Republic of the Philippines
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Project USER_PASS: Using Strategic IntervEntion Materials as Remediation Tool for Low Performing GrAde 8 Students in Science

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ABSTRACT

Due to learning gaps brought by the implementation of three-year distance learning because of pandemic, many of the students baffled and could not able to catch up on the lesson easily in the normal classroom discussions. They needed more learning activities before they completely understood and grasped the concept of the subject matter. But the problem was the limited time since the lessons were budgeted based on the DepEd budget of work every week. When the teacher gave time extension in every lesson, it also led to another problem. The budgeted lessons could not be tackled within its allotted time. This circumstance is one of the contributing factors on the learning gasps among the learners.

The Project USER_PASS is a proposed pedagogical project which aimed to improve the proficiency level and academic performance among Grade 8 students at Mamplasan National High School through the use of (SIM) strategic intervention material. Thirty-one identified Grade 8 students who had a low proficiency level were selected to participate in the study. The participating students were assessed based on their proficiency level and academic grade from third quarter comparing their proficiency level after using the (SIM) strategic intervention material. The results showed that there were significant improvements on the proficiency level and academic performance of the students after Project USER_PASS intervention. This indicates the effectiveness of the facilitating tool in enhancing students' proficiency level and academic performance.

Keywords: *Project USER_PASS, proficiency level, academic performance, strategic intervention material.*

INTRODUCTION

The COVID-19 pandemic has brought challenging situations for educational institutions to continually provide meaningful and significant learning for the students across all nations (Bayod, 2020). Because of the three-year distance learning implemented by the department of education, it resulted to learning gaps among the learners in the Philippines. This requires urgent action to address learning gaps and ensure smooth and continued educational pathways for all learners (OECD iLibrary Org. 2020). Learning in times of covid-19 pandemic requires extra innovation and creativity of the teachers (Etheldredha TW., Yuliana S. 2020).

One of the objectives of the Department of Education is that no learners will be left behind. This ensures that all learners were given the equal chance to learn better in school and develop their least mastered skills (Cordova R. C. et al. 2020). Strategic Intervention Material, an instructional material for remediation purposes is one of the solutions employed by the Department of Education (DepEd) to enhance academic achievements of students performing low in the field of science and technology. DepEd Memorandum No. 117 section 2005 stated that the National Training on Strategic Intervention Materials (SIM) Development in summer 2005 was implemented.

Despite of all the challenges to education system experiencing today, Mamplasan National High school (MNHS), on the other hand, commits to support the DepEd's "newfound purpose" of the Sulong EduKalidad campaign in providing quality standards of education in the continuity of learning. The researcher is interested in utilizing intervention materials to address the learning gaps brought by the three-year distance learning implemented because of the pandemic. In the study of Govindaraju and Venkatesan (2010) mentioned that, poor teaching strategy, difficulties in learning and low performance results to school drop-outs. Hence, strategic intervention must be implemented to develop students' interest and progress their level of achievement. When the students are given the chance to learn through more senses than one, they can learn faster and easier (Suarez and Casinillo 2020).

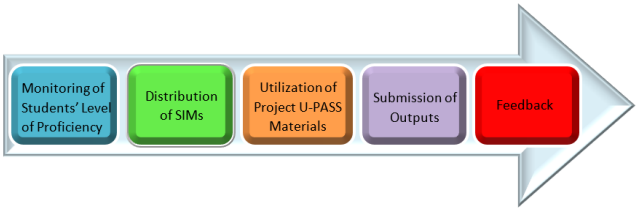
At present, in the Philippine education system, intervention materials are highly regarded as tools for remediating poor achievements of the learners (Salviejo E. et al. 2015). Whereas, Lazo D. & de Guzman M. (2021), mentioned in their study that the Strategic Intervention Material (SIM) is a learning material that helps the students to master competency-based skills which were not able to develop during a regular class. Consequently, the researcher is primarily interested in determining the least learned competencies every quarter and identifying the low performing grade 8 students and finding a way to address problem in learning gaps through the use of Strategic Intervention Materials. Hence, the researcher is also aiming to determine the effectiveness of using strategic intervention materials (SIMs) as a remediation tool for the low-performing Grade 8 students so as to enhance their academic performance in science subject.

From the previous quarters of present school year 2022-2023, the researcher, who handles Grade 8 students in Science subject, monitored the level of proficiency of the students. Upon monitoring, the researcher found out that 39 percent of the handle students are fairly satisfactory (75-79) which is 81 out of 208 students and identified as learners who needs remediation.

METHODOLOGY

This action research will be a quasi-experimental study. The researcher utilized Strategic Intervention Material (SIM) as its primary research instrument for his participating select Grade 8 students who are low-performing and marginalized. Specifically, this research determined students' improvement comparing their level of proficiency before and after using the pedagogical intervention.

