

## **ADOLE (ADOPT A LEARNER) PROGRAM: A NETWORKING PROCESS IN IMPROVING THE ACEDMIC PERFORMANCE OF THE GRADE 11 STEM STUDENTS**

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### **ABSTRACT**

This qualitative-quantitative descriptive study sought to find out the effect of the intervention called AdoLe (Adopt-a- Learner) Program: A Networking Process. There were 18 out of 55 students who gained below 75%. The problems encountered by the students before intervention are low comprehension, working students, no form of communication, affected by Covid and lost outputs. The intervention consists of home visitation, one-on-one calls, one-on-one video calls, one-on- one audio clips, blended learning thru modular, online and radio- based information with the networking process of the different stakeholders. Based on the findings, there is a significant difference in the performance of the respondents before and after the intervention. the use of intervention has improved the performance level of grade 11 students in Personal Development.

### **Keywords:**

Adopted Learners,  
Modular Learning,  
Radio Based  
Information, Blended  
Learning, One-on-  
One, Networking

### **INTRODUCTION**

Pursuant to DepEd Order No. 32 s2020, Guidelines on the Engagement of the Services of Learning Support Aides to Reinforce the Implementation of the Basic Education Continuity Plan in time of Covid 19 Pandemic. The mechanisms, procedures and standards stipulated in this policy shall guide all DepEd schools and offices, as well as other stakeholders in the recruitment, selection, and engagement of Learning Support Aides in all public elementary and secondary schools, including senior high schools, in schoolyear (SY) 2020-2021. Modular as teaching modality was chosen among different modalities especially those who are categorized as living below poverty line. As stated by Villanueva and Nunez (2020), the availability of resources will have a significant impact on the students' distance learning journey and will widen the education gap. Some students from low-income households or remote areas do not have internet access

and gadgets. Upon choosing modular as teaching modality, most of the questions being raised during the orientation made by school were how will the students learn without the teacher; who will justify that the students learn at home; who will evaluate the student performance during discussions; and consider also the reliability and validity of the evaluated grades. Parents should be aware that they play an important role in the education of their children. Many studies show that children learn and achieve when their parents are involved. Ceka and Murati (2016) highlighted in their research that parents should take good care of their children's physical and educational development to the extent that they are able to be independent and meet the needs of the world in which they live. It has also been substantiated further by

Matilov (2002) that when parents are aware and engaged in their children's education process, the outcome may naturally be qualified as positive and motivating. In this study, parents demonstrated apprehensions, safety concerns, and a sense of responsibility. Hence, there is a need to bridge the gap in order for the learners to feel the classroom situation. This is the reason why the proponent designed an intervention entitled AdoLe (Adopt a Learner) Program: A Networking Process. This intervention is timely since there was a connection between the teachers, students and the knowledge bearer/s who serves as AdoLe Advocates. It is in a way that the students will not be left and feeling alone because they will be adopted by significant others through- out their learning endeavor.

### **Statement of the Problem**

This study aimed to determine the effectiveness of the designed intervention in improving the academic performance of the Senior High School students in Personal Development specifically in Knowing Oneself.

Specifically, it aimed to answer the following questions:

1. What is the academic performance of the students before and after the exposure of the intervention?
2. Is there a significant difference between the academic performance of the respondents before and after the exposure of the intervention?
3. What is the effect size of the intervention in improving the Academic Performance of the students?
4. What are the problems encountered by the students before the intervention?

### **Scope and Delimitation of the Study**

The AdoLe (Adopt a Learner) Program: A Networking Process is limited to the 18 Grade 11 Science, Technology, Engineering and Mathematics (STEM) Students of Isabela School of Arts and Trades, school year 2020-2021. Also, the academic grades in Personal Development were utilized and notes for the interview with regards to challenges experienced by the students.

### **How was the intervention adopted in the community?**

The AdoLe Program functioned by means of giving more information to the learners through networking of school, barangay captains, barangay kagawad and local government unit. The knowledge bearer/s, who are also teachers, served as tutors to students who have a failing grade in Personality Development subject. The students who were marked below 75% are considered as adopted learners.

This Innovation is called networking since the researcher connects and interact to the Barangay Chairmen, Knowledge bearer/s, Parents and Learners to address possible problem/s involving the learning process of the students. There was an orientation about their duties and responsibilities on why and how to adopt a learner who needs tutorial within their area of responsibility.

