



**NO-FAIL POLICY: IMPACT ON THE ACADEMIC  
PERFORMANCE OF THE LEARNERS  
AMIDST THE PANDEMIC**

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**A Thesis Presented to the Faculty of the Senior High School Department,  
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Kidapawan City**

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In partial fulfillment of the requirements for the strand  
**SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS**

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## **CHAPTER I**

### **INTRODUCTION**

#### **Background of the Study**

No-fail policies have been utilized in classrooms for more than 60 years by some institutions and municipal governments around the world (Halligan, 2011). The no-fail policy, according to some parents and educators, produces a dramatic effect on the academic performance of the students.

The COVID-19 outbreak threw the Philippines' education system for a loop in March 2020. Many universities and colleges worldwide have stopped classroom teaching as a result of the novel coronavirus pandemic and have turned to online teaching (Chakraborty et al., 2020). All students were thrown into a learning situation they did not anticipate. Learning online can be difficult in general, especially for students who were expecting face-to-face lessons (Riggs, 2019).

In the Philippines, other universities have implemented a no-fail policy in response to the pandemic and high anxiety levels. Students continue their education by studying online and communicating with their teachers through video calls. Even though online schooling allows for self-study, the main

challenge that online education faces are the rise of students with poor grades. Grading allows teachers to convey students' achievements to parents and others, as well as give learning rewards, and provide information that students can use to assess themselves. In addition, schools utilize grades to identify or group students for specific educational pathways or programs, as well as to assess the effectiveness of those programs (Feldmesser 1971, Frisbie and Waltman 1992). Some parents and educators worry that the no-fail policy demotivates kids and encourages them to be lazy. They feel that if all students can pass regardless of their grades, there will be no motivation for pupils to improve. Unfortunately, many schools attempt to address all of these goals with a single method and end up achieving none very well (Austin and McCann 1992).

Failure comes with a punishment that is often an end in itself, which is a valid rationale for creating "no-fail" policies. However, there are situations that people face on a daily or monthly basis in which failure is a common occurrence with no negative consequences. The scientific method is built on the principle of learning from one's mistakes. While no studies have been conducted to determine the direct influence of the no-fail policy on the academic performance of the students amidst the pandemic research in this area will aid in uncovering the actual details.

The problem of this study, therefore, is to what extent does no-fail policy impact the academic performance of the learners amidst the pandemic. Looking into these will give a better understanding of how learners view the policy on its academic performance amidst the pandemic.

## **Statement of the Problem**

This research study will focus on the impact of no-fail policy on the academic performance of the learners amidst the pandemic.

Specifically, this study sought to answer the following investigation questions:

1. Is there any impact of the no-fail policy on the academic performance of the learners amidst the pandemic in terms of:
  - a. Learning Enthusiasm
  - b. Social Skills
  - c. Learning Behavior
2. Would students take classes seriously knowing they have 0% chance of failing?

## **Hypothesis**

Ha: The no-fail policy has a significant impact on the academic performance of the learners amidst the pandemic.

Ho: The no-fail policy has no significant impact on the academic performance of the learners amidst the pandemic.

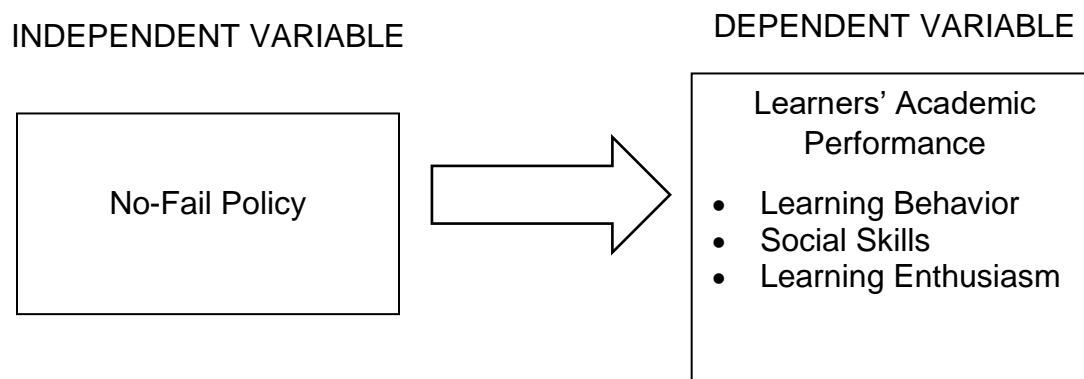
## **Theoretical Framework**

This study is anchored on the following theories: The Cognitive Motivation Theory of Edwin Locke and the Behavioral theory of John B. Watson.

The Cognitive Motivation Theory emphasizes that learners need to know, understand, and appreciate what they are doing to become motivated (Locke, 1960). If the no-fail policy were to happen, studying and learning would lose their meaning. Students would begin to question the purpose of studying since they would not fail anyway, no matter how they perform academically. Thus students would feel unmotivated, negatively affecting their academic performance significantly.

