



Unveiling Excellence: A Holistic Evaluation of the Summer Enrichment Program at Laboratory Elementary School, DMMMSU-MLUC, Philippines

Ancheta, Oscar jr. O.⁽¹⁾

⁽¹⁾  0000-0001-5530-4288; Don Mariano Marcos Memorial State University-Mid La Union Campus. San Fernando City, LA Union (SFC-LU), Philippine. oancheta@dmmsu.edu.ph.

ABSTRACT

In strict accordance with DepEd Order No. 23, Series of 2011, the Laboratory Elementary School at DMMMSU-MLUC instituted the Summer Enrichment Program (SEP). This comprehensive study meticulously explores the evaluation of SEP's effectiveness while identifying areas ripe for improvement, centering on enrollment dynamics, completion rates, tutor engagement, and overall program execution. Employing a robust descriptive-evaluative research design, the analytical framework spans the critical examination of documents, survey analyses, and in-depth interviews with pertinent stakeholders. Positive trends, notably a marked increase in enrollment and heightened academic proficiency serve as tangible indicators of the SEP's unequivocal positive impact. Although the program's implementation broadly aligns with regulatory frameworks, targeted domains such as Admission, Program Offerings, and Facilities warrant nuanced scrutiny to optimize outcomes. This research stands as an invaluable resource for educational institutions seeking to refine and elevate enrichment programs, contributing significantly to the scholarly dialogue surrounding effective educational interventions and fostering a more holistic educational experience for young learners.

RESUME

Em estrita conformidade com o Despacho nº 23 do DepEd, Série de 2011, o Ensino Fundamental Laboratório do DMMMSU-MLUC instituiu o Programa de Enriquecimento de Verão (SEP). Este estudo abrangente explora meticulosamente a avaliação da eficácia do SEP, ao mesmo tempo que identifica áreas que podem ser melhoradas, centrando-se na dinâmica de matrícula, nas taxas de conclusão, no envolvimento dos tutores e na execução geral do programa. Empregando um desenho de investigação descritivo-avaliativo robusto, o quadro analítico abrange o exame crítico de documentos, análises de inquéritos e entrevistas aprofundadas com as partes interessadas pertinentes. Tendências positivas, nomeadamente um aumento acentuado no número de matrículas e uma maior proficiência acadêmica, servem como indicadores tangíveis do impacto positivo inequívoco do SEP. Embora a implementação do programa esteja amplamente alinhada com as estruturas regulatórias, domínios específicos como Admissão, Ofertas de Programas e Instalações garantem um exame minucioso para otimizar os resultados. Esta investigação constitui um recurso inestimável para instituições educativas que procuram aperfeiçoar e elevar programas de enriquecimento, contribuindo significativamente para o diálogo acadêmico em torno de intervenções educativas eficazes e promovendo uma experiência educativa mais holística para jovens alunos.

ARTICLE INFORMATION

Article process:

Submitted: 11/29/2023

Approved: 01/29/2024

Published: 03/31/2024



Keywords

academic proficiency,
educational intervention,
elementary summer
program, summer
enrichment program

Palavras-chave

proficiência acadêmica,
intervenção educacional,
programa de verão
elementar, programa de
enriquecimento de verão

Introduction

In the realm of educational progress, intervention activities play a pivotal role in enhancing learners' competencies, focusing on areas identified for academic improvement. Building upon Lee's (2019) conceptualization of instructional intervention, particularly in subjects like reading or math, this exploration delves into the technical nuances of intervention strategies. Jones (2021) further delineates instructional interventions, emphasizing deliberate attention to weaknesses, structured frameworks, and specific timeframes for comprehensive monitoring.

The spotlight shifts to the Summer Enrichment Program, a prominent intervention in basic education originating in the United States. Recent research by Garcia (2022) underscores its nationwide proliferation, benefiting academically gifted students and fostering advanced skills, higher expectations, and critical thinking in an intellectually stimulating environment. Smith's (2022) definition frames it as a supplementary educational opportunity, and recent studies highlight its potential to enhance academic performance.

In the domain of math education, Mathnasium (2019) stresses the enduring impact of the summer slide, positioning math summer enrichment as a proactive strategy. Empirical evidence supports extended learning time, recognizing summer learning as crucial, especially for underachieving students. The battle against summer learning loss employs three primary strategies, with recent research emphasizing the positive impact of summer school programs.

This monograph focuses on summer programs as cost-effective alternatives, addressing achievement gaps and providing additional instruction. In the Philippines, the Elementary Summer Program (ESP) exemplifies a proactive approach to early education. At Don Mariano Marcos Memorial State University, the Summer Enrichment Program (SEP) has been a transformative initiative since 2016, guiding students and educators.

Five years post-launch, the SEP undergoes a critical evaluation aligning with ISO standards. This research delves into the monitoring and evaluation process, offering insights into the program's functioning and accomplishments. The findings not only attest to the program's success but also provide a crucial feedback mechanism for enhancing SEP services. In the pages ahead, readers are invited to explore the technical intricacies and transformative potential of educational interventions, specifically within the Summer Enrichment Program's context.

Development

This research employs a descriptive-evaluative design to comprehensively explore and characterize the Summer Enrichment Program (SEP) at the Laboratory Elementary Schools of Don Mariano Marcos Memorial State University-Mid La Union Campus (DMMMSU-MLUC). The evaluative focus assesses program implementation, with outcomes forming the basis for enhancement, addressing identified constraints. Drawing upon the Context, Input, Process, and Product (CIPP) Model, a versatile framework, the evaluation allows both formative assessments for continuous improvement and summative assessments for overall effectiveness (Rossi, Lipsey, & Freeman, 2019; Stufflebeam, 2020). Evaluation components include the SEP's alignment with DepEd Order No. 23, Series of 2011, trends in the SEP, status of implementation, and compliance with its Implementing Rules and Regulations (IRR). Effectiveness is measured through pre-and post-intervention diagnostic and achievement examinations. The research assures effective participant coordination, following ethical protocols for clear communication, confidentiality, and data management in line with established principles (Groenewald, 2004; Fredman, 2017).

