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Effectiveness of a Tracking Sheet Intervention in Improving Student Performance in Home Economics

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ABSTRACT

The tracking sheet is a self-monitoring tool in which students record their tasks, outputs, and progress. This study examined changes in students' Home Economics performance following a tracking sheet intervention and assessed its perceived usefulness, effectiveness, and implementation challenges as a basis for an action plan. Using a mixed-method, one-group pretest–posttest design, the study involved 70 purposively selected Grade 9 learners at Pres. Sergio Osmeña Sr. National High School, Toledo City, Cebu, Philippines. Second-quarter and third-quarter grades provided pre-intervention and post-intervention measures following four weeks of tracking sheet use, while a researcher-developed questionnaire gathered student perceptions and reported challenges. Descriptive statistics and a paired-samples t-test were employed. Mean performance increased from 87.29 to 89.99, a gain of 2.70 points, with a statistically significant difference ($t = 9.105$, $p < .001$). The proportion of students rated Outstanding increased from 32.86% to 64.29%. Students rated the intervention's usefulness as High (mean = 4.03) and effectiveness as Very High (mean = 4.21); technical difficulties were the most frequently reported challenge. The findings indicate improved performance during the intervention period and favorable student perceptions. Teachers should consider regular tracking sheet use with timely feedback and accessible printed or offline alternatives. The single-school sample, short duration, and absence of a control group limit causal interpretation and wider generalization. The study contributes context-specific evidence for improving formative monitoring in practical education, supporting educational and institutional sustainability and Sustainable Development Goal 4 (Quality Education).

Keywords: *vocational education, Student Performance, Student Perceptions, Tracking Sheet, one-group pretest-posttest design*

1. INTRODUCTION

Home Economics, as a component of Technology and Livelihood Education (TLE), develops practical competencies that support learners' personal development, technical proficiency, and preparation for future livelihood opportunities. In the Philippines, effective instruction in skill-based learning areas requires assessment practices that enable teachers to monitor competency development and provide timely instructional support. The Department of Education (2024) continues to recognize TLE as an important learning area within the country's evolving basic education curriculum. Recent educational research emphasizes the importance of formative assessment, performance monitoring, and feedback in strengthening student achievement. Yao et al. (2024) demonstrated the positive contribution of formative assessment to learning outcomes across K–12 educational settings, while Dignath et al. (2023) established that structured monitoring tools can improve academic achievement and support self-regulated learning. Similarly, Brummer et al. (2024) highlighted the importance of feedback characteristics and learning contexts in determining the effectiveness of digitally delivered instructional feedback. One practical application of these principles is the use of tracking sheets, which allow learners and teachers to document completed activities, monitor assessment results, and identify competencies requiring improvement. Amima et al. (2024) examined Google Spreadsheets as a means of monitoring student academic progress, illustrating the potential of accessible digital tools for organizing and evaluating assessment information. However, the effectiveness of such an intervention within secondary-level Home Economics instruction requires context-specific investigation. This study therefore examined the effectiveness of a tracking sheet intervention in improving the Home Economics performance of Grade 9 learners at Pres. Sergio Osmeña Sr. National High School in Toledo City, Cebu, Philippines. It investigated student performance before and after implementation, learners' perceptions of the intervention, and challenges encountered during its use. The findings served as the basis for a proposed action plan intended to strengthen classroom monitoring and instructional support.