Behavioral theory, also known as behavioral psychology, is a learning theory based on the concept that all behaviors are learned through conditioning. Interaction with the environment is how conditioning takes place (Watson, 1910). Amidst the pandemic, students are unable to obtain direct information from their teachers. It impacts how students react and behave in the environment. It implies that teachers have directly influenced their student's academic behavior. In the future, the no-fail policy will alter the behavior of other students who are working hard in studying to learn and get high grades.

## Conceptual Framework



**Fig 1.1 The Schematic Diagram of the Study**

The figure shows that there are two variables in the study. The independent variable is the no-fail policy. The dependent variable is the learners' academic performance with the following determinants learning behavior, social skills, and learning enthusiasm.

It is conceptualized in the study that the independent variable has a significant influence on the dependent variables.

## Scope and Delimitations of the Study

This study will focus only on the impacts of the no-fail policy on the academic performance of the selected senior high school students in Kidapawan Doctors College Incorporated during the school year 2021-2022.

## **Significance of the Study**

This study will help the following groups: Students, Teachers, School Management, Parents, and other researchers interested in the impact of the no-fail policy.

**Students.** The findings of this study will help the students in understanding the implications of the no-fail policy on their academic performance.

**Teachers.** This study will help the teachers to have an understanding of the impacts of the no-fail policy on the academic performance of their students. It will help them appreciate the efforts of their students without the policy.

**School Management.** This study will help the schools' management to have an understanding of the student and teacher's perception of the impact of the no-fail policy on academic performances. It will help them encourage their teacher to provide effective strategies for the learnings of the students amidst the pandemic.

**Parents.** The finding will also help the parents know that the no-fail policy has a great impact on the academic performance of their children. It will make them provide enough support to improve the academic performances of their children amidst the pandemic.

**Other Researchers.** The findings will also help other researchers to understand better the no-fail policy and help their researchers. It will assist them in their review of empirical studies as it contributes to the existing theories and works on the no-fail policy.

## **Definition of Terms**

For the purpose of this study, the following terms were defined:

**Academic performance-** refers to the measurement of student achievement across various academic subjects.

**COVID-19** – refers to a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV'.

**DRP** – means to a dropped of reading power.

**Incentive** – refers to a thing that motivates or encourages one to do something.

**INC** – means incomplete.

**Intro Psych** - Introductory Psychology

**K-12** – refers to a system that stands for 'from kindergarten to 12th grade'. This equates roughly to a school starting age of around five through to Grade 12 at around the age of 18.

**No-fail policy-** means no students will get a failing grade.

**Online education-** refers to a form of education that is delivered and administered using the Internet.

**Pandemic-** refers to an epidemic of an infectious disease that has spread across a large region, for instance, multiple continents worldwide, affecting a substantial number of people.

**Reiterate –** refers to a state or do over again or repeatedly sometimes with wearying effect.

**SIOI** - synchronous interactive online instruction

**SLO** - Student Learning Outcomes



## **CHAPTER II**

### **Review of Related Literature**

This chapter presents the related literature, journals, articles, and studies after the in-depth search done by the researchers. It will also include a summary and analysis of data from past studies that are relevant to the research. It will aid the researchers in identifying relevant literature that will support and add value to the study.

#### **The No-Fail Policy**

The No-Fail Policy states that instead of a 0.0, the grade of withdrawal (W) would be reported. A grade of W indicates that the student did not receive credit for the course, but it is not considered a failure. The W grade is not factored into the GPA calculation. The W mark is not included in the computation of the GPA (Quadra, 2021). Top Colleges in the Philippines have approved this policy to ensure that no student is left behind subject to the ongoing health crisis during the current academic year.

In House Resolution 1721, endorsed by Kabataan Partylist Representative Sarah Jane Elago, ACT Teachers Partylist Representative France Castro, Gabriela Partylist Representative Arlene Brosas, and Bayan Muna Partylist

Representatives Carlos Isagani Zarate, Ferdinand Gaite, and Eufemia Cullamat, urged education agencies to promote leniency measures and remove unreasonable burdens from students and teachers in the distance learning system (Garcia,2021).

In addition, to better evaluate how higher education students are dealing with the pandemic's academic repercussions and whether students may require additional emotional support. A no-zero grading policy allows students to do minimal work and still pass, pushes students forward who haven't mastered the content, and doesn't teach students the real-life consequences of not meeting their responsibilities (Minero,2018). The concern with self-esteem has infiltrated educational institutions.

Furthermore, a study from 2014, with the title "Re-visioning K-12 Education: Learning Through Failure—Not Social Promotion" indicated that nowhere is this more exemplified than in "no-fail" regulations and social promotion. Despite their widespread use, no-fail policies do not have universal support among educators and the general public.

