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Development and Implementation of an Intervention Program on the Learning Strategies of Academically At Risk Students

Mildred F. Morales

Philippine Normal University

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**DEVELOPMENT AND IMPLEMENTATION OF AN INTERVENTION PROGRAM ON
THE LEARNING STRATEGIES OF ACADEMICALLY AT RISK STUDENTS**

A THESIS

Presented to

the College of Graduate Studies and Teacher Education Research

Philippine Normal University

Manila

In Partial Fulfilment

of the Requirement for the Degree

MASTER OF ARTS IN EDUCATION

With Specialization in Guidance and Counseling

MILDRED F. MORALES

May 2016

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And above all her inmost gratitude, to the LORD ALMIGHTY GOD, for the life, good health, strength to carry on, inspiration, wisdom, and for all the blessings that HE gave and is continually giving all throughout the lifetime. She believes that she was able to finish it to live her life to serve His purposes and to further His cause. Truly she is very blessed. Thank you so much Dear Lord!

MFM

DEDICATION

This thesis is wholeheartedly dedicated to

The Lord Almighty

This too is dedicated to

My loving Mother and responsible Father

My Sisters and in-Laws

Especially this project is lovingly dedicated to

My very affectionate husband, Manolito

My son, Francis Allan, and daughter, Francheska Allaine,

Who all have always taken pride in my accomplishments,

And have successfully made me the person I am becoming

And to those who have shared their time and support for the success of this

thesis

You are always in my heart...

MF

ABSTRACT

RESEARCHER : Mildred F. Morales

**TITLE : DEVELOPMENT AND IMPLEMENTATION OF AN
INTERVENTION PROGRAM ON THE LEARNING
STRATEGIES OF ACADEMICALLY AT RISK
STUDENTS**

**KEY CONCEPTS : Intervention Program, Academically At-Risk Students,
Learning Strategies**

DEGREE : Master of Art in Education

SPECIALIZATION : Guidance and Counseling

ADVISER : Dr. Evelyn C. Bagaporo, RGC,RP

Summary:

College life offers challenging tasks and demanding academic requirements that many students find it difficult to succeed. Many of them become academically at risk students (ARS) who need assistance to reach their goals. Hence, the purpose of this study is to develop, validate, try-out, implement, and assess an intervention program on the learning strategies of these

students so that they can be assisted by the school. Through a descriptive-developmental research design, the study identified 37 participants chosen purposively based on interview and academic probation checklist used by the Guidance and Counseling Center. These data served as basis for designing the modules which were used in the intervention program. Said modules were validated by 4 experts in the discipline and rated by the process observers, the results of which led to the revision and finalization of the modules, which were then tried out and implemented among identified participants. Their assessment showed that the modules were helpful in making them strategic students and equipping them with a repertoire of strategies to survive college life. It is therefore recommended that further research be conducted on the use of the modules for other sample population like students from other programs (e.g. College of Business Education, College of Technology and other Engineering Programs) to determine its effectiveness. Also, a research on the evaluation of the program implementation may be done for its improvement or further adaptation needed.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The determinants of students' learning and knowledge are their grades at the end of the school semester, believed to be the academic accomplishment as the primary indicator to discern how they fare in their curricular programs. Thus, if they get high grades, they are thought to have learned a huge amount of information from the different program courses they take. Otherwise, they are considered to be struggling and unable to meet the demands of their curriculum.

The quest of higher education for most academically at risk students is to get better academic results in every course they are enrolled in (James, R., Krause, K., & Jennings, C., 2010). To achieve this, they need appropriate guidance and intervention program so that they can get back on their academic track. However, helping academically at risk students is a challenge in most tertiary school nowadays since they need to encourage and provide the resources for these learners to complete academics successfully. These students need a better grasp of different learning strategies so they can tap their full potentials in academic world that will help them attain good grades.

In this present study, the students under academic probation are considered as academically at risk students, defined as those who carry full time load but fail in more than 50% of their registered units including PE and NSTP (Technological Institute of the Philippines-Student Manual, Revised April 2014). As a consequence of being so, academically at risk

students are allowed to re-enrol in a program on a reduced load on the succeeding semester. Also, the maximum units allowed for students under probation is 3 units less from the previous semester or 9 units, whichever is higher.

The duty of the guidance and counseling center is to write a report on the list of academically at risk students' name per program and the possible reasons for being considered to be so, and to distribute the data in different academic departments in Technological Institute of the Philippines, Quezon City (T.I.P.-QC) every semester. These reports serve as a foundation in forming an intervention program like shadowing, free tutoring, faculty advisement, among others, of the different academic program departments. For instance, the Math and Physics Department developed a free tutorial program based on the deliberation of students' reasons for their failure for the last 3 years, the main reason being the difficulty that the at risk students encounter in their Math subjects. For the guidance and counseling center, the reports serve as the basis for planning seminars, symposia, and the like. For this study, those records serve as the basis of identifying the academically at risk students as participants, and for developing an intervention program on the learning strategies tailored to the needs of academically at risk students.

There are numerous studies that can give evidences and clarifications to those students placed and considered as academically at risk because of failure in most of their subjects (Lucio, Rapp-Paglicci and Rowe ,2011). Those evidences and clarification can be used in helping at risk students to cope up with their academics. In order to facilitate help, different factors relating being so should be given importance to tap and answer their needs and to help them become an able learner.

Li and Edmonds (2005) concluded that most of the academically at risk have inadequate learning strategies to become successful. Those students are at risk because they do not have sufficient assistance in the school to learn and adapt different learning strategies to help them manage school work. The result, they experience continuous academic failure in most of their subjects.

King (2004) described the academically at risk students (ARS) as academically unprepared due to their earlier educational experiences such as their poor academic preparation and learning skills. Academically unprepared students do not know how to strategies to complete academic task, and this is the case among many students who are not prepared for the academic rigors (Daley, 2010).

At risk students are more likely to display different characteristics in the academic situation such as low academic achievement and declined self-concept (Ender and Wilkie, 2000). In order to facilitate help, the school needs to provide intervention program that can answer the needs of at risk learners; otherwise, they will suffer academic failure in the longer period of time. To achieve academic success, students need to learn different learning skills (Maxwell, 1997).

Generally, students need to take responsibility to identify what to learn, when to learn, and how to learn (Guglielmino, Long, & Hiemstra, 2004). In doing so, learners need to be equipped with learning skills that can help them grasp better learning. There is a well-known phenomenon that associates inadequate learning skills and increased rates of academic difficulty (Biggs, 1987; Jones, Slate and Kyle, 1992), but the problem many students are not aware how to develop such study skills.

Lundenburg (1999) avers that academic success and failure are always associated with the early warning signs which can be noticed to the students. If that is the case, different programs should be developed to avoid the increasing number of academically at risk students in different colleges and institutions (McCabe, 2000). He also points out the performance of at risk students as revealed in the study that they are not always academically incompetent, but only lacking in learning strategies that can help them perform better in every academic task (Lundenburg, 1999).

Gavigan (2010) stated that once academically at risk students (ARS) have been identified or pinpointed by any academic school department, the challenge for the school administrator is to develop a comprehensive intervention program, or school-wide initiatives tailored for academically at risk students to help them cope with their academic courses and to close the existing achievement gap between these at risk students and their counterparts in the academe.

One of the intervention programs given by the guidance and counselling center is a seminar about study habits and students' time management because these are among the top reasons given by ARS. Apparently, research studies in the past linked academically excelling students with better time management skills, while the opposite might be true for the ARS. Britton and Tesser (1991) study on tertiary school settings indicated that time management skills seem to have positive associations with students' learning in terms of academic courses. Higher academic achieving students were reported to be more likely to accomplish the scheduling with regard to school concern, preparation for every academic course, and accomplishment of the achievement of their study period (Holder, 2007; Puzziferro, 2006). Academically successful students, who were likely to persist and do what they know are good in relation to their academic

courses, and are likely to get higher ration in time and study management (Holder, 2007). Further, able learners know how to manage their time because they concentrate on beating the deadlines given, hence they know how much time they require in concluding their tasks, apportioning time for understanding an assignment in every course (McGivney, 2004). However, students that do not develop so many skills in time management were considered to be more likely to achieve less on their academic courses or were even thinking dropping out from the program they are in (Roblyer, 1999).

Looking at the previous to current database that the guidance and counseling center had on hand pertaining to academically at risk students, , it appears that seminar on study habits and time management is not enough to help at risk students in coping with their academic difficulty. The number of academically at risk students every semester continuously increases, and there are instances that the same students are placed under academic probation every semester. This means that most students are on and off being academically at risk despite the intervention program about study habits and time management given by the guidance and counseling center. In order to help them to deal with their academic difficulty, the researcher wanted to dwell on the different learning strategies mentioned on the academic problem checklist data of the at risk students.

In general, different learning strategies are those skills essential to cope with the program demands they are in for they help in considering and retrieving different information they study in their program curriculum. Al-Hilawani (1997) stated that in particular way, those learning strategies are the link between comprehension and memorization of different subject matter.

Based on the study of Hofer (2002), there are different competencies that the academically at risk students need in order to become successful in their academic endeavor using different learning strategies, such as *getting essential information on different data or lesson, recording important information that gather during study point in time, organizing different materials pertaining to studies and managing school and home activities efficiently, and producing essential information if possible on school academic demand.*

Fielden (2004) states that knowing and applying meaningful learning strategies help the students in their critical reflection in their studies, and therefore make them survive their curricular program, and consequently improve their academic grades. For instance, when reading a selection, the strategies assist them in analyzing, critiquing, and synthesizing different processes considered essentials in attaining a successful academic life (Reed, 1996).

Intervention program on the learning strategies can be provided to learners as a learning support in their study. If the school already knew the existing academic gap of at risk students, then it can find the best way possible to bridge that gap. Reviewing different related literature and studying different exemplary projects about intervention program development may be consulted to guide the development of a framework that can help academically at risk students. Then the guidance counselor and facilitator evaluate the best option to execute the program. The implementation could be a challenge, however, because changing the existing students' strategies in study could be very difficult since they have already acquired and used certain strategies for many years, and many times older students may be more resistant to change (Hattie, Biggs, & Purdie, 1996). Nevertheless, their knowledge about different learning strategies does not necessarily mean that they automatically utilize them (Hofer, et al., 1998; Lin, 2001).

A fruitful intervention program requires the guidance counselor and facilitator to specifically identify the needs of academically at risk students, design the intervention program that can effectively address at risk students' needs and implement the program in a manner that produces the desired outcomes.

Background of the Study

Students' academic success and failures are seemingly as a complex idea with different reasons. It is one of the purposes why most researchers pursued distinct lines of study on procedures in developing an intervention program that can help academically at risk students.

One of the duties of school is to keep the students to go to school, perform well and makes a good sound decision and provides enough guidance to the students with the help of the school community, specifically the guidance and counseling center. The guidance counselors aid in the growth and development of the students making them use their potentials to the fullest and become productive individuals. This is through helping the students understand their learning strategies that will enable them to become better students. That is why one of the duties of the guidance and counseling center is to provide a comprehensive intervention program that will help academically at risk students in their studies and allow them to make sound decision.

The resources that the guidance and counseling center had on hand such as the reason behind at risk students' academic failure and summary of academic probation checklist were gathered and synthesized. The primary purpose for this was to develop an institutional intervention program on the learning strategies of academically at risk students.

The Technological Institute of the Philippines, Quezon City (T.I.P.-QC) campus has been studying ways and means on how to keep its students and to help them to become critical thinkers and lifelong learners. However, despite the effort done by the institution and the parents, positive impact is hardly observed among students perhaps because their awareness in different learning strategies is not that much, can be attested by the report made by the guidance and counseling center as regards the number of students under academic probation. In its continuing quest for excellence and in the spirit of continuous quality improvement, the Technological Institute of the Philippines-Quezon City (T.I.P.-QC) sees to it that they educate and shape men and women by providing quality instruction and administrative services, making the school to be the best technological school. T.I.P.-QC imbues its students not only with Filipino values, industry and global citizen values, but also with strong academic grounding that transforms every graduate student which contribute better to the general welfare of the society. This is the reason why the school community try its very best by collaborating with different departments of the school, -- to help students achieve these core values.

The students' academic performance is very crucial for it is through the process of student development that marks and identifies them as members of their program. However, in continuing global competencies, academic performance plays a vital role in determining the outcomes of the curricular programs they are enrolled in.

Conceptual Framework

The purpose of this study was to identify the learning strategies of academically at risk students (ARS), develop, validate, try-out, implement and assess an intervention program on the learning strategies of ARS. The students under academic probation are considered as academically at risk students.

The increasing number of academically at Risk Students (ARS) in different college and universities are apparent McCabe (2000), but exactly which areas and bases should be identified to guide intervention program development needs to be concretized. The American Association of College and Universities (2007) reports that 53% of students entering freshmen in different colleges and universities are academically underprepared or academically at risk students (ARS), i.e., lacking basic skills such as learning strategies in at least one of the three basic areas of studies like mathematics, reading and writing (Tritelli, 2003). The report shows the total 33% increase in the number of ARS since 1996 (National Center for Educational Statistics, 1996).

Being found out by McCabe (2000) each year more than half a million ARS went on course remediation to meet the standard of college courses. Boylan (2001) stated that in order to help at risk students, the use of developmental approach in program development is necessary when working with ARS. Boylan support the assumption King's (2004) when he says that students who are failed to do well in academics for different reasons and only one of them is lack of different learning skills and academic preparedness.

Hattie et al. (1996) concluded that programs are most effective when applied in the concrete context gathered in different archives found in school. Numerous studies proposed

different tactics which they proved to be effective to gather data as a basis in program development Bernard & Naidu, (1992); Briscoe & LaMaster, (1991). Likewise, Nisbet and Adesope (2006) added that the different strategies are found to be effective in a college setting.

Anderson (2004), as he cited Spann and McCrimmon (1998), suggests that the needed plan should be detailed if we are to address student academic needs since the at risk students often has an unrealistic view of the importance on how to do well in their academics.

Good documentations concerning academically at risk student are essential to identify them. That is, the more information, the better the chances are in identifying the different causes that could potentially lead a student to become academically at risk and help them to cope up with their academic courses. Each piece of evidence to pinpoint the academically at risk student is important because even the smallest bit of information can give a clearer view of what is going on and know the reason behind with the students that struggle scholastically. The process includes gathering information through checklists, student records, surveys, interviews, data analysis and its utilization, and finally, the design and implementation of an intervention program strategy to help the at risk (Wells, 1990).

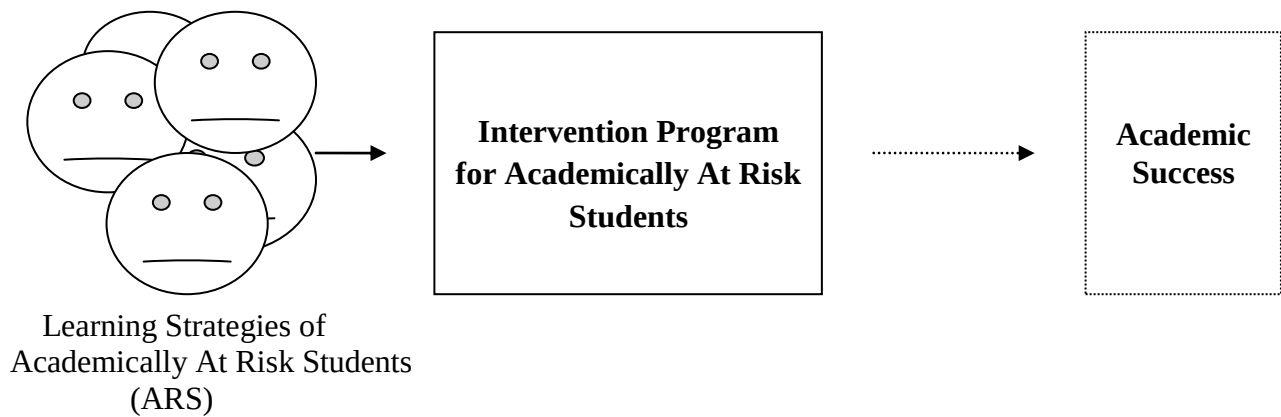


Figure 1. Conceptual Framework

Figure 1. Intervention Program on the Learning Strategies of At Risk Students

Guidance counselors and facilitators, do make plans and proposed intervention program which can assist students' needs specifically those who are academically at risk. Isaak, Graves and Mayers (2006) discovered that academically at risk students are well-known to have learning difficulties. King (2004) pointed out that at-risk students are academically unprepared, and this is adhered on the earlier educational experiences such as their poor preparation, inadequate learning strategies and having an academic failure. Academically unprepared students do not know how to go about earning a degree in college. Likewise, for Daley (2010), many students are less aware of their learning strategies and are not prepared for the academic college life Isaak, et al., (2006). Sustained engagement hinges on students' early success and sense of capability in their studies Lizzio & Wilson, (2004), presenting a challenge for students who may be academically unprepared or educationally disadvantaged or academically at risk. McMillian and Reed (1994) explain that if the school wants to help academically at risk students, the school

administration should develop different intervention program tailored to their needs, to help them cope with school demands (McMillian & Reed, 1994).

The most important aspect to make the students become successful in the tertiary world is to develop different learning strategies that can help them in their academics and become self-regulated (Azevedo et al., 2012; Glasner & Ingham 1993; Weinstein et al., 1989; Zimmerman & Schunk, 2011). The desirable type of learners of all time in the academic world is being self-regulated, as it requires students to take their own responsibility to have successful academic achievement and learning process (Dembo & Seli, 2012; Oliveira, Boruchovitch, & Santos, 2011; Wang, Kim, Bong, & Ahn, 2013; Weinstein et al., 1989).

The effect of students' learning strategies in the conceptual learning has been found in different related literature based on research by Gaigher, Rogan and Braun (2007), Numan and Sobolewski (1998), Harper et al. (2003), Leonard et al. (1996), and Zieneddine and Abd-El-Khalick (2001a). All these researchers found that learning skills have a substantial effect on the academic success of the students. Some studies were claiming that teaching learning strategies that can change the academic situation of the students has an influence on academic success of at risk students (Huffman, 1997).

The guidance counselors and facilitators make plans in support to the needs of academically at risk. They tap the needs of the students by developing intervention programs. According to Hattie et al. (1996) that the intervention are most effective when applied in the concrete context gathered in different archives found in school. Further, the intervention program being developed should validate, try out, implement and assess to know if the program

is a good fit to academically at risk students and to ensure that the objectives of the program are being met.

Intervention programs can be an effective tool in helping academically at risk students since they provide opportunities for them to interact with their peers and with different members of the institution to tap their needs and become strategic learner, an approach that is supported by Astin (1993). It may also assist in students in feeling connected to institution by meeting with a group of peers who are in similarly like them, which Tinto (1993) asserts is a key to at risk student to cope up academically. The focus of the intervention program is typically on the improvement of student academic success.

Statement of Purpose

This study focused on identifying learning areas where academically at risk students (ARS) would need help in coping up with their academic demands. The program developed aimed to address these learning areas. Thus, the purpose of this study is to:

1. Identify the learning strategies of academically at risk students (ARS).
2. Develop Student Success Support System or 4S intervention program for ARS.
3. Validate 4S intervention program with the help of the experts.
4. Try out, implement and assess the intervention program for academically at risk students.

Significance of the Study

The results of the study are expected to shed light on the role of intervention on learning strategies of the academically at risk students. The intervention program is expected to help students in enhancing their learning strategy, especially in planning achievable learning goals. The ability to self-regulate their own learning, to attain their learning goals, is expected to enhance students' self-efficacy to be successful, which in turn would enhance their course completion and persistence in studying in educational settings.

In addition, the study will also help the researchers uncover critical areas in the development process of the intervention program like designing with specific goals and objectives that complement the mission and vision of the school, which is for Technological Institute of the Philippines, Quezon City is to help students become critical thinkers and lifelong learners. The result of this study will help the school in achieving its mission and vision.

Scope and Delimitation

This study dwells on the development, validation, try-out, implementation and assessment of an intervention program on the learning strategies of academically at risk students. The participants were limited only on the first year Marine Engineering students under academic probation enrolled in the second semester of school year 2015-2016 at the Technological Institute of the Philippines, Quezon City (T.I.P.-QC). The term academically at risk refers to those full time students who failed in more than 50% of their registered units including PE and NSTP, which consequently are placed on academic probation. The development of the

intervention program is based on the previous to current guidance and counseling center data with regard to at risk students' reason behind academic failure from school year 2011-2016.

Definition of Terms

In order to provide clearer understanding of this study, the following defined terms are use conceptually, operationally, or both by the researcher.

Academically At Risk Students. It refers to full time students who failed in more than 50% of their registered units including PE and NSTP, which consequently are placed on academic probation.

Intervention Program. This is the program made by the researcher based on the guidance data reports on academic probation or academically at risk students.

Learning Strategies. By way of operational use in this research study, it refers to the study aids that the academically at risk students need to acquire in order to become successful in their different academic programs. These learning strategies are classified such as improving memory, listening skills, and note taking, to name a few.

Program Development. In this study, program development refers to the creation of an intervention program to respond to the identified needs of academically at risk students using previous to current data report on academic probation of the T.I.P-QC guidance and counseling center.

Program Implementation. In this study, program implementation refers to the actual application of the intervention program developed by the researcher in order to facilitate help among the academically at risk students.

