

Basic Education Services for Schools and Community Learning Centers of the Division of Calamba City

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ABSTRACT

The Department of Education aims that all learners are given opportunities to be well-rounded by having access to programs responsive to their needs. However, reports show that problems on access and quality of learning still prevail, as evidenced by the number of students retained. This study looked into the factors that contribute to the increasing number of retained learners and the common problems encountered by the school heads in dealing with them. The study employed a descriptive design of research. A survey questionnaire, supplemented by informal interviews and a focus group discussion with 48 school heads and 314 teachers of selected schools and ALS mobile teachers of the Division of Calamba City, were utilized. Results revealed that the learners' habitual tardiness and absences, and the lack of parental care and guidance in doing homework and other school projects, are the primary factors that contribute to the increasing number of retained learners. Moreover, the parents' poor attendance during meetings and forums, and their attitudes in motivating their children to attend classes are the problems most often encountered by school heads. After a thorough analysis of data, a basic education services plan

for schools and community learning centers in the Division of Calamba City was crafted to address the increasing number of retained learners.

Keywords — Schools governance, repetition, descriptive design, Calamba City, Philippines

INTRODUCTION

Education has been widely regarded as the greatest equalizer, as it aims to mold young people to become responsible citizens. They can adapt to change, recognize and solve local problems with global roots, meet other cultures with respect, and create a peaceful and sustainable society. With every country putting premium to education, it is imperative that the youth benefit from an educational system that promotes development, which is not only socially equitable but also culturally sensitive, all towards their holistic personal and professional growth. With all these, education remains a basic requirement in the pursuit and attainment of individual and national success. It is an important element in a nation's socio-economic progress and plays a dominant role as an instrument for large-scale development. It stimulates knowledge generation and creativity, which serves as the key driver for social growth and competitiveness.

In the Philippines, the state recognizes the importance of providing quality education to its people to attain sustainable living by allocating equitable resources to this sector, with the ultimate goal of re-uplifting the quality of life of the Filipino families. The Philippine government also implements various educational reforms through the Commission on Higher Education (CHED) and the Department of Education (DepEd) to make the country's educational system attuned to global standards of excellence. Cognizant of its role in solidifying academic foundations, the DepEd sets its strategic goals that include expanding access to basic education, improving quality and relevance, and modernizing educational management and governance. To realize its long-term vision of developing a nation-loving, competent, and lifelong learners, DepEd provides mechanisms to ensure that learners are in school or learning centers and are given access to programs that are responsive to their needs. They must attain learning standards and complete the basic education in the prescribed number of years. However, one of the challenges along this line is grade repetition, which is becoming a global concern as well. Repetition is one of the indicators of the internal inefficiency of an educational system. This phenomenon constitutes

private and public costs by individual parents and the government. Further, it entails problems along with learners' attendance, assessment, supervision, and as classroom space, all of which contribute to educational wastage.

The Schools Division of Calamba City has been serving the community for more than a decade. It has been a strong arm of the government in realizing its vision and mission relative to education. Through its dynamic learning leaders and participative stakeholders, the division has successfully implemented programs such as Adopt-a-Child Program, Kalinga sa mga Batang Calambeno, and Libreng Paaral. These programs are intended to reach out to all learners and help them stay in school. Despite all these initiatives, the repetition rate remains a pressing problem in the Division. Data generated from the Enhanced Basic Information System (EBEIS) showed that repetition rate increased from 0.63 percent for SY 2014-2015 to 2.84 percent for SY 2018-2019, or a total of one thousand six hundred sixty-six (1,666) out of fifty-eight thousand six hundred and twenty-eight (58,628) elementary learners were not promoted to the next higher level. This resulted in a decrease in the promotion and transition rates in schools.

The above data resulted not only to a sharp decrease in completion and the cohort-survival rate at the elementary level but also in the participation rate at the secondary level. Also, there were additional budgetary costs for the DepEd, since spending to basic education is at 3.4 percent of the 2017 Growth Domestic Product (GDP). The government has been trying to adhere to the Education for All principle; still, the reports on the number of learners who are retained and who drop out of formal schools have been increasing each year, while the number of enrollees in the community learning centers is increasing. As the Division's Planning Officer and acting as a school head in one of the city's elementary schools, the researcher fully understands this situation. She has observed that the repetition rate increases every year, which has been a cause of serious concern. As a result, it significantly affects the delivery of basic education services at large.

