

# **Tutorial Session and Sunday Classes an Ideal Approach to Enhance Academic Performance**

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## **ABSTRACT**

To leave no child behind, educators must initiate a program that would address students' problem on the Academic and educational promotion. Intervention such as tracking students' weakness and identifying factors that affect most of their focus towards educational standards is definitely part of the plan. In most cases, tutorial turn out to be the conduit variables to learning. However, the behavior of an individual was considered a key to success in education. Thus, religious students were assumed to behave more and will perform better during classes, religious activity engagement appears to offer a positive influence in learning process. The study was intended to determine the effects of Saturday Tutorial Session and Sunday Religious Classes in the academic performance of the Child Development Program (CDP) beneficiaries. Descriptive-survey method of research using purposive sampling was utilized. Only the high school CDP beneficiaries and their teachers were chosen as the respondents. Results reveal that sickness, as the cause of the students' low performance in academic is still dominant in basic education. It also reveal that the diversity in teaching is not 100 percent acquired up to this very moment considering that the traditional teaching strategies of teacher was considered as one of the causes of the students low performance in academic. Generally, results implied that the combined

tutorial class and religious attendance are very good recipe to enhance academic performance of students.

***Keywords*** - tutorial session, Sunday classes, academic performance

## INTRODUCTION

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by the institution. Improving the educational outcomes for students who are at risk for academic failure is an important issue for educators and policymakers. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security (Hock, M. F., Pulvers, K. A., Deshler, D. D., & Schumaker, J. B., 2001).

Child Development Program (CDP) is a promising project sponsored by Korea Food for the Hungry International (KFHI) a dedicated Non Government Organization from Korea working in Saint Bernard since 2006 after the landslide in barangay (community) Guinsaugon. The objectives of the program are to enhance children's spiritual, social, and mental capability. The Child Development Program has an approximately 200 elementary and high school students beneficiaries. On January 17, 2011 Southern Leyte State University – San Juan Campus and Korea Food for the Hungry International together with the Local Government Unit and the Department of Education Saint Bernard signed a Memorandum of Agreement to conduct capability enhancement tutorial for CDP beneficiaries every Saturday. The sponsoring agency (KFHI) also considers Sunday sessions as part of the intervention to address students' low achievement in academic.

Tutoring could be defined as a learning interaction between a tutor and a tutee that focuses on an area of curriculum content needing improvement or strengthening in the tutee (Woolley and Hay, 2007). Often the purpose of tutoring is to provide an educational intervention to meet the needs of children who have a difficulty in learning. In particular, Vaughn, Gersten and Chard (2000) contended that the most effective instruction that teachers can provide for any student is one-on-one.

Spiritual gatherings offer a special place apart from a person's daily routine for healing and renewal to occur, a place to let the divine order of Spirit take over your attitude so that you can be free to learn from whatever comes your way (Bedrosian, C. 2001)

Previous research has observed that religious participation is positively related to a wide variety of adolescent outcomes, including academic achievement, but relatively little is known about why this is the case (Glanville, J. L., Sikkink, D., & Hernandez, E. I., 2008).

Life is a constant exercise in personality improvement. Relating to that, it is always how we treat ourselves and the environment that matters most in learning. Consequently, individual transformation thru values formation was the main idea of this study. Attendance to tutorial sessions as well as the engagement of students to religious activities is assumed to transform students into a better person that basically will lead to improve their performance in academic. Thus, this study intends to determine the causes of the respondents low performance in academic and the feasible effect of Saturday Tutorial Class and Students Sunday Sessions in enhancing their ability.

## METHODOLOGY

This study utilizes the descriptive-survey method of research and purposely chose 44 high school CDP Beneficiaries and their teachers and tutors as the respondents. Students' Form 137 was utilized in determining the skills to be enhanced. The teachers and tutors were interviewed to determine causes of the low performance in academic based on their perception and actual observation during classes. The students were also asked of their needs for assistance in their subjects every before the tutorial session start. Data was evaluated by testing the significant difference of the students' performance every grading period as the basis for the effectiveness of the Saturday class tutorial and Sunday sessions in enhancing academic performance of the respondents. Grades are categorized according to the scale below.

