EDUKALIDAD TEACHERS' ACTION WITH INTERVENTION DESIGN (E-TAWID): OPTIONAL LEARNING SYSTEM (OLS) FOR THE STUDENTS AT RISK OF FAILING (SAROF)

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Abstract

The COVID-19 crisis has forced school closures in almost 200 countries which resulted to the disruption of the learning process of more than 1.7 billion children around the world as reported by the OECD or the Organization for Economic Cooperation and Development. Most governments including the Philippines were forced to adopt distance learning solutions to ensure education continuity and much of the debate focuses on how much students have learned or missed during the school closures. Education institutions have the responsibility to attend to students at risk of failing during the pandemic and this must be considered more importantly as students may feel isolated during mandatory distance education. Numerous problems have been reported in connection with students who are at risk of failing which include the escalating retention rate of failing students. To reduce this risk, it is important to give students encouragement and much needed support. Hence, the E-TAWID INTERVENTION PROGRAM as an Optional Learning System (OLS) for the Students At Risk Of Failing (SAROF) in Collaboration with the Special Teaching Faculty's Force (STAFF) and The Empowering Administrative Managers (TEAM) and Parents' Support Group have been conceptualized and proposed. Employing the descriptive and experimental method of the study, the intervention program was implemented and attended to by Grade 8 students who undertook the OLS for the SAROFF and were provided with the opportunity to overcome their risks of frequently failing. Sources of the causes of frequent failures were carefully identified and were provided with proper resolution. The positive outcome of the program undertaken resulted to a significant reduction of the rate of students who are at risks of failing frequently. Respondents, parents, school administration, and other education institutions are expected to benefit from the E-TAWID INTERVENTION PROGRAM.

Introduction

Academic failure is defined as either receiving lower than a passing grade (usually 75) as a final grade for any class in any marking period or receiving an indication that the student is in danger of receiving a grade lower than 75 as a final grade for any class. Studies showed that among many other reasons the common reasons that contribute to poor performance are poor methodology in education, negative attitude towards subjects among students and lack of resources such as text books. To improve student performance and efficiency and the effectiveness of learning, analysis and careful study of students at risk of academic failure is essential for timely instructional interventions as stated by Adejo & Connolly (2017) and Helal et al., (2018).

According to Mahrukh Khan (2022), a number of obstacles to education prevent a student from performing well academically. A child's personality may suffer as a result of either many factors such as school factors, family factors and even psychological factors. A student's academic performance is heavily influenced by his or her family. A student's relationship with parents and the family environment contribute highly in the performance of the students. Some families do not have a favorable environment for learning. One of the most significant factors affecting a student's academic career is the family economic condition. This factor undermines students' confidence, which has an impact on their studies.

Moreover, the teacher's behavior and teaching methods also affect the academic performance of the students. Teachers must be encouraging and supportive at all times because a demotivating attitude of a teacher damages a student's academic career. Furthermore, a good and effective teacher uses teaching methods that are compatible with the student's mind. Teachers are expected to pay attention to the students' level of comprehension. The classroom environment is one of the main causes of students' bad performance in class. Usually, having more students in classroom than available space can create chaotic and passive environment

Failure in academics has detrimental effects to students. Guy Winch (2015) of Psychology Today stated that failure is always a demoralizing and upsetting experience. When experiencing academic failure, students may feel that their goals seem less attainable. Having failed to perform well I class, students' perceptions of their abilities become distorted and would bring them to feel helpless.

In the Philippines, a number of educators and graduate student researchers have identified several factors behind the low performance of Filipino students. These include the quality of teachers, the teaching-learning process, the school curriculum, instructional materials, and administrative support as stated by DOST-SEI, (2006). According to Raul Dancel (2021) a Philippines Correspondent from Straits Times, the pandemic brought a "permanent scarring" to school-going children and teenagers because of a lack of resources and a creaky digital infrastructure and the Philippines was just not ready for remote learning. The curricula were shaved and there was a reduction of the most essential learning competencies.

