

KAMAG-ARAL KO, GURO KO: A STRATEGIC INTERVENTION IN ARLING PANLIPUNAN



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ABSTRACT

The distance learning increased the learning and communication gaps not only with teachers to students but also with their classmates. Thus, the researcher conducted strategic intervention to address this learning gaps. This study aimed to assess the effectiveness of Kamag-aral Ko, Guro Ko in developing the academic performance of students in Araling Panlipunan 10 at Jacobo Z. Gonzales Memorial National High School. Prior to the intervention (Quarter 2), the mean grade of the students is 75, which corresponds to a baseline of fairly-satisfactory performance in Araling Panlipunan. After the intervention (Quarter 3), the mean AP grade increased as the number of students within the baseline decreased to 20, with 30 students indicating better grades. Still indicating a fairly-satisfactory performance, 22 students performed slightly better (76 – 79 grade bracket) while 6 students performed much better as they indicated a satisfactory performance (80 – 84 grade bracket). One student indicated a very satisfactory performance (85 – 89 grade bracket) and one student indicated an outstanding performance (90 and above grade bracket). This result suggests that the intervention has increased the grade of 60% of the students within the baseline after one quarter. Continuing the intervention across Quarter 4, the mean AP grade further increased as the number of students within the baseline decreased to 6, with 14 more students indicating better grades. Still indicating a fairly-satisfactory performance, 19 students performed slightly better (76 – 79 grade bracket) while 14 students performed much better as they indicated a satisfactory performance (80 – 84 grade bracket). There are 8 students who indicated a very satisfactory performance (85 – 89 grade bracket) and 3 students indicated an outstanding performance (90 and above grade bracket). This result suggests that continuing the intervention for another quarter has increased the grade of 88% of the students within the baseline after two quarters. The mean AP grade increases every quarter after Quarter 2. Result of the ANOVA indicates that there is a highly significant difference ($p < .01$) in AP grades after 3 quarters. Following the significant result of the ANOVA, a post hoc analysis was performed. The pairwise comparison reveals that there is a highly significant difference ($p < .01$) in mean AP grade from Quarter 1 to Quarter 2, from Quarter 2 to Quarter 3, and from Quarter 1 to Quarter 3 overall. The increase in mean AP grade from Quarter 2 to Quarter 3 is significantly higher compared to the increase in mean AP grade from Quarter 1 to Quarter 2. This suggests that the mean AP grade significantly increases in each quarter.

Keywords: *Distance Learning, Academically Challenged, Learning Gaps, Peer-Teaching*

INTRODUCTION

The COVID19 pandemic brings abrupt changes in educational system in the Philippines. This situation compelled schools to immediately switch from face-to-face learning to distance learning modality. As stipulated in DepEd Order No. 12 s. 2020 otherwise known as Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency, one of the key elements of the learning strategies that shall operationalize the BE-LCP is allowing of multiple learning delivery modalities such as distance learning and blended learning, either on top or in place of face-to-face learning.

Araling Panlipunan is a learning area that focuses on the development of social awareness, empathy, and firm commitment to our nation's common goal. It entails the use of integrated units, that allow the individual to personally process, assimilate and practice a wide range of values and life skills, including work ethic. To ensure quality education during this pandemic, Araling Panlipunan teachers in modular distance learning provide a copy of Weekly Home Learning Plan, are available to students' needs, use online resources, make assignments clear and provide ongoing feedback.

UNESCO points out that prolonged school disruptions are associated with various negative impacts on children. The longer that marginalized children are out of school, the less likely they are to return.

Based on the continuous monitoring by the Department of Education (DepEd) of the implementation of the basic Education-Learning Continuity Plan (BE-LCP) through the results of formative assessments, portfolio of

learning outputs, and other activities given to learners, there has been an identified need to address learning gaps to meet the required essential competencies. These learning gaps are attributable to reduced academic opportunities at home and substantial loss of live contact with teachers. The distance learning increased the communication gaps not only with teachers to students but also with their classmates. Thus, the researcher shall conduct strategic intervention to address this learning gap.

The purpose of this research study was to describe the impact of peer teaching on both the students and the classroom environment. It will also analyze how tutors and tutees benefit from peer teaching. The result of the study will be one of the bases in action planning for remedial program of the school in Araling Panlipunan.

METHODOLOGY

In this study one student teach and coach another student on which the first is a high performing student and the second is the academically challenged student.

The participants are the Grade 10 students who considered as academically challenged student with 75 quarterly grades in Araling Panlipunan.

Students with 95-100 quarterly grades in Araling Panlipunan 10 will be assigned as peer teachers. Peer teachers can also benefit from the process because they will be receiving certificate of recognition and a medal based on the improvement of their tutee.

The researcher utilized the purposive sampling technique. The following criteria was considered by the researchers: (1) Officially enrolled in school; (2) Grade 10 students; (3) with

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quarterly grades of 75 before the implementation of Kamag-aral Ko, Guro Ko Project.

Quarterly grades of high performing students will also be tabulated and analyzed to identify and assign peer teachers.

The student participants were oriented on the process and procedure on how to facilitate peer teaching. The performance of the students will be consistently monitored and evaluated for immediate adjustment of the strategies applied.

The researcher gathered the quarterly grades of academically challenged students in five (5) sections before and after the implementation of Kamag-aral Ko, Guro Ko Project. It will be tallied, tabulated, analyzed, and interpreted using descriptive and inferential statistics. A repeated measure one-way ANOVA was performed to compare the grades of the students in Araling Panlipunan across three quarters. Following the significant result of the ANOVA, a post hoc analysis was performed.

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RESULTS

The quarterly grades of the students in Araling Panlipunan. Prior to the intervention (Quarter 2), the mean grade of the students is 75, which corresponds to a baseline of

fairly satisfactory performance in Araling Panlipunan.

