

ICNSF-Honor Society: Adopt a Learner Program in Aid of the Learning Gap Experienced by the ICNSF Learners

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Abstract. This research was undertaken to give aid to the learning gap of the learners caused by the two-year lockdown brought about by the global pandemic. The intervention was crafted under the leadership and supervision of the EsP Club-ICNSF Honor Society which is the official school organization for honor students. The Senior High School members of the club were the ones tasked to do the remediation under the Adopt a Learner Program by the said club. In observance of the “No Disruption of Classes” Policy of the Department of Education, the Chairman and Club Adviser handed a letter stipulating the purpose of the program as well as the schedule for the remediation which was set every second period of their LRCP that ran for three consecutive months (October–December 2022) which was then approved by the school administration. Because of the number of available SHS club members the ratio of the remedial was at minimal thus arriving at a small sample size ($n=8$). The participants were from the JHS department and were chosen as identified by their respective classroom advisers as learners having academic challenges. The study measured the effectiveness of the program in relation to the learners’ academic performance and class participation as observed by their class adviser with their class record and anecdotal as the primary basis for their responses to the survey form they answered. The results showed that effectiveness and class participation increase and the relationship are statistically significant $\tau_b = .260$, $p=.473$. This implies that, as per observation by their adviser, their performance in the classroom has improved and is moderately attributed to the intervention provided—the adopt a learner program. However, Effectiveness and Improved Academics were not found to be significant which is constant to the perception of the participants.

Keywords: School Club, School Organization, Honor Society, Peer tutoring

1. Context and Rationale

The Department of Education has long been consistent with its mission and vision of providing quality education to our youth. School Heads, Teachers and Staff are consistently looking for inventive strategies to address global competence amongst graduates and Iligan City National School of Fisheries is not far behind. To ensure a pedagogical, educative and welcoming learning environment, Iligan City National School of Fisheries crafted the Honor Society under the EsP Department. The organization was crafted to create an avenue where learners showing exemplary academic performance

would foster and their knowledge and skills be honed. Members of the Honor Society are also expected to impart their knowledge and help the academically challenged learners.

The two-year suspension of face-to-face classes proved to be detrimental to the learners learning gains evidenced by their scores on the reading scale. This is also evident by the feedbacks of the teachers wherein they noticed that some learners who are at their prime, like grades 8 and 9 could barely read. Math teachers also experienced difficulty, some learners were somewhat in a daze in performing basic operations: fractions, laws of exponent, and dealing with positive and negative numbers. These issues and concerns are the prime focus of the Department of Education (DepEd) alongside the different schools nationwide and Iligan City National School of Fisheries (ICNSF) is one with the Department in addressing this inevitable ordeal.

It is a common knowledge that each school has different existing clubs and other student organizations. These organizations can be a contributing factor in addressing the detrimental effects of the two-year non-face-to-face education.

School clubs and organizations do not only exist to celebrate their month; Science month, English month, Filipino Month, EsP month, and many others. But more importantly, they exist to alleviate the academic performance of the learners. Thus, it is not only on the specific month, Science month for example, that they are expected to showcase and create a school-based and month-long complementary activities that will prove beneficial to the advancement of the knowledge of all learners. It is important to note, that each learning area has its monthly schedule to conduct activities that would address learning gaps and would surely spark the interest of the learners in accordance to the governing school policies on the conduct of co-curricular activities. Clubs and other student organizations exist to strengthen and further hone their knowledge and skills in the specific subject area they chose. The ICNSF-Honor Society has these objectives:

1. To strengthen the academic foundations of the learners on the core subjects
2. To have a faster and easier identification of participants for School and or inter-school contest
3. To hone the leadership skills and social competence of the learners
4. To promote peer tutoring, instill and propagate the Filipino value: “Bayanihan”

2. Literature Review

To give clarity on the nature, context, and purpose of this study, related papers, studies, journals and literatures from the internet and libraries were studied and summarized in this paper.

Othoo & Omondi (2022) in their study on the Impact of Students' Involvement in Co-curricular Activities on Academic Performance in Gem Sub Country, Siaya County, Kenya firmly suggest that participation in co-curricular activities positively influences students' academic performance. It is for this reason that the researcher is convinced that strengthening club existence by doing activities aimed at improving the academic performance of non-club members is imperative.

Cooperative learning as used in this study will pave way for the progress and attainment of the objective of the club. Additionally, cooperative learning is a viable and effective instructional method because it guarantees the building of higher-level thinking skills and academic achievements (Eyayu et al., 2018).

