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Bridging Learning Opportunity Gaps (BLOG) Project: A Pandemic Remedial Intervention in Junior High School Science

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ABSTRACT

This study focused on the perceptions of teachers and students on the Bridging Learning Opportunity Gaps (BLOG) Project as a pandemic remedial intervention in the Junior High School (JHS) Science implemented in the Schools Calbayog City Division, Department of Education, Philippines during the school year 2021-2022. This was in the attempt to provide insights into the state of remedial education in the Philippines. The study used the descriptive-correlational research design and handed out survey questionnaires to 38 teacher and 70 student-respondent across seven public schools in Calbayog City. The findings reveal that although both the teacher and student-respondents manifested highly positive perceptions on the BLOG Project in Science in all parameter set, the teachers, as implementers were more positive in their assessment while the students as the subjects were slightly more critical. It also has been noted that despite the positive evaluation, both the student and the teacher-respondents reported experiencing various problems in the implementation of Project BLOG. For the teachers, their biggest dilemma was the fact that they attend to the specific needs of each learner due to the limitations of the current educational set-up. For the students, it was the changing community quarantine classifications and policies that may hinder the continuity of the Project BLOG in Science. Overall, the study concludes that the Project BLOG was satisfactorily implemented and further supports the literature on the efficacy of remedial instruction

INTRODUCTION

Education is a fundamental right that ensures the holistic development of an individual. It is the primary goal of teachers to impart knowledge and skills to their students and help them understand the concepts and ideas discussed in class. However, pedagogy is influenced by diverse factors, making the success of the instructional process challenging. The current educational setup has made this noble goal even more challenging and interesting. The global health crisis has significantly impacted all sectors of society, and the field of education is no exception.

According to the United Nations (2020), the COVID-19 pandemic has caused significant changes in the global educational setting, affecting nearly 1.6 billion learners worldwide. As a response, modular instruction and online learning have become the most effective strategies for teaching and learning. However, the Philippine educational system faces limitations in fully implementing this setup. As a result, education specialists and teachers consider remediation intervention programs and activities as an effective measure of ensuring learning among students, particularly in core subjects like English, Science, and Math.

The Department of Education (2021) has issued guidelines on the conduct of remedial classes in the midst of the pandemic, highlighting that remedial and advancement classes must be completed within a six-week period that may include Saturdays. In response to this, the Schools Division of Calbayog City implemented

the Bridging Learning Opportunity Gaps (BLOG) Project as a remedial intervention in Junior High School (JHS) Science as part of the Remedial-Reinforcement-Enhancement (RRE) program for all learners. The BLOG Project aims to provide remediation opportunities for academically unprepared and struggling students, specifically by conducting assessments on identified least learned competencies and skills, bridging perceived gaps between learners' existing proficiency and/or mastery of learning areas, and preparing learners for the transition to the next grade level.

Given the initial implementation of the Science modular instruction in DepEd-Calbayog, this study explores the remediation aspect of the BLOG Project as a remedial intervention in JHS Science in this kind of setup. The study examines how teachers and students perceive the implementation of this remedial intervention project and its effectiveness in addressing the learning needs of struggling learners. Through this study, the researchers seek to contribute to the understanding of the implementation of remedial intervention programs in the context of the COVID-19 pandemic, providing insights into the efficacy of remedial instruction, particularly in the context of a crisis and in the Philippines.

LITERATURE REVIEW

This study draws on Kolb's "Model of Experiential Learning" as a theoretical framework for understanding how the BLOG Project functions as a remedial intervention program for struggling Science students

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in JHS. Kolb's model proposes that learning occurs through a cycle of four stages: experiencing, reflecting, conceptualizing, and experimenting. This model is relevant to the current study because the BLOG Project, like any pedagogical or curriculum project, requires careful consideration of objectives, content, teaching methods, and evaluation techniques in order to succeed. By following the natural and logical sequence of Kolb's experiential cycle, the BLOG Project aims to provide a structured approach to remediation that helps students develop the necessary skills and knowledge to succeed in science. Specifically, the BLOG Project seeks to bridge gaps in students' existing proficiency and mastery of science by identifying least learned competencies and skills, and preparing them for a smooth transition to the next grade level. By employing Kolb's model, the study aims to evaluate the effectiveness of the BLOG Project as a remedial intervention program for science education in the new normal.