## **Learning Systems**

According to the Lewinian model (Lewin, 1943), the classroom environment can interact with student characteristics, influencing learning attitudes and actions. To improve educational outcomes, many researchers and

practitioners have explored the relationship between the classroom environment and learning (Fisher, 1992). Some studies have concentrated on how the physical classroom environment influences students' educational outcomes, while others have focused on how the classroom social environment affects students' educational outcomes. Students compared SIOI-enabled courses to face-to-face and asynchronous online courses based on instructional efficacy factors. While both SIOI and face-to-face course formats received similar ratings for the amount and quality of content learned, mean student ratings for the dimensions of instructional quality tended to be slightly higher for face-to-face instruction than for SIOI; however, these differences were not statistically significant. These findings are significant because they imply to an instructor who is hesitant to use online learning that students believe it is feasible to attain equal levels of efficacy in an online educational format as in face-to-face delivery (Ward, Peters, & Shelley, 2010).

Pre-blooming Maslow is a common phrase used in educational circles. It should be the mission of online learning to continue education during the current pandemic. This phrase is often used to ensure our students are safe and that their basic needs are met before starting online learning (Ravichandran & Shah, 2020).

According to Doucet et al. (2020), blended learning is an approach for delivering learning resources such as articles, pre-recorded films, and YouTube links to students before class. The time will be spent in the online classroom and is then used to improve learning through discussions with professors and

classmates. It is an extremely successful technique to encourage problem-solving, critical thinking, and self-directed learning abilities. Videoconferencing in Google Hangouts Meet, Zoom, Slack, Cisco, WebEx, and customizable cloud-based learning management platforms like Elias, Moodle, BigBlueButton, and Skype are becoming more popular in virtual classrooms. With students currently benefiting from homeschooling during this COVID19 pandemic, the home environment is favorable for all socioeconomic standards and conditions.

In Bhutan, there are many reports of students dropping out or choosing to stop their studies. It happened due to a long time off due to school closures during the COVID19 pandemic. Broadly identified challenges with e-learning are accessibility, affordability, flexibility, pedagogical learning, lifelong learning, and educational policy. Many countries have serious problems with reliable internet connections and access to digital devices. While economically disadvantaged children in many developing countries cannot afford online learning devices, online education risks increasing the time spent on devices for learners. As a result, students' need for offline activities and self-exploratory learning has grown. Lack of parental guidance, especially for younger practitioners, is another challenge, as both parents work. There are real issues surrounding actual workspaces that support different learning styles (Murgatrottd, 2020).

## **Factors Affecting Learning Performance**

Of note, the more positive the general attitudes experienced in Intro Psych, (e.g., engagement, happiness, optimism) the more students believed they developed skills and accomplished SLOs, and worked to learn (course behaviors). While correlations do not allow us to establish causality, it is possible that not accomplishing the SLOs led to lower happiness and optimism. These results are suggestive of the influence of mood on course ratings. Perhaps more importantly, most of the ratings of the course and self-report of behaviors were significantly related to the extent to which Intro Psych related behaviors changed during the pandemic. For example, students who reported studying much less during the pandemic also reported lower levels of skill development and lower levels of accomplishing SLOs. These associations build on previous research demonstrating the negative relationship between low use of study techniques and learning (Dunlosky & Rawson, 2015; Gurung & Burns, 2020).

On the other hand, Goldstein and Brooks (2007) have identified five major characteristics of the mindset of motivated students. It includes having a thorough understanding of their learning strengths and weaknesses. Students' learning strengths and weaknesses must be identified (Levine, 2003). Students can build and apply effective learning strategies as they obtain a better understanding of their learning profile (Schunk & Rice, 1993).

Participants rated synchronous online learning as significantly less positive in all areas of the two learning experiences when compared to their previous traditional face-to-face learning. It is associated with much increased stress and isolation, as well as negative mood, and significantly lower positive mood, relatedness, concentration and focus, motivation, and performance.

### **Disadvantages of No-Fail Policy**

The central problem is “The No Child Left Behind” Act’s central feature, namely the requirement that all students show an absolute level of achievement on examinations in a reasonable amount of time. This criterion sets accomplishment targets at random, with no regard for previous growth rates. As a result, the Act imposes accomplishment objectives that even the most efficient schools may not be able to fulfill, putting pressure on schools to make the targets easier by dumbing down the examinations or liberalizing the scoring systems. Furthermore, because the Act focuses on absolute achievement levels rather than achievement gains, it is likely to penalize schools that are relatively effective but have difficult (often disadvantaged) students, while rewarding schools that are relatively ineffective but have strong (often affluent) students. Not only does such an accountability system provide a potentially inaccurate picture of a school's effectiveness, but it also creates incentives for teachers, parents, and

administrators to avoid disadvantaged students and the schools that educate them by confusing school quality with student quality (Ryan, 2003).

Based on the Parents Language Testing in Asia (2011), some parents and educators believe that the no-fail policy de-motivates students and increases inherent laziness. They feel that if all students can pass regardless of their grades, there will be no motivation for pupils to improve. They believe that as a result of the no-fail policy, their children will have less success in life. Some educators feel that this approach fosters a good attitude toward education. Some kids have approached Casey Jones and said, "I'm not meeting expectations." Other instructors are outspoken opponents of the program, claiming that there is no motivation to work hard to receive a decent score. They argue that this conduct is fostering a failure culture. Parents are also concerned. These policies, they believe, encourage their children to aim for mediocrity rather than achievement.

