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AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 2142-2150

EVALUATING THE EFFECTIVENESS OF THE SUMMER ACADEMIC REMEDIAL PROGRAM (SARP) IMPLEMENTED UNDER THE CALABARZON CARE +1 ON THE ACADEMIC PERFORMANCE OF GRADE VI PUPILS AT CUENCA CENTRAL SCHOOL

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Abstract

Learners who do not meet grade-level expectations are given extended instruction during the summer break through the Summer Academic Remedial Program (SARP), implemented under the CALABARZON CARE +1 initiative of the Department of Education Region IV-A. Evidence of the program's effect on academic performance at the school level remains limited. This action research evaluated the effectiveness of SARP in enhancing the academic performance of Grade VI pupils at Cuenca Central School. A quantitative pre–post design, supplemented by qualitative teacher observations, was used with 25 pupils who participated in SARP after completing Grade V (total population sampling). Pupils' final Grade V general averages were compared with their First Quarter grades in Grade VI using the mean, frequency, and percentage, and a paired t-test. The mean general average decreased slightly from 76.88 in Grade V to 75.76 in Grade VI (mean change = −1.12 points); both values fall within the Developing Proficiency level. Of the 25 participants, 20% (n = 5) improved, 24% (n = 6) maintained, and 56% (n = 14) declined in performance. Despite the small numerical decrease, teachers' observations indicated improved classroom participation, punctuality, motivation, and confidence. SARP did not produce immediate gains in grades, but it contributed positively to learner engagement and readiness for the next grade level. Enhanced implementation is recommended through diagnostic assessments, individualized learning plans, and continuous monitoring, together with strengthened teacher capacity and parental involvement to sustain the benefits of remedial programs.

Keywords: *Summer Academic Remedial Program, CALABARZON CARE +1, academic performance, remediation, Cuenca Central School*

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INTRODUCTION

Context and Rationale

Education plays a vital role in shaping young learners' lives, and every child deserves the opportunity to succeed academically. In many classrooms, however, teachers observe that some pupils struggle to meet the minimum learning competencies because of learning gaps, inconsistent study habits, limited home support, or prolonged absences. These challenges have become more evident in recent years as schools strive to help learners recover from learning losses caused by shifting learning modalities and disrupted class schedules.

To address these concerns, the Department of Education (DepEd) Region IV-A CALABARZON implemented the Summer Academic Remedial Program (SARP) together with its CALABARZON CARE +1 regional remediation initiative, in line with DepEd Order No. 010, s. 2025. SARP extends learning opportunities to pupils who did not meet grade-level expectations during the regular school year. Through focused instruction, differentiated activities, and a nurturing environment, SARP aims to strengthen foundational skills and boost learners' confidence in their academic abilities.

At Cuenca Central School, teachers witnessed the enthusiasm and determination of the learners who participated in SARP. Many of these pupils showed renewed interest in learning, and teachers devoted extra time to providing individualized guidance. Yet an important question remains: How effective is the program in improving learners' academic performance?

Related Literature and Policy Context

DepEd policy governs remedial programs in Philippine public schools. DepEd Order No. 13, s. 2018 set the implementing guidelines for remedial and advancement classes during summer, and the 2025 summer programs are covered by DepEd Order No. 010, s. 2025. The latter provides for SARP for Grades 4 to 12 learners who failed one or two subjects, alongside regional remediation programs focused on reading and mathematics, such as CALABARZON CARE +1 (Department of Education [DepEd], 2018, 2025).