Educating learners is the core reason for all teaching-learning processes which are undertaken in each classroom in the formal education platform. However, not all the students can accommodate the learning processes and these results with different outcomes. With this in mind, teachers need to create an intervention plan and not let these other students fall behind and still catch up with the lessons being discussed. A remedial class is always an impressive way to solve this common problem. That is why Thilges and Schmer (2020), provided a concept analysis of formal remediation wherein he established a framework for defining the concept, developing measurable outcomes, and describing when to implement the intervention. This is important so that there is a consistent and systematic way of delivering the remedial class. Education is a basic tool that opens all doors to modern life (Field, 2000), and remedial education, which is mostly to improve students' reading, writing and mathematics skills (Ganga, Mazzariello, & Edgecombe, 2018) is also considered important for all levels of schooling. It is known as compensatory education (Denzin, 2017), developmental education (Ganga et al., 2018), preparatory education (Hu & Liu, 2017), and academic upgrading (Glaziou, Sismanidis, Zignol, & Floyd, 2016).

Why some students need remedial education is an important question. They need it, first, because their home environment is not suitable to study their lessons and do their homework after school (Ma & Schapira, 2017). Second, some low-income families do not have high ambitions for education, so they do not advise their children accordingly (Jacob & Lefgren, 2004). Parents play a key role in their children's learning. Students need fewer remedial courses if their parents are highly interested and invested in their education. Third, the lower income schools have less funding than those in high-income areas (Bryk, Gomez, Grunow, & LeMahieu, 2015). In these schools, classes are more crowded, libraries lack materials, and teachers boast fewer qualifications, and so

on, resulting in a lower quality education. Fourth, teachers are important factors for the education of students (Kızıltepe, 2015). Their qualifications, experience, and methodology make a great difference in the learning process of students. The student may not need a remedial course if teacher A is there instead of teacher B.

In the Philippines, Bulaon-Ducusin's (2021) project titled "Bridging the Gap in Remote Teaching and Learning funded by the National Research Council of the Philippines (NRCF), sought the voices of 28,859 Department of Education (DepEd) teachers nationwide in a cross-sectional study, where most participants came from the regions outside of the national capital. The study highlights the teachers' experiences and coping mechanisms in the learning environment brought about by the new normal; and the emergency assessment and instructional delivery mechanisms being implemented. Not surprisingly, over 70 percent of the teachers said that it was their first experience to teach remotely. And despite the availability of training on remote learning, which is often free and conducted virtually, a lot of teachers were able to attend only one or two training sessions. One possible cause for this low participation in training is the unavailability of internet connection. The research also finds that teachers had to spend their own personal money, in order to keep up with the demands of remote learning. Despite the gaps, though, over 60% of teachers feel hopeful, when asked over their level of confidence in a remote environment (Bulaon-Ducusin, 2021).

In the Philippines, the problem of students in reading is not a new issue. In fact, certain studies reveal that the reading problems of Filipino students seemed to be perennial (Montalban, 2010; Alayon, 2014; Lalunio, 2014; Umali, 2016; Miguel, 2017). Due to such problems, reading and literacy instruction have always been the top priority in all Philippine curricula. Umali (2016) labels that reading instruction in the Philippines can be distinguished into two facets: (1) the regular reading class which is embedded in the standard curriculum, and (2) the remedial reading class which is a separate subject given to those students who need help in correcting and improving their reading difficulties. The remedial reading class in the Philippines is a pull-out type since it is not integrated within the regular reading class of the students. The practice of remedial reading has been in the limelight for a long time in the Philippine education sector. Rio (2017), enumerated the typical duties of remedial teachers in the Philippines: (1) work very closely with the principal, students' teacher and the rest of the staff, (2) assess the students' levels of functioning in reading, (3) provide remediation for students who are struggling in reading their first or second language, (4) conduct the pre-tests and post-tests to see where the students' strengths and weaknesses are

Studies on remedial intervention programs and activities have been conducted by local and foreign researchers and academicians to determine important points on the pandemic experiences of both educators and students.

Some of these recent studies were reviewed in relation to the researcher's present academic undertaking. The action research of Rai and Penjor (2020) selected students who scored below the benchmark in the class test and attended remedial classes. The study spanned four weeks, and after the remedial classes, the students achieved higher scores in their post-test and reported higher satisfaction. A similar study by Tomelden (2019) focused on the effectiveness of remedial reading to non-readers in the intermediate level at Lomboy Elementary School. Grades 4, 5, and 6 were the respondents. The post-test indicated a higher reading level after they took the intervention. Asio and Jimenez's (2020) research involved Grade 5 TLE Students from two different schools. The first school was assigned as the independent group, and the other school as the experimental group. After the pre-test yielded non-impressive results, the former was advised to continue their usual learning process while the latter undertook remedial classes. The post-test revealed a significant difference among the students who took remedial classes. The mentioned studies revealed positive results in implementing remedial classes for low-achieving learners. However, it should be noted that the studies above used different methodologies and research designs than what was used in the current study.