Moreover, rather than assisting the pupils, the Department of Education (DepEd) cautioned that granting them passing grades during a pandemic would be harmful to their overall development and growth. Diosdado San Antonio, the DepEd's Undersecretary for Curriculum and Instruction, stated that granting all pupils passing grades will simply decrease their drive to work more in their studies. In response to a question concerning the CDC's position on the "No-Fail Policy" suggestions amid the COVID-19 epidemic. It is also stated that entering high school and college students require numerical grades. The Department of

Education will not accept passing marks from students who do not invest in their education (Malipot, 2021).

### **Advantages of No-Fail Policy**

The concept of "do no harm," states that every decision should prioritize avoiding harm to students' educational opportunities. or academic standing due to circumstances beyond their control is a prevalent aspect of the school closure grading systems and rationales mentioned below. Do-no-harm rules may contain potential sources of injustice and unfairness. These techniques, for example, try to avoid punishing students for obstacles they face by keeping grades from sliding during a period of distance learning, and unconventional "school" atmosphere is developed to keep grades from slipping during a period of distance learning. However, by enabling kids to improve their grades during school closures, school systems may wind up prioritizing those children who have access to technology, work from home, and receive the assistance they need to take advantage of the opportunity. As a result, some kids who struggled early in the school year may succeed, while others with identical early performance will struggle; these variances are likely to follow advantage patterns (Castro, et al. 2020).

In the virtual classroom, students have mostly complained to their teachers about how the implementation of strict course requirements and class



policies creates a learning gap because there hasn't been a smooth transition to the various remote learning systems. Given that graduate course, academic standards are higher than undergraduate course academic standards, assessing and evaluating how learning outcomes are compiled and course requirements are met provides more impetus in gauging the new learning styles of teachers in motivating students to take the courses seriously. Because the COVID-19 pandemic's limitations and constraints have allowed students to complete academic requirements, acquire learning competencies, and participate in online classes, it is critical to emphasize the dialogical exchange during classes in order to understand how students and teachers appropriately settle the mode of learning, class policies, and course requirements during the semester (Serano,2020).

Moreover, the abrupt shift to the online modalities of learning uncovers a significant decrease in course completion and an increased rate of dropouts. The main obstacle learners faced, according to Mahyoob's (2020) study, was technological issues for instrumental support. Some people have difficulty with basic tasks like obtaining course materials and troubleshooting, while others have issues joining online synchronous classes. On occasion, students were unable to open their tests on their mobile devices. Pastor (2020) discovered similar results, with students citing a lack of appropriate understanding of the lessons, feeling misunderstood by their teachers, and bad or slow internet connectivity as major issues. Similarly, Dayagbil et al., (2021) discovered that insufficient internet access and the inability to afford necessary gadgets are often

blamed for technological issues. Someone may have purchased a smartphone but cannot afford to connect to the internet. These disparities in accessibility, according to their research, deepen the gap and inequality between students who have better access and those who do not. Students may drop out of school due to a lack of technological abilities.

According to Serano (2020), new difficulties and barriers in distance learning obstruct educational quality and accessibility, and different solutions and attempts to address students' needs and concerns have been offered. To reduce the stress and worry caused by the global health crisis, course requirements can be waived, academic regulations can be suspended, and a no-fail policy can be implemented.

## **CHAPTER III**

### **METHODOLOGY**

The research methodology is covered in this chapter. In this section, the researchers go through the research strategy, research procedure, research methodology, data collection techniques, sample selection, research process, form of data analysis, ethical considerations, and project research limitations in greater detail.

#### **Research design**

A descriptive correlational design through a quantitative approach is conducted in order to meet the dissertation's objectives. The researcher also chose a survey research design because it will better answer the study's questions and objectives. A survey analysis study examines a group of people by collecting and evaluating data from a small number of people or items that are thought to be representative of the full group.

## **Research Locale**

The study is conducted in the province of Cotabato. The location is Kidapawan City. It is also the school in which the researchers are studying: Kidapawan Doctor's College Incorporated. A private, non-sectarian school located at Ninoy Aquino Avenue. Brgy. Lanao, Kidapawan City, North Cotabato.

## **Population and Sample**

Senior High School students from Kidapawan City were chosen as respondents for this research. The respondents of the study are students from Kidapawan Doctors College Incorporated. A total of 30 senior high school students are asked to complete the researchers' questionnaire. The participants were selected using purposive sampling. This approach was used to ensure that all of the variables in the sample were equally represented.

## Research Instruments

The study's data are obtained using a survey questionnaire prepared by the researcher. In the survey questionnaires filled out by the respondents, questions about the results of the no-fail policy are reported and visible. This research instrument aimed to assess students' knowledge and understanding of the no-fail policy.

Thus, the entire survey used in this study comprised of 15 items that have been responded to by the respondents using a five-point Likert scale ranging from 5=strongly agree to 1=strongly disagree, as shown in Table 3.1.