The Trend of the Summer Enrichment Program Topics

Data sources include secondary records from the Laboratory Elementary School (LES), involving enrollment forms, Summer Enrichment Program (SEP) schedules, workload documentation, and class records. Thorough documentary review reveals key metrics such as enrollee numbers, program completers, and faculty involvement from 2017-2019. Analyzing with frequency counts and percentages offers comprehensive insights into enrollment trends, program completion rates, and faculty engagement.

The Effectiveness of the Summer Enrichment Program

Data sources involve pre-and post-test results for enrolled pupils in Mathematics and English from 2017-2019. The program's effectiveness is gauged through mean values, adhering to Department of Education guidelines. The paired t-test determines significant differences in effectiveness, while a t-test computes the observed program effectiveness's significance.

Status of the Implementation of the Summer Enrichment Program

Evaluation includes a comprehensive assessment of implementing rules and regulations, utilizing a reliable checklist validated through the endorsement and validation

process by DMMMSU-MLUC Laboratory Elementary School. The checklist's high reliability, indicated by Cronbach's Alpha, underscores its internal consistency. The study employs a detailed analysis, supported by evidence from instructional materials, schedules, lesson plans, assessment tools, and insights from parent interviews, offering a nuanced understanding of the program's operational dynamics.

Benefits Derived and the Problems Encountered in the Implementation of the Summer Enrichment Program

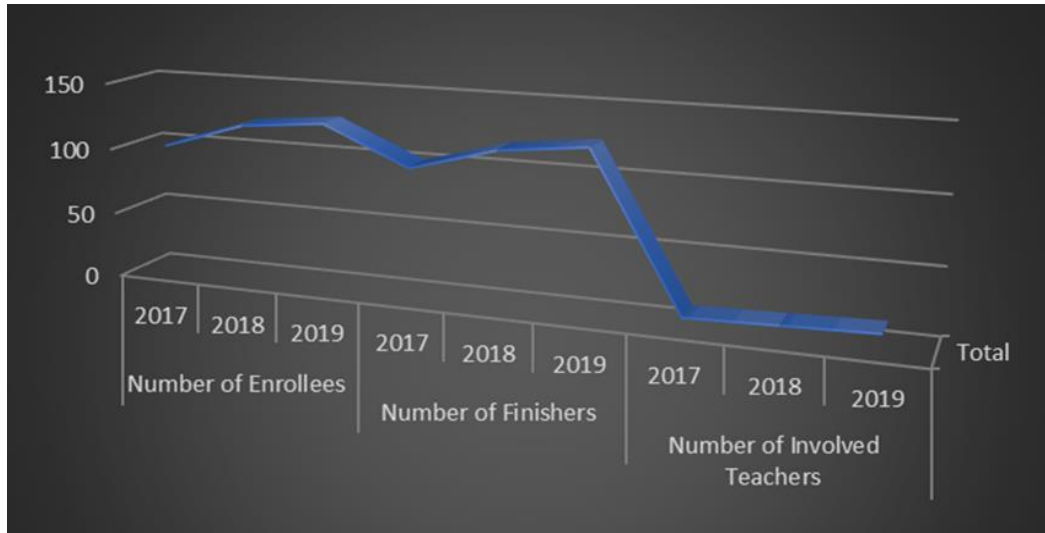
The exploration of benefits and challenges involves conducting semi-structured interviews with a carefully selected group of teachers, administrators, and parents. A thematic analysis is systematically applied to unveil recurring patterns and underlying themes within the gathered qualitative data. This method provides a comprehensive and nuanced understanding of the perceived advantages and obstacles associated with the Summer Enrichment Program.

Results and Discussion

Figure 1 shows the overall trend of the SEP for the last 3 years. As reflected in the figure, the number of enrollees and the number of finishers, are on a progressing angle while the number of involved teachers is seemingly on a straight line. This implies that the number of enrollees and the number of finishers increased in the past 3 years. On the other hand, the seemingly stagnant line on the number of involved teachers implies that there is a minimal increase in the number of tutors over the last 3 years. This finding is reinforced by the constructive feedback received from parents who have expressed a growing awareness and appreciation of the Summer Enrichment Program (SEP) offered by the Laboratory Elementary School (LES).

Notably, parents of students who have previously participated in the LES SEP have highlighted the program's positive impact on their children, consequently drawing the attention of other parents seeking educational enrichment opportunities. Testimonials consistently underscore the program's structured and comprehensive approach, emphasizing its role in fostering students' confidence and academic skills, thereby laying a strong foundation for their ongoing educational journey. The recognition of the SEP's beneficial influence on students' holistic development, particularly in core subjects such as mathematics and language arts, further solidifies its appeal among parents as a valuable educational supplement.

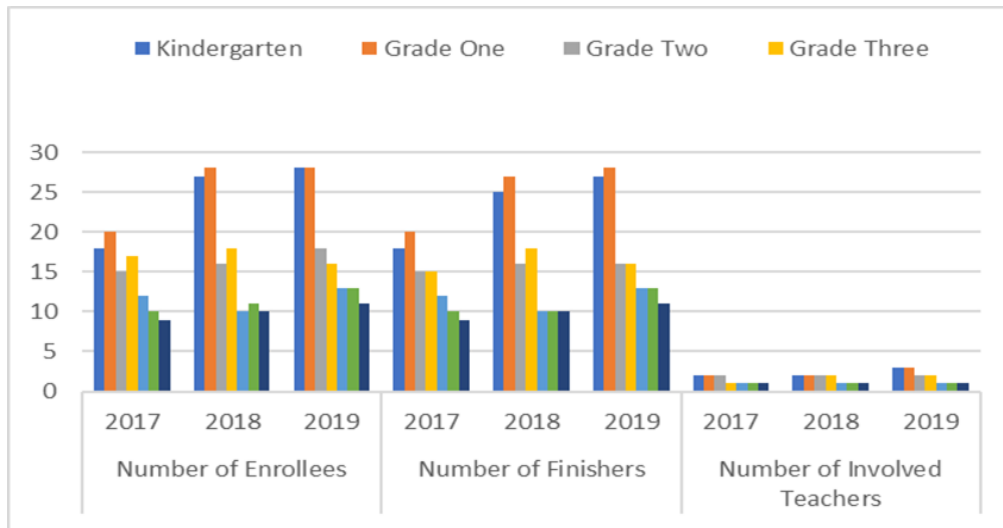
Figure 1.
Trend of the SEP for the Last 3 Years



Source: The Author, 2023

Relatively, Figure 2 shows the specific number of enrollees, number of finishers, and number of involved teachers per grade level in the last three years. It can be noted in the figure that primary grades (Kinder-Grades 3) in the last three years are consistent to have high number of enrollees as compared to the intermediate grades (Grades 4-6).

