveness of Teachers

For educators, one-day home-based performance tasks provide an efficient means to assess student learning outcomes with a focus on skill application. As Brown and Abeywickrama (2021) point out, such assessments offer a more holistic understanding of student comprehension compared to traditional testing. Furthermore, teachers can adapt these evaluations to accommodate diverse learning styles (Andrade & Heritage, 2020).

Nonetheless, maintaining assessment integrity poses challenges. Clear guidelines and monitoring strategies are vital to prevent academic dishonesty and ensure task authenticity (Herman & Linn, 2021). Collaboration among teachers and continuous professional development are equally crucial for improving assessment quality (Patel & Rodriguez, 2022). Additionally, Williams and Carter (2021) found that performance-based assessments enhance student motivation, reinforcing their value in curriculum design.

In summary, one-day home-based performance tasks offer multiple advantages, including heightened student engagement and more comprehensive teacher evaluation. Despite potential drawbacks—such as unequal support at home, anxiety, or authenticity issues—well-designed performance tasks can serve as powerful tools for assessing learning holistically. Future studies should explore ways to refine and optimize this approach to maintain fairness, reliability, and inclusivity across varied learning environments.

Conceptual Framework

The above Input-Process-Output Diagram illustrates how the one-day home-based performance task program's effectiveness is evaluated. However, a number of factors, including the perceptions of those directly involved—students, teachers, and parents—determine how effective such a program is. Through an analysis of their perceptions, this study seeks to assess the program's impact.

The next step involves data collection, where participants will provide feedback on three key areas:

1. Effectiveness – Does the program enhance learning, engagement, and student performance?

2. Implementation Challenges – What difficulties do students,

teachers, and parents encounter during the program?

3. Satisfaction – How do participants feel about the overall experience, and do they believe it meets its intended goals?

Once the data is collected, it will be organized and analyzed statistically to identify patterns, trends, and correlations. This ensures that the evaluation is based on concrete evidence rather than subjective opinions. By using statistical methods, the study can provide a clearer picture of the program's strengths and areas for improvement.

Finally, the study aims to produce an assessed impact evaluation of the one-day home-based performance task program for the Senior High School department. This evaluation will serve as a basis for refining the program, addressing potential challenges, and enhancing its effectiveness. The insights gained from students and teachers will help educators make informed decisions about the program's future, ensuring it better serves the needs of all stakeholders.

In summary, this conceptual framework provides a structured approach to assessing the one-day home-based performance task program. By systematically gathering and analyzing feedback from students and teachers, this study will contribute to a deeper understanding of how home-based learning initiatives can be improved for greater success.

Method

Research Design

This study used a quantitative research design to examine how the One-Day Performance Task Program affects the experiences of Senior High School students at Colegio de San Juan de Letran Bataan. This approach was selected to allow the researchers to collect measurable data and identify trends across a sizable group, providing a clearer picture of how the program influences both students and teachers.

Research Instrument

The research instrument used in this study is the School Program/Policy Evaluation Survey, which has been adapted from Guskey (2002). Guskey's 2002 framework functions as a hierarchical logic model that shifts the focus of evaluation from how teachers feel about training to how it impacts student learning outcomes. It is used as a "backward design" tool, requiring leaders to first define the desired student results and then work downward to ensure the necessary school supports and teaching practices are in place to achieve them.

This survey serves as the primary tool for data collection, designed to assess the effectiveness of the one-day home-based performance task program in achieving its intended goals.

The survey is structured into four key sections to capture comprehensive feedback from two stakeholders, the students and the teachers:

1. Demographic Information – This section gathers basic participant details, such as their role in the school and the duration of their involvement in the program. This helps in analyzing responses based on different perspectives and experiences.

2. Program/Policy Effectiveness – Using a five-point Likert scale, this section evaluates the clarity of the program's objectives, its impact on student learning, the consistency of its implementation, and stakeholder collaboration.

3. Program/Policy Implementation and Challenges – This part examines the availability of resources, communication clarity, and the school's responsiveness to challenges in implementation.

4. Overall Satisfaction and Recommendations – Participants express their overall satisfaction with the program and provide open-ended responses on its strengths and areas for improvement.

The instrument underwent expert validation and pilot testing. Cronbach's alpha scores exceeded 0.9 across all sections, indicating strong reliability.

Data Collection Procedure

To gather relevant data, the researchers used a survey questionnaire as the main tool. The survey included a range of close-ended questions using a Likert scale, along with a few open-ended items to give respondents space to briefly explain their answers. The questions focused on areas such as student and teachers' perspectives on the program's effectiveness, implementation and challenges, and satisfaction level.