**Table 3.1 Scales and Interpretation on Levels of Impact of the No-fail Policy on Academic Performance**

Response Scale (5 point Likert Scale)	Description	Interpretation Scale (mean scale)	Interpretation (Level)
1	Strongly Disagree	1.00-1.49	Very Low Level
2	Disagree	1.50-2.49	Low Level
3	Neutral	2.50-3.49	Average Level
4	Agree	3.50-4.49	High Level
5	Strongly Agree	4.50-5.00	Very High Level

## **Data Gathering Procedure**

The researchers wrote a letter to the School Principal asking for permission to perform the analysis in his or her area of responsibility. The approved letter of request is sent to the research adviser so that the concerned respondents can participate and cooperate in the data collection for the report. The questionnaires are distributed to senior high school students through Google Forms, and the data are gathered, processed, interpreted, and tabulated.

## **Ethical Considerations**

Throughout the study process, the researcher maintained fairness and dignity. Both data gathered and analyzed were reported accurately, and modifications and/or exaggerated data collection and reporting were avoided at all times during the study. In addition, the researcher ensured that those who received recognition for their contributions to the analysis were quoted and recognized appropriately.

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

The study's findings, conclusions, and recommendations are presented in this chapter. The analyses and interpretation of the gathered data from the respondents and subsequently discussed in each table the problems posed in this study.

#### **Respondents Socio Demographic Profile**

The first research problem focused on determining the socio demographic profile of the respondents in terms of age, sex, and grade level.

##### **Age**

The respondents were asked to indicate their age, and the ages were sorted into categories: 13-15 years' old, 16-18 years' old, 19-21 years' old, and 19-21 years' old.

Table 4.1 shows the data on the age distribution of the research respondents. It shows that the highest age of the respondents, with 90 percent

being within the bracket of 16-18 years old. However, the lowest age of the respondents, with 10 percent is within the bracket of 19-21 years old.

This means that the senior high school students in Kidapawan Doctor's College are in the prime of their lives, have enough knowledge in terms of carrying out their tasks as a student, and may have different perceptions compared to other year levels.

**Table 4.1 Distribution of Respondents in terms of Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
16-18 years old	27	90.0
19-21 years old	3	10.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

### **Sex**

The respondents were described by their sex: male or female. Table 4.2 shows that 73.3 percent are female, while 26.7 are male. It indicates that the majority of the students in Kidapawan Doctor's College Incorporated are female - dominated.



**Table 4.2 Distribution of Respondents in terms of Sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Female	22	73.3
Male	8	26.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

**Grade Level**

The respondents were described by their grade level: grade 9, grade 10, grade 11, and grade 12. Table 4.3 shows that 30 percent of the respondents are in grade 11, and 70 percent are in grade 12. This means that majority of the respondents are in grade 12.

**Table 4.3 Distribution of Respondents in terms of Grade Level**

<b>Grade Level</b>	<b>Frequency</b>	<b>Percentage</b>
Grade 11	9	30.0
Grade 12	21	70.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

### Level of Impact of the No-fail Policy on Academic Performance

The second research problem sought to determine the level of impact of the no-fail policy on academic performance perceived by the senior high school students of Kidapawan Doctor's College Incorporated in terms of learning enthusiasm, social skills, and learning behavior.

Table 4.4 presents the data on determining the level of impact of the no-fail policy on academic performance in terms of learning enthusiasm.

**Table 4.4 Level of Impact of the No-Fail Policy on Academic Performance in terms of Learning Enthusiasm**

Learning Enthusiasm	Mean	Std. Deviation	Description
1. The no-fail policy assures me of having fun while studying.	3.17	1.085	Neutral
2. The no-fail policy encourages me to try my best in doing school work.	3.50	1.167	Agree
3. The no-fail policy helps me to be passionate about learning new lessons.	3.43	1.104	Neutral
4. The no-fail policy reduces my fear of disappointing my family, friends, and society.	3.73	1.388	Agree
5. The no-fail policy made me study for the sake of learning rather than passing the exams.	3.63	1.159	Agree
<b>Overall</b>	<b>3.4920</b>	<b>1.1806</b>	<b>Average Level</b>

Among the four indicators, the indicator " The no-fail policy reduces my fear of disappointing my family, friends, and society" got the highest mean of

3.73, described as Agree. The indicator with the lowest mean is "The no-fail policy assures me of having fun while studying" got a mean score of 3.17, described as Neutral. The overall mean rating is 3.4920, described as an Average Level.

This means that the no-fail policy reduces the fear of the students of disappointing their family, friends, and society. It can make them rest easy and not push themselves to their limits as they are not burdened by expectations or the fear of failing in these trying times of the pandemic. Although the indicator "The no-fail policy assures me of having fun while studying" got the lowest mean but was described as neutral, it only reveals that the no-fail policy either assures other students to have fun while studying or does not.