Figure 2.
Trend of the SEP for the Last 3 Years in all Levels



Source: The Author, 2023

This finding can be anchored to the fact that all incoming Kindergartners and Grade 1 are actually being encouraged to enroll in the SEP in preparation for their formal schooling. In the case of grades Two and Three, the high number of enrollees is attributed to the idea that

these pupils were recommended by their advisers to take enrichment program and also those pupils who were enrolled by their parents because of the following: (1) no one will look after their children at home, (2) their children are bored staying at home, and (3) their parents believe that continuous learning is crucial in their early years.

On the other hand, the seemingly low number of enrollees in the intermediate grades is perpetuated by the idea that mostly, these pupils were those recommended by their advisers to take the SEP for receiving low grades in their Math and/or English subjects. In this way, they can be at par with their classmates and be prepared to take higher learning in their next grade level.

Relatively, it can also be gleaned in Figure 3 the number of finishers in the past three years where it can be learned that not all pupils who enrolled in the Summer Enrichment Program were able to finish it. This finding is supported by the fact that there were really pupils who stopped attending the SEP because of uncontrollable circumstances like getting sick, transferring to another school, un/planned vacation, and unavailability of the parent/s to send and fetch their children during the SEP. Fortunately, though there were pupils who were not able to complete the SEP, the data also tell us that the number of finishers is still high as the trend percentage increase is still evident in 2018 (18) and 2019 (25). This is tantamount to saying that most pupils who enrolled in the SEP do find it relevant, fun, and helpful in enriching themselves to be better and be prepared for the coming school year. As discussed, (American English, 2022).

Consequently, Figures 1 and 2 also show the number of faculty members involved in the SEP for the last three years. In spite of the minimal increase in the number of involved teachers, the data still accentuates that it is increasing. More so, the increasing number of faculty involved can also be gauged by the fact that the teachers find the SEP to be a good source of income since a lot of the LES teachers are still on the contractual status which means that they do not have salary during summer (June and July).

Table 1 elucidates the effectiveness of the Summer Enrichment Program (SEP) in the last three years (2017, 2018, and 2019) as based on the results of the Pre-tests (Diagnostic Tests) and Post Tests (Achievement Tests) of the enrolled learners in their Math and English subjects which are the main subjects being offered in the SEP.

Generally, it can be understood from the table that there is improvement in the performance of the pupils after undergoing the Program as supported by the increased averaged scores of the pupils in their posttests. Interestingly, it can also be seen in Table 1 that primary grades (Kinder-Three) tend to have higher levels of Mastery as compared to those pupils enrolled in the intermediate grades. This finding can be rooted in the fact that pupils enrolled in the primary grades are heterogenous ones. This means that the groups of pupils in the lower grades are the combination of struggling, average, and advanced learners.

Table 1.

Effectiveness of the Summer Enrichment Program

Note: 96 – 100 Mastered (M) 86 – 95 Closely; Approximating Mastery (CAM) 66 – 85; Moving Towards Mastery (MTM) 35 – 65; Average (AVR) 15 – 34; Low (L) 5 – 14; Very Low (VL) 0 – 4; Absolutely No Mastery (ANM)

Grade Level	2017				2018				2019			
	Math		Eng		Math		Eng		Math		Eng	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Kindergarten	62.22 AVR	76.30 MTM	68.52 MTM	83.33 MTM	57.90 AVR	71.60 MTM	59.14 AVR	73.33 MTM	59.64 AVR	75.56 MTM	61.90 AVR	76.67 MTM
Grade One	67 MTM	76.33 MTM	67.33 MTM	81.17 MTM	51.31 AVR	67.53 MTM	57.38 AVR	71.60 MTM	57.14 AVR	73.69 MTM	62.86 AVR	75.12 MTM
Grade Two	55.83 AVR	75.5 MTM	58.5 AVR	69.83 MTM	51.09 AVR	70.31 MTM	52.5 AVR	71.72 MTM	48.33 AVR	68.44 MTM	54.86 AVR	77.5 MTM
Grade Three	57.94 AVR	70.33 MTM	58.38 AVR	76.5 MTM	45.56 AVR	66.39 MTM	54.72 AVR	70.69 MTM	49.06 AVR	72.03 MTM	57.97 AVR	75.94 MTM
Grade Four	46.83 AVR	65 AVR	41.5 AVR	65.17 AVR	29.8 L	59.2 AVR	33.8 L	59.6 AVR	32.92 L	62.15 AVR	39.54 AVR	66.77 AVR
Grade Five	28.2 L	62.8 AVR	34 L	64.4 AVR	32 L	57.4 AVR	33.27 L	54.55 AVR	29.08 L	58.15 AVR	32.31 L	62.15 AVR
Grade Six	25.93 L	53.33 AVR	32.60 L	59.44 AVR	28 L	51.67 AVR	30.17 L	57.33 AVR	24.49 L	56.97 AVR	35.76 AVR	55.15 AVR

In the same vein, pupils enrolled in the intermediate grades are mostly homogenous as these are the pupils who were really struggling, and only a few can be considered as advanced ones. This implies that the pupils in the primary grades are not being grouped based on where they are in terms of learning which should be the case as discussed by the Wallace Foundation, (2019) on what Summer Enrichment Program should be. Zooming in, comparing the average scores of the pupils in Math and in English, it can be inferred that the pupils are doing better in English than in Math. This is in consonance to the result of PISA by DepEd (2019) where the Philippines ranks the lowest among the 58 countries in Math global assessment.