Validation. As used in this study, it is to review if the developed intervention program meets the recommended program adjustment and fulfils its intended purpose with the help of the experts.

Program Assessment. It is assessing the intervention program developed by the researcher with the use of researcher-made tool for process observers and participants, process observers' interview on participants and reviewing at risk students' work activity samples.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter presents a glance of different related literature with synthesis which aided and added substantial insights in this study. The presented literature helps in the development of the conceptual framework and expounding of the course of the present study.

At risk Students

The increasing numbers of students at the tertiary level who started adapting to college life may be a great challenge among freshmen. Hansen (1998) has noted that the overall academic preparation of the students whose entering college in the present education system has weakened and that academically at risk students in college has increased. Proven in this study, the researcher found out that the most academically at risk students belong to the college freshmen and the increasing number per semester is noticeable.

Students can be considered at-risk for achieving academic success in tertiary education for a variety of reasons. At-risk students may be those who have made poor choices or decisions that negatively affect their academics. The learning strategies, knowledge, and/or academic ability of these students are significantly below those of the “typical” college student (Walsh, 2003; Maxwell, 1997). Further, academically at-risk students are likely to display a variety of other characteristics such as believing that learning is having unrealistic grade expectations, possessing low academic self-concepts, and having inadequate learning skills for college success (Walsh, 2003; Ender & Wilkie, 2000; Meyer, 1992).

Thus, at-risk students can become more active, strategic learners when they (a) understand learning process methodology and (b) develop the ability to think about their own thinking and learning. With awareness, at risk students may use different learning skills on how to learn, monitor their study progress, and evaluate their academic achievements while engaged in a different learning activities (Redfield & Lawrence, 2009: According to Blackbourn (2006), only about 25% of all students spontaneously generate and apply different learning skills in instructional settings. It involves the act of “thinking about how one thinks”. In essence, it allows students to not only acquire content knowledge with the help of learning skills, but also learn about their study strengths and weaknesses within the context of the course content (Apple, Morgan, & Hintze, 2013).

Bulgar and Watson (2006) posit that the definition of at-risk students should be stretched to include the combination of background characteristics which include behavioral characteristics and environmental factors into a single definition. Behavioral characteristics are equally important on at risk students to acquire new skills, since they are the one who learn about on what they think they need to learn with the help of the school community as the last background, the environmental factors.

Moreover, Roueche and Roueche (1993) describe the at-risk students as those who are academically underprepared to go to the program in tertiary. Apparently, they are those who are lagging behind with their academics. Students become at risk in school academics when they have difficulty acquire new learning skills and complete academic task, such as working with assignments and participating totally in class discussion and activities.

Keeling (2003) adds another group to the academically at-risk list: the “Millennial Generation”: These are the students who graduate high school in the 21st century that are often lack in educational planning skills when entering tertiary level.

Lucio, Rapp-Paglicci and Rowe (2011) stated some evidences that can explain why students become at risk. According to him there are some factors that can contribute to the students to struggle academically. Each at-risk student has their own unique combination that can lead them to become at risk. The common is according to Lucio et al. (2011), the inadequate learning skills.

Isaak, Graves and Mayers (2006) discovered that academically at risk students are well-known to have learning difficulties and not good in time management. Moreover, Schiming (2012) emphasized that learning difficulty is a factor affecting academic performance. In addition, Forsyth, Story, Kelley, & McMillan (2009) wanted to know the factors that facilitate good academic performance, and found that one of the reasons is having good preparation and learning skills.

Intervention Program

In an effort to improve the academic condition of the at risk students, many institutions are engaging students in different intervention programs (Dunn, 1995a) to cope up with their academic difficulty. They train students learn how learn to achieve academic success.

Intervention program as defined, an interfering in any affair that genuinely exists to help the recipient, so as to have an effect on the different concerns and issues of the target population (Thorndike & Barnhart, 1991). One of the reasons the school is developing different intervention

program is to help at risk students to meet academic goal (Murphy & Duncan, 1997). The most appropriate program for academic success can lead in tapping the needs of at risk to help not only in academics but to gain back self- confidence.

Intervention program is the systematic instruction to promote progress in an area where there is a need for it (Mahlo & Taole, 2012). In education, most of the intervention programs are designed to improve school performance of students, especially at risk (ARS). The progress of ARS must be monitored to ensure that the right program is given to them. Hence, the main purpose of the academicians is to be able to identify all the factors hindering academic success; and this could explain why different intervention programs on the learning strategies are the most common target learning areas in the tertiary level.

Carter (2004) believes that the top priority of schools today is to ensure that all students develop to their full potential, and this requires the school administration to use a different approach, like advising in collaboration with different school departments, and check other school resources to develop programs to help at risk (Marton, Hounsell & Entwistle, 1997).

Jones and Becker (2002) identify the need for intervention programs that teach decision-making skills for every student, promote self-advocacy to have self-worth, provide curriculum intensive advising to maximize students' full potential, and provide services to support students during their first year to avoid becoming at risk. Yet Baker, Gersten, and Lee (2002), Biancarosa and Snow (2004) remind that different factors are associated with the development of intervention programs containing basic instruction with an improved outcome for different students' learning difficulties. The school community needs to help to define the key player in a

clear, specific manner, to evaluate the different measurable factors to be addressed, to reduce the number of ARS, and to help in achieving academic students' success.

According to Hofer et al. (1998), the intervention program design to teach learning strategies should consider (1) the scope of the program, (2) the content of the program, and (3) the time frame of the program. They argue that using multi strategy programs might be better at teaching learning strategies in a college setting rather than focusing only on one or two basic strategies, such as how to use mnemonic in studying or how to underline in reading. If different strategies are combined, more will be effective in teaching students in all the aspects of learning strategies (Dembo & Eaton, 2000; Krouse & Krouse, 1981). Further, students who acquire self-regulatory skills experience improved academic achievement and increased self-efficacy (Zimmerman & Bandura, 1994; Zimmerman, Bonner, & Kovach, 1996; and Zimmerman, 1989a). Furthermore, Kronick (1997a) enumerates the different factors that can work best in relation to students' academic concerns. Apparently, most of the programs are more superficial in nature and do not really dig into the actual cure that can be based on the root and underlying cause why students become academically at risk. According to the study of Kronick (1997a), the different remedial intervention programs that most schools are doing are temporary, also known as the quick fix on academic environment. This kind of methodologies in developing the remedial intervention program can only answer the needs in temporary manner, but cannot answer the underlying cause of the problem of being at risk, such as looking on the different data that can establish the main reason of the problem. As a result, this temporary nature of intervention eventually does not work for long period of time and immediately fades away.

Effective intervention program means promoting strategies in development and implementation because of the positive effect it has on students' self-esteem, decision-making abilities, peer relationships, and academic achievement (Kronick, 1997a). Additionally, the skills that of ARS have must be noted and the difference between actual and observed phenomena in terms of having such behavior they engage in must be documented (Bergan, 1995; Witt, VanDerHeyden & Gilbertson, 2004). School administrations are encouraged to set school environment that can build academically at risk students' self- confidence to do well in their academic courses. Also, they need to provide different intervention program to ensure that at risk students (ARS) are back in their academic track Savin-Baden (2000a).

Thus, Brunner & Hill (1992) posit that the creation of the learning environment that can promote their learning skills, such as understanding career and understanding the school mission and vision. Today in society where change is constant, ARS continue to be adversely meeting complicated challenges. The effective school intervention programs pertaining to academically at risk students are to address their academic needs in an early stage. The collection of different data is needed with regard to collaborative efforts that students and parents emphasize. But, perhaps the solutions to the problems are not as complicated as people think of Murphy and Duncan (1997) said that even the smallest change in the perception of a school problem like in academically at risk students could ripple into larger changes of quality student services.

Rothman and Thomas (1994) believe that the intervention program must have a framework or model that taps students' needs. They propose a framework on the systematic development of the intervention program tailored to the needs of the recipients, which follows the six phases, from 1) problem analysis and planning of different intervention program that can

answer the needs of academically at risk students; 2) information gathering and synthesis based on the reason, issues and concern of the recipient; 3) design of the intervention that can be best of help in catering different students' needs; 4) early development and try-out to ensure that the developed intervention program fits the recipients' needs; 5) evaluation to identify the data being gathered; and finally, 6) implementation and assessment of the developed intervention program.

A number of institutions have adapted different intervention programs that involve academically at risk students with their learning strategies to help them in their academics (Mackay, 1996). The different school intervention programs pertaining to students' academic growth are more on the provision of remediation courses, learning strategies that they are starting to develop to help them in their academic courses. The assistance given by the administrators in different school departments, orientation programs that are often given to cope up in with academic difficulty are essential to at risk students to help them. While the institution is supportive to assist academically at risk students, there is limited understanding as to how to best support and help at risk students to back in academic track. Mostly, many of the problems for which at risk students' programs are trying to intervene involve learning skills. Cooper and Robinson (1987), describe an effective use of different intervention program for at risk students, with a focus on learning strategies. Different institutions offer a number of academic support courses for at risk students (Corkery, McGreevey, Yoder, & Folsom, 2003; Shanks, 2002). In addition, Brocato (2000) stated that the effective intervention programs that are use involve workshops and different activities for at risk students.

The literature on the effectiveness of guidance services like implementing an intervention program, seminar and the like on academically at risk students are favorable (Turner & Berry, 2000) (Dunn, 1995b) (Illovsky, 1997) (Santa Rita, 1998). Different programs and personal counseling interventions showed a positive impact on at risk students in coping up with their academics Sharkin (2004). Although intervention program plays an instrumental role helping academically at risk, its primary function is to support at risk student needs in both personal and academic.

Campbell and Ramey (1995) have shown in their study that early intervention cater to ARS has a positive effect on improving their academic outcome. Of particular importance to the success of institutions of higher education is to produce a lifelong learner graduates. In addition, early program for ARS provides an opportunity to help members of faculty to better understand why students are lagging behind so that appropriate measures such as change of the course outline or classroom policy can be implemented to improve students' learning overall.

Finally, intervention programs that help academically at risk have long been considered an important aspect of an institution. Raising student achievement in school curricula as well as providing guidance to at risk students as they progress through their education endeavours (Gandara, 2002).

Learning Strategies

Learning strategies are different approaches used by individuals to actively learn or facilitate acquisition, understanding, transfer of new knowledge and skills, and to use

information to solve problems and be successful. Students who do not possess learning skills often learn inactively, and ultimately fail in school (Center for Research on Learning, 2014).

Kiewra (1987) adds that developing learning strategies are an important part of any student's success. Learning strategies help the student in understanding effectively, and they also help to build students, especially at risk the self-confidence they need as a learner (Schunk, 2005a).

Forsyth, Story, Kelley, and McMillan (2009) found that one factor that facilitates good academic performance is having learning skills. Yet the reality of the negative life experiences that affects ARS is reflected in their decreased achievement gap. The achievement gap refers to the differences in academic performance among students, which, according to Carter (2004) has become a complex set of problems, including disparities in graduation rates, focus on higher education, and achievement in school. However, the given set of challenges must not interfere with the confidence of educators to help all students excel as individuals and in the classroom.

Mackenzie (2009) elaborates that success in the academic world in the tertiary level is spelled out by different learning skills promoted in different school activities. The tasks of the school administration are to promote higher thinking level and produce independent learners. (Bembenutty, 2008), Kitsantas, Winsler, and Huie (2008) add that the key concepts of determining the levels of students' academic learning are the best predictors of students' success in the tertiary level.

Furthermore, Gettinger and Seibert (2002) warn that dealing with the students' academic achievement really depends on the different learning skills acquired by the students over a period

of time. The study of Hofer and Yu (2003), Burchard and Swerdzewski (2009), and Nordell (2009) illustrated the effect of strategies on academic performance of the ARS. The study described the different learned skills integrated in the school activities then, focused on skills that suit them best and applied them in the variety of learning tasks (Lovett, 2008).

Marton, Hounsell & Entwistle, 1997 (as cited in Gębka, 2013) were able to recognize the influence of learning strategies on academic performance. The effects of the learning strategies in their academic life have been subject and highly valued by various researchers in the academic field. Overall, the different related studies about the effect of learning skills were conducted in the early 1990s to 2008 saying that the student's learning can be directly affected by the range of learning skills that they acquire over the period of time.

Besides, Griggs & Dunn (1996) explain the role of different environmental factors that play an important role with regard to the acquired learning strategies. The environmental factors also determine the extent of the learning process of every student in their academics (Simpson & Nist, 2000). According to the results in several studies conducted with regard to learning strategies, these proved to be effective and can contribute greatly to the at risk students in improving their academics (Protheroe, 2002).

Research on the educational field with regard to the effect of learning strategy reported that it had the positive influence on the conceptual learning of students whether they are at risk or not (Harper, Etkina & Lin, 2003); achievement in different courses (Çaliskan, Sezgin Selçuk & Erol, 2010; Sezgin, Selçuk, & Caliskan 2010a; Sezgin Selçuk, Sahin & Açıkgöz, 2009; van Weeren et al., 1982); reading comprehension of different types of students, at risk or not (Koch & Eckstein, 1991; Koch, 2001a; Rouet et al., 2001); the different aspect in academic courses like

problem solving performance (Austin & Shore, 1995; Vertenten, 2002), that can be used to help students.

Moreover, Bennett, Finn, and Cribb (1999) observed that every student has different learning strategies. Schools, therefore, must accommodate all kinds of students, whether they are academically at risk or not, and embrace their various learning styles by integrating flexible teaching skills into their academic curriculum. The school's failures to recognize the differences among the students have a substantial effect in creating school program, since ARS need to adapt learning strategies to promote school academic success and complete the tasks that every academic course requires them to satisfy (Conrath, 1994).

The relationship between learning strategies and student learning outcomes in school academic courses must be taken into consideration to confirm whether they are interrelated or not if they want to tap the needs of at risk students (Gu & Johnson, 1996); their learning strategies (Vann & Abraham, 1990a); (Wen & Johnson, 1997); and learning outcomes (Wenden, 1986; Russel et al. 1999). Politzer (1983) found that the relationship between the learning strategies that the students adopt and the attainment of students learning outcome has not been established and has little evidence in his study. Yet Huang and Van-Naerssen (1987) reported in their study that the association of the two comparing factors was highly strong. Lai (2009a) revealed that more proficient learners used and adopted more learning strategies that helped them to become better in their academics. Wenden (1986) reported that academically at risk students used fewer learning strategies less frequently; while Chen (1990) found that ARS used more learning strategies compared with high academic achievement. Another study, this time by Bialystok (1981) found positive effects of the different learning strategies on second

language proficiency of different students; yet the study of Bonwell 1996a and Jacobsen & Mark (1995) found that learning strategy has positive effects on students' English achievement, and this helped in boosting their self-confidence.

Academically at risk students must learn how to use different learning strategies and resources that institution may offer in order to comprehend on the lecture concepts or implement different ideas in every school activity on their own. Several learning strategies have been presented in the field of education to enhance learning (Chen, Liu, Shih, Wu, & Yuan, 2011; Feng, Lin, & Liu, 2011; Liu, 2011; Chang & Lee, 2010; Hassan, Ismail, & Mustapha, 2010; Jou, Chuang, & Wu, 2010; Liu, 2010; Liu & Chang, 2010; Liu 2011; Liu & Lin 2010; Liu 2010; Liu, Lin, & Chang, 2010; Miller & Robertson, 2010; Wang, Shen, Novak, & Pan, 2009a; Nuutinen, Sutinen, Botha, & Kommers, 2010; Tsai, Chen, & Chen, 2010; Liu & Lin, 2009;), and it is up to at risk students what to choose in order to facilitate learning (Lin, Liu, Kou, Virnes, Sutinen, et al., 2009).

Perry, Hladkyj, Pekrun, Clifton, & Chipperfield (2005) considered student' learning strategies as an important element to success in college. This finding supports the claim of Perlman, McCann and Prust (2007) that learning skills help in attaining good academic performance, and some of these include attentively attending classes and promptly doing assignments. The other findings of Perlman et al. (2007) points to other learning skills of students that also help attain good academic performance, such as being attentive to discussions and lectures, studying in a quiet place, seriously taking responsibilities as a student, exerting additional effort in assignments that will have more weight or points, and accomplishing

additional credit in academics (Cornford, 2002; Cheng & Yeh, 2009; Liu & Lin, 2009; Cole, Sugioka & Yamagata-Lynch, 1999).

The goal of tertiary education is to create lifelong learners –independent and self-directed learners who can acquire, retain, and retrieve new knowledge on their own with the use of different learning strategies that they have learned (American Association of Colleges and Universities, 2007,2002 ; Wirth, 2008). According to them, only lifelong learners will be able to keep up with the growth of knowledge and skills in their academic studies. Helping the at risk students become a lifelong learner is the academic ideal of every institution. It means equipping the at risk student with basic learning skills. A recent study was to identify the factors that they considered important in at risk students' learning to promote academic success (Ruohoniemi & Lindblom-Ylanne, 2009). Most commonly mentioned are the planning and practices of different school activities that at risk students were receiving, including the study load and the curriculum as a whole. The at risk students –identified their learning strategies, or study methods. As they perceived it, learning was something that was “happening” to them, and the facilitator's job was to make it happen.

Synthesis

College life deals challenging school responsibilities and demanding academic requirements that many students find it difficult to succeed. Many of them turn out to be academically at risk students (ARS) who need assistance to reach their study goals. Thus, guidance counselors should assist these students towards their academic success. They should be able to address their needs through various ways like counseling and much more in developing

different intervention programs mentioned earlier. These intervention programs should be developed not only for students' academic achievement, but for them to build self-confidence as well.

Further, different learning strategies that also mentioned earlier that can aid academically at risk students to cope up with their academic demands should be given importance to achieve study goals. Hence, the purpose of this study is to identify the learning strategies of academically at risk students (ARS), develop, validate, try-out, implement, and assess an intervention program on the learning strategies of ARS so they can be assisted by the school. This intervention program is developed to help them to become strategic learners and equip them with a repertoire of strategies to survive college life. Moreover, the study of Lucio et al. (2011), Murphy and Duncan (1997), Brocato (2000), Sharkin (2004), Mackenzie (2009), and Perry et al. (2005) help the researcher to come up with the notion of developing an intervention program on the learning strategies of academically at risk students. The insights on how learning strategies promote academic success for every student and how intervention program helps students to cope up academic demands contributed a lot in this study.

Chapter III

RESEARCH METHODOLOGY

This chapter presents the procedures used in this study, including the research design, respondent of the study, sampling techniques, instruments used, data gathering procedure, program development procedure, and the statistical treatment.

Research Design

This study made use of descriptive-developmental research design. The purpose of descriptive research according to Salkind (1997) is to describe the current state of affairs at the time of study or the current state of phenomenon, while the developmental research according to Seels & Richey (1994) is the systematic study of designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness.

Research Locale

This study was conducted at the Technological Institute of the Philippines (T.I.P.), both in Manila and Quezon City for try-out and actual implementation respectively.

T.I.P. is a private, non-sectarian higher education institution that offers Engineering and Architecture programs, and other courses in College of Maritime Studies, College of Information Technology, College of Business Education, and College of Teacher Education.

T.I.P. implements an outcomes-based education, and has gained various local and international accreditations from accrediting bodies such as the Department of Commission on Higher Education (CHED), Professional Regulation Commission (PRC), International Maritime Organization (IMO), Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), and Accreditation Board of Engineering and Technology (ABET), to name a few.

T.I.P.'s missions include the continuous empowerment of the Filipino youth through technological education of the highest standard; transformation of students into graduates with full competence in their fields; and generation of students imbued with **Filipino values** of honesty and integrity, service to others, the importance of frugality, family, resilience in the face of adversity, and willingness to surmount difficulties in order to succeed and excel. Likewise, it inculcates **industry-desired values** of positive work attitude, good communication skills, proficiency in computers and software that pertain to their fields of study, initiative, and the openness to keep on learning to reinvent themselves. It also hones the **global citizen values** of respect for cultural diversity, the desire to contribute to the general welfare of society, and care for the environment. Synthesizing all these, T.I.P. personifies outcome-based education among its students.

Research Participants

64 academically at risk minor students were given an informed consent to be part of the study. Both student and parent, or guardian only of male students, and parents or guardian responded positively to participate in the study.

The researcher tried to reach out for the other academically at risk students and their parents or guardian for T.I.P.-Manila and Quezon City through phone call and electronic mail, to no avail, because neither the student nor the father wanted to take part in the study. One of the reasons they had given, they need to enrol the students in tutorial services to cope up with their academics.

Consequently, from the 64 ARS, the participants purposively chosen were reduced to (as presented in 37 academically at risk Marine Engineering freshman students enrolled in the second semester of the academic year 2015-2016 in T.I.P.-Quezon City. The term at risk refers to those full time students who fail in more than 50% of their registered units including PE and NSTP, and consequently are placed on academic probation. The range of participants' age is from 16 to 17 or students below 18 years old. (See Appendix A p. 114)

Moreover, the researcher also had the same set of criteria for the 9 participants from T.I.P.-Manila (enrolled in the second semester of school year 2015-2016 and considered academically at risk) for the try-out of the study.