Consequently, it also affects the performance indicators of the Division in terms of Access and Quality. It has also resulted in the increasing number of over-aged learners at the elementary level and the low transition rate from the Elementary to the Secondary level. With the strong desire to assess the underlying reasons for the increasing number of retained learners at the elementary level, the researcher was prompted to come up with this study, with the end view of proposing a basic support services plan to address this concern.

FRAMEWORK

The concepts derived from different sources provided concepts to the researcher in coming up with a clear direction of the conceptual framework of this study. The researcher utilized the Input, Process, and Output (IPO) model in presenting the schematic relationship between the variables included in this study.

This study used the Transformational Theory of Relationship Theory. It focuses on the connections formed between leaders and followers, which are very relative to the study wherein their school heads guide teachers through technical assistance on the delivery of basic education support services. It also hinged on Collegial Model of Educational Management, which states that policy determination and formulation, decision making based on a process of discussions, agreements and consensus and sharing the power are among some or all of the members of the organization who are considered to have a common perception of the organizational objectives, support and enable collaborative environments. Lastly, this study is also anchored on the Goal Setting Theory as espoused by Locke and Latham (Yurtkoru, Bozkurt, Bekta, Ahmed, & Vehap 2017). It is based on the simplest of introspective observations that conscious human behavior is purposeful and is regulated by the individual's goals. The mentioned theories are useful; they explain the importance of the principals' role, being the leader in the educational system. They present essential leadership skills to manage the school's operation, together with external and internal stakeholders' collaboration to achieve the goals of DepEd. With these roles, they are expected to bring together different individuals to work together towards the school's successful and positive performance concerning students' achievement and promotion.

OBJECTIVES OF THE STUDY

This study aimed to propose a basic education support services plan (BESSP) to public elementary schools and community learning centers in the Division of Calamba City. Specifically, the study sought answers to questions such as the public elementary schools' profile and community learning centers in terms of its enrollment, number of teachers, location, learning facilities, and teachers' qualification. It looked into the factors that contribute to the increasing number of retained learners assessed by the school heads and teachers and the significant

difference between the respondents' assessments. Likewise, it also assessed the problems encountered by the school heads in dealing with the retained learners. Finally, a basic education support service plan for schools and community learning centers is proposed to address the increasing number of retained learners.

METHODOLOGY

Research Design

The researcher used the descriptive method with the questionnaire as the main data gathering instrument, supplemented by an interview and focus group discussion. According to Shields and Rangarajan (2013), the descriptive method is used to describe a population's characteristics or phenomenon being studied. It does not answer questions about how/when/why/ the phenomenon occurred; rather, it addresses the What question. The characteristics used to describe the situation or population are usually categorical schemes, also known as descriptive categories.

More so, Posinasetti (2014) describes the method as one in which information is collected without changing the environment, which means nothing is manipulated. It is used to obtain information concerning the current status of the phenomena to describe what exists to variables or conditions in a situation. The method involved range from the survey, which describes the status quo, the correlation study which investigates the relationship between variables.

It is, therefore, appropriate to use the descriptive method of research to describe the present and existing contributory factors to the increasing number of retained learners as assessed by the school heads and teachers with regards to the health condition, academic performance, attendance, punctuality, and learning engagement of the learners.

Research Site

The researcher conducted the study at the schools of Calamba City, a city division with 57,012 elementary learners, 23,647 secondary school learners, and 2,047 SHS students. Being a medium city division in Region IV-A CALABARZON, the schools are managed, supervised, and under the jurisdiction of a Schools Division Superintendent and the Assistant Schools Division Superintendent. It is comprised of fifty-one (51) elementary schools and twenty- one (21) secondary schools wherein twelve (12) of its secondary schools are integrated schools as they are offering senior high school program.

The researcher is one of the school heads observed that the repetition rate is increasing in numbers every year. This entails for additional budget for the hiring of teachers, procurement of books, and other support services. This is also a burden for the teachers in terms of preparing lessons and monitoring the retained learners. With the strong desire to assess the underlying reasons for the increasing number of retained learners at the elementary level, the researcher prompted to come up with this study with the end view of proposing basic support services programs to address such problems.

Respondents

The research involved two groups of respondents. The first group was composed of 48 school heads, and the second group was composed of 314 teachers of selected schools and ALS mobile teachers of the Division of Calamba City. Random sampling was used in determining the teacher-respondents while purposive for the school head.