Local studies suggest that targeted remediation can improve learner outcomes, although the evidence is modest. In a pretest–posttest study of two groups of Grade 5 pupils (n = 50 each), Asio and Jimenez (2020) found that pupils given differentiated remediation activities in Technology and Livelihood Education rose from 55% to 91% of the possible score, compared with a rise from 53% to 57% in the comparison group. Bebis and Prieto (2023) studied 40 Grade 3 learners at the frustration reading level and found significant pretest–posttest gains among those in remedial classes (mean score from 10.10 to 16.40), although their posttest scores did not differ significantly from those of the comparison group. Jumao-as et al. (2025) reported that 31 Grade 4 pupils moved from the frustration to the instructional reading level after a reading remediation program, with significant improvement in comprehension. Other studies focused on needs and implementation. Cabbuag (2017) surveyed reading performance and remediation practices among pupils and teachers in Tuao West District and identified weak parental follow-up and low pupil interest as obstacles, while Singua and Saldana (2023) found that teachers and students rated a pandemic-era remedial project in junior high school science highly, but that limited individualized attention and disrupted schedules hindered it. Most of these studies were small and none used random assignment, so their results should be interpreted with caution. The present study adds school-level evidence on SARP using pupils' general averages.

Objectives and Action Research Questions

This study evaluates the effectiveness of SARP by comparing the pupils' General Averages in Grade V with their First Quarter performance in Grade VI, to determine whether the intervention led to measurable academic

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improvement. Beyond numbers and scores, it also values the human story behind the data: the effort of teachers who go the extra mile, the persistence of learners who continue to strive despite difficulties, and the collective goal of the school community to ensure that no child is left behind. The findings will serve as a basis for strengthening future remedial programs, refining instructional strategies, and fostering a more inclusive and responsive learning environment for all pupils.

Generally, this study aims to evaluate the effectiveness of SARP in improving the academic performance of selected Grade VI pupils. Specifically, it seeks to answer the following questions:

1. What is the General Average of the pupils at the end of Grade V?
2. What is their academic performance during the First Quarter of Grade VI?
3. Is there a significant difference in their performance before and after attending SARP?
4. What insights can be drawn from the results to improve the implementation of future remedial programs?

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METHODS

Research Design

This action research employed a quantitative pre–post comparison of pupils' academic performance, supplemented by qualitative observations from teachers who facilitated the SARP sessions. The quantitative approach allowed a systematic and objective evaluation of learners' progress before and after the intervention, while the qualitative data provided a more holistic understanding of the program's impact.

Participants

The study involved 25 pupils who participated in SARP after completing Grade V at Cuenca Central School. Their teachers identified these pupils as needing additional academic support to meet the required learning competencies in key subject areas. They represented a diverse group of learners with varying performance levels, learning styles, and motivation. All 25 pupils were included through total population sampling.

Throughout the program, the pupils engaged in structured learning sessions designed to address their specific academic challenges. They participated actively in small-group and individualized instruction, receiving focused guidance and reinforcement in core subjects such as English, Filipino, Araling Panlipunan, and Reading. Their participation reflected their willingness to improve and their determination to succeed despite previous academic difficulties.

The Intervention: Innovation, Strategy, and Implementation

SARP served as the primary intervention in this study. It was implemented as part of the CALABARZON CARE Plus One initiative of the Department of Education and seeks to support learners who need additional time and assistance to master the required competencies. The program gave pupils an opportunity to revisit essential lessons, strengthen their academic skills, and regain confidence in their learning abilities after facing difficulties during the regular school year.

The innovation of SARP lies in its learner-centered and compassionate approach to remediation. Instead of following a single, uniform teaching method, teachers considered the individual needs, learning styles, and readiness levels of each pupil, so that learners who had previously struggled were given appropriate guidance, time, and encouragement to overcome their learning gaps.

To carry out the intervention, teachers conducted focused small-group sessions that allowed closer monitoring and more meaningful teacher–learner interaction. Individualized instruction was also provided for pupils who needed specific support in understanding particular lessons. The sessions emphasized mastery of key competencies in English, Filipino, Araling Panlipunan, and Reading. Teachers used engaging and interactive learning activities, including guided reading exercises, vocabulary and comprehension drills, contextual discussions, and performance tasks that helped learners connect lessons to real-life situations. The overall goal was to make learning not only remedial but also enjoyable, purposeful, and confidence-building for every pupil.

