

Effectiveness of Enrichment Classes to the Academic Performance in English

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Abstract: *The Covid-19 pandemic has posed significant challenges in the education sector, especially for young students. Over two academic years, teachers faced difficulties in delivering classes, and students struggled to adapt to new modalities of learning. The pandemic caught the world and educational systems unprepared, leading to a widening gap in learning. While some resorted to online modalities, it became evident that a one-size-fits-all approach was insufficient as each student is unique. In response to this learning crisis, DO no. 25s 2022 proposed enrichment classes in subjects like math, science, and language to help students regain lost ground due to the pandemic. These classes aim to provide targeted and intensive instruction to address specific learning challenges while keeping students engaged in learning activities. However, the effectiveness of these enrichment classes will depend on factors such as the quality of instruction, student engagement, and their ability to address individual needs. It is crucial to remember that enrichment classes should not solely address learning loss; the broader impact of the pandemic on students' social, emotional, and economic well-being should also be considered. Comprehensive support is necessary to ensure students' holistic development amidst the ongoing challenges brought about by the Covid-19 pandemic.*

Keywords—learning loss; post pandemic; remedial; effects of remediation; English academic performance; enrichment classes

1. Introduction

The Covid 19 Pandemic brought a great deal of challenge, even after the pandemic specially in the Education of our young Students. The two (2) academic year were full of challenges in either how the teacher would deliver their classes or to what extent does the student focus on learning in the new means of modality. The world itself is not ready for the Covid 19 Pandemic so do our educational system. There are those that resorted on the use of online modalities, but there is no a one-fits-all approach since every student is a unique from another. That being said, the gap in learning is being widen by the Pandemic. DO no. 25s 2022 Enrichment classes, such as those offered in subjects like math, science, and language, can be effective in helping students regain ground lost during the Covid-19 pandemic. These classes can provide targeted, intensive instruction to address specific areas where students may be struggling, and can also help to prevent further learning loss by keeping students engaged in learning activities. However, the effectiveness of enrichment classes in fighting learning loss will depend on factors such as the quality of instruction, the level of engagement of the students, and the extent to which they are able to address the specific needs of the students. Additionally, it's important to note that enrichment classes should not replace the need for addressing the broader impact of the pandemic on students and their families, such as the social, emotional and economic well-being.

2. Methodologies

Locale

This study was conducted at Northwestern Agusan Colleges, Bayview Hill, Nasipit, Agusan del Norte during the First Quarter of the Academic Year 2022 – 2023.



Research Design

The researchers gathered the Diagnostic Test data, the enrichment classes of the students, and the First Quarter Grades in English of the Grade 10 Students of Northwestern Agusan Colleges in the Academic Year 2022 - 2023.

The researchers used a comparative data analysis to compare the results of the different Enrichment Classes of students and the extent of the students improvement over the First Quarter Grading Period.

Participants of the Study

The study was conducted at Northwestern Agusan Colleges during the first day of Classes in the Academic Year 2022 - 2023. The study participants were the Grade 10 students regardless of the gender and Parents Background. Specifically, this study involves the entire population of Grade 10 Students.

Grade Level	Section	Population
10	Bonifacio	31
10	Mabini	41
10	Rizal	27
Total		99

Data Gathering Procedure

The researchers prepared a letter to ask permission to the School Director. It was signed by the School Director of Northwestern Agusan Colleges. After the approval, the researchers ask the Subject Teacher for the data needed in the study. The researchers tabulated the data.

Statistical Tool:

- Frequency – this will describe the composition of the population
- Pearson Correlation Coefficient Calculator – measures the correlation of two variables
- Frequency - determines the composition of the population of the respondents

Data Collection

The researchers gather data pertaining the academic performance of students before the start of the enrichment classes and the data after the conduct of enrichment classes.

Data Analysis

The researchers analysis the data using the test questionnaires of the Grade 10 teachers regardless of the subject.

3. Results and Discussion

Table 1. The number of respondents and their level of proficiency in the English 10 before the conduct of Enrichment classes.

Number of Respondents	Level of Proficiency	Percentage
5	Outstanding	5.05%
3	Very Satisfactory	3.03%

3	Satisfactory	3.03%
5	Fairly Satisfactory	5.05%
83	Did not meet Expectations	83.84%

Table 1 shows the number of students on the different level of proficiency before the enrichment classes. This shows that the respondents majority is from the level of “Did not meet Expectations” and there are only few that are in the Outstanding Level.

Table 2. The number of students and their level of proficiency in the English 10 after the conduct of the Enrichment Classes.