MATERIALS AND METHOD

This quantitative study employed the descriptive-correlational research design to examine the perceptions of science teachers and students on the implementation of the Bridging Learning Opportunity Gaps (BLOG) Project of the Schools Division of Calbayog City, Samar Philippines. It is descriptive since it described the respondents' perceptions on the implementation of the project as a remedial intervention in JHS Science. Moreover, it is correlational since it correlated the perceptions of the student-respondents and the perceptions of the teacher-respondents on the implementation of the project as a remedial intervention in JHS Science.

The respondents of this study were the Science teachers and students in six selected secondary schools that implemented BLOG Project as a remedial intervention in JHS Science in Schools Division of Calbayog City, Samar Philippines. These schools were chosen based on the implementation of the project, the school's teacher and student populations, location, and some other factors affecting the financial and security aspects of this study. The number of respondents per school based on the latest data obtained from the office of the district supervisor. This study considered a complete enumeration of teacher-respondents composed of 38 public secondary teachers

Table 1: Respondents of the Study

Name of School District	Number of Teacher-Respondents	Number of Student-Respondents
Macatingog Integrated School	4	10
Pilar National Agricultural High School	4	10
San Policarpo National High School	8	10
Trinidad National High School	6	10
Oquendo National High School	6	10
San Joaquin National High School	6	10
Tabawan Integrated School	4	10
Total	38	70

who are handling Science subjects in the selected schools. While a non-probability sample technique particularly the controlled quota and convenience samplings were employed in selecting the student-respondents of each school.

Two versions of a researcher-made survey questionnaire were used in gathering the data in this study. The questionnaire was designed to cover the following concerns: Part I assessed on the perceptions of both the teacher- and student-respondents on the Bridging Learning Opportunity Gaps (BLOG) Project in Science in terms of scope and coverage of the lessons, learning materials and activities, instructional process and learning environment, assessment methods, and remedial class monitoring and evaluation. Part II of the questionnaire described the problems and challenges that the teacher- and student-respondents may have possibly encountered

in the Implementation of BLOG Project as a remedial intervention in JHS Science. It contained ten (10) items which the respondents would fill in with the help of a Likert Scale.

Mean and standard deviation was utilized to describe the respondents' perceptions on BLOG Project as a remedial intervention in JHS Science. Two-sample t-test was made to determine significant difference between student- and teacher-respondents' perceptions towards BLOG Project as a remedial intervention.

RESULTS AND DISCUSSION

Table 2. shows the perception of the teacher-respondents with regards to the Bridging Learning Opportunity Gaps (BLOG) Project in Science in terms of scope and coverage of the lessons, learning materials and activities, and instructional process and learning environment.

Table 2: Teacher-Respondents' Perceptions on the Bridging Learning Opportunity Gaps (BLOG) Project in Science in Terms of Scope and Coverage of the Lessons, Learning Materials and Activities, and Instructional Process and Learning Environment

Indicator	Mean	Desc.
A. Scope and Coverage of the Lessons		
1. The Science lessons included in the program are those which are considered by students to be very difficult.	4.47	SA
2. The choice of topics for remedial classes focuses on the core areas of the Science subject.	4.32	SA
3. The lessons are carefully chosen to address and fill in specific learning gaps in science.	4.68	SA
4. The lessons include important concepts and theories prescribed in the Science subject.	4.63	SA
5. The lessons are designed to help students fully attain the general objectives of the Science course.	4.71	SA
6. The choices of lessons for remediation are based on the standards and guidelines set by DepEd specifically on students' capabilities and intellectual readiness.	4.55	SA
7. The lessons adequately support the development of required skills and proficiency expected from science students.	4.58	SA
Overall Mean = 4.56 SD = 0.57 (Strongly Agree)		
B. Learning Materials and Activities		
1. The learning materials include sufficient information for the students to fully understand the lessons.	4.71	SA
2. The learning materials employ interactive activities to effectively reinforce learning.	4.47	SA
3. The remedial materials follow the standard and easy-to-read format set by DepEd.	4.55	SA
4. Materials used for skill development in supplementing a basic program are specifically related to the particular skill in which a given student or group of students are deficient.	4.42	SA
5. Although materials are of equal interest to all students, materials are still chosen and evaluated in accordance with realistic needs and interests of the student or group of students concerned.	4.61	SA
6. The activities are not time-consuming and energy draining.	4.42	SA
7. The materials are selected and evaluated for suitability in achieving the objectives of the remedial program.	4.74	SA
Overall Mean = 4.56 SD = 0.57 (Strongly Agree)		
C. Instructional Process and Learning Environment		
1. The instructional process of remediation includes tutorial, mentoring, coaching, and other ways of delivering the organized learning experiences.	4.58	SA
2. The remedial sessions are in strict compliance to the existing rules and policies of the IATF to protect both the teachers and the learners from a possible COVID-19 infection.	4.39	SA
3. The teacher prepares simplified lessons for easy understanding of learners that are subject for remediation.	4.76	SA
4. The teacher challenges the learners to participate and raise his/her concerns during remedial class sessions.	4.79	SA
5. The teacher practices individualized teaching to monitor the students' learning abilities.	4.42	SA
6. The teacher invites parents to discuss problems concerning their children and help them in their work.	4.47	SA
7. The teacher effectively manages the remedial sessions wherein students are given full opportunities to learn and participate.	4.47	SA
Overall Mean = 4.56 SD = 0.56 (Strongly Agree)		