Having failed in studies and even having poor grades can result to a student's low self-esteem. If students repeatedly fail any subjects, there is a high chance that students may opt to quitting or dropping out of school. This is the reason why engagement, participation and collaboration among the teachers and the students are highly significant to prevent cases of risks of failing or frequently failing in school among students.
The business of liberating the students whole being from the level of ignorance, shaping their characteristic, modifying their misbehavior, strengthening the foundation of their moral ground and coaching for their success becomes the duty of those work in the educational institution. This is a worthy responsibility that one should welcome in spite of the many challenges that may come along in accomplishing their mission. Entrusting the future of the next generation by producing a morally upright individual if not academically intellectuals is indeed a tough job for the educators. This holds true especially when the students we have today cannot see themselves their own worth, does not value the time element, continue to waste their efforts in unproductive activities and unmindful of opportunities being missed to learn and grow as person.

The words of Dr. Orlamdo B. Molina (2022) in his opening remarks on the theme "Transforming the Schools" – Organizational Culture: A Challenge to Educators" can amplify the contention where he stated:

Education today, more than anything else, is a matter of meaning. Because the major issue of human conditions, is not economics, not politics, not even survival, but meaning for and with new generation. Yet meaning is ephemeral, so whole, so difficult to quantify or break into manageable components. But while this is the nature of meaning, it is not difficult to chart its course if we look on a different perspective. it we open ourselves to new ways of thinking about teaching and learning for meaning. Meaning does not exist in a vacuum. It is created or discovered or proclaimed in contexts, in people, places, things and events.

But what makes the situations even more difficult and extra-challenging on the part of the teachers is to realize that the learning system and special program of the DepEd currently available in the field namely as follows: ALS, OHSP and the ADMs do not fit the learning needs of the student at risk of frequently failing. And to fill in this gap, the action research entitled "Optional Learning System (OLS) for the Students At Risk Of Failing (SAROFF) in Collaboration with the Special Teaching Faculty's Force (STAFF). The empowering Administrative Managers (TEAM) and Parents' Support Group have been conceptualized and proposed.

Mostly the school failure and school dropout phenomena happen due to occurrence of specific risk factors or risk incidents contributing to psychological and emotional problems in the personalities of students. These risk incidents are mostly present in the surroundings of an individual and usually involves severe types of risk antecedent and risk worthy situation which may create difficulties in the individual's life which may lead to problematic behaviors of severe harmful life outcomes (Wilson, 2003).There is some cause and effects dynamics that leads a child to negative events of future and seriousness of events may range from minimum to high risk (Mcwhirter, 2012).

From broader point of view student's eager to learn is affected by their health, family characteristics, peer influences and social status (Morgen, 2002).   Carbonell (2015) stated that any incident or situation that produces a poor result may be called as risk factors. Risk factors may be distributed into two categories: one related to the individual, family, and community, and the other related to school (Barr & Parrett, 2003). Johnson (1999) submitted risk factors as conditions, situations and circumstances that influence students to face risk outcomes). Johnson (1999) defined risk outcomes as school failure and school dropout. Bernard (2004) reported that many children develop capacity to fight with unfavorable circumstances. By doing so they not only continue to survive but do well in their academic and social spheres. The ability to survive and perform well in the presence of adverse life situations is termed as resilience. The theory of resilience attempts to explain why some students perform better in their academics and achieve success in their lives despite of having negative contextual or personality factors (Reis, Colbert, & Thomas, 2005).

For this reason, an intervention program is hereby proposed for students at risk of failing which is the E-TAWID INTERVENTION PROGRAM as an Optional Learning System (OLS) for the Students At Risk Of Failing (SAROFF). The program aims to the reduction of school retention rate as well as noticeable increase in the school promotion rate at the end of the school year.   Its objectives are to provide the students an opportunity to see for themselves their own worth and value their education by putting them under the Optional Learning System that can be considered a part of the school initiative remediation program. And to motivate teachers to take part in this participatory research and be part of the solution of the school escalating retention rate. The program also envisions to increase parents' involvement for the improvement of their children's academic performance and finally to determine the extent of the school administration support for this noble project.

