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Research Article

Locking of MS Teams Assessment: An Intervention to Improve Promptness of Pupils'Submission of Math Quizzes

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Abstract

Since the pandemic started, XUGS has continued the mission of education through online learning. They utilized the MS Teams platform as a medium for teaching and learning. The teachers observed the delay of pupils' submission and as a result, this study focuses on the intervention through locking of MS Teams Assessment to improve the promptness of the pupils' submission of Math quizzes. The objective of this study is to determine the number of pupils who submitted in a specific time range, duration and their quizzes scores. More so, it also seeks the perceptions from pupils, parents, and teachers about the intervention. It revealed that this intervention is very effective in improving promptness of pupils' submission in which 80% of the population of pupils submitted their quizzes in less than 30 minutes, given the 10-15 items with one hour allotted time. This result is consistent from Quizzes 1, 2, and 3. Also, the intervention gained positive feedback from pupils, parents, and teachers. Based on the perspective of pupils, 80% Agree; and 100% of teachers Strongly Agree that the locking of MS Teams is very effective in improving the promptness of pupils' submission. And 95% of the parents perceive their son/daughter is practicing time management at home because they have deadlines set by the teacher in the MS Teams. These findings support the idea that this intervention should be continued in this new mode of learning, in which schools use learning management systems like MS Teams to improve the promptness of students' submissions by locking them in.

Keywords: Technology, Online Learning, Procrastination, LMS, Distant Learning, Deadlines, Promptness

Introduction

The online mode of learning or known as distance education was based on the premise that education was possible without the face-to-face interaction between the pupil and teacher (Kentnor, 2015). Xavier University Grade School (XUGS) is adapting the online mode of learning using the Microsoft online learning platform, MS Teams. It is an effective platform in the new normal set-up (Shalin Hai-Jew, 2020). Gaddis and Margaret (2020) indicated that technology adoption to facilitate blended learning promotes the academic success of all types of students. Moreover, the proper use of information technology promotes and develops a variety of skills in students, such as mathematical skills, communication skills, critical thinking skills, problem-solving, teamwork, and research skills (Reinhold et al., 2020). With this, there are two concepts applied in the online mode of learning: synchronous and asynchronous (Liu & Mu, 2011).

Since online learning is changing the landscape of education, there is this challenging gap that is evident in the asynchronous mode which is the likelihood of procrastination because of the self-directed nature of the e-learning environment (Won You, 2014). This is parallel to the prevalent issue observed by the XU - Grade School teachers in their online learning which is the delay of pupils' submission. As a result, teachers constantly check MS Teams from time to time, adjusting grades by adding the newly turned in scores of the quizzes, which have caused stress to teachers because of the undone work. According to Cerezo et al. (2016), one of the most performed online learning activities is the submission of online assignments in the learning management system.

The researchers witnessed some testimonies from teachers of Xavier University Grade School about their personal experiences prior to the intervention. Most of the XUGS teachers encountered pupils with INCs due to late submission of outputs such as seat works, quizzes, and performance tasks. Some instances would even come to worst where the quarter has already ended yet a pupil is still catching up with missing requirements. One of the teachers has stated that with her class, she had 90% of pupils marked with INCs. Overall, the XUGS teachers were convinced and considered the intervention of locking the MS Teams assessment as effective in improving the promptness of pupils' submissions.

Procrastination is a prevalent phenomenon in online settings due to the relatively flexible environment

(Won You, 2014). In relation to this, teachers encountered difficulties in following up their pupils with incomplete works (INCs) on seat works, quizzes, and performance tasks. These pupils were too complacent and dependent on their teachers' reminders which apparently shows that they lack commitment in their studies in the flexible mode of learning. In line with this, it has been observed that the pupils' submission of requirements was delayed despite them being given ample time. As cited by (Hong, J., et al., 2021) that despite the benefits of online learning, facilitating students' learning on online platforms is still challenging.

Along with this, one of the challenges students experience in taking an online class is the ability to submit work consistently and on time (Sun, 2014). Yet the consistency in which students submit work can be tied to their achievement in the online class (Atchley, Wingenbach et al., 2014). It seemed that the deadlines were being taken for granted since the system is not locked and still accepts late submission of outputs. The research also revealed that through information technology the students have been given ample resources to finish any task assignments or project in relation to online learning (Gashi, 2020).