Instrumentation

The researcher developed a survey questionnaire as the main tool to elicit the information or responses needed in the study. The said tool was subjected to the validation of the experts. The suggestions and recommendations given were applied to the said tool before it was finalized and administered.

Moreover, the questionnaire consisted of two parts. The first part consisted of questions about school profiles in terms of enrolment, number of teachers, learning facilities, and teachers' qualification while the second part was about the causes/factors that contribute to the increasing number of retained learners and the problems encountered by school heads in dealing with the retained learners.

Questionnaire. The researcher used a self-constructed three-part questionnaire to gather the data and information needed for the study. Part I is about the public elementary school and community learning centers' profile in terms of enrollment, the number of teachers, location, learning facilities, and teachers' qualification. Part II determined the factors/causes that contributed to the increasing number of retained learners as assessed by the school heads and teachers. In like manner, Part III assessed the problems encountered by school heads in dealing with the retained learners.

Construction. The researcher-constructed questionnaire was used to gather the data needed in the study. Through readings and looking at the variables in the problem, the researcher, in consultation with the research adviser, was able

to develop the questionnaire's content. The researcher's personal experiences as an OIC school head provided additional insights that were very significant in outlining the questionnaire items.

Validation. The content of the survey questionnaire was based on the reviewed literature and studies related to the present endeavor. To ensure the validity of the instrument used, the first draft was prepared and submitted to the adviser for comments, suggestions, and corrections. Hence, the modifications and suggestions of the adviser were incorporated in the final draft and were again presented to the adviser for finalization. Upon approval of the adviser, the final copy was printed and presented to the members of the panel for validation. Henceforth, the final copy was printed and distributed personally to the respondents.

Administration. Before the administration of the questionnaire to the target respondents, the researcher submitted a letter of request to the Schools Division of Calamba City for approval to conduct the said study. Upon approval, the researcher visited the identified schools and discussed the purpose of the study before distributing them to the school heads and teachers.

Respondents were given ample time to assess the instruments and was personally retrieved by the researcher. Afterward, the results were tallied, analyzed, and interpreted.

Scoring of responses. The result of the assessments was interpreted using Likert's scale as follows:

Option	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Strongly agree (SA)
3	2.50 – 3.49	Agree (A)
2	1.50 – 2.49	Disagree (D)
1	1.00 – 1.49	Strongly disagree (SD)

Interview. To substantiate the data gathered from the questionnaire, the researcher conducted an informal interview with 15 teachers and 10 school heads during the monitoring of schools. The interview covered follow-up questions on the identified indicators as well as challenges and other relevant issues why learners are retained to the same grade level.

Focus Group Discussion. The study also employed Focus Group Discussion with the seven school heads, which was held at the conference room of Chipeco Hall last May 20, 2019. In the said discussion, the researcher elicited plans and activities that they will implement to address the problem of retained learners.

Data that were gathered from the discussion were analyzed and served as the basis for the development of a basic support services plan.

Data Analysis

The study employed a descriptive method. Random sampling was done to identify the teacher-respondents while purposive to the school heads. The frequency was used to determine the number of responses in a particular item. In statistics, it refers to the number of occurrences of the statistical result. The percentage was used to determine the proportion of the responses on the items in terms of the school profile, weighted mean to quantify the data on the responses of the school heads and teachers on the factor/causes that contribute to the increasing number of learners and problems encountered by school heads. The t-test was used to determine if there is a significant difference between the assessment by the school heads and teachers on the factors that contributed to the increasing number of retained learners.

RESULTS AND DISCUSSIONS

Profile of public elementary schools and community learning center in the Division of Calamba City

There are 14 schools or 29 percent that have an enrolment of 1,501 or more pupils, 13 schools or 27 percent have an enrolment of 500 or less, 11 schools or 23 percent have an enrolment of 501 to 1000 learners, and 10 schools or 21 percent have an enrolment ranging from 1001 to 1500 learners. Meanwhile, all community learning centers have 500 or fewer enrollees. On the other hand, the Community Learning Centers have 10 or fewer mobile teachers, which is still within the standard range. In terms of location of the school, 52 percent of elementary schools are located near the industrial or commercial areas, and four schools or eight percent are located near the coastline of Laguna Lake. Seven schools are located along the highway, while six schools are situated in the mountainous areas of Calamba City. Most schools are located near the commercial and industrial areas to accommodate learners who are residing near the factories and other commercial establishments. Results also showed that 28 schools or 58 percent have adequate facilities, and only 15 schools or 31 percent have inadequate facilities. Also, five schools or ten percent have adequate learning facilities. However, only two out of the ten community learning centers have adequate facilities, while all other eight centers have inadequate facilities, as they

