



Republic of the Philippines  
Department of Education

REGION IV-A CALABARZON  
CITY SCHOOLS DIVISION OF BIÑAN CITY

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**PROJECT PASTE AP (PEER ASSISTING STUDENTS TO ENHANCE ACADEMIC PERFORMANCE): A LEARNING INTERVENTION TO ENHANCE ACADEMIC PERFORMANCE OF GRADE 10 T.L.E. STUDENTS**



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### **ABSTRACT**

The Project PASTE AP (Peer Assisting Students To Enhance Academic Performance) is a pedagogical project which aimed to improve the academic performance of Grade 10 T. L. E. students of Mamplasan National High School through peer coaching and intervention. After the second quarter of school year 2022-2023, the researcher found out that, out of 139 students, 20 students or 14% have gained a grade of 79 and below. 6 student or 4% FAIRLY SATISFACTORY or with grades from 75-79, 13 students or 9% gained a mark of 71-74, and 1 student or 1% attained a grade of 70 or as it is called under DepEd's level of proficiency, at risk of failing. These students were selected to participate in this study. Under this study, the participating students were given an intervention material and a designated peer coach, who would guide them in answering the intervention materials. The results showed that there was a significant improvement on students' academic performance. This indicated the effectiveness of the project.

**Keywords:** Peer Coaching, Intervention, Technology and Livelihood Education, Cookery 10, Level of Proficiency

## INTRODUCTION

DepEd Order No. 025, s. 2022, states that, Grades 1 to 11 learners who got a grade ranging from 75 to 79, described as Fairly Satisfactory based on DepEd Order No. 8, s. 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, in any learning area, shall attend enrichment classes instead of remedial classes as the latter is designed for those learners who failed in not more than two learning areas. The conduct of enrichment classes is one of the strategies in the Learning Recovery Plan of the Department. They are designed to improve learners' level of attainment of the Most Essential Learning Competencies (MELCs) to ensure their readiness for transition to the next grade level. Their grade shall no longer be recomputed as their attendance shall be voluntary, with due consent from their parents/ guardians.

Since the outbreak of Covid 19, The whole nation was affected not only the economy but also the Educational System. This pandemic brought a lot of stress and problems to a lot of people, especially to students who continue their study through modular distance learning. Students stay at home while studying the lesson by themselves or with the help of their older siblings and parents. In effect, now that we are slowly coming back to the old system of education, which is the face-to-face learning modality, there are obvious gaps in Education. There are students who can't read, students who are left behind. And as an educator, the researcher must do something to bridge this gap in education. Intervention is one of the keys to bridge this gap. A peer coaching/assisting is an intervention the researcher wants to implement in her TLE 10 class.

Peer, is one who belongs to the same societal group especially based on age, grade, or status according to Merriam-webster dictionary (<https://www.merriam-webster.com/dictionary/peer>)

Peer coaching is characterized by personal management, confidentiality, and supportive behavior, like in friendship. Successful peer coaching requires encouraging learners to interact together, encouraging positive interdependence, personal responsibility, preparation of learners' interpersonal relation skills, and reflection and evaluation of group processes. (Lee, Kyung-Hwa; Bae, Cheol-Woo; Park, Jung-kil, 2022)

In Mamplasan National High School, there are 230 students in grade 10. It was divided into 5 sections, out of these 5 sections, 3 sections were handled by the researcher. There are approximately 45-48 students in every section, thus the researcher handled 139 students or 60% of grade 10 students.

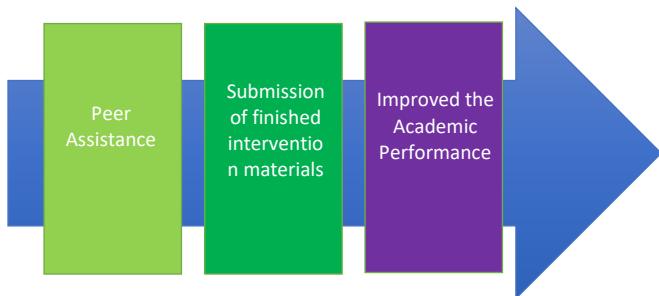
From the second quarter of this school year, 2022-2023, the researcher found out that, out of 139 students, 20 students or 14% belong to 79 and below or with grades from 75-79, below 75 and at risk of failing according to Level of Proficiency. With the use of peer coaching/assisting plus the use of intervention materials, the researcher targeted to increase the academic performance of these students.

Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (CGPA) (Tadese, M., Yeshaneh, A. & Mulu, G.B. Determinants of good academic performance among university students in Ethiopia, 2022).

## METHODOLOGY

This action research introduced Peer Assistance in improving student's Academic Performance. Those students who belong to FAIRY SATISFACTORY to AT-RISK OF FAILING based on Level of Proficiency last Second Quarter had a "study buddy", who not only helped them in their study but also assisted them in completing the different activities and tasks they were not able to submit.