In relation to this, the researchers came up with an intervention to lock the assessments in the MS Team. This is one of the strategies to improve the promptness of submission of the pupils to prevent academic failure (Kokok, et.al 2021). The goal of this intervention is to analyze pupils' online learning behaviors and provide timely support in their learning process (Lu et al., 2018). This is to improve the problem of promptness of submission of the pupils' requirements. This will also help the pupils develop a sense of responsibility and proper time management by being time conscious in complying with their assigned tasks. By doing so, this will benefit both the pupils and the teachers.

Research Objectives

This action research assessed the locking of Math quizzes in MS teams as an intervention of the promptness of submission of the Grade 5 pupils. Specifically, it sought to answer the following research questions:

1. How effective is the locking of Math Quizzes in the MS Teams as an intervention to improve the promptness of the submission of the pupils' works, in terms of the following:
   1.1 Number of Pupils who turned in the Quizzes;
   1.2 Pupil's quiz duration; and
   1.3 Pupil's quiz scores?
2. What are the perceptions in locking of MS teams as perceived by:
   2.1 Pupils;
   2.2 Parents; and
   2.3 Teachers?

Methodology

Research Setting

In order to overcome the current COVID 19 challenge, Xavier University-Grade School, a PAASCU Level I accredited school, introduced flexible learning. Flexible learning is used to reduce learning disruptions, maintain learning continuity. Microsoft Teams (MS Teams) is the learning management system used by Xavier University- Grade School to provide lessons and activities to students during synchronous and asynchronous classes.

Xavier University-Grade School is a Catholic-Jesuit educational institution that is inspired by the charism of St. Ignatius de Loyola and is devoted to appreciate, preserve, and enrich one's cultural heritage. It envisions to develop men and women of character who can be leaders in the community, nation, and the world through its five C's – Christ Centeredness, Competence, Compassion, Commitment, and Cultural Integration.

The locking of the assessments in the MS Teams was conceptualized by the researchers as an intervention to address the concerns of the XUGS teachers with the pupils' prompt submission of their Math Quizzes.

The participants of this study were the intermediate level (Grade 5) Math subject teachers, Grade 5 pupils, and their respective parents. Thus, they are the main source of the data. For the teacher-participants, we have the Grade 5 Math teachers of the Xavier University Ateneo de Cagayan. For the pupil-participants, we have 20 pupils from the two sections (5- Miki & 5- Morse), and 20 parent-participants of the Grade 5 pupils. All pupils, the cooperating teachers of this study, and those who do not manifest interest in participating in this study are excluded as participants.

Sampling

This study made use of practical action research design. According to Mills (2011), practical action research is a systematic inquiry conducted by the teachers, administrators, counselors, or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information.

Moreover, this study made use of the convenient sampling wherein out of the 6 sections in Grade 5, the two sections namely Grade 5- Miki, and Grade 5- Morse, were the remaining available sections for this study since the rest were already invited by other research teams. Apart from that, only few were willing to participate in our study. Among the two sections with a total number of 42 pupils, only 28 of them responded and accepted the invitation. Furthermore, out of the 28 pupils, only 20 pupils were included since their respective parents gave an approval for them to participate as well in this study.

This study specifically finalized the list of participants in accordance to the convenient availability and willingness to participate of the targeted number of participants needed to participate in this study. These are the 20 pupils, 20 parents, and the 5 Math-subject teachers of Grade 5 level, sections Miki and Morse, from Xavier University Grade School (XUGS).

Data Gathering

Research Instruments

This study used tally sheets and likert scale as research instruments, which were all researcher-made, in collecting the data for the study.

For objective 1, a tally sheet was used to record the pupils' data of their submission, which aimed to determine the effectiveness of locking of assessments in the MS Teams as an intervention to improve promptness in the submission of Math 5 quizzes, in terms of the number of pupils who turned in the quizzes, pupil's quiz duration and timestamp of their submission and pupil's quiz scores. Out of the five teacher-participants, only one teacher was given a tally sheet since only she handles the two sections. Thus, the raw data for this tally sheet was recorded by her.

For objective 2, a likert scale through a Google form with 4 as the strongly agree and 1 as strongly disagree was utilized to determine the perspective about the locking of MS Teams Assessment. The Google form consisted of eight statements; (1) familiarity with how to use the MS Teams platform, (2) Awareness that MS Teams assessments will have deadlines and will be locked, (3) MS Teams improves the promptness of the submission, (4) MS Teams molds and trains pupils to be responsible, (5) MS Teams improves time management skills, (6) Locking the MS Teams causes anxiety, (7) MS Teams challenges pupils to make their requirements earlier, and (8) Subject teachers incorporate promptness in the rubric.

This likert scale form was given to the 20 Grade 5 pupils, 20 parents, and 5 teacher- participants. All of the statements were just the same and were only varied to determine their perspective in locking in the assessments of the MS Teams.