are just squatting in any vacant room of the schools or district they are assigned. With regards to the teachers' qualifications, data showed that almost half of the teachers in elementary schools (140 or 46 percent) and all ten mobile teachers in learning centers are Bachelor's degree holders. A good number (133 or 44 percent) have a Master's degree, while 31 teachers or ten percent have already acquired a doctoral degree.

Factors that Contribute to the Increasing Number of Retained Learners as Assessed by the School Heads and Teachers

Out of 20, the two indicators that got the highest percentage will be discussed thoroughly. Table 1 shows that the school heads strongly agreed that the habitual tardiness of the learners because they help their parents earn a living is the foremost cause of the increasing number of retained learners. It obtained the highest percentage of 84%. School tardiness or arriving late in school affects the learning outcomes of pupils, as they receive fewer hours of instruction than those students who come to school on time.

Also, important discussions are missed out, and usually, tardy learners arrive during the formative evaluation part of the class, as validated during the focus group discussion with the school heads. Likewise, school heads added that there are learners who arrive late because they either collect or sell recyclable materials or they sell vegetables or fish before going to school. All of these point to the fact that the retained learners provide economic support to their family.

Coming to school late impinges on instructional time, disrupts the classroom routine, and can have an impact on academic performance. Frequent tardiness will result in consequences, including making up time missed during recess and/or after school.

Likewise, the school heads also agreed that habitual absenteeism because pupils need to take care of their younger siblings is another cause for the increasing number of retained learners. This obtained a percentage of 83%. Habitual absenteeism and the failure to go to school affect the performance of the learners. It cannot be denied that students may miss some school activities and lessons. However, it becomes a problem if the learners will be away from school often and for many days often.

Table 1. Assessment of the Factors Relative to the Increasing Number of Retained Learners

Indicators	School Heads	Teachers
	Percentage	Percentage
1. Lack of interest and motivation of the learners to study and go to school that they failed to comply with the academic requirements.	65%	75%
2. Lack of self-esteem to mingle with other learners	67%	66%
3. Poor reading and comprehension skills of the learners,	78%	80%
4. Academic failure and difficulty of the students in coping with different areas.	75%	78%
5. Early involvement of the learners in different social groups (fraternities)	77%	74%
6. Habitual absenteeism because they need to take care of their younger siblings	84%	77%
7. Bullying and harassment from classmates and peers	77%	59%
8. Illness and other health-related problems.	81%	79%
9. Living with single-parent families	81%	73%
10. Habitual tardiness because they are helping their parents earn a living	88%	80%
11. Addiction of the learners to gadgets and computer games	74%	80%
12. Lack of parental care and guidance in homework and other school projects	73%	82%
13. Poor behavior of the learners due to developmental delays and emotional problems.	81%	80%
14. Absence of permanent employment of the parents to sustain the daily needs and schooling of the learners	84%	80%
15. Constant change of residence due to their parents' nature of work.	81%	76%
16. Disturb behavior of the learners because they are the product of broken homes	79%	78%
17. Long hours of walk or travel to and from school.	79%	71%
18. Embarrassment and humiliation from teachers and other school personnel.	48%	43%
19. Peer influence in not attending classes regularly	69%	73%
20. Failure of the learners to engage in school/classroom learning activities provided for them.	66%	71%

During the focus group discussion, the school heads noted that frequent absenteeism is common to slow learners, and most of them tend to take care of their younger siblings while their parents are out looking for immediate income to sustain the needs of the family. Learners are often demotivated to go to school as they have missed important lessons, claiming that they will have a hard time coping with their classmates.

The teachers, on the other hand, considered the lack of parental care and guidance in homework and other school projects as the most notable contributory factor why learners are retained in the same grade level. It gained the highest percentage of 82%. Teachers disclosed that they have a hard time communicating with the parents of the retained learners. Said parents are most likely less involved in the learners' activities in school, specifically in the homework and other school projects. Failure to turn in homework and other school projects is a problem because nobody in their family provides guidance.