The AdoLe Program took for the whole duration of 2nd Quarter. The knowledge bearer/s who are considered as tutors was given 1 or 2 students as their tutee/s. The lectures were given to tutors during orientation with the researcher. In this, the students felt the existence of a teacher which affect their academic performance positively.

There was weekly feedback about adopted learner to ensure the effectivity of the intervention as well as treating the problem/s that may exist throughout the adoption.

### **METHODS AND MATERIALS**

The research used the quantitative-qualitative method. The quantitative was used to measure the data while the qualitative was used in determining the opinions and ideas of respondents through interviews. There are circumstances that there is a difference between the data revealed in quantitative and qualitative. Kowalczyk (2013) stated that quantitative research uses numbers to test hypotheses and make predictions by using measured amounts, and ultimately describe an event by using figures while Qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication. This method is not only about “what” people think but also “why” they think so.

In gaining the data the researcher identified the 18 participants, out of 55 Grade 11 STEM students, based on their grade for first quarter. The participants are those who gained a grade below 75% in Personality Development

- After identifying the participants, the researcher sought the assistance of Adviser, Barangay Captain to find for knowledge bearer/s who will be very willing to extend service;
- The signatures of school head, researcher, students, parents, Barangay Captain and knowledge bearer/s were affixed to the Memorandum of Agreement;
- An orientation was given to impart the flow of the AdoLe Program thru google meet or zoom;
- After the monitoring and evaluation, the knowledge bearer/s was given certificate of recognition and appreciation for their willingness to support the AdoLe Program from the school and the City of Ilagan, Education Sector.

### **Statistical Treatment of Data**

In determining the data needed, the following statistical tools were used to answer the research questions. Frequency and Percentage distribution was applied to get the result of the grades of the students before and after the intervention. The Paired Sample T-Test was used to determine if there is a significant difference in the grades of the students while the Eta-squared was applied to show the effectiveness of the intervention in increasing the academic performance of the students. Lastly, an interview was done to identify the problems that existed and to give solutions in the application of the intervention.

### **RESULTS AND DISCUSSION**

The participants of this study are the Grade 11- STEM students, for school year 2020-2021, who gained below the passing grade of First Quarter which is 75%. Below. Each participant was given knowledge bearer/s for tutorial based from the orientation

and lectures that was given. The ratio will be 1:1. The researcher extended the AdoLe Program to Barangay/s who gained majority number of possible beneficiaries of the intervention depend on the result of the First Quarter academic performance. The researcher made a mutual agreement between the school head, researcher, student, parent, Barangay Chairman and knowledge bearer/s within the identified Barangay.

**Table I. Frequency and Percentage Distribution of the Academic Performance of Students before the Intervention**

Descriptors	Frequency	Percentage
Outstanding	0	0
Very Satisfactory	0	0
Satisfactory	0	0
Fairly Satisfactory	0	0
Did not meet	18	100
<b>TOTAL</b>	<b>18</b>	<b>100</b>

**Table 1** presents the frequency and percentage distribution of the academic performance of the students before the intervention. Based on the table, there are 18 or 100% falls in the did not meet description or marked 75% below. This means that the students did not meet the passing grade in Personal Development. One of the most disappointing moments in a teacher's career is when a student fails. Despite the best efforts, students sometimes just don't meet the benchmarks we've set for them (Barile, 2021). This proves further that the students needed an innovation that will help them increase their academic performance.

**Table 2. Frequency and Percentage Distribution of the Academic Performance of Students after the Intervention**

Descriptors	Frequency	Percentage
Outstanding	9	50%
Very Satisfactory	8	44%
Satisfactory	1	6%
Fairly Satisfactory	0	0
Did not meet	0	0
<b>TOTAL</b>	<b>18</b>	<b>100</b>

Table 2 is the frequency and percentage distribution of the academic performance of the students after the Intervention. It reveals that there are 9 students or 50% gained outstanding mark, there are 8 or 44% very satisfactory students and (1) one satisfactory with a percentage of 6. This shows that most of the students improved their academic performance in Personal Development from below 75% to 85% and above. This further shows that the intervention AdoLe Program as a Networking Process helped the students toward their learning endeavor. One main function of the innovation is one-on-one interaction of the Adole Advocate and the adopted learner. According to White (2019), through one-on-one interactions, students learn to trust their instructors are given a completely safe space to openly share. Teachers can get to know their students fully and keep track of their progress, gauging their success and struggles. Instructors can then adjust or completely alter lesson plans, deadlines, course projects so as to fully serve the students.