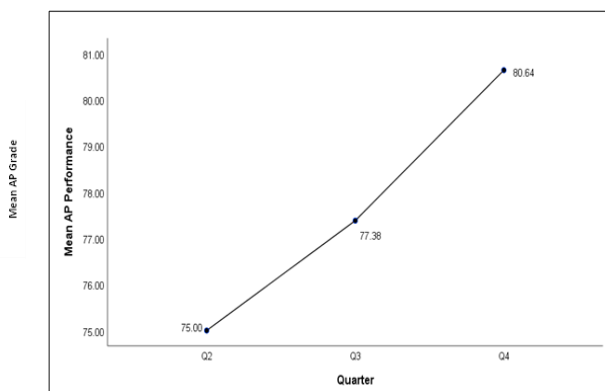
Table 1

Distribution of Quarterly Grades of AP Students (N=50)

Grade	Quarter 2		Quarter 3		Quarter 4	
	F	%	f	%	F	%
90 and above			1	2%	3	6%
89					1	2%
88					1	2%
87					1	2%
86					1	2%
85			1	2%	4	8%
84					3	6%
83			2	4%	3	6%
82					2	4%
81			1	2%	1	2%
80			3	6%	5	10%
79			7	14%	4	8%
78			5	10%	6	12%
77			3	6%	5	10%
76			7	14%	4	8%
75	50	100%	20	40%	6	12%
Mean	75.00		77.38		80.64	
SD	0.00		3.16		4.62	

After the intervention (Quarter 3), the mean AP grade increased as the number of students within the baseline decreased to 20, with 30 students indicating better grades. Still indicating a fairly satisfactory performance, 22 students performed slightly better (76 – 79 grade bracket) while 6 students performed much better as they indicated a satisfactory performance (80 – 84 grade bracket). One student indicated a very satisfactory performance (85 – 89 grade bracket) and one student indicated an outstanding performance (90 and above grade bracket). This result suggests that the intervention has increased the grade of 60% of the students within the baseline after one quarter.

Continuing the intervention across Quarter 4, the mean AP grade further increased as the number of students within the baseline decreased to 6, with 14 more students indicating better grades. Still indicating a fairly satisfactory performance, 19 students performed slightly better (76 – 79 grade bracket) while 14 students performed much better as they indicated a satisfactory performance (80 – 84 grade bracket). There are 8 students who indicated a very satisfactory performance (85 – 89 grade bracket) and 3 students indicated an outstanding performance (90 and above grade bracket). This result suggests that continuing the intervention for another quarter has increased the grade of 88% of the students within the baseline after two quarters.



A repeated measure one-way ANOVA was performed to compare the grades of the students in Araling Panlipunan across three quarters. Figure 1 shows the mean AP grade of the students across three quarters. Based on the trend tests, it can be seen that the linear trend in AP grade is highly significant ($p < .01$) compared to the quadratic trend. This indicates that the increase in AP grades across 3 quarters is convincingly linear as 60.3% of the variance in AP grade is attributed to time. This result suggests that using the intervention

significantly increases AP grade as time increases.

Table 3

Pairwise Comparison of Mean AP Grades

Quarter		Mean Difference	<i>p</i>
1	2	-2.380*	< 0.01
	3	-5.640*	< 0.01
2	3	-3.260*	< 0.01

*. Significant at the .01 level.

Following the significant result of the ANOVA in Table 2, a post hoc analysis was performed and shown in Table 3. The pairwise comparison reveals that there is a highly significant difference ($p < .01$) in mean AP grade from Quarter 1 to Quarter 2, from Quarter 2 to Quarter 3, and from Quarter 1 to Quarter 3 overall. The increase in mean AP grade from Quarter 2 to Quarter 3 is significantly higher compared to the increase in mean AP grade from Quarter 1 to Quarter 2. This suggests that the mean AP grade significantly increases in each quarter.

DISCUSSION

The quarterly grades of the students in Araling Panlipunan. Prior to the intervention (Quarter 2), the mean grade of the students is 75, which corresponds to a baseline of fairly satisfactory performance in Araling Panlipunan.

The result suggests that continuing the intervention for another quarter has increased the grade of 88%

of the students within the baseline after two quarters.

The mean of AP grade increases every quarter after Quarter 2. Result of the ANOVA indicates that there is a highly significant difference ($p < .01$) in AP grades after 3 quarters.

The increase in mean AP grade from Quarter 2 to Quarter 3 is significantly higher compared to the increase in mean AP grade from Quarter 1 to Quarter 2. This suggests that the mean AP grade significantly increases in each quarter.

The use of the intervention significantly increases the AP grade of the students after one quarter. Prolonged use of the intervention on the AP students resulted in further increase in grade.

Based on the result of the study, peer-teaching or coaching known as Kamag-aral Ko, Guro Ko can lead to improved attitudes and a more personalized, engaging, and collaborative learning experience, all of which can lead to higher achievement. For peer coach, the experience can deepen their understanding of the subject and impart confidence.

Being taught by a peer can break down barriers that may affect some students and can create a more engaging learning experience. It also aims to empower highly performing students to act as teacher and coach to those academically challenged peers.

Kamag-aral Ko, Guro Ko has a great impact both peer teachers and tutee or student at risk of failing. Using this intervention, students receive more time for individualized learning. Direct interaction between students promotes active learning. Peer teachers reinforce their own learning by

instructing others. Students feel more comfortable and open when interacting with a peer. Likewise, Araling Panlipunan teacher receives more time to focus on the next lesson.

This study also indicates that peer learning activities yield team-building spirit and more supportive relationships, greater psychological well-being, social competence, communication skills and self-esteem, and better performance in terms of enhanced learning outcomes.

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