Research Problem

Monitoring student performance in practical subjects presents challenges because achievement involves both the understanding of theoretical concepts and the demonstration of technical competencies. In Home Economics, learners must complete performance-based activities, including tasks associated with Beauty Care and Dressmaking. These activities require continuous monitoring to identify learning difficulties, document accomplishment, and provide appropriate instructional feedback. Recent research supports the value of structured assessment practices in addressing these requirements. Sortwell et al. (2024) reviewed meta-analytic evidence indicating that formative assessment can produce positive learning outcomes among primary and secondary students, although its effectiveness varies according to implementation and assessment characteristics. Likewise, Dignath et al. (2023) reported that learning-monitoring tools can support academic achievement, particularly when monitoring is accompanied by meaningful feedback and opportunities to improve performance. Digital assessment tools offer additional possibilities for organizing learner information. Amima et al. (2024) demonstrated the application of Google Spreadsheets for monitoring academic progress, while the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2023) emphasized that educational technology must be appropriate to learners' needs, institutional resources, and instructional objectives. At Pres. Sergio Osmeña Sr. National High School, the need to systematically monitor Grade 9 learners' accomplishments in Home Economics provided the context for examining a tracking sheet intervention. Although existing research supports formative assessment and self-monitoring, the outcomes of using a spreadsheet-based tracking sheet for the particular competencies and learners involved in this study had not

been established. Accordingly, the central research problem concerned whether students' Home Economics performance differed significantly before and after implementing the tracking sheet intervention. The investigation also addressed learners' perceptions of its usefulness and effectiveness, the implementation challenges they encountered, and the development of an evidence-informed action plan.

Assumptions of the Study

The study was guided by the assumption that systematic documentation of learning tasks and performance results could strengthen students' awareness of their academic progress and support more informed learning decisions. This assumption is consistent with Dignath et al. (2023), who found that monitoring tools can support academic achievement and self-regulated learning when their design encourages meaningful reflection and adjustment. It was further assumed that providing learners with accessible records of their accomplishments could help them recognize completed activities, identify unfinished requirements, and determine areas needing improvement. Yao et al. (2024) and Brummer et al. (2024) provided evidence that formative assessment and instructional feedback can support learning, although their effectiveness depends on the nature and application of these strategies. The study also assumed that the tracking sheet's usefulness would depend on students' ability to access, understand, and consistently utilize the monitoring system. UNESCO (2023) emphasized that technology integration requires attention to access, usability, instructional suitability, and implementation conditions. These considerations were relevant to the digital tracking sheet used in the study. These assumptions provided the rationale for examining the intervention but did not establish its effectiveness in advance. Because the investigation employed a one-group pretest–posttest design, any observed improvement in performance could not be attributed exclusively to the tracking sheet without considering other possible influences.

Objectives of the Study

This study aimed to determine the effectiveness of a tracking sheet intervention in improving the Home Economics performance of Grade 9 learners at Pres. Sergio Osmeña Sr. National High School, Toledo City, Cebu, Philippines, as the basis for a proposed action plan. Specifically, it sought to describe the demographic profile of the respondents in terms of age and gender; determine their level of performance in Home Economics before and after implementing the tracking sheet intervention; establish whether a statistically significant difference existed between their pre-intervention and post-intervention performance; assess students' perceptions of the tracking sheet in terms of usefulness and effectiveness; identify the challenges encountered during implementation; and formulate an action plan based on the findings to improve the use of tracking sheets in Home Economics instruction. These objectives were consistent with the broader educational emphasis on assessment-informed instruction and learner progress monitoring. Recent evidence supports examining both academic performance and the implementation characteristics of assessment interventions to understand their educational value (Dignath et al., 2023; Sortwell et al., 2024).

Theoretical or Conceptual Basis

The study was anchored in Constructivist Learning Theory, Experiential Learning Theory, and the Technological Pedagogical Content Knowledge (TPACK) Framework. These perspectives provided complementary explanations for how students engage with learning tasks, reflect on performance, and benefit from technology-supported assessment. Constructivist Learning Theory, associated with Jean Piaget and Lev Vygotsky, emphasizes that learners actively develop understanding through experience, reflection, and interaction with their learning environment. Arega and Hunde (2025), through a systematic review of constructivist instructional approaches,