The Action Research

According to Kurt Lewin, a German-American social psychologist, widely regarded as the founder of his field and who coined the term "action research" in the 1940s, action research has remained a crucial school-reform strategy. Usually, educators conduct action research to extend a specific school improvement plan, project or goal. In this article, we explain what action research is and how you can conduct this type of research effectively as an educator. Action research refers to a wide range of evaluative, investigative and analytical research methods used to identify organizational, academic or instructional problems or weaknesses and assist educators in developing practical solutions to address them quickly and efficiently in schools.

Action research does not necessarily apply to programs or educational techniques that have issues. It is a concept that educators can use when they wish to learn more about and improve educational programs and methods even when they are working well. The goal is to develop simple, practical and repeatable iterative learning, evaluation and improvement processes that result in increasingly better outcomes for schools, teachers or programs. Action research is usually based on the following crucial assumptions:

1. School instructors work best on problems when they identify the issues by themselves.

2. School instructors do more when they assess and examine their work for possible alternatives for better results.

3. School instructors generally help themselves when they work in collaboration.

Rationale of the Study

There is no question as how the learner learns and how a teacher teaches but despite the presence of modern education technology and more resources to use for the education system, there still exists the serious problem of students at risk of failure. To deal with this perennial problem, student engagement is necessary and has gained much attention and interest. The anatomy of the students' involvement and participation in school is built on the foundation of the school engagement where the school, the teachers and the school staff are able to describe their students' behaviors, school experiences and emotions.

Objectives of Conducting the Action Research

Specific	▪ Expectations shall be defined clearly ▪ The researchers shall determine who will do tasks ▪ The study shall detail accountability ▪ The study shall provide enough detail depending on the objective that is enough to be clear
Measurable	▪ The researchers shall identify how they will know that the objective was accomplished – usually this means quantity but can also be quality
Attainable	▪ The researchers shall ensure the time, manpower, resources, and authority to accomplish the objective ▪ Factors beyond the control shall be considered
Relevant	▪ The researchers shall ensure that the objective help meet the purpose of the project ▪ The objective is aligned with the expected outcome
Time bound	▪ Completion of the objectives shall be specified • Include time-lined benchmarks for long-range goals and all objectives

The Problem

Having failed in studies or the risks at failing and even having poor grades can cause a student to conditions like low self-esteem and this presents a problem for students who perform lower than their peers which exacerbates the situation. The effects of academic failure can go as far as ruining a student's academic endeavors which includes application to higher level of education and can eventually jeopardize potential job application and future employment.

In introducing a developed intervention program in this study, it is important to have the knowledge of the common risk characteristics of students at risk of failure. What are the common risk characteristics of Students at Risk of Failure? Students at risks of failing tend to share common characteristics but the reasons they have the characteristics vary.

1. Attention problems
   Students having hard time to come to their attention, to focus attention on the proper thing, and sustaining that attention.

2. Impulsivity
   Students who have issues with thinking before reacting

3. Hyperactivity
   There is an unstoppable desire to talk and make movements.

4. Memory problems
   Difficulties retrieving or recalling information.

5. Limited Motivation
   Not interested in learning.

6. Organization problems
   Not organized, loses things frequently. (Zentall, et. al, 1993)
   Struggles with time / planning (Zentall,2006)

7. Limited knowledge/skills
   Limited knowledge of academic content
   Need support in lessons (Coyone et al., 2011; Espinosa,2005; Stormont,2007)

8. Problem behavior
   Disruptive behavior, (Reinke et al., 2011)
   Increased need for positive parent-teacher involvement.
   Need teachers and parents to work closely for support.

Significant roadblocks can prevent or hamper students from doing well in class as suggested by The American Psychological Association (APA) suggests that significant personal roadblocks can prevent students from doing well in school. School administrators and faculties have to take utmost responsibility that all students can achieve their goals, can be successful in their academic journey by reaching out extra support and additional resources that can be helpful to them to prevent failing. The first step to be done is to identify at risks students. Students at risks, according to Dr. Cheryl Burleigh of Bradman University, seek attention that is why they act out. She added that when schools engage with students and their parents, too, in many positive and encouraging ways, attendance and performance will dramatically improve.

Research Questions

Generally, this study of E-TAWID (Teachers' Action   With Innovative Design), an OLS or Optional Learning System is aimed to determine the factors or reasons for students becoming SAROF and to acquire the teachers and students' perspectives on the issue of SAROF. This action research shall engage the participation of parents in the intervention program which the herein researcher deems very useful and effective.