The population consisted of approximately 270 students and teachers from the Senior High School level of Colegio de San Juan de Letran Bataan in Abucay, Bataan. Using the Raosoft Sample Size Calculator with a 95% confidence level and a 5% margin of error, the ideal sample size was determined to be 160 respondents. A total of 160 participants were then selected through random sampling, ensuring a fair representation across various grade levels, strands, and subject areas.

The data collection took place during the Second Semester of Academic Year 2024–2025, when the One-Day Performance Task Program was actively being implemented.

Ethical Consideration

In adherence to ethical research standards, participants were fully informed about the study's objectives and procedures. Participation was entirely voluntary, with assurances that all responses would remain confidential. To ensure privacy and respect for each individual's input, no personally identifiable information was collected or disclosed.

The data gathered through the survey were analyzed using basic descriptive statistics to identify key patterns, highlight differences, and point out areas where the current assessment practices could be improved. The survey instrument was carefully designed to maintain participant anonymity while capturing meaningful feedback.

Ultimately, this research seeks to provide valuable insights that will inform and enhance the Integrated Basic Education curriculum. By focusing on how assessments can be made more effective and student-friendly, the study aims to support the continuous development of school programs and policies.

Data Analysis

After collecting 160 valid survey responses from Senior High School students and teachers at Colegio de San Juan de Letran Bataan, the data were carefully coded, organized, and analyzed using the Statistical Package for the Social Sciences (SPSS). The goal of the

analysis was not only to summarize the general perceptions about the One-Day Performance Task Program, but also to identify any meaningful patterns, differences, or relationships based on respondents' roles and experiences.
The data analysis was conducted in five key stages:

1. Demographic Profile Analysis
Descriptive statistics such as frequency counts and percentages were used to describe the demographic background of the respondents. This included:
- Role in school (e.g., student or teacher)
- Years involved in the program (e.g., first-time participants vs. those with more experience)

2. Program Evaluation Analysis
To understand how respondents viewed the program, t-test, mean scores, and standard deviations were calculated for each of the following key areas:
- Program effectiveness – how well the program met learning and assessment goals
- Program implementation and challenges – the smoothness of delivery and any difficulties faced
- Overall satisfaction – how content or satisfied respondents were with their experience in the program

3. Correlation Analysis
A Correlation Analysis was used to determine if there were statistically significant relationships in how respondents evaluated the program when grouped according to their demographic profile:
- Role in school (student vs. teacher)
- Years of involvement in the program

This helped assess whether experience or position affected the perception of program effectiveness.

4. Interpretation and Reporting
Results were summarized in tables and charts to support clear interpretation. Statistical significance was determined at a standard p-value of 0.05, and all findings were discussed in relation to the study's goal of evaluating the One-Day Performance Task Program as a basis for potential curriculum enhancement.

5. Recommendation
The response to the open-ended questions were collected and examined using thematic analysis to formulate specific suggestions and recommendations for enhancing the current program.

Definition of Terms

One-Day Performance Task (ODPT) Program

An academic strategy implemented by Colegio de San Juan de Letran – Bataan that designates a single day each week each quarter for Senior High School students to complete summative performance tasks across subjects. It is designed to promote focused, independent, and authentic learning experiences outside of regular classroom instruction.

Performance Task

A type of assessment that requires students to apply learned knowledge and skills to complete a real-world or simulated task. Unlike traditional tests, performance tasks often emphasize critical thinking, creativity, and problem-solving abilities.

Senior High School

The final two years (Grades 11 and 12) in the Philippine K–12 Basic Education Curriculum. In this study, it refers to the students enrolled at Letran Bataan who participated in the ODPT Program.

Effectiveness

The extent to which the ODPT Program achieves its intended goals, such as improving student learning outcomes, reducing academic stress, and enhancing engagement and independent work.

Implementation

The process by which the ODPT Program is carried out, including the planning, communication, delivery of tasks, and availability of teacher support on performance task days.
Satisfaction

The overall contentment of students and teachers with the ODPT Program, based on their experiences with its clarity, usefulness, fairness, and impact on workload and learning.
Time Management

A student's ability to organize and prioritize academic responsibilities effectively within the flexible timeframe provided by the ODPT Program.
Self-Directed Learning

A learning approach in which students take responsibility for planning, executing, and evaluating their learning tasks, often outside of the traditional classroom environment.