Beyond academic recovery, SARP also strengthened the partnership among teachers, learners, and the school community, highlighting the shared responsibility of ensuring that every child receives the support needed to succeed. Through consistent mentoring, encouragement, and dedicated instruction, the program aimed to help learners develop stronger foundations, renewed self-belief, and a more positive attitude toward learning.

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Data Collection and Ethical Considerations

Data were gathered systematically to ensure accuracy, reliability, and fairness. The primary sources were the learners' academic records, specifically their final general averages in Grade V and their First Quarter grades in Grade VI, which provided the quantitative basis for comparing performance before and after the remedial program.

To supplement these records, the researcher gathered qualitative observations from teachers who facilitated the SARP sessions, including notes on learners' participation, motivation, and improvement in classroom engagement. Informal conversations with pupils and feedback shared during reflection activities provided further insight into their learning experiences and attitudes toward the program.

Data collection followed an ethical procedure. Before academic records were accessed, permission was sought from the school head and concerned teachers. The confidentiality of the pupils' identities and grades was strictly maintained, and only aggregate data were used in the analysis so that no individual learner could be personally identified.

Data Analysis

A comparative analysis was conducted between the pupils' final general averages in Grade V and their First Quarter grades in Grade VI. Descriptive statistics (mean, frequency, and percentage) were used to summarize the results, and the percentage change was computed to give a clearer picture of individual and group progress. Pupils were classified as having improved, maintained, or declined in performance. Inferential statistics, specifically the paired t-test, were used to determine whether the observed difference in performance was statistically significant, providing a more reliable basis for judging the program's effectiveness.

The analysis also considered contextual factors that may have influenced performance, such as participation level, teacher guidance, and learner motivation, so that the findings reflected not only changes in scores but also the learning experiences that occurred during the program.

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RESULTS

Academic Performance Before and After SARP

To determine the effectiveness of SARP, the final general averages of the 25 Grade V pupils were compared with their First Quarter grades in Grade VI (Table 1).

Table 1. Comparison of Grade V and Grade VI Mean General Averages Before and After the Implementation of SARP

Grade Level	Mean General Average	Interpretation
Grade V (Before SARP)	76.88	Developing Proficiency
Grade VI – 1st Quarter (After SARP)	75.76	Developing Proficiency
Mean Difference	−1.12	Slight Decrease

Note. N = 25.

As shown in Table 1, the mean general average decreased slightly by 1.12 points, from 76.88 to 75.76. Both means fall within the Developing Proficiency level, indicating that the participants' overall academic performance did not improve after attending SARP.

Distribution of Pupils by Academic Progress

Table 2. Distribution of Pupils Based on Academic Progress After Participation in SARP

Category	Number of Pupils	Percentage	Interpretation
Improved Performance	5	20%	Few pupils showed improvement
Maintained Performance	6	24%	Nearly one-fourth remained steady
Declined Performance	14	56%	More than half declined

Note. N = 25.

As presented in Table 2, 20% of the pupils improved, 24% maintained their performance, and 56% experienced a decrease in grades. These results suggest that while some learners benefitted, the majority did not sustain academic gains into the next school year.

Qualitative Findings

Teachers' observations reflected encouraging behavioral improvements. Learners became more engaged, punctual, and confident, and many pupils demonstrated better study habits and classroom cooperation, even though these did not immediately translate into higher grades.

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DISCUSSION

Interpretation of Findings

The results indicate that the short-term quantitative effect of SARP was limited: the mean general average did not improve, and more than half of the participants recorded lower grades in the First Quarter of Grade VI. Some learners nevertheless benefitted, as one in five improved and nearly one in four maintained their performance. This pattern is consistent with the modest and mixed evidence from comparable studies, in which gains were clear in some pretest–posttest comparisons but were not significantly higher than those of comparison groups (Bebis & Prieto, 2023).

Several contextual factors may explain this outcome. First, the transition from Grade V to Grade VI introduces more complex subject content and higher academic expectations. Second, learners may have improved temporarily during SARP but struggled to retain lessons without continuous reinforcement. Lastly, varying attendance and motivation levels during the summer program may have affected outcomes.