Specifically, the herein researcher aims to seek answer to the following questions:

1. What is the perception of the students and teachers to the common reasons why students fail and become repeaters

2. What are the factors that the students who frequently fail and become repeaters have and share in common?

3. What do the parents of these students need to know and do to keep their children in attending school regularly, follow rules and regulations and accomplish their school tasks with interest and perseverance?

4. What values integration approach could best cater to the learning needs of the SAROF in the proposed AIM for SAROF E-TAWID?

5. What are the possible effects of the Proposed AIM for the SAROF in the learning need and progress of the SAROF?

Expected Outcomes

The expected action research outcomes are enumerated as follows:

1. Students valuing their time spent in school for their education and turning their misbehavior to the most appropriate ones are the greatest accomplishment of this study.

2. Teachers will be relieved from handling students with distractive behaviors which compel them to preach most of the time and causing them a lot of stress.

3. Active participation of parents and more involved with school programs can be a foundation of the students success in overcoming their behavioral problems and academic achievement.

4. Supportive and empowering administrative management of school initiatives and innovations by the school administration will encourage more action research proposals and give hope for the remarkable reduction of retention rate.

5. Introducing therapeutic strategy and trying innovative teaching techniques can help in the prevention of the onset of some behavioral problems that may lead to decline of academic performance of students which consequently affects the status of school in terms of its performance indicators.

Beneficiaries

On the other hand, the research beneficiaries and how they would benefit the research results can be stated:

1. Students at risk of falling would no longer the include from the list.

2. Free from distractive behavior of students teachers can concentrate more on their teaching and they will be as little distress from the demanding job of their profession.

3. The institution shall find an allied in correcting the misbehaviors of students and contribute for the values transformation of the same with the strong partnership with the parent support group.

4. School administration can have an open mind in accepting innovations and proposed school initiatives from their teachers that in the end might benefit the school as a whole.

5. The result of the action research can pave the way in discovering more ways in resolving bigger problems in education.

Procedure System

Educare – TAWID (Teacher's Action With Innovative Design) is al OLS or Optional Learning System, being an intervention system designed for SAROF and SAROFF clearly identifies the characteristics of students at risk of failing and this is one of the most important tasks done by the participants of this system. This intervention program believes in the process of fostering positive relationships with at-risk students such as communication, support and engagement.

The program is designed to live to its tenets of good relationships above all to be able to succeed. One is communication where students at risk can openly express himself or herself and may help encourage others, too. The educator provides clear explanations in every tasks and consistency in the structure of the learning materials.

The intervention program realizes the need for teachers who shall participate in this system to be patient and kind and to try to take vested interest in the students' lives to make the learners feel worthy of love and support. Mentors' and teachers' engagement in the system is crucial. Making connection and incorporating activities with integrated technology can boost and uplift student's willingness to learn.

Solution

Proper implementation of the proposed intervention system Educare – TAWID (Teacher's Action With Innovative Design) is an OLS or Optional Learning System, shall merit the good results of this study. With the participation of the other people involved in this study and with the right and reliable materials and tools to be used, plus the procedure of data gathering and the accurate interpretation of results shall mean success for this intervention program.

Materials and Methods

2.1   The Proposed Intervention and Strategy

The proposed intervention program which is named E-TAWID INTERVENTION PROGRAM as an Optional Learning System (OLS) for the Students At Risk Of Failing (SAROF) in Collaboration with the Special Teaching Faculty's Force (STAFF) and The Empowering Administrative Managers (TEAM) and Parents' Support Group using AIM (Alternative Instruction Materials) shall use instructional materials and alternative assessment tools with the goal of producing a reasonable basis for grading system using specific criteria.

Criteria	Percentage

Written Outputs	40%
Performance Tasks	60%
	100%

The Action Research Design

Understanding the goals, it becomes clear for the researchers that action plans are powerful tools for goal setting and project execution. They help teams manage resources, adhere to schedules, and track progress toward specific goals and projects.