Legend

1.00-1.80 Strongly Disagree (SD)

1.81-2.60 Somewhat Disagree (SDA)

2.61-3.40 Neutral (N)

3.41-4.20 Somewhat Agree (SWA)

4.21-5.00 Strongly Agree (SA)

Scope and Coverage of the Lessons

Concerning the scope and coverage of the lessons, the teacher-respondents “strongly agree” on the seven indicators stipulated in the instrument with an overall mean (\bar{x}) of 4.56. This further suggests that for the teacher-respondents, the coverage and scope of the lessons included in the Project BLOG are appropriate and in accordance with the goal of the project.

Learning Materials and Activities

In terms of learning materials and activities, the overall mean (\bar{x}) of 4.56 revealed that the teacher-respondents “strongly agree” on the identified indicators. This forwards that the teacher-respondents believe that the learning materials and activities conceptualized, created, and used/ conducted by the teachers serve their purpose of helping learners catch-up with the identified Science lessons.

Instructional Process and Learning Environment

With regard to instructional process and learning environment, the teacher-respondents manifested that they “strongly agree” to all the parameters given as supported by the overall mean (\bar{x}) of 4.56. This connotes that for the Science teachers, they made necessary adjustments to the instructional process in consonance with the objectives of BLOG Project as a remedial intervention in JHS Science and provided a safe learning environment for those who need reinforcement and remediation amidst the threats of the pandemic.

Table 3 shows the perception of the teacher-respondents with regards to the Bridging Learning Opportunity Gaps (BLOG) Project in Science in terms of assessment methods and remedial class monitoring and evaluation.

Assessment Methods

Table 3: Teacher-Respondents’ Perceptions on the Bridging Learning Opportunity Gaps (BLOG) Project in Science in Terms of Assessment Methods and Remedial Class Monitoring and Evaluation

Indicator	Mean	Desc.
D. Assessment Methods		
1. The assessment methods used are simple wherein the results are easy to understand and communicate.	4.74	SA
2. The assessment methods used are one on one wherein the data inform and reveal individual remedial action.	4.71	SA
3. The assessment process is done periodically and regularly to respond to and establish the learner's academic needs.	4.58	SA
4. The assessment results are entered in an assessment recording sheet to check progress.	4.79	SA
5. The choice of assessment method is relevant to the nature of the Science topics/ lessons.	4.68	SA
6. The assessment activities/ exams given are not too easy and not too difficult.	4.66	SA
7. The results of the assessment serve as a basis for planning and designing further instructional interventions to ensure mastery and continuity of learning.	4.79	SA
Overall Mean = 4.71 SD = 0.49 (Strongly Agree)		
E. Remedial Class Monitoring and Evaluation		
1. The school head or his/her designated school official regularly monitors the remedial intervention program.	4.58	SA
2. The school, through its faculty, has early alert systems that identify students who are having personal difficulties and who are struggling academically in this setup.	4.45	SA
3. Remedial teachers keep in close contact with other teachers to discuss or share their experiences with others to find out ways to improve students’ learning and behavior.	4.32	SA
4. Remedial teachers coordinate with the advisers and the counselor to monitor students and forward recommendations.	4.45	SA
5. Monitoring reports are compiled and analyzed to increase persistence, retention, and success rates.	4.39	SA
6. The school adopts an institutionalized evaluation of the remedial intervention activity in science.	4.29	SA
7. The school coordinates with other stakeholders and professionals to evaluate the other aspects of the program such as COVID-19 risk management and issues concerning the mental health of the learners.	4.50	SA
Overall Mean = 4.42 SD = 0.57 (Strongly Agree)		

Legend

1.00-1.80 Strongly Disagree (SD)
1.81-2.60 Somewhat Disagree (SDA)
2.61-3.40 Neutral (N)
3.41-4.20 Somewhat Agree (SWA)
4.21-5.00 Strongly Agree (SA)

As for the assessment methods, the teacher-respondents concurred that they “strongly agree” to all the seven (7) indicators with an overall mean (\bar{x}) of 4.71. This suggests that for the teacher-respondents, modifications in the assessment aspect were made to make the process simpler and understandable. This has allowed a more immediate feedbacking mechanism.