It is supported by the study of Deb, S., Strodl, E., and Sun, H (2015) that parents put pressure on their children to succeed out of concern for their welfare, or some parents force their unfulfilled goals on their children, leaving the youngsters with little time for leisure or even sleep. Fear of school failure is reinforced by both the teachers and the parents, causing children to lose interest in studies (Arslan, 2017). It is evident that the no-fail policy somehow uplifts the heavyweight of pressure and fear of failure of the students.

Table 4.5 presents the data on determining the level of impact of the no-fail policy on academic performance in terms of social skills.

**Table 4.5 Level of Impact of the No-Fail Policy on Academic Performance in terms of Social Skills**

<b>Social Skills</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Description</b>
1. The no-fail policy gives me the strength to ask others questions I don't understand.	3.47	1.167	Neutral
2. The no-fail policy gives me the confidence to speak up more about my ideas.	3.50	1.167	Agree
3. The no-fail policy allows me to be cooperative with the teachers and students.	3.70	1.055	Agree
4. The no-fail policy encourages me to engage in more social activities rather than focusing on my schoolwork.	3.37	.928	Neutral
5. The no-fail policy decreases my sense of competitiveness and allows me to have a stronger bond with my classmates.	3.43	1.040	Neutral
<b>Overall</b>	<b>3.4940</b>	<b>1.0714</b>	<b>Average Level</b>

Among the four mentioned indicators, the indicator " The no-fail policy allows me to be cooperative with the teachers and students" got the highest mean of 3.70, described as Agree. The indicator with the lowest mean is " The no-fail policy decreases my sense of competitiveness and allows me to have a stronger bond with my classmates" got a mean score of 3.43, described as Neutral. The overall mean rating is 3.4940, described as an Average Level.

This means that the no-fail policy allows students to be cooperative with the teachers and students. It helps them become less pressured to be at the top of the class, so they can freely display friendship rather than rivalry. While the

indicator " The no-fail policy decreases my sense of competitiveness and allows me to have a stronger bond with my classmates" got the lowest mean of 3.43, it only reveals that the no-fail policy does not totally decrease the sense of competitiveness of the students and that the no-fail policy is not the only option for them to form stronger bonds as classmates.

This conforms to the study of Academic stress, Parental Pressure, Anxiety and Mental Health among Indian High School Students (2015), that the majority of parents chastised their children by comparing their performance to that of the class's best performer. As a result, instead of friendship, competitiveness develops among the participants. As students are relieved of the pressure to "never fail" in class, cooperative learning is allowed to emerge.

Table 4.6 presents the data on determining the level of impact of the no-fail policy on academic performance in terms of learning behavior.

**Table 4.6 Level of Impact of the No-Fail Policy on Academic Performance in terms of Learning Behavior**

<b>Learning Behavior</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Description</b>
1. The no-fail policy provides me fewer worries about deadlines.	3.43	1.357	Neutral
2. The no-fail policy allows me to be honest on all tests and activities even at home.	3.47	1.074	Neutral
3. The no-fail policy gives me the discipline to prioritize my school works before anything.	3.83	1.053	Agree
4. The no-fail policy pushes me to become responsible for complying with all of my school tasks on time.	3.63	1.066	Agree
5. The no-fail policy does not affect me in listening attentively during online classes or watching recorded videos to understand the lecture.	3.20	1.095	Neutral
<b>Overall</b>	<b>3.5120</b>	<b>1.1290</b>	<b>High Level</b>

Among the four mentioned indicators, the indicator " The no-fail policy gives me the discipline to prioritize my school works before anything" got the highest mean of 3.83, described as Agree. The indicator with the lowest mean is " The no-fail policy does not affect me in listening attentively during online classes or watching recorded videos to understand the lecture" got a mean score of 3.20, described as Neutral. The overall mean rating is 3.4940, described as a High Level.

This means that the no-fail policy disciplines the students to prioritize their school works before anything. It shows the sense of priority the students have in their academics. That even though they are given a forgiving schedule, they would still give priority in doing their tasks. The indicator “The no-fail policy does not affect me in listening attentively during online classes or watching recorded videos to understand the lecture” got the lowest mean. It indicates that the no-fail policy does not fully influence students' ability to listen attentively to any form of learning modalities in order to understand the lecture. It implies that it is a choice and the eagerness of the students to improve their behavior by knowing its necessity and importance to learn, not totally influenced by the no-fail policy.

It is supported by the study Procrastination, Deadlines, and Performance: Self-control by Pre-commitment (2002) that although such time-inconsistent preferences may form serious obstacles to following a planned course of action, they can be overcome. In addition to exercising willpower to resist temptation (Hoch & Loewenstein, 1991; Muraven & Baumeister, 2000), people can bind, or pre-commit, their behavior (Prelec, 1989; Schelling, 1992; Strotz, 1956; Thaler & Shefrin, 1981; Wertenbroch, 1998).

## Summary of Findings

The main objective of this study was to investigate the impact of no-fail policy on the academic performance of the learners amidst the pandemic. Thirty (30) respondents participated in the study from the school of Kidapawan Doctor's College Incorporated. The researchers used descriptive correlational design through a quantitative approach and surveyed thirty students to obtain the data part of the content of the research paper.