identified evidence supporting the effectiveness of learning strategies that encourage active participation and knowledge construction. In the present study, the tracking sheet functioned as a structured monitoring aid through which learners could review their accomplishments, recognize learning gaps, and respond to teacher guidance. Experiential Learning Theory, developed by David Kolb, explains learning through four interconnected processes: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Villarroel Henríquez et al. (2025) examined the application of Kolb's experiential learning cycle and emphasized the importance of integrating experience, reflection, and subsequent action to support deeper learning. This perspective was particularly applicable to Home Economics, where students develop competencies through practical activities and repeated performance. The tracking sheet supported the reflective component by providing records that learners could use to evaluate previous accomplishments and plan improvements in subsequent activities. The Technological Pedagogical Content Knowledge (TPACK) Framework, introduced by Mishra and Koehler, explains effective educational technology integration through the relationship among technological knowledge, pedagogical knowledge, and content knowledge. Fabian et al. (2024) examined TPACK-based interventions and emphasized the need to consider the integration of these knowledge domains in technology-supported teaching. In this study, the Google Spreadsheets tracking tool represented the technological component, formative monitoring and feedback represented the pedagogical component, and Beauty Care and Dressmaking competencies represented the subject-content component. Their integration provided a framework for evaluating the tracking sheet as an instructional monitoring intervention rather than merely a digital record-keeping system. These theoretical perspectives were supported by contemporary evidence on self-regulated learning and formative assessment. Dignath et al. (2023) demonstrated that monitoring tools could promote academic achievement, while Brummer et al. (2024) identified instructional feedback as an important consideration in digital learning environments. Conceptually, the study examined the implementation of a tracking sheet intervention in relation to student performance before and after its use, students' perceptions of usefulness and effectiveness, and implementation challenges. These findings informed the development of a proposed action plan for improving performance monitoring and instructional support in Home Economics.

The study aligned with Sustainable Development Goal 4 (SDG 4): Quality Education, particularly Targets 4.1 and 4.4, which emphasize quality learning outcomes and the development of technical and vocational skills (United Nations, 2025). By examining a tracking sheet intervention in Home Economics, the research supported educational sustainability through systematic performance monitoring, timely feedback, and improved assessment practices (Sortwell et al., 2024). The use of Google Spreadsheets also promoted digital and institutional sustainability by providing a practical tool for organizing student progress, although accessibility and technological limitations must be considered (UNESCO, 2023). Overall, the proposed action plan contributed to strengthening classroom assessment, instructional support, and sustainable educational practices.

2. METHODOLOGY

Research Design

The study employed a mixed-method research design incorporating a one-group pretest–posttest approach to examine changes in students' Home Economics performance following the implementation of a tracking sheet intervention. The quantitative component compared students' academic performance before and after the intervention, while questionnaire responses provided additional information regarding students' perceptions and implementation challenges (Creswell & Creswell, 2023). The students' second-quarter grades served as the pre-

intervention measurements, while their third-quarter grades represented post-intervention performance following four weeks of tracking sheet implementation. The study also assessed learners' perceptions of the intervention's usefulness and effectiveness and identified difficulties encountered during implementation. The findings provided the basis for developing a proposed action plan. As the study involved only one group without random assignment or a control group, observed performance changes could not be attributed exclusively to the intervention.

Research Locale or Study Setting

The study was conducted at Pres. Sergio Osmeña Sr. National High School, a public secondary school in Toledo City, Cebu, Philippines, during School Year 2025–2026. The institution was selected because it offered Technology and Livelihood Education (TLE), particularly Home Economics specializations involving Beauty Care and Dressmaking. The intervention was implemented during the third quarter under regular classroom conditions. Home Economics classes were conducted on weekdays, with approximately 45 minutes allotted per session. The school provided an appropriate setting for examining the practical application of tracking sheets in monitoring students' academic and performance-based competencies.

Participants or Data Sources

The participants consisted of 70 Grade 9 students enrolled in TLE–Home Economics, specifically Beauty Care and Dressmaking, during School Year 2025–2026. Purposive sampling was employed to select learners who were officially enrolled in the identified specializations and had participated in the tracking sheet intervention. The respondents included 38 male students (54.29%) and 32 female students (45.71%), ranging in age from 13 to above 15 years. Their second-quarter and third-quarter grades served as the primary sources of academic performance data, while their questionnaire responses provided information about the tracking sheet's perceived usefulness, effectiveness, and implementation challenges.