Grade	Descriptive Rating
90-94	Outstanding (O)
87-89	Very Satisfactorily (VS)
83-86	Satisfactorily (S)
80-82	Moderately Satisfactorily (MS)
75-79	Needs Improvement (NI)

Table 1 presents the population and the gender distribution of the respondents. As revealed, respondents are composed of 44 secondary students and 14 teachers, 23 and 35 are males and females respectively.

Table 1. Gender distribution of the respondents

	Teachers/Tutors	Students	Frequency	Percentage
Male	3	20	23	45.45%
Female	11	24	35	54.54%
Total	14	44	58	100%

## RESULT AND DISCUSSION

### Students Academic Performance

Table 2 result suggests beneficiary’s needs to undergo capability enhancement. As shown, more than half of the respondents’ academic performance were falling under (NI) or the Needs Improvement category, most are boys. The same results indicate poor performances of students in public secondary school considering that, majority (90%) of the respondents are enrolled in public high school.

Similarly, Houtte (2004) in his study entitled “Why boys achieve less at school than girls: the difference between boys’ and girls’ academic culture” cited that it is demonstrated that boys’ culture is less study oriented than girls’ culture and that this difference can be held responsible for the gender differences in achievement, at least in general schools. However in technical/vocational schools, boys seem to oppose the study culture.

Table 2. Respondents academic performance

Category	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Outstanding	0	0%	0	0%	0	0%
Very Satisfactory	0	0%	4	16.5%	4	9%
Satisfactory	6	30%	4	16.5%	10	23%
Moderately Satisfactory	2	10%	10	42%	12	27%
Needs Improvement	12	60%	6	25%	18	41%
	20	100%	24	100%	44	100%

## Causes of the Low Academic Performance

Results in table 3 show the causes of the low academic performance of students based on the teachers' observation during classes. As shown, the most common cause is the frequent absences of the students due to sickness, lack of interest, lack of food and allowance, and unsupportive parents. Second cause based on ranking is the poor school facilities specifically the lack of books and references, lack of chairs, and the lack of classrooms. Conversely, Bowers & Urick 2011, found no evidence of a direct effect of facility disrepair on student mathematics achievement. Third of the causes is the ineffective strategies of teaching due to the lack of in-service trainings and the traditional mindset of teachers.

De Ridder et. al. (2013), claim that High school dropout and long-term sickness absence/disability pension in young adulthood are strongly associated. Socio economic level was a significant predictor of motivational orientation and academic performance. Recent research has suggested that facility maintenance and disrepair, rather than structural issues, may be more directly related to student achievement.

Consequently, considerable evidence suggests that elementary and secondary students show the most positive motivation and learning patterns when their school settings emphasize mastery, understanding, and improving skills and knowledge ( Meece, J. L., Anderman, E. M., & Anderman, L. H. 2006).

Table 3. The causes of the low academic performance as perceived by the teachers

Causes	frequency	percent	Average	Rank
1. Frequent Absences of the students due to			93%	1
Sickness	14	100%		
Lack of interest	14	100%		
Lack of food and allowance	12	86%		
Unsupportive parents	12	86%		
2. Poor School Facilities			66%	2
Lack of books and references	10	71%		
Lack of chairs	10	71%		
Lack of classroom	8	57%		

3. Ineffective Strategies of Teaching			47%	3
Lack of in-service trainings	8	57%		
Traditional Mindset of teachers	7	36%		

### Significant Difference of the Respondents’ Grades Average in the four Subjects Areas

Significant difference in between grading periods is consistently observed in Mathematics, Science, and English subjects. It implies that the enhancement activities (Saturday Tutorial Class and Sunday Religious Session) help out in improving students’ performance in the three subjects.