Number of Respondents	Level of Proficiency	Percentage
11	Outstanding	11.11%
20	Very Satisfactory	20.20%
56	Satisfactory	56.57%
12	Fairly Satisfactory	12.12%
0	Did not meet Expectations	0

Table 2 shows that there is a huge shift in the level of proficiency after the conduct of the Enrichment Classes. Supporting the assumption that Enrichment classes can have a positive impact on students' academic performance. These classes provide students with additional opportunities to learn and explore subjects that they are interested in and may not be offered in their regular curriculum. Enrichment classes can also help students develop critical thinking skills, problem-solving abilities, and creativity. Furthermore, students who participate in enrichment classes are more likely to be engaged and motivated in their learning and thus have higher academic achievement. Additionally, enrichment classes can also help students develop skills that are valuable for their future careers. They can also expose students to fields they may not have considered before, opening up opportunities to discover passions they wouldn't have otherwise.

Table 3. The number of participants and their chosen mode of remediation.

Number of Respondents	Level of Proficiency before Enrichment	Number of Respondents	Chosen Method for Enrichment	Level of Proficiency after Enrichment
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	ment Classes			ment Classes				38	Remedial Instruction	Satisfactory
5	Outstanding	1	Remedial Instruction	Outstanding				2	Private Tutorial	Very Satisfactory
		2	Self-learning	Outstanding				3	Private Tutorial	Satisfactory
		2	none	Outstanding				12	none	Fairly Satisfactory
3	Very Satisfactory	1	Self-learning	Outstanding						
		1	Peer-tutoring	Outstanding						
		1	none	Outstanding						
3	Satisfactory	1	Self-learning	Outstanding						
		1	Peer-tutoring	Outstanding						
		1	none	Very Satisfactory						
5	Fairly Satisfactory	1	Remedial Instruction	Outstanding						
		1	Remedial Instruction	Very Satisfactory						
		1	Self-Learning	Very Satisfactory						
		1	Peer-tutoring	Very Satisfactory						
		1	Private Tutorial	Satisfactory						
83	Did not meet Expectations	2	Peer-tutoring	Very Satisfactory						
		14	Peer-tutoring	Satisfactory						
		12	Remedial Instruction	Very Satisfactory						

Table 3 shows that Remedial instruction, also known as remediation, can have a positive impact on student learning. Remedial instruction is designed to provide extra support to students who are struggling to keep up with their classwork or who have not yet acquired the necessary skills and knowledge to succeed in a particular subject. Remedial instruction can help students catch up to their peers and achieve a greater level of understanding of the material being taught. It can also help students develop a stronger foundation in basic skills such as reading, writing and math. This can be beneficial for students as it can help them overcome obstacles that would otherwise impede their learning and academic progress. Additionally, remedial instruction can provide students with a sense of accomplishment and confidence which can be motivating, thus leading to better academic performance.

The table also shows the effect of Peer-tutoring as it can have a positive effect on student learning. Peer-tutoring involves having students work with their classmates to provide each other with support and guidance in understanding course material.

The Table also shows that Self-learning, also known as self-directed learning, can have a positive impact on student learning. Self-learning is an approach where students take responsibility for their own education by actively seeking out and engaging with educational materials, activities, or resources. While not studying can have a significant negative impact on student achievement. When students do not study, they miss out on opportunities to learn, practice, and reinforce the material being taught in class. As a result, they may struggle to understand and retain the information, which can negatively affect their academic performance. Additionally, not studying can also lead to poor exam performance and low grades, which can affect a student's overall academic record and make it more difficult for them to get into college or pursue certain careers.

4. Conclusion

After a careful analysis of the data gathered, the researcher came up with the following conclusions:

1. The respondents population comprises mostly of students that are below the expected grade level competency.
2. The enrichment classes greatly affects the level of proficiency of the students.
3. Remedial instruction greatly helps the student proficiency from “did not meet expectations” to Satisfactory.
4. Peer-tutoring proves greatly helps increase the student proficiency from “did not meet expectations” to “Very Satisfactory”.

5. Recommendations

The researcher would like to recommend the following:

1. The opportunity to use the enrichment classes in aiding the learning loss of the student during the pandemic should be considered in the following academic years.
2. Enrichment programs should be given more emphasis on schools to further enhance the student’s academic performance.
3. Enrichment classes may help struggling students to recuperate from the learning loss not only in the language subjects.
4. Further experimental approach is needed to verify the extent of the effects of enrichment classes.

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