This supports the findings of Li and Hamlin (2019) that parents must help with the homework of their children to cultivate positive learning behaviors, reinforce class activities, and signal to children that their education is important to them.

The teachers also agreed that addiction of the learners to gadgets and computer games is another factor for grade retention. It gained a percentage of 80% the unrestricted use of different electronic gadgets like video games, internet games, and cellphones have become a central force that fuels and occupy the time of the learners. There is enough evidence that video games have become part and parcel of many learners' day to day activities that they tend to neglect their studies. Teachers claimed that learners are often seen in internet shops playing video games instead of doing their homework.

This supports the study of Capulong (2018) that prolonged use of electronic gadgets has negative effects and influences the quality of learners' academic performance. They become obsessive that they neglect everything else, like their social life, family, and friends.

Difference between the Assessments by the Two Groups of Respondents

Table 2. Difference in the Assessment of the Two Groups of Respondents

Respondent	Mean	sd	t_c	p value	Decision on H_0	Interpretation
School Head	2.962	0.269	-0.515	0.607	Do not Reject	Not Significant
Teachers	2.988	0.340				

As shown in Table 2, there is no significant difference in the assessments of the school heads and the teachers on the factors that contribute to the increasing number of retained learners. The computed t – value 0.515 with a corresponding p -value of 0.607 is greater than the 0.05 level of significance. Therefore, the null hypothesis is accepted.

The result simply signifies that the school heads and teachers have similar observations and assessments on the reasons why learners are retained to the same grade level and fail to acquire the competencies delivered by the teachers in the particular school year.

The findings of the present study support the notion of Magpantay, Malabrigo, Malijan, and Manarin (2014), stating that the probability of repeating one or more years is connected with the academic skills acquired before starting the primary school level. Thus, the universalization of pre-schooling has led to large gains in terms of lower grade repetition and school drop-out. This means that early childhood skills acquired before schooling should be parallel to the activities given in school, suggesting strong family support to a child's overall learning habits and abilities.

Problems Encountered by School Heads in Dealing with Retained Learners

Table 3. Problems Encountered In Dealing with Retained Learners

Indicators	WM	VI
1. Poor attendance of parents during meetings and forum relative to issues and problems of the retained learners	3.48	A
2. Poor attitude of the parents in motivating their children to attend classes	3.44	A
3. Difficulty in dealing with parents and students towards acceptance of their child learning problems and difficulties	3.25	A
4. Unwillingness of the parents to cooperate during home visitation.	3.19	A
5. Lack of trained school personnel to handle the emotional and psychological problems of the retained learners	3.13	A
6. Absence of school facilities to cater to retained students who need special care and attention	3.10	A
7. Absence of student support services to help students in their social, personal and emotional needs	3.06	A
8. Limited number of textbooks and learning materials suited to the needs of the retained learners.	2.98	A
9. Absence of support mechanism in dealing with the retained learners from other stakeholders.	2.88	A
10. Lack of community participation in the different programs and projects of schools.	2.77	A
11. Limited printed learning materials which can be used to improve the academic performance of the retained learners	2.63	A
12. Absence of technical support from the Division Office supervisors in handling learners with learning difficulties	2.63	A
13. High incidence of disciplinary cases involving the retained learners.	2.60	A
14. Extreme emotional depression of the retained learners.	2.56	A
15. Limited classroom activities are given to improve the academic performance of the retained students	2.52	A
16. Absence of supplemental learning materials for retained learners	2.19	D
17. Lack of knowledge and pieces of training on how to deal with retained learners.	2.06	D
18. Lack of school facilities like guidance office and feeding center to cater to the needs of learners	2.02	D
19. Irregular monitoring of attendance of the retained learners due to the big class size.	1.94	D
20. Absence of remedial program for slow and retained learners	1.90	D
Composite Mean	2.72	A

Legend SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree
 Scale Range 3.50 - 4.00 2.50 - 3.49 1.50 – 2.49 1.00 – 1.49

Table 3 presents the results on the assessment of the problems encountered by school heads in dealing with retained learners.

As shown in the table, school heads agree that poor attendance of parents during meetings and forums relative to issues and problems of the retained learners is the topmost problem encountered. It obtained a weighted mean of 3.48. The parents' active involvement in the learners' activity in school, such as parents' summit and other forums, not only enhances academic performance but also brings a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation.