Results and Discussion

Demographic Profile of the Respondents
The study surveyed 160 respondents to evaluate the One-Day Performance Task Program. As shown in Table 1, the sample was predominantly composed of students (n = 144, 90%), with teachers representing 10% (n = 16) of the population. Regarding the duration of involvement, 41.9% of participants had two years of experience, and 27.5% had three years.

The high concentration of respondents with two or more years of experience (69.4%) is significant; it indicates that the feedback gathered is rooted in long-term exposure rather than initial novelty. This lends a high degree of credibility to the findings, as the participants have observed the program's evolution and consistency over multiple academic cycles.

Table 1 Demographic Characteristics of Respondents (N = 16)

Variable	Category	n	%
Role in School	Student	144	90.0
	Teacher	16	10.0
Years Involved	Less than 1 year	25	15.6
	1 year	24	15.0
	2 years	67	41.9
	3 years	44	27.5

Program Effectiveness, Challenges, and Satisfaction

The quantitative assessment of the program focused on three pillars: effectiveness, implementation, and user satisfaction. A one-sample t-test was utilized to compare mean scores against a high-excellence benchmark of 4.5.

Table 2 One-Sample t-test Results for Program Perceptions

Category	M	SD	Test Value	t	p
Effectiveness	4.07	0.87	4.5	-6.290	< .001
Challenges	4.03	0.93	4.5	-6.443	< .001
Satisfaction	4.02	0.97	4.5	-6.248	< .001

While the mean scores (ranging from 4.02 to 4.07) indicate a "Satisfactory" to "Very Satisfactory" experience, they are statistically significantly lower than the 4.5 benchmark ($p < .001$). This suggests a "performance gap." While the program is functional and generally well-received, it has not yet reached the "Excellence" threshold. The negative t-values across all categories highlight that the friction points in implementation are significant enough to prevent the program from meeting its full pedagogical potential.

Correlation of Variables

To understand the factors influencing these perceptions, Pearson's r was calculated between demographics and perceived effectiveness (see Table 3).

Table 3 Correlation Between Respondent Variables and Perceived Effectiveness

The analysis revealed a weak but significant correlation ($r = .161$, $p = .042$) between the respondent's role and effectiveness. This implies that teachers view the program more favorably than students, likely because teachers prioritize the curriculum-mapping benefits while students are more sensitive to the daily workload. Notably, the lack of correlation with "Years Involved" suggests that the program does not necessarily feel more effective as users become more accustomed to it; rather, its perceived value is tied to the quality of current execution.

Qualitative Synthesis of Benefits and Improvements

The thematic analysis of open-ended responses clarifies the quantitative findings. Participants identified Time Management and Flexibility as the primary benefits, noting that the program reduces academic pressure and allows for real-world application.

However, these benefits are often undermined by logistical hurdles. Respondents frequently cited the need for clearer communication (rubrics and instructions) and better scheduling to avoid task overload. The request for campus access suggests that for some, the "One-Day" model lacks the necessary physical resources to be fully effective. This qualitative data explains the $M = 4.07$ score: the program's concept is highly valued for its flexibility, but its delivery remains inconsistent across different subjects and teachers.

Discussion

The study revealed that while the One-Day Performance Task Program is generally perceived as beneficial by both students and teachers, it does not yet meet high standards of effectiveness and satisfaction. Quantitative data showed moderate ratings for effectiveness, implementation, and satisfaction—all significantly lower than the ideal benchmark—while qualitative feedback highlighted both praise for the program's flexibility and criticisms regarding its inconsistent scheduling, unclear instructions, and limited teacher support. These findings echo those of Castillo and Andres (2020), who emphasized that performance-based assessments in Philippine schools often struggle due to uneven implementation and lack of clear instructional frameworks. Similarly, Rodriguez (2021) noted that poor communication and resource constraints can hinder even well-designed assessment programs. In this context, the results of this study reinforce that design alone is not enough—effective delivery, clear expectations, and ongoing support are essential to achieving meaningful outcomes.