First, we divided our questions based on the three aspects: (a) Learning enthusiasm, (b) Social skills, and (c) Learning behavior with five questions each. The statements we propped are straightforward to have an accurate outcome. After gathering our data, we then examined the respondents' answers for each aspect. For the learning enthusiasm, among the four indicators, the indicator "The no-fail policy reduces my fear of disappointing my family, friends, and society" got the highest mean of 3.73, described as Agree. The indicator with the lowest mean is "The no-fail policy assures me of having fun while studying" and got a mean score of 3.17, described as Neutral. The overall mean rating is 3.4920, described as an Average Level. In social skills, the indicator "The no-fail policy allows me to be cooperative with the teachers and students" got the highest mean of 3.70, described as Agree. The indicator with the lowest mean is "The no-fail policy decreases my sense of competitiveness and allows me to have a stronger bond with my classmates" and got a mean score of 3.43, described as Neutral. The overall mean rating is 3.4940, described as an



Average Level. And lastly for the learning behavior, the indicator " The no-fail policy gives me the discipline to prioritize my school works before anything" got the highest mean of 3.83, described as Agree. The indicator with the lowest mean is " The no-fail policy does not affect me in listening attentively during online classes or watching recorded videos to understand the lecture" got a mean score of 3.20, described as Neutral. The overall mean rating is 3.4940, described as a High Level.

## **Conclusions**

The following conclusions were drawn based on the study's findings.

Students can still have learning enthusiasm, even when they know they can't fail. The results from 4.4 show that the no-fail policy won't make students lose interest in studying. When there are tons of distractions in every nook and cranny, it takes a lot of self-control and discipline to prioritize schoolwork and give it their best, despite forgiving deadlines. In this generation, such behavior is rare. But table 4.6 demonstrated that the students take on this kind of behavior. Table 4.5 in terms of Social Skills also shows that friendship, rather than rivalry, grows among the students. In a classroom, it is normal to have that competitiveness among peers. But in a no-fail policy setting, although not completely, they lose that competitiveness. The students try to help one another to learn.

We can now return to the main questions of this study. (1) Is there any impact of the no-fail policy on the performance of the learners amidst the pandemic in terms of learning enthusiasm, social skills, and learning behavior? (2) Would students take classes seriously knowing they have a 0% chance of failing? The answers to these questions are both "yes". Our findings show that there is an impact of the no-fail policy on the students' performance in all three aspects. Remarkably, positive impacts. They retain the enthusiasm in learning, no-fail policy setting or not, but with less pressure and academic stress. There is also a positive shift in their behavior among their peers. The results also say that the students would take classes as they normally would, no-fail policy or not. This just means that the students are aware of the importance of academics. Whether our evidence is a result of a deliberate response or a biased self-perception is a question for future research.

## **Recommendations**

In connection with the study conducted, the researchers suggest to the concerned individual, groups, institutions, or future researchers make the following recommendations:

While the no-fail policy may be appropriate for lower grades, it is not appropriate for high school or senior high. Older students are capable of coping.

Although there are considerations, the no-fail policy is not it. Students who don't understand the material are pushed on to another level because the no-zero marking approach allows them to pass with no effort. We learn from failures more than success. Students will not strive for better grades if there are no failures, and they will not be prepared for the real world in the future. Instead, think of mastery-based education, which helps children master a set of abilities that are appropriate for their grade level. Students advance to the next level if they have mastered a skill. For example, in a math class, students may work on mastering the multiplication table. They move on to another skill after demonstrating competency a certain number of times. Students that are struggling will not receive failing grades. Instead, they practice concepts until they understand them, and then they move on. Teachers will provide students with progress reports that include what they still need to learn. Students can progress to the next grade level if they have acquired the necessary abilities by the end of the school year. Fast learners can advance quickly and excel, while slower learners will have all the time they need.

## CHAPTER V

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: Mrs. Sotera G. Cartalava



### Education

Elementary : New Israel Elementary School SY 2015-2016  
: Valedictorian  
Junior High School : New Israel High School SY 2019-2020  
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March 22, 2022

**JONALYN G. ALMARIEGO**

Principal

Senior High School Department

Kidapawan Doctors College Inc.

Lanao, Kidapawan City, Cotabato

Ma'am:

Greetings!

In partial fulfillment of our requirements for our subject Practical Research II, we grade 12 students of STEM 12B namely: Sheena Mae G. Cartalava, John Ritzy C. Buenaflor, and Ronabel Mae Z. Galvez would like to ask for permission to conduct a research study entitled "No-Fail Policy: Impact on the Academic Performance of the Learners Amidst the Pandemic".

In connection with this, we would like to ask your good office to allow us to conduct our research study in your vicinity. Rest assures that the date we will gather will remain absolutely confidential and to be used in academic purpose only.

We believe that you are with us in our enthusiasm to finish the requirement as compliance for our subject and to develop our well-being. We hope of your positive response on this humble matter. Your approval to conduct this study will be greatly appreciated.