Table 2 offers a detailed insight into the results of the significant differences between the pre-tests and post-tests for both English and Mathematics over the course of three years. Across all years, the t-values significantly surpassed the critical t-values, emphasizing the substantial improvement in the pupils' performance as a result of their participation in the Summer Enrichment Program (SEP). The consistent trend of t-values exceeding the critical t-values indicates the robustness of the findings and reinforces the effectiveness of the SEP in enhancing the students' academic capabilities.

The mean values depicted in the table indicate the average performance levels for each subject and year, providing a clear understanding of the pupils' academic progress over the course of the program. The consistently high mean values further affirm the positive impact of the SEP on the students' learning outcomes, underlining the program's success in bolstering their knowledge and understanding of both English and Mathematics.

Table 2.*Significant Difference Between Pre-Test and Post-test*

<i>Year</i>	<i>Subject</i>	<i>Mean Difference</i>	<i>Degrees of Freedom</i>	<i>t-value</i>	<i>Critical t-value</i>	<i>p-value</i>
2017	English	63.83	276	10.91	1.97	< 0.001
	Math	47.57	276	12.88	1.97	< 0.001
2018	English	50.02	296	10.18	1.97	< 0.001
	Math	47.22	296	11.18	1.97	< 0.001
2019	English	51.45	249	11.12	1.97	< 0.001
	Math	45.78	249	12.48	1.97	< 0.001

Moreover, the p-values, being all less than 0.001, reinforce the statistical significance of the findings, highlighting the substantial improvement in the pupils' performance following their engagement in the SEP. These low p-values signify a high level of confidence in the results and reinforce the efficacy of the program in preventing learning loss and promoting academic growth among the pupils.

These findings serve as a testament to the effectiveness of the SEP in facilitating enhanced learning outcomes and signify its instrumental role in promoting educational advancement among students. The results from the significant difference analysis of both the Mathematics and English pre-tests and post-tests over the last three years indicate a consistent and notable improvement in the academic performance of the pupils enrolled in the Summer Enrichment Program (SEP).

The consistent positive outcomes observed over the last three years underscore the program's success in providing a conducive learning environment that fosters substantial improvements in the enrolled students' academic performance, thereby validating the program's contribution to their educational development. This is in support of the finding on the trend of the SEP where it was found that the number of enrollees and the number of finishers over the past 3 years increased which gives an implication that parents and pupils see the program as beneficial.

Unfortunately, though it could be said that it is effective, the effectiveness is somehow not very remarkable because pupils who enrolled in the SEP for the last three years were not able to attain the highest level of mastery expected. In the last three years of the Program implementation, the highest level attained is Moving Towards Mastery, and single-step improvement was noted. McEachin, Augustine, and McCombs (2018) emphasized that effective Summer Enrichment Programs incorporate components such as Small Class Sizes, Qualified Teachers, High-Quality Instruction, Site Culture, Policies to Maximize Attendance and Participation, and Adequate Duration. Based on this, it can be inferred that the Summer Enrichment Program (SEP) at LES adheres to the fundamental components outlined for an effective program.

Table 3 presents the status of the implementation of the Summer Enrichment Program based on the checklist answered by the teachers involved. Looking at the data, it can be said

that all of the indicators from the IRR of the SEP are implemented, however, some of them did not get full approval from the implementers, and in the validation conducted through documentary reviews and interview to the parents, the following were identified to be needing improvement for proper implementation. Zooming in, the indicators needing improvement fall under the following general provisions: Admission, Program Offerings, Schedule of Classes, Facilities, Roles and Responsibilities, and Monitoring and Evaluation.

Table 3.*Status of the Implementation of the Summer Enrichment Program*

Provisions in the Implementing Rules and Regulation	Implemented		Not Implemented	
	f	%	f	%
A. Structure				
1. The Summer Enrichment Program is implemented by the Principal of the Laboratory Elementary School.	16	100	0	0
2. The Program is supervised and monitored by the College Dean of Education and Campus Chancellor.	16	100	0	0
3. The teachers in the Laboratory Elementary School are the recommended teachers/ tutors for the program.	16	100	0	0

Continuation of Table 3. Status of the Implementation of the Summer Enrichment Program

B. Admission				
1. The program accepts interested and willing learners, bona fide or not who are the prospective enrollees of the Laboratory Elementary School.	16	100	0	0
2. The tutees/ learners classified as bona fide proceed to the enrolment committee for their individual plan or matrix.	13	81.25	3	18.75
3. The tutees/ learners classified as non-bona fide are interviewed by the principal before their admission to the program.	16	100	0	0
4. The tutees/ learners are assessed by the enrolment committee for their payment.	16	100	0	0
5. The tutees/ learners proceed to the cashier for payment of the program fees.	16	100	0	0
6. The campus cashier serves as collecting officer for the fees and issues official receipt upon payment.	16	100	0	0
7. The SEP fee for group learning instruction is Php1200.00 while for the individualized instruction is Php1700.00.	16	100	0	0

Continuation of Table 3. Status of the Implementation of the Summer Enrichment Program

C. Program Offerings				
1. There are two (2) modes of learning instruction delivery – group learning and individualized.	16	100	0	0
2. Group learning instruction is done in a classroom type for two hours.	16	100	0	0
3. Individualized learning instruction is done one by one by a tutor and the learner for one (1) hour.	16	100	0	0

Continuation of Table 3. Status of the Implementation of the Summer Enrichment Program

D. Schedule of Classes				
1. The class starts at 8:00 AM and it ends at 10:00 AM from Mondays to Fridays except for holidays.	16	100	0	0

2. There is a recreational activity being conducted every Wednesday to give time for social development.	16	100	0	0
3. In case of interrupted classes, the LES sets for remedial class.	16	100	0	0

Continuation of Table 3. Status of the Implementation of the Summer Enrichment Program

E. Faculty				
1. The tutors/ teachers are licensed.	16	100	0	0
2. The tutors/ teachers possess the appropriate academic and technical skills needed for the program.	16	100	0	0
3. The tutors/ teachers are the core faculty members of the Laboratory Elementary Schools.	16	100	0	0

Continuation of Table 3. Status of the Implementation of the Summer Enrichment Program