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



From the figure above, the flow of the research started with peer assistance. The selected volunteered students will play as the peer coaches (study buddy), they are asked to assist the student who belong to Fairy Satisfactory to At-Risk of failing.

After answering the intervention materials with the assistance of the peer coaches, the respondents submitted the materials to the teacher/ researcher.

The researcher checked the intervention materials of the students and in effect, it helped to enhance the academic performance of the students.

The respondents for this research were previously enrolled Grade 10 students at Mamplasan National High School. All grade 10 students undertook the face-to-face learning modality.

Each section in grade 10 was heterogeneously grouped. This means that the students were sectioned diversely.

The primary research instrument used in this study was the intervention materials, wherein each individual respondent had a peer assistant (study buddy) who assisted them study the lesson and answer the intervention materials. This includes the Level of Proficiency, Peer Assistance and Submitted Intervention Materials.

To describe the student's submission rate quantifiably, this research used the percentage rate.

## RESULTS

After collecting the necessary data, the researcher statistically analyzed their performance task result through the help of her statistician. This was conducted to prove the effectiveness of using the Project PASTE AP as a pedagogical intervention in improving students' academic performance.

The percentage rate was utilized to see the level of proficiency before and after the intervention.

After the thorough analysis, the following results were discussed below:

Question 1. What is the quarterly level of proficiency of the participating students in their 2<sup>nd</sup> quarter?

Overall, 30 % of the respondents belong to Fairy Satisfactory level (75-79), 65% belong to number of learners who did not meet expectations (Below 75) and 5% belong to Number of Learners At-Risk of Failing.

Question 2. What is the quarterly level of proficiency of the participating students in their 3<sup>rd</sup> quarter and in their 4<sup>th</sup> quarter?

For the 3<sup>rd</sup> Quarter, Overall, 5% of the respondents belong to Very Satisfactory level (85-89), 65% belong to Satisfactory level (80-84), and 30% belong to Fairy Satisfactory level (75-79)

For the 4<sup>th</sup> Quarter, Overall, 5% of the respondents belong to Outstanding level (90-100), 30% belong to Very Satisfactory level (85-89), 40% Belong to Satisfactory level (80-84) and 25% belong to Fairy Satisfactory level (75-79)

Question 3. Is Project PASTE AP have any significant effect on the academic performance of the Grade 10 TLE students after the Project PASTE AP?

The overall Level of Proficiency in Outstanding level increased from 0% to 5%, Very Satisfactory level from 0% to 30%, Satisfactory level 0% to 40%. A decreased in Fairly Satisfactory level from 30% to 25%, a decreased in Number of Learners who did not meet expectations (Below 75) from 65% to 0 % and a decreased in Number of Learners At-Risk of Failing from 5% to 0%. There was a significant difference between the Level of Proficiency of the Grade 10 students after the implementation of Project PASTE AP.

## DISCUSSION

Project PASTE AP (Peer Assisting Students To Enhance Academic Performance) is a pedagogical tool of the researcher. The center of the researcher's problem concentrates on enhancing the academic performance of Grade 10 TLE students. It aims to address the problem of students whose level of Proficiency belongs to 79 to at-risk of failing. The researcher assigned a volunteered students to be a peer coach who assist the student who got 79 and below in the Level of Proficiency.

Since the outbreak of Covid 19, The whole nation was affected not only the economy but also the Educational System. This pandemic brought a lot of stress and problems to a lot of people, especially to students who continue their study through modular distance learning. Students stay at home while studying the lesson by themselves or with the help of their older siblings and parents. In effect, now that we are slowly coming back to the old system of education, which is the face-to-face learning modality, there are obvious gaps in Education. There are students who can't read, students who are left behind. And as an educator, the researcher must do something to bridge this gap in education. Intervention is one of the keys to bridge this gap. Intervention materials and peer coaching/assisting is an intervention the researcher wants to implement in her TLE 10 class.

The result of this action research proves that "The smallest acts of kindness can make the biggest impact". It allows the

students to study and do the given intervention materials with the help and guidance of the peer coaches. With this, it helps to enhance their academic performance.

## ACKNOWLEDGEMENTS

Heartfelt gratitude for the guidance and support are offered to the following people who have become integral parts of the success of this study:

First of all, her gratitude to **God Almighty**, for His excellence in providing wisdom and strength to accomplish the action research;

**Mrs. Eleonofebiatriz A. Marasigan**, School Head, for her unwavering support in allowing the proponent to conduct her study;

**Ms. Kristela Janine A. Hortal**, Research Coordinator, for her unending support and guidance, and also as her statistician, for her mathematical prowess in interpreting the gathered data;

**Mr. Nathaniel B. Valencia**, her language editor, for his linguistic expertise in making sure that this paper is free from grammatical errors;

**Mr. Edward R. Manuel**, SEPS for Planning and Research, for his steadfast advocacy in strengthening evidence-based environment towards the schools in Binan City;

Last but not the least, her **family, friends, and co teachers**, for their understanding, encouragement and all out support which gave her inspiration not to give up and move forward.

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