In a study conducted by Sumague, R. (2023) revealed that involvement in extracurricular such as joining in clubs and/or organizations influence the development of leadership skills of the students. This also boost the student's communications skulls and

improves academic performance. Student's involvement on clubs and organizations also help community.

Similarly, the researcher in this study, is convinced on the importance of having a well-structured school clubs and organization geared towards the holistic development of the learners.

Additionally, in a study by Cabejas & Mendoza (2023) showed that engaging in the different activities provided by the clubs and organizations helps develop students holistically and sustain their wellness as they face challenges in the flexible learning modality. Further, the findings also point to the need for the professionals and club moderators not only to collaborate but also to be innovative in their strategies of providing engaging and meaningful activities and programs.

With this in mind, the researcher is convinced as to the relevance of putting emphasis on the creation of school clubs and organizations for it fosters holistic development of the learners.

The researcher was able to find research study that involves high school students. According to Collings (2020) "Overall participation in extracurricular activities has been proven to be beneficial for high school students. While students participate in a wide range of activities, each one has shown to have positive impacts. These impacts include higher academic performance, greater enjoyment in school, school connectedness, higher educational attainment, and less risky behaviors. Students also were found to have a greater sense of belonging, positive impacts to their mental health, create peer and adult connections, as well as increase non-cognitive skills."

Consecutively in another study entitled "Impact of Extracurricular Activities on Academic Performance of Students at Secondary Level" the researcher found emphasized that students participating in extracurricular activities also have more self-confidence, teacher perception, and a positive attitude towards school. Additionally, the researcher further exclaimed that students participating in extracurricular activities are less likely to drop out and are more likely to achieve higher academic achievement. Participation in extracurricular activities also reduces absenteeism and late arrival of students (Anjum, 2021).

With the aforementioned study, the researcher also considered confidence as a variable and incorporated it in the questionnaire by means of perception of the learner, specifically on question number one as reflected on Table 5. Degree of agreeableness in terms of help received by the learners.

3. Research Method

A. Research Design

The researcher utilized a descriptive research design. This research design allowed the researcher to accurately define the results of the intervention by investigating if the learning gap experienced by some learners of ICNSF were successfully aided by the Adopt a Learner Program of the ICNSF-HS.

B. Sample Participants and/or other Sources of Data and Information

The participants of this study were the Junior High School (JHS) learners identified by their advisers as having difficulty across the three core subjects: English, Science and Mathematics for the current school year 2022-2023.

a. Sampling Technique

The researcher made use of a purposive sampling design since the participants of this study were the existing members of the ICNSF-Honor Society and the identified students from the JHS Department.

b. Research Instrument

Two questionnaires-One intended for the advisers and the other is intended for the Learners- was used by the researcher.

Research Instrument for the Adviser

This survey questionnaire was intended for the Classroom Advisers of the Learners. The researcher made use of a 5 point Likert scale questionnaire with 3 questions: 1- Never , 2- Rarely, 3-Sometimes, 4- Most of the Time, 5- Always.

Research Instrument for the Learners

Since the age ranged of this research study were from the Grade 7 and Grade 8, age equivalent to 13-15 years of age. The researcher made certain that research questions were easy to understand. Thus, the questions were written in vernacular form to ascertain that the respondents understood the questions thus eliminating the vagueness and assuring clarity.

C. Data Gathering Method

c.1. Data Collection Procedures

The SHS members of the ICNSF-HS were utilized to conduct remedial sessions under the Adopt a Program. A Letter was forwarded to the administration informing the conduct of remedial sessions during the LRCP period-second period only. The letter was then disseminated informing the teachers of ICNSF about the said program. The advisers from the JHS Department became the priority, thus some advisers identified some students from their advisory as having difficulty in any of the three core subjects. A total of 10 students were absorbed under the adopt a learner program. This number is small since the ratio for the remedial session is at most 1:2. That is, 1 tutor in at most 2 students. This ratio was determined by the Club Adviser to ensure that transfer of knowledge will take place and peer relationship (Ate/Kuya relationship) will be established especially that all of the identified learners were minors.

c.2. Ethical Issues

In compliance with the Data Privacy Act of 2012 and the Republic Act 7610: Special Protection of Children Against Abuse, Exploitation, and Discrimination Act. Personal information and other relative information that would jeopardize the identity of the participants were held with the utmost confidentiality. Phone numbers, name of their Facebook account, and other means of communication were subject to anonymity. Proper information dissemination was initiated by the researcher before the conduct of the study.