Therefore, the adopted learners learned and increased their academic performance because of the one-on-one instruction after their failing grades.

**Table 3.** Significant Difference Between the Academic Performance of the Respondents Before and After the Implementation of the Intervention.

		Paired Differences					t	df	Sig(2-tailed)...	Decision	Interpretation
		Mean	Std. Deviation	Std. Error Mean	Interval of the						
					Lower	Upper					
Pair 1	VAR00001 - VAR00002	-18.16667	3.29438	.77649	-19.80492	-16.52841	-23.396	17	.000	Reject Ho	Significant

**Table 3** shows the significant difference between the academic performance of the respondents before and after the implementation of the intervention. The results show that the computed  $t$  – value is less than 0.05. Hence, the null hypothesis is rejected at 5% percent level of significance. Thus, there is significant difference in the performance of the respondents before and after the intervention. It implies that the performance after the intervention of the respondents in Personal Development is better than that of their performance before the intervention. The AdoLe Program is known as networking process. There was a communication from school head, teachers, barangay captains, parents and students. The flow of the intervention needed a constant communication of significant others to properly handle the learning problem of the students. McLeod (2019) stated that the Zone of Proximal Development of Vygotsky specified that the skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person. To assist a person to move through the zone of proximal development, educators are encouraged to focus on three important components which aid the learning process: (a) the presence of someone with skills and knowledge beyond that of a learner; (b) social interactions with a skillful tutor that allow the learner to observe and practice their skills; and (c) scaffolding, or supportive activities provided by the educator, or more competent peer, to support the student. Thus, the Teachers/Adole Advocates, Barangay Captains, and Parents act as significant others which helped in boosting the learning capability of the student.

**Table 4.** Effect Size of the Intervention in Improving the Academic Performance of the Students

Performance Mean Scores		Difference Between Means	Eta Squared	Description Effect
Before	After			
71.1111	89.2778	18.1667	5.5156	Large Effect

**Table 4** shows the results of the performance of the respondents before and after their exposure to the intervention with a mean difference of 18.1667 in favor of the performance after the intervention. The effectiveness of Adopt a Learner Program, was determined by using the Eta squared. The Cohen's D value 5.5156 indicates that

the use of intervention has improved the performance level of grade 11 students in Personal Development.

**Table 5. Problems Encountered by the Students**

Descriptors	Frequency	Percentage
Working Student	6	33%
Poor Comprehension in Module	5	28%
No line of Communication	4	22%
Affected by Covid	2	11%
Lost outputs in Barangay Hall	1	6%
<b>TOTAL</b>	<b>18</b>	<b>100</b>

**Table 5** presents the problems encountered by the students before the intervention. It reveals that there are 6 or 33% who are working students, 5 or 28% who have difficulty comprehending the modules, 4 or 22% who do not have any line of communication, 2 or 11% are affected by Covid and 1 or 6% lost outputs in Barangay Hall. This further shows that the students are experiencing difficulties in new normal education amidst pandemic. Upon interview, working students prefer to spend time working in a farm, as a helper and serves as a worker in a restaurant to help their parents earn. Those individuals who are not visual learners prefer to listen and motivated to hear explanations. The others who do not have line of communication (Oli, 2021) cannot cope up. There are some announcements wherein even their advisers cannot reach them because they do not have cellphone. The students who were affected by Covid did not pass modules on time because of their situation while the student who lost his outputs upon passing in the barangay hall created a problem. Having these kinds of problem before the intervention, the researcher made ways on how this will be treated.

### **CONCLUSION**

There were only 18 out of 55 students who gained 75% below in Personality Development; Most of the students improved/increased their grades after the intervention. There are 9 students or 50% gained outstanding mark, there are 8 or 44% very satisfactory students and (1) one satisfactory with a percentage of 6. There is significant difference in the performance of the respondents before and after the intervention. It implies that the performance after the intervention of the respondents in Personal Development is better than that of their performance before the intervention. The effectiveness of the intervention was proven by the improved performance level of grade 11 students in Personal Development. the problems encountered by the students before intervention are the following: working students, low comprehension, no form of communication, affected by Covid and lost output in the Barangay Hall.

The intervention is timely since it helped the students cope-up to the new normal. Educating the learner is not only the role of teachers but the extended help or connections of significant people in his social environment. The networking did not



focus only on the mental aspect of the child but including the socio-emotional aspect. Networking of people will eventually make a totality of molding young mind and touching their hearts.

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