Research Instruments or Materials

The study utilized a researcher-developed tracking sheet using Google Spreadsheets and a researcher-made survey questionnaire. The tracking sheet documented students' learning activities, performance tasks, assessment scores, completed outputs, and academic progress throughout the intervention period. It served as a monitoring tool that enabled the systematic recording and review of students' accomplishments in Home Economics. The questionnaire consisted of five sections covering respondents' demographic profiles, academic performance before and after the intervention, perceived usefulness, perceived effectiveness, and implementation challenges. Its content was reviewed by a panel of experts to assess clarity, relevance, and alignment with the research objectives. A five-point Likert scale was used to measure students' perceptions, with responses interpreted using the following numerical ranges: 4.21–5.00 as Very High, 3.41–4.20 as High, 2.61–3.40 as Moderate, 1.81–2.60 as Low, and 1.00–1.80 as Very Low. Academic performance was classified using the Department of Education's grading descriptors: Outstanding (90–100), Very Satisfactory (85–89), Satisfactory (80–84), Fairly Satisfactory (75–79), and Did Not Meet Expectations (below 75).

Data Gathering Procedure

Data collection commenced with a formal request for permission from the school head of Pres. Sergio Osmeña Sr. National High School, followed by coordination with TLE teachers to identify eligible participants. After securing the necessary approvals and informed consent, the researcher oriented the students on the purpose and proper use of the Google Spreadsheets tracking sheet. The students' second-quarter Home Economics grades were obtained as baseline performance data. Subsequently, the tracking sheet intervention was implemented for

four weeks during the third quarter, allowing students to record and monitor their activities, outputs, and assessment results. Their third-quarter grades were then collected as post-intervention performance data. Following implementation, the researcher administered the questionnaire to gather students' perceptions of the tracking sheet's usefulness and effectiveness and identify challenges encountered during its application. Completed questionnaires were checked for completeness, and the collected information was encoded, organized, and consolidated in Microsoft Excel for statistical processing. The analyzed results were interpreted and used to formulate the study's findings, conclusions, recommendations, and proposed action plan.

Data Analysis

The collected data were analyzed using descriptive and inferential statistical techniques. Frequency counts and percentages described the respondents' demographic characteristics and the distribution of academic performance before and after the intervention. Mean scores and standard deviations summarized students' academic performance, while weighted means described their perceptions of the tracking sheet's usefulness, effectiveness, and implementation challenges. A paired-samples t-test was employed to determine whether a statistically significant difference existed between students' second quarter and third-quarter grades. The test was appropriate because the same participants provided both pre-intervention and post-intervention measurements. The null hypothesis was tested at the 0.05 significance level, with a p-value below 0.05 indicating a statistically significant difference. The performance results were interpreted alongside students' perceptions and reported challenges to evaluate the intervention's implementation and inform the proposed action plan. Statistical computations were performed by a statistician.

Ethical Consideration

The study observed ethical principles concerning voluntary participation, informed consent, confidentiality, and responsible data management. Permission was secured from the school administration before conducting the research, and informed consent was obtained from the participating students and their parents or guardians because the respondents were minors. Participants were informed about the study's objectives and the intended use of their academic records and questionnaire responses. Their identities and personal information were treated confidentially, and the collected data were used exclusively for research purposes. Data handling and security measures were observed in accordance with the Data Privacy Act of 2012 to protect respondents' privacy throughout the research process.