All of these research instruments underwent a process of validation and reliability check. Face validity was used to measure and examine this study with the help of the research experts affiliated with the School of Education of Xavier University - Ateneo de Cagayan. Validation procedures took place in the month of August of the academic year 2021-2022 with two validators, namely Dr. Mia Phoebe B. Ajo and Dr. Jovelyn G. Delosa, who checked the said instruments. Some of their recommendations were incorporated in the final version of the tools on this paper.

Data Gathering Procedures

Before the implementation of the intervention

This paper underwent an ethics review by the Research Ethics Board of Review of Xavier University Ateneo de Cagayan to validate any information needed for the study. In addition, this study secured approval from the Xavier University Grade School, the school year 2021-2022, had the initiative to lock all the assessments in the MS Teams for all grade levels and subjects prior to our planned implementation, which is an advantage for this research study.

The first thing the researchers did prior to the implementation of this study was all of the informed consent and informed assent forms were distributed to the targeted two sections of the Grade 5 pupils with the help of the cooperating teachers and the Grade 5 Math teachers. Consent forms were posted through the MS Teams as an assignment. Secondly, the pupils together with their parents were invited to join the action research orientation that took only thirty (30) minutes, the orientation was hosted by the research assistants and the cooperating teachers. This activity aimed to orient both the pupils and the parents of the expected output and to answer their queries regarding this study. As for the teacher-participants, an informed consent form was distributed to them by the cooperating teachers through MS Teams.

All of the participants were asked to read with thorough understanding, fill out the consent forms, and return with their signature to signify that they formally allowed themselves to be involved in this study. Both the consent forms of the pupils and parents were submitted through the MS Teams assignment tab of the Grade 5 pupil.

During the implementation of the intervention

In this school year 2021-2022, Xavier University Grade School had the initiative to lock all the assessments in the MS Teams for all grade levels and subjects prior to our planned implementation, which is an advantage for this study. The Grade 5 Math teachers gave 15- item quizzes, as a summative test, to the pupils for a duration of 3-4 weeks. During the first quarter of this implementation, they had live quizzes in which the pupils needed to answer the quiz with their camera on for a time duration of 1 hour, and with a 30-minute allowance before closing the MS teams in accepting the submission of quizzes. For the next remaining quarters, teachers only spent at least 10-minute orientation in class and the Grade 5 pupils were given 1 hour, with a 30-minute allowance. The 30-minute allowance is given by teachers' prerogative and pupils were not informed of that fact considering the ample time given for them to finish and submit the quiz. After the given 1 hour and 30 minutes, the MS Teams will be locked and the pupils cannot submit their quizzes anymore.

Thirdly, the Google forms for both the 20 pupils and the 20 parent-participants were posted through the MS Teams account of the pupil as an assignment in the tab. They were given a week to submit the forms and were reminded time by time. They were expected to answer one Likert scale through a Google form which sought to determine their perceptions in locking of quizzes in the MS teams.

After the implementation of the intervention

The information recorded from the tally sheets and Google forms is always confidential and no one else except the researchers had access to the results.

The fourth step that the researchers did was after all the data was completed and gathered from all of the participants, Google form links were locked so that the participants would no longer have access. All of the submitted and returned Google forms were ready for calculation of frequency distribution, mean, and median.

As for the tally sheets returned by the only one teacher who handles the two sections, pupils' data was individually selected. A total of 42 pupils' data were returned to the researchers but it was narrowed down to 20 data as one tally sheet, in order that the data of the tally sheet for the 1st objective will be the same as the data of the pupil-participants in the 2nd objective.

As for the Google forms returned by the 20 pupils and 20 parent-participants, the results were summarized in a Google sheet and the pupils were paired with their respective parents. They were all easily paired since all of them stated their names.

Lastly, all of the data gathered were prepared for data analysis, findings, implications, and conclusions.

Result

This aims to discuss the findings and the results of the data gathered from the participants and aim to answer the two objectives of this study.