Sampling Technique

The purposive sampling technique is used in selecting the participants of the study, identified based on specific objectives (Angeles, Evangelista, Beligan, Luluquisin & Baciles, 2005). Hence, the participants were freshman Marine Engineering students purposively chosen using the criteria as given below:

1. Enrolled in T.I.P.-QC in the second semester of school year 2015-2016.

2. Considered academically at risk student who failed in more than 50% of his/her registered units including PE and NSTP and placed on academic probation.

Data Gathering Instrument

The following were instruments used to gather data.

1. **Guidance and Counseling Center Data.** It is the compilation of at risk students' reasons for having academic failure, such as, structured interview from parent/guardian and at risk students during the enrolment process and the summary of academic probation checklist. (See Appendix J p. 164 for sample report)

The structured interview. It is one of the legal forms used by the guidance and counseling center. The form is said to be legal when it went through the process of approval by the school administration and had given its permission to be used in research, for instance. It consists of information on the demographic profile of the participants such as name, type of probation, year level, and program. It has 10 questions relating to the students' personal and academic information, and reasons for their failure. At the back of structured interview are the parent/guardian information sheet, student and parent/guardian agreement letter to be signed by parties, the student, parent and guidance counselor or facilitator. (See Appendix C p.118)

The academic probation checklist. It is one of the legal forms used by the guidance and counseling center. It has 2 types of form, A and B. Form A has only one part, which contains the specific reasons at risk students have, and this serves as their contribution in the identification of their academic difficulty. It is divided in 3 categories,

namely, academic, personal, and others. This form is given to the students who fall under first academic probation. (See Appendix C p.118)

Meanwhile, **Form B** has 2 parts. The first part contains the specific reasons that the at risk students think have contributed to their academic problem, divided in 3 categories: academic, personal, and others. The second part consists of 7 questions about his/her last time of being on probation. This form is given to the students who fall under second and third academic probation. The researcher used the Form A academic probation checklist recorded data only. (See Appendix C p.118)

The academically at risk students report to their respective counselor/facilitator every month, the schedule of which is based on their preference or during their free time.

2. **Intervention Program.** The intervention program developed was designed to help academically at risk students to cope up with their academics. It was based on the data gathered from the academic probation report, specifically the academic probation checklist with regard to their reason for being failed. With the help of the experts who validated the program and process observers who paid attention to how the program is working during the try-out and implementation and gave feedback on process at the end of the meeting helped the researcher modified the program.

The intervention program was made based on the database on the academic problem checklist of academically at risk students. This intervention program consisted of 12 sessions. It contained different learning strategies in the form of exercises, activities, and workshops to help at risk students with their academics. These activities

were given less than 2 months, thrice (3x) a week meeting and with the maximum of 1 and a half hour per session. (See Appendix D p. 126)

3. **Observer's Evaluation Report.** This is a researcher made instrument tool for the observer and was checked by 4 experts. The survey consists of 4 parts. The **first part** is letter from the researcher stating how their expertise is essential in assessing the intervention program. The **second part** is the information such as the module title, name of observer, her designation and signature. Then, the **next part contains 8 statements** about the intervention program with 1 to 5 points using Likert-scale from strongly agree to strongly disagree. **Lastly, the 4 open-ended questions** that the researcher's need for further intervention program analysis and modification. (See Appendix C p.118)

4. **Participant's Evaluation Report.** This is a researcher-made instrument for the participants developed and was checked by 4 experts. The survey consists of 4 parts. The **first part** is letter from the researcher stating how the participant's responses are essential in assessing the intervention program. The **second part** is the information such as the module title, name of participant, age, program, year level and gender. Then, the **next part contains 8 statements** about the intervention program with a 1 to 5 points using Likert-scale from strongly agree to strongly disagree. **Lastly, there are 4 open-ended questions** on the researcher's need for further intervention program analysis and modification. (See Appendix C p.118)

5. **Process Observers' Interview Report.** The process observers also assessed the program by interviewing the participants at the end of each session. The questions asked by the process observers to the participants to assess the program after each module session is:
- (1) How do you find today's activity? (2) What activity can help you a lot in your studies? (3) What activity was hard for you to accomplish? (4) What adjustments should be made in the activity that you find hard to accomplish?

Data Gathering Procedure

Phase 1: ARS Enrolment Process to Establish Program Development

The academically at risk students were those placed on academic probation. They were also covered by the guidelines that allow them to re-enrol in a program on a reduced load on the succeeding semester. The maximum units allowed for students under probation is 3 units less from the previous semester or 9 units, whichever is higher. They also needed to visit the guidance and counseling center with their parent or guardian before enrolling to discuss further the retention policy of the school and to conduct structured interview to know the reasons behind their academic failure.

During the enrolment period, the computer generated system portal of Technological Institute of the Philippines,-Quezon City (T.I.P.-QC), ARIS, screened students' enrollees. If the students failed more than 50% of the units previously enrolled, the system locked the student portal to stop them from enrolling, and the notification appeared on the screen telling the students to proceed at the guidance and counseling center with the copy of their curriculum checklist with grades on hand.

The duty of the counselor and facilitator was to conduct the structured interview for student on academic probation. The interview lasted for about 15 to 30 minutes depending on the student issues and concern. The structured interview consists of information on the demographic profile of the participants such as name, type of probation, year level and program. It has 10 questions relating to the students personal and academic information and reasons for being failed all written on the front page; then at the back is the information about the guardian and the agreement letter signed by the counselor or facilitator, parent/guardian, and student at the end of interview. (See Appendix C p.118)

If the students were not accompanied by their parent or guardian, the students were still interviewed using the structured interview. Thereafter, the guidance counselor or the facilitator advised them to bring their parent or guardian at the guidance and counseling center with parent or just the guardian's identification card. Lastly, the students affixed their signature at the back portion of the structured interview, agreeing that they would bring their parent or guardian.

When the time students came back at the guidance and counseling with their parent or guardian, the guidance counselor or facilitator would validate and interview the parent or guardian to check if the students were telling the truth during the previous interview. The reasons of the at risk students for being failed must be confirmed by the parent or guardian to be counted as one of the reasons for being so. The counselor or facilitator discussed the academic concern of the students to the parent or guardian and the retention policy of the school, which they could also view on T.I.P. website. Lastly, the academically at risk students were given a checklist Form A (for first academic probation), and Form B (for second and third academic probation) to

measure the specific reason that they think contributed to their becoming at risk. (See Appendix C p. 118)

The school only cater up to third academic probation of the students, after which the students shall no longer be readmitted in the succeeding term; but for exceptional cases on the rules, it can be set aside upon the recommendation of the College Dean of the program, provided that the students are in and upon the approval of the T.I.P. Assistant Vice President for Academic Affairs who then decides if the students would remain on the program with board examination.

When the counselor or facilitator thought that the needed important information on academically at risk students was enough, the counselor or facilitator then would clear the students from their liabilities using the ARIS system (computer generated student portal) so that they could proceed with their enrolment.

The guidance and counseling center then wrote a report at the end of the enrolment about the data on the enrolment process of the academically at risk students and their parents or guardians. The data consists of the lists of students name per program, their reasons for being failed, and summary data results of academic probation checklists Form A and B. The report is also distributed to every academic department head and chair per program including the office of the Vice President of Academic Affairs (VPAA) and Assistant Vice President for Administration and Students Services (AVPASS). The guidance counselor or facilitator discussed the results with every department chair and head to get some insights on the possible way to help the at risk students and know some reasons that they think why the students failed.

Phase 2: Preparation for Program Development

To set the platform for the study, the researcher reviewed relevant literature and consulted exemplary studies about the intervention program development and variety of instruments for program assessment.

A permission letter from the Vice President of Academic Affairs (VPAA) of T.I.P.-QC was secured to make use of the previous to current guidance and counseling center data with regard to the students' reasons for being failed as well as the use of academically at risk students as the participants of the study, and as participants of a try-out in T.I.P.-Manila. Upon the approval of the study, the researcher identified the guidance and counseling center data with regard to the students' reasons for being failed. (See Appendix E p.154)

Since the participants had the age range from 16 to 17 years old or those students considered as minor students, the researcher made an informed consent for both students and their parent/guardian for the protection of both the participants' welfare and the researcher. The letter stated what the study was all about, what to be expected in the program, the role of the participants in the study, its duration and place where the study was conducted, and contact number of the guidance office and the researcher if they have queries about the study. (See Appendix F p.156 and Appendix G p. 158)

It was also stated in the letter that their participation was fully voluntary, and that they were free to withdraw any time for any reason without negative consequences on their school record and on their grades. Furthermore, the researcher assured that the data gathered were kept confidential and did not identify any participants by name. Needless to say, that in order for the

academically at risk students to be part of the study, they needed to submit first the informed consent of both student and the parent/guardian to the researcher. After knowing who the participants were by collecting the informed consent, the researcher gave a thank you card as a token for each parent who accepted to join the study. Moreover, researcher-made instruments were also developed for program assessment in this phase. (See Appendix C p. 118)

Phase 3: Program Development

Plan. The researcher reviewed relevant literature and consulted exemplary studies about the intervention program development and assessment. The copy of the collected data results in the enrolment process of at risk student was kept in the guidance and counseling center as records. Those records were being reviewed by the researcher to become the foundation in planning the program. The planned methods in the program were more on activities, exercises, and workshop. The researcher focused on the learning strategies that at risk students given. Identifying the objectives of the program that the researcher would like to accomplish was given importance. (See Appendix J p. 164 for sample report)

Develop. The researcher reviewed the data that she gathered during the planning stage to develop a program. Consistent with the recorded from previous to current data (SY, 2011-2016) of the guidance and counseling center for academically at risk students, it was shown that most at risk students came from Marine Engineering Department. They were also having more issues and concerns in the learning strategies than the students in other programs, specifically those who belong in the program with board examination.

Moreover, the number of students in second and third academic probation was the same ones who were in and out for being so on their succeeding years of study. They were also the one who had the difficulty on their learning strategies based on the problem checklists data. Since this study dwelt on learning strategies and as recommended by the head of the guidance and counseling center department in both Manila and Quezon City the Marine Engineering students were the topmost needed participants in the study.

The five learning strategies that the at risk students given were the highlights. The title, objectives, contents, procedural designs/ methods, materials and time allotment of the program were developed and presented to the experts for validation.

Validate. The researcher sought the help of four experts, the head of the guidance and counseling center in both T.I.P- Quezon City and Manila, the directress of guidance and counseling center in La Consolacion College Manila, and the department chair of the college of education in T.I.P.-Quezon City to validate the developed intervention program. The validation processes run in the month of September-October 2015. The intervention program was revised from time to time until it was passed in the standard and got the approval of the 4 experts. During the consultation, the experts contributed insights on how to improve the quality of the program. The experts also help the researcher on the program flow, what learning strategy should be given first, sample exercises and activities to be given based on the literature that the researcher reviewed and how the program be implemented. The researcher made the necessary adjustment in the intervention program to incorporate what the experts recommended ensuring that the objectives of the program were met.

Try-out. It was done in T.I.P.-Manila in November-December, 2015. It gave opportunities to assess the extent to which the intervention program was being carried out appropriately and effectively. The researcher formed 3 process observers: the head of the guidance and counseling center in T.I.P.-QC, and 2 colleagues who helped in identifying different barriers on the smooth execution of the intervention program, in meeting the identified needs, and in assessing program strategies and procedural design.

During the try-out, the researcher and the process observer talked about what to do and what to observe during their observation process. The researcher and the process observers worked as one during the try-out. Their expertise and their being keen observant played a substantial on this part, for they identified what activities during try-out should be monitored on the actual implementation of the program.

The process observer also interview the participant after the session to know what part of the program the participants enjoyed most and what activity was hard for them to accomplish. They also observed and kept a log of the intervention program module activities to know its worth on the students. They also reviewed the students' work sample in every activity to be given back to the students the next session to become school references. The 3 process observers updated the researcher during the post conference about the flow of the program so that the researcher made the necessary modification on the program for the next program session.

Implement. Upon gathering all the necessary resources needed to run the program, the researcher, implemented the developed intervention program on the learning strategies of academically at risk students. The actual implementation was done in T.I.P.-QC in January-February 2016.

The participants were oriented by the researcher beforehand. The orientation included the explanation what the study was all about, what to expect in the program, the role of the participants in the study, its duration and place where the study was to be conducted.

The researcher needed to hold a debrief with the participants to explain that this study is a win-win situation on the part of the school and their welfare as well, personifying the mission vision of the school to help them become equipped and lifelong learners. The academically at risk students and their parents needed to be assured that being placed in the academic probation was not the end of the path for students' academic performance. Instead, it was explained that what the students needed were proper guidance, planned intervention programs, and the right attitude for them to go back on academic track with the help of the school community and home environment as well. Further, it was clearly explained that the study was made not to mark them but to assist them on their academic difficulty. Also, the parents and the students needed to know that the school community tried the best thing possible to bridge the gap on the students' learning that is why being part of the study was deemed beneficial not only for the school and parents but most specially to the students: for the school, to uphold its mission and vision; for parents, to support them in their supervising and fostering roles in students' school concern specially in terms of academics, and for students to assist them in becoming able learners and train them to learn their study strengths, and develop their fullest potentials to become what the school wanted them to be: being critical thinkers and a lifelong learners using the contextualized intervention program on learning strategies that were tailored to their needs.

The study was conducted in one of the audio visual rooms of the T.I.P.-QC, where the environment was conducive for learning and in conducting different activities. It has all the

necessary equipment needed like computer, projector, and air-conditioned which were favorable for learning. The room was located far from the students' area to protect the academically at risk students in the eyes of the other students, and for them not to feel awkward in attending every session for the whole duration of the study.

The intervention program was made based on the database on the academic problem checklist of academically at risk students. This intervention program consisted of 12 sessions. It contained different learning strategies in the form of exercises, activities, and workshops to help at risk students with their academics. These activities were given less than 2 months, thrice (3x) a week meeting and with the maximum of 1 and a half hour per session. The researcher and the observer checked the flow of the intervention program from time to time. After each session the participants were given a snack as a token of appreciation for taking part in the study.

Assess. The researcher made an instrument tool for the process observers and participants measure the outcome of the intervention program. It was checked by 4 experts, and this gave insight on the need for further intervention program analysis and modification. The process observers and participants assessed the intervention program at the end of the session. The researcher had to measure, interpret, and judge the program outcomes and interpret their merit, worth, significance, and probity using research-made assessment instrument.

The data that was collected from the observers and participants using the researcher-made instruments were scored and tabulated. Appropriate statistical treatment was used to make the necessary computation to assess the objective stated in chapter 1.

Also, the process observers interviewed the participant after the session to know participants' feedback on the program. They also observed and kept a log of the intervention program activities to know its worth on the students. They also reviewed the students' work sample in every activity to be given back to the students the next session to become school references. The 3 process observers updated the researcher during the post conference about the flow of the program so that the researcher made the necessary modification on the program for the last time.

Based on the result, the researcher had to measure and judge program outcomes and interpret their merit, worth and significance of the intervention program on learning strategies of academically at risk students. (See Appendix C p. 118)

Phase 4. End Result. The modified Student Success Support System or 4S intervention program for academically at risk students was developed. (See Appendix D p. 126)

At the end of the study, the researcher met the participants for the last time to share with them the results of the program. They were informed that their academic performances would be continuously monitored to know if they would be able to manage not to become under probation students again in their succeeding semesters, and to know the extent of the effectiveness of the intervention program on the learning process of the students.

As of this moment the intervention program on the learning strategies of academically at risk students are remedial in nature. If this study would prove its effectiveness in the years to come, then the intervention program would set as a preventive measure to minimize the number

of academic probation students and would become part of the students' development plan for college freshmen.

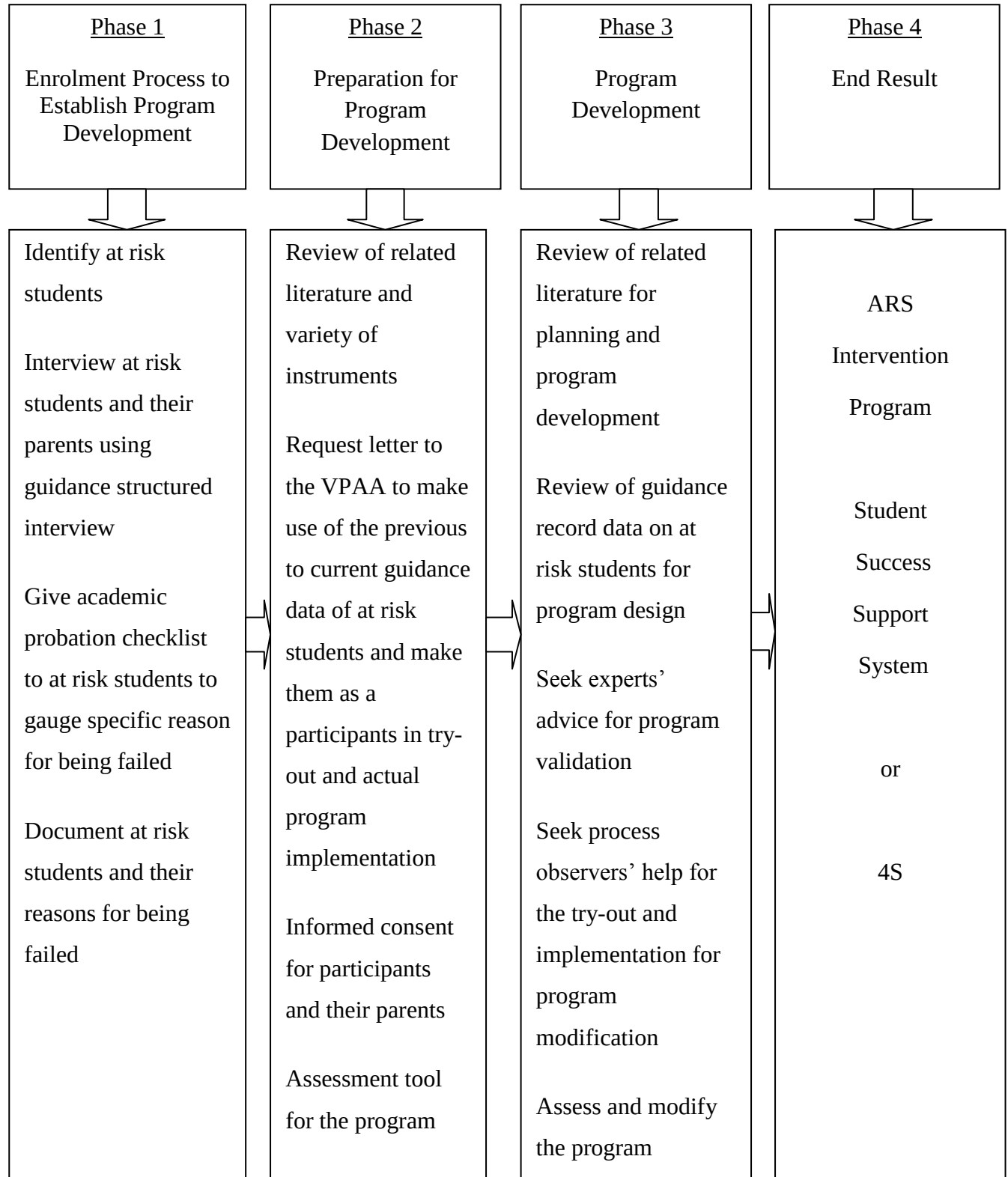


Figure 2. Data Gathering Procedure

Figure 2 summarizes the program development procedure. Phase 1 includes identifying the at risk students (ARS) during the enrolment process and be interviewed together with their parents. Academic probation checklist is given to ARS to know their reason for being failed. At the end of the enrolment, the reasons given by ARS are documented. Phase 2 is the preparation of the program development, which includes reviewing of related literature, request letter to the VPAA and informed consent letter for participants and parents and assessment tools are being prepared during this phase. Next, Phase 3 includes a review of related literature and at risk students' data for program planning and development. It also includes seeking the help of the experts and the process observers for validation and program assessment respectively to assess and modify the intervention program. The last phase is the end result, the developed Student Success Support System or 4S intervention program for academically at risk students.

Statistical Treatment of Data

1. The gathered data are grouped, tabled and carefully organized into tables. Frequency is reflected in some of the tables.
2. **To quantify the participants' demographic profile, frequency and Percentage were used.**

Frequency was used to determine the number of times a certain response occurs.

Percentage indicated the frequency of occurrence of a category per 100 cases (Ballon, 2008), the formula of which is as shown below:

$$P=(n/s) \times 100$$

Where P= presents the percentage

n= presents the number of responses falling under a particular category

s= represents the total number of subjects who responded

3. To get the response level of participant and observers in the Likert-scale, the mean score was used.

In the analysis of data, the initial step used is describing them through computing a set of descriptive statistics. It is used to describe the characteristics of the distribution of scores collected such as average score on one variable or the degree that one score varies from another (Salkind, 1997).

Mean is equal to the sum of a set of scores divided by the number of scores; while standard deviation is one of the most commonly used measures of variability (Salkind, 1997).

Statistical formula for mean:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$ = mean symbol and sometimes called the X-bar in statistics

Σ = the Greek letter sigma, which is also the symbol for summation

X = the symbol for the scores

N = the symbol for the number of scores

Chapter IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the learning areas of academically at risk students (ARS), development, validation, try-out, implementation, and assessment of the intervention program on the learning strategies of ARS. The gathered data from the observers and participants are shown in tabulated forms, and these are interpreted and analyzed to assess the program.