Going beyond existing literature, these findings boldly suggest that while the One-Day Performance Task Program attempts to empower students through autonomy, autonomy without structure may be counterproductive. When flexibility is not supported by consistency and clarity, it can lead to confusion, increased stress, and reduced student confidence. This has strong theoretical implications: although the program aligns with Self-Determination Theory (Deci & Ryan, 1985) by promoting autonomy and relatedness, the insufficient scaffolding undermines students' perceived competence, which is crucial to sustaining intrinsic motivation. The research highlights a critical gap—effective performance task programs must not only offer freedom but also ensure stability and support. For future studies, this opens opportunities to examine the relationship between autonomy and structure in more nuanced ways, particularly in performance-based and home-based assessments. For practice, the results underscore the need to develop clearer implementation protocols, strengthen teacher-student communication, and build feedback mechanisms that help bridge gaps between instructional design and

classroom realities. If addressed, these factors could elevate the One-Day Performance Task Program from a promising concept to a model of effective, student-centered assessment.

Conclusion

This study set out to evaluate the effectiveness, implementation, and overall reception of the One-Day Performance Task Program implemented in the Senior High School department of Colegio de San Juan de Letran Bataan. Specifically, it aimed to explore how the program is perceived by students and teachers, and whether its structure truly supports meaningful learning, manageable workload, and academic satisfaction. Drawing from both quantitative data and thematic feedback, the study found that while the program is generally appreciated—particularly for its flexibility and real-world relevance—it does not yet meet expectations of excellence due to issues with communication, inconsistent implementation, and limited support during task execution.

The findings suggest that autonomy alone does not guarantee student success. When students are given control over their time and learning, but are not equally provided with clear guidelines, accessible teachers, and structured planning, the benefits of the program can be diluted. This has important implications for theory: although Self-Determination Theory emphasizes autonomy as a key driver of motivation, this study reinforces that autonomy must be balanced with competence and support to produce positive results. For research, the study adds to the growing conversation on the need to look beyond assessment formats and focus instead on how those assessments are delivered and supported across contexts. For practice, it calls on schools to revisit their implementation strategies—ensuring that performance tasks are not only flexible but also well-guided, clearly communicated, and consistently monitored.

What this paper has ultimately achieved is a grounded, evidence-based look at a specific educational intervention that many schools are beginning to adopt. It gives voice to both the strengths and limitations of the One-Day Performance Task Program and provides insights that are both practical and forward-thinking. More importantly, it promises a direction: that with better planning, stronger teacher involvement, and consistent communication, programs like One-Day Performance Task Program can evolve into powerful tools for student engagement and deeper learning. This paper offers not just a critique, but a constructive path toward making performance-based assessment more meaningful, effective, and empowering for all stakeholders involved.

Recommendation/s

Based on the findings and conclusions of this study, several key recommendations are proposed to improve the design and delivery of the One-Day Performance Task Program:

1. Strengthen communication between teachers and students. Clear, advance instructions, detailed rubrics, and timely dissemination of task expectations are essential. Teachers should be encouraged to post materials well before the task day and use consistent platforms to avoid confusion.
2. Ensure consistency in implementation across subjects. School administrators and academic coordinators should create standardized guidelines or a formal policy that all teachers must follow. This will help ensure that every student experiences the same level of clarity, structure, and academic rigor regardless of the subject.
3. Increase teacher availability and engagement during PETA days. Teachers should be accessible for consultation, questions, and support on the day of the performance task. This reinforces the students' sense of guidance and prevents the day from feeling disconnected or unsupported.
4. Improve task scheduling and workload management. To avoid cognitive overload, the school may consider staggering PETAs across days or coordinating subject area submissions so students can focus on quality rather than urgency. This could also involve spreading performance tasks over two days instead of one, especially for complex outputs.
5. Incorporate student feedback and reflection sessions. After each One-Day Performance Task Day, teachers may conduct short feedback or reflection sessions to assess learning outcomes and help students process their experience. This promotes continuous improvement and student ownership of learning.
6. Provide options for campus access and resource support. For students who may need a quiet space, internet access, or school materials, the school can offer supervised on-campus work areas during PETA days. This will help bridge the gap for learners who struggle with resources or space constraints at home.
7. Invest in professional development for teachers. Training focused on designing authentic, creative, and achievable performance tasks—as well as effective online communication—can better equip educators to implement the program with impact and consistency.
8. Formulate a fomal Program Policy. It is strongly recommended that the One-Day Performance Task (ODPT) Program Policy be formally adopted and implemented across all Senior High School levels. Its structure promotes both academic performance and student well-being, provided it is consistently applied, clearly communicated, and regularly evaluated.

By implementing these recommendations, the One-Day Performance Task Program has the potential not only to improve student learning outcomes but also to become a model of flexible, real-world, and student-centered assessment. With sustained refinement and collaboration among stakeholders, it can offer a balanced and meaningful academic experience that supports both independence and support.

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