In initial writing phase in this study requires the use of qualitative method of research so that the investigation of this study will be able to gather information collection and describe the nature of the problem being studied. The data collection method to be used for this research will be descriptive in the sense that the basis for the formulation of research problem will be drawn from varied sources like direct observation and personal teaching experience of the researcher, ambush interviews from the co-teachers and co-workers, case studies from the Guidance Office and the Prefect of Discipline, personal accounts from the school administrators and school personnel and survey questionnaires. However, the researcher design to be used in the process for the whole course of this study will be a combination of experimental and participatory as well. It is participatory because the person to take action in this study should also be involved in the research process from the beginning up to its end. The study results in broader ownership of the action program decided upon and leads to better and closer collaboration among those who will carry out the action program. This is experimental as well since the subject for this study and so with its participants will be placed under a specially designed teaching and learning condition.

Purposive sampling technique will be used to identify the subject for this study. This will be based on the list of enrollees for SY 2016-2017 who will be categorized as repeaters, drop-outs or with back subjects where they will be sectioned according to each category. The teachers who will handle these sections should be willing to participate and should be values-oriented to be able to try out the innovative teaching technique and therapeutic strategy of handling the teaching and learning process of this students at risk of frequently failing (SAROFF). Valuing Affective Learning through the Unification of Educational System (VALUES) will be used by the Special Teaching Action Faculty's Force (STAFF). The action plan for the research in action will be implemented upon the approval of the Empowering Administrative Managers (TEAM) from the school administration group.

To ensure the successful launching of this alternative intervention program for remediation of the SAROFF the Parent Support Group will be properly oriented about the details of this action plan for their children. There will be a preparatory workshop for the interested teacher participants of this study entitled A-VOW which stands for Affirmation of Values Orientation Workshop. Finally, to be able to gain the Parent Support Group (PSG) and to establish a good working relationship with them as the school allied, a scheduled parent conference before the opening classes will be recommended for them to participate in. the theme for this conference will be "Responsiv-ble Parenthood Seminar", plan and numerous reports relevant to this action research will be prepared at a reasonable time.

After discussing the methodology of this action research, the following research questions will be its main focus.

1. What is the perception of students and teachers to the common reasons why do students frequently fail and become repeaters?
2. What are the factors that these students who frequently fail and became repeaters have in common and share in common?
3. What can teachers do to help these students with a different mindset and at times branded as habitual offenders and rule violators?
4. What do teachers need to know about conditions with respect to why they are usually being involved with troubles in school and behaving inappropriately?
5. What are the different ways of treating these particular kind of students so they can eventually cope-up with their learning difficulties?
6. What learning system or special school program can we offer to address their learning needs?
7. Us to what extent does the proposed Optional Learning System for students at risk of frequently failing help them cope with their learning difficulties and social adjustment?

8. What resources in the school can we make use of to sustain their interest in learning and make them more participative in school works?
9. Wan can the parents of these students need to know and need to do to keep their children in coming to school regularly, follow rules and regulation and do their school tasks?
10. What are the possible benefits can the students, teachers, parents and the school administration get from the results of the proposed in action?
11. The different ways in obtaining information to answer the abovementioned questions like studies, surveys, documentary analysis, and trend analysis will be employed in this study. And to analyze the obtained information, the questioning techniques, on-the-spot interviews and observation method will be utilized.

2.3   The Steps

This Action Research shall follow the steps   as stated below:

Step 1   Defining the Goals of the Action Research

The researchers shall get clear on what they want to achieve from the project by defining where the team is and what the team wants to be. The team decides the best chances of success depending on the available resources.

Step 2   Listing the tasks to be accomplished
Listing the tasks and activities the researchers must complete to achieve success can be very helpful on the realization of the plan. Included in the list of activities are the sequential order with key dates and deadlines.

Step 3   identifying the critical tasks

The investigator shall have to pint out and focus on the most critical tasks that have to be prioritized and attended to. The problem must be identified clearly to be able to arrive at a sound decision making.

Step 4   Assigning the tasks

The action team members must be fully aware of the roles they have to play and the goals that should be accomplished.

Step 5   Assessing and Improving the Action Research

Assessment and evaluation of the program outcome is necessary to make room for improvements and to rectify whatever is done or missed in the process of attaining the common goals.