I. Identify the learning strategies of academically at risk students (ARS)

In planning the program, the researcher reviewed different related literature about students' learning strategies and the guidance and counseling center's data report on the enrolment process of the academically at risk students from SY, 2011-2016.

The data consisted of the lists of students name per program, their reasons for being failed, a summary of academic probation checklist and the total number of academic probation students per program each semester. The data about the at risk students' reasons for being failed were compiled and kept in the guidance and counseling center as records. Those records were reviewed by the researcher and served as the basis of the intervention program development. (See Appendix J p.164)

Table 1 shows the total number of freshmen Marine Engineering on probation for SY, 2011-2016 per semester.

Table 1.Number of Students on Probation

Total Number of Freshmen Marine Engineering Students Under Probation SY, 2011-2016									
SY,2011-12		SY,2012-13		SY,2013-14		SY,2014-15		SY,2015-16	
Semester		Semester		Semester		Semester		Semester	
1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
47	46	47	53	53	55	56	57	61	64

Table 1 shows the total number of Marine Engineering students under probation (ARS) per semester from the school year 2011 to 2016. It also shows that the number of students under probation is increasing every semester. In school year 2011-2012 the number of ARS in first semester is 47 and 46 in the second semester. It is during the school year 2012-2013 when the number of ARS is continuously increasing as of this year. In school year 2012-2013, the number of ARS in first semester is 47 and 53 in the second semester. In school year 2013-2014, the number of ARS in first semester is 53 and 55 in the second semester. In school year 2014-2015 the number of ARS is 56 in first semester and 57 in the second semester. Lastly, the number of ARS in school year 2015-2016 is 61 in first semester and 64 in second semester.

Table 1 also shows that the most number of students under probation is in the school year 2016 in the second semester with the total 64 students, while the least total number of students is in the school year 2011 in the second semester with the total 46 students.

Table 2 contains freshmen Marine Engineering students' reasons for their failed subjects.

Table 2. Students' Reasons for their Failed Subjects

Academically At Risk Marine Engineering Students' Reason for Being Failed SY,2011-12016									
SY,2011-12		SY,2012-13		SY,2013-14		SY,2014-15		SY,2015-16	
Semester		Semester		Semester		Semester		Semester	
1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Poor study habits	Lack of test raking skills	Computer games	Not listening to lectures	Not taking notes	Not taking notes	Not listening to lectures	Not taking notes	Not listening to lectures	Inability to concentrate
Computer gaming	Inability to concentrate	Inability to concentrate	Difficulty with the lesson	Inability to concentrate	Financial Difficulty	Inability to concentrate	Lack of class preparation	Not attending classes	Not listening to lectures
Not taking notes	Household responsibility	Not listening to lectures	Inability to concentrate	Not listening to lectures	Computer gaming	Computer gaming	Health Reason	Not taking notes	Not taking notes
Not listening to lectures	Computer gaming	Procras-tination	Lack of test taking skills	Lack of class preparation	Lack of class preparation	Lack of class preparation	Not listening to lectures	Lack of exam skills	Lack of exam skills
excessive time surfing the net	Not listening to lectures	Lack of test taking skills	Not taking notes	Lack of test taking skills	Lack of exam skills	Lack of exam skills	Computer gaming	Computer gaming	Difficulty with the lesson
Difficulty with the lesson	Professors issues	Not attending classes	Lack of class preparation	Relationship problem	excessive time in net	excessive time surfing the net	Poor study habits	excessive time surfing the net	Professors issue
Inability to concentrate	Poor study habits	Excessive surfing the net	excessive surfing the net	Difficulty with the lesson	Not ready for College	Difficulty with the lesson	excessive surfing the net	Difficulty with the lesson	excessive time in net
Not attending classes		Poor study habits	Computer gaming	Poor study habits	Poor study habits	Poor study habits	Difficulty with the lesson		Computer gaming
Lack of test taking skills		Relationship problem	excessive time with friends	excessive surfing the net		Not taking notes	Financial Problem		excessive time with friends
excessive time with friends						excessive time with friends			Not attending classes

Table 2 shows the reasons of Marine Engineering Students on probation (ARS) for their failed subjects. Since this study dwells on the learning strategies of the academically at risk students, the reasons given by ARS about learning strategies are kept. There are six learning difficulties that need to strategies shown in table 2 such as: (1)difficulty understanding the lesson,(2)inability to concentrate, (3)lack of test taking skills, (4)not listening to lectures, (5)not taking notes and (6)poor study habits

The researcher did not include the other reasons of the academically at risk student (ARS) for being failed because the guidance and counseling center already had the existing seminar pertaining to those concerns like seminar about study habits and students' time management. Instead, the program that the researcher being developed was concentrated on the five learning strategies that the ARS were given, such as; *(1) difficulty understanding the lesson,(2) inability to concentrate, (3) lack of test taking skills, (4) not listening to lectures and (5) not taking notes.*

II. Develop the program

The development of the intervention program was done from September to October, 2015. This was an intervention program to assist struggling at risk students in their academics. The intervention program for at risk students (ARS) was prepared and presented in four (4) modules. Each module consists of 2 to 4 sessions. (See Appendix D p.126)

Module I entitled *Sharpen Recall* answers ARS's need in “**inability to concentrate**”. It has 3 sessions with focus on concentration improvement for session 1, followed by memory improvement for the second session, and making memory devices for the last session.

The researcher combined the memory topic since concentration and memory are equally important in students' learning Anderson & Krathwohl (2001a).According to them the time given by an individual to concentrate and to memorize on any particular activity without getting

distracted was 10- 20 minutes. Further, it depends on the interest of the students, especially when they are at risk. Factors that can reduce the attention span of ARS, such as, fatigue, hunger, noise, mental status, external stimuli, and emotional should be considered. The study has been done to enhance the ability of the ARS to recall content taught during a lecture proper. The results, most of the ARS were able to recall the initial content of the lecture, meaning ARS are more attentive during the beginning of lecture, but gradually become less attentive due to the different factors. This study reveals that to achieve full memory, attention and concentration of the ARS, lengthy lectures should have breaks or make the lecture enjoyable.

The module I also include mnemonics, or mnemonic devices, the strategies used to organize and/or chunk material being learned, to make it more meaningful and easier to remember (Bellezza, 1996; Higbee, 1988). The mnemonic method had also been included to enhance the memory of the ARS in the short and long-term school situation (Carney & Levin, 2008). In this activity the academically at risk students learned to create a keyword using mental imagery. Then the ARS connects the keyword to the lesson of the term by way of an interactive mental image (Carney & Levin, 2008).

Learners like ARS are more likely to use strategies that are beneficial to their own memory based on their learning experienced (Bjork, deWinstanley, & Storm, 2007; Murphy, Schmitt, Caruso, & Sanders, 1987). Be able to demonstrate the effective strategies in courses could help improve strategic choices in academics. The mnemonic techniques as specified by Carney, Levin, and Levin (1994) recommended that facilitator conducts an intervention program about “mnemonstrations,” this program has a goal that at risk students would take more time to use mnemonic device and use it over time. Based on research conducted, Balch (2005), he also recommended that facilitator develop a program that can teach students about techniques in

elaborating different learning strategies such as keyword mnemonics and real-life examples. In the holistic approach to memory in different strategically instruction, Shimamura (1984) developed an entire short course on memory skills to help academically at risk and emphasized that the program facilitator must take the time to provide training and practice to boost academic achievement. Research has shown that explicit in-class training about effective learning strategies which is associated with improving knowledge (McCabe, 2011a). Other studies have demonstrated that training on strategic learning and memory is associated with academic performance (Azevedo & Cromley, 2004; Fleming, 2002; Tuckman, 2003).

The last session for Sharpen recall was making memory device. The memory device should be distinguished from other ways students prepare for exams, such memory device that can help ARS to review from time to time. Some research on memory may pertain to how memory devices influence exam performance. Studies have shown that these devices aid in student learning (Dickson & Bauer, 2008; Funk & Dickson, 2011; Dickson & Miller, 2005; Kornell & Bjork, 2007).

Research also suggests that learning strategy is expected to promote conceptual understanding in the academic tertiary world of the students (Brown et al., 1983; Haggis, 2003). Thus, the U.S. Department of Education (2004) states that students, whether at risk or not, can develop an individualized memory device of different school experiences that hinder academic success. The students need to have different devices on the courses that are having difficulty. This device then can serve as their future references to enhance academic achievement. Assuming that the program facilitator wants students to change their strategic study behaviors to

increase academic achievement, one way to make progress toward this goal is to integrate memory devices as one of the strategies into the intervention program.

Module II is entitled *Keep Calm Be Alert* that can help the ARS to enhance their **listening and note taking skills**. It has 3 sessions, with a focus on improvement of listening skills for the first session, followed by different listening signals for the second session, and improving note taking skills.

As Meyers (1997) recognized that when students acquire basic listening ability, they can select and analyze the meaning of what they hear from the moment and grasp the main content that they want. In the program proper the students taught the ability to select main information using the different listening signals. In everyday school lecture, ARS make unconscious predictions about what professors will say, and these predictions are made on the basis of their knowledge. That is why the students, especially the at risk students need to enhance their listening skills and equipped them with different listening signals to help them to cope up with the lectures.

Note-taking is also included in module II since listening skills are important in taking notes. Research reveals that in general, taking notes in class and listening tentatively are needed to promote academic learning. Reviewing those notes that acquired through listening later positively impacts student learning (DeZure, Kaplan, & Deerman, 2001; Kiewra et al, 1991). Research shows that students recall more lecture material if they listen and record it in their notes and ultimately perform better on tests of recall and synthesis than students who do not take notes and listen well (Kiewra et al., 1991).

Module III is entitled *Reading Strategies*. This is for the “**difficulty understanding the lesson**” that the ARS given as one of the reasons for their failed subjects. It has 2 sessions, topic like improving textbook reading for the first session, and reading method for the second.

Strategic reading is necessary to the at risk student, with the goal of improving comprehension (Graesser, 2007; Koda, 2005a). The researcher incorporates different reading strategies to help the at risk student address their concern in difficulty understanding the lesson. Those strategies are pre-reading, which at risk students make predictions and help focus on reading materials (Tankersley, 2003a) predicting which can be done by previewing titles, photo captions and section headings to get a sense of the content structure and guess what it may be about to help ARS to comprehend (Brassell and Rasinski, 2008), their purpose why they need to whether it is reading for enjoyment or any other reasons (Harris and Graham, 2007). Blanton et al. (1990), skimming by which rapidly moving ARS’ eyes over text with the purpose of getting only the main ideas of the content and a general overview of it (Kartika, 2012), scanning where they rapidly move their eyes to find specific information. This can be done by looking at the questions guide at the end of every topic, searching for key words or ideas, looking for definitions, looking for highlighted words and looking for examples, including diagrams (Kartika, 2012), summarizing and synthesize larger amounts of text by a summary that contains only the most important information to promote learning (McIntyre et al., 2011).

The last module is entitled *Test Taking Skills* to answer the needs of academically at risk students for “**lack of test taking skills**”. It has 4 sessions, namely, improving test preparation for the first session; test strategies and answering multiple choices for the second; and improving essay writing skills for the last 2 sessions.

The importance of positive feelings in the learning process cannot be overemphasized. No at risk student pursues a goal that defies one's reach or that bring to mind negative affect toward oneself. But beyond this belief is an identified link between emotions and task performance (Immordino-Yang & Damasio, 2007; McCraty & Tomasino, 2006). For instance, research conducted on at risk students has found that high test anxiety, especially measures of worry, significantly lowers their performance on high-stakes tests (Bradley, McCraty, Atkinson, Tomasino, Daugherty, & Arguelles, 2010). In this same study, the experimenters introduced an intervention program in which the at risk students in the treatment group successfully learned how to reduce their test anxiety and overall stress and how to generate positive emotions. In the matched-pairs analysis, these at risk students achieved marginally significant higher test scores than those in the control group (Bradley et al., 2010).

In the investigation of Cuseo (1997) it shows that teaching test taking skills and improving classroom test scores have the significant relationship. Also the results showed increasing students' scores when measured at the end of the year. In the study of Vattanapath & Jaiprayoon (1999) they proved the effectiveness of teaching test-taking strategies for multiple-choice tests. The result, the students developed positive attitudes toward the learning of test-taking strategies. In that particular the students started to use them in real testing situations. According to Kucer (2005), the planning process of writing is extremely important and greatly influences the impact on which language is and can be produced

Student Success Support System or 4S intervention program for academically at risk students consists of 12 sessions and each session has a maximum time of one and a half hour. (See Appendix D p.126)

III. Validate the Program

The researcher sought the help of four experts to validate the program and instrument tools for program assessment. They were the head of the guidance and counseling center at both T.I.P- Quezon City and Manila, the directress of guidance and counseling center in La Consolacion College Manila, and the Department Chair of the College of Education in T.I.P.- Quezon City.

The process took place in the months of September-October, 2015. The researcher revised the intervention program from time to time until it met the approval and scrutiny of the 4 experts. During consultation, the experts contributed insights on how to improve the quality of the program, which guided the researcher in making necessary changes and arrangements incorporating what experts had recommended to ensure that the objectives of the program were met. (See Appendix J p. 164)

Table 3 contains experts' recommendation on 4S intervention program during the validation period.

Table 3. Experts Recommendation in 4S Intervention Program

Module	Recommendation	Modification
Too specific to 5 learning strategies that the ARS given.	Expound the topic, checked the sub-topic that can help refine the program	Added memory and making device in concentration topic
Did not specify specific activity in every session	Be specific with the activities / exercises and games in procedural method	Included procedures and link if any in every activity/ exercise and game
Did not include task/assignment.	Include task/assignment for the participants if necessary	Already included task/assignment in the program if necessary
Had general objectives for the whole program	Put the program into module type, check what you can combine	Developed 4 modules and combine listening skills and note taking as recommended by the experts
Did not include time frame for every exercises/ activities and games for monitoring.	Chunk/ spread out the lessons	Created specific objectives for every session
	Create specific objectives in every session	Changed/modified the topic sequence
	Module should be in continuing phase	Added more exercises/ activities and games in the program
	Add more activities	Included time frame for every exercises/ activities and games
	Include time frame for every exercises/ activities and games for monitoring.	

Table 3 shows the recommendation of the experts during program validation. The highlights of the program validation include expounding the topic for the refinement of the program, specifying procedural method, including task assignment if necessary, putting the topic in module type, spreading out the lessons for the benefits of the ARS, creating specific objectives for every module session, adding more activities in the lesson, timeframe of the module and changing the topic sequence are some of the changes made. (See Appendix J p. 164)

Based on the experts' recommendation the researcher comes up with the following:

Sharpen Recall in Module I means, sharpening the academically at risk students (ARS) memory in retrieving of stored thoughts quickly and correctly Lohia (2011). For example – ARS have to answer a question and ARS know the answer, then how quickly and correctly ARS could pull out the thought from their memory through concentration, as an answer would determine the sharpness of their memory or brain in the process. ARS only need to practice their concentration and memory from time to time to promote academic success.

Concentration was chosen to be the first module and expound by combining memory as a sub topic as recommended by the experts since concentration and memory, according to them was a cornerstone of academic success and always go hand in hand. Specific objectives have been made to guide the researcher in implementing the program. Also, the ARS needed to concentrate first before they can listen effectively. Games and activities were also included to make concentration learning become enjoyable to the ARS. Moreover, making the memory device was included in the module for further enhancement of ARS concentration and memory.

Module II entitled, Keep Calm and Be Alert was chosen as the second module. After the ARS' concentration and memory are enhanced, they are now ready to the next module which is listening. Listening skills are needed so that the ARS absorbed different information pertaining to their course during the lectures. Chang and Read (2008) believed that listening support in tasks can improve students' performance and alertness. Aside from listening skills, different listening signals were also included both verbal and non-verbal, not only to enhance listening skills, but also to further enhance the skills in concentration which was appeared in Module I. Note taking was combined in this module to improve a student's learning capabilities in listening

skills and to answer the needs of academically at risk students in their difficulty in note taking. Thus, according to the experts note taking was one way to enhance listening, and using a systematic approach to the taking and reviewing of ARS' notes can add immeasurably to their understanding and remembering the content of their lectures.

Module III, entitled “ABNK-U-U-NWNPL (Aba Nakauunawa na Pala Ako)- Reading Strategies” to answer the need of academically at risk students in *difficulty understanding the lesson*. Reading Strategies came in third, according to the experts since ARS's concentration, listening skills and note taking are enhanced, they are now ready for reading strategies to comprehend. Reading is a powerful tool for academic success that the ARS most needed because it provides them with access to different information (English, 2011) and in the 21st century information through reading is power, but since most of the ARS are not fond of reading, the activities and exercises for this session are increased to make it enjoyable. Different reading strategies are combined in this module so that the ARS started to love reading. In essence, reading is crucial to academic achievement. This implies that the ability to read at the present time tends to drive development in all aspects of student life.

The last module entitled, 'Test Taking Skills' for ARS' difficulty in taking the test. Sansgiry and Sail (2006) defined test anxiety as an individual's experience of test taking and had a reaction to their stimuli. If this was the situation, the ARS needed to become at ease and be prepared in taking the exam. Experts' recommended different type of exam from the easiest to the hardest to include in this module. That was why the module had multiple choices as the easiest type of exam and essay writing as the hardest type of exam as the module activities.

According to the experts, the type of exam like enumeration and the like were already associated with the module I in enhancing memory. (See Table 3 p.61)

Table 4 shows the experts' recommendation in the instrument made for the participants in the study.

Table 4. Experts' Recommendation in Researcher-Made Instrument

Instrument	Modification
Change the word 'will be given' on the letter part of the instrument to "provided"	Changed the word 'will be given' on the letter part of the instrument to "provided"
Change the word "the stated" in the first statement to "its"	Changed the word "the stated" in the first statement to "its"
Make "content" in second statement in plural form	made "content" in second statement in plural form
Change the word "activity exercises" in the third statement to "activities/exercises"	Changed the word "activity exercises" in the third statement to "activities/exercises"
Omit "What other information would you like to hear about" as one of open- ended questions for it can answer in "additional comments".	Omitted "What other information would you like to hear about" as one of open- ended questions

Table 4 shows the recommendation of the experts on researcher-made instrument. The experts make the necessary changes specifically in the first part of the instrument, which is the letter to the participant. The experts also modified some statements in the Likert-scale and omit one of the open-ended questions for according to them it can be answered in the additional comments part. Experts' recommendations in the assessment tool were more on changes in sentence structure to become more comprehensible in process observers and the participants. Hence, experts other recommendation was to make the scale in general form, so it can be used in all modules, since one of the tasks of the process observers was to conduct an interview for the

assessment of the module. As the experts stated, “the scale data can be usefully compared, contrasted, and combined with other data-gathering, such as open-ended questions, process observers’ observation and interviews and review of the participants’ work samples”. (See Table 4 p. 64)

IV. Try- out

After the program validation, try-out ensued at T.I.P.-Manila from November- December, 2015. The researcher also formed process observers composed of 3 observers, who were the head of the guidance and counseling center and 2 of her colleagues. After each session, the researcher left the room first so that process observers can interview the participants. Afterwards, the researcher and process observers were conducted a post meeting to periodically assess participants’ work samples and also assess the extent to which the program was being carried out appropriately and effectively. This try-out served as a trial run in the developed intervention program so that the observer and researcher could determine if any adjustments in the implementation plan to the program were necessary. Also, it revealed unforeseen challenges that might arise during implementation (i.e., particular exercises, activities, and workshop).

The participants in try-out stage were also chosen using purposive technique. They were the same set of criteria with the participants in T.I.P.-QC, which is academically at risk freshmen students and enrolled in second semester for the school year 2016-2016. The feedback from the at risk students offered a glimpse into how they might respond to the intervention program. Most importantly, it helped the researcher and observer confirm whether or not the intervention program was a good fit for academically at risk students.

It was also during the try-out that the researcher and observers made decisions about time allocation for different exercises and activities, especially on varying the amount of time to be spent on particular exercises and activities of the program. It also helped the process observers ensure that the researcher was well prepared to attain success of the intervention program, and tested the researcher's assessment instruments as well.

Table 5 shows the modification made by the researcher with the help of the process observers after the try-out of the intervention program in T.I.P.-Manila.

Table 5. Modification of 4S Program after Try-out

Try-out	Modification of 4S
Participants' work samples in the essay were not remarkable	Prolong the discussion in pre-writing, do it in one session.
The process observers narrated that during the interview most of the participants said that they were having a hard time accomplishing the essay activity.	Give specific examples in every content.

Table 5 contains the challenge that arises during the try-out stage of the 4S intervention program development. Originally, the intervention program had 11 sessions. Three sessions in Module I entitled Sharpen Recall, also three sessions in Module II Keep Calm Be Alert and another three sessions in Module IV Test Taking Skills (essay pre writing and essay writing are included in one session). The remaining Module III Reading Strategies has two sessions. After the try out period the process observers observed that the participants were having a hard time in essay writing activity. Participants confirmed what process observers had observed during the

interview on the participants stating their concern in the activity on the essay writing. During the post conference the researcher and the process observer reviewed the participants' work sample, though they all finished the essay the outcome of the activity were not good since participants' work were only had limited sentences.