Week 1

Table 1.1 *Number of Pupils who turned in the Quiz*

		Qualifying Statements					
		Very Prompt (14-20pupils)		*Prompt (7-13 pupils)*		*Late (1-6 pupils)*	
		f	*%*	*f*	*%*	*f*	*%*
Week 1	Section A	8	40%	4	20%	0	0
	Section B	5	25%	3	15%	0	0
Week 2	Section A	12	60%	0	0%	0	0
	Section B	8	40%	0	0%	0	0
Week 3	Section A	8	40%	4	20%	0	0
	Section B	7	35%	1	5%	0	0
	Mean	16	80%	4	20%	0	0

The result shows that 80% of pupils qualify for the criteria of very prompt and 20% of pupils are prompt. Based on the observations, pupils are able to review their answers before turning in their quiz, and are able to verify their answer based on the instructions learned from the lesson. In addition, it is also evident that pupils are time conscious upon answering the quizzes since they were informed beforehand about the locking of MS Teams. Hence, their ability to manage time successfully is positively related to academic performance (Balduf, 2009) and also contributes to the ability students show in submitting assignments on time in their online coursework (Michinov et al., 2011).

Table 1.2 *Pupil's Quiz Duration*

		Qualifying Statements					
		Very Prompt (less than 30minutes)		*Prompt (30 minutes - 1hour)*		*Late (more than an hour)*	
		f	*%*	*f*	*%*	*f*	*%*
Week 1	Section A	8	40%	4	20%	0	0
	Section B	5	25%	3	15%	0	0
Week 2	Section A	12	60%	0	0%	0	0
	Section B	8	40%	0	0%	0	0
Week 3	Section A	8	40%	4	20%	0	0
	Section B	7	35%	1	5%	0	0
	Mean	16	80%	4	20%	0	0

The results show that 80% of the pupils are very prompt and 20% of pupils are prompt in submitting their three quizzes. This means that the pupils are able to answer the 10-15 items in less than an hour. Based on the observations, the pupils have ample time in reviewing their answers and have the confidence to turn in their quizzes early or on time. As for the teachers, they make sure to remind the pupils time by time about the deadline. Also, it might be that most of the pupils find Mathematics as an engaging subject and they find the quizzes interesting. As observed, this is the major indicator of students' success in online courses that can be measured through the recording of the student's ability to manage their time and stay on task or pace (Balduf, 2009).

Table 1.3. *Pupils Quiz Score*

		Qualifying Statements							
		Outstanding (15 points)		*Very Satisfactory (10-14points)*		*Satisfactory (5-9 points)*		*Unsatisfactory (0-4points)*	
		f	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Week 1	Section A	1	5%	5	25%	6	30%	0	0
	Section B	1	5%	4	20%	2	10%	1	5%
Week 2	Section A	2	10%	4	20%	6	30%	0	0
	Section B	1	5%	5	25%	2	10%	0	0
Week 3	Section A	1	5%	9	45%	2	10%	0	0
	Section B	2	10%	3	15%	3	15%	0	0
	Mean	3	15%	10	50%	7	35%	0	

The researchers computed the mean of each quiz and the result is very satisfactory *(Quiz 1: 10.45; Quiz 2: 10.6; and Quiz 3: 11.6*). The results also revealed that 50% of the pupils scored very satisfactory and 15% pupils are outstanding. Based on the observations, these pupils are performing well. Indeed, they learned the lessons effectively because of their good participation during the lesson discussion and considering the fact that the lessons were taught in the same week as the quiz was given. In contrast, there are 5% of the pupils who scored unsatisfactory. This means that they got scores below the passing score. From the observations, these pupils experience difficulties in their learning process such as low focus during the instructions. Prior to the quiz, he/she failed to study the concept, hence faced difficulties in solving math problems. Moreover, external factors such as internet connections, and distractions occur which are not conducive to taking the quiz.

Delving deeper into these figures, there are probably factors that affect the quiz scores such as the difficulty level of quiz items and student-related factors (Guven, 2017). A TIMSS study that investigated the effect of self-efficacy in 4th and eighth-grade mathematics students, and it found that students' self-efficacy remarkably affects students' achievement in mathematics (Evans, 2015). It is through the capabilities of the pupils through his/her learning from the lesson he can succeed in the quiz.

Table 1.4 *Mean of Quizzes Scores*

	Quiz 1	Quiz 2	Quiz 3
1	15	15	15
2	15	15	15
3	14	15	15
4	14	14	14
5	14	14	14
6	13	13	14
7	13	13	13
8	13	13	13
9	12	12	12
10	11	11	11
11	10	11	11
12	9	10	11
13	9	9	11
14	8	9	10
15	8	7	10
16	7	7	8
17	7	7	8
18	7	6	8
19	6	6	8
20	4	5	5
Median	**10.5**	**11**	**11**