2.4   The Proposal

The implementation of the proposed intervention program shall commence with the following procedures:

2.4.1   Proposal of the Action Research
2.4.2   Orientation of E –TAWID
2.4.3   Coordination with Stakeholders
2.4.4   Collaboration with School Faculty members
2.4.5   Presentation of the Results

2.5   The Action

The proposed intervention shall be implemented following the procedures:

    2.5.1   Search for SAROF
    2.5.2   Profiling of the Participants
    2.5.3   Preparation of AIMs
    2.5.4   Utilization of AIMs

2.6   Work Plan and Timelines

The planning stage until the evaluation phase shall take place for the maximum of six (6) months.

    2.6.1   Collection of Data
    2.6.2   Analysis and Interpretation of Data Gathered
    2.6.3   Assessment and Evaluation

2.7   Cost Estimates

The estimated cost for this proposal shall be Php 30,000 more or less based on the materials listed .

2.8   Timetable

The timetable and cost and financial plan will be presented by means of a table found this page and the succeeding pages.

Target Date and Allotted Time Frame	Calendar of Activities	Persons Involved/ Focal Persons	Logistics/Materials and Supplies	Field Work Costs/Financial Budget Proposal
April 20	MT's Meeting and Seminar on Action Research Proposal	The Principal, Dept. Heads/Coordinators and Maam Donato Master Teachers	Slide Projectors, mike, Laptop, Hand-outs, free snacks	Sponsored by the Principal
April 22	Survey on the reasons of students' failure	Researcher Summer Camp's student participation	Survey Questionnaires	P 50.00
April 25-29	Data Gathering	Researcher registrar EMIS staff	I-pad, photo-copies of office documents	P 10.00

2.9   The Participants

The program shall be implemented through the collaboration of all the stakeholders. There are 7 participants in the E-TAWID PROGRAM who shall be provided with codenames for the protection of their privacy and for confidentiality purposes:

STUDENT CODE NO.	CODE NAME	GRADE & SECTION
001	Gabriel	5B
002	John Carlo	5B
003	Charles	7B
004	Francis	7B
005	Arsenio	7B
006	Mark Henry	7B
007	Jhad	7B

The 7 participants were carefully selected based on a number of listed guidelines.   The SAROFS were informed to proceed to Room 305 which was used as the Intervention Program Room at the STE and Administration Building during the ESP time. Presented herein are the activities of the Intervention Program

2.9.1   Selection of participants from ESP 7 as per recommendation of ESP teachers based on the SAROF records

2.9.2   Recommendation from ESP 7 subject teachers is highly important since the teachers are the ones who have the knowledge and record of the performance evaluation of each participant.

2.9.3   Consents from the adviser of the SAROFs section together with their parents / guardians

2.9.4   Securing the SAROFs grades from 1st to 3rd quarter in ESP

2.9.5   Interview by E-TAWID researchers and program initiator with counseling session.

2,9,6   An orientation regarding the components of the ETAWID program

2.9.7   There shall be a continuous conduct of the 10 sessions of the intervention program

2.9.8   The distribution of the completion report and outcome of the intervention program with the passing mark was undertaken

2.9.9   Culminating activity shall be undertaken, too

2.9.10   The documentation and recording of the whole activity shall be carefully managed and done.

An exam cum activity or written performance tasks shall be given among the SARPFs using the Modified True or False and Modified Essay in the form of Enumeration Type Examination. A Fill-on-the-Blank method is to be used for the abstraction party of the task while the Sentence Completion method is for the essay part .

3.0   RESULTS

Based on the gathered data, the following results are herein presented:

Table 1 – Question 1
WHAT DID YOU FAIL?

Student Code #	Code Name	Answers
001	Gabriel	I was not able to accomplish tasks on time.
002	John Carlo	I am poor in taking notes and very slow in writing.
003	Charles	I refused to listen to my teachers during discussion.
004	Francis	I refused to listen to my teachers during discussion.
005	Arsenio	I feel lazy to study and I do not listen at all
006	Mark Henry	I did not review the lessons.
007	Jhad	I did not listen to my teachers while they discussed.