3. RESULTS AND DISCUSSION

3.1 Demographic Profile of the Respondents

3.1.1 Age and Gender of the Respondents

The findings revealed that most respondents were 14 years old (61.43%, n = 43), followed by 15-year-old students (35.71%, n = 25). Only one respondent (1.43%) was 13 years old, and another (1.43%) was above 15 years old. In terms of gender, 38 respondents (54.29%) were male, while 32 (45.71%) were female. These findings indicated that the participants were predominantly early adolescents, with a relatively balanced gender distribution. The demographic characteristics provided context for understanding students' engagement with the tracking sheet intervention. Bardach et al. (2023) emphasized the relevance of self-regulated learning and teacher support to adolescents' educational development and academic achievement. Similarly, Torres et al. (2024) demonstrated that structured opportunities for observation and self-feedback could promote reflection and self-regulatory practices among secondary school students. These

findings support the relevance of guided self-monitoring during adolescence, although the present study did not establish differences in intervention outcomes according to age or gender.

3.2 Student Performance in Home Economics Before and After the Intervention

3.2.1 Student Performance Before the Tracking Sheet Intervention

Before implementing the tracking sheet, students obtained a mean grade of 87.29 (SD = 4.91), classified as Very Satisfactory. Most respondents belonged to the Very Satisfactory category (47.14%, n = 33), followed by Outstanding (32.86%, n = 23), Satisfactory (12.86%, n = 9), and Fairly Satisfactory (7.14%, n = 5). No student received a grade below 75. Overall, 80.00% of the respondents demonstrated Very Satisfactory or Outstanding performance, indicating a relatively high baseline level of achievement. Although the students demonstrated satisfactory academic preparation, the results indicated opportunities for improving their practical competencies. Dignath et al. (2023) established that monitoring tools could support academic achievement by encouraging learners to assess their progress and adjust their learning strategies. Similarly, Yao et al. (2024) found that formative assessment positively contributed to K–12 academic achievement across different educational contexts. These findings suggest that structured monitoring and feedback may be beneficial even among learners who already demonstrate favorable academic performance.

3.2.2 Student Performance After the Tracking Sheet Intervention

Following four weeks of tracking sheet implementation, the students obtained a mean grade of 89.99 (SD = 3.67), remaining within the Very Satisfactory category but approaching the Outstanding level. The number of students classified as Outstanding increased to 45 (64.29%), while 20 (28.57%) achieved Very Satisfactory performance and five (7.14%) obtained Satisfactory grades. No respondents remained in the Fairly Satisfactory category or fell below the passing grade. The proportion of learners achieving Very Satisfactory or Outstanding performance increased to 92.86%. The improvement in mean performance and reduction in score variability suggested more favorable academic outcomes following implementation. Sortwell et al. (2024) identified positive associations between formative assessment practices and K–12 learning outcomes, emphasizing the importance of appropriate implementation. Likewise, Hepner et al. (2024) found that structured self-assessment combined with instructional support could improve aspects of students' learning regulation. These findings provide a relevant explanation for how monitoring and feedback may support academic improvement, although the present results alone cannot establish that the tracking sheet caused the observed changes.

3.2.3 Significant Difference in Student Performance Before and After Implementation

The comparison revealed that the mean grade increased from 87.29 before the intervention to 89.99 afterward, representing an improvement of 2.70 points. The paired-samples t-test yielded a reported t-value of 9.105 and a p-value below .001. Since the p-value was lower than the prescribed significance level of .05, the null hypothesis of no significant difference was rejected. The standard deviation also decreased from 4.91 to 3.67, indicating a narrower distribution of grades after implementation. The statistically significant improvement indicated that students achieved higher grades during the post-intervention assessment period. Dignath et al. (2023) reported favorable academic effects of learning-monitoring interventions, particularly when monitoring was integrated with feedback and reflection. Similarly, Yao et al. (2024) demonstrated that formative assessment practices could support measurable improvements in K–12 learning. Nevertheless, because the present study employed a one-group pretest–posttest design without a comparison group, the observed difference cannot be attributed exclusively to the tracking

sheet. Other instructional or assessment-related factors may also have contributed to the improvement.