F. Facilities				
1. There is adequate level of instructional materials for the SEP.	7	43.75	9	56.25
2. There is an access to the internet of the teachers for their audio-visual needs.	11	68.75	5	31.25
3. There is good physical facilities/ buildings to house the SEP.	16	100	0	0
4. The rooms are properly lighted and ventilated.	13	81.25	3	18.75
5. There is a library for the book needs of the learners.	10	62.5	6	37.5
6. There is smart TV, players, and/or projector available in the room.	16	100	0	0
7. There is a toilet inside the classroom.	13	81.25	3	18.75
8. The room is conducive/ enticing for the learners.	16	100	0	0

Continuation of Table 3. Status of the Implementation of the Summer Enrichment Program

G. Compensation				
1. Teachers involved in the SEP are properly remunerated based on existing rules in compensation.	13	81.25	3	18.75
2. The 50-50 sharing is observed as stated in the implementing rules and regulations.	16	100	0	0
3. Administrative costs are included as expenditures.	16	100	0	0
4. Teachers received their remuneration on time.	16	100	0	0

Continuation of Table 3. Status of the Implementation of the Summer Enrichment Program

H. Dropping Procedures				
1. Tutees/ learners are allowed to drop in the program for valid reasons.	16	100	0	0
2. Interview is conducted when a learner dropped out from the SEP.	13	81.25	3	18.75
3. There is no refund for dropped out learners.	16	100	0	0

Continuation of Table 3. Status of the Implementation of the Summer Enrichment Program

I. Roles and Responsibilities				
<i>Tutees</i>				
1. The tutee follows all the rules and regulations set forth before the start of the program.	16	100	0	0
2. The tutee attends his classes regularly.	12	75	4	25
3. The tutee actively participates in the different activities for the SEP.	16	100	0	0
4. The tutee comes to the school on time.	16	100	0	0

Continuation of Table 3. Status of the Implementation of the Summer Enrichment Program

Teacher/ Tutor

1. The teacher serve as a good example and an inspiration to his/ her tutees.	16	100	0	0
2. The teacher prepares instructional materials and instructional plan before conducting the lesson.	16	100	0	0
3. The teacher prepares authentic assessment materials to measure the performance of his or her learners.	16	100	0	0
4. The teacher records, monitors, evaluates and reports learners' performance.	16	100	0	0
5. The teacher ensures that the instructional delivery is excellently done.	16	100	0	0
6. The teacher communicates to parents the learners' performance.	16	100	0	0
7. The teacher coordinates with the principal for the monitoring and evaluation.	16	100	0	0
8. The teacher prepares for culminating program at the end of the SEP.	16	100	0	0
Principal				
1. The principal conducts daily monitoring of the teachers of the SEP.	16	100	0	0
2. The principal checks the instructional of the teachers before the conduct of SEP.	16	100	0	0
3. The principal awards certificate of completion to the completers/ finishers of the program.	16	100	0	0
4. The principal conducts pre and post evaluations of the program for improvement/ enhancement.	11	68.75	5	31.25
5. The principal reports to the College Dean the overall operation of the SEP.	16	100	0	0
College Dean				
1. The Dean supervises the overall operation of the SEP.	16	100	0	0
2. The Dean approves the instructional plan submitted by the Principal.	14	87.5	2	12.5
3. The Dean reports to the Chancellor the progress of the SEP.	16	100	0	0
Chancellor				
1. The Chancellor monitors the reports submitted by the Dean.	16	100	0	0
2. The Chancellor facilitates/ coordinates the security and safety of the facilities to be used in the program.	16	100	0	0

Continuation of Table 3. Status of the Implementation of the Summer Enrichment Program

J. Monitoring and Evaluation				
1. There is a post evaluation conducted at the of SEP to determine the strengths and weaknesses.	10	62.5	6	37.5
2. The feedbacks given serve as input to improve the services of the SEP.	10	62.5	6	37.5
3. The feedbacks are properly communicate to the concerned individuals.	10	62.5	6	37.5
OVERALL	15	93.75	1	6.25

Under admission, the indicator that states, “The tutees/ learners classified as bona fide proceed to the enrolment committee for their individual plan or matrix” was identified to be not implemented based on the validation conducted. It can be seen in the table that only the stated indicator gained not full approval from the respondents where 13 answered that it is implemented while 3 answered that it is not. Delving deeper, it was learned during the validation that there is no individual plan or matrix to support that this is indeed being implemented, the principal presented only the enrollment form containing what modes

(Group or Individual) will be availed by the pupils. Also, in the interview conducted with the parents, it was said that they are being informed about the activities to be undertaken orally. This means that there is no actual individual plan or matrix given to them.

Similarly, as for Program Offerings, one indicator under this was also found out to be not implemented as supported by the validation activity. Though it can be seen in the table that all of the indicators/provisions under Program Offerings were answered to be implemented by all the respondents, the provision, “Individualized learning instruction is done one-by-one by a tutor and the learner for one (1) hour’, was unveiled to be not being implemented as it should be. Despite of the fact that there is a tutor assigned to each individual tutee, it was learned from the interview of the parents that they are seeing some of the tutors to be handling 2 or three tutees at a time. With this being said, it can then be assumed that this provision is not implemented accordingly.

As for the Schedule of Classes, all the provisions under it were answered to be implemented, however the provision stating, “The class starts at 8:00 AM and it ends at 10:00 AM from Mondays to Fridays except for holidays”, was identified to be needing improvement based from the validation conducted. This is for the reason that though it is true that the classes start from 8:00-10:00 am, this is only applicable to those who availed the group mode of learning and those who availed individual mode of learning, their classes end beyond 10.

On the other hand, as to Facilities, four (4) among the eight (8) provisions were identified to be not implemented. These are; (1) There is adequate level of instructional materials for the SEP; (2) There is an access to the internet of the teachers for their audio-visual needs; (3) The rooms are properly lighted and ventilated; and (4) There is a toilet inside the classroom. During the validation, it was culled up that there are limited prepared materials being compiled for the conduct of the Summer Enrichment Program. This means that most of the materials being used for the SEP are not durable and are not kept for future use. Also, it was said by the parents that not all the time the tutors were observed to be using IMs which implies that most of the time the tutors are using the traditional material of teaching which is board talk. Moreover, aside from the lack of instructional materials for the conduct of SEP, the provision on the access to the internet of teachers for their audio-visual was also noted to be needing focus. However, it was explained by the principal that internet connection is already established in the Unit when the pandemic hits the country. This means that the observation of the parents and the responses of those teachers who mentioned that internet connection is not being implemented are somewhat true but since it has been addressed in the present moment then it is no longer a problem.