Remedial Class Monitoring and Evaluation

Concerning remedial class monitoring and evaluation, the teacher-respondents, garnering an overall mean (\bar{x})

of 4.42, revealed that they “strongly agree” to the seven (7) indicators. This means that the teacher-respondents believe that proper coordination and implementation are enforced in monitoring and evaluating BLOG as a remedial intervention in JHS Science.

Table 4 summarizes the teacher-respondents’ perceptions on the implementation of BLOG as a remedial intervention in JHS Science in terms of scope and coverage of the lessons, learning materials and activities, instructional process and learning environment, assessment methods, and remedial class monitoring and evaluation.

Table 4: Summary Table on Teacher-Respondents Perceptions on the Implementation of BLOG Project as a Remedial Intervention in JHS Science

Indicator	Mean	SD	Description
A. Scope and Coverage of the Lessons	4.56	0.57	Strongly Agree
B. Learning Materials and Activities	4.56	0.57	Strongly Agree
C. Instructional Process and Learning Environment	4.56	0.56	Strongly Agree
D. Assessment Methods	4.71	0.49	Strongly Agree
E. Remedial Class Monitoring and Evaluation	4.42	0.57	Strongly Agree
Grand Mean	4.56	0.55	Strongly Agree

Legend

1.00-1.80 Strongly Disagree (SD)
1.81-2.60 Somewhat Disagree (SDA)
2.61-3.40 Neutral (N)
3.41-4.20 Somewhat Agree (SWA)
4.21-5.00 Strongly Agree (SA)

In a nutshell, the grand mean of 4.55 interpreted as “strongly agree” reveals that the teacher-respondents show positive perception on the Bridging Learning Opportunity Gaps (BLOG) Project in Science considering the parameters set, to wit; scope and coverage of the lessons, learning materials and activities, instructional process and learning environment, assessment methods, and remedial class monitoring and evaluation. This further suggests that for the teacher-respondents, the BLOG Project as a remedial intervention in JHS Science in Science was successfully implemented in

the secondary level. This supports the contention of Ganga, Mazzariello, and Edgecombe (2018) that remedial education activities, like the BLOG Project as a remedial intervention in JHS Science, improve students’ reading, writing and mathematics skills in all levels of schooling. It is known as compensatory education, developmental education, preparatory education, and academic upgrading specifically during the pandemic.

Student-Respondents’ Perceptions on the Bridging Learning Opportunity Gaps (BLOG) as a Remedial Intervention in JHS Science

Table 5 shows the perception of the student-respondents with regards to the Bridging Learning Opportunity Gaps (BLOG) Project in Science in terms of scope and coverage of the lessons, learning materials and activities, and instructional process and learning environment.

Table 5: Student-Respondents’ Perceptions on the Bridging Learning Opportunity Gaps (BLOG) Project in Science in Terms of Scope and Coverage of the Lessons, Learning Materials and Activities, and Instructional Process and Learning Environment

Indicator	Mean	Desc.
A. Scope and Coverage of the Lessons		
1. The Science lessons included in the program are those which are considered by students to be very difficult.	3.39	N
2. The choice of topics for remedial classes focuses on the core areas of the Science subject.	4.10	SWA
3. The lessons are carefully chosen to address and fill in specific learning gaps in science.	4.20	SWA
4. The lessons include important concepts and theories prescribed in the Science subject.	4.01	SWA
5. The lessons are designed to help students fully attain the general objectives of the Science course.	4.23	SA
6. The choices of lessons for remediation are based on the standards and guidelines set by DepEd specifically on students’ capabilities and intellectual readiness.	3.94	SWA
7. The lessons adequately support the development of required skills and proficiency expected from science students.	3.90	SWA