Finally, the researcher and process observers came up with the idea that the essay activity needed to divide into two sessions. Thus, from three sessions in Module IV, it became four sessions. The modification of the 4S intervention program for at risk student based on the assessment was done and checked by the process observers. (See Table 5 p. 66)

V. Implement the program

The implementation of the program was done in January-February, 2016. The study was conducted in one of the audio visual rooms of the T.I.P.-QC where the room was away from other students that ARS needed to be able to focus. It has all the necessary equipment needed like computer, projector, and air-conditioned which were favorable for learning.

During the implementation stage the researcher and the process observers monitored all different exercises and activities, especially on varying the amount of time to be spent on particular exercises and activities of the program that were observed during the try out. Afterwards, the researcher left the room first so that process observers can interview the participants. The researcher and process observers were conducted a post meeting to periodically assess participants' work samples and also assess the extent to which the program was being carried out appropriately and effectively. The researcher and the process observers determine if any adjustments were necessary in the program for the last time.

The only changes that have been made after the implementation was the changes of time allocated in different exercises, activities and workshops. Like the time allocated in application in each exercise, activity and workshop were prolonged to name a few. Moreover, additional time was also allocated in exercises, activities and workshops that were tough for the at risk students to accomplish.

VI. Assess the program

The researcher made instrument for the participants and this was cautiously checked by 4 experts. The survey questionnaire had divided into 4 parts; **the first** was the letter of the researcher stating how their response was essential in assessing the intervention program and the assurance that all the information that they will provided will be kept confidential. The **second part** was the information such as the module title, date, name of participant, age, program, year level and gender.

The next contained 8 statements about the intervention program with 1 to 5 points using Likert- scale from strongly agree to strongly disagree. **Lastly**, the 4 open-ended questions were formulated so that students are not limited to right or wrong responses or approaches (DomNwachukwu, 2005) and to identify what the researcher needed to do for further intervention program analysis and modification. This instrument was used to give additional insights for program modification. (See Appendix C p. 118)

Aside from the research-made instrument for the participants to assess the program, the process observers also assessed the program by interviewing the participants at the end of each session. The questions asked by the process observers to the participants to assess the program after each session is: (1) How do you find today's activity? (2) What activity can help you a lot

in your studies? (3) What activity was hard for you to accomplish? (4) What adjustments should be made in the activity that you find hard to accomplish?

Table 6 shows the process observers’ observation and interview results on participants of first module.

Table 6. Process Observers’ Observation and Interview Results of Module 1

Module I	Assessment
Sharpen Recall (Concentration, Memory and Memory Device)	• Concentration and memory games are the participants most like • Activity made for different Mnemonic devices was hard in most participants, additional time was needed to accomplish the activity, though most of the participants thought that the activity will help them a lot in their studies • Application in different activity should prolong to give impact on their studies • Making memory device was an enjoyable activity in most participants.

Table 6 contains the observers’ assessment on module I. It shows the participants most like in the activity. The participants enjoyed concentration game and making of memory device. Though the participants find a hard time in a mnemonic device activity they thought about it as an aid in their studies. Nonetheless, the process observers observed that the application in different activities needed to prolong.

Research proves that concentration games can lead to different types of benefits among students due to the feeling of enjoyment. In the study of Murphy et al (2002), they presented evidence on the effectiveness of concentration games. It showed that playing concentration games can improve attention span among the students, which the ARS needed to cope up with their academics. Thus, the mnemonic devices method was also included to enhance the memory

of the ARS in the short and long-term school situation (Carney & Levin, 2008). Studies have shown that memory device aid in student learning (Dickson & Bauer, 2008; Funk & Dickson, 2011).

Mnemonic instruction was a way to help ARS remember information more easily. It involves connecting unfamiliar with familiar to be learned information, through the use of a visual picture or letter/word combinations in the topic, acronym, rhymes and alliteration and chunking to be specific (Wolgemuth, Cobb, & Alwell, 2008). Mnemonics were effective when they speed up learning, reduce confusion among similar topic items, and enhance long-term learning (Shmidman, & Ehri, 2010) which the ARS needed to cope up with their academic difficulty.

Two concentration and memory games were included in the first and last part of the session to measure the immediate effect of the activities. That was why when the participants scored higher in the last game the participants were overwhelmed and it was notable with the process observers. During the process observers' interview it was confirmed by the participants that they really enjoyed the concentration and memory games and suggested that games like those should be increased. (See Table 6 p. 69)

The next table contains the process observers' observation and interview results on Participants of Module 2

Table 7. Process Observers' Observation and Interview Results of Module II

Module II	Assessment
Keep Calm Be Alert (Listening Skills, Listening Signals and Note Taking)	• Note taking activity is the participants most like and thought that the activity will help them a lot in their studies • Application in different activities should prolong to give impact on their studies • Participants are not familiar with different listening signals, needed to prolong discussion and activities to emphasize the topic

Table 7 shows the observers' assessment on module II Keep Calm Be Alert. It shows the participants most like in the activity, which is the note taking and thought about it as an aid in their studies.

The facilitator needed to emphasize in ARS that the note-taking process also serves an important function in helping them to write the information on the brain. As the literature (Foos, Mora & Tkacz 1994; Katayama et. al 2005) shows that ARS better retain lessons that they personally do (i.e., personal notes) than notes made by other students (i.e., someone else's notes), and ARS begin to learn and memorize different topic during note-taking particularly when they engaged in deep comprehension during the moment said Williams & Eggert (2002); Piolat, Olive, & Kellog (2005).

It was also notable that most of the participants' work samples that they used different methods of note taking. Perhaps, according to the process observers that the most important, most effective strategy, we can employ to help ARS was merely to be transparent and actually explain to them what good note-taking entails. While it might be easiest to assume that the ARS already know what to do, or that they don't know what to do, it was always better to take action to help them in their academic difficulty.

Moreover, the process observers observed that most the participants were not familiar with different listening signals with verbal and non- verbal and assessed that the activity needed more time in discussion and application to emphasize the topic. It was also during the interview that the participants affirmed that they only learned most of the listening signals in the activity. (See Table 7 p. 71)

The next table shows the process observers' observation and interview results on Participants of Module 3

Table 8. Process Observers' Observation and Interview Results of Module 1II

Module III	Assessment
Reading Strategies	• Most of the participants thought that the reading method will help them a lot in their studies • Most of the participants enjoyed a lot of sharing activity, needed to prolong to develop social skills

Table 8 contains the observers' assessment on module III. It shows that the participants enjoyed a lot of sharing activity. They shared what pictures they drew on the side of the reading material, why they drew them and what entails with the pictures to be able to remember the topic they had previously read. It was notable to the process observers how the participants enjoy the activity because they said they too were enjoying listening to the participants' discussion through sharing and help them understand the participants more. The experts assessed that the activity needed to prolong to develop social skills. Moreover, the participants thought that the activity about reading method will help them a lot in their studies during the interview.

It is evident that ARS too can develop their own strategies in reading easily, directed by their goals, and strategy learned (Gascoigne, 2005). The reading methods which ARS use in

gaining knowledge to help them cope up with their academics. The importance of teaching the ARS the reading strategy is to help them develop into independent readers (Donoghue, 2009). (See Table 8 p. 72)

The next table shows the results of the process observers' observation and interview results on Participants of Module 4.

Table 9. Process Observers' Observation and Interview Results of Module IV

Module IV	Assessment
Test Taking Skills (Test preparation , Strategies and Essay Writing)	• Application in different activity should prolong to give impact on their studies • Essay writing was the participants most like, according to them, pre writing help them a lot in writing essay easily

Table 9 contains the observers' assessment on module IV. It shows that the participants enjoyed a lot in essay writing activity. The process observers assessed that it was because of the time given in pre- writing activity. It was also notable that the participants' work sample in essay writing was better compared to the work sample of the ARS participants during the try-out. It was important that the ARS exposed to different kinds of strategies to be used during the writing process so they can produce higher quality work and had a better chance of performing the task well. If they were exposed to many different prewriting strategies they had the potential to have writing ability over those students who are not (Sinatra et al., 1984). Moreover, the process observers assessed that the application in different activity should prolong to give impact on participants' studies.

Table 10 shows the participants' assessment of the first module.

Table 10. Participants' Assessment of Module 1

NO.		MEAN	RESPONSE LEVEL
1	The program has met its objectives.	4.76	SA
2	The contents of the program were useful.	4.76	SA
3	The activities/ exercises were helpful.	4.66	SA
4	The materials provided were relevant.	4.66	SA
5	The duration of the program was just right.	4.59	SA
6	The program can improve students' knowledge and skills.	4.66	SA
7	The knowledge and skills that the students acquired are of importance to their study.	4.81	SA
8	I recommend that the intervention program be repeated for other students.	4.76	SA

Legend:SA=Strongly Agree,MA=Moderately Agree,A=Agree, DA=Disagree
SD=Strongly Disagree

Table 10 shows the descriptive statistics of participants' assessment (n=37) on module I entitled *Sharpen Recall*. In the descriptive statistics the minimum possible score is 1.00 and the maximum score is 5.00. Mean score between 4.00 and 5.00 is considered on the higher level, while mean scores that fall on 1.00 to 2.00 are considered on the lower level. The mean score on the intervention program assessment was 4.76 on statement 1; 4.76 on statement 2; 4.76 on statement 3; 4.66 on statement 4; 4.59 on statement 5; 4.66 on statement 6; 4.81 on statement 7, and lastly, 4.76 on statement.

The results of the mean scores for the statements on program assessment (n=37) reveal that all are in the higher level and are almost similar. It means that the intervention program is accepted positively by the participants. Moreover, they also indicate on statement 7, "*The knowledge and skills that the students acquired are of importance to their study*" has the highest mean score of 4.81.

This is comparable with the study of Kuh, Kinzie, Buckley, Bridges, & Hayek (2006), where they discussed the importance of the acquisition of the knowledge and skills in the students' academic success. According to them, acquisition of knowledge, skills and competencies are important to students' academic achievement.

The questions focused on 3 main areas, specifically, on what they like the most and the least, and what changes they want to be made, if any, in the intervention program. With regard to the most they like, the participants reported that they like the exercises, games, and video clips. However, on the least they like and changes to be made, most students reported that there was nothing they like the least and that no changes should be done in the intervention program.

To obtain suggestion and an additional comments, one item was included at the end of the assessment tool, to which the students (n=28) responded by saying that, mostly the program was enjoyable and the thank you messages for the prizes and for the lessons. Nevertheless, other students (n=9) left this item blank.

The next table contains the participants' assessment of Module 2

Table 11. Participants' Assessment of Module 2

NO.		MEAN	RESPONSE LEVEL
1	The program has met its objectives.	4.73	SA
2	The contents of the program were useful.	4.81	SA
3	The activities/ exercises were helpful.	4.81	SA
4	The materials provided were relevant.	4.68	SA
5	The duration of the program was just right.	4.76	SA
6	The program can improve students' knowledge and skills.	4.73	SA
7	The knowledge and skills that the students acquired are of importance to their study.	4.89	SA
8	I recommend that the intervention program be repeated for other students.	4.84	SA

Legend:SA=Strongly Agree, MA=Moderately Agree, A=Agree, DA=Disagree
SD=Strongly Disagree

Table 11 shows the descriptive statistics of participants' assessment on module II entitled *Keep Calm and Be Alert*. The mean score on the intervention program assessment on statement 1 was 4.73 then the mean score on statement 2 was 4.81; next for the statement 3 the mean score was 4.81; afterward the mean score for statement 4 was 4.68; whereas for statement 5 the mean score was 4.76; after that the mean score for statement 6 was 4.73; while statement 7 had the mean score 4.89; and lastly, the mean score for statement 8 was 4.84.

The results shows that in terms of means the participants' assessment (n=37) on the intervention program on the learning strategies of the academically at risk students are all in the higher level and are almost similar. It means that the program is acknowledged positively by the participants. Moreover, it also indicates their assessment of statement 7, "*The knowledge and skills that the students acquired are of importance to their study.*" has the highest mean score.

This is similar with the study of Higgins et al., (2005), evidence has shown that acquired knowledge and skills are important in improving students' performance. They are expected to be developed at all key stages of education and centre on information-processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluation skills.

The survey questions focused on 3 main areas, specifically, on what they like the most and the least, and what changes they want to be made, if any, in the intervention program. With regard to the most they like, the participants reported that they like the exercises, games, and video clips. However, on the least they like and changes to be made, most students reported that there was nothing they like the least and that no changes should be done in the intervention program.

To obtain suggestion and an additional comments, one item was included at the end of the assessment tool, to which the students (n=15) responded by saying that the program should be shared to other students to help them in their academics and thank you messages for the prizes and discussion. Meanwhile, other students (n=22) left it blank.

The next table shows the participants' assessment on Module 3

Table 12. Participants' Assessment on Module 3

NO.		MEAN	RESPONSE LEVEL
1	The program has met its objectives.	4.57	SA
2	The contents of the program were useful.	4.59	SA
3	The activities/ exercises were helpful.	4.57	SA
4	The materials provided were relevant.	4.65	SA
5	The duration of the program was just right.	4.73	SA
6	The program can improve students' knowledge and skills.	4.76	SA
7	The knowledge and skills that the students acquired are of importance to their study.	4.70	SA
8	I recommend that the intervention program be repeated for other students.	4.65	SA

Legend:SA=Strongly Agree, MA=Moderately Agree, A=Agree, DA=Disagree
SD=Strongly Disagree

Table 12 shows the descriptive statistics of participants' assessment on module III entitled *ABNK-U-U-NWNPL-AKO (Aba Nakauunawa na Pala Ako-Reading Strategies)*. The mean score on the intervention program assessment on statement 1 was 4.57; then the mean score on statement 2 was 4.59; next for the statement 3 the mean score was 4.57; afterward the mean score for statement 4 was 4.65; whereas statement 5 had the mean score 4.73; after that the mean score for statement 6 was 4.76; while statement 7 had the mean score 4.70; and lastly, the mean score for statement 8 was 4.65.

The results shows that in terms of means the participants' assessment (n=37) on the intervention program on the learning strategies of the academically at risk students are all in the higher level and are almost similar. It means that the program is favorable to the participants. Moreover, it also indicates their assessment of statement 6, "*The program can improve students' knowledge and skills.*" has the highest mean score.

As stated in the study of Stott and Jackson, 2005; Croninger and Lee, 2001 that schools various intervention programs should be created for the improvement of students' knowledge and skills to promote academic success. Kennelly and Monrad, 2007 report that the amount of interaction with the students has a significant impact on academic success.

When asked about what they liked the most, students (n=37) reported that they like the exercises and games; whereas there was nothing the least they like, hence no changes should be done in the intervention program.

To obtain suggestion and an additional comments, one item was included at the end of the assessment tool, to which the students (n=8) responded by saying that the program should be shared to other students to help them in their academics and thank you messages for the prizes and discussion. Meanwhile, other students (n=29) left it blank.

The next table shows the results of students' assessment on Module 4.

Table 13. Participants' Assessment of Module 4

NO.		MEAN	RESPONSE LEVEL
1	The program has met its objectives.	4.78	SA
2	The contents of the program were useful.	4.73	SA
3	The activities/ exercises were helpful.	4.81	SA
4	The materials provided were relevant.	4.84	SA
5	The duration of the program was just right.	4.81	SA
6	The program can improve students' knowledge and skills.	4.84	SA
7	The knowledge and skills that the students acquired are of importance to their study.	4.84	SA
8	I recommend that the intervention program be repeated for other students.	4.84	SA

Legend:SA=Strongly Agree, MA=Moderately Agree, A=Agree, DA=Disagree
SD=Strongly Disagree

Table 13 shows the descriptive statistics of participants' assessment on module IV entitled *Test Taking*. The mean score on the intervention program assessment on statement 1 was 4.78; then the mean score on statement 2 was 4.73; next for the statement 3 the mean score was 4.81; afterward the mean score for statement 4 was 4.84; whereas statement 5 had the mean score 4.81; after that the mean score for statement 6 was 4.84; while statement 7 had the mean score 4.84; and lastly, the mean score for statement 8 was 4.84.

The results shows that the participants' assessment (n=37) on the intervention program on the learning strategies of the academically at risk students is found to be positive, where all are in the higher level and are almost similar. It means that the program is approved to the participants. Moreover, statement 4 "*The materials provided were relevant*", statement 6 "*The program can improved students' knowledge and skills*", statement 7 "*The knowledge and skills that the students acquired are of importance to their study*", and statement 8 "*I recommend that the intervention program be repeated for other students*" garnered the highest mean scores on the participants' assessment.

The most they like were the exercises and video clips (n=37), while the same number reported that nothing was the least they liked and that no changes should be done in the intervention program.

To obtain suggestion from students regarding the improvements on the intervention program, an additional comment was included at the end of the assessment tool, to which the most of the students (n=26) responded that the program should be

shared to other programs and the thank you messages for the prizes and for learning to write an essay easily. Yet other students (n=11) left it blank.

Aside from the participants, process observers also gave their assessment of the intervention program modules. Table 7 shows the results of their assessment.

Table 14. Observers' Assessment of Module 1

NO.		MEAN	RESPONSE LEVEL
1	The program has met its objectives.	5.00	SA
2	The contents of the program were useful.	5.00	SA
3	The activities/ exercises were helpful.	5.00	SA
4	The materials provided were relevant.	5.00	SA
5	The duration of the program was just right.	4.33	MA
6	The program can improve students' knowledge and skills.	5.00	SA
7	The knowledge and skills that the students acquired are of importance to their study.	5.00	SA
8	I recommend that the intervention program be repeated for other students.	5.00	SA

Legend:SA=Strongly Agree, MA=Moderately Agree, A=Agree, DA=Disagree
SD=Strongly Disagree

Table 14 shows the descriptive statistics of observers' assessment (n=3) on module I entitled *Sharpen Recall*. The mean score on statement 1 was 5.00; then the mean score on statement 2 was 5.00; next for the statement 3 the mean score was 5.00; afterward the mean score for statement 4 was 5.00; whereas statement 5 had the mean score 4.33; after that the mean score for statement 6 was 5.00; while statement 7 had the mean score 5.00; and lastly, the mean score for statement 8 was 5.00.

The observers' assessment (n=3) reveals that all statements are marked with a high score and are rated almost similarly by all observers on this high level. It is an

indication that most of the statements were rated perfect by the observers. It means that the program is a good fit to the participants.

What they liked the most was the tips discussed because these would be helpful to the students, as given by one observer, while two out of three observers mostly liked the examples given especially the short video clips and the workshops since these made the students participate. Moreover, when asked on the least they like and the changes to be made focused areas, all observers (n=3) reported that there was nothing the least they liked, and no changes at all were recommended.

Also, the observers kept a log on different activities for the duration of time given on the, exercises, activities and workshops. They also reviewed the work of academically at risk students on different activities and workshops.

To obtain suggestion from observer regarding the improvements on the intervention program, an additional item was included at the end of the assessment tool, to which all of the observers responded that the program was good and enjoyable and very helpful to the students, and they too congratulated the researcher for the work well done.

The success of an academic intervention depends not only on timeliness, but also on how well the support is tailored to at risk students' needs (ARS). ARS should be provided with academic support that is individualized and based on their particular academic needs (Ivey, G & Fisher, D. 2006).

The next table shows the observers' assessment on Module 2.

Table 15. Observers' Assessment of Module 2

NO.		MEAN	RESPONSE LEVEL
1	The program has met its objectives.	5.00	SA
2	The contents of the program were useful.	5.00	SA
3	The activities/ exercises were helpful.	5.00	SA
4	The materials provided were relevant.	5.00	SA
5	The duration of the program was just right.	4.33	MA
6	The program can improve students' knowledge and skills.	5.00	SA
7	The knowledge and skills that the students acquired are of importance to their study.	5.00	SA
8	I recommend that the intervention program be repeated for other students.	5.00	SA

Legend:SA=Strongly Agree, MA=Moderately Agree, A=Agree, DA=Disagree
SD=Strongly Disagree

Table 15 indicates the mean scores on all the statements of the intervention program assessment. Statement 1 got 5.00; statement 2 got 5.00; statement 3 got 5.00; statement 4 got 5.00; whereas statement 5 had the mean score 4.33; after that the mean score for statement 6 was 5.00; while statement 7 had the mean score 5.00; and lastly, the mean score for statement 8 was 5.00.

The results reveal that all the statements are rated on a higher level and are almost similar. Moreover, it is also indicates that most of the statements have the highest mean scores on the observers' assessment. It means that the program is appropriate to the participants.

As stated by Stonehill et al. (2009), when working with students who are at risk or lower in their academic classes, programs should upkeep the skills of the participants and goals of the intervention program. However, programs should not just provide more of

the same instruction that students receive in school. Programs have to be innovative and creative with their instruction meet its goal.

When asked about what they liked the most, all the three reported that they like the activities used in for the workshops and the examples given especially the short video clips. Moreover, on the least they like and changes to be made focused areas, all observers (n=3) reported that there was nothing the least they liked, and no changes should be done in the intervention program as for this moment. Also, the observers kept a log on different activities for the duration of time given on each exercises, activities and workshops. They also reviewed the work of academically at risk students in different activities and workshops since these were good, enjoyable, and useful.