As for the third and fourth provision concerning about lighting and ventilation and on the presence of toilet in the classrooms, it was understood that this provision gained unfavorable remarks because not all the classrooms being utilized for the SEP are properly ventilated and have toilets. It was noted that there were 4 classrooms that were not properly

ventilated due to the absence of an air conditioner as compared to the other classrooms and that 3 classrooms do not have built-in toilets.

Some of the provisions also under Roles and Responsibilities are noted to be not implemented based on the result of the checklist survey supported by the validation conducted. These are; (1) The tutee attends his classes regularly; (2) The teacher prepares instructional materials and instructional plan before conducting the lesson; (3) The teacher records, monitors, evaluates, and reports learners' performance; (4) The teacher coordinates with the principal for the monitoring and evaluation; (5) The principal checks the instructional of the teachers before the conduct of SEP; and (6) The principal conducts pre and post evaluations of the program for improvement/ enhancement.

Relative to the attendance of the tutees, during the validation process, there was no proof of evidence presented that the attendance of the pupils is being tracked or recorded. Based from the interview of the parents, it was also learned that there were really instances in which the tutees do not attend the SEP which can be attributed to the following: (1) the tutee/s is/are sick; (2) the tutee/s has/have important appointment to attend with their parents, and/or (3) the tutee/s is/are not in the mood to attend the SEP. As for the second provision which is on instructional materials and instructional plan. There were no enough documents presented to support the implementation of it. The principal only showed sample instructional materials used for the SEP. This is in support to the previous finding in which in was observed by the parents that the tutors in the SEP do not have instructional materials most of the time and that their approach to teaching is characterized to be traditional.

The same thing was noted about the teachers' records on the learners' performance, coordination on monitoring and evaluation, checking of instructional materials, and the conduct of pre and post-evaluation where there was no document presented to support the implementation of the specified provisions. According to the parents, they are being informed about the performance of their children through their scores reflected on their assessment copies/materials. Coordination for monitoring evaluation and checking of IMs were not also validated during the conduct of the validation though it was claimed by the principal that these are being done. And on the conduct of the pre- and post-evaluation, it was learned that pre and post-evaluation are being done with the teachers through a meeting.

Lastly, with regard to Monitoring and Evaluation, three of its provisions specifically; (1) There is a post-evaluation conducted at the of SEP to determine the strengths and weaknesses; (2) The feedback given serves as input to improve the services of the SEP; (3) and the feedbacks are properly communicated to the concerned individuals, were learned to be not implemented. Though it was claimed that there were meetings conducted for the post-evaluation, there was no evidence shown to really support it. More so, the fact that not all the

stakeholders are involved in the evaluation of the SEP as claimed by the parents is a clear deviation to the provision.

Additionally, there was no improvement initiated for the conduct of SEP for the last three years which sends the idea that these are not really being observed/carried out. According to McLane, (2022), monitoring can give the prime movers relevant information that can be used for meaningful decision-making.

The revealed findings on the status of the Summer Enrichment Program manifests the idea that the program is on a commendable state as supported by the fact that most of provisions in the IRR of the SEP are implemented, however the data also send the message that the SEP can still be improved as some of its provisions are not implemented or not properly implemented.

Table 4 of the study reveals the benefits derived in the implementation of the Summer Enrichment Program culled out from the interviews participated by the parents and teachers/administrator involved in the SEP. The benefits derived from SEP, seven (7) themes emerged and these are; (1) Preparation for Higher Learning; (2) Increases Motivation to Learn; (3) Enhances Learning Competencies; (4) Avenue for the Inculcation of Good Values; (5) Serves as Remediation/Supplementation; (6) Boredom Reliever; and (7) Additional Source of Income for Teachers.

In view of the benefit as a preparation for higher learning, the participants believe that the Summer Enrichment Program is a great avenue for the pupils to be prepared for the next school year where more complex learning will take place. This is for the reason that the topics being undertaken in the SEP are not just a remediation of what has been learned previously but also an advanced review. As answered by the participants when asked about the benefits of the SEP, “Advance lessons help them a lot and prepare them for the coming school opening”, “It could inspire and develop their readiness”, “It is an advance learning for them and enhances their knowledge and preparation”, “They are being prepared for the next level of learning”, “Our pupils who are struggling in certain subjects will be helped to cope with the next grade level where they will be enrolled”.

Table 4.

Benefits Derived in the Implementation of the SEP

Themes	Benefits Derived from SEP
	Preparation for Higher Learning
	Increases Motivation to Learn
	Enhances Learning Competencies
	Avenue for the Inculcation of Good Values
	Serves as Remediation/Supplementation
	Boredom Reliever
	Additional Source of Income

Another benefit mentioned by the participants relative to the conduct of SEP is that it increases the motivation of the children to learn even more. The following are some verbatim

statements taken from the interview focusing on the said benefit; “My son is showing interest to learn in his academics, enough proof that he enjoyed and learned a lot in his studies while enrolled in DMMMSU MLUC”, “The pupils are showing interest to learn”. With these, it could be inferred that most of the pupils are enjoying their learning while enrolled in the SEP which is proof that the tutors are really trying their best to facilitate meaningful and relevant activities not just for their own sake but so for the enrolled pupils.

Enhances Learning Competencies is the third theme that was unveiled in connection to the benefit of the SEP. Concisely, as attributed to the responses of the participants, it is believed that the SEP is essential in the development of children’s cognitive skills as it improves their learning abilities. The following are some of the excerpts taken from the interview of the participants; “It enhanced my son’s ability to read and exercise his mind rather than just playing cellphone”, “They can understand the subject easily”, “She caught up with the lesson quickly”, and “They learned basic skills like the alphabet, numbers, practice drawing, problem-solving, cognitive skills, and more.” These are clear indications that the SEP of the Laboratory Elementary School is attaining its main purpose of equipping the learners in their quest for better learning.