The difference between respondents’ periodic grade average in Filipino subject disclosed inconsistency with the results illustrated in the three subjects; Mathematics, English, and Science. Improvement of grades in Filipino subjects was only perceived in between the third grading and fourth grading period. However, results do not suggest ineffectiveness of the enhancement program (STC and SRS) in Filipino subjects. Hence, data implies a constant grade average in the four grading period, which means that the respondents maintain their grades in Filipino during these periods.

Granting that students are learning better in Filipino subject, results will justify and support on one of the guiding principles in learning for K-12 program which is the use of mother tongue. It is believed that students learn best with their first language. In light of this, English and Filipino will both be taught as independent subjects starting Grade 1. Both languages will therefore become the primary medium of instruction in Junior High School and Senior High School (Lindholm-Leary, 2001).

Table 4. Significant difference of the respondents’ grade average

Subjects	Variables	Tabular Value	df	Computed t-value	Decision
Mathematics	1 <sup>st</sup> Grading vs. 2 <sup>nd</sup> Grading	.001	21	4.004	Reject Ho
	2 <sup>nd</sup> Grading vs. 3 <sup>rd</sup> Grading	.046	21	2.120	Reject Ho
	3 <sup>rd</sup> Grading vs. 4 <sup>th</sup> Grading	.002	21	3.834	Reject Ho
English	1 <sup>st</sup> Grading vs. 2 <sup>nd</sup> Grading	.001	21	6.750	Reject Ho
	2 <sup>nd</sup> Grading vs. 3 <sup>rd</sup> Grading	.006	21	3.049	Reject Ho
	3 <sup>rd</sup> Grading vs. 4 <sup>th</sup> Grading	.004	21	3.206	Reject Ho

Science	1 <sup>st</sup> Grading vs. 2 <sup>nd</sup> Grading	.023	21	2.446	Reject Ho
	2 <sup>nd</sup> Grading vs. 3 <sup>rd</sup> Grading	.000	21	4.977	Reject Ho
	3 <sup>rd</sup> Grading vs. 4 <sup>th</sup> Grading	.002	21	3.434	Reject Ho
Filipino	1 <sup>st</sup> Grading vs. 2 <sup>nd</sup> Grading	.492	21	.399	Accept Ho
	2 <sup>nd</sup> Grading vs. 3 <sup>rd</sup> Grading	.584	21	.557	Accept Ho
	3 <sup>rd</sup> Grading vs. 4 <sup>th</sup> Grading	.007	21	2.982	Reject Ho

### Effect of the Enhancement Program as Observed by the Teachers and Tutors

The positive outcome of the enhancement program was divulged during the interview of the teachers. Perception of the teachers on the effect of Sunday religious sessions in the students' academic performance is in consonant with the results revealed in table 4, the significant difference of the respondents' grade in four periods as a result of the Saturday tutorial sessions. Most of the teachers observed improvement in students' attendance, behavior, and interest in the class during and after the 1<sup>st</sup> year of the program implementation.

Mooney 2010, in his study "Religion, college grades, and satisfaction among students at elite colleges and universities" discloses similar findings that attending religious services every week or more and a 1 to 10 scale of observance of one's religious traditions and custom increase the amount of hours students report spending on academic work and extracurricular activities, as well as reduce the hours students report going to parties. Regular attendance at religious services increases academic achievement.

## CONCLUSION

Diversity in teaching is not 100 percent acquired up to this very moment hence traditional teaching strategies is still discovered as one of the causes of the students low academic performance. Combined tutorial session and religious attendance as vehicle to values formation is a very good recipe to enhance academic performance of students as observed in this project.

## RECOMMENDATION

It is anticipated that the result of this study will provide valuable information that will be made as a guide in designing intervention for future academic enhancement programs. Thus, it is recommended that similar studies on enhancing academic performance will be conducted with more variables to be considered.

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