3.3 Students' Perceptions of the Tracking Sheet Intervention

3.3.1 Perceived Usefulness of the Tracking Sheet

The students rated the tracking sheet's usefulness as High, obtaining an aggregate weighted mean of 4.03 (SD = 0.61). The highest-rated indicator was identifying personal strengths and weaknesses (WM = 4.13), followed by ease of understanding and use (WM = 4.10). Organization of classroom activities and increased responsibility for learning both received weighted means of 4.09. Motivation to perform better obtained 4.03, understanding required tasks received 3.94, and monitoring personal progress obtained the lowest mean of 3.87. All indicators remained within the High category. The findings indicated that students particularly valued the tracking sheet for promoting self-awareness, organization, and responsibility in learning. Torres et al. (2024) emphasized that structured self-feedback could encourage secondary school learners to reflect on their academic practices and recognize areas requiring improvement. Likewise, Hepner et al. (2024) demonstrated the potential value of guided self-assessment in supporting learning regulation. Dignath et al. (2023) further established that monitoring tools could improve educational outcomes when learners receive appropriate instructional guidance. These findings support the usefulness of tracking sheets as learning-monitoring tools, particularly when teachers provide clear instructions and regular feedback.

3.3.2 Perceived Effectiveness of the Tracking Sheet

The respondents rated the intervention's effectiveness as Very High, with an aggregate weighted mean of 4.21 (SD = 0.57). The highest rating concerned perceived improvement in practical skills (WM = 4.31), followed by better assessment preparation and a more structured learning experience, both receiving weighted means of 4.29. Timely teacher feedback obtained 4.27, while perceived improvement in overall performance received 4.09. The lowest-rated indicator concerned improvement in scores or outputs (WM = 4.00). Four indicators were classified as Very High, while two received High ratings. The findings indicated that students perceived the tracking sheet as particularly beneficial for practical skill development, assessment preparation, and instructional organization. Brummer et al. (2024) demonstrated that digitally delivered instructional feedback could positively affect learning performance, depending on feedback content, context, and task characteristics. Similarly, Yan et al. (2026) reported positive effects of self-assessment and peer-assessment interventions on self-regulated learning strategies and affective outcomes. These findings support the value of monitoring and feedback processes, although the respondents' effectiveness ratings represent perceived benefits rather than independent evidence of a causal effect.

3.3.3 Overall Perception of the Tracking Sheet Intervention

Overall, students demonstrated a favorable perception of the tracking sheet intervention, with a grand weighted mean of 4.12 (SD = 0.59), interpreted as High. Perceived effectiveness obtained a higher weighted mean of 4.21 (Very High) than perceived usefulness, which received 4.03 (High). Both dimensions received positive evaluations, indicating that respondents generally considered the tracking sheet beneficial to their Home Economics learning experiences. The favorable perception suggested that students recognized the tracking sheet as a helpful means of monitoring academic responsibilities and supporting practical learning activities. Yan et al. (2026) highlighted the contribution of self-assessment interventions to learning strategies, motivation, and other affective outcomes, while Dignath et al. (2023) emphasized the importance of integrating monitoring with actionable feedback. The present findings were consistent with these perspectives, suggesting that the combination of self-monitoring,

instructional guidance, and learner participation may support favorable experiences with classroom assessment tools.

3.4 Challenges Encountered in Implementing the Tracking Sheet Intervention

3.4.1 Technical and Operational Challenges

The most frequently reported difficulty was technical problems associated with the digital tracking sheet, identified by 52 respondents. Other unspecified challenges were reported by 15 students, while eight indicated that they occasionally forgot to use the tracking sheet. Four respondents considered the tool difficult to understand, three reported that completing it required excessive time, and another three indicated that it was not relevant to their learning needs. Since respondents could select multiple challenges, the total number of responses exceeded the number of participants. Technical difficulties represented the most prominent implementation concern. The prevalence of technical problems highlighted the importance of considering digital accessibility when introducing technology-supported monitoring systems. Alampay and Capule-Navarro (2023) examined electricity and internet accessibility in Philippine public schools and emphasized the importance of digital inclusion and appropriate infrastructure in educational development. Similarly, UNESCO (2023) identified access to technological resources, educational suitability, and implementation conditions as significant considerations in educational technology adoption. These findings support the need for flexible monitoring arrangements, including printed or offline alternatives, regular instructional guidance, and appropriate technical assistance. However, the present data did not identify the specific causes of the reported technical difficulties.