D. Data Analysis Plan

Measures of Central Tendency were utilized in this study to determine the progress of the learners using the questionnaire adopting a five-point likert scale. To accurately analyze the data, the researcher made use of the Statistical Package for the Social Sciences (SPSS) software program. Data and its analysis was run using this program. Additionally, Kendall's tau-b correlation was used in this study to determine the relationship between the effectiveness of the adopt a learner program to the Class Participation and Improved Academic Performance of the participants. Kendall tau-b correlation is a non-parametric

tool used to determine the relationship between ordinal variables. Moreover, it is also appropriate considering the sample size is less than 20.

Since the scope of this study did not include any previous scores and or grades obtained by these identified learners, only the adviser and the tutored learners' perception on the efficacy of the Adopt a Learner Program was determined and measured.

4. Results and Discussion

The researcher made use of the Statistical Package for the Social Sciences (SPSS) to analyze the data gathered.

Table 1. Frequency distribution in terms of class participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	12.5	12.5	12.5
	Sometimes	3	37.5	37.5	50.0
	Most of the Time	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

Table 1 shows the frequency distribution in terms of improved class participation of the participants as observed by their adviser. The results showed that out of the total sample size of n=8 participants, 4 showed improved class participation. These are the same learners who underwent tutorial sessions facilitated by the Honor Society. This implies that there is a significant improvement on the participants' classroom participation.

Table 2. Result of Kendall's tau-b Rank Correlation in terms of the efficacy of remedial sessions conducted by the Honor Society as perceived by their adviser

Variables		Correlation (tau-b)	p-value	Remarks
Effectiveness	Class Participation	.260	.473	Significant
	Improved Academics	.655	.083	Not Significant

Kendall's tau-b correlation was ran to determine the relationship between the effectiveness of the adopt a learner program to the Class Participation and Improved Academic Performance among 8 learners. The results showed that effectiveness and class participation increase and the relationship are statistically significant $\tau_b = .260$, $p=.473$. This implies that, as per observation by their adviser, their performance in the classroom has improved and is moderately attributed to the intervention provided-the adopt a learner program. However, Effectiveness and Improved Academics were not found to be significant. This might be caused by their grades having a small and negligible increment from 75-78 as reported by some of the advisers.

Table 5. Degree of agreeableness in terms of help received by the learners

Descriptive Statistics		N	Mean	Std. Deviation
Naa koy nakat-unan sa gi-tudlo	8	4.75	.463	
Maka answer nako sa quiz	8	4.25	.707	
Nakasabot ko gitudlo sa ako	8	4.50	.756	
Nakatabang ang Honor Society nako	8	4.13	1.126	
Makahimo nakog assignment basis a gitudlo sa ako	8	3.75	1.035	
Valid N (listwise)	8			

The table above shows the frequency distribution of the degree of help received by the learners extended by the members of the Honor Society. The results revealed that the participants are convinced that the program in which they are a part of has been of great help to them for the advancement of their education as reflected on the fourth question with a mean of $\bar{x}=4.13$ which is translated to “Uyon” or in the English translation “Agree”. This result is consistent to the results of the adviser’s perception on improved academic performance having no significant relationship as shown on table 4 which may be attributed to their minimal increase of grades. This result is further supported by a research study conducted by Arhin et.al. (2021) wherein they found that face-to-face tutoring significantly affected students’ academic performance.

5. Conclusion

The results of this study affirmed the importance of mobilizing the school clubs and organizations for the continued advancement of education. It is through active collaboration by the school and its stakeholders that issues and concerns on academic performance be addressed. ICNSF-Honor Society under the umbrella of the EsP Club is an example where school administration, teachers and students were able to alleviate academic gap experienced by some of the learners in the school. This innovative action should therefore be fostered for the continued development and learning of the students.

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Appendix 1: Research Instrument for Participants

Statement	1 Dili Gayud Uyon	2 Dili Uyon	3 Ok ra	4 Uyon	5 Dakong Uyon
Naa koy nakat-unan sa gipang tudlo ni ate/kuya					
Maka answer nako sa quiz					
Nakasabot ko sa gi tudlo sa ako ni ate/kuya					
Nakatabang ang Honor Society sa ako					
Makahimo nakog assignment basis a gitudlo sa ako ni ate ug kuya					

Appendix 2: Research Instrument for Advisers

Statement	1 Never	2 Rarely	3 Sometimes	4 Most of the Time	5 Always
As the adviser, I noticed an improvement of the learner who underwent tutorial sessions facilitated by the Honor Society. There is an improvement on the academic performance of the learner					
Remedial Sessions conducted by the Honor Society is one of the factors attributed to the learners' academic progress					