In line with the development of learning competencies of the pupils is also the inculcation of good values in them. As stated by the participants, “They were taught to be responsible.”, “Their social skills were improved.”, “They are taught to be independent, to do their work on their own.”, “They are being reminded to be respectful, punctual, and to be confident but humble”. These accentuate the fact that the SEP is not just focused on the cognitive domain but so with the Affective Domain of learning which is considered to be an important aspect in the education of the pupils.

An avenue for Remediation and Supplementation was also identified to be one of the benefits of the SEP. This is of course given since one of the reasons why the SEP is being conducted is to assist struggling learners. By doing so, the tutors are conducting reviews on the lessons that the tutees find it difficult to understand where additional learnings are being injected. As said by some of the participants; “It has become a way to remediate and supplement learning at the same time.”, There is a big difference after they attended the SEP. Especially in kindergarten because this served as there enrichment activity before there KAT.”.

Still, the benefits derived from the implementation of SEP is that it eases boredom or as a boredom reliever. This theme emerged because the participants saw the SEP as a way to divert the attention of the pupils while on summer vacation. As the participants exclaimed, “Through the Summer Enrichment Program the children can avoid playing online games.”, “Summertime is so long that our child can no longer have that "boring" state of mind.”, “Be able to use his summer time in school and learn instead of playing computers while on vacation.”, and “Children won’t get bored during vacation.”. These statements imply that one

of the reasons why some of the parents enrolled their children in the SEP is for their children to be productive in learning instead of being locked in boredom at home doing things that they perceived to be unessential.

Last on the benefits derived from the SEP is the reality that it serves as an additional source of income particularly for the tutors or the teachers. This finding is attributed to the fact that most of the teachers involved in the conduct of SEP are contractual faculty members who don't have salary during vacation (June and July). As mentioned by some of the participants, "Additional income since most contractual faculty have no salary for Summer.", "It benefits the pupils, enhances learning and at the same time it helps teachers because the tutors who are teaching SEP are the ones who are not being paid during summer.". Though it is said that most of the tutors are contractual faculty members, the fact that all the tutors are being paid through the SEP regardless of their employment status is indeed a source of income for everyone.

The derived benefits in the implementation of the Summer Enrichment Program are in support to the findings on the trend of the SEP in the past three years in which it was found out that the number of enrollees increases every year along with the number of faculty members involved and the high number of finishers. These findings are also in consonance to the finding on the effectiveness of the SEP where it was revealed that it is in a way effective based on the improvement in the mastery of the pupils before and after attending the SEP.

Table 5 of the study reveals the problems encountered in the implementation of the Summer Enrichment Program culled from the interviews participated by the parents and teachers/administrators involved in the SEP. The problems encountered in the implementation of the Summer Enrichment Program; seven (7) themes were also noted. These are; (1) Unequal Distribution of Tutees; (2) Unmotivated Learners; (3) Adds up to Financial Constraints; (4) Inappropriate Division of Remuneration; (5) Absence of Playground; (6) Limited Instructional Materials; and (7) Unsynchronized SEP Activities.

The first theme that culled out is on the Unequal Distribution of Tutees. This theme emerged for the reason that there are instances in which a tutor has more or less than tutees than the other tutors. This is brought upon by the fact that there is an unequal number of enrollees per grade level. In this case, the problem lies on the excessive number of tutees handled by some of the tutors as observed by the participants. As suggested, "Teacher should handle a limited learner." and "Additional teachers and conducive classroom and limited learners in a class." This manifests the idea that tutors must be given equal/limited number of tutees to handle for the optimum effectiveness of the SEP. This finding can also be linked to the comments of the parents during the validation on the implementation of one-on-one conduct of individualized learning where it was uncovered that some of the tutors are not observing it due to handling two (2) or more tutees at a time of the supposed to be individualized learning. This also suggests the idea that tutors must allot some time to teach learners individually despite being in a group mode of learning.

This is in accordance with the study of Dietrich et al., (2021) where it was revealed that individualized learning or teaching can improve learning both for online and face-to-face design.

Table 5.
Problems Encountered in the Implementation of the SEP

Themes	Problems Encountered in the Implementation of the SEP
	Unequal Distribution of Tutees
	Unmotivated Learners
	Adds up to Financial Constraints
	Inappropriate Division of Remuneration
	Absence of Playground
	Limited Instructional Materials
	Unsynchronized SEP Activities

In the implementation of the SEP, the problem of the existence of unmotivated learners was also unearthed. This runs opposite to the finding on the benefits derived in the conduct of SEP in which it was said that the program adds to the motivation of the learners to attend school.

This sends the message that not all pupils find the program to be motivating or fun. This can also be anchored to the finding on the status of the SEP in which it was revealed during the validation that there were pupils who were absences due to being sick, attendance to other things with their parents, and/or not in the mood to attend. Accordingly, in the research published by Munna and Kalam (2021), it suggests that providing positive and adequate formative and developmental feedback, introduction of role-play has a profound positive impact on the students' confidence and self-esteem. It was also revealed that, active learning environment promotes inclusivity and improve the faculty and student academic performances. Hence, the tutors in the SEP must continue to find avenues that will make learning inclusive where everyone is motivated to learn and participate.

Adds up to financial burden is the third problem encountered in the implementation of the SEP especially in the case of the parents. As claimed by a parent participant, “Sometimes it can be a financial problem because of allowances being given to them”. This rings the message that despite of financial burden, a lot of parents are still willing to send their children to the SEP because for see it crucial in the growth of their children. This presses also the idea that the tutors must always give their best in teaching the pupils so as to make the expenses worth it.

Another problem encountered is the inappropriate division of remuneration. This remuneration pertains to the compensation of the tutors and for the administration in which 50-50 sharing is being observed. In the perception of the teachers, the division is not appropriate considering that they are the ones doing most of the efforts for the implementation of the Summer Enrichment Program. This manifests the idea that a greater percentage must

be given to the tutors to compensate for all their efforts. This also sends the message that the teachers or the tutors find the remuneration to be a form of motivation to join the SEP and to give what is due to their learners based from what they are receiving. The higher the compensation, the better service it will be rendered as supported by Hidayati and Zulher, (2022).