Despite the numerical results, the qualitative feedback was encouraging. The gains in engagement, punctuality, confidence, study habits, and classroom cooperation suggest that SARP had a positive developmental impact, building learners' readiness and motivation, which could yield long-term academic benefits if followed by consistent support.

Limitations

Several limitations should be considered when interpreting the findings. The study had a small sample of 25 pupils and no comparison group of learners who did not attend SARP, so changes cannot be attributed to the program alone. The comparison involved grades from two different grade levels with different content and expectations, and only the First Quarter of Grade VI was examined. In addition, attendance and motivation during the program were not systematically measured, and the qualitative data were based on informal observations and conversations rather than a structured instrument. Future studies may address these limitations by using a comparison group, tracking performance across several quarters, and using diagnostic assessments.

Recommendations and Action Plan

Dissemination of this research is essential to ensure that its findings can inform future educational practices and policy decisions, and help teachers, administrators, and stakeholders understand the program's strengths, challenges, and potential for broader application across other grade levels or schools. The results will be formally presented during a School Learning Action Cell (LAC) session, where teachers and subject coordinators can reflect collaboratively on the findings and their implications for instructional improvement. The researcher will present both the quantitative and qualitative results, including the behavioral and attitudinal changes observed during SARP, and teachers will be encouraged to share their own experiences to build a collective understanding of effective remedial practices.

The findings will also be shared with the school head, academic coordinators, and parent representatives through a stakeholder meeting or school conference. This will strengthen community involvement and advocacy for continuous academic support programs. Engaging parents is particularly important, as their partnership is vital in sustaining learners' progress beyond the classroom; the presentation will therefore emphasize home reinforcement and consistent parental guidance in complementing school-based interventions.

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Based on the results and feedback, the following recommendations and advocacy actions will be proposed:

1. Development of progress monitoring tools, including diagnostic assessments and individualized learning plans, that will allow teachers to track learner improvement more effectively during the program.

2. Capacity-building and training sessions for teachers focusing on remedial strategies, differentiated instruction, and learner motivation techniques.

3. Strengthening collaboration with parents and community partners to create a more holistic support system for learners.

4. Institutionalizing SARP best practices by integrating successful strategies into the school's regular remediation plans and School Improvement Plan (SIP).

Finally, the results and recommendations will be documented and shared with the Schools Division of Batangas through the school's Research Committee, contributing to the growing body of local educational research.

CONCLUSION

The short-term quantitative effect of SARP on the academic performance of Grade VI pupils at Cuenca Central School was limited: the mean general average decreased by 1.12 points, and 56% of participants declined. However, its qualitative benefits, namely enhanced motivation, self-esteem, and classroom engagement, show promise for future iterations. SARP remains valuable when complemented by continuous assessment and home–school collaboration. By advocating for data-driven and learner-centered remedial interventions, this study aims to promote a culture of continuous improvement and inclusivity, ensuring that every learner is given the opportunity to reach their full potential.

ACKNOWLEDGMENT

The researcher wishes to express her deepest gratitude to the following individuals and offices whose support and encouragement made this research possible.

To Dr. Baby Janet U. Dimailig, Public Schools District Supervisor of Cuenca Sub-Office, for the invaluable guidance, motivation, and approval that allowed the researcher to pursue this study.

To Dr. Zenaida G. Gutierrez, Principal III of Cuenca Central School, for her wholehearted support, insightful advice, and continuous encouragement throughout the conduct of the research.

To the teachers and staff of Cuenca Central School, for their cooperation, participation, and assistance in the implementation of the program and data collection process.

To the Grade Six learners, whose active participation and enthusiasm served as the inspiration for this study.

To her family and friends, for their unwavering love, patience, and moral support during this research.

Above all, to **Almighty God**, for the wisdom, strength, and guidance bestowed upon the researcher to complete this endeavor successfully.

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Volume 1 Issue 3 Pages 2142-2150

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