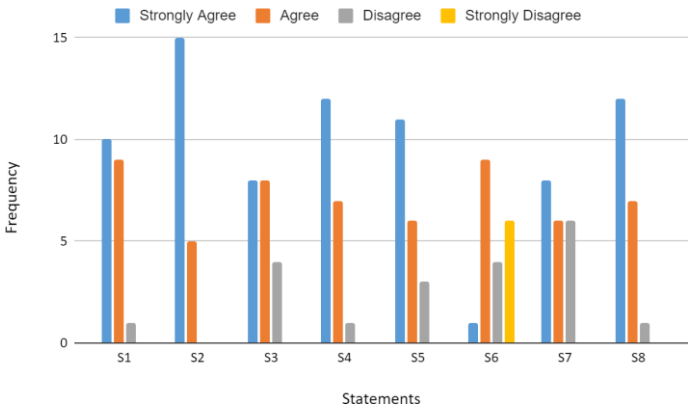
Table 1.5 *Median of Quizzes Scores*

Students	Quiz 1	Quiz 2	Quiz 3
1	4	11	15
2	7	9	11
3	15	13	15
4	9	12	8
5	13	11	10
6	9	7	11
7	10	7	8
8	6	15	14
9	7	9	8
10	14	13	10
11	12	10	8
12	8	6	13
13	15	13	13
14	14	15	15
15	7	7	14
16	8	5	5
17	13	15	12
18	11	14	11
19	13	14	11
20	14	6	14
Mean	**10.45**	**10.6**	**11.3**

The following Bar graphs are the summary result of the perceptions from pupils, parents and teachers in locking the MS Teams as an intervention to improve the pupils' promptness of submission.

Table 1.6. *Pupils' Likert Scale Results*

Statements	*Strongly Disagree (1)*	*Disagree (2)*	*Agree(3)*	*Strongly Agree (4)*
1. I am familiar with how to use the MS Teams platform/application.	0	1	9	10
2. I am aware that MS Teams assessments have deadlines and will be locked.	0	0	5	15
3. Locking the assessments in the MS teams improves the promptness of the submission of my works.	0	4	8	8
4. Locking of the assessments in the MS Teams molds and trains me to be responsible.	0	1	7	12
5. Locking of the assessments in the MS Teams improves my time management skills.	0	3	6	11
6. Locking of the assessments in the MS Teams causes anxiety.	6	4	9	1
7. Locking of the assessments in the MS Teams challenges me to make my requirements earlier or as soon as the assignment will be posted.	0	6	6	8
8. Subject teachers incorporate promptness in the rubric in assessing my performance task outputs.	0	1	7	12



Bar Graph 1 Pupils' Likert Scale Results

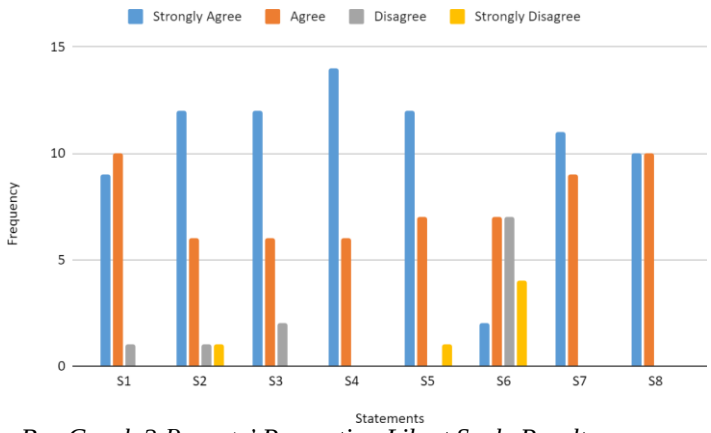
The majority of the pupils (10 or 50% strongly agree and 9 or 45% of the population Agree) are familiar with how to use the MS Teams application. It is evident that most of the pupils find navigating the MS Teams easy to master how to use the platform. However, there is one pupil (1 or 5% of population Disagree) who are not familiar. Based on the observations, he/she experiences difficulties in navigating the MS Team most of the time. Besides, he/she might have not attended the orientation conducted before the formal class starts. Being familiar with using the MS Teams application is essential for the pupils to succeed in online learning. On the other side, teachers feel apprehensive and not suitably equipped to teach via wholly (or mostly) online particularly as they themselves may be still learning to use some of the platforms (Jaques & Salmon, 2007; Little-Wiles & Naimi, 2011; Rucker & Downey, 2016; Schmidt et al., 2016; Thorsteinsson, 2013).