The fifth problem culled out from the interview is on the absence of playground where the tutees can safely do psychomotor activities. This finding is attributed to the fact that though there are recreational activities facilitated every Wednesday for the SEP, these activities are mostly done inside the classroom where the movements of the children are limited. The absence of playground can also be linked to the fact that though there is an open area in front of LES, this cannot be utilized because of the on-going construction.

Relatively, limited instructional materials was also seen to be a problem in the implementation of SEP. As claimed by the participants, the materials given by the administration for the conduct of SEP are being given late. More so, based from the observation of the parents, some of the tutors do not have ready-made instructional materials, most of the time, traditional teaching is being practiced. This finding can also be linked on the previous finding on the status of the SEP that there were limited compiled instructional materials for the conduct of SEP. Hence, this implies that teachers must have sufficient and appropriate instructional materials in the conduct of the SEP to facilitate better learning. In the study titled, *Data-based differentiated instruction: The impact of standardized assessment and aligned teaching material on students' reading comprehension*, by Karts, (2022), it was emphasized that the used of aligned teaching materials as based from the learning abilities of the pupils is an essential component to effective teaching-learning as it addresses the diverse needs of heterogeneous pupils.

The last problem uncovered in the implementation of SEP is the Unsynchronized SEP Activities. This finding is in consonance to the previous findings also under the status of the SEP it which there is no plan of activities given to the enrolled pupils before the start of the program and monitoring and evaluation provisions are not being implemented properly which could be an avenue for synchronized and smooth flow of activities. As commented by one of the participants, "Better implementation if we have meetings ang planning before SEP with administrations". These problems encountered in the implementation of the Summer Enrichment Program are also in support to the previous findings where some areas of the SEP can still be improved for better implementation and more effective results.

Conclusions

With the findings revealed in the preceding section, this research concludes that:

1. The increase in enrolment, number of finishers, and number of involved tutors in the Summer Enrichment Program are indications of the progress of the SEP for the last three years.

2. The evident increase in the results of post-tests and in the mastery of the enrolled pupils in Mathematics and English after undergoing the SEP is a manifestation of its effective implementation, however, the little increase also implies room for improvement in the conduct of SEP.

3. Most of the provisions stipulated in the Implementing Rules and Regulations of the Summer Enrichment Program are implemented but some provisions under Admission, Program Offerings, Schedule of Classes, Faculty, Facilities, Compensation, Roles and Responsibilities of Tutors and Principal, and Monitoring and Evaluation still calls for implementation.

4. The benefits derived and the problems encountered in the implementation of the SEP are indications that the program is doing well and can still be improved.

REFERENCES

American English (2022). Teacher's Corner: Making Learning Fun. Teacher's Corner: Making Learning Fun | *American English* (state.gov).

Department of Education (2019). PISA 2018 National Report of the Philippines.

<https://www.deped.gov.ph/wp-content/uploads/2019/12/PISA-2018-Philippine-National-Report.pdf>

Department of Education (2011). DepEd Order No. 23, Series of 2011 or the Elementary Summer Program (ESP): A Strategy to Reach More Children.

<https://www.officialgazette.gov.ph/2011/03/28/depd-to-implement-kindergarten-summer-program/>

Dietrich, J. et al. (2021). Does an individualized learning design improve university student online learning? A randomized field experiments. *Computers in Human Behavior*.

Volume 122, 2021,106819, ISSN 0747-5632,<https://doi.org/10.1016/j.chb.2021.106819>.(<https://www.sciencedirect.com/science/article/pii/S0747563221001424>).

Fredman, R. (2017). Uncovering The Lived Experience Of CommunityDwelling Jewish Women Over 80 Who SelfIdentify As Aging Successfully: A Phenomenological Study. University of Vermont.). *Graduate College Dissertations and Theses*. 680.

<https://scholarworks.uvm.edu/graddis/680>

Garcia, S. (2022). Tailored summer programs for academically gifted students. *American Education Review*, 78(2), 67-81.

Groenewald, T. (2004). A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods*, 3(1), 1-26.

- Hidayati, L., & Zulher, Z. (2022). The The Effect of Leadership and Compensation on Employee Performance with Motivation as Moderating Variables at the Pangeran Hotel Pekanbaru. *IJEED (International Journal Of Entrepreneurship And Business Development)*, 5(1), 82-91.
- Jones, A. (2021). Instructional interventions: Essential components. *Educational Journal*, 45(3), 112-126.
- Karst, K., et al. (2022). Data-based differentiated instruction: The impact of standardized assessment and aligned teaching material on students' reading comprehension, *Learning and Instruction*. Volume 79, 2022, 101597, ISSN 0959-4752.
<https://doi.org/10.1016/j.learninstruc.2022.101597>.(<https://www.sciencedirect.com/science/article/pii/S0959475222000184>)
- Lee, A (2019). Instructional Intervention: What You Need to Know.
<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/instructional-intervention-what-you-need-to-know>
- Mathnasium (2019). 5 Reasons Why Math Summer Enrichment Benefits Your Child.
<https://www.mathnasium.com/highlandsranch/news/math-summer-enrichment-benefits>
- McEachin, A., Augustine, C.H. and McCombs, J. (2018). Effective Summer Programing. *Effective Summer Programming: What Educators and Policymakers Should Know*, By Andrew McEachin, Catherine H. Augustine, and Jennifer McCombs, *American Educator*, Vol. 42, No. 1, Spring 2018, AFT.
- McLane, K., (2022). Student Progress Monitoring: What This Means for Your Child.
<https://www.readingrockets.org/article/student-progress-monitoring-what-means-your-child>
- Munna, A.S. and Kalam, Md. A., (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. <https://files.eric.ed.gov/fulltext/ED610428.pdf>
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2019). *Evaluation: A systematic approach (8th ed.)*. SAGE Publications.
- Smith, J. (2022). Summer enrichment programs: Categorization and impact. *Educational Perspectives*, 59(4), 223-235.
- Stufflebeam, D. L. (2020). CIPP Evaluation Model Checklist. Western Michigan University.
- Wallace Foundation (2019). Making summer count: How summer programs can boost children's learning. <http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf>