

Academic Resilience and Diligence (ARD) Program: Empowering Struggling Learners in the Last Mile Areas

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ABSTRACT: This study focused on Grade 7 learners who were struggling in English and were coming from the last mile Barangays of Langgal National High School. The English teachers also served as respondents in the study. The main objective was to assess the impact of an intervention called “Academic Resilience and Diligence (ARD) Program: Empowering Struggling Learners in the Last Mile Areas” on the academic performance of these struggling students in reading and writing. The findings showed that the implementation of ARD had a moderate level of success in improving the academic performance of the students. However, there were areas that required further improvement or refinement. Notably, the program was found to be effective as the students' average grades in the third quarter were significantly higher compared to their average grades in the second quarter. This indicates that the ARD program played a vital role in helping students enhance their overall academic performance. The comparison of the second quarter and third quarter grades further supports the positive effect of the ARD program, demonstrating the improvement in students' grades.

Background of the Study

Education in the new normal had been a challenging task in an attempt to push through education amidst the deadly COVID-19 virus that gave so many learning losses. The pandemic has brought dramatic changes in the Philippine educational system which challenged the need of both teachers and students to switch the modality of learning from face-to-face to modular learning modality. Most countries around the world have temporarily closed educational institutions to contain the spread of the virus and reduce infections (Tria, 2020). Students and teachers' face-to-face interaction has also been halted within the institution. The country is currently adjusting to a new normal type of education, with educators' ongoing innovations and active participation from other stakeholders serving as the driving force behind its success.

Modular distance learning (MDL) is the use of modules made by teachers with different tasks and learning activities based from the essential learning competencies that uses mostly of the last mile school and this is also in consideration of the learners in rural areas where internet is not accessible for online learning. Modular learning can be in printed or digital format. According to Mark Antony Llego (2020), modular distance learning is learners' learning at their own pace. Self-learning modules (SLMs) can be printed or digitized format or electronic copy that is appropriate to learners, and other learning resources like learners' materials, textbook, activity sheets, study guides and other learning materials.

The call for being an effective teacher needs plan for a teaching strategy with specific learning objectives in mind. Different pedagogical approaches can be used to achieve different learning outcomes. The concept of modular distance learning (MDL) among learners has always

proved a daunting task. Despite continuous efforts to address this area, lack of student's interest in an independent learning hinders retention and commitment to learn on alternative distance modality (ADM). Given how critical are teachers in understanding various concept from different learning areas in daily life, the exploration of innovative instructional strategies was imperative.

However, there are benefits and drawbacks of using modules. The usage of modules promotes self-directed learning, according to (Nardo, M.T.B, 2017). Students' self-study or learning skills improve when they use modules for learning. Students are engrossed in studying as a result of the concepts offered in the modules. Students develop a sense of responsibility as a result of the tasks they are given. They made their own progress. They are empowered as they learn to learn. The ability to read and write is the concept of being literate. In today's world, literacy goes beyond the ability to comprehend text. Lynch (2017) believes that an individual must need to master a new skill to be literate.

In addition, the students participate in real experiences. They discover new things, and they experience their knowledge on their own. Students learn to reflect on their own experiences, thus developing new skills, learning through modular direct students to be in charge of their own learning.

The use of modules has its disadvantages also. According to Bijeesh (2017), without the presence of the teachers and their classmates who remind them of their assignments the chances of getting distracted and losing track of deadlines are high. Further, in the study of Dangle, and Sumaoang (2020) they revealed the main challenges that emerged in the implementation of modular distance learning where budget is not enough in the making and delivery of modules; students had a hard time answering their tasks on their modules and the lack of knowledge of parents academically to guide their child/children. With all the advantages and disadvantages of using the modular learning as a learning modality, this paper aims to determine the effect of printed modular learning on the academic performance of the student. This study is anchored in the Theory of John Dewey's (1938) Learning by Doing. Dewey believed that each individual was active, inquisitive, and explorative. He stressed that learning should be active rather than passive. Education must engage with and enlarge experience, which has continued to be a significant strand in informal education practice. He believed that an individual could learn an enormous amount of knowledge and skills by participating in relevant experiences such as use of technology, discipline and peer support system.

Similarly, this study is also based on the Experiential Learning Theory of David Kolb (1984). He believed that this type of learning could be defined as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience". This theory takes a more holistic approach and emphasizes how experiences, including cognition, environmental factors, and emotions, influence the learning process. Although, to date, face-to-face learning modality is implemented, there are learning losses brought by the pandemic that need to be addressed.

The above mentioned literature steered the development of the study which is to learners' academic performance through this ARD intervention.

Statement of the Problem

Generally, this study aimed to determine the impact of “Academic Resilience and Diligence (ARD) Program” as an intervention to improve the performance of the last mile struggling Grade 7 students of Langgal National High School for the School Year 2023 - 2024.

Specifically, this study sought answers to the following questions:

1. To what level is the implementation of Trekking Altitude to Keep Learners Adept and Diligent to Studies (TAKLADS) in terms of:
 - 1.1 Teachers’ Time Management;
 - 1.2 Teachers’ Resources; and
 - 1.3 Learning Support?
2. To what level is the performance of the last mile struggling students in English before and after the intervention?
3. Is there a significant difference between the performance of the last mile struggling students before and after the intervention?
4. What are the experiences of teachers in implementing the intervention?

METHODOLOGY

Respondents of the Study

The first type of respondents of the study were the Grade 7 struggling students of the last mile areas of Langgal National High School for the School Year 2022-2023. The second type were the selected English teachers of Langgal National High School.

Data Gathering Methods

The main instrument used in this study were researcher - made survey questionnaire validated by reliable English jurors. Its content was pre-validated by English experts to determine its weaknesses. Following the validation was the reliability testing which involved 25 Grade 8 students and 5 Grade 8 teachers. The students and teachers who were part of the validation and reliability tests were not subjects of the study.

The students’ grades before and after the intervention were the basis in determining the level of their performance in English. Their English grades for the 2nd quarter and 3rd quarter were statistically treated to determine the effectiveness of the “*Academic Resilience and Diligence (ARD) Program*” as an intervention for the last mile struggling students in English.

To find out the level of the implementation of ARD, the criteria were employed as follows:

Mean Score	Verbal Description	
	Section Mean	Overall Mean
4.20 – 5.00	Very Well Implemented	Very Effective
3.40 – 4.19	Well Implemented	Effective
2.60 – 3.39	Implemented	Moderately Effective
1.80 – 2.59	Moderately Implemented	Less Effective
1.00 – 1.79	Poorly Implemented	Least Effective

The following were the criteria in interpreting students' performance in English before and after the intervention.

Grading Scale	Descriptive Rating
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
Below 75	Didn't Meet Expectations

Data Gathering Procedures

After the approval of the research entitled “*Academic Resilience and Diligence (ARD) Program*” by the Division Office, the researcher proceeded with the gathering of sufficient data and information from related researches, books, articles and journals.

Letter addressed to the Schools Division Superintendent noted by the Division Research Coordinator was secured. Approval letter was sought from the School Principal to start with implementation of the research. The researcher explicitly explained the purpose and significance of the study for the respondents/participants to understand better that the results will further enhance the intervention on the last mile struggling students.

As to its ethical issues in conducting this study, the research protocol was observed. After which, a letter of permission was requested for the approval of the Schools Division Superintendent and forwarded to the school principal. Descriptive statistics such as mean was used to determine the results of academic performance of students.

Data Analysis Plan

Weighted mean was employed in determining the level of the implementation of “*Academic Resilience and Diligence (ARD) Program*”. To determine the level of the performance of Grade 7 students in English, weighted mean was also applied considering their 2nd and 3rd quarter grades. In determining if there was a significant difference in the performance of Grade 7 students in English before and after the intervention, t-test was used.

RESULTS AND DISCUSSION

Implementation of Academic Resilience and Diligence (ARD) Program

Trekking to mountainous areas of the Municipality of Senator Ninoy Aquino, Sultan Kudarat to reach students in remote locations holds significant role in the attainment of the Department of Education (DepEd)'s MATATAG agenda. Table 1 through 4 present the status of the implementation of “*Academic Resilience and Diligence (ARD) Program*”.

Teachers' Time Management. Effective time management enables teachers to use their time in a productive way. It is crucial for them to ensure a dynamic and balanced work-life. Table 1 shows the level of the implementation of ARD in terms of teachers' time management.

Table 1. Level of the Implementation of Academic Residence and Diligence (ARD) Program in terms of Teachers’ Time management

	Teachers’ Time Management	Mean	Verbal Description
1	Teachers’ regular class schedules are not interrupted by the implementation of ARD Program.	4.23	Very Well Implemented
2	Trekking the last mile struggling students don’t interrupt teachers’ time for family.	4.25	Very Well Implemented
3	Teachers accomplish school-related tasks during weekdays so that weekends will be devoted to the implementation of ARD Program.	4.19	Well Implemented
4	Teachers manage to balance their teaching-related tasks and the implementation of ARD Program.	4.30	Very Well Implemented
5	Teachers are able to manage their time for school, family and the implementation of ARD Program.	4.18	Well Implemented
Section Mean		4.23	Very Well Implemented

Legend:

4.20 – 5.00 – Very Well Implemented; 3.40 – 4.19 – Well Implemented;
 2.60 – 3.39 – Implemented; 1.80 – 2.59 – Moderately Implemented;
 1.00 – 1.79 – Poorly Implemented

As shown, teachers’ time management was very well implemented as proven by the section mean of 4.23. This indicates that teachers effectively and successfully applied strategies or techniques to manage their time in the implementation of Academic Residence and Diligence (ARD) Program. In other words, they were able to allocate their time efficiently, prioritize tasks, and make the most of their available time to accomplish their responsibilities. This very well implemented ARD as an intervention program to help the last mile struggling students was confirmed by the 3 indicators that received a description of “Very Well Implemented” and 2 indicators which acquired a description of “Well Implemented”.

In particular, trekking the last mile struggling students don’t interrupt teachers’ time for family and this manifested by the highest mean of 4.25 described as “Very Well Implemented”. This further means that teachers were willing to go the extra mile reaching the students to support and assist them to overcome their difficulties in their quest for quality education. By this effort, teachers were making a concerted effort to reach out those struggling students, often in remote or challenging locations, to provide the necessary guidance and support.

In different manner, the lowest mean of 4.18 described as “Well Implemented” was obtained by the statement “*Teachers are able to manage their time for school, family and the implementation of ARD Program*”. This means that teachers possessed effective time management skills, allowing them to allocate time for their professional responsibilities at school, spend quality with their families, and successfully implement the ARD Program.

A very well – implemented ARD Program of Langgal National High School for the last mile struggling students had a transformative impact on both the students themselves and the broader educational community. It significantly improved the participation level of these students, increasing their confidence and motivation to learn, which further enhanced their academic performance. The said program enhanced their social skills, emotional resilience, and well – being.

Table 2. Level of the Implementation of Academic Residence and Diligence (ARD) Program in terms of Teachers’ Resources

Teachers’ Resources	Mean	Verbal Description
1 Teachers have financial resources needed in the implementation of ARD Program.	2.22	Moderately Implemented
2 Teachers have instructional materials aside from the textbooks and modules in the implementation of ARD Program.	2.26	Moderately Implemented
3 There are donations coming from the stakeholders intended for the implementation of ARD Program.	2.38	Moderately Implemented
4 There are sufficient self-learning modules (SLMs) given to the struggling students.	2.45	Moderately Implemented
5 There are observation sheets, feedback forms and action plans during the implementation of ARD Program.	2.31	Moderately Implemented
Section Mean	2.32	Moderately Implemented

Legend:

4.20 – 5.00 – Very Well Implemented; 3.40 – 4.19 – Well Implemented;
 2.60 – 3.39 – Implemented; 1.80 – 2.59 – Moderately Implemented;
 1.00 – 1.79 – Poorly Implemented

As shown, teachers’ resources were not sufficient in implementing the Academic Resilience and Diligence (ARD) Program and this was indicated by the section mean of 2.32 described as “Moderately Implemented” only. This means that available resources, training and support system from the administration and stakeholders, were not enough to sustain the effective implementation of the program to reach and support the last mile struggling students in their academic journey. However, despite these shortage of resources for teachers in implementing the trekking mountains program to reach the last mile struggling students, they were still able to push through and successfully carry out the program. This means that resilience and determination of the teachers in overcoming the challenges posed by the lack of necessary resources. In other words, despite the limited availability of teaching materials and other resources, teachers were able to find alternative solutions and strategies to ensure the program’s implementation effective.

More specifically, the highest mean of 2.45 still described as “Moderately Implemented” indicates that there were insufficient self-learning modules (SLMs) given to the struggling students. This means that, although this indicator received the highest mean, there was still a shortage or lack of adequate learning materials specifically designed for independent study and self – paced learning. Insufficient SLMs had several implications for struggling students. It

limited their access to learning resources and materials that catered to their individual needs. Without enough SLMs, struggling students in the last mile areas, may not have access to the necessary materials to reinforce their understanding of concepts and practice their skills outside of the traditional classroom setting.

Moreover, the lowest mean of 2.22 also described as “Moderately Implemented” indicates that teachers had insufficient financial resources needed in the implementation of ARD Program. This means that teachers had financial challenges in their efforts to reach and educate students who were struggling academically. They had numerous financial obstacles and difficulties to reach these students. Lack of financial resources severely limit the teacher’s ability to reach these struggling students and provide them with necessary educational support.

In order to address the above issue, it is crucial to provide adequate financial support to teachers undertaking educational program. Teachers are at the forefront of the educational process, directly influencing student outcomes. When they lack necessary resources, it doesn’t only affect their ability to deliver quality education but also impacts their morale and job satisfaction. Teachers may feel undervalued, leading to exhaustion and a potential decline in the quality of instruction.

Table 3. Level of the Implementation of Academic Resilience and Diligence (ARD) Program in terms of Learning Support

	Learning Support	Mean	Verbal Description
1	School administration gives their full support in the implementation of ARD Program.	4.08	Well Implemented
2	Support of the parents in the implementation of ARD Program is evident.	3.46	Well Implemented
3	Support of other teachers in the implementation of ARD Program is evident.	3.49	Well Implemented
4	Support of the community in the implementation of ARD Program is evident.	3.35	Implemented
5	Struggling students in the last mile areas are responsive to the implementation of ARD Program.	3.31	Implemented
Section Mean		3.54	Well Implemented

Legend:

4.20 – 5.00 – Very Well Implemented; 3.40 – 4.19 – Well Implemented;
 2.60 – 3.39 – Implemented; 1.80 – 2.59 – Moderately Implemented;
 1.00 – 1.79 – Poorly Implemented

As shown, the section mean of 3.54 described as “Well Implemented” indicates that learning support from the school administration, teachers and other stakeholders was well manifested. This means that various people involved in the school operation had shown clear and effective support for the learning process of the last mile struggling students. In other words, learning support was not just present, but clearly visible or noticeable. It was strong enough that it was having a noticeable positive impact on the learning process.

In particular, the highest mean of 4.08 described as “Well Implemented” was received the indicator “*School administration gives their full support in the implementation of ARD Program*”. This means that school administration went great lengths of distance to show support to the struggling students who were facing challenges in their learning. School administration was willing to go to great heights or take extraordinary measures to support these students.

In different manner, the lowest mean of 3.31 described as “Implemented” only was obtained by the indicator “*Struggling students in the last mile areas are responsive to the implementation of ARD Program*”. This means that despite the challenges faced by these struggling students, they were still responding to the implementation of the ARD Program. However, they needed more motivation to gain more active responses from them during the actual implementation of the program. At the end of the day, the program was specifically designed for them in order to help them alleviate the quality of learning.

ARD Program was specifically designed to help students improve their academic performance. This included targeted interventions, and resources aimed at addressing their specific needs. The program involved also activities such as reading comprehension strategies and guided learning sessions. In the start of the program, these students were showing little willingness and eagerness to participate in the program. However, in the latter part of the implementation, they became more active to apply the strategies and techniques taught to them in order to become fluent readers with comprehension.

Table 4. Level of the Implementation of Academic Resilience and Diligence (ARD) Program

	Indicators	Mean	Verbal Description
1	Teachers’ Time Management	4.23	Very Effective
2	Teachers’ Resources	2.32	Less Effective
3	Learning Support	3.54	Effective
	Overall Mean	3.36	Moderately Effective

Legend:

4.20 – 5.00 – Very Effective; 3.40 – 4.19 – Effective; 2.60 – 3.39 – Moderately Effective; 1.80 – 2.59 – Less Effective; 1.00 – 1.79 – Least Effective

As shown, the overall mean of 3.36 with a verbal description of “Moderately Effective” signifies that the implementation of Academic Resilience and Diligence (ARD) Program obtained a moderate level of success in addressing the academic performance of struggling students and it was undeniable that there were areas that needed improvement or refinement. This moderate level of effectiveness of the implementation of ARD program was justified by the lowest mean of 2.32 described as “Less Effective” received by the “Teachers’ Resources” and the second lowest mean of 3.54 obtained by “Learning Support” that was described as “Effective Only”.

Notably, the highest mean of 4.23 described as “Very Effective” was acquired by the indicator “Teachers’ Time Management”. This implies that teachers used effective and successful time management strategies or techniques when implementing ARD. In layman’s language, they were able to allocate their time effectively, prioritize tasks, and make the best use of their available time to complete their responsibilities.

Further, the lowest mean of 2.32 described as “Less Effective” was obtained by “Teachers’ Resources”. This implies that the ARD program faced challenges in effectively reaching and supporting the last mile struggling students in their academic journey due to insufficient resources, training, and support mechanism from the administration, teachers and other

stakeholders in terms of financial matters. Despite the lack of necessary resources for teachers to implement the trekking mountains program and reach the last mile of struggling students, teachers preserved and successfully completed the program. This showcases the teachers’ resilience and determination in overcoming the obstacles caused by limited access to teaching materials and other resources. In essence, in spite of the constraints, they were able to devise alternative solutions and strategies to ensure the program’s successful implementation.

Despite the lack of necessary resources, teachers remained committed to implementing the ARD program in reaching the last mile areas of struggling students. Teachers’ ability to devise alternative solutions and strategies is a testament to their creativity and adaptability. Teachers refused to let the constraints hold them back and found innovative ways to ensure the program’s success. This resourcefulness of teachers highlights their deep commitment to their students’ academic growth and well – being.

Overall, this research finding showcases the incredible resilience, determination, and resourcefulness of teachers. It serves as a reminder for their unwavering dedication to their profession and their students, even when faced with significant challenges. Their ability to overcome obstacles and find alternative solutions is truly commendable and speaks to the profound impact they have on the lives of their students.

Performance of Struggling Students Before and After the Academic Residence and Diligence (ARD) Program

Academic performance of students refers to the level of achievement and success that they are demonstrating in their academic endeavors. It encompasses various aspects of their educational journey. It serves as an indicator of their understanding, progress, and competence in their studies. It reflects their ability to comprehend and apply knowledge, think critically and communicate their ideas. Table 5 presents the level of academic performance of struggling students in the last mile areas of Langgal National High School. Table 5 presents the level of academic performance of struggling students in the last mile areas.

Table 5. Level of Academic Performance of Struggling Students Before and After the Implementation of Academic Resilience and Diligence (ARD) Program

	Quarterly Grades	Average	Verbal Description
1	2 nd Quarter (Before the Intervention)	75.25	Fairly Satisfactory
2	3 rd Quarter (After the Intervention)	83.75	Satisfactory

Legend:

Grading Scale	Descriptive Rating
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
Below 7	Didn’t Meet Expectations

As show, the 2nd quarter grades of the struggling students obtained an average of 75.25 described as “Fairly Satisfactory”. This means that they were having difficulties in understanding English lessons and didn’t perform well. In other words, their academic performance can be seen as acceptable, but there was really a room for improvement. They still met the minimum standards or expectations set for their academic performance. They still demonstrated a lower level of competence and understanding in English subject. However, there was really a need for improvement to develop their skills, knowledge and understanding.

Further, the 3rd quarter grades of the struggling students garnered a whopping average of 83.75 described as “Satisfactory”. This implies that these students who were previously facing difficulties in understanding their English subject, have shown improvement in their academic performance. This performance had exceeded the minimum expectations or standards set for their academic progress. In other words, these students have shown progress in areas where they previously struggled, and their efforts have resulted beyond acceptable outcomes. This was due to the implementation of Academic Resilience and Diligence (ARD) Program where English teachers travelled mountainous areas of Senator Ninoy Aquino just to reach the far flung areas of these struggling students and gave intervention activities.

ARD ensured that students in remote or underserved areas had already an access to educational opportunity. By reaching out to these students directly in their homes, English teachers overcome geographical barriers and provided students with opportunities to improve their English language skills. The program allowed teachers to provide personalized and individualized support to these struggling students. English teachers understood the specific challenges faced by each student in the far flung areas and tailored their teaching methods accordingly. This personalized attention given to the struggling students greatly enhanced their learning experiences and the former were able to address the specific needs of the latter.

Analysis on the Academic Performance of Struggling Students Before and After the Implementation of ARD Program

Analysis on the academic performance of struggling students in the 2nd quarter (Before the implementation of ARD Program) and in the 3rd quarter (After the implementation of ARD Program) was done to determine if the intervention program was effective in improving the academic performance of these students. Table 6 presents the results of the t-test analysis.

Table 6. t-test Analysis on the Academic Performance of Struggling Students Before and After the Implementation of ARD Program

	Quarterly Grades	Average	t-comp value	t-critical value
1	2 nd Quarter (Before the Intervention)	75.25	38.895*	1.96
2	3 rd Quarter (After the Intervention)	83.75		
	Difference	8.50*		

* - significant as t-comp > t-crit

Table 6 presents the t-test analysis of the academic performance of struggling students before and after the implementation of Trekking Altitude to Academic Resilience and Diligence (ARD) Program. As shown, the difference of 8.50 was proven significant as the t-computed value = 38.895 is greater than the t-critical value of 1.96. This tends to reject the null hypothesis “There is no significant difference between the performance of the last mile struggling students before and after the intervention.” This connotes that the ARD Program was proven effective since the average of the 3rd quarter grades of students was significantly higher compared to the average of their 2nd quarter average grades. In other words, ARD Program was an excellent intervention program that helped students improve their academic performance. The program seemed to have had a positive impact on the students’ academic performance. The comparison between the 2nd quarter grades and 2nd quarter grades indicates that the ARD Program program has contributed to an improvement in the students’ overall grades.

Intervention programs play a crucial role in improving the academic performance of students. These programs provide targeted support to students who may be struggling academically. This was the reason why ARD Program was realized. ARD Program identified specific areas of weaknesses or challenges faced by students in English and it offered tailored reading interventions to address problems on reading comprehension. This program focused not only on academic performance but also on the overall development of students. This program included socio-emotional support and counselling which contributed to the holistic growth of students.

Experiences of Teachers in Implementing the Academic Resilience and Diligence (ARD) Program Intervention

Based from the series of interviews and focus group discussions (FGDs) to the English teacher who were involved in the implementation of ARD Program, the following were their unforgettable experiences:

1. **Limited Access to Learning Resources.** English teachers often faced challenges in accessing educational resources such as textbooks, self-learning modules (SLMs) and technology. This lack of resources made the action plan of the program more challenging. This allowed the teachers to use their own resources just to sustain the implementation of ARD Program.
2. **Geographic Isolation.** Remote and mountainous areas were open far from urban centers, making them geographically isolated. English teachers faced limited access to transportation, medical facilities, and other essential services. This isolation sometimes led to feelings of loneliness and a sense of being disconnected from broader educational community of teachers. Due to lack of transportation, teachers trekked long distance just to reach the struggling learners.
3. **Harsh Environmental Conditions.** Mountainous areas were known for their rugged terrain and extreme weather conditions. English teachers needed to navigate difficult terrains, endure long and arduous journeys to reach struggling students, and adapt to challenging weather conditions such as heavy rainfall, snow, or extreme temperatures.
4. **Cultural and Linguistic Diversity.** Remote and mountainous areas often had diverse populations with different cultural backgrounds and languages or dialects, requiring them to adapt their intervention methods to accommodate linguistic diversity and promote inclusive education.
5. **Limited Infrastructures.** Struggling students in remote and mountainous areas had limited infrastructures, including basic facilities such as electricity, clean water, and proper sanitation. English teachers needed to find creative ways to overcome these challenges and create a conducive learning environment for the students.
6. **Community Integration.** English teachers in the far flung areas often became an integral part of the local community. They needed to build strong relationships with community members, parents, and local leaders to gain their support and involvement in the education of the students. This integration provided a deeper understanding of the local culture and customs. Despite these challenges, trekking in remote and mountainous areas can also be incredibly rewarding. Teachers had the opportunity to make a significant impact on the lives of their students, contribute to community development, and experience the beauty and richness of these unique environments.

Conclusions

The implementation of Academic Resilience and Diligence (ARD) Program obtained a moderate level of success in addressing the academic performance of struggling students and it was undeniable that there were areas that needed improvement or refinement. ARD Program was proven effective since the average of the 3rd quarter grades of students was significantly higher compared to the average of their 2nd quarter average grades. ARD Program was an excellent intervention program that helped students improve their academic performance. The program seemed to have had a positive impact on the students' academic performance. The comparison between the 2nd quarter grades and 2nd quarter grades indicates that the ARD Program has contributed to an improvement in the students' overall grades.

Recommendations

1. Enough budget should be allocated to the implementation of Academic Resilience and Diligence (ARD) Program.
2. Local community should be encouraged to engage in the intervention programs of teachers in promoting reading activities.
3. Special trainings for English teachers who are implementing the ARD Program should be provided. These trainings should focus on effective reading strategies, creating engaging reading activities, and utilizing resources to cater to the unique needs of students in the remote and mountainous areas.
4. Reading mentorship programs where older students or volunteers from nearby communities can support and guide younger students in their reading journey should be established.
5. Digital resources such as e-books and online reading platforms to supplement the reading program as part of ARD should be utilized.

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