According to Cerezo et al., (2016), one of the most performed online learning activities is the submission of online assignments in the learning management system. Prior to every submission, XUGS Grade 5 Teachers remind the pupils about the coming quiz deadline. Moreover, all pupils (15 or 75% strongly agree & 5 or 25% of population agree) that they are aware or informed that MS Teams assessments have deadlines and will be locked. Otherwise, they will comply with the consequences. Based on the observations, they submitted their three quizzes very promptly. Pupils' awareness about the deadlines and locking is the result of the conducted orientation and constant prompt of teachers. Thus, delays in studying weekly learning materials, participating in activities, and completing tasks are typical procrastination in e-learning, and the consequence of procrastination in e-learning is considered more damaging on achievement than procrastination in traditional classrooms (Tuckman, 2005).

Based on the pupils' experience (8 or 40% strongly agree & 8 or 40% agree) majority believe that through locking of MS Teams, it improves the promptness of their submission. This means that the locking of MS Teams is very effective and qualifies to the criteria. As observed, the pupils are fully aware of the locking and its consequences. Conversely, there are pupils (4 or 20% of the population) who disagree. The locking of MS Teams did not bother them to submit promptly. Based on the observation, pupils encounter technical difficulties or internet failure. The perception of pupils (12 or 60% strongly agree & 7 or 35% agree) admit that this trains them to be responsible. Due to the fact that they were able to submit the quizzes on time, it made them perceive that they are diligent with their studies. Therefore, this implies that this result is very effective. Thus, student internet self- efficacy and metacognitive strategies play important roles in student online inquiry learning (Tsai and Tsai, 2003).

The Locking of MS Teams is very effective, where the majority of pupils (11 or 55% strongly agree & 6 or 30% Agree) that through locking of MS Teams help them manage their time. Thus, students who work consistently and turn in work on time tend to display learner self-control and a proactive learning approach to their coursework (Cavanaugh, Lamkin, & Hu, 2012). Given that the locking of MS Teams is implemented, the pupils (9 or 45% of population) agree that it causes them anxiety. Based on the observations, they are academically pressured to immediately do the tasks. But, (4 or 20% disagree & 1 or 5% strongly disagree) disagree that they do not feel pressure or anxious when the MS Teams are locked. This intervention shows as being moderately effective (8 or 40% Strongly Agree & 6 or 30% Agree) that this gives them a challenge to do their tasks as soon as possible when it is posted. Indeed, e-learning allows for a learner-centered, and self-paced (Zhang et al., 2012). In contrast, there are pupils (6 or 30% of the population) disagreeing that locked MS Teams is not a challenge for them. Furthermore, the majority of pupils (12 or 60% Strongly Agree & 7 or 35% Agree) that the criteria of promptness was included in the rubric given by the teacher. Giving the rubric to the pupils is setting a standard to them and promptness is expected to be observed. Overall, the results of the Mean of the pupils perception shows the average of their responses per statements *(S1:3.5; S2:4; S3: 3; S4:4; S5:4; S6:2.5; S7:3; & S8:4).*

Parents' Perception



Bar Graph 2 Parents' Perception Likert Scale Result

Table 1.7. *Parents' Likert Scale Results*

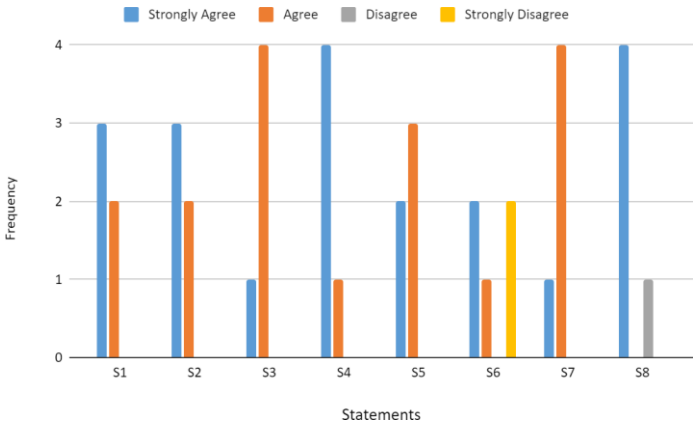
Statements	*Strongly Disagree(1)*	*Disagree(2)*	*Agree(3)*	*Strongly Agree (4)*
1. My child is familiar with how touse the MS Teams platform/application.	0	1	10	9
2. My child is aware that MS Teams assessments have deadlines and will be locked.	1	1	6	12
3. Locking the assessments in the MS teams improves the promptness of the submission of the child's works.	0	2	6	12
4. Locking of the assessments in the MS Teams molds and trains my child to be responsible.	0	0	6	14
5. Locking the assessments in the MS Teams improves my child's time management skills.	1	0	7	12
6. Locking of the assessments in the MS Teams causes anxiety to my child.	4	4	7	2
7. Locking of the assessments in the MS Teams challenges my child to make his or her requirements earlieror as soon as the assignment will be posted.	0	0	9	11
8. Subject teachers incorporate promptness in the rubric in assessing my child's performance task outputs.	0	0	10	10