As regards the observers' assessment on Module 3, Table 16 has the details

Table 16. Observers' Assessment of Module 3

NO.		MEAN	RESPONSE LEVEL
1	The program has met its objectives.	5.00	SA
2	The contents of the program were useful.	5.00	SA
3	The activities/ exercises were helpful.	5.00	SA
4	The materials provided were relevant.	5.00	SA
5	The duration of the program was just right.	4.67	SA
6	The program can improve students' knowledge and skills.	5.00	SA
7	The knowledge and skills that the students acquired are of importance to their study.	5.00	SA
8	I recommend that the intervention program be repeated for other students.	5.00	SA

Legend:SA=Strongly Agree, MA=Moderately Agree, A=Agree, DA=Disagree
SD=Strongly Disagree

Table 16 contains the evaluation result in module III entitled *ABNK-U-U-NWNPL-AKO (Aba Nakauunawa na Pala Ako-Reading Strategies)*. The mean score on the intervention program assessment on statement 1 was 5.00; then the mean score on statement 2 was 5.00; statement 3 got 5.00; afterward the mean score for statement 4 was 5.00; whereas statement 5 had the mean score 4.67; after that the mean score for statement 6 was 5.00; while statement 7 had the mean score 5.00; and lastly, the mean score for statement 8 was 5.00.

The results shows that all statements were rated high and quite similarly by all the observers. Moreover, it also indicates that most of the statements got the highest mean scores based on the observers' assessment. It means that the program is suitable to the participants.

Conferring by Kaggwa (2003), interventions are designed to improve performance relative to a specific, measurable goal. Therefore, for any intervention to be effective, the programmes designed should be based on clearly defined objectives.

With regard to what they liked the most, one out of three observers reported that she liked the visual aids and video clips since they really captured students' attention. Meanwhile, two out of three observers liked the examples given especially the short video clips and the workshops. Moreover, on the least they liked and changes to be made on the program, all reported that nothing was there not to like, hence no changes should be done in the intervention program.

Finally, the next table shows the observers' assessment on the last module.

Table 17. Observers' Assessment of Module 4

NO.		MEAN	RESPONSE LEVEL
1	The program has met its objectives.	5.00	SA
2	The contents of the program were useful.	5.00	SA
3	The activities/ exercises were helpful.	5.00	SA
4	The materials provided were relevant.	5.00	SA
5	The duration of the program was just right.	4.67	SA
6	The program can improve students' knowledge and skills.	5.00	SA
7	The knowledge and skills that the students acquired are of importance to their study.	5.00	SA
8	I recommend that the intervention program be repeated for other students.	5.00	SA

Legend: SA=Strongly Agree, MA=Moderately Agree, A=Agree, DA=Disagree
SD=Strongly Disagree

Table 17 shows the observers' assessment (n=3) on module IV entitled *Test Taking Techniques*. The mean score on the intervention program assessment on statement 1 was 5.00, then the mean score on statement 2 was 5.00, next for the statement 3 the mean score was 5.00, afterward the mean score for statement 4 was 5.00, whereas for statement 5 had the mean score 4.67, after that the mean score for statement 6 was 5.00, while for statement 7 had the mean score 5.00, and lastly mean score for statement 8 was 5.00. The results show that the program is proper to the participants.

It also shows that in terms of means of the observers' assessment (n=3), all the statements were rated similarly on a high level, and most of the statement received the highest mean score based on the observers' assessment. As regards the part they liked the most, all of the observers reported that they liked the module activities, the short video clips, and the workshops. Moreover, nothing was not liked, hence no changes were to be done in the intervention program because they found it enjoyable and very helpful to the students. Consequently, they all congratulated the researcher for the work well done.

Chapter V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the significant findings of the study, the implication and meaning of the results, as well as the recommendation for academic institutions and for potential future researchers.

Summary

Since many college students appear to grapple with their academic life, the study aims to help them cope with the challenges encountered through an intervention program that focused on developing their learning strategies by going through the modules which are designed and developed based on the results of an assessment of their learning strategies.

The interview conducted and the data on the academic probation checklist used by the Guidance and Counseling Center helped in identifying and purposively selecting the 37 college freshmen as participants of the study, for whom the modules were intentionally designed and developed. The participants and the 3 process observers from the discipline assessed the modules using the 5-point Likert-Scale and gave comments for the improvement of the said modules.

Findings of the Study

Assessment of Modules

These are the participants and process observers' assessment of the Student Success Support System or 4S intervention program.

1. The Student Success Support System or 4S intervention program can enhance the academically at risk students' learning strategies in the form discussion, activities, exercises and workshop that are useful to guide their academic success.
2. 4S intervention program is enjoyable yet it helps a lot in promoting academic success and social skills, since the games, workshop and group sharing are included in the program activities.
3. Applications in the 4S intervention program are more agreeable because it deals with real life experiences and scenarios to give more impact on the lesson.

Conclusion

Based on the foregoing results on the data gathered, the researcher arrived at the following conclusions:

1. The program addressed significant areas of students' learning strategies specifically in their inability to concentrate, lack of test taking skills, not listening to lectures, not taking notes and difficulty understanding the lessons.
2. The learning strategies modules help students to cope up with their academic demands.

3. Students are more interested in the lessons when activities, exercises, games, and group sharing are included in the program.

Recommendations

Based on the findings on data gathered and conclusions of the study, the following are hereby recommended:

1. Other sample population determined from the different data in the guidance office may likewise be given such program for academic success.
2. The guidance and counseling center may use the developed intervention program on the learning strategies of academically at risk students to promote academic success.
3. The effectiveness of the intervention program may be measured longitudinally to determine the effect of the intervention program on the learning strategies of the academically at-risk students. From its remedial nature, the researcher has high hopes that in the upcoming years it will serve as a preventive measure to lessen the number of at risk students.
4. Future researchers may continue to give focus on the role of learning strategies in the academic achievement of the students.

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APPENDICES

APPENDIX A

Frequency and Percentage

Distribution of the Participants Age and Gender

Demographic Profile of the Participants According to Age

Frequency and Percentage Distribution of the Participants by Age

Age	Frequency	Percentage
16	6	16.22
17	30	81.08
18	1	2.70
Total	37	100

Demographic Profile of the Respondents According to Gender

Frequency and Percentage Distribution of the Respondent by Gender

Gender	Frequency	Percentage
Male	37	100
Female	0	0
Total	37	100

APPENDIX B

Timeline of the Study

Timeline of the Study

Phases	Methods	Period
Preparation of the of the intervention programs.	Checked the guidance and counseling previous to current data of academically at risk students and different related literature as the basis of the development of intervention program. Decision made according to the results of the data and related literature. Consultation from the experts. Validation of the modules and surveys.	September-November 2015
Pilot Study	Modules implementation in T.I.P. Manila together with the process observers. Assessment on the intervention programs Decision on necessary modification to intervention programs according to the results of participants and observers surveys, process observers interview on the participants and review of participants' work samples.	November-December 2015
Main Study	Modules implementation in T.I.P. QC together with the process observers. Decision on necessary modification to intervention programs for the last time according to the results of participants and observers surveys, process observers interview on the participants and review of participants' work samples. Developed modified 4S intervention program for ARS.	January-February 2016

APPENDIX C

Copy of the Instrument

TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES

GUIDANCE AND COUNSELING CENTER

STRUCTURED INTERVIEW FOR ACADEMIC PROBATION STUDENTS

Name: _____ Date: _____

Type of Probation: _____ Year Level: _____ Program: _____ to _____ (for shifter only)

1. What is your birth order in the family? How many siblings do you have?

2. What are the names of Brother/s and Sister/s?

3. How many units did you enroll previously? _____

4. How many units did you failed or dropped? _____

5. Whom do you live with? Relation to that person? Where?

6. Who supports your studies? Relation to that person? Where is he/she?

7. What do you think is/are the reason why you failed or dropped the subjects?
Explain or state the specific reason.

8. Are your parents aware that you have failed or dropped subjects? _____

What are you planning to do? _____

9. What is/are the name/s of your closest friend in the campus?

10. Where do you spend most of your time? Why there? _____

Remarks:

Signature over Printed Name of Interviewer/Date

Revision Status/Date: 2/2012 June 22

Structured Interview- Front Page

TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES

GUIDANCE AND COUNSELING CENTER

PARENT/GUARDIAN INFORMATION SHEET

Date: _____
 Name of Student: _____
 Name of parent/guardian: _____
 Contact Information: _____
 Office #: _____ Mobile Number: _____ Telephone Number: _____
 Permanent Address: _____
 Provincial Address: _____
 Identification Presented: _____ Relation to the student: _____

Signature over Printed Name of parent/ guardian
 (if in person)

Signature over Printed Name of GC/GSF
 (if by phone)

PARENT PORTAL INFORMATION SHEET

NAME OF PARENT/GUARDIAN _____
 RELATION TO THE STUDENT _____
 E-MAIL ADDRESS _____
 DATE OF BIRTH _____
 CONTACT INFORMATION _____

AGREEMENT

I promise that I will only bring my real parent/s to the Guidance and Counseling Center. Also, I am fully aware that I will be endorsed to the Office of Student Affairs if proven that I have presented fake parents due to dishonesty.

Signature over Printed Name of the Student
 Date: _____

I hereby acknowledge that I am fully aware about the TIP retention policy, monitoring policy, TIP parent portal and academic probation policy. Also, it is my responsibility to monitor the academic performance of my son/daughter all throughout the semester. Furthermore, I will inform the Guidance and Counseling Center for any changes in the personal information given and indicated in the parent/guardian information sheet.

Signature over Printed Name of Parent/ Guardian

Signature over Printed Name of the Student

Signature over Printed Name of GC/GSF

Structured Interview- Back Page

TIPQC-GCC

TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES
Quezon City
Guidance and Counseling Center

ACADEMIC PROBLEM CHECKLIST –Form A

Name: _____ Program: _____ Level: _____

Please mark [✓] the specific reasons you that you think contributed to your academic problem.

ACADEMIC	PERSONAL	OTHERS
☐ Not taking class notes	☐ Family problems	☐ Computer gaming
☐ Not listening to lectures	☐ Relationship problems	☐ Excessive time spent surfing the net
☐ Difficulty understanding lessons	☐ Inability to concentrate	☐ Excessive time spent in social networking sites
☐ Problems with professors	☐ Health problems	☐ Too much time spent with friends
☐ Poor study skills	☐ Financial difficulties	☐ Too much time spent with clubs/organizations
☐ Not attending classes	☐ Not sure of program to take	_____
☐ Lack of preparation for class	☐ Procrastination	_____
☐ Lack of test taking skills	☐ Household responsibility	_____

Revision Status/Date: 2/2012 June 22

TIPQC-GCC

TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES
Quezon City
Guidance and Counseling Center

ACADEMIC PROBLEM CHECKLIST –Form A

Name: _____ Program: _____ Level: _____

Please mark [✓] the specific reasons you that you think contributed to your academic problem.

ACADEMIC	PERSONAL	OTHERS
☐ Not taking class notes	☐ Family problems	☐ Computer gaming
☐ Not listening to lectures	☐ Relationship problems	☐ Excessive time spent surfing the net
☐ Difficulty understanding lessons	☐ Inability to concentrate	☐ Excessive time spent in social networking sites
☐ Problems with professors	☐ Health problems	☐ Too much time spent with friends
☐ Poor study skills	☐ Financial difficulties	☐ Too much time spent with clubs/organizations
☐ Not attending classes	☐ Not sure of program to take	_____
☐ Lack of preparation for class	☐ Procrastination	_____
☐ Lack of test taking skills	☐ Household responsibility	_____

Revision Status/Date: 2/2012 June 22

Checklist Form A

TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES
Quezon City
Guidance and Counseling Center

ACADEMIC PROBLEM CHECKLIST -Form B

Name: _____ Program: _____ Level: _____ Type of Probation: _____

Part I. Please mark (✓) the specific reasons you think contributed to your academic problem.

ACADEMIC	PERSONAL	OTHERS
☐ Not taking class notes	☐ Family problems	☐ Computer gaming
☐ Not listening to lectures	☐ Relationship problems	☐ Excessive time spent surfing the net
☐ Difficulty understanding lessons	☐ Inability to concentrate	☐ Excessive time spent in social networking sites
☐ Problems with professors	☐ Health problems	☐ Too much time spent with friends
☐ Poor study skills	☐ Financial difficulties	☐ Too much time spent with clubs/organizations
☐ Not attending classes	☐ Not sure of program to take	_____
☐ Lack of preparation for class	☐ Procrastination	_____
☐ Lack of test taking skills	☐ Household responsibility	_____

Part II.

- On your last probation did you report to your counselor? ☐ Yes ☐ No (if no, proceed to number 3)
- How often did you report? ☐ Once ☐ More than once
- Reason for not reporting to counselor: _____
- Did you avail resources offered by school? ☐ Yes ☐ No (if no, proceed to number 6)
- Mark (✓) the resources availed on your last probation (Check all that applies)
 - ☐ Free Math & Physics tutorial
 - ☐ Library resources
 - ☐ Faculty consultation
 - ☐ Academic Advising
 - ☐ Individual Counseling
- Reason for not availing school resources: _____
- Suggestions to improve our services to help you in your academic success: _____

Revision Status/Date: 2/2012 June 22

Checklist Form B

Technological Institute of the Philippines
Quezon City

Guidance and Counseling Center

Academic Probation Contract

Name: _____ Student Number _____

Program: _____ Level: _____ Semester: _____ Academic Year: _____

Type of Academic Probation: _____ FAP _____ SAP _____ TAP _____ Other _____

I _____ understand that I am on academic probation. I understand that I am required to report to my guidance counselor until I am removed from probation.

Requirements while on academic probation—During the term of probation I agree to:

1. Complete the Academic Probation Program.
2. Meet regularly with the guidance counselor for individual counseling.
3. Comply with the academic requirements for academic probation students.

Academic Requirements for Academic Probation Students
• No mark of 5 or failed in half of the units enrolled.
• No mark of 6 or DRCP in half of the units enrolled.
• No mark of 7 or UCRP in half of the units enrolled.

Student's Signature

Date

Probation Contract

Dear Participant,

Please complete all the necessary information in this form. Your response will help the researcher evaluates the intervention program on learning strategies. Be assured that all information you provided will not affect your grades and will be kept confidential.
Thank you!

Mildred F. Morales
Researcher

Module Title : _____ Date: _____
Name (Optional) : _____ Age: _____
Program : _____ Year Level: _____
Gender (Please check) : ☐ Male ☐ Female

Direction: Please read each sentence carefully before answering!

5 = Strongly Agree 4 = Moderately Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

NO.		Circle Your Response				
1	The program has met its objectives.	5	4	3	2	1
2	The contents of the program were useful.	5	4	3	2	1
3	The activities/ exercises were helpful.	5	4	3	2	1
4	The materials provided were relevant.	5	4	3	2	1
5	The duration of the program was just right.	5	4	3	2	1
6	The program can improve my knowledge and skills.	5	4	3	2	1
7	The knowledge and skills I acquired from the program are of importance to my study.	5	4	3	2	1
8	I recommend that the intervention program be repeated for other students.	5	4	3	2	1

What did you like most about the program?

What specific things did you like least about the program?

What changes should be made to improve this program?

Additional comments:

Thank you very much for your cooperation!
Please give this form to the researcher.

Likert-Scale for Participants

Dear Observer,

Thank you for taking your time to make this study possible. Your expertise will help the researcher assess the intervention program on learning strategies of academically at risk students.
Thank you!

Mildred F. Morales
Researcher

Module Title : _____
Name of Observer : _____
Designation : _____
Signature : _____

Direction: Please read each sentence carefully before answering.

5 = Strongly Agree 4 = Moderately Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

NO.		Circle Your Response				
1	The program has met its objectives.	5	4	3	2	1
2	The contents of the program were useful.	5	4	3	2	1
3	The activities/ exercises were helpful.	5	4	3	2	1
4	The materials provided were relevant.	5	4	3	2	1
5	The duration of the program was just right.	5	4	3	2	1
6	The program can improve students' knowledge and skills.	5	4	3	2	1
7	The knowledge and skills that the students acquired are of importance to their study.	5	4	3	2	1
8	I recommend that the intervention program be repeated for other students.	5	4	3	2	1

What did you like most about the program?

What specific things did you like least about the program?

What changes should be made to improve this program?

Additional comments:

Thank you very much for your cooperation!
Please give this form to the researcher.

Likert-Scale for Process Observers

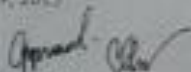
APPENDIX D

Copy of the Intervention Program

APPENDIX E

Request Letter for the VPAA

September 29, 2013



DR. CYNTHIA C. LLANES
Vice President for Academic Affairs
Technological Institute of the Philippines
Quezon City

Madam:

Greetings!

The undersigned is currently pursuing her Master of Arts in Education with specialization in Guidance and Counseling in Philippine Normal University. Currently, I am gathering data for my thesis writing entitled, "Development and Implementation of an Intervention Program on the Learning Strategies of Academically At Risk Students".

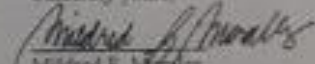
In this connection, I would like to ask permission to make use of the previous to current guidance and counseling center data with regard to students' reasons for being failed as well as the academic probationary students as my respondents in the above-mentioned thesis writing during their monthly visit at the guidance office or during their free time.

Moreover, I would also like to ask permission to conduct pilot testing in T.I.P. Manila campus to assess the intervention program to gather valuable insights that can be added to improve the chances of an apparent outcome of the study.

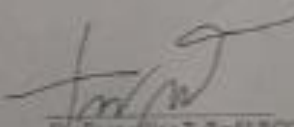
Your wholehearted support for the cause of this research is highly appreciated.

Thank you for taking time to consider my request.

Sincerely yours,


Mildred F. Morales
Researcher

Noted by:


Dr. Evelyn C. Bagagoro, RGC,LP
Thesis Adviser
Dr. Evangeline P. Radil, RGC
Head, Guidance Department
T.I.P. - QC
Mrs. Rafaelita N. Dizon, RGC
Head, Guidance Department
T.I.P. - Manila

APPENDIX F

Informed Consent for Parent

Informed Consent

October 12, 2015

Dear Parent/Guardian:

I am from the Department of Guidance and Counseling Center at the Technological Institute of the Philippines, Quezon City and I would like to ask permission to include your son/daughter in a research project entitled, "Development and Implementation of Intervention Program on the Learning Strategies of Academically At Risk Students". The term "At Risk" means that the students failed more than half of the total units of his/her previous subjects. If your son/daughter takes part in this project he/she will attend the programs during his/her free time for maximum one and a half hour per session, three times a week and for about two months inside the school premises.

Your son/daughter participation will help the researcher to assess the program's strengths and weaknesses. The project consists of different workshop to enhance students' learning strategies e.g. improving memory, note taking skills, reading strategies, test taking techniques to name a few. This project has the approval of the school administration.

Your son/daughter participation in this project is fully voluntary. Only those students who have parental permission and who want to participate will do so. You are free to withdraw your permission for your son/daughter's participation at any time and for any reason without consequence. These decisions will have no effect on your school connection and your son/daughter grades as well.

The data that is gathered during this research project will be kept confidential and will not become a part of your son/daughter's school record. Be assured that the research results will not identify participants by name.

In the space below, please check whether you do or do not like your son/daughter to participate in this project and return this letter thru your son/daughter at the guidance and counseling center on or before November 6, 2015.

If you have any queries about this project, please do not hesitate to visit the guidance office at building 4 third floor or call 911-0964 local 352 or mobile number 0927 9044764 and look for the undersigned person below.

Please keep the second copy of this letter for your record.

Sincerely,

Mildred F. Morales
Researcher

☐ Yes – I do like my son/daughter to participate in this study.

☐ No – I do not like my son/daughter to participate in this study.

Student's Name (please print) _____

Parent or Guardian's Name _____ Date _____

Parent or Guardian's Signature _____

APPENDIX G

Informed Consent for Student

Informed Consent

October 12, 2015

Dear Student:

I am from the Department of Guidance and Counseling Center at the Technological Institute of the Philippines, Quezon City and I would like to ask for your consent to include you as one of the participants in a research project entitled, "Development and Implementation of Intervention Program on the Learning Strategies of Academically At Risk Students". The term "At Risk" means that the students failed more than half of the total units of his/her previous subjects. **If you take part in this project you will commit yourself to attend the programs during your free time for maximum one and a half hour per session, three times a week and for about two months inside the school premises.**

Your participation will help the researcher to assess the program's strengths and weaknesses. The project consists of different workshop to enhance students' learning strategies e.g. improving memory, note taking skills, reading strategies, test taking techniques to name a few. This project has the approval of the school administration.

Your participation in this project is fully voluntary. Only those students who have parental permission and who want to participate will do so. You are free to withdraw your participation at any time and for any reason without consequence. These decisions will have no effect on your school connection and your grades as well.

The data that is gathered during this research project will be kept confidential and will not become a part of your school record. Be assured that the research results will not identify participants by name.

In the space below, please check whether you do or do not like to participate in this project and return this letter together with your parent permission letter at the guidance and counseling center on or before November 6, 2015.

If you have any queries about this project, please do not hesitate to visit the guidance office at building 4 third floor or call 911-0964 local 352 or mobile number 0927 9044764 and look for the undersigned person below.

Please keep the second copy of this letter for your record.