Respectfully Yours,

Sheena Mae G. Cartalava

John Ritzy C. Buenaflor

Ronabel Mae Z. Galvez

Recommending Approval:

  
**VANNESA JOY BUNGAOS**

Practical Research II Teacher

Approved by:

  
**JONALYN G. ALMARIEGO**

KDCI- SHS Principal

## **APPENDIX B**

### **TITLE OF STUDY**

**“No-Fail Policy: Impact on the Academic Performance of the Learners Amidst the Pandemic”**

### **RESEARCHERS**

Sheena Mae G. Cartalava, John Ritzy C. Buenaflor, Ronabel Mae Z. Galvez

### **PURPOSE OF STUDY**

The purpose of this research is to find out how the no-fail policy impacts learners' academic performance amidst the epidemic. Looking into these will provide a better understanding of how learners perceive the policy in terms of academic performance amidst the pandemic.

### **STUDY PROCEDURES**

The researcher will attempt to contact respondents for a survey, and they will be asked to respond to statements using the survey questionnaire's options. For example, all items in the survey ask respondents to rate how much they agree with a statement (strongly disagree to strongly agree). The survey will take approximately 15-20 minutes. As a secondary procedure, participants will receive a notification letter, the consent form, and a copy of the questionnaire to complete and return using google form submission.

### **RISKS**

We anticipate no risks associated with participating in this study as no identifying details about respondents are collected. All survey responses will be kept entirely private. You have the choice of declining to answer any or all questions, as well as terminating your involvement at any moment.

### **BENEFITS**

Your participation in this study will not provide you with any immediate benefits. However, we expect that the findings of this study will benefit students, teachers, school administrators, parents, and other researchers. You will be helping increase our knowledge of the impacts of the no-fail policy on the academic performance of the learners amidst the pandemic.

## **CONFIDENTIALITY**

Your responses to this survey will be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

State measures are taken to ensure confidentiality, such as those listed below:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet or google drive in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

## **CONSENT**

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

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 DAVID HOWARD L. CAMBARIGAN	
	
	
 Rhea J. Sanyor	
	

**APPENDIX C**

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Good day,

We are a grade 12 student of STEM strand from Kidapawan Doctor's College Incorporated. To complete our study as a requirement of our subject, we are presently conducting a study entitled, " No-Fail Policy: Impact on the Academic Performance of the Learners Amidst the Pandemic."

You have been chosen as one of the respondents in the said study. May we request you to complete this research instrument. There are no right or wrong answers. Kindly provide our honest responses to all the items in this instrument.

We would appreciate it if you will not leave any item unanswered. Rest assured that your responses will be kept in strict confidence. Your contribution is very much appreciated.

Thank you.



## SURVEY QUESTIONNAIRE

### **Section A: Socio-Demographic Profile**

#### **1. Age**

☐ 13-15 years' old

☐ 19-21 years' old

☐ 16-18 years' old

☐ 22 years' or older

#### **2. Sex**

☐ Male

☐ Female

#### **3. Grade Level**

☐ Grade 11

☐ Grade 12

### **Section B: Academic Performance**

The statements listed below will measure the level of impact of the no-fail policy on your academic performance. Please use the accompanying answer scale and description to indicate your level of agreement or disagreement with each statement by encircling one of the five options:

- |   |   |                   |
|---|---|-------------------|
| 5 | – | Strongly Agree    |
| 4 | – | Agree             |
| 3 | – | Neutral           |
| 2 | – | Disagree          |
| 1 | – | Strongly Disagree |

<b>A. Learning Enthusiasm</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. The no-fail policy assures me of having fun while studying.	5	4	3	2	1
2. The no-fail policy encourages me to try my best in doing school work.	5	4	3	2	1
3. The no-fail policy helps me to be passionate about learning new lessons.	5	4	3	2	1
4. The no-fail policy reduces my fear of disappointing my family, friends, and society.	5	4	3	2	1
5. The no-fail policy made me study for the sake of learning rather than passing the exams.	5	4	3	2	1

<b>B. Social Skills</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. The no-fail policy gives me the strength to ask others questions I don't understand.	5	4	3	2	1
2. The no-fail policy gives me the confidence to speak up more about my ideas.	5	4	3	2	1
3. The no-fail policy helps allows me to be cooperative with the teachers and students.	5	4	3	2	1
4. The no-fail policy encourages me to engage in more social activities rather than focusing on my schoolwork.	5	4	3	2	1
5. The no-fail policy decreases my sense of competitiveness and allows me to have a stronger bond with my classmates.	5	4	3	2	1

C. Learning Behavior	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The no-fail policy provides me fewer worries about deadlines.	5	4	3	2	1
2. The no-fail policy allows me to be honest on all tests and activities even at home.	5	4	3	2	1
3. The no-fail policy gives me the discipline to prioritize my school works before anything.	5	4	3	2	1
4. The no-fail policy pushes me to become responsible for complying with all of my school tasks on time.	5	4	3	2	1
5. The no-fail policy does not affect me in listening attentively during online classes or watching recorded videos to understand the lecture.	5	4	3	2	1