The bar graph shows the perceptions of the parents about the locking of MS Teams through a likert scale. It shows that all of the parents (9 or 45% Strongly Agree & 10 or 50% Agree) believe that their child is already familiar with how to use the MS Teams. They assume full responsibility to know the context of their child with their capacity, especially in this new mode of learning. Aside from that, they observe that their child can easily navigate the MS Teams with less of their help. Given the fact that, the parent role as a learning coach is one of the most critical components for student success in K-12 online learning (Currie-Rubin & Smith, 2014). The result also revealed that the majority of parents (12 or 60% strongly agree & 6 or 30% Agree) agree that their children are aware that MS Teams have deadlines and will be locked. The pupils might ask for help or set time at home working on his/her tasks.

The intervention is very effective, based on the perspective of the parents that through the locking of MS Teams improves promptness of their child's submission (12 or 60% Strongly Agree & 6 or 30% Agree). This makes them believe that it is very effective that through the locking of MS Teams trains their child to be responsible (14 or 70% Strongly Agree & 6 or 30% Agree). Parents may observe a positive change of behavior or routine in terms of working the requirements. However, the results also revealed that parents think that the locking of MS Teams causes anxiety to their child (7 or 35% Agree & 2 or 10% strongly disagree). They might observe that their child is occupied in accomplishing the task before locking the MS Teams.

Based on the criteria, it is very effective because the majority of parents (11 or 55% Strongly Agree & 9 or 45% Agree), that the locking of MS Teams is a challenge to their child to accomplish the task as soon as possible. And all of the parents think that being prompt in submission is highly appreciated and incorporated in the rubric to boost the performance of the pupils (10 or 50% Strongly Agree & 10 or 50% Agree). Overall, the results of the Mean of the parents' perception shows the average of their responses per statements *(S1:3; S2:4; S3: 4; S4:4; S5:4; S6:2; S7:4; & S8:3.5).*

Grade 5 Teachers' Perceptions



Bar Graph 3 Teachers' Perception Likert Scale Results

Table 1.8. *Teachers' Likert Scale Results*

Statements	*Strongly Disagree(1)*	*Disagree(2)*	*Agree(3)*	*Strongly Agree (4)*
1. All of the pupils are familiar with how to use the MS Teams platform/application.	0	0	2	3
2. All of the pupils are aware that MS Teams assessments have deadlines and will be locked.	0	0	2	3
3. Locking the assessments in the MS teams improves the promptness of the submission of the pupils' works.	0	0	4	1
4. Locking of the assessments in the MS Teams molds and trains the pupils to be responsible.	0	0	1	4
5. Locking of the assessments in the MS Teams improves the pupils' time management skills.	0	0	3	2
6. Locking of the assessments in the MS Teams causes anxiety to the pupils.	2	0	1	2
7. Locking of the assessments in the MS Teams challenges the pupils to make their requirements earlier or as soon as the assignment will be posted.	0	0	4	1
8. I incorporate promptness in the rubric in assessing my pupils' performance task outputs.	0	1	0	4

The results show that all of the teacher-respondents (3 or 60% Strongly Agree & 2 or 40% Agree) perceived that all of their pupils are familiar with accessing the MS Teams application. They believe that it is essential to know the functions of this software because the MS Teams application caters their synchronous and asynchronous activities for the teaching and learning process of pupils. In fact, it is a powerful software system enhancing learning and provides automated delivery of the course content and tracking of the learning progress of the students (Dalsgaard, 2006). With this, the recently concluded orientation helps them to know the function of it.