Table 1 reveals that the most common reason why the participants failed is the inability to listen to the discussion in class. Participants reused to listen carefully during lesson time which is why they were not able to follow the subjects' content and had no good answers in examinations.

Table 2 – Question 2
WHAT SHOULD YOU DO TO AVOID FAILURE?

Student Code #	Code Name	Answers
001	Gabriel	Submit activities and assignments.
002	John Carlo	Study harder.
003	Charles	Accomplish all assigned tasks.
004	Francis	Do not be absent, come to class regularly
005	Arsenio	Listen on class and complete all tasks
006	Mark Henry	Work harder in my academic tasks.
007	Jhad	Listen during class discussion and complete tasks assigned.

Table 2 reveals what the participants plan to do to avoid failure in school. It was evident that completing and submitting tasks assigned to them on time. They also vowed to listen to teachers to avoid being failed.

Table 3 – Question 3
WHY SHOULD YOU PERSEVERE IN YOUR STUDIES?

Student Code #	Code Name	Answers
001	Gabriel	To fulfill my dreams of a better life
002	John Carlo	To fulfill my dream to be in law enforcement
003	Charles	To provide better future for my future wife and kids.
004	Francis	I want to be a policeman someday. I must study harder.
005	Arsenio	To find a good job and help my family
006	Mark Henry	For a bright and successful future
007	Jhad	I want to be a successful someday in the maritime industry

Table 3 reveals the reasons why the participants have to persevere in their studies. The common denominator among the responses is that they want to have better future and be able to achieve their goals in life.

Table 4 – Question 4
WHAT ARE OTHER REASONS WHY YOU FAILED?

Student Code #	Code Name	Answers
001	Gabriel	I argue and fight with my teachers
002	John Carlo	I was always absent because I was always bullied in school
003	Charles	I would always go out with my friends, gaming, cellphone
004	Francis	I realized I have wrong sets of friends
005	Arsenio	Alcohol, wrong friends, cellphone
006	Mark Henry	I go to school just to bully students, I steal things from anyone, cellphone and gaming
007	Jhad	I would always find trouble in school, being with wrong friends

Table 4 reveals that the tip reason why the participants failed is the time they engage with their friends inside and outside the school more often than not. They have chosen wrong company of friends which affected their studies.

Table 5 – Question
WHAT DO YOU DREAM TO BE SOMEDAY?

Student Code #	Code Name	Answers
001	Gabriel	To be an architect
002	John Carlo	To be a police officer
003	Charles	To have a happy family of my own
004	Francis	I want to be a policeman.
005	Arsenio	To help my family
006	Mark Henry	Successful and stable life
007	Jhad	I want to be a successful seafarer someday

Table 5 reveals that all participants want to be somebody someday – professionals in their respective field or area in the employment world.

Table 6
GRADES OF THE PARTICIPANTS

Student Code #	Code Name	1st	2nd	3rd	4th	Final Grade
001	Gabriel	75	84	81	76	79
002	John Carlo	75	81	76	75	77
003	Charles	81	77	77	70	75
004	Francis	.75	78	80	81	81
005	Arsenio	84	82	80	79	82
006	Mark Henry	78	78	81	75	78
007	Jhad	75	75	74	77	79

Table 6 reveals the grades of the participants for the 4 quarter grading periods after the intervention program was established and implemented.

Discussion

The major purpose of the study was to find out the effectiveness of an intervention program in fostering academic resilience of non-resilient at-risk students in focused grade level. . The program based on empowering and encouraging building modules for teachers was designed for this purpose. The module comprised of activity based sessions aiming at fostering protective factors-creativity, internal locus of control, self-concept, self-esteem, self-efficacy, autonomy, sense of purpose in life, optimism, good sense of humor and teacher student relationship. The tests analysis revealed that the intervention was significantly effective in enhancing students 'academic resilience and performance and in the prevention of frequently failing among students. in overall and by each selected protective factor.