	Overall Mean = 3.97 SD = 0.78 (Somewhat Agree)		
B.	Learning Materials and Activities		
1.	The learning materials include sufficient information for the students to fully understand the lessons.	3.77	SWA
2.	The learning materials employ interactive activities to effectively reinforce learning.	4.00	SWA
3.	The remedial materials follow the standard and easy-to-read format set by DepEd.	4.04	SWA
4.	Materials used for skill development in supplementing a basic program are specifically related to the particular skill in which a given student or group of students are deficient.	3.76	SWA
5.	Although materials are of equal interest to all students, materials are still chosen and evaluated in accordance with realistic needs and interests of the student or group of students concerned.	3.81	SWA
6.	The activities are not time-consuming and energy draining.	4.10	SWA
7.	The materials are selected and evaluated for suitability in achieving the objectives of the remedial program.	4.07	SWA
	Overall Mean = 3.94 SD = 0.77 (Somewhat Agree)		
C.	Instructional Process and Learning Environment		
1.	The instructional process of remediation includes tutorial, mentoring, coaching, and other ways of delivering the organized learning experiences.	4.03	SWA
2.	The remedial sessions are in strict compliance to the existing rules and policies of the IATF to protect both the teachers and the learners from a possible COVID-19 infection.	4.23	SA
3.	The teacher prepares simplified lessons for easy understanding of learners' subjects for remediation.	4.24	SA
4.	The teacher challenges the learners to participate and raise his/her concerns during remedial class sessions.	4.10	SWA
5.	The teacher practices individualized teaching to monitor the students' learning abilities.	3.74	SWA
6.	The teacher invites parents to discuss problems concerning their children and help them in their work.	3.84	SWA
7.	The teacher effectively manages the remedial sessions wherein students are given full opportunities to learn and participate.	3.93	SWA
	Overall Mean = 4.02 SD = 0.78 (Somewhat Agree)		

Legend

1.00-1.80 Strongly Disagree (SD)
 3.41-4.20 Somewhat Agree (SWA)
 1.81-2.60 Somewhat Disagree (SDA)
 4.21-5.00 Strongly Agree (SA)
 2.61-3.40 Neutral (N)

Scope and Coverage of the Lessons

The overall mean of 3.97 interpreted as “somewhat agree” suggests that the student-respondents do not have the strong conviction that the scope and coverage of the lessons included in the remediation program are based on their needs and in consonance with the core areas of the subject.

Learning Materials and Activities

Concerning learning materials and activities, the student-respondents revealed that they “somewhat agree” on the parameters set as reflected in the overall mean of 3.94. This connotes that while the student-respondents acknowledge the learning materials and activities prepared and conducted by science teachers for BLOG as a remedial intervention in JHS Science, they are still not strongly convinced that these materials and activities are really responsive to their academic needs during the pandemic.

Instructional Process and Learning Environment

The overall of 4.02 interpreted as “somewhat agree” suggests that there are still rooms for improvement in the instructional processes observed in BLOG as a remedial intervention in JHS Science particularly in individualizing instruction and discussing problems with the students' parents and/or guardians.

Table 6 shows the perception of the student-respondents with regards to the Bridging Learning Opportunity Gaps (BLOG) Project in Science in terms of assessment methods and remedial class monitoring and evaluation.

Assessment Methods

For the assessment methods, the student-respondents forwarded that they “somewhat agree” to all the indicators identified with an overall mean of 4.02. This suggests that the assessment methods used in BLOG as a remedial intervention in JHS Science should be revisited and reexamined as to their reliability and validity.

Remedial Class Monitoring and Evaluation

With regard to remedial class monitoring and evaluation, the student-respondents revealed that they “somewhat agree” to the parameters set with an overall mean of 3.95. This suggests that for the students, there are still

Table 6: Student-Respondents' Perceptions on the Bridging Learning Opportunity Gaps (BLOG) Project in Science in Terms of Assessment Methods and Remedial Class Monitoring and Evaluation

Indicator		Mean	Desc.
D. Assessment Methods			
1.	The assessment methods used are simple wherein the results are easy to understand and communicate.	3.94	SWA
2.	The assessment methods used are one on one wherein the data inform and reveal individual remedial action.	3.97	SWA
3.	The assessment process is done periodically and regularly to respond to and establish the learner's academic needs.	3.90	SWA
4.	The assessment results are entered in an assessment recording sheet to check progress.	4.17	SWA
5.	The choice of assessment method is relevant to the nature of the Science topics/ lessons.	4.04	SWA
6.	The assessment activities/ exams given are not too easy and not too difficult.	4.01	SWA
7.	The results of the assessment serve as a basis for planning and designing further instructional interventions to ensure mastery and continuity of learning.	4.09	SWA
Overall Mean = 4.02 SD = 0.77 (Agree)			
E. Remedial Class Monitoring and Evaluation			
1.	The school head or his/her designated school official regularly monitors the remedial intervention program.	4.01	SWA
2.	The school, through its faculty, has early alert systems that identify students who are having personal difficulties and who are struggling academically in this setup.	3.76	SWA
3.	Remedial teachers keep in close contact with other teachers to discuss or share their experiences with others to find out ways to improve students' learning and behavior.	4.03	SWA
4.	Remedial teachers coordinate with the advisers and the counselor to monitor students and forward recommendations.	3.86	SWA
5.	Monitoring reports are compiled and analyzed to increase persistence, retention, and success rates.	4.04	SWA
6.	The school adopts an institutionalized evaluation of the remedial intervention activity in Science.	3.76	SWA
7.	The school coordinates with other stakeholders and professionals to evaluate the other aspects of the program such as COVID-19 risk management and issues concerning the mental health of the learners.	4.19	SWA
Overall Mean = 3.95 SD = 0.79 (Somewhat Agree)			