The teachers are implementing the locking of MS Teams assessment, hence, it was observed that the teachers always remind their pupils of the upcoming deadlines. Then, the teachers (3 or 60% Strongly Agree & 2 or 40% Agree) believe that their pupils are fully aware of the deadlines and locking of the submission portal. Based on their observation, the results show that the locking of MS Teams improves the promptness of the submission of the pupils' works (4 or 80% Agree & 1 or 20% strongly agree of the population). In fact, teachers can attest through the pupils' data submitted to them. Thus, the majority of teachers (4 or 80% Agree & 1 or 20% Strongly Agree) believe that through locking of MS Teams trains their pupils to be responsible. In fact, students who work consistently and turn in work on time tend to display learner self-control and a proactive learning approach to their coursework (Cavanaugh, Lamkin, & Hu, 2012). This means that it is very effective in which time management is developed for pupils (3 or 60% Agree & 2 or 40% strongly agree). Nevertheless, according to some teachers (2 or 40% Strongly Agree & 1 or 20% Agree) that this intervention causes anxiety to pupils. They might have experienced that the pupils asked for an extension due to time pressure. Similarly, pupils may be pressured when he/she sees that other learners have already finished the task. The teachers (4 or 80% Agree & 1 or 20% strongly agree) perceived that the locking of MS Teams served as a challenge to pupils to work the requirements as soon as possible. These results revealed that this intervention is very effective which yields the pupils to be more proactive to their academic deliverables. Lastly, the results show that all teachers (4 or 80% Agree or 1 or 20% strongly agree) incorporate the value of promptness in the rubric in assessing the outputs of their pupils. This encourages the pupils to be prompt as part of the grading. Overall, the results of the Mean of the teacher's perception shows the average of their responses per statements *(S1:4; S2:4; S3: 3; S4:4; S5:3; S6:3; S7:3; & S8:4).*

Discussion

This section discusses the study's consequences based on the research findings. The primary goal of this study is to determine whether the locking of MS Teams assessment helps in improving the promptness of pupils' submission of their math quizzes.

Based on the presented findings of the first objective of the study, the researchers infer that 80% of Grade 5 pupils are very prompt (less than 30 minutes) and 20% are prompt (30 minutes to an hour) in submitting their Math quizzes. This data revealed congruent results from quiz 1, 2, and 3. With this result, the researcher developed an impression that the time duration of the quiz should be appropriate to the number of items in the quiz. Furthermore, teachers should also consider the level of difficulty in every quiz item before setting a time as a duration for a quiz.

On the other hand, the scores of the quizzes are varied thus, it is not connected to the promptness of pupils' submission. (Nieberding, M., & Heckler, 2021), studied the relationship between completion time, grades and ACT scores, he found out that the completion time was very weakly correlated with ACT

scores. As per the result, the locking of MS Teams should be continued to be implemented in this online learning which can develop the value of responsibility through prompt submission of pupils' work. Besides, teachers can have one time to check, record, and return the quiz with feedback.

In summary, clearly more research is needed to better measure the effectiveness of locking the MS Teams Assessments. The researchers perceive that it would be better to first establish and gather data before the intervention where the pre-locking is documented. This can then be the comparative baseline data after the implementation of locking the MS Teams.

Based on the findings of the second objective of this study, the perceptions from the pupils, parents and teachers (39 or 86%) are favorable in the locking of the MS teams which they believe improves the promptness of pupils' submission. In fact, 70% of pupils admitted that through the locking system it challenges them to make requirements as possible when it is posted. According to Cavanaugh, Lamkin, and Hu (2012), students who work consistently and turn in work on time tend to display learner self-control and a proactive learning approach to their coursework. This is then supported by the 100% of teachers who also believe that this trains their pupils to be responsible for their requirement as per the result of 100% of pupils submitted very promptly in the recorded three quizzes.

Hence, the criteria of promptness is incorporated in his/her rubric in assessing pupils' output. Consequently, 95% of the parents perceived their son/daughter practicing time management at home because they have deadlines set by the teacher in the MS Teams.

Conclusion

This study examines the effectiveness of locking of MS Teams Assessment as an intervention to improve the promptness of the submission of math quizzes. The researchers come to the following conclusion based on the findings: locking of MS Teams is very effective in improving the promptness of pupils' submission. The majority of the Grade 5 pupils agree that locking of MS Teams assessment helps them to be more responsible, time- conscious, to refrain from procrastinating, and to practice promptness in submissions. Online learning is completely new for them and requires intensive work and being at home, there is an increased amount of distractions and opportunities to lose focus on the work given.

The distractions arise because of the amount of time we spend on asynchronous learning. While learning online offers the ultimate freedom to organize your studies around your private and professional commitments, it can lead to complacency and a false sense of security if the appropriate dedication and time is not set aside for serious study, and that's when procrastination arises. The intangible, digital nature of e-learning means that bad time- management could lead to failure. Time management is something that can be practiced and working towards any goal requires dedication and motivation and, on the face of it, studying online can seem fraught with opportunities to lose these qualities.

This study finds the locking of MS Teams as beneficial to both the teachers and the pupils which, from the consistency of the findings, the teachers' intervention of locking the MS Teams assessment contributes to improving the pupils' promptness of their submissions.

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