The school heads implied during the focus group discussion that students learn more, receive higher grades, and have better school attendance when parents are involved in the learners' education. This is the very reason why attending parent-teacher conferences is so important because it is a good avenue for parents to become involved and stay involved throughout the school year. Parent-Teacher conferences or parents' summit are also a good way to meet the teacher and learn about the learners' academic performance, as well as what the teacher plans for the year.

This supports the study of Pakter and Chen (2013), that parental involvement can make a positive difference in the life of the learners. She further added that parental involvement should be more focused on young children as they need more attention and care. Parents' encouragement can influence whether a child stays in school or drops out. Similarly, a child may consider going to college more seriously when parents show interest in the child's academic achievements and talk with the child about the benefits of a college education.

The school heads disclosed that the parents' poor attitude in motivating their children to attend classes is also a problem in dealing with the retained learners. This has a weighted mean of 3.44. Parents are the primary educators of children, as they have the greatest influence on them from childhood to adulthood. They should be the foremost motivators of their children to attend classes regularly.

Parents play key roles as educational stakeholders. They provide additional resources for the school to assist the learners in achieving learning outcomes and enhancing a sense of community involvement. Parents' involvement with their children's education by attending school functions, encouraging learners to manage their social and academic time wisely, and modeling desirable behavior is a big factor to motivate the learners to study and go to school. Martin (2011) stated that individual differences in academic performance had been linked

to differences in intelligence and personality. He explained that learners with higher mental abilities as demonstrated by IQ tests and those who are higher in conscientiousness tend to achieve highly in academic settings. Early academic achievements enhance later academic achievement. It has also been discovered that certain factors can either influence or hinder the academic performance of learners at any level of education. Such factors emanate from the school environment, curriculum planning and implementation, sibling/peer group influence, and home environment, examples of which are parents and the socialization patterns at home.

Proposed Basic Education Support Services Plan for Public Elementary Schools and Community Learning Centers.

The proposed basic education services plan was developed to address the increasing number of retained learners. It was designed to help the schools and community learning centers deliver their mandate of providing quality and relevant basic education to all types of learners. In like manner, this intended to ensure that learners will be provided with the competencies and skills needed, and eventually be able to finish basic education within the prescribed time frame, which in turn would save government funds and resources. The proposed activities presented in the support services plan were conceptualized based on the findings of the study. Suggested activities focused on the indicators which were found to be the main causes or factors why learners are retained in the same grade level, and on the problems encountered by school heads in dealing with the retained learners.

Intensifying the adopt-a-child program will address the factors on habitual tardiness and absenteeism because they help their parents economically to earn a living while strengthening parental involvement in school activities will address the lack of parental care and guidance in homework and other school projects. Recognition of active parents and involved parents will minimize, if not entirely resolve, the problems on poor attendance of parents during meetings and forums relative to issues and problems of the retained learners.

Ensuring the provision of technical assistance, as well as the monitoring and evaluation of programs implemented in the school level, will help school heads in addressing the different problems on retained learners specifically on the training of teachers in handling slow learners and learners with learning difficulties.

CONCLUSIONS

The elementary schools can maintain the standard teacher-pupil ratio, based on their profile, despite the increasing number of students, while community centers have a smaller number of students. Most schools are located along with commercial or industrial areas and are manned by teachers who are mostly Bachelor's degree holders. The majority of the schools have adequate facilities, while most learning centers lack such facilities.

The school heads and teachers agree that the learners' habitual tardiness due to the need to help provide economic support to the family, and the lack of parental care and guidance in doing homework and other school projects, are the primary factors contributory to the increasing number of retained learners.

There is no significant difference in the assessments of school heads and teachers on the factors that affect the increasing number of retained learners.

Poor attendance of parents in school meetings and programs and the minimal support they provide to their children are the most serious problems encountered by school heads in dealing with retained learners.

A basic education support services plan is proposed to address the increasing number of retained learners in elementary schools and community learning centers in the Division of Calamba City.

TRANSLATIONAL RESEARCH

In view of the findings and results of the study, recommendations are hereby offered, such as; A thorough review and assessment of the proposed basic education support services plan that may be done prior to its adoption and eventual implementation. Likewise, the assessment of the Education Program Supervisors in-charge of the different learning areas, as well as the Public Schools District Supervisors, may be solicited to determine their insights relative to the factors and causes why learners are retained in the same grade level. Other suitable solutions may be established to be conducted by future researchers, and other stakeholders dealing with the same nature, but with different variables and disciplines.

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