Sincerely,

Mildred F. Morales
Researcher

_____ Yes – I do like to participate in this study.

_____ No – I do not like to participate in this study.

Student's Name (please print) _____
Student's signature _____ Date _____

APPENDIX H

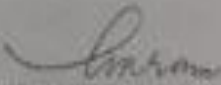
Certification of Editing

Philippine Normal University
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES & TEACHER EDUCATION RESEARCH
R. Orta Hall, Taft Ave., Manila

CERTIFICATION OF LANGUAGE EDITING

March 28, 2016

This is to certify that the Master's Thesis titled *'Development and Implementation of an Intervention Program on the Learning Strategies of Academically at Risk Students'* by **Mildred F. Morales** has been edited and reviewed in terms of language and grammar.


MERRY RUTH M. GUTIERREZ, Ph. D.
Language Editor

APPENDIX I

Recommendation Letter



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Felix Cruz Hall, Room 404 B, Taft Avenue, Manila



GRADUATE RESEARCH OFFICE
Tel. No. 517-1748 loc. 534

5/17/2016

(Date)

Dr. Zenaida G. Reyes
Dean, CGSER
PNU, Manila

Thru: Dr. Teresita I. Rungdala
Director, Graduate Research Office

Dear Dr. Teresita:

This is to recommend the oral defense of MARCO F. MURRES he/she is a candidate for
the degree MA ED - Guidance Counselor for his/her study titled DETERMINING THE
IMPLEMENTATION OF AN INTERACTIVE PROGRAM ON THE VOCATIONAL
TEACHERS OF KNOWLEDGE AT HAK, CAGAYAN.
May I further request that the oral defense be scheduled tentatively on March 30, 2016 at

9:00 AM subject to the availability of the panelists and Dean, CGSER schedule.

Thank you very much.

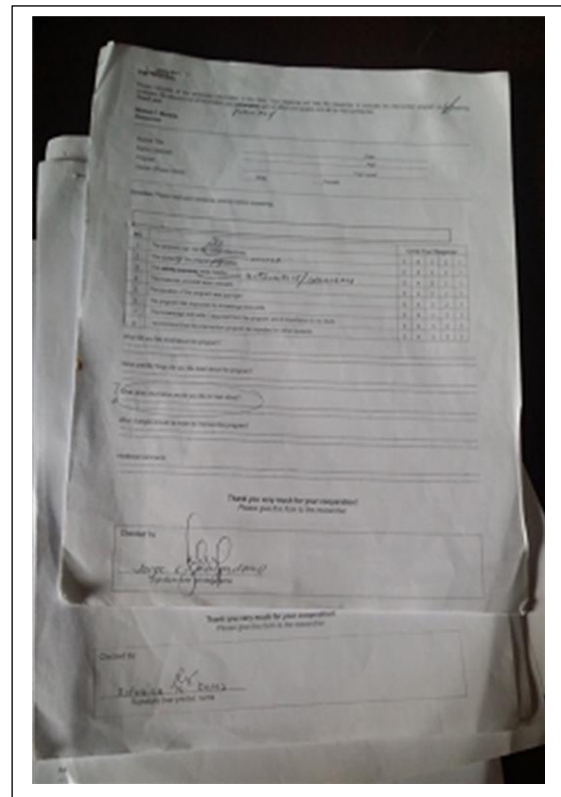
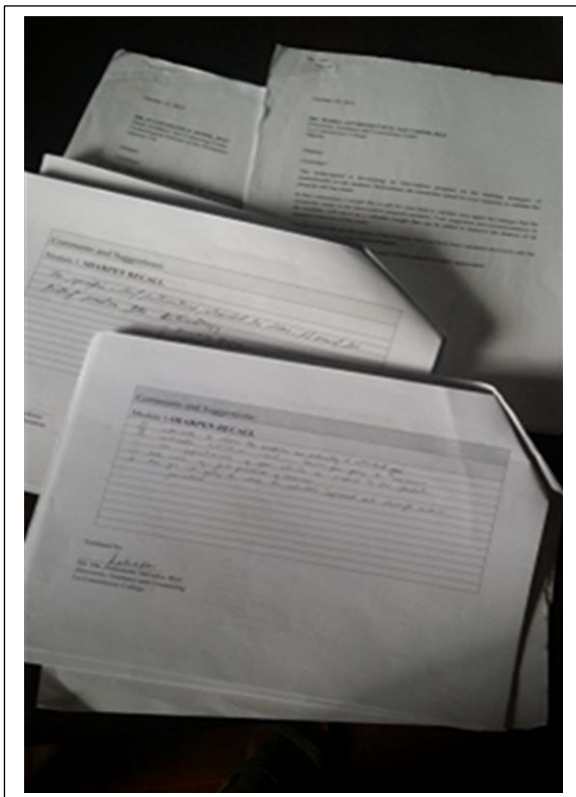
Truly yours,

EVYEN C. BASARCA
(Printed name over signature)
Adviser

(Printed name over signature)
Adviser

APPENDIX J

Documentation



Validation Process

Dear Participant,

Please complete all the necessary information in this form. Your response will help the researcher to assess the intervention program on learning strategies. Be assured that all information you provided will not affect your grades and will be kept confidential.

Thank you!

[Signature]
Researcher

Module Title: OPENING STRATEGIES Date: 2-12-16
 Name (Optional): [Redacted] Age: 34
 Program: [Redacted] Year level: 5th
 Gender (Please check): ☒ Male ☐ Female

Directions: Please read each sentence carefully before answering.

	3 = Strongly Agree	2 = Moderately Agree	1 = Agree	0 = Disagree	1 = Strongly Disagree
1. The program has met its objectives	3	2	1	0	1
2. The materials of the program were useful	3	2	1	0	1
3. The activities were well explained	3	2	1	0	1
4. The materials provided were helpful	3	2	1	0	1
5. The duration of the program was just right	3	2	1	0	1
6. The program was enjoyable and useful	3	2	1	0	1
7. The knowledge and skills acquired from the program are of importance to my life	3	2	1	0	1
8. I recommend that the intervention program be repeated for other students	3	2	1	0	1

What did you like most about the program?
the strategies

What specific things did you like least about the program?
None at all

What changes should be made to improve the program?
None

Additional comments:

[Handwritten notes on lined paper]

The program has met its objectives. I liked the materials and the activities. The duration of the program was just right. The program was enjoyable and useful. The knowledge and skills acquired from the program are of importance to my life. I recommend that the intervention program be repeated for other students.

What did you like most about the program?
the strategies

What specific things did you like least about the program?
None at all

What changes should be made to improve the program?
None

Additional comments:

Assessment and Work Samples

Student Success Support System (4S)

Intervention Program for Academically At Risk Students (ARS)

Rationale

The first year of college, in particular, is a critical period of development during which students acquire the greatest amount of learning. It's also the time when students experience the greatest challenges, the most stress and the most academic difficulties. This highlights the importance of the first year college life, to meet the demands and expectations of being a good student with equally good grades. Numerous studies have shown that the students who participate in different activities promoting academic success are more likely to get the most of their college experience.

This intervention program has been devised to assist academically at risk students to cope up with their academic demand. Its major goals are to equip students with different learning strategies that they can use to promote success in college and raise their awareness on how to enhance them in support to their quest for success. This program introduces different learning strategies to show why they are worth using, and how students can most effectively benefit from them during their first year of college and throughout their college year.

General Objectives

1. Discover students' academic potentials through different learning strategies to aid their quest for academic success.
2. Assist the academically at risk students in enhancing their learning strategies to promote academic success.

Intervention Program Description

This is the program made by the researcher based on the guidance data reports on academic probation or academically at risk students (ARS) with difficulty in learning strategies. Keeling (2003) called the academically at risk students as “**Millennial generation**” or students who graduate high school in the 21st century who often enter the institutions lacking in educational planning and strategic learning skills.

The program that the researcher being develop was concentrated on the five learning strategies that the ARS were given such as; *(1) difficulty understanding the lesson, (2) inability to concentrate, (3) lack of test taking skills, (4) not listening to lectures and (5) not taking notes.* The

intervention program were prepared and presented in four (4) modules. Each module consists of 2 to 4 sessions.

Module I entitled, “Sharpen Recall” which can answer to the need of at risk students’ **inability to concentrate**. It has 3 sessions with focus on concentration improvement for session 1, followed by memory improvement for the second session, and making memory devices for the last session.

Enhancing concentration and memory go side by side and consider as the program topics in module I. According to Anderson & Krathwohl (2001) the time given by an individual to concentrate and to memorize on any particular activity without getting distracted was 10- 20 minutes. Further, it depends on the interest of the students especially when they are at risk. Factors that can reduce the attention span of ARS, such as, fatigue, hunger, noise, mental status, external stimuli, and emotional should be considered. The study has been done to assess the ability of the ARS to recall content taught during a lecture proper. The results, most of the ARS were able to recall the initial content of the lecture, meaning ARS are more attentive during the beginning of lecture, but gradually become less attentive due to the different factors. This study reveals that to achieve full memory attention and concentration of the ARS, lengthy lectures should have breaks or make the lecture enjoyable. That is why the design of the module is more on exercises, activities and workshop.

Educating academically at risk students about concentration and memory strategies means improving their learning and teach them learn how to learn. The module includes mnemonics, or mnemonic devices, the strategies used to organize and/or chunk material being learn, to make it more meaningful and easier to remember (Bellezza, 1996; Higbee, 1988). Mnemonic method had also been included to enhance the memory of the ARS in the short and long-term school situation (Carney & Levin, 2008). In this activity the academically at risk students learned to create a keyword using mental imagery. Then the ARS connects the keyword to the lesson of the term by way of an interactive mental image (Carney & Levin, 2008).

The last session for Sharpen recall was making memory device. Kornell & Bjork (2007) examined memory device use with regard to self-regulated study. Device should be distinguished from other ways students prepare for exams that can help academically at risk students to review from time to time. A memory device is an index card or colored paper that contains “brief written notes” or “formulas” for a class and that a student can use before or during an exam if allowed (Dickson & Miller, 2005). Some research on memory may pertain to how memory devices influence exam performance. Studies have shown that this device aid in student learning (Dickson & Bauer, 2008; Funk & Dickson, 2011).

Module II is entitled, “Keep Calm Be Alert” that can help the ARS to enhance their **listening and note taking skills**. It has 3 sessions, with focus on improvement of listening skills

for the first session, followed by different listening signals for the second session, and improving note taking skills using different methods for the last session.

As Meyers (1997) recognized that when students acquire basic listening ability, they can select and analyze the meaning of what they hear from the moment and grasp the main content that they want. In the program proper the students taught the ability to select main information using the different listening. In everyday school lecture, students make unconscious predictions about what professors will say, and these predictions are made on the basis of their knowledge. That is why the students especially the at risk needs to enhance their listening signals and equipped them on different learning signals to help them to cope up with the lectures. Before listening training, the facilitator can ask the academically at risk students questions related to listening materials, or introduce the ARS to relevant background knowledge to enlighten thinking to allow them a clear recognition of the goals and requirements of listening training. Listening comprehension does not mean understanding the detail of what they hear, but some words do play part in listening comprehension.

Note-taking is also incorporated in module II. Research reveals that in general, taking notes in class and listening tentatively are needed to promote academic learning. Reviewing those notes that acquired through listening later positively impacts student learning (DeZure, Kaplan, & Deerman, 2001; Kiewra et al, 1991). The facilitator needed to highlight the specific reasons to encourage note-taking in ARS. Research shows that students recall more lecture material if they listen and record it in their notes and ultimately perform better on tests of recall and synthesis than students who do not take notes and listen well (Kiewra et al., 1991).

Module III is entitled, “Reading Strategies”. This is for the ARS “**difficulty understanding lesson**”. It has 2 sessions, topic like improving textbook reading for the first session, and reading method for the second.

Strategic reading is necessary to the at risk student, with the goal of improving comprehension (Graesser, 2007; Koda, 2005) The researcher incorporate different reading strategies to help the at risk student address their concern in difficulty understanding lesson, those strategies are pre-reading which at risk students make predictions and help focus on reading materials (Tankersley, 2003) predicting which can be done by previewing titles, photo captions and section headings to get a sense of the content structure and guess what it may be about to help ARS to comprehend (Brassell and Rasinski, 2008), their purpose why they need to whether it is reading for enjoyment or any other reasons (Harris and Graham, 2007).

Module IV is entitle, “Test Taking” this answers the needs of academically at risk students for “**lack of test taking skills**”. It has 4 sessions, namely, improving test preparation for the first session; test strategies and answering multiple choices for the second; and

improving essay writing skills for the last 2 sessions. All in all it is consist of 12 sessions and each session has a maximum time of one and a half hour.

In the investigation of Cuseo (1997) it shows that teaching test taking and improving classroom test scores have the significant relationship. Also the results showed increasing students' scores when measured at the end of the year. In the study of Vattanapath & Jaiprayoon (1999) they proved the effectiveness of teaching test-taking strategies for multiple-choice tests. The result, the students developed positive attitudes toward the learning of test-taking strategies. In that particular the students started to use them in real testing situations.

Participants

37 academically at risk Marine Engineering freshman students enrolled in the second semester of the academic year 2015-2016 in T.I.P.-Quezon City. The term at risk refers to those full time students who fail in more than 50% of their registered units including PE and NSTP, and consequently are placed on academic probation. The range of participants' age is from 16 to 17 or students below 18 years old.

Module I

Sharpen Recall

Rationale

The interest of the students varies from time to time depending on their mood. Studies have shown that different factors affect and reduce the attention span of the students. Being able to concentrate to enhance memory is of vital importance in developing students' learning which is necessary for academic achievement.

This module has been devised to assist academically at risk students in coping up with the demand of school academics by enhancing their concentration and memory skills. Its major goal is to equip students with different technique to be used to promote academic success.

General Objectives

1. Enhance students' concentration and memory skills to aid academic success
2. Realize that concentration and memory skills have the vital role in achieving academic success

Module I Proper

Session 1: Concentrate Concentrate

Objectives:

- Familiarize in different ways to improve concentration.
- Know the importance of concentration in improving academic achievement.

Time Allotment/ Budget:

One and a half hour/ Php 150

Materials needed:

- | | |
|-------------|-----------|
| ▪ Computer | ▪ Snacks |
| ▪ Projector | ▪ Candies |

Facilitator: Researcher

Procedural Methods:

- **Probing/Sharing (10 mins.)**

1. What is concentration for you?
2. How do you concentrate?...

- **Activity, Exercise & Game: Concentration Game (15mins.)**

Task: Count the Number of Times the Dancers Enter the Spotlight Circle!

Procedure: The dance group do couple of their routine on stage on the video. Any time each dancer step into either of the spotlight the facilitator ask the participants to keep track on that and count the number of times that each dancer step on the spotlight The counting exercise will help focus students attention.

Application:

1. How many people counted between 15-20? Please raise your hand.
2. More than 20? Then, the facilitator asks, “Aside from the dancer, what else did you see moving on the stage?”
3. Aside from the dancer what did you see moving on the stage?
4. How did you find the concentration game?
5. What did you do to be able to concentrate on the game?

- **Discussion/ Probing/ Activity (35 mins.)**

A. 10 Ways to Increase Your Concentration

1. Understand what concentration is: “Concentration is taking your mind off many things and putting it on one thing at a time.”
2. Decide what you want to concentrate on.
3. Watch other people concentrating.
4. Avoid constant sensory input.
5. Make it a point to put your full concentration on whatever you are doing.
6. Stay calm.
7. Learn techniques to increase and control your energy.
8. Take breaks.
9. Learn to meditate. Meditation is the most powerful of all concentration enhancement techniques. Learn a few simple meditation techniques and practice them at least five minutes daily.
10. While meditating, watch your breath—don’t control it in any way, just observe. This teaches you to focus your mind on one thing at a time. As you observe your breath, it will slow down, along with your mind (this is a scientifically well-documented), and you move into a dynamic, peaceful (but not sleepy) state of being. Your mind will become recharged and creatively receptive.

B. 5 Concentration Exercises

1. Count backwards
2. Count backwards: with variations
3. Count words
4. Observe Focus on a single word
5. Observe and conjure

▪ **Activity, Exercise & Game : Mind Your Body Game (25 mins)**

Task: Using concentration on the body and mind coordination

Procedure: The facilitator asks the participants to do a couple of task example;

Take your right hand and place it on your nose, then, Take your left hand and loop it under your right hand to hold your right earlobe. Did you get it?

When I say switch, I want you to reverse it. I want your right hand to hold your earlobe and your left hand to hold your noses.

Then right after the facilitator asks the participants to switch it in the couple of time! The task is increasing in difficult level. (Mind and Body Game has 3 levels)

Application:

1. How do you find the activity?
2. Why is it important to enhance concentration skills?
3. How concentrations help you with your studies?

▪ **End of Session 1 (5 mins.)**

Snack Time

Session 2: Memory

Objectives:

1. Familiarize in different techniques in improving memory.
2. Know the importance of memory techniques to promote academic success.

Time Allotment/ Budget:

One and a half hour/ Php 150

Materials needed:

- Computer
- Projector
- Snacks
- Candies

Facilitator: Researcher

Procedural Method

- **Probing (10 mins.)**

1. What is memorization for you?
2. How memorization works in your study?

- **Activity, Exercise & Game: How Good is Your Memory Game (10 mins.)**

The video shows a picture where in, the participants remember as many details as possible in the span of 15 seconds. Different questions will flash on the screen that will answer by the participants?

1. What color did the flower have?
2. How many words did the sentence have?
3. How many ears were there?
4. Which object did the arrow point away from?
5. What was the color of the dart?
6. Can you name all the animals?

Application:

1. How did you find the memory game?
2. What did you feel during the game?
3. Do you think having good memory can help you become better students? Why? or Why not?

- **Discussion/ Probing/ Exercises/Workshop (50 mins)**

A. Mnemonic Devices

1. **Acrostics** are a sentence that is developed to help the participant retrieve letters. These letters then represent something that the participant needs to remember. The sentence is a (catchy) way to make the information more meaningful and easier to remember.

For example:

Every Good Boy Deserves Fudge- the treble clef (e, g, b, d, and f).

My Very Educated Mother Just Served Us Nine Pizzas- planets of the solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto).

ROY G BIV - the colors of a rainbow: Red Orange Yellow Green Blue Indigo Violet

2. **Loci** commonly called the mental walk. In basic terms, it is a method of memory enhancement which uses visualization to organize and recall information. Many memory contest champions claim to use this technique in order to recall faces, digits, and lists of words. It has even proven its worth in on-the-spot tasks.
3. **Keyword Method** The keyword method is a technique (form of mnemonics) commonly used to learn vocabulary words. It takes unfamiliar information and makes it more meaningful and concrete and thus, easier to remember.

The use of the 3R's is as follows:

(1) Reconstructing: Coming up with a keyword. Something that is familiar to the participant, easily pictured, and acoustically similar (sounds like the word to be learned);

(2) Relating: Next, link the keyword with the definition of the new word in a picture;

(3) Retrieve: Lastly, teach the participants the process of how to effectively go through the steps to remember the new vocabulary word and meaning. Teach the process : “When I say what does piggin, first think of the keyword pig (piggin-pig), then what was happening with the pig, the pig was sitting in a bucket (or the pig was wearing a bucket), then the answer-bucket.” It is very important to not forget to teach the participants the process of how to remember and recall the needed information.

4. **Pegword Method** can be used when numbered or ordered information needs to be remembered such as: One-bun; Two-shoe; Three-tree; Four-door; etc.
5. **Reconstructive Elaborations** Reconstructive elaborations are mnemonic strategies implemented when content area learning is presented. It involves participants learning information taken from a content area textbook that they need to remember. There are four types of reconstructive elaborations:

(1) Symbolic- A symbol is used to represent something to help the student remember. Example: Uncle Sam representing the US and their stance in the war.

(2) Mimetic- Student knows the word, but not meaning or the meaning is inaccurate. An example is trenches: Student is familiar with the word, but not meaning. Student is shown a picture of a trench with soldiers in it getting sick and dying.

(3) Acoustic- The word to be learned is a totally unfamiliar word and the student does not know the definition (same as keyword).

(4) First Letter- A combination of Acronym and Key Word strategies. For example, imagine a picture of an Allied van on fire with a person saying FIRE! What does FIRE stand for? France, Italy, Russia, and England.

6. **Double Keyword Method** Sometimes there is related information that participants need to know, but all the information is unfamiliar to them. Remembering the states and their capitals would be an example where participants might not know the name of a state or its capital. An example for recalling states and their capitals would be as follows: A facilitator could ask “what is the capital of California? or, Sacramento is

the capital of what state?” In this example, the participants would need to be able to go in either direction to recall the needed information.

B. Mnemonic Devices Activity

Application:

1. How did you find the activity?
2. What did you learn?
3. In what way do you think it can help you in terms of your study?

▪ **Exercise & Game: Memory Application Game (15 mins.)**

Procedure: The participants are requested to focus on the different images on the video for 5 seconds. They will try to remember as many details as possible.

Then they need to answer the 2 questions:

1. $3+5=$
2. Say the color out loud: (Red, yellow and blue)

The memory game question is:

1. How many ducklings were there?

Application:

1. How did you find the activity?
2. What strategies did you do to remember details of different images

▪ **End of Session 2 (5 mins.)**

Snack Time

Session 3: Memory Device

Objectives:

1. Know the different memory devices that can help boost students' memorization.
2. Create device that can help boost memory to promote learning.