The research adopted the Solution Strategy Flowchart in order to conduct the study following a strict implementation of its process.



With having the used of Strategic Intervention Materials (SIMs) as remediation tool, it improved the level of proficiency of the low-performing grade 8 students in science. It helped the students improved their academic performance at the same time enhanced the learning of the peer coaches who assisted the student-participants in this project.

This research strictly followed the step-by-step procedure to ensure the accuracy of the intervention.

A. Pre-Intervention Phase

1. The researcher sought for approval to the School Head's office to conduct the research.
2. After the approval, the researcher formed a specialized class as sampling which is composed of 31 students who were identified as low-performing based on the level of proficiency.
3. The researcher asked for parents' permission to utilize their children in the conduct of the research.
4. After the parents' approval, the researcher discussed to the participating students together with their parents to explain the mechanics of the action research.

B. Intervention Phase

1. The students received the Strategic Intervention Materials that they used for their remediation under Project USER_PASS.
2. The students asynchronously performed and answered what is in the intervention materials with the help of the assigned peer coaches during their free time before class started, recess time and whenever they have spare time in school.
3. The students accomplished the given intervention materials which were based on the least learned competencies during the third quarter period.
4. The students submitted the accomplished intervention materials and monitored by the researcher. The student-participants signed in the monitoring sheet and the peer coach as well upon submission. After checking of the submitted outputs, the parent or guardian of the participating student were informed about the result and signed on the monitoring sheet.

C. Post-Intervention Phase

1. The researcher gathered all the monitoring check list and input them using Microsoft Excel.

RESULTS

After gathering the necessary data, the researcher statistically analyzed percentage of submission rate before and after the implementation of Project USER_PASS. The significant difference was also determined.

Question 1. What is the level of proficiency of Grade 8 students in Science before the implementation of Project USER_PASS as a remediation tool?

Level of Proficiency of selected students in Grade 8 before the implementation of Project USER_PASS during 3rd Quarter. The result was gathered based on the proficiency level of each respondent. For Outstanding level (90-100), 0% or 0 out of 31 Students. Very Satisfactory level (85-89), 0% or 0 out of 31 students. Satisfactory level (80-84), 0% or 0 out of 31 students. Fairy Satisfactory level (75-79), 77% or 24 out of 31 students. Number of Learners Who Did Not Meet Expectations (Below 75), 16% or 5 out of 31 students. Number of Learners At-Risk of Failing is 7% or 2 out of 31 students.

Question 2. What is the proficiency level of Grade 8 students in Science after the implementation of Project USER_PASS as a remediation tool?

Level of Proficiency of selected students in Grade 8 after the implementation of Project USER_PASS during the 3rd Quarter. The result was gathered based on the proficiency level of each student. For Outstanding level (90-100), 0% or 0 out of 31 Students. Very Satisfactory level (85-89), 0% or 0 out of 31 students. Satisfactory level (80-84) 97% or 30 out of 31 students. Fairy Satisfactory level (75-79) 3% or 1 out of 31 students. Number of Learners Who Did Not Meet Expectations (Below 75) 0 % or 0 out of 31 students. Number of Learners At-Risk of Failing 0% or 0 out of 31 students.

Question 3. Is there any significant difference between the level of proficiency of low-performing Grade 8 students in Science before and after the USER_PASS remediation?

The overall Level of Proficiency under Satisfactory increased from 0 to 30, A decreased in Fairy Satisfactory, from 24 to 1, Number of Learners who did not meet Expectations decreased from 5 to 0 and Number of Learners At-Risk of Failing decreased from 2 to 0. It showed the significant difference between the Level of Proficiency of selected Grade 8 Students before and after the implementation of Project USER_PASS

DISCUSSION

Project USER_PASS is the proposed alternative remediation tool in science of the researcher since face to face learning modality is back. The focal point of the researcher's problem concentrates on the enhancing of proficiency level of the low-performing students. It aimed to address the problem in poor proficiency level of the 14% (31 students) of the total enrollment in grade 8. Henceforth, since the students completed the use of SIM as remediation tool, it improves their proficiency level as well as their academic performance.

Students need to undergo remediation class if teachers want them to improve their proficiency level and their academic performance as well. Of course, teachers should also give attention in supervising students' performance and attendance specially the academically challenged students. With that being said, SIM is an effective alternative remediation tool to aid the students' poor proficiency level. Given their learning setup nowadays is back to face to face learning modality, it can still also be used as learning tool everytime that there's a distance learning due to class suspension.

In a nutshell, the result of this action research proved that the use of Project USER_PASS as alternative remediation tool has a significant difference and can improve the proficiency level of the students and improve as well their academic performance. This showed that when students are given accessible resources in self-learning, with adequate guidance from their peer and concrete plan, they are going to cope with the proficiency level.

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