School failure and dropout are serious issues, In such circumstances the school teachers must play their role in minimizing the risk of academic failure and dropout. The present study demonstrated that the teacher can foster the resiliency and encouraging characteristics among at-risk students by helping them acquire a protective mechanism through providing supportive environment and developing protective factors contributing towards creating self-esteem, self-confidence and another chance that could eventually save their lives and their future . In this research, specific protective factors were fostered to develop academic hope and faith among at-risk students. It was inferred that the development of these protective factors contributed towards the cultivation of students' resilience and their willingness to complete their tasks and pass the subjects to be able to move on to the next level of their academic goals. Keogh (2000) has suggested that protective factors may mitigate or even eliminate the effects of risk antecedents in at risk children. Research describing the role of protective factors has shown that such factors as a child's self-confidence, self-esteem, self-efficacy, internal locus of control, sense of humor, autonomy and optimism, a child's warm and open relationship with a teacher, a positive peer cluster, or high quality child care at an early age can often to mitigate the possible harmful effects of risk factors (Lewis, 2000). The role of researcher as a motivator,

refuge, strength and encouraging teacher, as a guide, as a mentor and as a facilitator was established to be beneficial for the successful build-up of resiliency skills among at-risk students. The researcher developed a positive relationship with the students and remained successful in fostering their willingness and discipline through his positive motivational and inspiring attitude during the intervention. Pianta and Walsh (2014) have also confirmed the positive impact of a supportive adult in the lives of at risk students. The importance of supportive adult in creating hope and courage among SAROFs has also been confirmed by the results of this study where a resilience training teacher was the only one supportive adult for non-resilient at-risk students throughout the experiment but he was successful in fostering resiliency attitude among students.

Teachers may foster students' trust and confidence to themselves by providing purposeful activities and opportunities that may encourage them to apply their skills and optimize the use their abilities (Henderson &Milstein, 2003). The findings from the present study exhibit that the activities were effective in helping students in a number of ways such as by providing explanations, encouraging students to elaborate their responses, appreciating and applauding students 'successes and providing support wherever needed during their task learning processes. As a result the students in the intervention group reported a more positive classroom-learning environment They also obtained significantly higher evaluation score.

Conclusion

The E-TAWID INTERVENTION PROGRAM is successful and is able to give SAROFs another chances at life and changes in their whole personality. The educators should continue to develop strategies to engage all students in a meaningful learning process that develops young minds into successful and accomplished citizens as the results of the study revealed that resilience fostering activities play a vital role in the development of students' resilience.

The 10 sessions intervention showed good results. Better results can be gained if the duration of the intervention program is extended. So it is recommended to implement such activity for a longer time period in order to develop encourage low profiled students such as at-risk students.

Although, a good number of protective factors were focused in the study, but due to tight time schedule we were unable to include some other protective factors of resilience in the study such as social competence and emotional intelligence.

It is recommended to consider the remaining protective factors of hope and faith in oneself might also play a significant role in the development of students' willingness to study and rectify their mistakes. . The study shows that resilience can be fostered by the teachers in regular classrooms. It is recommended that schools should adopt strategies and train teachers to teach youth about their innate resilience, provide meaningful opportunities for communication among students and with teachers, develop and promote positive student-teacher relationships, promote positive peer relations through activities in the classroom and in the school, foster academic self- determination, confidence and feelings of competence, promoting students' creativity, self-esteem, self-efficacy, internal locus of control, sense of humor, stress coping skills, autonomy, optimism etc.

Teachers need opportunities to sit down with their coordinator and all together look at the student data. And not just the standardized test but other data -- grades, teacher reports, and student work -- to determine the students who need additional support, and what exactly they need. With the teachers at the table, supplemental classes were then developed for the students determined to be in need. Knowing that the teachers who were going to teach the supplemental classes were the most qualified to develop the curriculum, the school coordinator advocated for the school to give the teachers the time, resources, and a place to work together.

In this situation, the coordinator functioned more as facilitator, understanding that success meant focusing on the people by first identifying students and their specific needs, then giving teachers the helm in developing strategic, quality intervention. In the classroom, interventions are activities that you would use to help students become successful in their classwork or decrease negative behavior towards others. They should be a team decision, based on students' needs and available resources.

School interventions allow teachers to address gaps in a child's knowledge and barriers to their progress. When a need has been identified, a school intervention will help overcome these barriers to their learning. School interventions are