TimeAllotment/ Budget:

One and a half hour/ Php 250

Materials needed:

- | | |
|-------------|-----------------|
| ▪ Computer | ▪ Candies |
| ▪ Projector | ▪ Colored paper |
| ▪ Snacks | ▪ pen |

Facilitator: Researcher

Procedural Methods:

- **Probing/ Sharing (10 mins.)**

1. What kind of memory device do you know?
2. Do you think different memory devices can help you with you studies?
How do you say so?

- **Discussion/ Probing (15 mins.)**

Different kinds of memory devices that help promote academic success

Application:

1. What do you think are the benefits of having different memory devices?

- **Activity & Workshop: Memory Device Making (25 mins.)**

Procedure: The facilitator will give the participants a pen and colored paper. The participants will ask to bring out their notebook/book or any reading materials and make their own memory device as their memory aid.

- **Application/ Sharing (15 mins.)**

The participant will show his work and tell other participants what was it all about, what topic he choose, what he did, what features did he put in his memory cards and why.

- **Wrap-up (15 mins.)**

The participants will recall what they have learned from Module I session 1-3.

- **Module Assessment (5 mins.)**

- **End of Module I (5 mins.)**

Snack Time

Module II

Keep Calm Be Alert

Rationale

While students hear a lot these days about developing such things as critical thinking and communication skills, most of them focus on the improvement of writing and speaking, but few of them talk about the art of good listening. This neglected skill is not only of great practical importance in many students, but it also epitomizes for the essence of being good in note taking. Being able to listen to and understand the thoughts and write those in the form of note are of vital importance in developing students' learning which is necessary for academic success.

This module has been devised to assist academically at risk enhancing their listening and note taking skills. Its major goals are to equip students with different listening signals that they can use to promote good notes which later on can be their device in the form of reviewer to promote academic success.

General Objectives

1. Enhance students' listening skills to aid academic success.
2. Know different note taking skills that promote academic success

Module II Proper

Session 1: Increasing Listening Abilities

Objectives:

- Familiarize in different ways to improve listening abilities
- Know the importance of being a good listener

Time Allotment/ Budget:

One and a half hour/ Php 150

Materials needed:

- Computer
- Projector
- Snacks
- Candies

Facilitator: Researcher

Procedural Methods:

- **Probing/ Sharing (20 mins.)**

1. How do you know that your friend is listening whenever you are talking?
2. How do you feel when someone is not listening while you are talking?
3. What do you usually do when someone is not listening while you are talking?

- **Activity, Exercise & Game: Listening to Improve Skills (20mins.)**

Procedure: Participants ask to listen in the audio conversation.

- Discussion/ Probing/ Sharing

10 Ways to Improve Listening Skills

1. Maintain eye contact – eye contact keeps you focused on the conversation at hand and keeps you involved
2. Focus on using inviting body language, such as making eye contact, uncrossing your arms, and turning your shoulders so you're facing the person speaking. Use your body to show your interest and concern such as nodding your head.
3. Avoid thinking about what you're going to say next. Try not to get ahead of the speaker by finishing his or her thoughts in your mind before the person is finished speaking
4. Participate in active listening by encouraging the speaker with nods and affirmative words.
5. Paraphrase and repeat what you heard when it's your turn to talk. Don't interrupt – If you're interrupting the person speaking to get your point across, you're not listening
6. Ask questions or request examples for clarification and to get a better understanding of what is being said.
7. Stop doing other things — fidgeting, texting, reading, etc., — while someone is speaking to you.
8. Focus on content, not delivery. If you find yourself counting the number of times someone clears their throat, touches their nose or says uh, your attention is not on the subject matter and you need to refocus more on the message.
9. Ask open ended questions. Closed questions close the door to further conversation by giving a yes or no answer. Whereas, open questions allow for access to further dialogue. For example, the speaker might say, "I don't like my hair" The listener

might respond, “What about your hair don’t you like?” or, “Tell me more about your feelings regarding your hair”.

10. Pay close attention to a speaker’s body language – posture, eye movement and facial expressions. This will give you cues to the meaning behind the words being spoken and what he or she is really trying to convey.

▪ **Activity, Exercise & Game : Simon Says (45 mins)**

Procedure: Before the game begins the facilitator make sure that every participant knows the rules! The facilitator acts as Simon. Simon is commander of the group of listeners. Simon’s commands can be given in two different ways: beginning a command by saying, “Simon says...” or simply stating the command. Simon’s goal is to eliminate as many participants as possible as in the old rule but instead the participants keep track and count the mistakes they are committed. The purpose of the game is to promote listening.

Application:

1. How did you find the activity?
2. What is the importance of being a good listener?

C. End of Session 1 (5 mins.)

Snack Time

Session 2: Listening Signals

Objectives:

1. Familiarize in different listening signals
2. Know the importance of knowing listening signals

Time Allotment/ Budget:

One and a half hour/ Php 150

Materials needed:

- | | |
|-------------|-----------|
| ▪ Computer | ▪ Snacks |
| ▪ Projector | ▪ Candies |

Facilitator: Researcher

Procedural Methods:

- **Probing/ Sharing (10 mins.)**

1. What are the different listening signals? Take a guess...
2. What different learning signals that your Prof. usually does to give emphasize on the subject matter?

- **Discussion/ Probing/ Exercises: Listening Signals (30 mins)**

1. Common Signals
2. Signal for Sending of Support Material
3. Signal for a Conclusion or Summary

- **Activity, Exercise & Game: Listening Exercises 101 (15 mins.)**

Procedure: Participants ask to listening to the conversation between 2 students about the tutorial session in English. At the end of the conversation the participants need to answer question like...

1. What does the woman need?
Listening again to a part of the conversation and then, answer the following question...
2. Why does the man concerned about the woman's attendance?
3. What does the man agree to do?
4. Why does the man agree to do?
5. What does the man imply about the woman's teacher?

- **Activity, Exercise & Game: Know Thy Neighbors (15 mins.)**

Procedure: The participants will be grouped into 7. Each one will say something about the variety of his favourite e.g. his favorite color, movies, food or his personality/characters as a person without saying what is his most favourite among them. Using listening signals that they learned his group mate will guess what is his most favorite. The one who revealed his favorite will say if it is correct.

Application:

1. How did you find the activity?
2. How did you guess the right answer?

- **Activity, Exercise & Game: Pass the Message (15 mins.)**

Procedure: The facilitator will group the participants into three. The group will form straight line. The facilitator will let the first person picks what he is going to memorize. The first member on the line will memorize a sentence; after he memorizes the sentence he will give back the paper to the facilitator. The first member will go to the 2nd person on the line to whisper what he has read. Then, from 2nd person to third...up to the last person on the line. The last person on the line will go to the front to recite what he heard;

he needs to recite the sentence as it is written on the paper. The facilitator will show the paper to the one who recites to check if it is correct.

Application:

1. What did you learn in today activity?
2. What is the best idea you have learn that can be best of help in your study?

- **End of Session 2 (5 mins.)**
Snack Time

Session 3: Note Taking Methods

Objectives:

1. Familiarize in different note taking methods
2. Acquire different skills in note taking

Time Allotment/ Budget:

One and a half hour/ Php 150

Materials needed:

- | | |
|-------------|------------------|
| ▪ Computer | ▪ Candies |
| ▪ Projector | ▪ Activity Sheet |
| ▪ Snacks | ▪ Yellow paper |

Facilitator: Researcher

Procedural Methods:

- **Probing/ Sharing (10 mins.)**
 1. Do you take down notes? If yes, How do you do it?
 2. Do you write everything that is written on the board? Why or why not?

- **Activity/Discussion/Probing: Video Viewing (20 mins.)**

The video highlights the key points on of different note taking methods.

1. Cornell
2. Outline
3. T-Notes

Application:

1. How did you find the methods?
2. What note taking method is best for you? Why?

- **Activity/ Workshop: Note Taking 101 (35 mins.)**

Procedure: The participants ask to bring out their books, notes and other reading materials on their courses especially those that are not so easy for them. The facilitator will give sample materials, read passages on the book etc. The participants will practice taking down notes on the reading materials that the facilitator says and provided. The participants will share their work to the group.

- **Wrap-up (15 mins.)**

1. The participants will recall what they have learned in Module 2.
2. The participants will share their thoughts on what they have learned.

- **Module Assessment (5 mins.)**

- **End of Module II (5 mins.)**

Snack Time

Module III
ABNK-U-U-NWNPL AKO (Aba Nakauunawa na Pala Ako)
Reading Strategies

Rationale

Students' success starts in reading with comprehension. Different reading strategies are published in various books to help students achieve their academic goal. Strategic reading is necessary to every student; with the goal of improving comprehension for comprehension is the core of all learning.

This module has been devised to assist academically at risk improving their reading comprehension. Its major goal is to equip students with different strategies in reading to promote academic success.

General Objectives

1. Improve participants' reading comprehension to achieve academic success.
2. Develop in participants the love of reading

Module III Proper

Session 1: Remember the Readings

Objectives:

- Know different reading strategies to promote comprehension
- Acquire different reading skills to aid academic success

Time Allotment/ Budget:

One and a half hour/ Php 150

Materials needed:

- | | |
|-------------|-------------------------------------|
| ▪ Computer | ▪ Student's' book/ reading material |
| ▪ Projector | ▪ Snacks |
| ▪ Candies | |

Facilitator: Researcher

Procedural Methods:

- **Probing/Sharing (15 mins.)**

1. What would you do to remember what you read?

- **Discussion/ Probing/Sharing (25 mins.)**

To Remember What You Read

You need:

1. Purpose
2. Visualization
3. Focus

- **Activity, Exercise & Game: Remember Me (15mins.)**

Procedure: The participants ask to bring out their books or any reading materials. The facilitator will give them a pencil. They are asked to read the passage in the book. Then they will write or draw anything beside the reading materials to highlight on what the readings all about e.g. parent's birthday, things, character, friends' favourite etc.

Application:

1. How did you find the activity?

- **Activity, Exercise/ Probing/Sharing: How to Remember what you read video (15 mins.)**

Application:

1. What did you learn from the video?
2. What are your plans?

- **Activity, Exercise & Probing: Remember Me Part 2 (15 mins.)**

Procedure: The participants bring out again the previous activity that they have finished a while ago and cover the article that they previously read. Without reading the materials again, the participant will tell the highlights of the passage by looking at the character, name of their family members, etc. beside of the reading materials, and tell them in front of the group. The participant will read the passage aloud to check if he is correct on what he has been said earlier.

Application:

1. How did you find today activity?

- **End of Session 1 (5 mins.)**

Snack Time

Session 2: SQ4R

Objectives:

1. Familiarize in different steps of SQ4R reading method
2. Adapt the SQ4R method as their reading techniques

Time Allotment/ Budget:

One and a half hour/ Php 150

Materials needed:

- Computer
- Projector
- Books/reading materials
- Snacks
- Candies

Facilitator: Researcher

Procedural Methods:

- **Probing (10 mins.)**
 1. How do you read a long story?
- **Activity: SQ4R Video (10 mins.)**
 1. What did you learn from the video?

- **Discussion/Probing/Sharing: SQ4R (30 mins.)**

S = Survey take a few minutes to read the preface and introduction to the text and browse through the table of contents and the index. This will tell you the main topics that the book will cover, the author's particular approach to the subject (i.e., why he/she wrote another text on the subject when there are probably twenty on the market), and what the basic organizational structure will be. A similar process is repeated before each chapter. Read all the titles and subtitles, study any pictures, charts or graphs, and, if there are any, read the summary at the end of the chapter and any study questions. Surveying a chapter in this way gives you the "big picture;" a framework of the main ideas which will help to hold the details together later.

Q = Question Before beginning to read, take the subtitle of the section (or the first sentence of a paragraph) and turn it into a question. For example, if you're reading part of a chapter called "Functions of the Spinal Cord," ask yourself, "What are the functions of the spinal cord?"

R#1 = Read Then read; not passively sliding your eyes over the words, but actively engaging the text, trying to find the answer to your question. Be cautious, however, that you don't end up skimming for the answer to your question and missing other important information.

R#2 = Respond Once you've read the section, close the textbook and answer your question, either orally or on paper, in your own words. If you can't answer the question, you should re-read that section until you can. If, after several tries, you still can't answer your question, go on to the next few sections and see if things become clearer. You may find that you need to change your question. For example, you may have first posed the question, "What is the Treaty of Versailles?" for the subtitle "The Treaty of Versailles," but, after reading the section, you may find that a better question is, "Why was the Treaty of Versailles created?" If changing your question doesn't help clarify the reading, it's time to get some help. Your instructor or LRC tutors are good places to start.

R#3 = Record Once you've understood the material and can summarize it in your own words, the next step is to record the information in some way. Some common methods are to highlight and/or mark the text, or take notes, or some combination of both. Whichever method or combination of methods you choose (some pros and cons are summarized next), it's critical to remember to read and understand the material first and then go back and record

R#4 = Review In courses where there is a lot of factual material to remember, a regular review period (usually once a week) can be a very effective strategy for retaining information. Integrating a weekly review period into your study routine will help you remember more of the information longer, thereby changing the nature of the studying done at exam time. Rather than relearning material that has been forgotten because you haven't looked at it since reading it or writing it down, preparing for an exam can include a review of familiar material and rehearsal strategies like trying old exams. The secret to making regular review periods effective is to start from the beginning of the course in each review session. The volume of material to review increases as the semester progresses, but the amount of time needed to review older material decreases. After you've reviewed the first week's material a few times, it will take only minutes to skim over it and recall the key points.

- **Activity, Exercise & Game: SQ4R Game (15 mins.)**

Procedure: The participants will form a circle. The facilitator will give each one of the participants an article. Each participant will tell what article all about using SQ4R Method.

- **Wrap-up (15 mins.)**

The participants will recall what they have learned from Module III session 1-3.

- **Module Assessment (5 mins.)**

- **End of Module III (5 mins.)**
Snack Time

Module IV

Test Taking Skills

Rationale

The road to success starts with identifying a desired outcome—an end goal, and then finding the means to reach that goal. Studies show that setting specific goals is a more effective way to achieve academic success than simply telling students that they’re going to “try hard” or “do their best” during the exam time.

This module has been devised to assist academically at risk improving their test taking skills. Its major goal is to equip students with different strategies in taking the exam to promote academic success.

General Objectives

1. Minimize students’ anxiety in taking test.
2. Acquire different strategies in test taking to enhance academic achievement

Module IV Proper

Session 1: Confident Ako

Objectives:

1. Improve confidence in taking exam
2. Develop a systematic method in test preparation

Materials needed:

- | | |
|-------------|-----------|
| ▪ Computer | ▪ Snacks |
| ▪ Projector | ▪ Candies |

Facilitator: Researcher

Procedural Methods:

- **Probing (15 mins.)**
 1. How do you prepare for a test?
 2. What do you usually do when preparing a test

▪ **Discussion/ Probing/Sharing (35 mins.)**

Basic Preparation for any Test

1. Arrive on time
2. Relax
3. Read the directions and follow them
4. Plan your test taking time
5. Answer the easiest questions first
6. Answer all questions—usually.
7. Check your answers carefully
8. Don't let others see your answers
9. Learn from your incorrect answers

▪ **Activity/Exercise/Application: Role Playing (35mins.)**

Procedure: The participants will group into 2. They will discuss how they prepare for a test in the form of dramatization.

Application:

1. Why is it important to prepare for a test?
2. What you think are the advantages in preparing for a test?

▪ **End of Session 1 (5 mins.)**

Snack Time

Session 2: Pic Pac Boom

Objectives:

1. Develop good elimination process in answering multiple choices.
2. Establish strategies in answering multiple choices

Time Allotment/ Budget:

One and a half hour/ Php 150

Materials needed:

- | | |
|------------------------------|-----------|
| ▪ Computer | ▪ Snacks |
| ▪ Projector | ▪ Candies |
| ▪ Returned quizzes and exams | |

Facilitator: Researcher

Procedural Method:

- **Probing/Sharing (20 mins.)**
 1. How you answer multiple choice especially when you do not know what is ask for?...
- **Discussion/ Probing/ (50 mins)**

Answering Multiple Choice Question

 1. READ the stem of the question.
 2. Mentally simplify and/or clarify the stem
 3. Mentally answer the question
 4. SEARCH the choices and ELIMINATE those that don't match
 5. CHOOSE the best answer.
- **Activity/Probing/Sharing: Checking Returned Quizzes and Exam (15 mins.)**

Procedure: The participants ask to review their wrong answers to their returned exam/ quizzes.
- **End of Session 2 (5 mins.)**

Snack Time

Session 3: Pre Essay**Objectives:**

1. Familiarize in different techniques in essay writing
2. Develop procedure in writing an essay

Time Allotment/ Budget:

One and a half hour/ Php 200

Materials needed:

- | | |
|--------------|-----------|
| ▪ Computer | ▪ Pen |
| ▪ Projector | ▪ Snacks |
| ▪ Yellow Pad | ▪ Candies |

Facilitator: Researcher

Procedural Method:

- **Probing/ Sharing (10 mins.)**
1. How do you write Pre-ESSAY?
- **Activity: Pre essay writing (5 mins.)**
A video of step by step essay writing
- **Discussion/ Probing (20 mins.)**
Pre-Writing Technique

Introduction

Might be a question, quote, shocking statistics, intriguing anecdote and provocative statement

Body

Start with a topic sentence, limit yourself to one point, support assertion and transition to your next point

Conclusion

Relate back to your topic, add new piece of information and leave reader thinking

- **Activity, Exercise & Game: Pre writing 101 (35 mins.)**
Procedure: The participants will ask to write pre essay.
Topics:
 1. Participants' favourite event/s in T.I.P.
 2. Participants' outreach program that they had engaged in T.I.P.
 3. Etc,
- **Application/ Sharing (15 mins.)**
The participants will read their pre essay in the group
- **End of Session 3 (5 mins.)**
Snack Time

Session 4: Essay Writing

Objectives:

1. Write a good essay

Time Allotment/ Budget:

One and a half hour/ Php 150

Materials needed:

- Yellow pad
- pen
- Candies
- Snacks

Facilitator: Researcher

Procedural Method:

- **Activity and Workshop. Essay Writing (45 mins.)**
The participants will ask to write an essay.
- **Application/ Sharing (20 mins.)**
The participants will read their essay in the group
- **Wrap-up (15 mins.)**
The participants will recall what they have learned from Module IV session 1-4.
- **Module Assessment (5 mins.)**
- **End of Module 4 (5 mins.)**
Snack Time

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(Authenticity Administrator)

Signed by:

Dr. Maria Paz E. Morales
Director, Publications Office



CURRICULUM VITAE

Personal Data

Name : MILDRED F. MORALES
Civil Status : Married
Date of Birth : July 26, 1975
Address : 271 Eagle St. Veterans Quezon City
Email-ad : mid_morales@yahoo.com
Religion : Roman Catholic

EDUCATIONAL Background:

Post Graduate : Master of Arts in Education Major in Guidance & Counseling
Philippine Normal University
Taft, Manila
2016

Tertiary : Bachelor of Arts in Psychology
Martinez Memorial Colleges
Caloocan, City
1996

Secondary : Florentino Torres High School
Tondo, Manila
1992

Primary : Bo. Obrero Elementary School
Tondo, Manila
1986

WORK EXPERIENCES:

Technological Institute of the Philippines

Quezon City
Guidance Services Facilitator
September 2011 to present

Center for Children's Well-Being

Caloocan City

Chief Associate Personnel / Guidance Counselor

June 2006 to August 2011

Globe Telecom Recruitment

Paseo de Roxas

Personnel Assistant

May 1996 to November 1996

SEMINARS ATTENDED:

Brilliant Minds, Poor Achievement, PCGE Annual Conference

November 29-30, 2015

Heritage Hotel, Manila

Using NVivo in Creating the Related Literature &

Using Excel in the Statistical Analysis of Data

November 28, 2015

PNU, Manila

Integrating the Gender Perspective on Health Education and Research &

Orientation on the Basic of Intellectual Property Rights

November 14, 2015

PNU, Manila

USAID Stride Career Center Capacity Building”

November 9-13, 2015

T.I.P. Manila

Research Capability Building Forum

October 17, 2015

PNU, Manila

Authenticity, Testing, Research Ethics and Paradigm Analysis

October 3, 2015

PNU, Manila

Evaluation Research (Program Evaluation) &

Inclusive Education and Teacher Development

August 15, 2015

PNU, Manila

Research Ethics and Guidelines in Writing Thesis/Dissertation
July 25, 2015
PNU, Manila

Research Trends in Inclusive Education and Curriculum Development
August 15, 2015
PNU, Manila
T.I.P, Manila

Evidence-Based Counseling: Current Directions, Practices and Challenges
June 19, 2015
T.I.P, Manila

Echo Seminar on 35 Techniques Every Counselor Should Know
May 22, 2014
T.I.P., Manila

Orientation on Performance Management System
March 4, 2014
T.I.P., QC

Spiritual Enrichment and Skills Enhance Seminar
December 17, 2013
T.I.P., QC

Echo Seminar on Beyond Knowledge: Wisdom in Counseling
June 8, 2013
T.I.P., QC

Echo seminar on Understanding Grief the Healing Journey?
June 7, 2013
T.I.P., QC

Echo Seminar on Optimum Psychosocial School Services for
Complete School Health Program
May 27 2013

Echo Seminar on National Conference Workshop in Research 2013
February 15, 2013
T.I.P., QC