Legend

1.00-1.80 Strongly Disagree (SD)
1.81-2.60 Somewhat Disagree (SDA)
2.61-3.40 Neutral (N)
3.41-4.20 Somewhat Agree (SWA)
4.21-5.00 Strongly Agree (SA)

loopholes in the monitoring and evaluation aspect of the program particularly on the identification of students with personal difficulties. This is corollary to the data on scholastic standing that majority of the students who

were subjected to BLOG as a remedial intervention in JHS Science in Science were actually average to high performing students. Only few low performing students participated in the remedial program.

Table 7 summarizes the student-respondents' perceptions on the implementation of BLOG as a remedial intervention in JHS Science in terms of scope and coverage of the lessons, learning materials and activities, instructional process and learning environment, assessment methods, and remedial class monitoring and evaluation.

Table 7: Summary Table on Student-Respondents Perceptions on the Implementation of BLOG Project as a Remedial Intervention in JHS Science

Indicator	Mean	SD	Description
A. Scope and Coverage of the Lessons	3.97	0.78	Somewhat Agree
B. Learning Materials and Activities	3.94	0.77	Somewhat Agree
C. Instructional Process and Learning Environment	4.02	0.78	Somewhat Agree
D. Assessment Methods	4.02	0.77	Somewhat Agree
E. Remedial Class Monitoring and Evaluation	3.95	0.79	Somewhat Agree
Grand Mean	3.98	0.79	Somewhat Agree

Legend

1.00-1.80 Strongly Disagree (SD)
1.81-2.60 Somewhat Disagree (SDA)
2.61-3.40 Neutral (N)
3.41-4.20 Somewhat Agree (SWA)
4.21-5.00 Strongly Agree (SA)

Overall, the grand mean of 3.98 interpreted as “somewhat agree” suggests that the student-respondents perceived that they “somewhat agree” to the policies embedded in the conceptualization and implementation of the BLOG Project as a remedial intervention in JHS Science in Science particularly in its parameters to wit; scope and coverage of the lessons, learning materials and activities, instructional process and learning environment, assessment methods, and remedial class monitoring and evaluation. This is suggestive of students having a different evaluation of the program compared to that of the teachers which receive more positive results.

The notions of the students need to be taken seriously since they were the ones who actually experienced the implementation of the project; hence, their perceptions are essential in the improvement of the remedial program

in science. While this study supports the results in the action research of Rai and Penjor which states that the impact of remedial classes to students is positive, the current study recorded moderately positive feedback unlike in the reviewed study wherein students were extremely satisfied with remedial class.

Difference between the Teacher-Respondents and the Student-Respondents Perceptions on the Bridging Learning Opportunity Gaps (BLOG) Project as a Remedial Intervention in JHS Science

Table 8 presents the difference in the perceptions on BLOG as a remedial intervention in JHS Science between the student- and the teacher-respondents in terms of: scope and coverage of the lessons with a mean difference of 0.60 and t-value of 5.119; learning materials and activities with a mean difference of 0.62 and t-value of 5.246; instructional process and learning environment with a mean difference of 0.54 and t-value of 4.641; assessment methods with a mean difference of 0.69 and t-value of 6.001; and remedial class monitoring and evaluation with a mean difference of 0.48 and t-value of 3.920.