3.5 Synthesis of the Findings

The findings demonstrated a statistically significant improvement in the Home Economics grades of Grade 9 learners following four weeks of tracking sheet implementation. The mean grade increased by 2.70 points, the proportion of students achieving Outstanding performance increased from 32.86% to 64.29%, and the overall perception of the intervention was High. Students particularly valued its contribution to recognizing learning strengths and weaknesses, developing practical skills, preparing for assessments, and obtaining timely feedback. Nevertheless, technical difficulties remained the principal challenge. The findings were consistent with recent evidence supporting formative assessment, self-monitoring, and feedback as components of effective learning environments (Dignath et al., 2023; Sortwell et al., 2024; Yan et al., 2026). They also emphasized the importance of addressing technological barriers to sustain classroom-level implementation (Alampay & Capule-Navarro, 2023; UNESCO, 2023). Taken together, the results provided an empirical basis for developing an action plan focused on improving tracking sheet accessibility, strengthening teacher feedback, and promoting consistent student participation. The observed performance improvement was associated with the intervention period but should not be interpreted as definitive evidence of causation.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that the tracking sheet intervention was associated with a significant improvement in the Home Economics performance of 70 Grade 9 students at Pres. Sergio Osmeña Sr. National High School, Toledo City, Cebu. Following four weeks of implementation, students demonstrated higher academic performance, with more learners achieving Outstanding grades and fewer remaining in lower performance categories. The statistically significant difference between pre-intervention and post-intervention grades indicated measurable improvement during the intervention period. Students also perceived the tracking sheet as highly useful and very highly effective, particularly in identifying learning strengths and

weaknesses, improving practical skills, organizing activities, and preparing for assessments. However, technical difficulties emerged as the primary implementation challenge, highlighting the importance of accessibility and consistent instructional support. Overall, the findings demonstrate the potential of structured progress monitoring as a practical formative assessment strategy in Home Economics, although the observed improvement cannot be attributed exclusively to the intervention.

Based on the findings, Home Economics teachers are encouraged to integrate tracking sheets into regular classroom assessment practices to systematically monitor students' progress, identify learning difficulties, and provide timely feedback. Printed and offline versions should be made available to address technical difficulties and ensure accessibility for learners with limited internet connectivity or digital devices. Teachers should allocate approximately five minutes at the end of each lesson for updating tracking sheets and conduct regular reviews to encourage consistent self-monitoring. Additional instructional guidance and individual consultations should be provided to students requiring further academic support. School administrators and the Schools Division may strengthen implementation through teacher training, Learning Action Cell sessions, and the provision of appropriate instructional resources. The proposed Enhanced Tracking Sheet Intervention Program should be implemented, monitored, and periodically evaluated to determine its continued usefulness and effectiveness. Future researchers are encouraged to employ comparison groups, larger samples, and longer implementation periods to examine the intervention's effectiveness more comprehensively.

The study was limited to 70 purposively selected Grade 9 Home Economics students from one public secondary school in Toledo City, Cebu, which restricts the generalizability of the findings to other educational settings and learner populations. The one-group pretest–posttest design lacked a control group, preventing definitive causal attribution of performance improvements to the tracking sheet intervention. Furthermore, the four-week implementation period limited the assessment of sustained academic improvement. Student performance was measured using quarterly grades, while perceptions and implementation challenges relied on self-reported responses. Future studies may address these limitations through controlled research designs, longer implementation periods, and broader participant samples across different schools and TLE specializations.

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