Table 8: Difference between the Teacher-Respondents and the Student-Respondents Perceptions on the Bridging Learning Opportunity Gaps (BLOG) Project

Perception	Respondents				Mean Difference	t-value
	Teachers (N = 38)		Students (N = 70)			
	Mean	(SD)	Mean	(SD)		
A. Scope and Coverage of the Lessons	4.56	-0.51	3.97	-0.69	0.6	5.119**
B. Learning Materials and Activities	4.56	-0.51	3.94	-0.71	0.62	5.246**
C. Instructional Process and Learning Environment	4.56	-0.49	4.02	-0.72	0.54	4.641**
D. Assessment Methods	4.71	-0.45	4.02	-0.74	0.69	6.001**
E. Remedial Class Monitoring and Evaluation	4.42	-0.52	3.95	-0.74	0.48	3.920**

Critical Value (c.v.) = 1.9826 at 0.05 level of significance with $df = 106$ * = significant at 0.05, ** = highly significant at 0.01; ns = not significant

These values are greater than the critical value (cv) of 1.9826. Thus, the corresponding null hypothesis is rejected. Hence, there is a significant difference in the perceptions on BLOG Project as a remedial intervention in JHS Science in Science between the student- and the teacher-respondents.

As gleaned in the previous discussion, the teachers had more positive feedback from their experience in the implementation of BLOG Project as a remedial intervention in JHS Science in Science as compared to the students in all the parameters identified to wit; scope and coverage of the lessons, learning materials and activities, instructional process and learning environment, assessment methods, and remedial class monitoring and evaluation. This implies that while the two sets of respondents have generally positive feedback on the implementation of BLOG Project as a remedial intervention in JHS Science, the teacher-respondents

are more favorable than their student-counterparts. This is not surprising since for the teachers, and at the same time the implementers, they did their best in catering to the needs of the students amidst the pandemic. As to the part of the students, their observations were based on how they were able to experience the project with consideration of both its strengths and limitations.

Problems and Challenges Encountered in the Implementation of BLOG as a Remedial Intervention in JHS Science

Table 9 discusses the prevalence of the different problems and challenges encountered by both the teacher- and the student-respondents in the implementation of the Project BLOG.

After computing the overall composite rank and the overall rank, it was revealed that the most dominant problem experienced by the two groups of respondents

Table 8: Difference between the Teacher-Respondents and the Student-Respondents Perceptions on the Bridging Learning Opportunity Gaps (BLOG) Project

	Problems and Challenges	Rank for Teacher-Respondents	Rank for Student-Respondents	Overall Composite Rank	Overall Rank
1.	There are parents who are not that cooperative.	5	5	10	4
2.	Other stakeholders do not show support and active participation.	8	3	11	6
3.	Some learners who need the intervention activity live in areas far from the location of the school.	3	8	11	6
4.	Some teachers lack training on and professional exposure to remedial instruction in science.	2	10	12	8.5
5.	With the duties and tasks entrusted to teachers in the modular setup, it is already hard for them to prepare learning plans and materials for remedial sessions.	5	7	12	8.5
6.	There is no sufficient budget to support teachers in their tutorial/ remedial efforts.	6	2	8	3
7.	The continuity of the program is hindered by the changing community quarantine classifications and policies imposed by the IATF.	4	1	5	1
8.	Some lessons/ concepts in science are difficult to explain/ discuss in the limited remediation activities.	7	4	11	6
9.	The teachers lack knowledge in using educational technology in the preparation of teaching aids.	9	9	18	10
10.	With the limitations of the current educational setup, teachers cannot attend to the specific needs of each learner.	1	6	7	2

is that the continuity of the program is hindered by the changing community quarantine classifications and policies imposed by the IATF. This is followed by teachers who cannot attend to the specific needs of each learner due to the limitations of the current educational setup, no sufficient budget to support teachers in their tutorial/ remedial efforts, and parents who are not that cooperative

After computing the overall composite rank and the overall rank, it was revealed that the most dominant problem experienced by the two groups of respondents is that the continuity of the program is hindered by the changing community quarantine classifications and policies imposed by the IATF. This is followed by teachers who cannot attend to the specific needs of each learner due to the limitations of the current educational setup, no sufficient budget to support teachers in their tutorial/ remedial efforts, and parents who are not that cooperative.

CONCLUSIONS

The teacher-respondents manifested highly positive perceptions while the student-respondents registered somewhat positive perceptions on BLOG Project as a remedial intervention in JHS Science considering all

parameters set. This concludes that although both sets of respondents manifested positive perceptions on the conceptualization and implementation of BLOG Project as a remedial intervention in JHS Science, teachers assessed it with more optimism. Teachers, as the implementers, considered the project as well-implemented, while the students, as the subjects, acknowledged more gray areas in its execution.

Problems were encountered by both the teacher- and the student-respondents in the implementation of the BLOG Project as a remedial intervention in JHS Science in Science. This concludes that the project, since it is still in its pilot implementation, has areas needing improvement. Teachers, as implementers, forwarded specific problems affecting the implementation particularly on individualizing instruction. Students, on the other hand, as subjects, identified key predicaments, mainly on the changing policies of the government concerning quarantine protocols.

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